



A critical review of leadership styles in higher education institutions: Implications for employee commitment in South Africa

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Article history:

Received: September 08, 2024

1st Revision: October 29, 2024

Accepted: November 19, 2024

JEL classification:

M12

I23

J24

M14

O15

DOI:

[10.14254/jems.2024.9-2.7](https://doi.org/10.14254/jems.2024.9-2.7)

Abstract: *Purpose:* This study critically examines the implications of leadership styles on employee commitment in higher education institutions in South Africa, addressing the challenges posed by rapid transformation in the sector.

Methodology: A systematic literature review approach was adopted, synthesizing existing research findings from credible academic databases.

Results: The study established that transformational leadership, focusing on vision-setting and employee empowerment, fosters trust and commitment. Conversely, transactional leadership, relying on contingent rewards, may inhibit creativity and long-term engagement.

Theoretical contribution: This review contributes to the understanding of leadership dynamics in higher education, particularly in the South African context, by highlighting the relationship between leadership styles and employee commitment.

Practical implications: The findings underscore the need for effective leadership development programs and organizational policies that cultivate staff commitment, potentially improving the performance of South African higher education institutions.

Keywords: higher education institutions, transformational leadership, transactional leadership, employee commitment

Sustainable Development Goals (SDGs): **SDG 4:** Quality Education; **SDG 8:** Decent Work and Economic Growth; **SDG 10:** Reduced Inequalities; **SDG 16:** Peace, Justice and Strong Institutions



1. Introduction

Increasing globalization, internationalization of higher education, rapid technological advancement, economic shift, and societal demographic dynamics have caused significant changes in higher education globally. These significant changes have created a need to examine the leadership styles in higher education institutions. In addition, competition among higher education institutions is getting intense, workforces are diversifying, work demands are becoming challenging, and technological changes are rapid. For instance, Jamali et al. (2022) note that life in higher education continues to transform in several ways by numerous factors.

This fast-changing landscape in the higher education workplace requires the highest quality of services. To achieve this, competent staff is required. However, Joyce and O'Boyle (2013) opine that staff commitment is as crucial as competency in these high-pressured environments. Some studies, such as those of Yahya and Ebrahim (2016), Keskes et al. (2018), and Baek, Byers, and Vito (2018), highlight that employee commitment is a significant factor that influences the success of educational institutions. Commitment from employees is, however, a product of an organizational setup. This means that employee commitment can be obtained if certain factors in higher education institutions prevail. According to Choong, Wong, and Lau (2012), effective leadership results in employee commitment in higher educational institutions. This view underlines the importance of a leadership style to attaining employee commitment.

Leadership is one of the current difficulties in universities (Khan et al., 2023). In any organization, including universities, leadership is crucial in inspiring, motivating, and creating commitment to the university's common aim. Commitment within the university has also become a significant concern. It has been related to several consequences (Frantz et al., 2020; Cahyadi, 2023). Committed and dedicated employees are usually satisfied and do not feel compelled to explore other alternatives (HassenYimam, 2022; Alzghoul et al., 2023; Khan et al., 2023). As a result, they are less likely to leave the institution/university. On the other hand, when staff are not committed, absenteeism and turnover increase, negatively impacting the university's performance. As a result, it is becoming increasingly necessary for leaders to focus on staff commitment.

From the preceding discussion, it is apparent that employee commitment plays a crucial role in attaining the objectives of higher education institutions. Industry players, researchers, and academics are interested in knowing how the perceived lack of or the presence of transformational and/or transactional leadership style influences the organizational commitment of academic and non-academic staff members. South African universities have committed to be relevant to the ever-changing world. This exerts increasing pressure on management to offer education that meets the requirements of the twenty-first century while maintaining a viable higher education institution. The unflinching commitment of academic and non-academic staff is required to achieve this. This view is relevant because Khan et al. (2023) suggest that understanding the leadership styles needed in higher education is necessary to obtain the commitment of staff in higher education.

The universities' management structure involves leadership roles at different levels, comprising the vice-chancellor, the deputy vice-chancellors, executive deans, heads of units, and heads of departments. Each leadership echelon has specialized responsibilities with different objectives set for them. In addition, each tier of leadership has a set of employees they lead. It is essential to document how transactional or transformational leadership styles can influence the level of commitment of the staff they lead. Given the dynamic nature of the higher education landscape and the evolving expectations placed on universities, a deeper understanding of the implications of leadership styles on employee commitment is essential for driving institutional excellence and societal impact. At the same time, there are some studies on leadership styles and employee commitment in various organizational contexts (see Almutairi, 2016; Patiar & Wang, 2016; Keskes et al., 2018; Cahyadi, 2023), there is a gap in research focusing on the higher education sector within the unique context of South Africa. This study addresses this gap by examining the effects of leadership styles on employee commitment in South African education institutions.

This research is significant in several ways. First, by examining the implications of leadership styles on employee commitment, the study provides insights for enhancing performance and fostering a culture of engagement in higher education institutions. In addition, the discussions in this study will assist leaders at the universities in implementing effective leadership styles and staff commitment dimensions to increase staff performance. Furthermore, the findings of this study would add to the understanding of other leadership styles and employee commitment studies.

2. Concept and theories of leadership in higher education

The leadership research literature is vast, of varying quality, and growing at an alarming rate (Mews, 2019; Menon & Motala, 2021). Leadership is described as shaping an established group's activities toward attaining specific goals (Elrehail et al., 2018). In the context of higher education, leadership is the process of influencing the activities of a group of persons to attain the objectives of higher educational institutions, including teaching and learning, research, and community engagement (Black, 2015). One of the most contentious issues in today's world is whether leadership ability is innate: are leaders born or made? As one might expect, there is a wide range of opinions on this, but the implications of one's position on this issue are significant. If leaders are born, organizations must have excellent selection systems in place, and in this way, the likelihood of developing leaders would be limited (Joyce & O'Boyle, 2013). On the other hand, if leaders can be created, the authors contend that consideration must be given to creating an environment that will enable leaders to excel. However, evidence suggests that leadership can be both created and innate.

Preliminary evidence by Arvey et al. (2007), Mews (2019), and Shelestova et al. (2020), established that heritability accounts for about 30% of the factors that influence the leadership style of academics. Their findings further demonstrated that the rest of the 70% of the variations in the leadership styles of academics were due to the variations in environmental conditions, including different role models of individuals and the early leadership opportunities for development. While there is no agreement, a reasonable position based on the research literature is that, even if genetic influences on leadership exist, there is still significant scope for changing leadership behavior (Mews, 2019). This suggests that leadership can also be learned through application and practice. The emerging consensus appears that leadership, as a set of skills, cannot be taught but can be developed (Putra et al., 2020). This view implies that every human possesses leadership potential, which can be realized through recognition, development, growth, and practice. This viewpoint is supported by Joyce and O'boyle (2013) through their interaction with academics in Ireland.

Apart from the debate on whether leaders are born or made, Putra et al. (2019) state that there are two main leadership approaches or theories. These include transactional and transformational leadership. Although there are other leadership approaches, such as charismatic and Fieldler's leadership theories, they are less relevant in higher education setup and have been given less attention (Mews, 2019). Transactional leadership is generally portrayed as vital, directive managerial leadership that motivates people with rewards in exchange for meeting expectations (de Hei et al., 2020). A transformational leadership approach also instigates changes in people and the social system (Brown, Brown & Nandedker, 2019). Despite their orientations, Avolio (2012) suggests that transactional leadership can serve as a foundation for transformational leadership; if leaders honor their dealings or transactions with their subordinates, they will eventually trust them. The authors believe that transformational leadership is founded on higher levels of trust rather than compliance to attain excellent performance.

Caniglia et al. (2018) and de Hei et al. (2020) also offered a different approach to leadership called collaborative leadership, which emphasizes that leadership is a collaborative and collective engagement of all persons working together in an organization but not the exclusive responsibility of individuals. These authors elaborated that the ability of individuals to work across boundaries and motivate followers of a desired course of action is crucial and more relevant than obtaining a reputation for one person. In other words, de Hei et al. (2020) argue that various individuals ought to distribute leadership responsibilities by working collaboratively, emphasizing the linkages and connectedness of the institutions. Hence, academic leadership is recognized as integrating the core academic responsibilities of teaching and learning, research and scholarship, and the broader emphasis on academic values and identity (Jamali et al., 2022).

3. Methodology

The study adopted a systematic literature review approach. The aim was to synthesize existing research findings, identify gaps in the literature, and provide insights into the implications for leadership practices and organizational effectiveness. The author systematically searched credible academic databases such as Web of Science, Scopus, PubMed, and Google Scholar for peer-reviewed literature such as articles, dissertations, and conference proceedings. Specific keywords and phrases relating to leadership styles and employee commitment were used to search for the literature. Such keywords and phrases included leadership styles, transformational leadership, transactional leadership, management styles, and leadership theories were used. Concerning employee commitment, the author used the following keywords and phrases to search for the literature: employee commitment, job satisfaction, organizational citizenship behavior, and turnover

intentions. These phrases were used in connection with words and phrases such as universities, colleges, and higher education institutions in South Africa. This activity resulted in the download of 283 studies.

Inclusion and exclusion criteria were used to screen the literature. Studies were published in English, conducted within higher education institutions, and focused on the relationship between leadership styles and employee commitment. On the other hand, studies outside the scope of higher education, non-peer-reviewed sources, and those lacking relevance to leadership styles and employee commitment were excluded. Two independent reviewers will screen the literature based on titles and abstracts to identify potentially relevant studies. Full-text articles were reviewed against the inclusion and exclusion criteria to determine their eligibility for inclusion in the systematic review. Discrepancies were resolved through discussion and consensus between the reviewers. Through the inclusion and exclusion criteria as well as the additional screening, 127 papers were retained and used for the study. Data from the included studies were extracted using a standardized data extraction form, which captured information on study characteristics such as authors and publication year, research methods, key findings, and theoretical frameworks.

The findings from the included studies were synthesized using a narrative approach, which involved organizing and summarizing the key themes, patterns, and trends related to leadership styles and employee commitment. In addition, a thematic analysis technique was employed to identify common themes, variations, and divergent perspectives across the literature. The findings of the systematic literature review were reported according to established reporting guidelines such as PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). The review provided a literature synthesis involving textual descriptions to illustrate key findings, trends, and implications.

4. Results

4.1. Conceptual discussion of commitment in higher education

Organizational commitment has been defined in a variety of ways over the years. Some of the most often-used definitions are discussed below. Organizational commitment is defined by Keskes (2014) as a strong desire to remain a member of a particular organization, a willingness to exert a high level of effort on behalf of the organization, and a firm belief in and acceptance of the organization's values and goals. In other words, committed staff show a sense of belonging to an organization. It signifies that committed staff give their time to the organization and believe they are part of it. This way, they would be willing to work extra hours to ensure the organization's success. Similarly, according to Baek et al. (2018), committed employees stay with an organization, protect its assets, believe in its objectives, and complete assigned tasks. By doing their tasks successfully, such committed employees assist the organization in achieving its objectives.

In higher education institutions, commitment is essential because it influences performance, absenteeism, staff turnover intentions, and positive behaviors (Choong et al., 2012). In this context, staff commitment represents the acceptance of the policies and objectives of higher education institutions and the desire to stay a part of it (Keskes et al., 2018). This means that employee commitment in higher education institutions is a staff behavior that helps develop student's intellectual ability and skills and improves their social attitudes by working extra hard.

Committed staff are more likely to devote their entire working time to the university, which reduces absenteeism and employee turnover. The preceding discussion demonstrates that if universities in South Africa can generate a high level of staff commitment, they will understand and share their values and beliefs, and they will want to be a part of the universities and put forth their best effort to achieve the universities' visions and goals. In this case, it is essential to understand how the presence of transformational and transactional leadership styles, or their absence, can influence the commitment of the university staff, which is the focus of the rest of the study.

4.2. Leadership styles and how they can influence staff commitment in universities

Human resources are considered the most effective resource for attaining organizational goals. A well-qualified, competent, and skilled workforce must meet the organization's strategic goals. Recruiting, choosing, orienting, and ultimately placing workers are not the only difficulties that must be addressed to fulfill corporate objectives; using existing human resources effectively and efficiently is vital. Leadership style is the most critical predictor of increasing staff commitment and utilization of such resources. According to Khan et al. (2023), organizations rely heavily on leadership

style to carry out strategic objectives, obtain a competitive edge, maximize human resources, and foster organizational commitment. This emphasizes that a university's ability to fulfill its objectives depends on a committed staff. In the following sections, I discuss the two major styles of leadership and how they can influence staff commitment in South African universities.

4.3. Transformational leadership approach and how it can influence staff commitment

The transformational leadership approach has recently received considerable attention in management literature. A transformational leadership approach is a leadership approach that instigates changes in people and the social system (Brown, Brown & Nandedker, 2019). The authors believe that transformational leadership is founded on higher levels of trust rather than compliance to attain excellent performance. Transformational leaders are more likely to have the ability to learn across disciplines. Every functional activity has elements of transformational leadership, with representatives functioning in any capacity that might impact change.

Similarly, Baek et al. (2018) maintain that the transformational leadership approach is based on vision statements, giving the company a sense of direction. Furthermore, the vision statement should be accompanied by a mission statement that energizes and encourages all members of an organization to achieve attainable goals. The vision and mission statements define the organization's long-term goals, serve as the foundation for its strategy, and identify methods for implementing it. The linking of the transformational leadership approach to an organization's mission and vision suggests that transformational leaders are individuals who discover clear and workable methods to overcome challenges, are concerned about the quality of the services their organization provides, and inspire other members to do the same (Keskes et al., 2018). In essence, transformational leaders promote growth and change.

Transformational leaders have been portrayed as heroes in the past, with charismatic personalities articulating and pushing a big organizational reform mission (Caniglia et al., 2019). Elrehail et al. (2018) also explain that values are at the heart of transformational leadership; hence, they inspire and engage followers by setting high standards and goals for them to achieve through inspiration, exemplary practices, collaboration, and trust. Another unique feature of transformational leaders is that they quickly respond to changes and bring out the best in people. This suggests that in times of environmental turbulence when strategic adjustments are required to deal with substantial challenges and possibilities, such leadership is change-oriented and essential to the development and survival of organizations. It influences because of agreed beliefs, norms, and values. Leaders who promote transformation share power, are prepared to learn from others and focus on intellectual stimulation and the individual's demand for achievement and growth (Putra et al., 2020).

A transformational leader may be required to boost staff commitment in higher education institutions, especially in South Africa. As universities try to adjust to economic and organizational transformations in their environment, they focus on innovation and entrepreneurialism. This vision is articulated in their strategic documents. This shift in the vision of universities highlights the declining support for higher education from traditional financing sources during the last two decades and the lack of employment opportunities in the country. In most universities, individual lecturers have been asked to incorporate strategic goals in their curriculum and delivery. This has brought all staff and stakeholders on board to achieve this noble aim. Because of this, the universities have adopted a transformational leadership approach to influence staff commitment by leading by example.

According to Patiar and Wang (2016), transformational leaders make followers more aware of the relevance and worth of their job and encourage them to put the organization's interests ahead of their own. The leaders at various universities can influence the commitment of their staff by building their abilities and confidence to prepare them to take on more responsibility. When necessary, the leaders offer support and encouragement to keep the staff's enthusiasm in the face of challenges, difficulties, and exhaustion. As a result of this influence, staff have developed a sense of trust and respect for the leader, and they are committed and inspired to go above and beyond what they are supposed to do. Regular training and meetings between the management and staff of the university have also helped to actualize this objective.

As stated, transformational leadership aims to 'transform' people and organizations to change, expand vision, insight, and understanding, clarify purposes, align behavior with beliefs, principles, or values, and bring long-term, self-perpetuating, and momentum-building improvements. Instead of continually providing solutions, guidance, and a larger pool of knowledge, university leaders must encourage staff to solve problems for themselves. One way of doing this is to delegate responsibilities

to staff. According to Jain (2016), because of this behavior, staff would develop the ability to solve future difficulties, boosting their confidence and commitment. This aspect of transformational leadership is evident in South African Universities, where departmental and sectional heads have considerable power to make decisions. In this case, the sectional heads can make decisions that are favorable and appreciated by their staff. For instance, at the end of every year, some heads of departments use some of the departmental budget allocations to buy gifts for staff. This act improves staff commitment.

In addition, the management must be willing to share power by clearly articulating what is expected from each staff member. This is relevant because Cahyadi (2023) emphasizes that leaders who encourage and support transformational leadership share power, are open to learning from others, and know each team member's goals and objectives for advancement. This feature of transformational leadership is practiced at universities, where leaders delegate responsibilities to subordinates. By doing this, the motivation and commitment of the staff have been enhanced because they feel part of the solution. For instance, at the departmental level, the head allocates research management, registration curriculum, teaching and learning, and other responsibilities to staff. This means the responsible staff would be committed to their work because they would be held accountable if something goes wrong.

For a transformational leader to influence the commitment of staff in South African universities, they must provide an unambiguous sense of direction and purpose for the university by creating a strategic vision. This brings to the forefront the central need for university missions and visions as critical management tools. University management articulates their staff's strategic focus areas and objectives through their vision statements. Universities face many hurdles in today's competitive world regarding developing staff commitment. No university can be successful unless every employee believes in the organization's vision, mission, and goals. According to Jain (2016), an organization's success is determined by its staff commitment. As a result, leaders in the university must use their leadership approach to influence the commitment of its staff. Committed staff are likelier to improve their performance and invest more time in the university. According to Top, Akdere, and Tracan (2015), committed staff are willing to adopt organizational goals and values. Committed staff are more driven and dedicated to accomplishing and exceeding corporate goals. They have a lower likelihood of leaving the company. If staff members accept the university's vision, mission, and goals, they will be willing to devote their entire workday to achieving them.

Similarly, transformational leaders can influence staff commitment in South African universities by leading by example and showing competence and practical leadership skills. The need for staff commitment presents a crucial requirement for the management of universities to demonstrate passion, persistence, and intensity that exudes energy, motivates staff, and drives the collective efforts of the staff. In addition, for the management of universities to influence staff commitment, they need to demonstrate the skills, knowledge, and technical expertise required by university leaders to complete the transformation agenda of the university successfully. Similarly, according to Cahyadi (2023), transformational leadership style significantly impacts staff commitment if leaders instill a higher degree of value and morale in themselves and their followers toward a single vision, mission, and goals. The findings suggest that leadership styles influence staff commitment in a good way.

One other way that leaders must demonstrate authenticity is by showing consistency between their actions and the values and beliefs of the university. This indicates the need for the management of universities, at various levels, to demonstrate sincerity and ethical application of their decision-making.

4.4. Transactional leadership approach and how it can influence staff commitment

The transactional leadership style emphasizes the significance of the relationship between leaders and followers. The transactional leadership approach focuses on the mutual benefits of the agreement through which a leader provides rewards and recognitions in exchange for the staff's commitment. Here, the transactional leadership model emphasizes the contributions of supervision, organization, and group performance. In short, the transactional leadership approach is based on rewards and punishment.

Similarly, transactional leadership is focused on exchanges and based on two factors: contingent compensation and management by exception. It is centered on transactions. The exchanges between leaders and subordinates in which subordinates' effort is exchanged for particular rewards, such as salary and benefits, bonuses, or other incentives, are called contingent rewards or compensation. In this context, the job to be performed and the rewards the employee will

receive in executing that job are stated in a job description, which becomes the understanding of the leader and subordinates. On the other hand, monitoring that includes corrective criticism, negative feedback, and negative reinforcement is known as management by exception. The most frequent way is combining an assessment of job performance with a proposed corrective action that is offered as a remedy, preventing the occurrence of anything undesirable or stating the desired activities in performing the job (Malik et al., 2017).

Transactional leaders are driven by their need for results and output, which they employ to sustain the status quo. Transactional leaders use a passive leadership approach when dealing with employees or subordinates. Transactional leaders set defined goals and objectives with a short-term scope or applicability and are not interested in changing the environment or culture unless there are problems. The unwritten understanding is that the objective of the follower is to carry out the leader's wishes (Basham, 2012). This highlights that transactional leader spell out precisely what is required of and expected of their subordinates. Such leaders and their subordinates frequently understand goals and expectations. Because individuals are motivated mainly by straightforward rewards for specialized job performance, this generates an uncreative environment and impedes the organization's creative expansion. In many circumstances, this leads to stagnation in job satisfaction. The primary problem of this leadership model is that it ignores people's quest for self-actualization (Avolio, 2012).

As indicated, the transactional leadership approach involves reward and punishment. This shows that employees will be committed to their responsibilities if they are convinced that their targets are realistic and achievable. In this way, management must provide regular direction to staff that inspires trust. This reinforces the view that management in higher education institutions is the fulcrum for all stakeholders' success. They can obtain staff commitment by providing an atmosphere of strength and reliance to obtain the trust of their staff, which will eventually ensure their commitment. A previous study by HassenYimam (2022) looked at many leadership styles and their link to staff commitment at higher education institutions in Ethiopia. This study found a link between leadership styles and staff commitment that is both favorable and significant.

Similarly, the university's management must establish an environment that delivers excellent performance that is not an act but a habit. The university's management can achieve this by demanding quality work and innovation within the university and all its various activities. This issue has been partly achieved through a performance management system that the university leaders have rolled out. Here, staff are asked to provide their expected targets for a year, which would serve as an agreement between them and management. When staff achieve specific scores, they receive rewards and recognition. This approach can improve the commitment of the university staff.

Leaders in South African universities can influence staff's commitment by devoting time to communicating the university's vision, mission, and values to the staff. This reflects the significance and necessity for good communication between the leaders and staff. This effective communication by the leaders will focus on the direction of the universities. As a result, employee engagement in the university is critical to successfully implementing corporate goals.

Leadership styles are essential for staff commitment since they motivate employees and communicate the organization's strategic strategy and policies. As a result, it stands to reason that leadership styles would substantially influence staff commitment if leaders could regularly communicate with staff. In this case, university leaders must not see themselves as boss and create a gap between themselves and the staff. However, communication between university leaders and staff has been controlled, generally through emails. This eliminates the personal elements in communication, which is crucial for actionable communication.

Moreover, there has not been regular personal engagement between management and staff regarding the university's strategic goals. University leaders must not assume that all staff understand their visions. They must constantly and regularly engage with the staff on the strategic goals stated in their vision statements.

The preceding discussion demonstrates that human resources are the most crucial asset of every higher educational institution. Quality human resources increase higher educational institutions' efficiency and effectiveness and serve as a unique source of an unmatched competitive advantage. Evidence suggests that employees perform well when committed, suggesting that committed employees in higher educational institutions cannot be compromised. Malik et al. (2017) suggest that employee commitment demonstrates quality leadership in higher education. In this case, it is possible to postulate that a significant relationship exists between leadership style and employee commitment. The discussion shows that leadership styles have a positive influence on employee commitment. This indicates that transformational and transactional leadership styles are crucial for creating committed employees. Almutairi (2013) also confirmed that the transformational leadership approach influences staff commitment. Focusing on transformational leadership can boost university staff commitment to achieve the objectives, vision, mission, and values articulated

in vision and mission statements. In South Africa, the government and universities are currently focused on ensuring the quality of education because it impacts the country's growth. Universities can contribute to this by using their leadership styles to influence the commitment of their staff.

5. Conclusion

Leadership styles are crucial in shaping employee commitment in South African higher education institutions.

This study's critical review of the literature reveals several key findings:

1. Transformational leadership emerges as a particularly practical approach in fostering employee commitment in higher education settings. Leaders who articulate a clear vision, inspire their staff, and provide intellectual stimulation tend to cultivate higher levels of commitment among academic and non-academic staff.
2. While transactional leadership can be effective in certain situations, particularly in managing day-to-day operations, it may be less successful in building long-term commitment and motivation among university staff.
3. The South African higher education context presents unique challenges, including rapid transformation, increasing competition, and the need for enhanced performance. These factors underscore the importance of adaptive leadership styles that can respond to changing demands while maintaining staff commitment.
4. Employee commitment in higher education institutions is closely linked to organizational performance, staff retention, and the overall quality of education and research output.

From a practical perspective, these findings suggest that:

- Higher education institutions in South Africa should prioritize leadership development programs focusing on transformational leadership skills.
- Universities should consider implementing policies and practices that support leaders in fostering employee commitment, such as clear communication channels, opportunities for staff development, and recognition of staff contributions.

From a scientific standpoint, this review contributes to the growing body of literature on leadership in higher education by:

- Highlight the specific dynamics of leadership and employee commitment in South Africa.
- Identifying areas for future research, such as the potential interaction between transformational and transactional leadership styles in higher education settings.

Limitations of this study include its reliance on existing literature and the lack of primary empirical data. Future research should consider conducting quantitative studies to measure the impact of different leadership styles on employee commitment in South African universities, as well as qualitative investigations to gain deeper insights into the experiences of leaders and staff in these institutions.

In conclusion, effective leadership is crucial for fostering employee commitment in South African higher education institutions. By adopting appropriate leadership styles, particularly those aligned with transformational approaches, university leaders can enhance staff commitment, ultimately contributing to the success and competitiveness of their institutions in a rapidly changing global landscape.

Declarations

Ethics approval and consent to participate

Not applicable.

Consent for publication

Not applicable.

Availability of data and material

The data are available on request.

Competing interests

The author declares no conflict of interest or competing interests.

Funding

This work received no funding.

Citation information

Maama, H. (2024). A critical review of leadership styles in higher education institutions: Implications for employee commitment in South Africa. *Economics, Management and Sustainability*, 9(2), 84-93. doi:10.14254/jems.2024.9-2.7

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Economics, Management and Sustainability (ISSN: 2520-6303) is published by Scientific Publishing House "CSR", Poland, EU and Scientific Publishing House "SciView", Poland

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