



Wholly owned by UTAR Education Foundation  
(Co. No. 578227-M)  
DU012(A)

**Universiti Tunku Abdul Rahman**  
**Faculty of Arts and Social Science**  
**Bachelor of Communication (Hons) Public Relations**  
**UAMP 3023: Final Year Project 2**  
**Group: 8**  
**Supervisor: Mr. S Maartandan A/L Suppiah**  
**Internal Examiner: Ms. Diong Fong Wei**

**Title: Does Leadership Communication Practices Matter? A Research on  
Organizational Commitment among UTAR Academic Staff.**

<b>NO.</b>	<b>NAME</b>	<b>STUDENT ID</b>
1	JOANNE YEAP	17AAB00279
2	LAY YEE WAH	16AAB05685
3	OOI BOON LEE	15AAB01598
4	SEOW YI YING	17AAB00643
5	YEN YEE HERN	14AAB03099

Copyright @ 2018

ALL RIGHT RESERVED. No part of this paper may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, graphic, electronic, mechanical, photocopying, recording, scanning, or otherwise, without the prior consent of the authors.

## DECLARATION

We hereby declare that:

- (1) This undergraduate research project is the end of result of our own work and that due acknowledgement has been given in the reference to ALL sources of information be they printed, electronic, or personal.
- (2) No portion of this research project has been submitted in support of any application for any other degree or qualification of this or any other university, or other institutes of learning.
- (3) Equal contribution has been made by each group member in completing the research project.
- (4) The word count of this research report is 23,196 words.

Name of Student:	Student ID:	Signature:
1. JOANNE YEAP	17AAB00279	_____
2. LAY YEE WAH	16AAB05685	_____
3. OOI BOON LEE	15AAB01598	_____
4. SEOW YI YING	17AAB00643	_____
5. YEN YEE HERN	14AAB03099	_____

Date: 25 MARCH 2019

## **ACKNOWLEDGEMENT**

We truly cherish the chance that is given to express our deepest appreciation to everyone who have landed their helping hand in whole duration of our research. It was never a doubt that it is a difficult process in completing this research and it will be near to impossible to complete this research without the assistance from these people who have guided us with their thoughtful suggestions and knowledge. They have disbursed their precious time in helping us in the whole process of completing our whole project.

First of all, we would like to show our greatest honour and gratitude in thanking our supervisor Mr. S Maartandan A/L Suppiah for guiding us throughout the whole research. We appreciate all of his effort in supervising us in this research because of his willingness in sparing his available time for us when we are encountering problems during the research. He advised us with patience from the beginning until the end of our research and he has guided us to ensure the direction of our research is always on track. We are glad and honoured to have such experienced supervisor who is willing to share his knowledge to us without any conservation.

Lastly, we would like to acknowledge the efforts that have been contributed form all the members in our research group. Throughout the research project, we gave our full cooperation to each other and forego precious time in completing this research project. We willingly communicate with each other whenever we encounter any difficulties or doubts during the process of this research. All the members are willing to tolerate, corporate, contribute, and sacrifice in completing this research on time.

## **DEDICATION**

First of all, we would like to dedicate this research project to our beloved supervisor, Mr. S Maartandan A/L Suppiah for his willingness and kindness in guiding us throughout the whole research project.

Besides, we would like to dedicate this research project to our friends and family members. We truly appreciate them for supporting and encouraging us in completing this research project. Therefore, we are glad to share our achievements with them.

Lastly, we would like to dedicate this research project to the potential researchers by helping them in their future studies.

## TABLE OF CONTENTS

<b>COPYRIGHT</b> .....	<b>II</b>
<b>DECLARATION</b> .....	<b>III</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>IV</b>
<b>DEDICATION</b> .....	<b>V</b>
<b>TABLE OF CONTENTS</b> .....	<b>VI</b>
<b>ABSTRACT</b> .....	<b>XIII</b>
<b>CHAPTER 1: RESEARCH OVERVIEW</b> .....	<b>1</b>
1.0 INTRODUCTION.....	1
1.1 RESEARCH BACKGROUND .....	1
1.2 PROBLEM STATEMENT .....	5
1.3 RESEARCH QUESTIONS.....	7
1.4 RESEARCH OBJECTIVES.....	7
1.5 RESEARCH SIGNIFICANCE .....	8
1.5.1 <i>Practical Significance</i> .....	8
1.5.2 <i>Theoretical significance</i> .....	9
1.6 THEORETICAL DEFINITION .....	10
1.6.1 <i>Leadership Communication</i> .....	10
1.6.2 <i>Organizational Commitment</i> .....	11
1.6.3 <i>Multicultural Communication</i> .....	12
1.7 CHAPTER LAYOUT.....	12
1.8 CONCLUSION.....	13
<b>CHAPTER 2: LITERATURE REVIEW</b> .....	<b>14</b>
2.0 INTRODUCTION.....	14
2.1 LEADERSHIP COMMUNICATION .....	14
2.1.1 <i>Core Communication</i> .....	17
2.1.2 <i>Managerial Communication</i> .....	18

2.1.3	<i>Corporate Communication</i> .....	18
2.2	FOUR DIMENSIONS OF LEADERSHIP COMMUNICATION PRACTICES .....	18
2.3	ORGANIZATIONAL COMMITMENT.....	21
2.3.1	<i>Affective Commitment</i> .....	22
2.3.2	<i>Continuance Commitment</i> .....	24
2.3.3	<i>Normative Commitment</i> .....	24
2.4	LEADERSHIP COMMUNICATION THAT INFLUENCES ON ORGANIZATIONAL COMMITMENT....	25
2.5	LEADERSHIP COMMUNICATION IN MALAYSIA.....	26
2.6	REVIEW OF THEORETICAL MODELS .....	28
2.6.1	<i>Transformational Leadership (TL)Theory</i> .....	28
2.6.2	<i>Leadership-Member Exchange (LMX) Theory (Supporting theory)</i> .....	30
2.7	PROPOSED THEORETICAL FRAMEWORK .....	32
2.8	HYPOTHESIS DEVELOPMENT .....	32
2.9	CONCLUSION .....	32
<b>CHAPTER 3: METHODOLOGY .....</b>		<b>34</b>
3.0	INTRODUCTION.....	34
3.1	RESEARCH DESIGN.....	34
3.2	SAMPLING .....	35
3.3	RESEARCH INSTRUMENT .....	36
3.4	DATA COLLECTION.....	37
3.5	CONSTRUCTS MEASUREMENT .....	39
3.5.1	<i>Origin of Constructs</i> .....	39
3.5.2	<i>Scale of Measurement</i> .....	40
3.5.2.1	Nominal scale Origin of Constructs.....	40
3.5.2.2	Ordinal scale .....	40
3.5.2.3	Interval scale .....	41
3.5.3	<i>Scaling Technique</i> .....	42
3.6	DATA ANALYSIS .....	42
3.6.1	<i>Statistical Package for Social Science (SPSS)</i> .....	42
3.6.2	<i>Descriptive Data</i> .....	43
3.6.3	<i>Reliability Test</i> .....	43
3.6.4	<i>Pearson Product Moment Correlation</i> .....	44

3.6.5	<i>Multiple Regression</i> .....	45
3.7	SUMMARY .....	46
<b>CHAPTER 4: DATA ANALYSIS .....</b>		<b>47</b>
4.0	INTRODUCTION.....	47
4.1	DESCRIPTIVE ANALYSIS .....	47
4.1.1	<i>Respondent Demographic Profile</i> .....	48
4.1.2	<i>Central Tendencies Measurement of Constructs</i> .....	51
4.1.2.1	Leadership communication practices among UTAR academic staff.....	51
4.1.2.2	Organizational Commitment.....	54
4.1.2.2.1	Affective Commitment.....	54
4.1.2.2.2	Continuance Commitment.....	56
4.1.2.2.3	Normative Commitment.....	57
4.2	SCALE MEASUREMENT.....	58
4.3	INFERENTIAL ANALYSIS .....	61
4.3.1	<i>Pearson’s Correlation Analysis</i> .....	61
4.3.2	<i>Multiple Regression Analysis</i> .....	65
4.3.2.1	Level of contribution.....	74
4.4	CONCLUSION.....	75
<b>CHAPTER 5: DISCUSSION, CONCLUSION AND IMPLICATIONS .....</b>		<b>76</b>
5.0	INTRODUCTION.....	76
5.1	SUMMARY OF STATISTICAL ANALYSIS .....	76
5.2	DISCUSSION OF MAJOR FINDINGS .....	78
5.2.1	<i>Relationship between Leadership Communication and Affective Commitment</i> ....	78
5.2.2	<i>Relationship between Leadership Communication and Continuance commitment</i> .....	79
5.2.3	<i>Relationship between Leadership Communication and Normative Commitment</i> .	79
5.3	IMPLICATIONS OF THE STUDY.....	80
5.4	LIMITATIONS OF THE STUDY .....	81
5.5	RECOMMENDATION .....	82
5.6	CONCLUSION .....	83
<b>REFERENCE.....</b>		<b>84</b>



**Does Leadership Communication Practices Matter? A Research on Organizational Commitment among  
UTAR Academic Staff.**

**APPENDIX ..... 98**

**LIST OF TABLES**

	Page
Table 3.1 Origins of Construct.....	40
Table 3.2 Cronbach’s Alpha Range.....	45
Table 3.3 Rules of Thumbs of Pearson Correlation Coefficient.....	45
Table 4.1 Descriptive Statistics of Leadership Communication Practices.....	51
Table 4.2 Descriptive Statistics of Affective Commitment.....	54
Table 4.3 Descriptive Statistics of Continuance Commitment.....	55
Table 4.4 Descriptive Statistics of Normative Commitment.....	56
Table 4.5 Reliability score of pre-test and actual data.....	57
Table 4.6 Distribution of respondents by organizational commitment.....	58
Table 4.7 Correlations between Affective Commitment and Leadership Communication Practices.....	60
Table 4.8 Correlations between Continuance Commitment and Leadership Communication Practices.....	61
Table 4.9 Correlations between Normative Commitment and Leadership Communication Practices.....	63
Table 4.10 Analysis of Variance (Affective Commitment).....	64
Table 4.11 Analysis of Variance Affective commitment.....	65
Table 4.12 Stepwise regression analysis of Organizational Commitment (Affective Commitment).....	66
Table 4.13 Analysis of Variance (Continuance Commitment).....	67
Table 4.14 Analysis of Variance Continuance Commitment.....	68
Table 4.15 Stepwise regression analysis of Organizational Commitment (Continuance Commitment).....	69
Table 4.16 Analysis of Variance (Normative Commitment).....	70
Table 4.17 Analysis of Variance Normative Commitment.....	71
Table 4.18 Stepwise regression analysis of Organizational Commitment (Normative commitment).....	72
Table 5.1 Summary of Pearson Correlations Coefficient Result.....	75
Table 5.2 Summary of Multiple Regression Result.....	76

**LIST OF FIGURES**

	Pages
Figure 1.1: Theoretical Framework.....	33
Figure 2.1: Rules of Thumbs of Pearson Correlation Coefficient.....	45
Figure 3.1: Gender of Respondents.....	49
Figure 3.2: Age Range of Respondents.....	49
Figure 3.3: Marital Status.....	50
Figure 3.4: Educational Level of Respondents.....	50
Figure 3.5: Faculties of Respondents.....	51

**LIST OF ABBREVIATIONS**

SPSS	Statistical Package for Social Science
UTAR	Univeristi Tunku Abdul Rahman
MEF	Malaysia Employers Federation
LMX	Leader-Member Exchange
PHEI	Private Higher Education Institution
TL	Transformational Leadership
IBM	International Business Machines
FAS	Faculty of Arts and Social Sciences
FBF	Faculty of Business and Finance
FSC	Faculty of Science
FEGT	Faculty of Engineering and Green Technology
FICT	Faculty of Information and Communication Technology
ICS	Institute of Chinese Studies
CFS	Centre of Foundation Studies
S.D.	Standard Deviation
PHLI	Private Higher Learning Institution
SET	Social Exchange Theory

**ABSTRACT**

This research mainly seeks to determine the relationship between leader communication practices and organizational commitment among UTAR academic staffs. The number of respondents participated in this study is 250 which uses questionnaire survey as a method of research. The obtained data is analyzed by using Statistical Package for Social Science (SPSS) version 21. The purpose of using SPSS as the form of data analysis is to carry out reliability test, to analyse the statistic of respondents' descriptive data, and to calculate Pearson Product Moment Correlation as well as Multiple Regression by stepwise method. As result shown from the analysis, the level of organizational commitment is moderate in terms of academic staff's affective commitment, continuance commitment and normative commitment. Pearson Correlation analysis showed positive and significant relationship between leadership communication practices and organizational commitment where two of the dimensions of leadership communication practices, satisfaction communication seems to be a good predictor towards organizational commitment. Besides, effective leadership communication practices able to inspire, motivate and convince academic staffs hence, increase their commitment towards the organization in accomplishing organizational goals. In a conclusion, it is believed that this research can contribute to high staff commitment through leadership communication practices in an organization.

## **CHAPTER 1: RESEARCH OVERVIEW**

### **1.0 Introduction**

This chapter is an overview of the research that aims to determine the relationship between leadership communication and job commitment. This research can help the academic sector to improve on organizational commitment. This chapter contains seven sections. The first section is research background that explains about the definition of leadership communication which can affect the loyalty and performances of the academic staff in an organization. Problem statement is the second section that describe the core idea of the research. Next, follow by three research objectives which address the aim of the research and three research questions. Significance of the research, theoretical definition and chapter layout are included in this chapter as well. It is ended with the conclusion.

### **1.1 Research Background**

Barrett (2014) explains that leadership communication is the skill to predict the potential disturbance in the conveyance of messages, capable of appreciating the context, the ability to comprehend the publics, selecting the right channel or medium, and finally the ability to produce messages that are able to reach its targeted listener as it is meant. Miscommunication is greatly unappreciated by anyone in the organization because it can literally cause plenty of trouble along the way. Therefore, leadership communication has the ability to limit or totally erase all disturbance or interference by comprehending listeners and create communication strategy to monitor the smooth transmission of message. In another perspective, leadership communication basically can be defined as a process of communication or exchange ideas between leaders and followers where the leaders try to affect the followers so that mutual understanding can be achieved (Northouse, 2010).

Leaders are views as a person who have the abilities to manage, setting goals, motivating, decision making and facilitate subordinates to move together as a team towards the benefits of the organization (Chun, Lee & Sosik, 2018). As stated by Suppiah, Ahmad and Gunasekaran (2018), the effectiveness of leadership communication by a leader is essential to make sure their group member and followers to obtain the leader's vision to make advancement or social change in a national level. According to Ayub, Manaf and Hamzah (2014), the expectation of a leader is to have leadership communication qualities to be able to take responsibilities as well as carrying tasks. On the perspective of an organization, leaders should have the capabilities to be able to manage the organization so that everyone in the organization will move towards the goal together. In another perspective of leadership communication, it can also be understood as the pose, capabilities, and role to approach to a greater success with other group members (Ayub et al., 2014). A leader who has experience will be able to inspire and lead the academic staff with the vision that they have, positive characters with positive energy and trustworthiness. Therefore, it proved that leadership communication determines enable to optimize their academic staff towards the goal of the organization with their talents, potential, and commitments towards the organization (Gwavuya, 2011). Leaders now must be able to make sure that the subordinate fully involve in the organization as part of the organization, not mere worker that is ordered around (Ayub et al., 2014).

There are 4 main dimensions in measuring the Leadership Communication Practices namely satisfaction communication, communication climate, job involvement and feedback process. First of all, satisfaction communication focus on the leadership communication of a leader, effectiveness of communication by the usage of interpersonal skills and lastly the numbers of time their leaders give supervision to their academic staff. To increase the extent of staff satisfactions in their job, the management should allow their staff to engage in job-related arrangement as prominent strategy to be used in countless number of organizations' management (Garcia, Gonzales-Miranda, Gallo & Roman-Calderon, 2018). Through this, the researchers are able to understand what may or may not able to satisfy the academic staff. Secondly, communication climate explains about the tone of the correlation as indicated by the non-verbal and verbal messages between the management and academic staff. Generally, communication climates depend on how truthful the management can be in communication, the support that the management are able to give to their academic staff as well as the details

of an information about the task that is given by the management to their academic staff. These several factors are able to create positive environment for the academic staff to committee towards the organization. It is crucial to understand communication climate with care about academic staff's emotion and illustration, freedom of expression, transparency and truthfully, passion and acceptance of people around them, interaction between one another, the amount of cooperation between academic staff and management team and finally conflict resolution because all of these factors are the key to achieve effectiveness of an organization (Al-Kahtani & Zafrul Allam, 2015).

Furthermore, job involvement talks about the academic staff's objectives, own perspectives, principles and behaviour of the organization. Which will project their involvement towards their own responsibilities as well as involved in planning and goal setting. Everyone have a different perspective and preference about their value in working for an organization. The first element that make sure a group to be able to be functional is to believe and put faith into the team members of the group (Boies, Fiset & Gill, 2015). Therefore, job involvement is the factor that motivates all academic staff to be able to focus on how to help the organization to improve. Lastly, feedback process concentrates on the acknowledgment of the academic staff's accomplishment, quality of criticism that have been received as well as the amount of the information received according to their performance assessment by the respondents. By constantly asking for feedback, academic staff are able to gain a numerous positive end results, such as improving in terms of their work rate as well as attaining goals of the organization will be easier (Wang, Qian, Ou, Huang, Xu & Xia, 2016).

From the study regarding the relationships between leaders and members demonstrates that communication has linkage towards academic staff commitment and organizational effects (Johansson, Miller & Hamrin, 2013). According to Joseph, Dhanani, Shen, McHugh and McCord (2015), they conclude that traits of leader are highly influence the performance of academic staff. Academic staff performance includes completing tasks, never late for task submission, academic staff capabilities, and how well can the academic staff be executing the task required quickly and accurately. Many organizations are having poor productivity or even loyalty of the academic staff towards the organization. According to Barrett (2014), leadership communication in an organization means that the leaders are able to handle or manage a team



effectively and in the same time orchestrate efficient meetings, which both of these essential abilities are required by the leaders in the present-days. Not only that, communicating with both the internal and external stakeholders, the communication that are involve becomes even more complicated. At the same time, communication strategy becomes complex if the number of audience increases. Which also includes the major responsibilities of the leader to maintain and improve their organization's image because they are the representative of the company towards their academic staff as well as to the public.

Osibanjo, Gberevbie, Adeniji and Oludayo (2015) have mentioned in their research that, positive working environment will contribute towards organizational commitment because when the staff is comfortable and satisfied with the workplace, they will stay loyal towards the organization. Commitment are positively correlated with some issues, such as job performance, academic staff retention and job satisfaction (Raziq & Maulabakhsh, 2015). Therefore, a highly committed academic staff tends to has highly performance than academic staff who do not.

Organizational commitment is has immediate impact towards educational success. Faculty commitment is an important factor of triumph in higher education institution (Hassan & Chua, 2008). Therefore, performance of lecturers in the higher education institution can affect the performance of student as well. The lecturers must have the sense of commitment so that they are able to really put up the effort to conduct the classes for the students and making sure that the syllabus that they are about to teach are accurate. At the same time, they are able to clearly deliver and have an understanding between the students and challenging enough so that the student are able to learn from it. Therefore, lecturers play a very important role in influencing the success of the student in their academic performance.

Hassan and Chua (2008) further point out that having a good commitment in education institution is highly related to the leadership communication. Communication is the most important element to build a successful organization because with communication, everyone in the organization are able to understand each other and therefore they will be committed to help each other to achieve the same goals as well as staying loyal towards the organization. Mai and Akerson (2003) explained, leadership communication is an action ensure the continuously of the information flows quickly and freely in an organization. Putti, Aryee and

Phua (1990) said, miscommunication can result horrible consequences such as inefficiency and ineffectiveness of productiveness of the whole organization, wastage of resources and valuable time, the organization will not be able to achieve their initial aims and finally it will deteriorate the relationship overtime between every academic staff of the organization. Leaders of the organization must make sure that the staff fully understand and are clear with the vision as well as the mission of the organization that is set. With good communication that is happening with everyone, it also motivates the staff to show better performance in their works because they are satisfy with their work environment.

On the other hand, this research is done based in the context of Malaysia to understand how leadership communication is applied in the organizations that is based in this multicultural country that have more than just a single culture living within one harmonies country. One of the challenges that is faced by a multicultural community country is the interaction in intercultural context between the academic staff and the top management because every individual in Malaysia have their very own culture, language, styles of communication respectively (Abdul Rashid & Ho, 2003). As mention by Falkheimer and Heide (2006), a community that contains various cultures will face difficulties in interpreting one another because of the various meaning of languages. Therefore, the leader must have a level of knowledge and understanding of a few cultural situations, motivation of the staff that works. As a leader they are able to improve their academic staff's performance and at the same time enhance academic staff's commitment towards their job that is given to them as well as towards the organization which contributes to the improvement of organizational performances (Adler, 2002). Thus, being a leader or a manager in an organization that is based in Malaysia usually have to be familiar with the structure of multicultural concept. They will need to approach their academic staff that are from other culture from themselves with and open mind and with no biased perspectives on them to achieve success across the borders (Richardson & Yaapar, 2017).

## **1.2 Problem Statement**

The role of staff in an academic institution is important to maintain the academic quality as mentioned in research background. Academic quality is affected by turnover of academic staff

(Heavey, Holwerda & Hausknecht, 2013). There are many negative consequences from high turnover rate towards organization including organization instability and high financial costs (Duffield, Roche, Blay, Thoms & Stasa, 2011). The statistic report in year 2015 and 2016 from MOHE indicate the number of academicians in private higher education institution have decreased from 36185 to 34750 and 34750 to 31112 of academicians from 2014 to 2015 and from 2015 to 2016 respectively. The turnover rate considered high since there were no increment from year 2014 till 2016.

Relatively to the concern above, the turnover rate was related to the commitment given by organization's academic staff (Dhar, 2015). The more the academic staff committed to the job, the higher the job involvement achieved, which result to low turnover rate. In contrast, lesser commitment and job involvement could lead to higher turnover rate. There are many elements that could add to low commitment in a specific association where one of the crucial elements that caused low job commitment is ineffective or poor leadership communication (Mamun & Hasan, 2017). The research of organizational behavior of Allen & Meyer (2000) indicates organizational commitment is an attitude that is crucial in the workplace. The report from Malaysia Employers Federation (MEF) in year 2011 also stated that the turnover rates for academicians in private higher learning institution had increased to 30% compared to year 2010 (Rathakrishnan, Ng & Tee, 2016; Manogharan, Thivaharan & Rahman, 2018). Furthermore, the turnover rate of academic staff in Malaysia Higher Education sector also increased about 7% in year 2015 (Sofiah, Zabid & Lionel, 2016).

Transformational leadership theory focuses on motivating academic staff through the process of enhancing their self-efficacy with the purpose of obtaining academic staff's intrinsic commitment (Antonakis & House, 2014). On top of that, the relationship resulted from transformational leadership theory brings academic staff positive impact job commitment (Wang, Oh, Courtright, & Colbert, 2011). Leadership communication give guidance for present and also future leaders in producing immense skills in communication that is needed in a transformational leader. It combines both the idea of emotional intelligence and also managerial communication to fabricate a new model of skills and strategies for communication in corporate leaders (Barrett, 2014). Thus, leadership communication competency is essential for a leader as it could affect academic staff's commitment towards the organization In a

nutshell, it is essential to study the relationship between leadership communication and organizational commitment in private institution of higher learning. By examining the relationship of leadership communication and organizational commitment, the top management of private institution of higher learning may be able to reach an understanding of the academic staff and build their attitudes.

Yet, all of the explanation that were done by the previous researches were based on homogeneous context. Other than that, the theories used to explain about leadership communications are mostly based on a homogeneous context as well. Hence, in this research it able to explain leadership communications in the context of Malaysia which is a country that is diversify in their communication styles and management. Based on the issue discussed, this research is essential to determine the relationship between leadership communication practices and organizational commitment among academic staff in the multicultural context.

### **1.3 Research Questions**

1. What is the level of evaluation by UTAR academic staff on the leadership communication practices?
2. What is the level of organizational commitment among academic staff in UTAR?
3. What is the relationship of leadership communication practices and organizational commitment?

### **1.4 Research Objectives**

The designated objectives of the research are to:

1. To understand the level of evaluation by UTAR academic staff on the leadership communication practices.
2. To study the level of organizational commitment among academic staff in UTAR.

3. To determine the relationship of leadership communication practices and organizational commitment.

## **1.5 Research Significance**

### **1.5.1 Practical Significance**

Mone, Eisinger, Guggenheim, Price and Stine (2011) indicates that leadership communication is one of the key elements which can enhance the organizational commitment. Mone and his colleagues (2011) further explained that both the quality and quantity of communication between leaders and academic staff have effect on the academic staff's commitment. This research helps provide insight to the academic administrative or top management on the concept of leadership communication which has an impact on UTAR academic staff's commitment. In a result, leaders improve their awareness and knowledge regarding satisfaction communication, communication climate, job involvement and feedback process. These four dimensions of leadership communication and are able to exploit on their followers. Through the effective leadership communication practices, academic staff will commit more towards the organization and it will results in accomplish of organizational objectives.

Furthermore, this research aims to contribute to the change of policy. While leaders value interpersonal communication, it will improve the relationship with academic staff or even boost the relationship to become friendships. Nick (2017) indicates the significance of chatting on non-work topics has impact on the development of co-worker friendship and also found that it is difficult for the academic staff to have the intention of leaving the organization when relationships among subordinates are strong. Consequently, academic staff might increase their willingness of committing themselves in the particular organization. The organization managements are able to improve policies such as encouraging the regular communication between leaders and subordinates, and also sanction horizontal communication which includes both works

and personal topics to discuss that compliment in building better relationship between managers and academic staff.

Academic staff is an important asset of an organization (Kim & Rhee, 2011). It is important to understand the effects on having positive leader-subordinates relationship in an organization's culture, open up a two-way communication at all the time, give feedbacks and encouragement in both academic staff and leaders. In order to achieve success, leaders should take adjustment and build a better communication system. This research provides certain insights from academic staff by using survey method through distributing questionnaire. It could provide certain information to the leaders in academic field to make improvement which may help this private university to stay competitive among local and international universities.

### **1.5.2 Theoretical significance**

This research will not only be beneficial towards administrators and leaders in academic field, but it will also increase and improve the literature knowledge towards leadership communication studies. Limited research attention has been given to the correlation of leadership communication and organizational commitment in Malaysia academic context. Researchers in Malaysia focus more on the study of academic staff's job satisfaction in public sector which influenced by leadership style instead of leadership communication throughout the findings (Voon, Lo, Ngui & Ayob, 2011). Through this research, scholars will have a better understanding on leadership communication in relationship with organizational commitment in Malaysia's academic field with multicultural context.

This research explored through transformational leadership theory which primarily focusing on the encouragement from leader to motivate the academic staff to perform beyond own interest and pursue own goals as well as enhance the performance of academic staff. Transformational leadership heartens his or her followers to achieve more than what would they were expected to be done and motivate them to let go of

their own interest for their own good or towards organization (Alkahtani, 2014). The studies of transformational leadership had been related to communication yet little research have verified these connections (Men, 2014). Thus, this research may help scholars get the opportunity to fully determine the relationship between leadership communication and organizational commitment by using transformational leadership theory as the previous research of leadership communication with the relation with organizational commitment which is conducted in Malaysia explored through the means of Leadership-Member Exchange theory (Hassan & Chua, 2008).

## **1.6 Theoretical Definition**

In this part of the studies, it explains about the different theories that is the main concern of the whole research which is the leadership communication, organizational commitment as well as the multicultural communication. The purpose of this section is for the convenience for future referencing about the theory that have been explained in previous topics of this research. It directly, lead researchers to understand the theories that is the main concern of this research.

### **1.6.1 Leadership Communication**

Barrett (2014) explains that leadership communication is the skill to predict the potential disturbance in the conveyance of messages, capable of appreciating the context, the ability to comprehend the publics, selecting the right channel or medium, and finally the ability to produce messages that are able to reach its targeted listener as it is meant. Miscommunication is greatly unappreciated by anyone in the organization because it can literally cause plenty of trouble along the way especially it will affect the performance of the students in the institution if the lecturers does not know how to communicate the subjects to the students properly. Therefore, leadership communication has the ability to limit or totally erase all disturbance or interference by comprehending listeners and create communication strategy to monitor the smooth

transmission of message. As stated by Suppiah et al. (2018) the effectiveness of leadership communication by a leader is essential to make sure their group member and followers to obtain the leader's vision to make advancement or social change in a national level.

In another perspective, leadership communication basically can be defined as a process of communication or exchange ideas between leaders and followers where the leaders try to affect the followers so that mutual understanding can be achieved (Northouse, 2010). In this research, we will be focusing on transformational leadership. On the later chapter of this research, we will discuss more indepth about the what is the meaning of transformational leadership and why is it suitable to be used in this research.

### **1.6.2 Organizational Commitment**

Organizational commitment has immediate impact towards educational success. Faculty commitment is an important factor of triumph in higher education institution (Hassan & Chua, 2008). Therefore, organizational commitment of the staff has a significant effect on the performance of lecturers in the higher education institution can affect the performance of student as well. The lecturers must have the sense of commitment so that they are able to really put up the effort to conduct the classes for the students and making sure that the syllabus that they are about to teach are accurate, able to be understood by the students and challenging enough so that the student is able to learn from it. That is why, lecturers play a very important role in influencing the success of the student in their academic performance. Organizational commitment also portrays academic staff's work attitude in an organization, which will affect the academic staff's commitment on their own jobs. It will lead to improve of work performance and decrease in the intention to leave the workplace (Rauf, Akhtar, Asim & Moen, 2013). Academic staff's commitment is a critical element because their concerns, objectives, and needs have to correspond with those of the organization to obtain the best performance from academic staff (Devece, Marques & Alguacil, 2016).



### **1.6.3 Multicultural Communication**

Malaysia is a multicultural society that lives harmoniously in the same neighborhood and sometimes even under the same roof. Therefore, communication in the context of Malaysian will be considered as a multicultural communication. As mention by Falkheimer and Heide (2006), community from various cultures have complications in interpreting one another because of the various meaning of languages. In the terms of organization, the heightened dependent on multicultural teams has revived the engagement in the interpretation and development in the process of communication that is needed to create a team with cross-cultural people to perform greatly. (Congden, Matveev, and Desplaces, 2009). In the research of Taras, Krikman and Steel (2010), Hofstede defined culture as the cumulative computation of once idea which differentiates people from a group to another. In an international level of organizations, they face the importance of the connection between jobs and communication capabilities with the existing of heterogeneity to have a better understanding because of the differences in terms of demographic and psychographic of their internal and external audiences (Barker & Gower, 2010). Therefore, in the context of an institution it also work in the same level because everyone have different culture and background of their life and therefore, the lecturers would have to be able to communicate properly without any miscommunication that will occur when communicating with their student.

## **1.7 Chapter Layout**

This research is structured in five chapters. This chapter has provided the background, purposes and importance of this research. On top of that, this chapter also discussed problem statement, operational definition, research objectives, and questions. Chapter two examine literature review, proposed theoretical framework and develop hypothesis. The next chapter describes the ways to carry out research regarding research design, sampling design, reseach instrument, data collection, constructs measurement and data analysis. Chapter four evaluate the results

and findings. Chapter five discusses the summary of the statistical analyses which are from chapter four, major implication, limitation and recommendation of the research.

## **1.8 Conclusion**

This chapter give prominence to the issue in terms of the relationship between leadership communication and organizational commitment among selected private institution of higher education. The following chapter will discuss past studies for a deeper insight on the relationship between leadership communication and organizational commitment.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.0 Introduction**

In this literature review, researchers will further discuss on what is leadership communication, what are the impacts of leadership communication, what are the leadership communication practices in Malaysia context which is a multicultural context. Furthermore, throughout this literature review, the researchers also will be discussing about organizational commitment. Apart from that, Transformational Leadership theory and Leader-member Exchange theory as the supporting theory are used to support this research that will be conducted by the researchers and Transformational leadership theory will be use to generate the conceptual framework for the research, which also used to explain the relationship between independent variables and dependent variables. A brief summary will be included at the end of the chapter.

### **2.1 Leadership Communication**

Leadership communication and how it could be explained as an effective leadership communication. It has been much argued in the scholarly literature over the past few years. According to Barrett (2014); Luthra and Dahiya (2015); Sanduleac and Capatina (2016), leadership communication is determined as a leader who influences an individual, a group of people, an organization or a society by using effective communication through the sharing of meaningful information.

Based on a political context, Suppiah et al. (2018) have summed up another view of leadership communication. The scholars suggested that leadership and communication are depends on each other. Furthermore, the attitude and behavior of followers can be affected by leadership communication. The scholars also argued that there are two components that consist in leadership communication. Those are the content of the messages that deliver by the leader and the way they deliver the messages. Suppiah et al. (2018) concluded that communication is the

main aspect in leadership and a leader that practices effective leadership communication and it could bring social change by inspiring people towards his or her vision and mission.

According to Ayub, Manaf and Hamzah (2014), leadership communication in the workplace was referred to control of message flow between supervisor and subordinate. The representative communication roles are opinion leader, liaison and gatekeeper. Ayub et al. (2014) argued that the communication skills have become an essential skill for any leaders to master. The outcomes of the academic staff in an organization depends on the decision made by the leader. Thus, a leader has to know how to communicate effectively.

The responsibility of a leader in an organization is to give job-corresponding information to their academic staff as well as to provide them feedback on their outcomes, and show them concerns and kindness in order to build a good relationship with the subordinates (Schneider, Maier, Lovrekovic & Retzbach, 2015). In Barnard's studied, he stated that a leader or an executive is meant to create and sustain communication process, thus, communication plays a very important role to obtain a better leadership (Schneider et al., 2015).

Besides, past scholars have shown cultural biases towards the perception of leadership, involving its communication. For instant, different of rule sets in communication decision setting is based on different cultural context (Hofstede, 2001; House, Hanges, Javidan, Dorfman & Gupta, 2004; Inglehart, 1997).

Yet there is inter-flow within this discrepancy. Mayfield and Mayfield (2017) argued that no matter the perspective or culture, most of the scholars agreed that leadership communication establishes and manages meaning. Secondly, communication is essential for establishing meaning and its administration. Therefore, leadership communication describe reality and corresponding to many scholars, it shapes shared perception (Smircich & Morgan, 1982). According to Fairhurst's study (Mayfield & Mayfield, 2017) it is mentioned that leadership communication can occur when the expression of ideas or an actions being approved by others whenever an individual is performing some important tasks and problem solving. Therefore, leadership communication is defined as the distinct delivery of such talk or actions. The distinct delivery of such talk or actions includes different channels. For examples, listening, social

media, and other electronic formats. Moreover, the definition that suggested in Fairhurst's study does not differentiate between managers and leaders. In conclusion, leadership communication is performed by people that are accepted by others as a leader and committed in message sending that is corresponding with their role (Mayfield & Mayfield, 2017).

One of the most significant topics touched in this research was to determine the important connection between effective leader communication and job commitment of academic staff in institution of higher education. According to Mehrad and Tahririzangeneh (2017), the institution of higher education is defined as an information-based economy that necessary develops among academic staff's responsibility for educating. Therefore, job commitment among academic staff is very important in generating the outcomes of an organization which included performance and attitudes of staff toward their job within an organization.

Based on the research of Czech and Forward (2010), which study about the faculty perceptions of the department chair. The scholars suggested that leadership communication is important in order to enhance management-academician relationship. The scholars suggested that a department chair have to communicate competently, and reorganize their own communication patterns and skills in order to facilitate effective leadership communication in their department. A conducive atmosphere in the educational environment is the key to enhance job commitment of academic staff (Sanduleac & Capatina, 2016).

According to Mehrad and Fallahi (2014); Sandulec and Capatina (2016); Mehrad and Tahririzangeneh (2017), academic staff commitment is one of the most important measures of leader success, especially in an institution of higher education. Academic staff's commitment is very important to improve an organizational performance. However, these commitment and loyalty can only be achieved through high competency of effective academic leader communication. Such positive relations rely largely on competent leadership communication skills, which are the communication abilities of the academic leader including listening, feedback, coaching, and information-sharing.

Leadership communication is the usage of effective communication skills and tools to deliver messages that lead, encourage, persuade, arouse, or inspire others to take action. It is a complex

procedure which starts from developing strategy for communicating, writing and speaking effectively to overcome organizational situations. Leadership communication consists of three main aspects: Core, Managerial, and Corporate (Barrett, 2014; Luthra & Dahiya, 2015).

Nowadays, the numbers of leaders are growing but they are in need of to improve their effectiveness and efficiency of handling different situations and at the same time managing a large amount of people by improving their communication skills. Therefore, leadership communication level increases with the difficulty to be a better leader. The Core Aspects Approach shows different skills such as speaking and writing whereby it is required in each and every one of them and it is for them to improve it. Not only that, they will have to be able to handle large number of people in a group. Moreover, Managerial Aspect Approach of leadership communication talks about how a leader understands different culture, how good of a listener is he, the skill of managing a team and distributing information, capable to provide training facilities and at the same time monitoring skill that helps to handle a large group. The Corporate Aspects Approach explains about a higher requirement of leadership communication skills which requires for a leader to communicate with external parties, abilities to maintain the relationship between the academic staff, communicating at critical moments such as a need of change as well as a crisis, managing image and finally media associations (Barrett, 2014).

### **2.1.1 Core Communication**

It is all about communicating strategically. Leaders have to know how to interpret different subordinates in different situation and able to fulfill their communication objectives by communicating strategically. It is essential for a leader to prepare and write effective documents like emails, memos, proposals and reports. As a leader, he or she have to master the writing and speaking skill in the language expected of business leaders, language that is clear, proper, and compendious. Moreover, they have to deliver their speech or oral presentation clearly, assuredly and convictive. These are the main abilities at the core communication aspects (Barrett, 2014).

### **2.1.2 Managerial Communication**

It involves managing a person, a group or a whole organization. To be able to connect with individuals and to supervise groups, a leader has to use emotional intelligence approach, interpersonal skills or understanding the differences between each culture in order to communicate effectively with their subordinates. It is important for a leader to have good listening skill, able to hear what other says (Barrett, 2014).

Corporate communication touches upon upgrade from the managerial skills to the abilities to lead the whole organization or a broader community. The process of communication become more complicated which involve leaders to think how to communicate effectively to all internal and external stakeholders (Barrett, 2014).

### **2.1.3 Corporate Communication**

Corporate communication explains the extension of the managerial skills to those capabilities required to lead an organization and deliver to a broader community. The communication process becomes even more complicated when managers come across with the position that need to think about which is the best way to communicate to all internal and external stakeholders (Barrett, 2014). An organization's success is depending on effective communication that are able to inspire people to fully commit their effort up to 80 to 90 per cent (Hassan & Chua, 2008). In conclusion, a leader of an organization or community have to master these leadership communication capabilities in order to lead and influence people (Barrett, 2014).

## **2.2 Four Dimensions of Leadership Communication Practices**

According to Hassan and Chua (2008), there are four dimensions that could affect the effectiveness of leadership communication, where the four dimensions are satisfaction communication, communication climate, job involvement and feedback process.

First of all, Hassan and Chua (2008) indicated that satisfaction communication is regards to the extent of observation given from the leader, the style of a leader in leading his or her academic staff and effective interpersonal communication skills. Satisfaction communication focuses on the leadership style of a leader, effectiveness of communication by the usage of interpersonal skills and lastly the numbers of time their leaders give supervision to their academic staff. To increase the extent of staff satisfactions in their job, the management should allow their staff to engage in job-related arrangement is a prominent strategy to be used in countless number of organizations' management (Garcia et al., 2018). Another research conducted by Mitic, Nikolic, Jankov, Vukonjanski and Terak (2017) argued that internal communication can directly affect staff's communication process and their satisfaction while communicating. The main focus of internal communication is between the leader and its followers. The communication network in an organization can be one the factors that could affect internal communication between academic staff and top management. Through this, the researchers are able to understand what may or may not able to satisfy the academic staff.

Secondly, communication climate explains about the tone of the correlation as indicated by the non-verbal and verbal messages between the management and academic staff. It refers to how the staff enjoyed in a conversation or a communication process, being supportive to subordinates, and the competency of information in their working field as well as how the academic staff committed towards the organization (Hassan & Chua, 2008). Generally, communication climates depend on how truthful the management can in communication, the support that the management give to their academic staff as well as the details of an information about the task that is given by the management to their academic staff. These several factors are able to create positive environment for the academic staff to committee towards the organization. Mitic et al. (2017) argued that the communication climate was referring on the communication quality within an organization with two levels, which is the individual level and organizational level. Another scholar defined communication climate as communication process between the top management and the staff in that particular so that top management can understand more on how to make improvement from the academic staff's aspect so that the top management are able to handle changes in future. When a communication climate able to cause academic staff feels that they are being appreciated, organizational identification is



increased, which could increase academic staff's commitment as well (Mahajan, 2018). It is crucial to understand communication climate with care about academic staff's emotion and illustration, freedom of expression, transparency and truthfully, passion and acceptance of people around them, interaction between one another, the amount of cooperation between academic staff and management team and finally conflict resolution because all of these factors are the key to achieve effectiveness of an organization (Al-Kahtani & Allam, 2015).

Furthermore, job involvement talks about the academic staff's objectives, own perspectives and principles, and behaviour of the organization. It tests on several academic staff's personal traits such as their personal belief, their values on certain perspectives, objectives and behaviour towards the organization, whether participate in the goal setting and the responsibility that they should bear with (Hassan & Chua, 2008). Which then will project their involvement towards their own responsibilities as well as involved in planning and goal setting. Everyone have a different perspective and preference about their value in working for an organization. The first element to make sure a group are able to be functional as believe and put faith into the team members of the group (Boies, Fiset & Gill, 2015). According to Zopiatis, Constanti and Theocharous (2014), job involvement defined as how active an individual's working and participating in an organization. Individuals satisfaction can be fulfilled where he or she meet certain achievement. Particularly, job involvement was defined as it able to give a chance for individuals to decide on what they able to perform and also as a base to improve and increase their job involvement (Zopiatis et al., 2014). Furthermore, job involvement is a form of perception when an individual's self-image is related to the work that they perceived as important and it could give impact on individual's self-image (Zopiatis et al., 2014). Moreover, Zopiatis et al. (2014) suggest that a completed definition of academic staff's self-definition is the extent of how much they willing to involve towards their job. Thus, it has proven that academic staff that have high job commitment are more likely to commit more towards the organization in order to achieve own goals, at the same time, striving on organizational objectives (Zopiatis et al., 2014). Therefore, job involvement is the factor that all academic staff are able to focus on how to help the organization to improve.

The last dimension is feedback process. It refers to the amount of the information that received from academic staff concerning on performance assessment, achievement recognition as well

as feedback received quality (Hassan, S & Chua, 2008). This is in line with the findings of few scholars who has defined feedback seeking as a process where academic staff willing to ask or request related information for their own job improvement (Mitic et al., 2017; Wang et al, 2016). By frequently looking for comments, academic staff are able to perform more and obtain better and effective outcomes (Chen, Lam, & Zhong, 2007).

## **2.3 Organizational Commitment**

Organizational commitment indicated that academic staff might choose to remain their membership with the organization or leave (Wu & Chen, 2018). Organizational commitment can also be viewed as the relationship with the commitment level and organizational loyalty to the staff (Osemeke, 2016). Organizational commitment also portrayed staff's work attitude in an organization, which will affect the academic staff's commitment towards their jobs, if academic staff in the particular institution were committed, their work performance will be improved and lessen their intention to leave the workplace (Rauf, Akhtar, Asim & Moen, 2013). Academic staff's commitment was a critical element because their concerns, objectives, and needs have to be parallel with the organization to obtain the best performance from academic staff (Devece, Marques & Alguacil, 2016).

According to Jamal (2011), organizational commitment was one of the most important variables that can affect academic staff's performances such as academic staff turnover, job satisfaction, and organizational-citizenship behavior. Brammer, Millington and Rayton (2007) found consistent with this view where organizational commitment focused on its aftermath on work behavior such as performance in their working place and the intention of turnover. Besides, according to Meyer, Stanley, Herscovitch and Topolnytsky, a meta-analytic studies suggested that organizational commitment was more based on work experience compared to academic staff's recruitment or academic staff's selection, as well as emphasized how crucial perceived organizational support was in this operation (Brammer et al., 2007).

According to Bhatti and Nawab (2011), academic staff participation in an institution represents the combination of task - related practices, which aim to maximize academic staff's sense of

involvement in their work, and human resource management practices that aim to maximize academic staff's commitment to the wider organization. Academic staff engagement and understanding of sustainability is critical to implement courses that develop sustainability competencies and to progress embedding sustainability in higher learning institution (Cebrian, Grace & Humphris, 2014). Organizational commitment can be defined as an emotional or feeling commitment from the staff to the organization in order to accomplish the organizational objectives, every individuals in the organization will have distant standard of organizational commitment which can be differentiated according to staff's performance and the turnover rate within them (Ahmad, Javed, Iqbal & Hamad, 2014). Likewise, organizational commitment can be understood and measured regarding the relationship of academic staff and company's goals and values (Spanuth & Wald, 2017). Organizational commitment was widely known as an academic staff's powerful emotional attachment with an organization and consisted three dimensions which include affective, continuance and normative commitment which established in the early studies of Allen and Meyer in year 1990 (Labrague, McEnroe – Petite, Tsaras, Cruz, Colet & Gloe, 2018).

### **2.3.1 Affective Commitment**

Affective commitment can be defined as a kind of individual's emotional attachment which can be represented as psychological identification with and strong connection with an organization, also referring to the emotional affiliation, recognition, and engagement of the individual with the organization (Osemeka, 2016). It represented an urge to encourage individuals to decide an action needed when he or she becomes involved in, acquired his or her identity from, and it is emotionally attached to accomplish of certain action (Lin, Zhou, Fang, Vogel & Liang, 2018). Affective commitment has been classified as one of the most important commitment process that can gave effects on the basic psychological needs based on individual's perception and it is also one of the positive relationship for the measurement of "results" (Lin et al., 2018). Therefore, staff that owned a firm emotional attachment is more likely to stay or continue working with the organization as well as to observe, evolve and carry out

certain results that can move the organization back to more advantageous situation (Osemeka, 2016).

A meta-analytic studies shown the forms of commitment mentioned above was correlated with employment turnover and intentions to quit the organization but the studies also suggested that a distinctive relationship exists between affective commitment and a set of elements that fascinated academic staff about, which include: attendance in workplace, job performance, workplace pressure, health, work and non-work conflict and most importantly the indications of affective commitment had included both job behavior and a range of hidden outcomes that were related to the contentment of academic staff or its benefits (Brammer et al., 2007). The results of Brammer et al., (2007) stated that the level of satisfaction had a significant relationship with the level of organizational commitment, where the level of organizational commitment increases when the level of staff's satisfaction is high. A research from Ariani (2012) also found a similar perspective whereby staff was preferred to perform according to the organization's objectives and higher affective organizational commitment occurred if they were satisfied to their job. Additionally, a consistent view from Sageer, Rafat and Argawal (2012) also stated that the satisfaction from staff were based on the working conditions it can be related to psychological attachment The more the satisfaction it is, the higher the psychological attachment to the organization will be generated.

There was evidence found to prove that there is a significant relationship between leadership communication and organizational commitment from the studies of Bono and Judge (Brammer et al., 2007) whereby greater Leader-Member Exchange (LMX) has been found strongly connected with higher organizational commitment. When the turnover intention is low and organizational citizenship behaviour increases, the affective commitment of an individual with high LMX will increase as well (Ariani, 2012).

From the studies conducted by Gerstner and Day, the academic staff's affective bonded that associated with their organization might be based on the affective bond they shared

with their supervisor as their supervisor could straight away influence their daily task involvement (Ariani, 2012). If the staff or the followers did not have the commitment to their organization and dissatisfied with their workplace, they might consider this as an obligation towards their supervisor instead of their willingness to continue their work. Hence, it resulted to low LMX (Schyns & Wolfram, 2008). In fact, there was a significantly high connection between the satisfaction of job and affective organizational commitment with LMX throughout this research (Ariani, 2012).

### **2.3.2 Continuance Commitment**

Continuance attachment defined as the understanding of the costs if decided to leave an organization, for instance, financial loss or the perception of a lack of employment alternatives (Vandenberghe & Panaccio, 2012). The main idea of continuance commitment was to research how portly the academic staff evaluated the values to stay or continue to work with the organization (Osemeka, 2016). Academic staff who had continuance commitment toward an institution was detected to have higher rate of absenteeism. Caki, Asfuroglu & Erbas (2015) also mentioned that these academic staff tend to have low encouragement and capacity in workplace. The motivational determinants that caused academic staff to stay with the company can be related with the wages, certain incentives such as worthy pension plan or intangible determinant like friendships that been built since first joining the organization. Distinctive combinations of those enticements and determinants tend to affect the decision of staff to endure with the company, as well as to expect better opportunities or greater benefits to be offered by the organization (Osemeka, 2016).

### **2.3.3 Normative Commitment**

Normative commitment reflected on the sense of responsibilities to remain with the organization (Meyer, Stanley, Jackson, McInnis, Maltin & Sheppard, 2012). Normative

commitment took place when individual choose to stay with the organization based on own principles or certain values from the social norms. Factors such as organizational loyalty could be based on the awareness of responsibilities or the gratitude for the role of the organization in staff's live (Osemeka, 2016). Academic staff with a higher level of normative commitment feel that they had to stay in the organization. This commitment can be developed when the expectations of the employment relationship between employee and organization is established (Yucel, McMillan & Richard, 2014). Normative commitment expressed a sense of obligation that viewed as the responsibility to support and remain as a member of an organization (Somers, 2009). In a simple word, academic staff would be more committed to the institution because it is able to support them to obtain certain aim by providing funds, having good will or gratitude since the employer providing a job for them when they were in desperate. As a result, the staff will be more committed to the business or organization, at least long enough for the organization to get something back in return from the academic staff that invested by the organization (Osemeka, 2016).

## **2.4 Leadership communication that influences on organizational commitment**

A successful organization mostly consist of an effective leadership communication that can affects people to endure and commits as much as they can to the organization. Effective leadership communication can be carry out through quality and effective communication in the communication process among leaders and followers. Leaders with effective communication can establish visions and strategies that are able to inspire others, increase commitment, conversely, academic staff would be more satisfy with their job and essential in improving performances, therefore increasing productivity and profitability (Hassan & Chua, 2008).

A research found that, within an organizational level, the communication approach of the leader will affect the upward communication, where the communication with academic staff and superior can affect their commitment towards the organization (Raina & Roebuck, 2014).

Hence, the communication between staff and leaders considered as one of the crucial elements in improving performance as well as to obtain objectives from the organization. This is in line with the finding of Hassan and Chua (2008), which summed up that practices of leadership communication has significant and positive relation with organizational commitment. From their research, there are past scholars suggested that a leader who is able to perform effective and efficient communication process would improve the working surrounding. As a result, commitment from academic staff towards an organization is more likely to increase. This portray the importance of leader communication for commitment (Hassan & Chua, 2008).

According to Ahmad, Javed, Iqbal & Hamad (2014), academic staff that have higher commitment tend to stay longer and feel more secure towards the organization. An effective leadership communication can be achieved when the leaders are able to control and influence the academic staff to execute their obligations to obtain an affirmative result for the organization (Madanchian, Hussein, Noordin & Taherdoost, 2017).

## **2.5 Leadership Communication in Malaysia**

In the context of Malaysia, every organization do practice leadership communication and it is considering as one of the factor that contribute crucially to the organization success (Madanchian et al., 2018).

Malaysia, a multiracial and multicultural country with about 3.2 million populations (Department of Statistics Malaysia, 2018). One of the communication challenges in a multiracial country will be intercultural communication among leaders and the followers as Malaysia have different culture, language, communication styles respectively (Dalib, Harun, Yusof & Ahmad, 2017). Intercultural communication is a process of communication or the process of bartering ideas from two or more individuals from different cultural groups (Farnia & Wu, 2012). In order to achieve higher job commitment, leaders have to understand how his or her staff works from different culture or experience so that mutual understanding can be achieved and miscommunication can be avoided (Zumitzavan & Michie, 2015). When leaders need to conduct intercultural communication, cultural knowledge crucially effects an

organization, particularly organizations in Malaysia (Yu & Miller, 2013). By using certain knowledge and understanding on certain cultural situation, motivation of the staff that work under this kind of leaders can improve their performance, which also enhance academic staff's commitment towards the organization (Kasapi & Mihiotis, 2014). The understanding of each cultural values are crucial in an organizational communication in the context of Malaysia (Bakar & Mustafa, 2013). Without particular cultural knowledge, miscommunication or misunderstanding among leader or staff could result to low job commitment.

Madanchian et al. (2018) also proved that ethical leadership that possessed in an organization will significantly affect leadership effectiveness and the success of an organization in Malaysia context. Ethical leadership can be defined as a kind of leadership communication that a leader will give the respects towards academic staff or followers in term of their rights and status (Belschak, Den Hartog & De Hoogh, 2018). Ethical leadership also considered as important as Dinc and Nurovic (2016) mentioned that the leaders with ethical values can be associate with the objectives of the organization, internal staff and also independent shareholders or partners. According to the research by Bello (2012), ethical leadership more likely to be effective in increasing leader's effectiveness as well as academic staff's job performance, which could increase the commitment of an academic staff in an organization. Likewise, when the academic staff's commitment decreased, the quality and performance would affect as well (Bello, 2012), so do private higher education institution. In order to achieve an effective leadership communication, ethical leadership is needed so that organizational objectives can be achieve accordingly (Madanchian et al., 2018).

Nowadays, higher education institution has become one of the most under pressured sector in the society (Al-Husseini & Elbeltagi, 2014), especially in the private sector of higher education institutions. Communication within an organization is very important as the process of exchanging ideas or works effectively and efficiently in an organization (Al-Husseini & Elbeltagi, 2014), so do private higher education institution (PHEI). According to the research of Hassan and Ai (2008), the researchers shows the existence of positive relationship between leadership communication and organizational commitment, where the organization can refer to PHEIs. One of the reason that caused low job commitment in educational sector will be poor leadership communication with his or her subordinates (Mathur & Mehta, 2015). As a



conclusion, leadership communication in PHEI is a very crucial element in affecting the quality or the performance of the organization.

## **2.6 Review of Theoretical Models**

### **2.6.1 Transformational Leadership (TL) Theory**

Transformational leadership had been identified as the most studied theory for leadership field in the past few decades (Top, Akdere & Tarcan, 2014). TL theory was developed by Burns (1978) and he expressed TL in terms of the operations used as two types of leadership styles, which are transformational and transactional leadership. Burns (1978) also explained that transformational leaders as the leader who can increase his or her followers' differing levels and ways to lead their academic staff to achieve desired result of an organization. In the term of an educational institution, the academic staff will be able to perform better in leading their students to have better results in their examinations.

In 1985, Bass reconstructed the TL with four elements, which were idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration. All these four elements were often grouped by researcher as transformational leaders with the purpose of create a better workplace via academic staff (McCleskey, 2014). Ghasadeh, Soosay and Reaiche (2015) further explained goals of idealized follower was to enhance leaders-followers relationships and evolve a mutual aspiration while intellectual stimulation motivated knowledge sharing be present in organization for the sake of creating a better and more creative and innovative ideas and opinions as well as solutions. Furthermore, inspirational motivation gives attention on influencing human assets, as a result of that having more expectation from them. Lastly, individualized consideration aimed to develop a learning climate and deployed follower's support towards organization's goal by focusing on recognize the followers' needs and empowering them. These four elements symbolized as an effective transformational

leader in a competitive economy market and knowledge-based working surrounding that resulted on generating and handling intellectual development in a particular organization.

TL had been related to team effectiveness and team performance (Wang et al., 2011). Many researchers highlighted team empowerment, team shared goals and commitment as intermediate in order to research the relation in between TL and team effectiveness as well as explained the positive outcome resulted from TL on team effectiveness (Chi & Huang, 2014). Which this concept can relate to the context of the institution management and the academic staff on how they are going to perform and bring success for their students in the institution. Cornellissen, Durand, Fiss, Lammers, and Vaara (2015) emphasized communication as a main component on the leader-follower practices. Lehman-Willenbrock, Meinecke, Rowold and Kauffield (2015) and his colleagues concentrated on the actual communicative which developed in between the leaders and staff members throughout the interactions and they examined the impact of TL on staff members' communicative behaviors throughout the interaction processes. Transformational leadership is a leadership communication which increases the academic staff's consciousness regarding the significance of task outcomes, triggers the desired needs and it lead the them to excel in self-interest for increase of organization performance Transformational leadership was defined as the process of bring changes to individuals behaviors and perspective of organization members and constructing commitments among the academic staff towards the aim, mission and vision of the organization.

In the research of Mert, Keskin and Bas (2010), they had discovered that that, in terms of the loyalty of the staff members it have great impact from practicing transformational leadership style On the other hand, according to Tseng and Kang (2008), the research showed that the relationship between organizational commitment and transformational leadership had an outstanding positive impact on them. Simultaneously in both of these researches, the results reported that when a leader practices transformational style of in their leadership communication, it will have direct impact on the commitment levels from their staff. Therefore, transformational leadership had a significant connection

with academic staff's commitment in Indian non-banking sectors when their top management practices transformational leadership (Pradhan & Pradhan, 2015). Transformational leadership was the fundamental key that have a significant impact towards the extraordinary commitment as well as the academic staff's excellent performance (Mesu, Sanders, & Riemsdijk, 2015).

### **2.6.2 Leadership-Member Exchange (LMX) Theory (Supporting theory)**

The leaders who practiced Leader-Member Exchange (LMX) Theory in their leadership communication in higher institution were perceived that they did not properly implemented the right idea of LMX in maintaining and managing their institution (Hassan & Chua, 2008). In order to determine the relationship between the leader and member, LMX has been seen as a popular framework that studies the workplace relationship which the theory highlighted the quality relationship and interactions between leaders and followers (Martin, Thomas, Legood & Russo, 2017). Early works in LMX theory, followers were categorized in terms of in-group or out-group and the categorization was depended on how well the leaders and followers work together. The in-group followers were given more information and focus from leader. Thus, they were more likely to be involved in the organization and expand their role responsibilities (Dansereau, Graen & William, 1975). On the other hand, out-group followers were the ordinary employment who do not gave extra involvement to the organization.

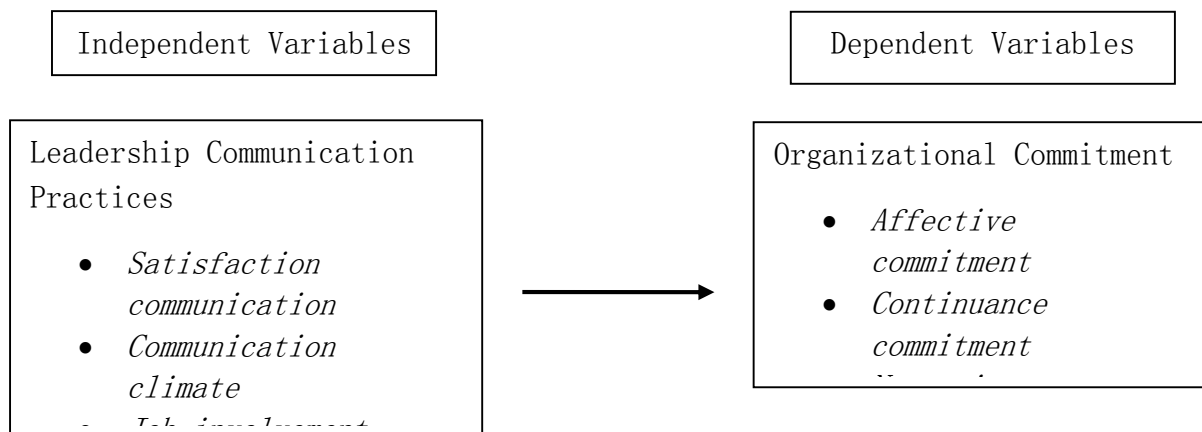
The nature of LMX theory suggested that the exchange took place between leaders and followers. Through the exchange, leaders formed relationships with varies quality with their followers. Academic staff who in a high-quality leader-member exchange relationship produced multiple positive outcomes (Malik, Wan, Ahmad, Naseem & Rehman 2015). For example, high-quality exchange leads to less turnover, better performance, commitment, as well as work attitude and involvement. However, the recent study of Kim, Poulston & Sankaran (2016) indicated that the relationship between LMX theory and commitment was more significant on older and longer

tenured academic staff compared to the young tenured academic staff. The in-group followers were seen as academic staff with high-quality exchange while out-group followers were academic staff with low-quality exchange. On top of that, researchers found that high quality exchanges benefit the followers where they will feel better, have better achievement, and it will increase the organization prosper in overall.

From the communication perspective in LMX theory, communication was always linked with leaders and communication was only view as a strategic tool (Ruben & Gigliotti, 2016). In the recent researches, this study re-analyze the important of leadership and communication (Fairhurst & Connaughton, 2014; Tourish, 2014; Ruben & Gigliotti, 2016). Omilion-Hodges & Baker (2017) indicated communication was essential for developing high quality exchanges and the communication included brainstorming, encouragement, questioning and exchange of value. The research of Hill, Kang, and Seo (2014) examined the role of media communication in academic staff encouragement and effectiveness of productions has found that positive leader-member relationship will increase between the leaders and followers if there is increase of electronic communication. Men (2015) found, consistent with this view, that the high frequent use of email and communicate through face to face of CEO affect the quality of employee-organization relationships. Besides, the communication in leadership not only highlighted on verbally but also included nonverbal that take place through formal or informal behavior (Ruben & Gigliotti, 2016). Lloyd, Boer and Voelpe (2015) studied the value of supervisor listening and the effect on academic staff and found that listening as a nonverbal communication which is from supervisor have a positive impact on academic staff's job satisfaction. Therefore, fully understand and mastery on LMX theory can help leaders in enhancing the communication with their academic staff to increase their academic staff's performance and commitment.

## 2.7 Proposed Theoretical Framework

Figure 1: Theoretical Framework



Source: Adapted from Hassan and Chua (2008)

## 2.8 Hypothesis Development

According to the studies that have been done on literature reviews, there are three hypotheses that were crafted for this experiment:

H<sub>1</sub>: There is significant relationship between leadership communication practices and affective commitment among UTAR academic staff.

H<sub>2</sub>: There is significant relationship between leadership communication practices and continuance commitment among UTAR academic staff.

H<sub>3</sub>: There is significant relationship between leadership communication practices and normative commitment among UTAR academic staff.

## 2.9 Conclusion

As a brief summary for the literature review, the researcher has provided a clear understanding image of all the elements and the terms that included in the research. To provide a better

understanding on the methodology that the researchers will be using, the next chapter will further discuss on research design, sampling, research instrument and so on to further explained how the researchers collect and analyze the data that obtained. The information provided in this chapter can also help the researchers in finding proving the significance of the relationship between leadership communication and organizational commitment.

## CHAPTER 3: METHODOLOGY

### 3.0 Introduction

This chapter will be discussing the methodology that used in the research, which systematic approach. The researchers will be using quantitative method to conduct the data collection and data analysis so that the researchers can justify the relationship leadership communication and organizational commitment. The sub-topics for this chapter will be consisting the research design, sampling design, research instrument, data collection, construct measurement and data analysis.

### 3.1 Research Design

In this research, quantitative approach is used to study the relationship of leadership communication practices and organizational commitment. According to Kegler, Ranskind, Comeau, Griffith, Cooper & Shelton (2018), quantitative research is a method that focus on objectivity, internal validity and examine of hypothesis in the social sciences context. The main function of quantitative research is to collect data and convert the collected data to statistical form of data (Mertler & Vannatta, 2017).

The example of quantitative research method is survey approach and researches can collect the data through this approach via questionnaire (Alshenqeeti, 2014). The data collected through the questionnaire is the primary data for this research. This research is adapting the questionnaire from Hassan & Chua (2008) and it is distributing to the targeted respondents for data collection.

In summary, this research will use questionnaire to determine the relationship of leadership communication practices (independent variable) and organizational commitment (dependent variables) among UTAR academic staff.

## 3.2 Sampling

As this research is to study the organizational commitment in private sector of higher learning institution, it will be conducted at Universiti Tunku Abdul Rahman (UTAR) Malaysia. The target respondent is the academic staff in UTAR, Perak Campus. Based on the statistic provided by UTAR's Faculty General Office, the number of academic staff in Kampar campus from (effective date, 16/11/2018) is approximately 684 lecturers. These figures are the total sum of lecturers from seven faculties, which are Faculty of Art and Social Science, Faculty of Science, Faculty of Engineering, Faculty of Business and Finance, Institution of Chinese research, Faculty of Information and Technology and Centre for Foundation Studies. According to the Krejcie and Morgan (1970) sample size formula, the sample size calculation for 684 of lecturers are required about 248 sample sizes. This is important so that the result is reliable while the result meet 95% of confidence level with  $\alpha = 0.05$ .

There are two types of sampling techniques which are probability and non-probability sampling (Jawale, 2012). Probability sampling is better compared to non-probability in a way that it helps the researcher to get a generalize result when probability sampling technique gives eligible individuals a chance of being selected. This research will use probability technique and one of the probability sampling method is stratified random sampling.

Latham (2007) states that stratified random sampling method, the population is categorized according to their gender, age, tenure or other similar characteristics. Each category is called sub population, which also known as strata. The sample numbers from each stratum are choose proportionally and this ensure an accurate and representative result (Gogtay & Thatte, 2016).

Stratified random sampling will be used for sample selection in this research. This method is conduct by first classified lecturers based on faculty accordingly. Then, the sample size of lecturers from each faculty was calculated proportionately based on the total population. The researchers divide the sample to sub division like ethnicity and the questionnaires are distributed randomly to the lecturers.



### 3.3 Research Instrument

Aaker, Kumar, Day, Lawley and Stewart (2007) mentioned that by using sets of questions, respondents able to express their own opinion on certain aspects and also help respondents to show their feelings and emotions towards certain issues. A pre-existing questionnaire has adapted by the researcher from the past scholar, Hassan and Chua (2008). The questionnaire is categorized into three sections, which are A, B and C and the respondent are essential to answer all the questions.

**Section A: Demographic Details.** The demographic details include gender, age, marital status, education level and faculty. The questionnaire is done by anonymously.

**Section B: Leadership Communication Practices.** This section is to measure the independent variable (leadership communication practices) and it consist of 24-items instrument. It is measure based on the four aspects of leadership communication practices which are namely: Satisfaction Communication, Communication Climate, Job Involvement and Feedback Process. A 5-point Likert scale is ranging from “5= strongly agree” (SA), “4= agree” (A), “3= neutral” (N), “2= disagree” (D) to “1= strongly disagree” (SD) was structured in this section.

The first dimension is satisfaction communication (Questions 3to 7, 16, and 22). It stresses on the amount of guidance given from the supervisors and the efficiency in both leaders and subordinates daily communication (Hunt, Tourish, & Hargie, 2000).

The second dimension is communication climate (Questions 1, 2, 8, 12, 13, 15, 17, 20 and 23). It measures the transparency degree of the respondent in communication, information sufficiency, amount of encouragement and help given from leaders which relates to the job and commitment (Hassan & Chua, 2008).

The third dimension is job involvement (Questions 10, 11, 21, and 24). It tests on several academic staff’s personal traits such as their personal belief, their values on certain perspectives, objectives and behaviour towards the organization, whether participate in the goal setting and the responsibility that they should bear with (Hassan & Chua, 2008).

The fourth dimension, Feedback Process (Questions 9, 18, 19, and 19). It refers to the amount of the information that received from respondents concerning on performance assessment, achievement recognition as well as feedback received quality (Hassan & Chua, 2008).

The level of Leadership Communication Practices is categorized into low level, moderate level and high level. The level is determined based on the calculation of: 5 (highest score), subtract 1 (the lowest score), and divide the answer by 3. Therefore, the high level of leadership communication practices ranged from 3.67-5.00, moderate level ranged from 2.33-3.66, and low level was 1.00-2.32.

**Section C: Organizational Commitment.** This section is to measure the dependent variable (organizational commitment) and it consist of 23-items instrument. It is divided into three parts, which are Affective Commitment (8-items), Continuance Commitment (7-items) and Normative Commitment (8-items). A 5-point Likert scale also use to structure in this section.

Equal class interval method used for the measurement of Organizational Commitment. It was grouped into three levels; low, moderate, and high, according to the items and score. The level of organizational commitment is determined based on the calculation of: minimum score (1 point multiply with the total number of items) and the maximum score is (5 points multiply with the total number of items), and divide the answer by 3.

### 3.4 Data collection

In order to collect the primary data, which is the first hand information that gather from the respondent, the researcher will distribute the survey questionnaires to academic staff in the faculties of UTAR by using face to face method. By distributing personally to the academic staff, the researcher able to explain certain questions that the respondents do not clear about as well as ensure all the question in the questionnaire are answered completely. The respondent will be giving approximate 15 minutes to complete the questionnaire, then it will collect back by the researcher.

After the participant done the questionnaire, the researcher has to make sure the answer in the survey have to be fully filled by the participants. This process allows the researcher to reduce the error and also to have a more accurate results for further analysis.

Secondary data is the information that is gathered from past studies which conducted by other researchers. The secondary data which gathered for this research were mostly online journals and published books. In this research, most of the journals are the sourced from UTAR online database (OPAC) such as Taylor & Francis eBooks, SAGE Journals, Emerald Management eJournals Collection and others. The main references for this research are Barrett (2014) and Hassan and Chua (2008).

Next will be the process of checking the data that researcher obtained. In the process of checking, the researcher require to identifying mistakes that will cause confusion to respondents such as grammar mistakes, certain phrases and so on. The researcher also require to make sure all the questions in the questionnaire were answered by respondents so that there will no data missing. The missing data mentioned is referring to incomplete answers or response from the academic staff that participated in the survey. As some of the academic staff could missed out or skipped certain questions, there will be missing data and caused inaccurate results. The process to gather all the data from academic staff and visit all the faculties, it will take around two weeks.

Lastly, the researcher will conduct the process of data coding and data transcribing by inserting all the data that obtained in to SPSS (Statistical Package for Social Science). The questionnaire consists of 3 sections which are Section A, Section B and Section C. Section A consists questions that require demographic information from respondents while Section B and Section C will be asking questions regarding leadership communication and organizational commitment respectively. For Section B and C, the coded number will be representing the choices given to respondents. For instance, the data coded from 1 to 5 will be representing the level of agreement, which coded number "1" will be representing strongly disagree, number "2" representing disagree, number "3" representing neutral, number "4" representing agree and number "5" represent strongly agree. After obtained all the data from respondent, researcher

will be using SPSS for data transcribing to obtain final outcome, which included reliability test, Pearson Correlation and Multiple Regression.

### 3.5 Constructs Measurement

The independent variables for this research is leadership communication practices and its four dimensions are satisfaction communication, communication climate, job involvement and feedback process. The dependent variable is organizational commitment and the three components are affective commitment, continuance commitment, and normative commitment. The collection of data was through questionnaires in which 47 questions are adapted from Hassan & Chua (2008) to determine the variables' relationship. Likert Scale is being adopted in this research.

#### 3.5.1 Origin of Constructs

Table 3.1: Origins of Construct

Dimension	Author	Scale of Measurement
Leadership Communication Practices (Independent Variable)	Hassan & Chua (2008)	Interval
Affective Commitment (Dependent Variable)	Hassan & Chua (2008)	Interval
Continuance Commitment (Dependent Variable)	Hassan & Chua (2008)	Interval
Normative Commitment (Dependent Variable)	Hassan & Chua (2008)	Interval

### 3.5.2 Scale of Measurement

Selecting the scale of measurement is important because it will influence the accuracy of the analysis. The scale of measurement is classified into two classes (Gavin, 1996). The first class is non-metric scale which included of nominal scale and ordinary scale. The second class is metric scale which included of interval scale.

#### 3.5.2.1 Nominal scale Origin of Constructs

Basically, nominal scale is explained as a type of scale whereby its data is representing the category of variable (Agresti, 2018). It is the most common and fundamental scale, often defined as categorical variables. In this research, both of the gender and marital status are examples of nominal scale. Below is one of the examples that using nominal scale:

<p><b>Q1) Gender</b></p> <p><input type="checkbox"/> Male</p> <p><input type="checkbox"/> Female</p>
--

#### 3.5.2.2 Ordinal scale

The ordinal scale is argued by researchers saying that it has a better measurement compared to nominal scale because this scale will take the rank and order of the data into consideration (Agresti, 2018). The demographic information in this research such as age and education level are examples of ordinal scale. Below is one of the examples that using nominal scale:

<p><b>Q2) Age (in years)</b></p> <p><input type="checkbox"/> 20 - 29</p> <p><input type="checkbox"/> 30 - 39</p> <p><input type="checkbox"/> 40 - 49</p> <p><input type="checkbox"/> 50 and above</p>
---

### 3.5.2.3 Interval scale

Interval scale is more beneficial to the researcher when organizing data with different value of perception (Zikmund, Babin, Carr, & Griffin, 2010). It is a method that classify data through fixing the amount of distance between data. The different between values on the scale are exactly corresponding and measurable (Gavin, 1996). All of the independent and dependent variables in this research are considered as interval scale. The higher the score of the independent and dependent variables, indicate that the respondents have high level of evaluation on the practices of leadership communication and high level of organizational commitment. Below is one of the examples that using interval scale:

No	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9. My leader uses correct communication channel in giving instructions task to me.	1	2	3	4	5

### **3.5.3 Scaling Technique**

This research is using Five Point Likert-Scale in designing the questionnaire. It allows respondents to express their extent of agreement or disagreement toward a given statement, by using five-point scale ranging from “strongly disagree = 1” to “strongly agree = 5”. In this research, the researchers are using Five Point Likert-Scale because 5 choices are more suitable for measuring the characteristics of human. It increases the accuracy of the data by having neither too much of choices that will confused the respondent nor too less of choices that will reduce the precise of data (Croasmun & Ostrom, 2011).

## **3.6 Data Analysis**

Descriptive analysis is one of the ways that frequently used by researchers to analyze the data which allow the researchers to describe and summarize what researcher obtained from the research and turn unstructured data into useful data (Zikmund et al., 2010). Data that have been collected will be analyzed using the statistical analysis application, IBM Statistical Package for Social Sciences (SPSS) version 21 and at the same time this section will indicate the result of the questionnaire. Furthermore, the data that obtained from the researchers also will be evaluated by descriptive data, reliability test, Pearson Product Moment Correlation, Multiple Regression and T-test.

### **3.6.1 Statistical Package for Social Science (SPSS)**

SPSS version 21 is an analytic program that used by the researchers to evaluate primary data that obtained. SPSS have been widely used in the field of social sciences and behavioral sciences as SPSS can help the researcher to evaluate, analyze and present the data that researchers obtained. Apart from that, SPSS also help researchers to enhance the analyzing process by reduce the time needed to evaluated 250 sets of

questionnaires. The researcher can just insert the collected data from the questionnaire into the SPSS program to have final results of the data the researchers obtained.

### **3.6.2 Descriptive Data**

Descriptive data is a kind of data that include the personal information or details of participants. The data that obtained or measured are in approximate value as well as evaluated by average and frequency distribution. In short, by descriptive data, the research able to obtain the percentage, frequency, means, and the standard deviation for the research.

### **3.6.3 Reliability Test**

One of the major concerns regarding the research questions is always about its pertinence and quality of instruments. Reliability is the consistency or stability of the measurement of instrument and to ensure it is free from error (Drost, 2011). In this research, no pilot testing is required because all of the questionnaires will be adapted from the main journal of this research, “Relationships between Leadership Communication Practices and Organizational Commitment in a Selected Higher Education Institution”. Therefore, the reliability of the questionnaires has been tested by the previous researchers. Hence, the variables that will be in this research are reliable and can be used for formal research questionnaire.

According to the main journal that, the questionnaires were tested and it is under a high reliability score. They have used a pre-test which have sent out questionnaires to 20 participants to test out the variables. After the test that the researcher have done, they found out the reliability scores ranging from 0.716 to 0.927. After they have tested the pre-test of the instruments that they have used, they have run the actual test itself for the research and achieved the reliability (Hassan and Chua, 2008). According to the



rules of thumb of Cronbach's Alpha coefficient size, the figure that is above 0.80 is in the range of high reliability. Therefore, the scores ranging from 0.834 to 0.941 that the researchers got from this experiment is considered as highly reliable.

Table 3.2 Cronbach's Alpha Range

<b>Coefficient Alpha (<math>\alpha</math>)</b>	<b>Level of Reliability</b>
0.80 to 0.95	Very good reliability
0.70 to 0.80	Good reliability
0.60 to 0.70	Fair reliability
<0.60	Poor reliability

Source: Taber, K. S. (2017). The use of Cronbach's Alpha when developing and reporting research instruments in science ducation. *Research in Science Education*, 48(6), 1273-1296. doi:10.1007/s11165-016-9602-2

### 3.6.4 Pearson Product Moment Correlation

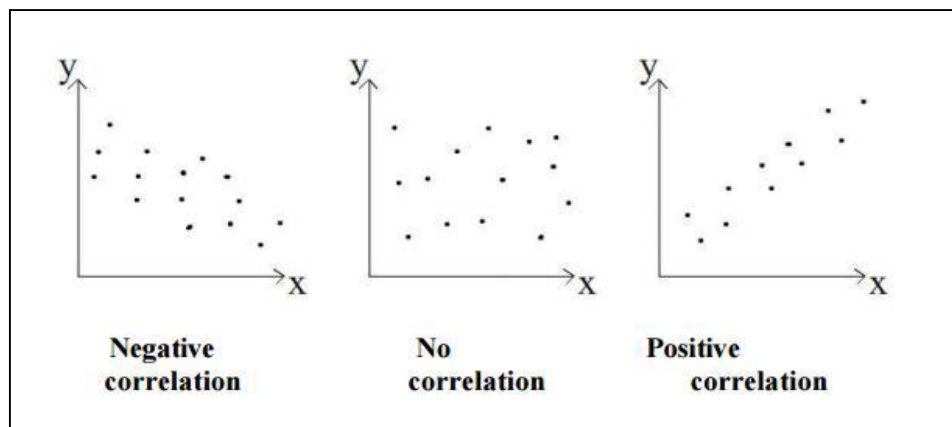
Pearson Correlation is a method to carry out the statistical testing to evaluate statistical relationship between two variables. The relationship of the two variables in this research will be leadership communication and organizational commitment. Through Pearson Correlation analysis, the researchers are able to describe the strength and direction of leadership communication and organizational commitment. Pearson correlation coefficient ( $r$ ) can take on only values from -1 to +1. A positive sign (+1) indicates a positive correlation, which the variable increases when the other increases as well. On the other hand, A negative sign (-1) indicates a negative correlation, which the variable decreases when the other variable increases. While  $r = 0$ , it indicates that there is no relationship between both variables. Pearson Correlation can be carry out by using the analytic program, such as SPSS version 21.

Table 3.3: Rules of Thumbs of Pearson Correlation Coefficient

<b>Size of Correlation</b>	<b>Interpretation</b>
.90 to 1.00 (-.90 to -1.00)	Very high positive (negative) correlation

.70 to .90 (-.70 to -.90)	High positive (negative) correlation
.50 to .70 (-.50 to -.70)	Moderate positive (negative) correlation
.30 to .50 (-.30 to -.50)	Low positive (negative) correlation
.00 to .30 (.00 to -.30)	Negligible correlation

Figure 2: Rules of Thumbs of Pearson Correlation Coefficient



Source: Xu, H., & Deng, Y. (2018). Dependent evidence combination based on Shearman Coefficient and Pearson Coefficient. *IEEE Access*, 6, 11634-11640. doi:10.1109/access.2017.2783320

### 3.6.5 Multiple Regression

Multiple Regression enables the researcher to analyze the relationship between independent variable (leadership communication practices) and dependent variables (organizational commitment) (Sekaran & Bougie, 2012). Regression can be used to predict the dependent variables while independent variable is given.

Regression-based analyses has been widely used for statistical approaches as it can be used to analyze wide range of research questions (Hayes, 2013). According to Woodside (2013), there are a few researchers recommended the usage of multiple regression analysis in testing and crafting theory by using certain formulas and algorithms. Multiple regression also used in proving the existence of a significant relationship or the relationship between hypothesized independent variables and

dependent variables in an equation, where more independent variables can be included in the analysis. “Net effects” can be defined as an approach that used to calculate an estimation value when there are more independent variables. The significance of the net effects is depending on the presence or absence of other independents variables in the research model. By using multiple regression analysis, researcher able to provide more information and increase the contribution of the research by showing the complete conditions where variable X has a positive influence (significance relationship) or negative influence (insignificance relationship) on variable Y (Woodside, 2013).

Variable X: Leadership Communication Practices

Variable Y: Organizational Commitment

### **3.7 Summary**

As a brief conclusion for this chapter, the research design shows the sampling method that used for the research, research instrument data collection and also data analysis. For this research, the researchers used the method of quantitative method since the questionnaires that the researchers distributed to respondents will be the primary data to decide the significant of the relationship between leadership communications and organizational commitment among academic staff in UTAR. For the data analysis process, the researcher will be using the application of Statistical Package for Social Science (SPSS) to evaluate the data that retrieved. Furthermore, the results that obtained from the evaluation will be one of the important factor that used to justify and validate the hypotheses. Last but not least, the evaluated data and analysed finding will be further discuss in the next chapter.

## **CHAPTER 4: DATA ANALYSIS**

### **4.0 Introduction**

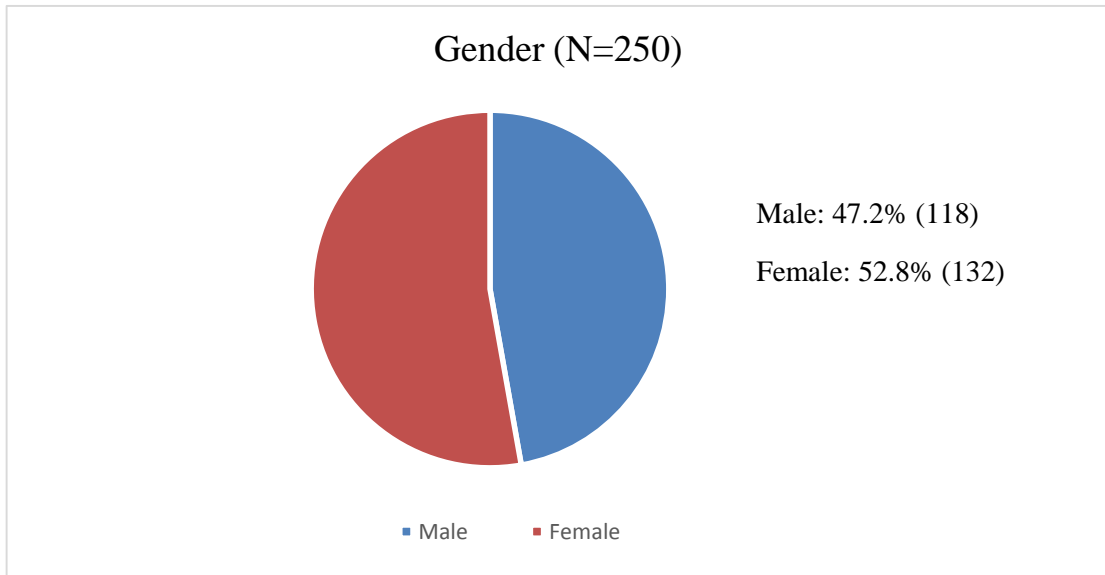
In this chapter, the finding for the research conducted will be analysed from the collected data. The findings of the research will be classified to two parts, which are descriptive data, inferential analysis. All the data evaluations and analysis will be generated by using an analytic program, which is Statistical Package for Social Science version 21 (SPSS).

### **4.1 Descriptive Analysis**

Descriptive analysis is a technique adopted by the researcher to simplify the data obtained from a numerous amount of respondents to form a better way to comprehend. By performing a descriptive data, the researcher able to understand and evaluate the data easily by certain graphics for instance, histogram, tables or pie charts (Kelechi, 2012). Based on the survey questionnaire, demographic information in Section A is conveyed through frequency and percentage distribution so that the researcher able to have a clearer image on the demographic information of target respondents. Meanwhile the central of tendencies which park under Section B and C shows the calculated mean and standard deviation for every question responded by SPSS software. Throughout the results from descriptive data analysis, it shows a relationship on the collective data that the researcher had obtained from the research.

### 4.1.1 Respondent Demographic Profile

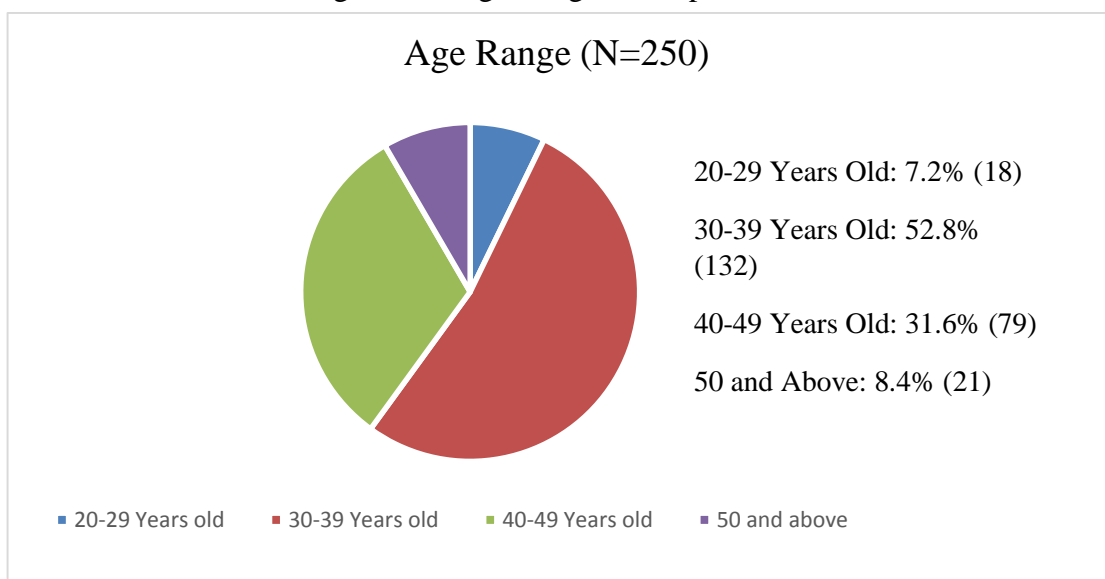
Figure 3.1: Gender of Respondents



Source: Developed for the research

As shown in Figure 3.1 above, there are 118 (47.2%) of the respondents were male academic staff and there are 132 (52.8%) of the respondents were female academic staff.

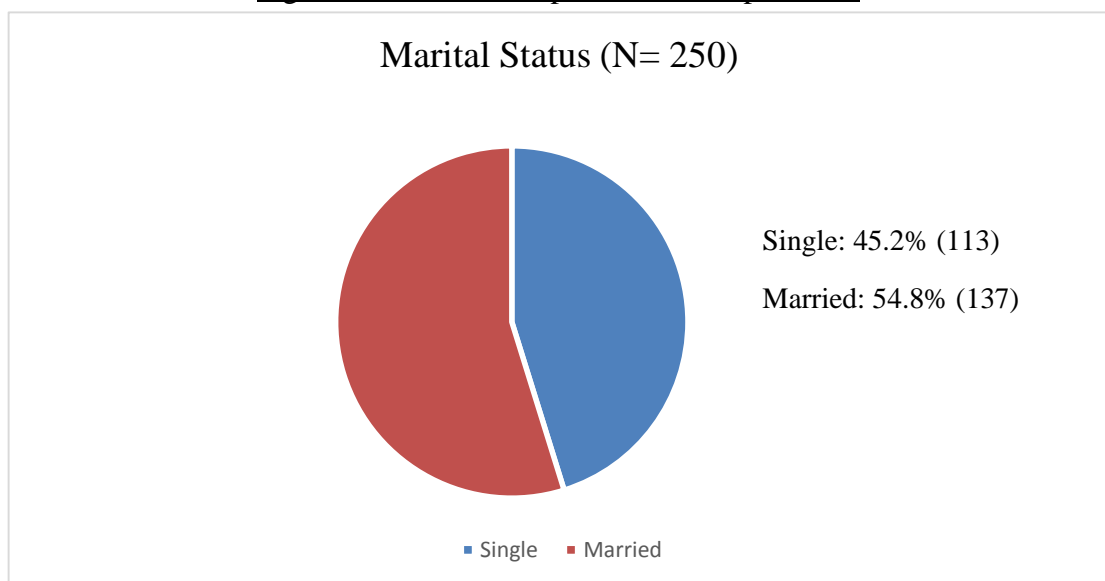
Figure 3.2: Age Range of Respondents



Source: Developed for the research

Figure 3.2 above show that the largest age range will be 30-39 years old, which occupied 132 (52.8%) of the respondents and followed by the age range of 40-49, which is the second largest age range, 79 (31.6%) respondents. The age range of 50 and above occupied 21 (8.4%) of the total respondents and the smallest age range will be 20-29 years old, which only constituted 18 (7.2%) of the total respondents.

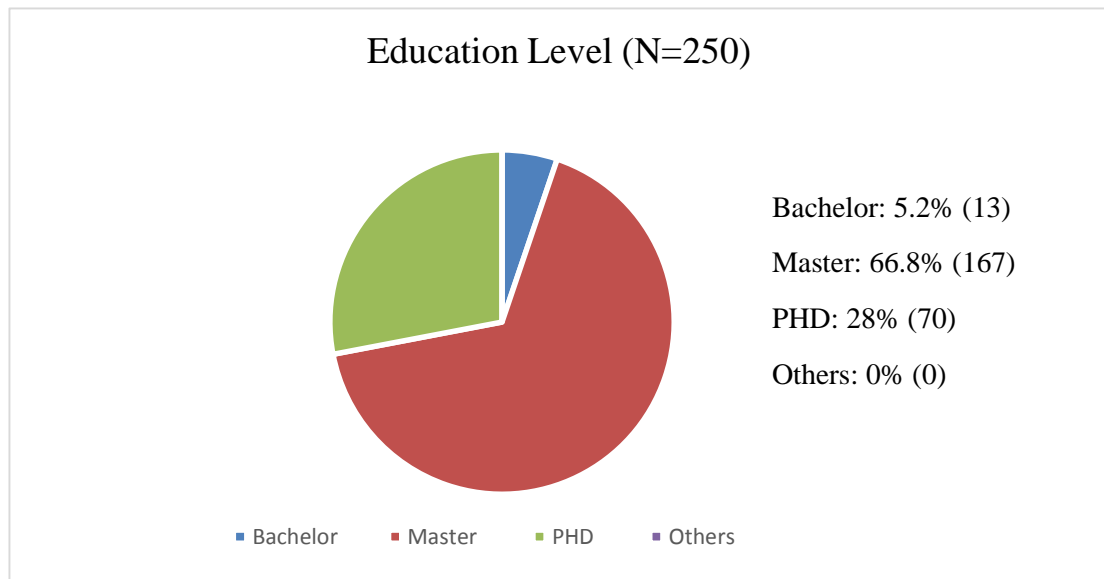
Figure 3.3: Relationship Status of Respondents



Source: Developed for the research

According to Figure 3.3, majority of the respondents were married which occupied 137 (54.8%) respondents while 113 (45.2%) of the respondents were single.

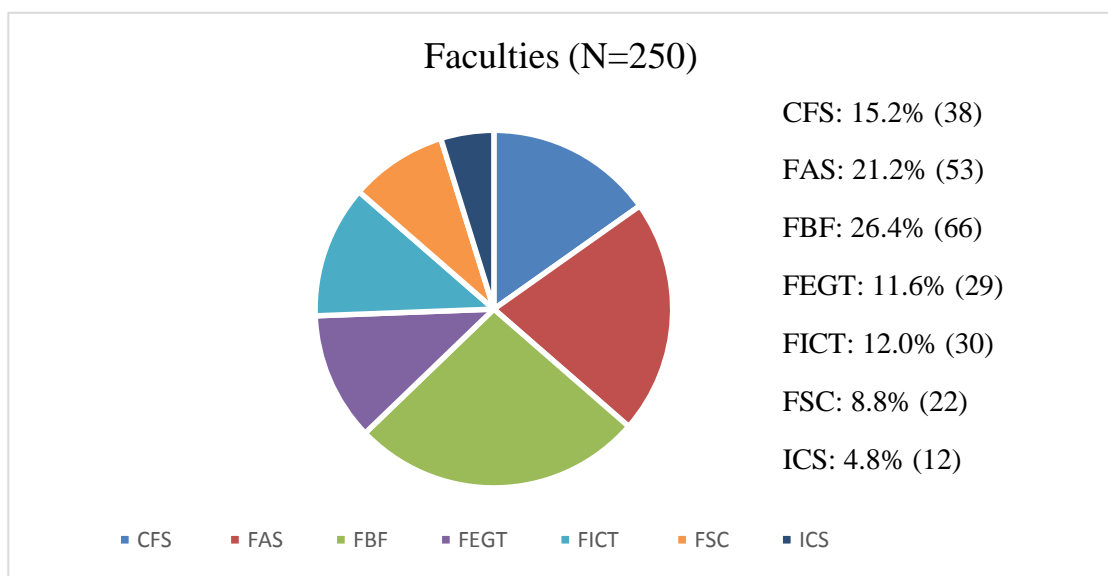
Figure 3.4: Educational Level of Respondents



Source: Developed for the research

There are three categories of educational level which included Bachelor, Master and PhD. Based on Figure 3.4, most of the academic staff achieve the level of Master, which occupied 167 (66.8%) of the total respondents while the respondents that achieved Bachelor level are 13 (5.2%) and 70 (28%) of the respondents achieve PhD level.

Figure 3.5: Faculties of Respondents



Source: Developed for the research

There are seven faculties included in the research which are Faculty Arts and Social Sciences (FAS), Faculty of Business and Finance (FBF), Faculty of Science (FSC), Faculty of Engineering and Green Technology (FEGT), Faculty of Information and Communication Technology (FICT), Institute of Chinese Studies (ICS), and last but not least, Centre of Foundation Studies (CFS). The Figure 3.5 indicates that out of a total of 250 academic staff, there are 66 academic staff from FBF, which constituted 26.4% of the total academic staff among others faculties, then followed by FAS 53 (21.2%) staff, 22 (8.8%) from FSC while 38 (15.2%) from CFS, FEGT occupied 29 (11.6%) staff, FICT 30 (12%) and lastly, ICS which only occupied 12 (4.8%) among of them.

#### 4.1.2 Central Tendencies Measurement of Constructs

Central tendencies measurements are used to convey the values of means and standard deviations of each question in this research and it is calculated by using SPSS software in version 21.

##### 4.1.2.1 Leadership communication practices among UTAR academic staff

Table 4.1: Descriptive Statistics of Leadership Communication Practices

Leadership Communication Practices	Mean	S.D.
1. Leadership communication practices strengthen my commitment towards this organization.	4.00	0.66
2. The leader should always discuss with subordinate to work together in order to implement a task.	4.30	0.62
3. The leader must be able to accept sincere criticism from subordinate for the good of the organization.	4.33	0.71



4. Failure in implementing the organization's objective because of weakness in leadership communication.	3.92	0.94
5. Problem in communication practices with my leader will disrupt my involvement and work commitment	3.99	0.92
6. Communication in my organization makes me feel I'm a part of the organization.	4.09	0.76
7. My leader encourages me to report any faults on the task which I do.	2.94	1.10
8. I don't have any problems in my communication practices with my leader.	3.60	0.97
9. My leader uses correct communication channel in giving instructions task to me.	3.60	0.96
10. My leader gives very clear instructions to me.	3.75	0.96
11. Willing to communicate well in handling a conflict quickly.	3.76	1.00
12. The leadership communication style of my leader supports team work and high involvement among the members.	3.68	1.03
13. My leader is very trustworthy, willing to give support, cooperate and has high commitment towards the job.	3.66	0.93
14. My leader has communication skills to communicate with subordinate regarding his/her task and organization's objectives.	3.66	0.88
15. The leader needs to change current practices of	3.13	1.06

giving instructions.		
16. The leadership communication style of my leader is based on principle, sets up a high standard and path to achievement.	3.57	0.97
17. My leader always provide guidance and assistance for me in completing any given task.	3.55	0.96
18. My leader practices an open communication and is willing to share information fully.	3.58	1.04
19. My leader practices a two way communication.	3.72	0.94
20. The method/technique of communication from my leader is very effective.	3.55	1.03
21. My leader has a high ability in transforming the organization's objectives.	3.40	1.04
22. My leader makes critical decisions through consensus (collective agreement).	3.51	1.00
23. My leader is willing to communicate to distribute the resources and rewards equally.	3.57	1.05
24. The leader and I discussed my performance in work.	3.70	1.01
<b>Overall</b>	<b>3.69</b>	<b>0.93</b>

Source: Developed for the research

Table 4.1 indicates the central tendencies measurement of independent variable, leadership communication practices.

In the questionnaire that distributed from the researchers based on Table 4.1, there are 24 responding questions evaluated by using the program of SPSS. The final results for the evaluation of leadership communication practices among UTAR academic staff shows the mean that scored from the range of 2.94 to 4.33. The question that score highest mean (4.33) with a standard deviation of 0.71 in this section was the statement of “The leader must be able to accept sincere criticism from subordinate for the good of the organization”, and followed by the statement of “The leader should always discuss with subordinate work together in order to implement a task” which scored the second highest mean (4.30) with a standard deviation of 0.62. From the data that researcher obtained, the least of the respondents agree with “My leader encourages me to report any faults on the task which I do” among UTAR academic staff. The overall mean score 3.69 with a standard deviation of 0.93 demonstrated that the respondents highly rated the practices of leadership communication among UTAR academic staff.

#### 4.1.2.2 Organizational Commitment

The analysed data for organizational commitment, which consist of three sections; Affective Commitment, Continuance Commitment and Normative Commitment will be shown in tables below.

##### 4.1.2.2.1 Affective Commitment

Table 4.2: Descriptive Statistics of Affective Commitment

<b>Affective commitment</b>	<b>Mean</b>	<b>S.D.</b>
1. This university deserves my loyalty.	3.69	1.04
2. I would be very happy to continue working in this	3.80	0.99

university.		
3. I am proud to say that I am part of this university.	3.81	1.00
4. I am very happy because I chose to work in this university compared to other options I had before.	3.66	0.99
5. I tell my friends that this university is an excellent university for me to work.	3.68	1.03
6. I feel a sense of emotional connection with my university where I work.	3.63	1.11
7. I realized that my values and the university values are the same.	3.41	1.12
8. I would feel guilty if I leave the university right now.	3.20	1.19
<b>Overall</b>	<b>3.61</b>	<b>1.06</b>

Source: Developed for the research

Based on Table 4.2, affective commitment can be defined as the extent of how the academic staff emotionally connected and involved with the organization (Hassan & Chua, 2008). From the results regarding on the level of affective commitment among academic staff in UTAR, it shows the mean score of the eight questions that under the section of affective commitment ranged from 3.20 to 3.81. Furthermore, the questions regarding affective commitment that achieved highest mean was the statement of “I am proud to say that I am part of this university” with standard deviation of 1.00 and followed by “I would be very happy to continue working in this university” has the second highest mean score (3.80). The statement “I would feel guilty if I leave the university right now” obtained the lowest mean score (3.20) with standard deviation of 1.19. The overall mean score 3.61 with the standard deviation of 1.06 illustrates that the respondents exhibited a moderate level of affective commitment.

#### 4.1.2.2 Continuance Commitment

Table 4.3: Descriptive Statistics of Continuance Commitment

Continuance Commitment	Mean	S.D.
1. For me, this university is the best university where I have worked compared ro any other organization.	3.56	1.09
2. I will be facing problems to adapt myself with new job compared to working in this university.	3.29	1.12
3. I would not leave this university to another organization because it may not match the overall benefits I have here.	3.38	0.98
4. There will be a lot of problems in my life if I leave the university now.	3.35	1.11
5. I need to sacrifice a lot if I plan to leave this post now.	3.41	1.05
6. I have a few options if I consider to leave this university	3.39	1.07
7. I will carry out any job in order to keep this work in this university	3.36	0.92
<b>Overall</b>	<b>3.39</b>	<b>1.05</b>

Source: Developed for the research

Continuance commitment explained how academic staff evaluate the cost that connected with the organization after decided to leave the organization. Table 4.3 indicates the results of the level of continuance commitment among UTAR academic staff. Overall, the mean value scored was in the range of 3.29 to 3.56. The statement “For me, this university is the best university where I have worked compared to any other organization” marks the highest mean score (3.56) and have the third highest standard deviation (1.09). Besides, the lowest standard deviation (0.92) belonged to the statement of “I will carry out any job in order to keep this work in this university”. The overall mean score 3.39 with

the standard deviation of 1.05 illustrates that the respondents exhibited a moderate level of continuance commitment.

#### 4.1.2.2.3 Normative Commitment

Table 4.4: Descriptive Statistics of Normative Commitment

Normative Commitment	Mean	S.D.
1. I care about the future of this university.	3.77	0.86
2. I think that people these days move from organization to organization too much.	3.79	0.90
3. I am willing to give more effort than before in order to achieve success.	3.80	0.88
4. Even though it is to my advantage, I do not feel it is right for me to leave this university now.	3.46	0.97
5. I feel obligated to remain with my employer now.	3.38	0.99
6. I feel that my university's problems are my problems too.	3.36	1.07
7. I would not leave this university because I feel a sense of obligation to the people in this organization.	3.41	0.96
8. It is difficult to leave this university now even though I want to do so.	3.35	1.07
<b>Overall</b>	<b>3.54</b>	<b>0.96</b>

Source: Developed for the research

Normative commitment can be defined as the extent of how academic staff being appreciative to be remained in the organization (Hassan & Chua, 2008). Based on Table 4.4 shows that the highest mean scored (3.80) with a standard

deviation of 0.88 was the statement of “I am willing to give more effort than before in order to achieve success” followed by the second highest mean score (3.79) with a standard deviation of 0.90 was the statement of “I think that people these days move from organization to organization too much”. While the lowest mean score (3.35) was for the statement “It is difficult to leave this university now even though I want to do so” with a standard deviation of 1.07. Moreover, the lowest standard deviation (0.86) belonged to the statement “I care about the future of this university” with third highest mean value of 3.77. The overall mean score 3.54 with the standard deviation of 0.96 illustrates that the respondents exhibited a moderate level of normative commitment.

## 4.2 Scale Measurement

Reliability test is used to evaluate independent and dependent variables for this research, which are leadership communication practices and organizational commitment and carried out through SPSS system. Table 4.4 shows the reliability analysis which have adopted the pre-test from Hassan and Chua (2008) and data generated from researchers for this research. In order to interpret the internal consistency of each questions, reliability test was conducted for this research.

Table 4.5 Reliability score of pre-test and actual data

Variables	Number of items (N)	Cronbach Alpha (a)	
		Pre-test (n=20)	Actual Study (n=250)
Leadership communication practices	25	0.927	0.924
Affective commitment	8	0.850	0.954
Continuance commitment	7	0.716	0.867

Normative commitment	8	0.778	0.897
----------------------	---	-------	-------

Source: Developed for the research

As shown from the table 4.5, continuance commitment that consist of 7 items scored the lowest Cronbach’s alpha value and achieved good reliability, which is 0.867 among all the other dependents variables. Next will be affective commitment. Affective commitment consists of 8 items and it has very good reliability result as affective commitment score highest Cronbach’s alpha value among others, which scored 0.954. Lastly, normative commitment also considered achieved a very good reliability as normative commitment scored the value of 0.897 in Cronbach’s alpha. As a conclusion, internal reliability considered as very good because all the dependent variables scored more than 0.8 in Cronbach’s alpha (Sekaran & Bougie, 2012).

#### 4.2.1 Overall analysis of organizational commitment

Table 4.6: Distribution of respondents by organizational commitment

Component	Percentage (%)		
	Low	Moderate	High
Affective commitment Mean = 28.88 S.D. = 8.47 Low (8-18) Moderate (19-29) High (30-40)	7.13	57.24	35.63
Continuance commitment Mean = 23.74 S.D. = 7.34 Low (7.00-16.32) Moderate (16.33-25.66) High (25.67-35.00)	6.57	62.72	30.71



Normative commitment	11.13	53.24	35.63
Mean = 28.32			
S.D. = 7.70			
Low (8-18) Moderate (19-29) High (30-40)			

Source: Developed for the research

Table 4.6 shows the distribution of respondents by organizational commitment. Researchers have conducted an analysis of organizational commitment: affective commitment, continuance commitment and normative commitment in order to ensure the distribution of respondents in terms of three levels of commitment which are low, moderate and high respectively.

Majority of the respondents (57.24%) having moderate level in affective commitment, 35.63% of the respondents showed high level of affective commitment while only 7.13% of the respondents indicating low level of affective commitment. Overall, the result of affective commitment was moderate as the mean score was 28.88 and the S.D. was 8.47. As a result, majority of the respondents wanted to be a part of the organization.

Furthermore, there are about two third (64.6%) of the respondents indicated moderate level of continuance commitment. There are 30.71% of the respondents showed high level of continuance commitment and only 6.57% of the respondents having low level of continuance commitment. The mean for continuance commitment is 23.74 and the standard deviation will be 7.34, which indicated that most of the respondents showed moderate level of continuance commitment in the organization. The results also showed that the respondents felt that there is a ‘need’ to remain in the organization.

Referring to the Table 4.6, more than half of the respondents (53.24%) showed moderate level of normative commitment while there are only 35.36% and 11.13% of the respondents showed high and low commitment respectively. From the analysed data, it showed the level of normative commitment was moderate as the mean scored 28.32 (S.D. = 7.7). The result revealed that most of the respondents felt that they ‘ought’ to

stay at the university since they felt appreciative by the contribution provided by the organization and as a result, the research showed that the respondents have higher continuance commitment towards the organization compare to the other two commitment.

## **4.3 Inferential Analysis**

### **4.3.1 Pearson's Correlation Analysis**

The method of Pearson's Correlation Analysis is used to research the strength and the significance of the relationship between independent variables and dependent variables in a research. For this research, the researchers are studying the relationship between leadership communication practices and organizational commitment in a private higher learning institution (PHLI). The significance of the alpha value normally set at the standard of 0.01 or 0.05. Three dependent variables which consist of affective commitment, continuance commitment and normative commitment are evaluated in this research by using Pearson's Correlation Analysis.

#### **Hypothesis 1**

H<sub>0</sub>: There is no significant relationship between leadership communication and affective commitment among academic staff in UTAR Kampar, Perak.

H<sub>1</sub>: There is a significant relationship between leadership communication and affective commitment among academic staff in the UTAR Kampar, Perak.

Table 4.7: Correlations between Affective Commitment and Leadership  
Communication Practices

		Affective Commitment	Leadership Communication Practices
Affective commitment	Pearson's Correlation	1	0.774
	Significance		0.000**
	N	250	250
Leadership Communication Practices	Pearson's Correlation	0.774	1
	Significance	0.000**	
	N	250	250

Source: Developed for the research

\*\*= Significant at alpha level of 0.01 and 0.05

### **Direction**

According to the result shows on Table 4.7, there is a positive relationship between affective commitment and leadership communication practices based on the positive coefficient value. Affective commitment has a 0.774 correlation with leadership communication practices. Hence, this proves that the level of affective commitment increases when the leadership communication practices increase.

### **Strength**

The correlation coefficient value, 0.774 is within the range from  $\pm 0.7$  to  $\pm 1.0$ . Thus, there is a strong positive relationship between these two variables.

### **Significance**

There is a significant relationship between affective commitment and leadership communication practices as the p-value (0.000) is less than the alpha value of 0.05. Thus, the null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_1$ ) is accepted.

## Hypothesis 2

H<sub>0</sub>: There is no significant relationship between continuance commitment and leadership communication practices among academic staff in UTAR Kampar, Perak.

H<sub>1</sub>: There is a significant relationship between continuance commitment and leadership communication practices among academic staff in UTAR Kampar, Perak.

Table 4.8: Correlations between Continuance Commitment and Leadership Communication Practices

		Continuance Commitment	Leadership Communication Practices
Continuance Commitment	Pearson's Correlation	1	0.535
	Significance		0.000**
	N	250	250
Leadership Communication Practices	Pearson's Correlation	0.535	1
	Significance	0.000**	
	N	250	250

Source: Developed for the research

\*\* = Significant at alpha level of 0.01 and 0.05

## Direction

Based on Table 4.8, there is a positive relationship between continuance commitment and leadership communication practices based on the positive coefficient value. Continuance commitment has a 0.535 correlation with leadership communication practices. Hence, this proves that the level of continuance commitment increase when the leadership communication practices increase.

## Strength

The relationship between continuance commitment and leadership communication practices is proved as positive relationship as the correlation coefficient value of 0.535 is located within the correlation range from  $\pm 0.5$  to  $\pm 0.7$ .

**Significance**

There is a significant relationship between continuance commitment and leadership communication practices as the significance value (p-value) was 0.000, which less than the alpha value of 0.05 and as a result, the null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_1$ ) is accepted.

**Hypothesis 3**

$H_0$ : There is no significant relationship between normative commitment and leadership communication practices among academic staff in UTAR Kampar, Perak.

$H_1$ : There is a significant relationship between normative commitment and leadership communication practices among academic staff in UTAR Kampar, Perak.

Table 4.9: Correlations between Normative Commitment and Leadership Communication Practices

		Continuance Commitment	Leadership Communication Practices
Continuance Commitment	Pearson's Correlation	1	0.663
	Significance		0.000**
	N	250	250
Leadership Communication Practices	Pearson's Correlation	0.663	1
	Significance	0.000**	
	N	250	250

Source: Developed for the research

\*\* = Significant at alpha level of 0.01 and 0.05

**Direction**

Based on Table 4.9, there is a positive relationship between normative commitment and leadership communication practices based on the positive coefficient value. Normative commitment has a 0.663 correlation with leadership communication practices. Hence, this proves that the level of normative commitment increase when the leadership communication practices increase.

**Strength**

Among these two variables, there is a positive relationship as the correlation coefficient value of 0.663 is located in the correlation range from  $\pm 0.5$  to  $\pm 0.7$ .

**Significance**

Since p-value (0.000) is less than the alpha value of 0.05, it proved that there is a significant relationship between normative commitment and leadership communication practices. Thus, alternative hypothesis ( $H_1$ ) is accepted and the null hypothesis ( $H_0$ ) will be rejected.

**4.3.2 Multiple Regression Analysis**

Table 4.10: Analysis of Variance (Affective Commitment)

Model	Model	Sum of Square	df	Mean Square	F	Sig.
1	Regression	6936.615	4	1734.154	108.490	0.000
	Residual	3916.209	245	15.985		
	Total	10852.824	249			

Source: Developed for the research

**Sig.**

\*\* = Significant at alpha level of 0.01 and 0.05

- a. **Dependent variable: Organizational Commitment (Affective Commitment)**
- b. **Predictor variables: Satisfaction communication, communication climate, job involvement, feedback process**

H<sub>0</sub>: The four predictor variables (satisfaction communication, communication climate, job involvement, feedback process) are not significantly clarified the variance of affective commitment.

H<sub>1</sub>: The four predictor variables (satisfaction communication, communication climate, job involvement, feedback process) are significantly clarified the variance of affective commitment.

Based on the Table 4.10, the p-value (0.000) is less than the alpha value of 0.05. So, the F-statistic is significant with the value of value of 108.490. This indicates that the models for this research is good for describing the dependent variable (affective commitment) in relation with predictor variables (satisfaction communication, communication climate, job involvement, feedback process). Thus, the alternative hypothesis of the four predictor variables, which are satisfaction communication, communication climate, job involvement, feedback process was accepted and significantly explained the variance of affective commitment.

Table 4.11: Analysis of Variance Affective Commitment

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	0.799	0.639	0.633	3.998

Source: Developed for the research

- a. **Dependent variable: Organizational Commitment (Affective Commitment)**
- b. **Predictor variables: (Constant), satisfaction communication, communication climate, job involvement, feedback process**

The R square indicates the extent of variation in the independent variables that used to explain dependent variables. The value of R square ranged from 0 to 1 and it is normally stated in the form of percentage, which ranged from 0% to 100%. According to Table 4.11, the value of the coefficient of determination (R square) is 0.639. This indicated that the predictor variables (satisfaction communication, communication climate, job involvement and feedback process) explained 63.9% of the variation in the dependent variable (affective commitment) could affect the independent variables. Besides, the remaining 36.1% were unexplained in this research and could be explained by other variables. In other words, it implies that there exist some other important variables in explaining affective commitment are not measured in this research.

Table 4.12: Stepwise regression analysis of Organizational Commitment (Affective Commitment)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	-2.645	2.244		-1.178	0.240
	Job involvement	0.785	0.188	0.420	4.167	0.000
	Satisfaction communication	-0.099	0.098	-0.048	-1.178	0.240
	Communication climate	0.604	0.153	0.388	3.955	0.000
	Feedback process	0.118	0.266	0.038	0.444	0.657

Source: Developed for the research

\*\* = Significant at alpha level of 0.01 and 0.05

**a. Dependent variable: Organizational Commitment (Affective Commitment)**



Based on Table 4.12:

Since the significance value (p-value) of job involvement is 0.000 which is lesser than alpha value of 0.05, it indicates that job involvement is significant in predicting the dependent variable (affective commitment) in this research. By referring to the element of unstandardized beta coefficient, for every unit increase in job involvement will result increment of affective commitment by 0.785.

As the significance value (p-value) for satisfaction communication is 0.240 which is more than the alpha value of 0.05, it indicates that satisfaction communication is not significant in predicting the dependent variable (affective commitment) in this research. According to the unstandardized beta coefficient, for every unit in satisfaction communication decreases will result in -0.099 decrease in affective commitment.

As the p-value for communication climate is 0.000 which is less than the alpha value of 0.05, it implies that communication climate is significant in predicting the dependent variable (affective commitment) in this research. By referring to the unstandardized beta coefficient, for every increment unit in communication climate will result to the increment of affective commitment with the value of 0.604.

The result of significance value (p-value) for feedback process is 0.657 which is more than the alpha value of 0.05, it shows that feedback process has no significant relationship in predicting the dependent variable (affective commitment) in this research. According to the unstandardized beta coefficient, an increment of feedback process will result in 0.118 increase in affective commitment for every single unit.

Table 4.13: Analysis of Variance (Continuance Commitment)

<b>Model</b>		<b>Sum of Square</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>1</b>	Regression	1894.162	4	473.540	27.739	0.000
	Residual	4182.471	245	17.071		

Source: Developed for the research

	Total	6076.633	249			
--	-------	----------	-----	--	--	--

\*\* = Significant at alpha level of 0.01 and 0.05

- a. **Dependent variable: Organizational Commitment (Continuance Commitment)**
- b. **Predictor variables: Satisfaction communication, communication climate, job involvement, feedback process**

H<sub>0</sub>: The four predictor variables (satisfaction communication, communication climate, job involvement, feedback process) are not significant clarified the variance of continuance commitment.

H<sub>1</sub>: The four predictor variables (satisfaction communication, communication climate, job involvement, feedback process) are significant clarified the variance of continuance commitment.

Based on Table 4.13, the p-value (0.000) is less than the alpha value of 0.05. So, the F-statistic is significant with the value of 27.739. This implies that the models for this research are appropriate to describe the dependent variable (continuance commitment) in relation to the predictor variables (satisfaction communication, communication climate, job involvement, feedback process). Thus, the alternative hypothesis of the four predictor variables which are satisfaction communication, communication climate, job involvement, feedback process was accepted and significantly explained the variance of continuance commitment.

Table 4.14: Analysis of Variance for Continuance Commitment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.558	0.312	0.300	4.132

Source: Developed for the research

- a. **Dependent variable: Organizational Commitment (Continuance Commitment)**

**b. Predictor variables: (Constant), satisfaction communication, communication climate, job involvement, feedback process**

Based on Table 4.14, the value of the coefficient of determination (R square) is 0.312. This shows that the predictor variables (satisfaction communication, communication climate, job involvement and feedback process) explained 31.2% of the variation in the dependent variable (continuance commitment). Besides, there is still have remaining 68.8% were not explain through this research and it could be evaluated or affected by other variables. In other words, it indicates that there are some other important variables could be effective in explaining affective commitment that are not measured in this research.

Table 4.15: Stepwise regression analysis of Organizational Commitment (Continuance Commitment)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.965	2.319		2.140	0.033
	Job involvement	0.342	0.195	0.245	1.758	0.080
	Satisfaction communication	-0.115	0.101	-0.074	-1.141	0.255
	Communication climate	0.498	0.158	0.428	3.156	0.002
	Feedback process	-0.181	0.275	-0.077	-0.658	0.511

Source: Developed for the research

\*\* = Significant at alpha level of 0.01 and 0.05

**a. Dependent variable: Organizational Commitment (Continuance Commitment)**

Based on Table 4.15:

Since the significance value (p-value) of job involvement is 0.080 which is more than alpha value of 0.05, it shows that job involvement is not one of the significant elements in predicting and explaining the dependent variable (continuance commitment) in this research. By referring to the unstandardized beta coefficient, every increment unit in

job involvement will result to the increment of continuance commitment by the value of 0.342.

As the significance value (p-value) for satisfaction communication is 0.080 which is more than the alpha value of 0.05, it indicates that satisfaction communication is not significant in predicting the dependent variable (continuance commitment) in this research. According to the unstandardized beta coefficient, for every unit in satisfaction communication decreases will result in -0.115 decrease in continuance commitment.

As the p-value for communication climate is 0.002 and it is less than the alpha value of 0.05, it indicates that communication climate is significant in predicting the dependent variable (continuance commitment) in this research. By referring to the unstandardized beta coefficient, every increment unit in communication climate will result in the increment of continuance commitment with the value of 0.0.498.

The result of significance value (p-value) for feedback process is 0.511 which is more than the alpha value of 0.05, it shows that feedback process is not significant in predicting the dependent variable (continuance commitment) in this research. According to the unstandardized beta coefficient, a diminishment of feedback process will result in -0.181 decrease in continuance commitment for every single unit.

Table 4.16: Analysis of Variance (Normative Commitment)

<b>Model</b>		<b>Sum of Square</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>1</b>	Regression	3136.521	4	784.130	51.674	0.000
	Residual	3717.775	245	15.175		
	Total	6854.296	249			

Source: Developed for the research

\*\* = Significant at alpha level of 0.01 and 0.05

- a. **Dependent variable: Organizational Commitment (Normative Commitment)**  
 b. **Predictor variable: Satisfaction communication, communication climate, job involvement, feedback process**

H<sub>0</sub>: The four predictor variables (satisfaction communication, communication climate, job involvement, feedback process) are not significant clarified the variance of continuance commitment.

H<sub>1</sub>: The four predictor variables (satisfaction communication, communication climate, job involvement, feedback process) are significant clarified the variance of continuance commitment.

Based on Table 4.16, the p-value (0.000) is less than the alpha value of 0.05. So, the F-statistic is significant with the value of 51.674. This indicates that the model for this research is appropriate to describe and explain the dependent variable (continuance commitment) in the relation to the predictor variables (satisfaction communication, communication climate, job involvement, feedback process). Thus, the alternative hypothesis that in relation with the four predictor variables (satisfaction communication, communication climate, job involvement, feedback process) was accepted and significantly explained the variance of continuance commitment.

Table 4.17: Analysis of Variance for Normative Commitment

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	0.676	0.458	0.449	3.895

Source: Developed for the research

- a. **Dependent variable: Organizational Commitment (Normative Commitment)**  
 b. **Predictor variables: (Constant), satisfaction communication, communication climate, job involvement, feedback process**

Based on Table 4.17, the value of determination (R square) is **0.458**. This shows that the predictor variables (satisfaction communication, communication climate, job involvement

and feedback process) explained **45.8%** of the variation in the dependent variable (normative commitment). Besides, there is still remaining **54.2%** were unexplained in this research and it could be explained by other variables. In other words, it indicates that there are some other important variables can be crucial in explaining normative commitment that are not measured in this research.

Table 4.18: Stepwise regression analysis of Organizational Commitment (Normative Commitment)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.034	2.187		1.845	0.066
	Job involvement	0.484	0.184	0.326	2.638	0.009
	Satisfaction communication	-0.031	0.095	-0.019	-0.326	0.744
	Communication climate	0.529	0.149	0.428	3.559	0.000
	Feedback process	-0.135	0.259	-0.054	-0.521	0.603

Source: Developed for the research

\*\* = Significant at alpha level of 0.01 and 0.05

**a. Dependent variable: Organizational Commitment (Normative Commitment)**

Based on Table 4.18:

Since the significance level (p-value) of job involvement is 0.009 and it is lesser than alpha value of 0.05, it indicates that job involvement is significant in predicting the dependent variable (normative commitment) in this research. By referring to the unstandardized beta coefficient, every increment unit in job involvement will result to the increment of normative commitment with the value of 0.484.

As the significance value (p-value) for satisfaction communication is 0.744 which is more than the alpha value of 0.05, it indicates that satisfaction communication is not significant in predicting the dependent variable (normative commitment) in this research. According to the unstandardized beta coefficient, for every unit in satisfaction communication decreases will result in -0.031 decrease in normative commitment.

As the p-value for communication climate is 0.000 which is less than the alpha value of 0.05, it implies that communication climate is significant in predicting the dependent variable (normative commitment) in this research. By referring to the unstandardized beta coefficient, for every increment unit in communication climate will result to the increment of normative commitment with the value of 0.529.

The result of significance value (p-value) for feedback process is 0.603 which is more than the alpha value of 0.05, it shows that feedback process is not significant in predicting the dependent variable (normative commitment) in this research. According to the unstandardized beta coefficient, a diminishment of feedback process will result in -0.135 decrease in normative commitment for every single unit.

#### **4.3.2.1 Level of contribution**

Predictor variable tends to have more significant effect on the dependent variable when the beta is higher. By referring Table 4.12, the highest contribution of predictor variable is job involvement which obtained the value of 0.420 for its standardized coefficient among the other dimensions. This shows that job involvement is the strongest contributor in determining the deviation of affective commitment. The analysis of result followed by the second highest contributor, communication climate which obtained the value of 0.388 for its standardized coefficient to determine the deviation of affective commitment. Feedback process owns value of 0.038 while satisfaction communication contributes the least towards the deviation of affective commitment by obtained a value of -0.048 under its standardized coefficient.

Based on Table 4.15 indicates that the highest contribution of predictor variable is communication climate which owns the highest standardized coefficient with a value of 0.428 among the other dimensions. This implies that communication climate is the strongest contributor in determining the deviation of continuance commitment. The second highest contributor which owns a value of 0.245 under its standardized coefficient to determine the deviation of continuance commitment. Both satisfaction communication and feedback process have low contribution to the deviation of

continuance commitment by obtaining the value of -0.074 and -0.077 for its standardized coefficient respectively.

According to Table 4.18, the highest contribution of predictor variable is communication climate which shows the same result as Table 4.14 by having a value of 0.428 for its standardized coefficient among the other dimensions. This shows that communication climate is the strongest contributor in determining the deviation of normative commitment. The second highest contributor is job involvement which owns a value of 0.326 under its standardized coefficient to determine the deviation of normative commitment. Both satisfaction communication and feedback process obtained the value of -0.019 and -0.054 under its standardized coefficient respectively showing that both dimensions have a low contribution towards the deviation of normative commitment.

## **4.4 Conclusion**

In a conclusion, descriptive analysis is conducted to analyse and evaluate the demographic information of respondents which has been done through frequency and percentage analysis throughout this research. Furthermore, the measurement of central tendencies of the independent and dependent variables as well as the reliability test that are crucially needed in the research also have been conducted through the analytic software of SPSS version 21. Reliability test has been conducted to evaluate the internal consistency of variables and overall results showed that all the variables have good internal reliability. Pearson's Correlation Analysis also performed in order to investigate the direction, strength and significance of the relationship between independent variables and dependent variables. Lastly, multiple regression analysis has been conducted in this research to prove the existence of relationship between independent variable (leadership communication practices) and dependent variable (organizational commitment).



## CHAPTER 5: DISCUSSION, CONCLUSION AND IMPLICATIONS

### 5.0 Introduction

In this chapter, the researchers will be discussing and conclude according to the whole research have been carried out. Beginning with the summary of statistical analysis which have been delivered in Chapter 4, consisting analysis of Pearson Correlation Coefficient and analysis of Multiple Regression. Following by the discussion on major findings to verify and test the hypotheses. Moreover, the researchers will be outlining the implications and limitations of this research. Furthermore, the researchers had recommended based on the limitations of this research for the future study. Lastly, a conclusion is presented by the researcher to summarize up the whole research.

### 5.1 Summary of Statistical Analysis

Table 5.1: Summary of Pearson Correlation Coefficient Result

<b>Test</b>	<b>Hypothesis</b>	<b>Decision</b>	<b>Result</b>
Leadership Communication Practices and Affective Organizational Commitment	$H_1$ : There is significant relationship between leadership communication implementation and affective organizational commitment among UTAR academic staff.	$H_0$ is rejected $H_1$ is supported	Positive Significant <b>(p-value = 0.000)</b>
Leadership Communication Practices and Continuance Organizational Commitment	$H_1$ : There is significant relationship between leadership communication implementation and continuance organizational commitment among UTAR academic staff.	$H_0$ is rejected $H_1$ is supported	Positive Significant <b>(p-value = 0.000)</b>

Leadership Communication Practices and Normative Organizational Commitment	$H_1$ : There is significant relationship between leadership communication implementation and normative organizational commitment among UTAR academic staff.	$H_0$ is rejected $H_1$ is supported	Positive Significant <b>(p-value = 0.000)</b>
--	--	---	--

Table 5.2: Summary of Multiple Regression Result

Test	Hypothesis	Decision	Result
Leadership Communication Practices and Affective Organizational Commitment	$H_1$ : There is significant relationship between leadership communication implementation and affective organizational commitment among UTAR academic staff.	$H_0$ is rejected $H_1$ is supported	Positive Significant <b>(p-value = 0.000)</b>
Leadership Communication Practices and Continuance Organizational Commitment	$H_1$ : There is significant relationship between leadership communication implementation and continuance organizational commitment among UTAR academic staff.	$H_0$ is rejected $H_1$ is supported	Positive Significant <b>(p-value = 0.000)</b>
Leadership Communication Practices and Normative Organizational Commitment	$H_1$ : There is significant relationship between leadership communication implementation and normative organizational commitment among UTAR academic staff.	$H_0$ is rejected $H_1$ is supported	Positive Significant <b>(p-value = 0.000)</b>

5.2

5.2

## 5.2 Discussion of Major Findings

### 5.2.1 Relationship between Leadership Communication and Affective Commitment

$H_1$ : There is significant relationship between leadership communication practices and affective commitment among UTAR academic staff.

Based on the result showed in chapter four, there is significant and positive relationship between leadership communication and affective organizational commitment. In other words, the academic staff tends to has emotionally attached to accomplish or commit more on the job with leaders who are competence in communication skills. This positive association is in line with a previous study done by Lin et al. (2018). Affective commitment has been classified as one of the most important commitment processes that can gave effects on the basic psychological needs based on individual's perception and it is also one of the positive relationships for the measurement of "results" (Lin et al., 2018).

Besides, the finding is support by Ariani (2012) who asserted that the academic staff' affective bonded which associated with their organization might be based on the affective bond they shared with their supervisor. This is because their supervisor could straight away influence on their daily task involvement. The closer the friendship, the more difficult it was for individuals to leave the jobs and organization (Hassan & Chua, 2008). Hence, positive relationship of leaders with the subordinates are significance and it can be built through the communication process occur.

### **5.2.2 Relationship between Leadership Communication and Continuance commitment**

$H_1$ : There is significant relationship between leadership communication practices and continuance commitment among UTAR academic staff.

Based on the result showed in chapter four, there is significant and positive relationship between leadership communication and continuance organizational commitment. Therefore, we can understand that academic staff are focus on the things or benefits that they are going to receive in committing themselves in the organization. As mention by Caki et al. (2015), academic staff will be less motivation in participating in the work place and most of the determination for the staff stay in the organization or institution are cause by the level of salary that they can receive, any kinds of benefits such as high pension payment or other reasons such as friendship that the staff have since joining the organization. According to the result of this research, it is found that better leadership communication and management by the organization can be one of the benefits that the staff wants because of they don't they will try to find better options because the academic staff will always anticipate greater options for them to choose from or better incentives to be given by the institution (Osemeka, 2016).

### **5.2.3 Relationship between Leadership Communication and Normative Commitment**

$H_1$ : There is significant relationship between leadership communication practices and normative commitment among UTAR academic staff.

The result in chapter four indicates that there is significant and positive relationship between leadership communication and normative organizational commitment. That is to say that the academic staff tend to have higher level of responsibilities and gratitude to commit more and stay at the institution with leaders who able to build a positive relationship with their respective subordinates. This is corresponding with a previous

research done by Yucel et al. (2014), concluded that normative commitment can be developed in the situation when “psychological contract” between staff and organization is established.

Moreover, the finding is support by the research of Hassan and Chuah (2008), this research suggested that a leader who able to communicate effectively and efficiently can improve the working surrounding and as a result, commitment from academic staff towards an organization more likely to be increased. Thus, the sense of responsibility from the academic staff to support and remain as a member of an organization are more likely to be increased too. Hence, this portray the significance relationship between leadership communication and normative organizational commitment (Hassan & Chua, 2008).

### **5.3 Implications of the Study**

Through the studies that is made in this research, we found out that there is a significant relationship between leadership communication and organizational commitment. In this research, the result fill in the knowledge gap which the research is made in a multicultural context that gave future researcher a better understanding on how different people accepts different kinds of leadership communication. Therefore, the research that we have made will be able to enrich the literature on leadership communication in Malaysia context, particularly in Perak.

The finding of this research also widens the perspective of transformational-leadership theory. The theory usually discussed about the leadership communication which motivate academic staff through the process of enhancing their self-efficacy so that the academic staff are able to commit to the organization. In this research, most of the previous studies done by researchers are mainly focusing on leadership communication if they are using transformational-leadership theory. It provides a new perspective of transformational-leadership theory which leadership communication have the relationship with academic staff’s commitment. Furthermore, it also enhances future researchers understanding towards this theory.

In practical perspective, this research is useful for the university's management and Human Resources Department to understand the importance of having a good leadership communication among the organization and the staff. Hence, this research encourages the policy-making executive to implement leadership communication practices within the working environment. When they are able to build good relationship through training and proper management, such as changing the culture of one-way communication to two-way communication, it contributes toward the value of trust and active feedback by the academic staff. This will not only bring advantage and benefits towards the leaders and academic staff, but also the organization as whole.

## **5.4 Limitations of the Study**

Every research has its own blemishes. The first limitation that raises in this research is the deficiency of resources due to limited accessibility of literature. There are very few journal articles which the researchers are unable to access because most of the journal have to be purchase with costly prices. Therefore, it might affect the researchers' result due to the inability for the researcher to provide in-depth explanation on the relevant variables.

Moreover, the sampling location raises another limitation to this research. This research was done only in one private higher learning institution, which is University Tunku Abdul Rahman, Kampar Campus. The researchers are only to target the academic staff in this campus only due to the accessibility of the researchers' reach and the convenience. Thus, the outcomes of this research might not exactly represent the leadership communication practices and organizational commitment of all academic staff from all the other private higher learning institution in Malaysia.

Other limitation from the research is the broad perspective of leaderships. It is difficult for the participants of the questionnaire to focus on specific person as their leader as they are answering the questionnaire that was distributed. For example, within the higher learning institution there are Dean of faculty, President of the campus as well as Head of Department from each faculty can be considered as the leader of the for the lecturers in the campus.

Furthermore, there are limited theories that is discussing about the leadership communications. After the researchers have done this research, they have found that many of the scholars focuses leadership in the terms of leadership style rather than leadership communications. With the theory that researchers have used which is transformational leadership is focusing on the leadership styles and leadership communications in this theory is just a minor study.

## **5.5 Recommendation**

In order to improve the research regarding on the limitations, some certain suggestions can be beneficial of future studies. The extent of the recommendations can be divided to two aspects, which are from practical aspect and theoretical aspect. For the recommendation in term of practical aspect, the researcher suggest to expand the geographical area of the research so that the research can be conducted in different context such as public universities, private colleges, public colleges and others for better understanding and detailed information and data from different perspectives.

Moreover, researchers should have an understanding towards the perspective of lecturers in the campus towards the term of leadership in order to avoid from any misunderstanding that could happen during the distribution of questionnaires. Future researchers should include in the description to inform the lecturers to refer to their immediate supervisor as their leaders. This is to avoid any misunderstanding and to specify a specific leader as a reference for the lecturers while they are answering the questionnaire.

From the theoretical aspects, this research able to provide an updated knowledge about the relationship of leadership communication and organizational commitment throughout Transformational Leadership Theory and LMX Theory. Furthermore, this studies also can be one of the future references for others studies that have could implies related theory, such as Social Exchange Theory (SET). Social Exchange Theory is a theory that referring to an action of rewarding or to exchange socially in a management (Huang, Cheng, Huang, & Teng, 2018). Reward system that included in SET can be one of the variables that could affect organizational commitment for future studies. According to the research from Taba (2018), reward system

can be one of the variables that could affect organizational commitment and staff's motivation in completing their tasks.

## **5.6 Conclusion**

In a nutshell, this research was carried out for the aim of determine the relationship between leadership communication practices and organizational commitment among academic staff from UTAR Kampar. The relationship of independent variable (Leadership Communication Practices) and dependent variable (Organization Commitment) has been tested and validated.

The result of this research indicated that the independent variable (Leadership Communication Practices) have positive and significant relationship on the dependent variable, which are organizational commitment that included affective commitment, continuance commitment and normative commitment.

There is one limitation that worth to point out is that the outcomes of this research might not exactly represent the leadership communication practices and organizational commitment of all academic staff from all the other private higher learning institution in Malaysia. Therefore, suggestion to the future researcher to expand the geographical area of the research is strongly recommended by the researchers so that we can get a more informative results with different perspectives.



## REFERENCE

- Aaker, D. A., Kumar, V., Day, G. S., Lawley, M., & Stewart, D. (2007). *Marketing Research. The Second Pacific Rim Edition*. Australia: John Wiley & Sons, Inc.
- Agresti, A. (2018). *An introduction to categorical data analysis*. Hoboken, NJ: Wiley.
- Ahmad.N., Javed. K., Iqbal. N., & Hamad.N. (2014). Impact of organizational commitment and employee performance on the employee satisfaction. *International Journal of Learning, Teaching and Educational Research*, 1(1), pg-84-92.
- Aida, M., & Bahareh, F. (2014). The role of leadership styles on staff 's job satisfaction in public organizations. *Multidisciplinary Scientific Journal*, 24(5), 27-32.
- Aida, M., Mohammad, H. T. Z. (2017) Different levels of job satisfaction by educational organization motivators. *Open Science Journal*, 2(2), 1-6.
- Al-Husseini, S., & Elbeltagi, I. (2014). Transformational leadership and innovation: A comparison study between Iraq's public and private higher education. *Studies in Higher Education*, 41(1), 159-181. doi:10.1080/03075079.2014.927848
- Alkahtani, A. H. (2016). The influence of leadership styles on organizational commitment: The moderating effect of emotional intelligence. *Business and Management Studies*, 2(1), 23-34. doi:10.11114/bms.v2i1.1091
- Al-Kahtani, N. S., & Allam, Z. (2015). Communication climate as predictor of role conflict among subordinate staff of Salman bin Abdulaziz University. *Asian Social Science*, 11(12). doi:10.5539/ass.v11n12p248
- Allen, N. J., & Meyer, J. P. (2000). Construct validation in organizational behavior research: The case of organizational commitment. *Problems and Solutions in Human Assessment*, 285-314. doi:10.1007/978-1-4615-4397-8\_13
- Alshenqeeti, H. (2014). Interviewing as a data collection method: a critical review. *English Linguistics Research*. 3(1). doi:10.5430/elr.v3n1p39
- Antonakis, J., & House, R. J. (2014). Instrumental leadership: Measurement and extension of transformational–transactional leadership theory. *The Leadership Quarterly*, 25(4), 746-771. doi:10.1016/j.leaqua.2014.04.005

- Ariani, D. W. (2012). Leader-member exchanges as a mediator of the effect of job satisfaction on affective organizational commitment: An empirical test. *International Journal of Management*, 29(1), 46-56.
- Ayub, S. H., Manaf, N. A., & Hamzah, M. R. (2014). Leadership: Communicating strategically in the 21st century. *Procedia - Social and Behavioral Sciences*, 155, 502-506. doi:10.1016/j.sbspro.2014.10.330
- Bakar, A. H., & Mustaffa, S. C. (2013). Organizational communication in Malaysia organizations. corporate communications. *An International Journal*, 18(1), 87-109. doi:10.1108/13563281311294146
- Barker, R. T., & Gower, K. (2010). Strategic Application of Storytelling in Organizations: Toward Effective Communication in a Diverse World. *Journal of Business Communication*, 47(3), 295–312. doi:10.1177/0021943610369782
- Barrett, D. J. (2006). Leadership Communication: A Communication Approach for Senior-Level Managers. *Handbook of Business Strategy*. Emerald Group Publishing.
- Barrett, D. J. (2014). *Leadership Communication* (4<sup>th</sup> ed.). New York: McGraw-Hill Education.
- Bass, B. M. (1985). Leadership: Good, better, best. *Organizational Dynamics*, 13(3), 26-40. doi:10.1016/0090-2616(85)90028-2
- Bello, S.M. (2012). Impact of ethical leadership on employee job performance. *International Journal of Business and Social Science*, 3(11), 228-236.
- Belschak, F. D., Den Hartog, D. N., & De Hoogh, A. H. B. (2018). Angels and demons: The effect of ethical leadership on Machiavellian employees' work behaviors. *Frontiers in Psychology*, 9. doi:10.3389/fpsyg.2018.01082
- Boies, K., Fiset, J., & Gill, H. (2015). Communication and trust are key: Unlocking the relationship between leadership and team performance and creativity. *The Leadership Quarterly*, 26(6), 1080–1094. doi:10.1016/j.leaqua.2015.07.007
- Brammer, S., Millington, A., & Rayton, B. (2007). The contribution of corporate social responsibility to organizational commitment. *The International Journal of Human Resource Management*, 18(10), 1701–1719. doi:10.1080/09585190701570866
- Burns, J. M. (1978). *Leadership*. New York, NY: HarperCollins.

- Caki, N., Asfuroglu, L., & Erbas, O. (2015). The Relationship between the level of attachment in romantic relations, affective commitment and continuance commitment towards organization: A field research. *Procedia Economics and Finance*, 26, 1007-1013. doi:10.1016/s2212-5671(15)00923-5
- Cebrian, G., Grace, M., & Humphris, D. (2013). Organisational learning towards sustainability in higher education. *Sustainability Accounting, Management and Policy Journal*, 4(3), 285-306. doi:10.1108/sampj-12-2012-0043
- Chen, Z., Lam, W., & Zhong, J. A. (2007). Leader-member exchange and member performance: A new look at individual-level negative feedback-seeking behavior and team-level empowerment climate. *Journal of Applied Psychology*, 92, 202-212.
- Chi, N. W., & Huang, J. C. (2014). Mechanisms linking transformational leadership and team performance. *Group & Organization Management*, 39(3), 300-325. doi:10.1177/1059601114522321
- Chua, Y.P. (2013). *Mastering Research Statistics*. McGraw Hill Education, 147.
- Chun, J. U., Lee, D., & Sosik, J. J. (2018). Leader negative feedback-seeking and leader effectiveness in leader-subordinate relationships: The paradoxical role of subordinate expertise. *The Leadership Quarterly*, 29(4), 501-512. doi:10.1016/j.leaqua.2017.11.001
- Congden, S.W., Matveev, A. V., & Desplaces, D. E. (2009). Cross-cultural communication and multicultural team performance: A German and American comparison. *Journal of Comparative International Management*, 12(2), 73-89.
- Cornelissen, J. P., Durand, R., Fiss, P. C., Lammers, J. C., & Vaara, E. (2015). Putting communication front and center in institutional theory and analysis. *Academy of Management Review*, 40(1), 10-27. doi:10.5465/amr.2014.0381
- Croasmun, J. T., & Ostrom, L. (2011). Using Likert-type scales in the social sciences. *Journal of Adult Education*, 40(1), 19.
- Czech, K., G. Forward, G. L. (2010). Leader communication: Faculty perceptions of the department chair. *Communication Quarterly*, 58(4), 431-457.
- DA, L. H. (2014). Managing the culturally diverse medical practice team: Twenty-five strategies. *The Journal of Medical Practice Management: MPM*, 29(5), 323.

- Dalib, S., Harun, M., Yusof, N., & Ahmad, M. K. (2017). Probing intercultural competence in Malaysia: A Relational Framework. *SHS Web of Conferences*, 33, 00045. doi:10.1051/shsconf/20173300045
- Dansereau, F., Graen, G., & Haga, W. J. (1975). A vertical dyad linkage approach to leadership within formal organizations. *Organizational Behavior and Human Performance*, 13(1), 46-78. doi:10.1016/0030-5073(75)90005-7
- Department of Statistics Malaysia Official Portal. (n.d.). Retrieved 2 November, 2018, from [https://www.dosm.gov.my/v1/index.php?r=column/ctwoByCat&parent\\_id=115&menu\\_id=L0pheU43NWJwRWVSZklWdzQ4TlhUUT09](https://www.dosm.gov.my/v1/index.php?r=column/ctwoByCat&parent_id=115&menu_id=L0pheU43NWJwRWVSZklWdzQ4TlhUUT09)
- Devece, C., Palacios-Marqués, D., & Pilar Alguacil, M. (2016). Organizational commitment and its effects on organizational citizenship behavior in a high-unemployment environment. *Journal of Business Research*, 69(5), 1857-1861. doi:10.1016/j.jbusres.2015.10.069
- Dhar, R. L. (2015). Service quality and the training of employees: The mediating role of organizational commitment. *Tourism Management*, 46, 419-430. doi:10.1016/j.tourman.2014.08.001
- Dinc, M., & Nurovic, E. (2016). The impact of ethical leadership on employee attitudes in manufacturing companies. *Nile Journal of Business and Economics*, 2(3), 3. doi:10.20321/nilejbe.v2i3.62
- Drost, E. A. (2011). Validity and reliability in social science research. *Education Research and Perspectives*, 38(1), 105.
- Duffield, C., Roche, M., Blay, N., Thoms, D., & Stasa, H. (2011). The consequences of executive turnover. *Journal of Research in Nursing*, 16(6), 503-514. doi:10.1177/1744987111422419
- Fairhurst, G. T., & Connaughton, S. L. (2014). Leadership: A communicative perspective. *Leadership*, 10(1), 7-35. doi:10.1177/1742715013509396
- Falkheimer, J., & Heide, M. (2006). Multicultural crisis communication: Towards a social constructionist perspective. *Journal of Contingencies and Crisis Management*, 14(4), 180-189. doi:10.1111/j.1468-5973.2006.00494.x

- Farnia, M., & Wu, X. (2012). An intercultural communication study of Chinese and Malaysian university students' refusal to invitation. *International Journal of English Linguistics*, 2(1). doi:10.5539/ijel.v2n1p162
- Garcia, G. A., Gonzales-Miranda, D. R., Gallo, O. & Roman-Calderon, J. P. (2018). Employee involvement and job satisfaction: A tale of the Millennial Generation. *Documentos de trabajo Economia y Finanzas*. 18(9). 1-18.
- Gavin, T. (1996). Research forum methodology measurements, Part I: Principles and theory. *Journal of Prosthetics and Orthotics*, 8(2). 45-49.
- Ghasabeh, M. S., Soosay, C., & Reaiche, C. (2015). The emerging role of transformational leadership. *The Journal of Developing Areas*, 49(6), 459-467. doi:10.1353/jda.2015.0090
- Gogtay, N.J., & Thatte, U.M. (2016). Samples and their size: The Bane of Researchers (Part I). *Journal of The Association of Physicians of India*. 64.
- Gwavuya, F. (2011). Leadership influences on turnover intentions of academic staff in tertiary institutions in Zimbabwe. *Academic Leadership: The Online Journal*. (9)1.
- Hackman, M. Z., & Johnson, C. E. (2013). *Leadership a communication perspective*. Long Grove, Illinois: Waveland Press, Inc.
- Hassan, S., & Chua, Y. A. (2008). Relationships between leadership communication practices and organisational commitment in a selected higher education institution. *Pertanika J. Soc. Sci. & Hum*, 16(1), 15-29.
- Hayes, A. F. (2013). Introduction to mediation, moderation, and conditional process analysis: *A regression - based approach*. New York: The Guilford Press.
- Heavey, A. L., Holwerda, J. A., & Hausknecht, J. P. (2013). Causes and consequences of collective turnover: A meta-analytic review. *Journal of Applied Psychology*, 98(3), 412-453. doi:10.1037/a0032380
- Hill, N., Kang, J. H., & Seo, M. (2014). The interactive effect of leader–member exchange and electronic communication on employee psychological empowerment and work outcomes. *The Leadership Quarterly*, 25(4). 772-783. doi:10.1016/j.leaqua.2014.04.006
- Hofstede, G. H. (2001). *Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations*. Beverly Hills, CA: Sage.

- House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (2004). *Leadership, culture and organizations: The GLOBE study of 62 societies*. Thousand Oaks, CA: Sage.
- Hunt, O., Tourish, D., & Hargie, O. D. (2000). The communication experiences of education managers: identifying strengths, weaknesses and critical incidents. *International Journal of Educational Management*, 14(3), 120-129. doi:10.1108/09513540010322393
- Inglehart, R. (1997). *Modernization and postmodernization*. Princeton, MA: Princeton University Press.
- Irefin, P., & Mechanic, M. A. (2014). Effect of employee commitment on organizational performance in Coca Cola Nigeria limited Maiduguri, Borno state. *Journal of Humanities And Social Science (IOSR-JHSS)*, 19(3), 33-41.
- Jamal, M. (2011). Job stress, job performance and organizational commitment in a multinational company: An empirical study in two countries. *International Journal of Business and Social Science*, 2(20), 20-29.
- James, O. A., & Ogbonna, I. G. (2013). Transformational vs. transactional leadership theories: Evidence in literature. *International Review of Management and Business Research*, 2(2), 355-361.
- Jawale, K. V. (2012). Methods of sampling design in the legal research: Advantages and disadvantages. *Online International Interdisciplinary Research Journal*, 2(6).
- Johansson, C., D. Miller, V., & Hamrin, S. (2014). Conceptualizing communicative leadership. *Corporate Communications: An International Journal*, 19(2), 147-165. doi:10.1108/ccij-02-2013-0007
- Joseph, D. L., Dhanani, L. Y., Shen, W., McHugh, B. C., & McCord, M. A. (2015). Is a happy leader a good leader? A meta-analytic investigation of leader trait affect and leadership. *The Leadership Quarterly*, 26(4), 557-576. doi:10.1016/j.leaqua.2015.04.001
- Kasapi, Z., & Mihiotis, A. (2014). Emotional intelligence quotient and leadership effectiveness in the pharmaceutical industry: A new template. *International Journal of Business Administration*, 5(1). doi:10.5430/ijba.v5n1p15

- Kegler, M. C., Raskind, I. G., Comeau, D. L., Griffith, D. M., Cooper, H. L. F., & Shelton, R. C. (2018). Study design and use of inquiry frameworks in qualitative research published in health education & Behavior. *Health Education & Behavior*. 109019811879501. doi:10.1177/1090198118795018
- Kelechi, A. C. (2012). Regression and principal component analyses: A comparison using few regressors. *Journal of Mathematics and Statistics*, 2 (1), 1-5.
- Keskes, I. (2013). Relationship between leadership styles and dimensions of employee organizational commitment: A critical review and discussion of future directions directions. *Intangible Capital*, 10 (1), 26-51.
- Kim, J., & Rhee, Y. (2011). Strategic thinking about employee communication behaviour (ECB) in public relations: Testing the models of megaphoning and scouting effects in Korea. *Journal of Public Relations Research*, 23, 243-268.
- Kim, P. B., Poulston, J., & Sankaran, A. C. (2016). An examination of Leader–Member Exchange (LMX) agreement between employees and their supervisors and its influence on work outcomes. *Journal of Hospitality Marketing & Management*, 26(3). 238-258. doi:10.1080/19368623.2017.1228094
- Krejcie, R. V., & Morgan, D. W. (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement*. 30(3). 607-610. doi:10.1177/001316447003000308
- Labrague, L. J., McEnroe – Petite, D. M., Tsaras, K., Cruz, J. P., Colet, P. C., & Gloe, D. S. (2018). Organizational commitment and turnover intention among rural nurses in the Philippines: Implications for nursing management. *International Journal of Nursing Sciences*, 5(4), 403-408. doi:10.1016/j.ijnss.2018.09.001
- Lantham, B. (2007). Sampling: What is it? *Quantitative Research Methods*.
- Lehmann-Willenbrock, N., Meinecke, A. L., Rowold, J., & Kauffeld, S. (2015). How transformational leadership works during team interactions: A behavioral process analysis. *The Leadership Quarterly*, 26(6), 1017-1033. doi:10.1016/j.leaqua.2015.07.003
- Lin, Z., Zhou, Z., Fang, Y., Vogel, D., & Liang, L. (2018). Understanding affective commitment in social virtual worlds: The role of cultural tightness. *Information & Management*, 55(8), 984-1004. doi:10.1016/j.im.2018.05.005

- Lloyd, K. J., Boer, D., & Voelpel, S. C. (2015). From listening to leading: Toward an understanding of supervisor listening within the framework of Leader-Member Exchange theory. *International Journal of Business Communication*, 54(4), 431-451. doi:10.1177/2329488415572778
- Luthra, A., & Dahiya, R. (2015). Effective leadership is all about communicating. *International Journal of Management & Business Studies*, 5(3), 44-45.
- Madanchian, M., Hussein, N., Noordin, F., & Taherdoost, H. (2017). Leadership effectiveness measurement and its effect on organization outcomes. *Procedia Engineering*, 181, 1043-1048.
- Madanchian, M., Hussein, N., Noordin, F., & Taherdoost, H. (2018). The impact of ethical leadership on leadership effectiveness among SMEs in Malaysia. *Procedia Manufacturing*, 22, 968-974. doi:10.1016/j.promfg.2018.03.138
- Mahajan, P. (2018). Examining the influence of perceived external prestige, need satisfaction, communication climate and job satisfaction on organizational identification. *International Journal of Scientific Research*, 7(1), 396-400.
- Malik, M., Wan, D., Ishfaq Ahmad, M., Akram Naseem, M., & Rehman, R. U. (2015). The role of LMX in employees job motivation, satisfaction, empowerment, stress and turnover: Cross country analysis. *Journal of Applied Business Research (JABR)*, 31(5). 1897. doi:10.19030/jabr.v31i5.9413
- Mamun, A. A. C., & Hasan, N. M. (2017). Factors affecting employee turnover and sound retention strategies in business organization: A conceptual view. *Problems and Perspectives in Management*, 15(1), 63-71. doi:10.21511/ppm.15(1).2017.06
- Manogharan, M. W., Thivaharan, T., Rahman, R. A. (2018). Academic staff retention in private higher education institute – case study of private colleges in Kuala Lumpur. *International Journal of Higher Education*. 7(3), 52-78. doi:10.5430/ijhe.v7n3p52
- Martin, R., Thomas, G., Legood, A., & Dello Russo, S. (2017). Leader-member exchange (LMX) differentiation and work outcomes: Conceptual clarification and critical review. *Journal of Organizational Behavior*, 39(2), 151-168. doi:10.1002/job.2202
- Mathur, A., & Mehta, A. (2015). Factors affecting job satisfaction among employees of higher education: A Case Study. *Journal of Strategic Human Resource Management*, 4(1). doi:10.21863/jshrm/2015.4.1.006



- Mayfield, J., Mayfield, M. (2017). Leadership communication: Reflecting, engaging, and innovating. *International Journal of Business Communication*, 54(1), 3-11.
- McCleskey, J. (2014). Situational, transformational, and transactional leadership and leadership development. *Journal of Business Studies Quarterly*, 5(4). 117-130.
- Mehrad, A., & Fallahi, B. (2014). The role of leadership styles on staff's job satisfaction in public organizations. *Acta Universitaria*, 24(5), 27-32. doi:10.15174/au.2014.597
- Mehrad, A., & Tahririzangeneh, H. (2017). Different levels of job satisfaction by educational organization motivators. *Open Science Journal*, 2(2). doi:10.23954/osj.v2i2.872
- Men, L. R. (2015). Employee engagement in relation to employee–organization relationships and internal reputation: Effects of leadership communication. *Public Relations Journal*, 9(2)
- Mert, I. S., Keskin, N., & Bas, T. (2010). Leadership style and organizational commitment: Test of a theory in Turkish banking sector. *Journal of academic research in economics*, 2(1), 1-19.
- Mertler, C. A., & Vannatta, R. A. (2017). *Advanced and multivariate statistical methods: Practical application and interpretation*.
- Mesu, J., Sanders, K., & Riemsdijk, M. V. (2015). Transformational leadership and organisational commitment in manufacturing and service small to medium-sized enterprises. *Personnel Review*, 44(6), 970-990. doi:10.1108/pr-01-2014-0020
- Meyer, J. P., Stanley, D. J., Jackson, T. A., McInnis, K., Maltin, E., & Sheppard, L. D. (2011). Affective, normative, and continuance commitment across cultures: A meta-analysis. *PsycEXTRA Dataset*. doi:10.1037/e518362013-572
- Mitic, S., Nikolic, M., Jankov, J., Vukonjanski, J., & Terek, E. (2017). The impact of information technologies on communication satisfaction and organizational learning in companies in Serbia. *Computers in Human Behavior*, 76, 87–101.
- Mone, E., Eisinger, C., Guggenheim, K., Price, B., & Stine, C. (2011). Performance management at the wheel: Driving employee engagement in organizations. *Journal of Business and Psychology*, 26(2), 205–212. doi:10.1007/s10869-011-9222-9

- Mustaqim. (2016). The influence of leadership styles and motivation of employees job satisfaction. *International Journal of Economics and Finance*, 8(10), 176. doi:10.5539/ijef.v8n10p176
- Nadarajah, S., V. Kadiresan, R. Kumar, N.N.A. Kamil and Y.M. Yusoff, 2012. The relationship of HR practices and job performance of academicians towards career development in Malaysian private higher education institutions. *Procedia-Social and Behavioral Sciences*, 57, 102-118.
- Nick, R. (2017). Researching workplace friendships: drawing insights from the sociology of friendship. *Journal of Social and Personal Relationships*, 34(8), 1149-1167. doi:10.1177/0265407516670276
- Northouse, P. G. 2010. Leadership, theory and practice (5). Sage, Thousand Oaks, CA.
- Omilion-Hodges, L. M., & Baker, C. R. (2017). Communicating leader-member relationship quality. *International Journal of Business Communication*, 54(2). 115-145. doi:10.1177/2329488416687052
- Osemeké, M. (2016). Identification of determinants of organizational commitment and employee job satisfaction. *African Research Review*, 10(2), 81. doi:10.4314/afrrrev.v10i2.6
- Osibanjo, A. O., Gberville, D. E., Adeniji, A. A., Oludayo, A. O. (2015). Relationship modeling between work environment, employee productivity, and supervision in the Nigerian public sector. *American Journal of Management*, 15(2). 9-23.
- Pradhan, S., & Pradhan, R. K. (2015). An empirical investigation of relationship among transformational leadership, affective organizational commitment and contextual performance. *Vision: The Journal of Business Perspective*, 19(3), 227-235. doi:10.1177/0972262915597089
- Putti, J. M., Aryee, S., & Phua, J. (1990). Communication relationship satisfaction and organizational commitment. *Group & Organization Studies*, 15(1), 44-52. doi:10.1177/105960119001500104
- Raina, R., Roebuck, D. B. (2014). Exploring cultural influence on managerial communication in relationship to job satisfaction, organizational commitment, and the employees' propensity to leave in the insurance sector of India. *International Journal of Business Communication*. 53(1), 97-130.

- Rashid, M. Z. A., & Ho, J. A. (2003). Perceptions of business ethics in a multicultural community: The case of Malaysia. *Journal of Business Ethics*, 43(1), 75-87.
- Rathakrishnan, T., Ng, S. I., Tee, K. K. (2016). Turnover intentions of lecturers in private universities in Malaysia. *Pertanika J. Soc. Sci & Hum.* 24(S), 129-146.
- Rauf, M., Aktar, M.S., Asim, S.M., & Moen-ul-Islam. (2013). Relationship between organizational commitment and job satisfaction of teacher serving as subject specialists at higher secondary schools in Khyber Pakhtunkhwa. *The Dialogue*, 8(2).
- Raziq, A., & Maulabakhsh, R. (2015). Impact of working environment on job satisfaction. *Procedia Economics and Finance*, 23, 717-725. doi:10.1016/s2212-5671(15)00524-9
- Richardson, C., Yaapar, M. S., & Abdullah, N. F. (2017). Understanding Malay and Chinese work ethics in Malaysia through proverbs. *International Journal of Cross Cultural Management*, 17(3), 365-377. doi:10.1177/1470595817742930
- Ruben, B. D., & Gigliotti, R. A. (2016). Leadership as social influence. *Journal of Leadership & Organizational Studies*, 23(4), 467-479. doi:10.1177/1548051816641876
- Ruben, B. D., & Gigliotti, R. A. (2016). Communication. *International Journal of Business Communication*, 54(1). 12-30. doi:10.1177/2329488416675447
- Sageer, A., Rafat, S., & Agarwal, P. (2012). Identification of variables affecting employee satisfaction and their impact on the organization. *Journal of Business and Management (IOSR-JBM)*, 5(1), 32-39. doi: 10.9790/487X-0513239
- Sandulec, S. & Capatina, T. (2016). The influence of leadership communication on school teachers' job satisfaction. *Journal of Psychology. Special Pedagogy. Social Work (PSPSW)*, 45(4), 77-89.
- Schneidera, F. M., Maiera, M., Lovrekovica, S. & Retzbacha, A. (2015). The perceived leadership communication questionnaire (PLCQ): Development and validation. *The Journal of Psychology: Interdisciplinary and Applied*, 149(2), 175-192.
- Schyns, B., & Wolfram, H. (2008). The relationship between leader- member exchange and outcomes as rated by leaders and followers. *Leadership & Organization Development Journal*, 29(7), 631-646. doi:10.1108/01437730810906362

- Sekaran, U., & Bougie, R. (2012). *Research methods for business: A skill building approach* (6th ed.). Chichester, West Sussex: John Wiley & Sons, Inc.
- Sergue, S., & Tatiana, C. (2016). The influence of leadership communication on school teachers' job satisfaction. *Journal of Psychology, Special Pedagogy, and Social Work*, 45(4), 77-89.
- Smircich, L., & Morgan, G. (1982). Leadership: The management of meaning. *Journal of Applied Behavioral Science*, 18, 257-273.
- Sofiah, K. K., Zabid, M. A. R., & Lionel, K. V. (2016). The role of organisation commitment in enhancing organisation citizenship behaviour: A study of academics in Malaysian private universities. *Int. Journal of Economics and Management*, 10(2), 221 – 239.
- Somers, M. J. (2009). The combined influence of affective, continuance and normative commitment on employee withdrawal. *Journal of Vocational Behavior*, 74(1), 75-81. doi:10.1016/j.jvb.2008.10.006
- Spanuth, T., & Wald, A. (2017). Understanding the antecedents of organizational commitment in the context of temporary organizations: An empirical study. *Scandinavian Journal of Management*, 33(3), 129-138. doi:10.1016/j.scaman.2017.06.002
- Stevens, S. S. (1946). On the Theory of Scales of Measurement. *Science, New Series*, 103(2684), 677-680.
- StudyMalaysia (2018). List of Universities in Malaysia. Retrieved 12 March, 2019, from <https://www.studymalaysia.com/education/top-stories/list-of-universities-in-malaysia>
- Suppiah, S. M., Ahmad, M. K., & Gunasekaran, H. N. (2018). Mahathir's leadership communication: Exploring the Indians' political and non-governmental organisations experience. *Jurnal Komunikasi, Malaysian Journal of Communication*, 34(2), 205-222. doi:10.17576/jkmjc-2018-3402-13
- Taba, M. I. (2018). Mediating effect of work performance and organizational commitment in the relationship between reward system and employees' work satisfaction. *Journal of Management Development*, 37(1), 65–75. doi:10.1108/jmd-11-2016-0256
- Taras, V., Kirkman, B. L., & Steel, P. (2010). Examining the impact of culture's consequences: A three-decade, multilevel, meta-analytic review of Hofstede's cultural value dimensions. *Journal of Applied Psychology*, 95(5), 888-888. doi:10.1037/a0020939
- Tett, R. P., & Meyer, J. P. (2006). Job satisfaction, organizational commitment, turnover intention, and turnover: Path analyses based on meta-analytic findings. *Personnel Psychology*, 46(2), 259-293. doi:10.1111/j.1744-6570.1993.tb00874.x

- Top, M., Akdere, M., & Tarcan, M. (2014). Examining transformational leadership, job satisfaction, organizational commitment and organizational trust in Turkish hospitals: public servants versus private sector employees. *The International Journal of Human Resource Management*, 26(9), 1259-1282. doi:10.1080/09585192.2014.939987
- Tourish, D. (2014). Leadership, more or less? A processual, communication perspective on the role of agency in leadership theory. *Leadership*, 10(1), 79-98. doi:10.1177/1742715013509030
- Tseng, H., & Kang, L. (2008). How does regulatory focus affect uncertainty towards organizational change? *Leadership & Organization Development Journal*, 29(8), 713–731. doi:10.1108/01437730810916659
- Vandenberghe, C., & Panaccio, A. (2012). Perceived sacrifice and few alternatives commitments: The motivational underpinnings of continuance commitment's subdimensions. *Journal of Vocational Behavior*, 81(1), 59-72. doi:10.1016/j.jvb.2012.05.002
- Velleman, P. F., & Wilkinson, L. (1993). Nominal, ordinal, interval, and ratio typologies are misleading. *The American Statistician*, 47(1), 65-72.
- Voon, M. L., Lo, M. C., Ngui, K. S., & Ayob, N. B. (2011). The influence of leadership styles on employees' job satisfaction in public sector organizations in Malaysia. *International Journal of Business, Management and Social Sciences*, 2(1), 24-32.
- Wang, B., Qian, J., Ou, R., Huang, C., Xu, B., & Xia, Y. (2016). Transformational leadership and employees' feedback seeking: The mediating role of trust in leader. *Social Behavior and Personality*, 44(7), 1201–1208.
- Wang, G., Oh, I., Courtright, S. H., & Colbert, A. E. (2011). Transformational leadership and performance across criteria and levels: A Meta-Analytic review of 25 years of research. *Group & Organization Management*, 36(2), 223-270. doi:10.1177/1059601111401017
- Woodside, A. G. (2013). Moving beyond multiple regression analysis to algorithms: Calling for adoption of a paradigm shift from symmetric to asymmetric thinking in data analysis and crafting theory. *Journal of Business Research*, 66(4), 463–472. doi:10.1016/j.jbusres.2012.12.021
- Wu, C., & Chen, T. (2018). Collective psychological capital: Linking shared leadership, organizational commitment, and creativity. *International Journal of Hospitality Management*, 74, 75-84. doi:10.1016/j.ijhm.2018.02.003

- Yu, H.C., & Miller, P. (2003). The generation gap and cultural influence: A Taiwan empirical investigation. *Cross Cultural Management, 10*(3), 23-41.
- Yucel, I., McMillan, A., & Richard, O. C. (2014). Does CEO transformational leadership influence top executive normative commitment? *Journal of Business Research, 67*(6), 1170-1177. doi:10.1016/j.jbusres.2013.05.005
- Zikmund, W.G., Babin, B. J., Carr, J. C., & Griffin, M. (2010). *Business Research Methods* (8th ed.). New York: South- Western/ Cengage Learning.
- Zopiatis, A., Constanti, P., & Theocharous, A. L. (2014) Job involvement, commitment, satisfaction and turnover: Evidence from hotel employees in Cyprus. *Tourism Management, 41*, 129-140.
- Zumitzavan, V., & Michie, J. (2015). Literature Review and Conceptual Framework. *Personal Knowledge Management, Leadership Styles, and Organisational Performance, 5-25*. doi:10.1007/978-981-287-438-2\_2

## Appendix



Wholly owned by UTAR Education Foundation  
(Co. No. 578227-M)  
DU012(A)

**UNIVERSITI TUNKU ABDUL RAHMAN  
FACULTY OF ARTS AND SOCIAL SCIENCE  
BACHELOR OF COMMUNICATION (HONS) – PUBLIC RELATIONS**

Title: The Relationship between Leadership Communication and Organizational Commitment among UTAR Academic Staff

Dear respondents,

We are final year undergraduate students of Bachelor of Communication (Hons) from Universiti Tunku Abdul Rahman (UTAR). As part of the assessments of our research project, we are required to conduct a research survey. The purpose of this research is to determine the relationship between leadership communication and organizational commitment among UTAR academic staff.

This questionnaire consists of three parts, Section A, B, and C. **Section A** is respondent's demographic information, **Section B** is about leadership communication practices and **Section C** will be the part of deciding organizational commitment. It may take you approximately 15-20 minutes to complete. All the information provided is assured to be kept strictly confidential and used solely for academic purpose.

We truly appreciate for your willingness and cooperation to participate in our survey. If you have any doubts, please feel free to contact us:

	Student ID	Name	Phone No:	E-Mail Address
1	17AAB00643	Seow Yi Ying	016-6583080	seowyiying.wowkampar2019@gmail.com
2	17AAB00279	Joanne Yeap	017-4070991	joanneyeap.wowkampar2019@gmail.com
3	16AAB05685	Lay Yee Wah	016-5409800	layyeewah.wowkampar2019@gmail.com
4	15AAB01598	Ooi Boon Lee	017-5022321	ooiboonee.wowkampar2019@gmail.com
5	14AAB03099	Yen Yee Hern	012-3530635	yenyeehern.wowkampar2019@gmail.com

**Section A**

INSTRUCTION: This section consists of 5 questions about respondent's demographic profile. Please complete **ALL** the question by placing a tick ( ✓ ) on the most appropriate answer.

1. Gender  Male  Female
2. Age (in years)  20 – 29  
 30 – 39  
 40 - 49  
 50 and above
3. Marital Status  Single  Married
4. Education Level  Bachelor  Master  PhD  
 Others (please specify) : \_\_\_\_\_
5. Faculty: \_\_\_\_\_



**Section B**

INSTRUCTION: This section consists of 24 questions. Please complete **ALL** questions based on your degree of agreement by ticking **ONLY ONE** number.

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

Leadership Communication Practices	1	2	3	4	5
1. Leadership communication practices strengthen my commitment towards this organization.					
2. The leader should always discuss with subordinate to work together in order to implement a task.					
3. The leader must be able to accept sincere criticism from subordinate for the good of the organization.					
4. Failure in implementing the organization's objective because of weakness in leadership communication.					
5. Problem in communication practices with my leader will disrupt my involvement and work commitment					
6. Communication in my organization makes me feel a part of the organization.					
7. My leader encourages me to report any faults on the task which I do.					
8. I don't have any problems in my communication practices with my leader.					

<p>9. My leader uses correct communication channel in giving instructions task to me.</p> <p>10. My leader gives very clear instructions to me.</p> <p>11. Willing to communicate well in handling a conflict quickly.</p> <p>12. The leadership communication style of my leader supports team work and high involvement among the members.</p> <p>13. My leader is very trustworthy, willing to give support, cooperate and has high commitment towards the job.</p> <p>14. My leader has communication skills to communicate with subordinate regarding his/her task and organization's objectives.</p> <p>15. The leader needs to change current practices of giving instructions.</p> <p>16. The leadership communication style of my leader is based on principle, sets up a high standard and path to achievement.</p> <p>17. My leader always provides guidance and assistance for me in completing any given task.</p> <p>18. My leader practices an open communication and is willing to share information fully.</p> <p>19. My leader practices a two-way communication.</p> <p>20. The method/technique of communication from my leader is very effective.</p> <p>21. My leader has a high ability in transforming the organization's objectives.</p> <p>22. My leader makes critical decisions through consensus (collective agreement).</p> <p>23. My leader is willing to communicate to distribute the resources and rewards equally.</p>					
---	--	--	--	--	--

24. The leader and I discussed my performance in work					
---	--	--	--	--	--

**Section C**

INSTRUCTION: This section consists of 23 questions. Please complete **ALL** questions based on your degree of agreement by ticking **ONLY ONE** choice.

Organizational commitment	1	2	3	4	5
<p><b>Affective Commitment</b></p> <ol style="list-style-type: none"> <li>1. This college deserves my loyalty.</li> <li>2. I would be very happy to continue working in this college.</li> <li>3. I am proud to say that I am part of this college.</li> <li>4. I am very happy because I chose to work in this college compared to other options I had before.</li> <li>5. I tell my friends, this college is an excellent college for me to work.</li> <li>6. I feel a sense of emotional connection with my college where I work.</li> <li>7. I realized that my values and the college values are the same.</li> <li>8. I would feel guilty if I leave the college right now</li> </ol> <p><b>Continuance Commitment</b></p> <ol style="list-style-type: none"> <li>1. For me, this college is the best college where I have worked compared to any other organizations.</li> <li>2. I will be facing problems to adapt myself with a new job compared to working in this college.</li> <li>3. I would not leave this college to another organization because it may not match the overall benefits I have here.</li> <li>4. There will be a lot of problems in my life if I leave the college now.</li> <li>5. I need to sacrifice a lot if I plan to leave this post now.</li> <li>6. I have a few options if I consider to leave this college.</li> <li>7. I will carry out any job in order to keep this work in this college.</li> </ol>					

---

<b>Normative Commitment</b>					
1. I care about the future of this college. 2. I think that people these days move from organization to organization too much. 3. I am willing to give more effort than before in order to achieve success. 4. Even though it is to my advantage, I do not feel it is right for me to leave this college now. 5. I feel obligated to remain with my employer now 6. I feel that my college's problems are my problems too. 7. I would not leave this college because I feel a sense of obligation to the people in this organization 8. It is difficult to leave this college now even though I want to do so					

**THANK YOU FOR YOUR PRECIOUS TIME**