The Study on the Relationship between Change Leadership and Employee Commitment for Organizational Change

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Abstract

The existence of organizations is paramount important for the survival of living being in the globe. The environment in which Organizations operate is increasingly critical and dynamic in nature. Due to increasingly critical and dynamic environment, organizations are continuously forced with the need to implement changes in strategy, structure, process, policies, operations, technology, and culture. Successful, organizations must be responsive to the needs of constantly evolving business environment (Leana & Barry, 2000, p. 754). Modern organizations in the business world today have to prepare themselves to face high competition, make quick decisions, introduce innovations and develop the will and competency to cope with constant change (D'Aveni, 1998, p. 183). The implementation of organizational change is a considerable challenge for public sector organizations. The public sector organizations in Sri Lanka are large in size, providing more variety and volume of services to the citizens. Recent studies have highlighted the importance of leadership in change processes in public sector organizations, but limited empirical evidence exists. Moreover, the contribution of change leadership in organizational change is likely to be dependent on the particular characteristics of public sector organizations. This study concerns the relationship between change leadership and the employee commitment to organizational change. The findings indicate that change leadership contributes to employee commitment for organizational change by providing high quality change communication and stimulating employee participation in the implementation of change.

Keywords: Organizational change, Change Leadership, organizational commitment.

1. Introduction

The aim of this study was to examine the relationship between change leadership and employee commitment for organizational change in Divisional Secretariat, Eravurpatru in Batticaloa District, Sri Lanka where various change reforms has been introduced recent past. Most of the population in Sri Lanka depends heavily on the public sector services for their living. The level of socio economic status of the people in most part of Sri Lanka is at moderate. The government of Sri Lanka allocates and spend larger share of its finance to provide adequate services to its citizens. In times of financial severity and downturns, there is a great need for public sector organizations to implement organizational change. However, the implementation of organizational change is generally a challenge for organizations (Burke, 2002). The implementation of change is much more complex and unpredictable than the initiation and planning for organizational change (Brunsson, 2009). This may be especially the case in public sector organizations, as their environmental and structural characteristics arguably further increase the difficulties that are associated with implementing organizational change (McNulty & Ferlie, 2004; Van der Voet, Groeneveld & Kuipers, 2014). Many studies have highlighted the importance of leadership in order to overcome the difficulties of organizational change in the public sector (Fernandez & Rainey, 2006; Stewart and Kringas, 2003; Hennessey, 1998). Some studies have examined to what extent change leadership may contribute to employee commitment for organizational change (e.g. Oreg & Berson, 2011; Herold et al., 2008). This study aimed at examining the relationship between change leadership and employee commitment for organizational change.

2. Literature Review

2.1 Change Leadership

Changes become an everyday process in the present highly competitive business environment. Every organization has to adapt to these changes for its survival and success. But the extent of success and survival lies largely in the employee. However, as

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a result of the urgency and severity of the competitive nature in the environment, employees may experience increased level of uncertainty, fear of failure, and/or loss of control. Mangundjaya & Facruddin (2012) expressed that employee felt uncertainty and ambiguity about the condition of the organization during the process of merger; it was further expressed that the process of merger lead to low trust, which leads to anxiety and stress. Since the main engine to effect successful implementation of change is employees, this kind of anxiety and stress will create negative perceptions and attitude toward change, and affecting final results of organizational transformation process. Therefore, it is important to provide organizational supports for the employee, and one of the supports comes from the leader as the change agent to face organizational transformation effectively.

Moreover, leader as a change agent is also important to lead, direct and managing the change process. The role of leader in organizational change cannot be denied in organizational change, as leader has to take initiative and accommodate all stakeholder ideas (Randall & Coakley, 2007). Furthermore, Tobias (1993), and Fulan (2008) stressed that leader can have an impact on organizational performance and/or the effectiveness of organizational change. In relation to the role of leader in organizational change, the previous research shows that:

a. With an accurate leadership of the leader, employee can be more involved in the organizational change (Reinhard, 2007).

b. One of the leader role is to direct and guide employee and organization to achieve the planned change (Chew et al., 2006; Hawkins, 2005).

c. Leader is perceived as a key success/failure in organizational change. (Drucker, 1999; Gill, 2003),

d. Leader is perceived as the one that responsible for the success of organizational change as the role of a leader as a *Change Agent* (Ahn, Adamson, & Donsbusch, 2004; Nannus 1992),

e. Leader should be able to guide, and encourage his/her follower to achieve the organizational change (Jones, 2011). As a result, as a leader, he/she should be able to influence his/her follower to perform desirable positive behavior toward organizational change. (Gibson et al., 2012, Antoni, 2004, Roda 2007).

2.2 Dimensions of Change Leadership

2.2.1 Change selling behavior

The change-selling dimension reflects leaders' efforts to promote and sell a particular change to participants, and the change-implementing dimension includes leadership behavior designed to move the change forward and consolidate success throughout the change processes (Burke, 2002). The exploration of the two-factor model of change leadership also uncovered the empirical link between change leadership and affective change commitment that previous researches failed to reveal. The change-selling behavior was positively associated with affective commitment to change, while a direct effect was not found with the change-implementing behavior.

While leaders' change-selling behavior and transformational leadership style are found to directly relate to commitment to change, this is only part of the story. Therefore, need to consider the extent to which employees are emotionally attached to the organization and how well the change is led. If the employees couldn't care less about the organization, then either form of leadership will have limited effects on employees' commitment to change. Second, along with leaders' change-selling behavior, the more enduring influences of transformational leadership and employees' affective commitment to the organization also had direct effects on attitudes toward a specific change (i.e., commitment to change). Apparently, what pre-exists the actual launch of a change sets the tone for the change implementations. In other words, whether an employee is going to be affectively committed to a particular change has been partially determined before a change is actually implemented. As leaders' change-selling behavior had different psychological effects on affective commitment to change, it is possible that change-selling is more effective in evoking affective reactions.

2.2.2 Change Implementing Behavior

Studies related to change leadership behavior branched mainly from the literature of change implementation, and it focuses on prescribing the processes or successfully implementing organizational change (Woodman, 1989; Porras & Robertson, 1992; Armenakis & Bedeian, 1999). Martins, (2008) expressed that the change implementation literature has been regarded as one of the more developed areas in the field of organizational change and development compared to other areas, such as change content and change context (Pettigrew, 1987; Porras & Robertson, 1992; Armenakis & Bedeian, 1999). Lewin, 1947; Kotter, 1996; Amenakis, Harris & Field, 1999 expressed that, the organizational change and development literature has provided numerous recommendations on strategies and behaviors that leaders can employ to implement change effectively by responding to the need for change and effective change implementation.

Caldwell et al., 2009 expressed that research findings during the 21st century has begun to stress the critical role played by managers as change leaders and has explored the links between leadership behaviors and change implementation. It is within this more recent literature that the term "change leadership" was coined (e.g., Higgs & Rowland, 2000; 2005; Caldwell, 2004; Herold et al., 2008)

In their review of the pre-1990 change implementation theories, Porras and Robertson (1992) posited that, although there was a considerable amount of overlap on the core stages/phases/steps of change implementation theories, little agreement had been reached on the less fundamental parts of these models. This observation is also apt in the post-1990 change implementation models reviewed by Amenakis and Bedeian (1999) in which visioning, communication, elicitation of participation, monitoring, and consolidation are central. Lack of agreement on an overarching definition of the concept of change leadership has made it difficult to apply further theoretical development and quantitative tests on the effectiveness of this construct in relation to organizational outcomes such as performance and employees' work-related attitudes and behaviors.

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Apart from the research studies that focused on change leadership, research studies that focuses on change-related attitudes and behaviors of employees' has signaled the benefits of leadership activities for successful implementation of change. Many researchers have recommended activities and strategies to promote changes, reduce resistance and guarantee successful change implementation. For example, procedural justice (Konovsky & Folger, 1991; Greenberg, 1994; Brockner, Konovsky, Cooper- Schneider, Folger, Martin, & Bies, 1994; Caldwell et al., 2004); management support (Amenakis et al., 1999; Caldwell et al., 2004); leader-member exchange (LMX) (Furst & Cable, 2006; Self et al., 2008); perceived organizational support (Self et al., 2008); managerial influence tactics such as sanction, legitimization and ingratiation (Furst & Cable, 2006); and employee participation (Wanberg & Banas, 2000). It is noted that poor consideration was given by the change leaders for these recommendations.

The activities and strategies recommended as change-implementation models often argue that, if change leaders execute the proposed strategies and activities, they will be successful in implementing change (i.e., Lewin, 1947; Kotter, 1996). But, the study of change leadership behaviors should be investigated in context as change does not take place in a vacuum (Porras & Robertson, 1992; Pettigrew et al., 2001). Because, the meta-analysis suggests, a successful change effort depends on the similarity or fit between the change and content, contextual, and process factors (Damanpour, 1991).

Past studies indicate that, with regard change leadership there is a shortage of empirical investigation and theoretical development is mainly due to the absence of testable measures that capture the recommended change leadership behaviors (Herold et al., 2008). Though there are considerable amount of literature on change leadership, no testable construct has been presented until recently to cover the key aspects of change leadership (Herold et al., 2008). Due to the lack of testable construct, researchers and scholars have found little base for further theoretical development and empirical testing. In order to rectify the shortcoming in the theoretical foundation Herold et al. (2008) developed a change-specific leadership measure that incorporated such actions as creating a vision of the change; enlisting, empowering and monitoring employee

participation in the change; helping with individual adaptation to the change; and providing feedback as an effort to better understand the effects of change-specific leadership behaviors. However, the efforts of Herold et al (2008). provided some of the important phenomena underlying leadership processes related to organizational change, important theoretical gap to be filled.

The unfilled theoretical gap, a more complete and comprehensive theoretical development of the change leadership construct is still needed. The study conducted by Herold et al. (2008) was one of the first to investigate change leadership and its relationship to the more enduring transformational leadership. The relationship between these two forms of leadership is required to establish the discriminate validity of change leadership as a means for further elaboration. Further, Herold and colleagues did not find the expected relationship between change leadership and commitment to change. This may be due to the fact that change leadership has been broadly defined in the change literature (e.g., Lewin, 1947; Kotter, 1996; Amenakis et al. 1999) and the measure used by Herold et al. (2008) attempts, in part, to assess this breadth in a single scale. As such, a multidimensional scale would help better encompass change leadership behaviors and could provide additional insights on its effects on employees' responses to change.

This literature has advocated that by implementing certain strategies and activities change leaders can bring out positive responses and create supportive behaviors from employees and as a result these behaviors will then lead to successful change implementation. The leadership behaviors suggested by the change literature of the various authors include creating a change vision, enlisting and encouraging employee participation in the change process, providing feedback regarding the change (Herold et al., 2008), communicating regarding the change (Armenakis et al., 1999), being fair (Greenberg, 1994; Caldwell, Herold & Fedor, 2008), providing change-related support (Caldwell et al., 2004), and consolidating the change successes (Lewin, 1947; Kotter, 1996; Burke, 2002; Higgs & Rowland, 2005) .

The stock of knowledge revealed that, although it has been widely accepted that such strategies and activities are essential in change implementation, their effects had not been

well tested until Herold et al. (2008). Herold and colleagues were the first to empirically test the direct effects of change leadership on commitment to change; they did not find the expected direct effect of change leadership. As a result of the theoretical gap of establishing link between the practitioners oriented recommendations on change implementations and change-related outcomes, a more valid change leadership measure is created to better capture change leadership behavior. Compared to the scale forwarded by Herold et al. (2008), the new measure not only includes efforts of the change leaders to consolidate the change successes, but also reflects previously ignored aspects such as procedural fairness (Konovsky & Folger, 1991; Greenberg, 1994; Caldwell et al., 2004), communication (Armenakis et al., 1999), and change support (Armenakis et al. 1999; Caldwell et al., 2004) (4.1).

Even though the large amount of literature developed by Herold et al (2008), for a change leadership construct based upon practice-oriented recommendations, including specific leadership behaviors such as visioning, enlisting, empowering, monitoring, and helping with individual adaptation there has been no testable measure that captures the key elements of change leadership behaviors until recently. Further these leadership behaviors are targeted at implementation of a particular change at hand, rather than at other organizational events.

The different effects of these two sub dimensions of change leadership are consistent with a classic distinction made in the management literature (i.e., Hersey & Blanchard, 1982, O'Reily & Caldwell, 1981). Specifically, the selling efforts (i.e., visioning and creating the need for change) work to create intrinsic needs and valence of change (Burke, 2002). Such intrinsic needs and valence are the "motivators" for change, which in turn, were expected to lead to positive change-related outcomes such as affective commitment to change (Herzberg, 1964; O'Reily & Caldwell, 1981; Evans & Price, 1999). In contrast, leaders' implementing behaviors (i.e., feedback, monitoring, and providing change-related support) are more likely to be perceived as transactional and external drivers to move the change forward (Burke, 2002; Herold & Fedor, 2008). Such external drivers, similar to work conditions, are hygiene factors during change (Herzberg,

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1964). While the lack of hygiene factors may lead to dissatisfaction, their presence does not necessarily generate motivation (Hackman & Oldham, 1976) to support the change.

2.3 The Notion of Commitment

Commitment is defined as one's motivation to work in a particular vocation or as an act of commitment to trust or pledge to something or someone, (Hall, 1971; Merriam Webster, 1999). The concept of commitment has widely been used to find out individual attitudes and behaviours in the workplace. Over the past three decades' commitment has been dominated in the literature as behaviour and used in terms of careers, organizations, norms, identification, morals, work, jobs, and job involvement (Reilly and Orsak, 1991). In organization and social fields the term is recognized as a predictor of much behaviour including absenteeism, turnover, job satisfaction, employee readiness and organizational citizenship behaviour.

It is important to note that commitment and organizational change became antecedents of each other thus further research in the area is warranted (Coleman *et al.,* 1999; Madsen *et al.,* 2005). In organizational change, employee of an organization can create new sets of expectations to meet changing situations, attitudes and behaviours that are outcomes of a process in which individual compare realities and expectations. Employee commitment is attitudes and behaviours to the organization because of privileges like fringe benefits, salary, tenure, promotion, employee identity. On the basis of these privileges employee integration increases and they become more loyal to an organization. Employee who receives encouragement and rewards for change are more likely to act voluntarily in support of organizational change goals contributing to overall organizational effectiveness (Organ, 1988; Van yperen *et al.,* 1999). In the academic literature of commitment, employee commitment to the organization and career commitment seem often to run in parallel.

2.3.1 Employee Commitment for the Organization

The important component of commitment is organizational commitment which has multidimensional approach may be interpreted in different ways. In the literature, the

term has been treated as a pattern of behaviours or attitudes towards an organization (Liou and Nyhan, 1994). It creates employee beliefs and willingness towards the goals of organization. It is widely accepted that the degree of organizational commitment and job performance are positively related (Mowday *et al.,* 1974), whereas tardiness, absenteeism, and turnover (Steers, 1977; Hom *et al.,* 1979) are inversely related.

According to Zangaro (2001) a person who is committed to an organization should be dedicated and have a strong belief in the organization goal and values. Penley and Gould (1988) focused on organizational commitment from two viewpoints, instrumental and affective. The instrumental view is concerned with the system of compensation and rewards received by an individual in return for that person's accomplishment within an organization. The affective view relates to a person's emotional attachment, feeling of pride and personal sense of obligation to perform their duties within the organization. It can be developed by work experience such as job challenge, degree of autonomy, and a variety of skills. These job characteristics have been found to be strongly and positively associated to affective commitment among employees from a wide variety of organization (Dunham *et al.,* 1994).

Moreover, employee and organization have mutual interests based on certain needs, desires, and expectations. Organization provides an environment to employee related to expectations and demands that induce employee to utilize their knowledge, skills and experiences. This environment creates commitment to the organization because the employee needs can be fulfilled by the organization. Most studies related to commitment have been conducted in developed economies but few attempts have been made in less developed and developing countries (Alvi & Ahmed; 1987; Chang, 1999; Madsen *et al.,* 2005). It is to be noted that no studies have been conducted in Sri Lanka related to commitment for organizational change. According to Chang (1999); Goulet and Singh (2002), employee commitment is enhanced by fulfilling the psychological and financial needs. This study focuses on employee in an underprivileged and developing economy (Sri Lanka), where individuals expect only the satisfaction of their needs from their organization.

2.4 The relationship between change leadership and employee commitment for organizational change.

Leadership is often highlighted as a central factor in processes of change in public organizations (Stewart and Kringas, 2003; Hennessey, 1998). The literature on change management contains many prescriptive models of how change leaders can contribute to the implementation of organizational change (Kotter, 1996; Fernandez & Rainey, 2006). Although such models are different in details and emphases, most models are similar in the sense that they stress formulating a change vision, communication, empowering employees and consolidating or institutionalizing the change. Typical change leadership activities include developing a vision and implementation plan, communicating the vision of change, being a good role model and motivating employees to implement the change (e.g. Fernandez & Rainey, 2006).

In both the practitioner and scientific literature on change management, authors argue that change leadership may contribute to 'successful' organizational change (e.g. Kotter, 1996; Self & Schraeder, 2009; Higgs & Rowland, 2011).

However, prescriptive change leadership models are seldom based on a systematic comparison of successful and unsuccessful changes. There is relatively little empirical evidence concerning the contribution of change leadership (Burke, 2002; Herold et al., 2008), especially in the public sector (Kuipers et al., 2014; Fernandez & Pitts, 2007). An associated problem is that change success is a subjective and multi interpretable term. Because change will be little without the support of employees, many studies therefore focus on employee attitudes toward change (e.g. Wright, Christensen and Isett, 2013; Van der Voet, 2014). This study examines the relationship between change leadership and employees' commitment for organizational change. Commitment to change is defined as "a desire to provide support for the change based on a belief in its inherent benefits" (Herscovitch & Meyer, 2002: 475).

Change leadership is aimed at inducing favorable attitudes among employees concerning change. Change leadership is therefore expected to be positively related to commitment

to change. By engaging in change leadership behaviors, direct supervisors contribute to two change process characteristics that are positively related to support for change among employees. These characteristics are high quality change information and employee participation in the implementation of change (Walker et al., 2007; DeVos, Buelens & Bouckenhooghe, 2007; Rafferty & Restubog, 2010). Herold et al. (2008) argue that communicating about the change and providing individuals the opportunity for inputs are important aspects of change leadership.

Rather than a direct relationship, change leadership contributes to commitment to change among employees by improving the quality of change communication and the degree of employee participation in the implementation of change. Change leadership approaches typically stress communicating the sense of urgency, vision of change and implementation plans (e.g. Fernandez & Rainey, 2006). Walker et al. (2007: 762) state that "change agents must prepare employees for change through open, honest communication." By explaining to employees why change is necessary, employees may better understand and support the implementation of change. Moreover, the implementation plan must be clearly communicated to employees, so that employees are aware of the scope and time planning of the implementation process (Van Dam, Oreg & Schyns, 2008). When the implementation process is based on high quality communication, there are little surprises and uncertainty concerning the changes being implemented. High quality change communication ideally 1) addresses why the change is necessary by demonstrating that the organization is not where it should be, 2) expresses that employees can succeed in implementing the change, 3) successfully argues that the measures that are being taken are appropriate, 4) convinces employees that they will be supported during the implementation of change, and 5) emphasizes that an employee's self-interest is not at stake because of the change (Armenakis & Harris, 2002). By improving the quality of change information that is available to change recipients, change leadership is thus expected to be positively related to change recipients' commitment to change.

Change leadership models also stress stimulating and empowering employees to participate in the change (Herold et al., 2008). Employee participation is often seen as an important way of creating support for change among employees. Participation may give employees a feeling of ownership and control over the change, thereby making the change less threatening (DeVos et al., 2007). Participation may also contribute to the quality of the change that is being implemented (DeVos et al., 2007; Lines, Selart, Espedal & Johansen, 2004). Senior managers may have a good birds-eye view of the organization, but frontline employees are often more knowledgeable about the operations of the organization. Their expertise may thus be used as important input in designing and implementing the organizational change. Organizational change theorists have also been critical about employee participation in organizational change. Organizational change in the public sector often emanates from higher level reforms and top-down policies formulated at the political level. Although examples of far-reaching employee participation in public sector change can be found (e.g. Van der Voet, Kuipers & Groeneveld, 2014), Dunphy and Stace (1988) argue that employee participation is often limited to determining the sub goals of a larger change effort that is being directed by senior managers. Moreover, many contemporary organizational changes in the public sector are primarily concerned with cost reduction and efficiency gains rather than improvement of service delivery (e.g. Wright et al., 2013). Such circumstances are ill-suited for employee participation, since decision-making is likely to be centralized to the higher management levels (Mintzberg, 1979).

Finally, while it has been argued that employee participation may improve commitment to change because of its emphasis on shared vision, it may also prevent the emergence of radically new ideas and innovations (Dunphy & Stace, 1988). Despite these apprehensions, change leadership is expected to positively affect the commitment to change of employees by stimulating their participation in the implementation of change.

3. Research Question

This study examines the relationship between Change leadership and employee commitment for organizational change in Eravurpatru Divisional Secretariat in Batticaloa District.

1. What is the level of Change leadership in Eravurpatru Divisional Secretariat in Batticaloa District?

2. What is the level of employee commitment for organizational change in Eravurpatru Divisional Secretariat in Batticaloa District?

3. What is the relationship between Change leadership and employee commitment for organizational change?

4. Objective of the Study

Given the importance of Change leadership for organizational change, it is important to investigate its relationship with employee commitment for organizational change. The primary aim of this study is to develop a conceptual framework that explains how Change leadership in Eravurpatru Divisional Secretariat in Batticaloa District develop employee commitment for organizational change.

This study has three main research objectives.

1. Estimate the level of Change leadership in Eravurpatru Divisional Secretariat in Batticaloa District.
2. Estimate the level of employee commitment for organizational change in Eravurpatru Divisional Secretariat in Batticaloa District.
3. Examine the relationship between Change leadership and employee commitment for organizational change

5. Conceptualization

The conceptual approach for this research study is based on a broad theoretical framework and the study examines the Relationship between change leadership and employees' commitment for organizational change in the Eravurpatru Divisional Secretariat in Batticaloa Sri Lanka.

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│  Change Leadership  │  ───▶  │  Employees' Commitment  │
│                     │        │  for Organizational     │
│                     │        │  Change                 │
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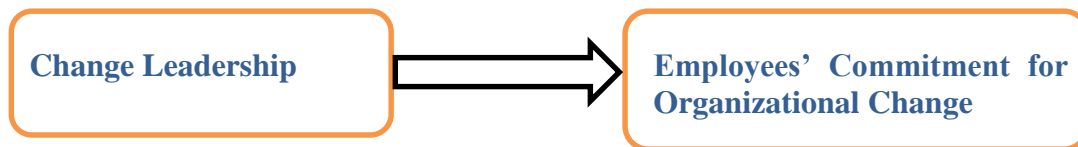
6.Methodology

6.1 Study Setting

For the study of the relationship between change leadership and employees' commitment for organizational change, data were collected based on primary and secondary sources. Primary data collected by issuing questionnaire and secondary data collected from past research papers, literature, reports, and internet.

The data was collected from a sample of 100 Employee from Divisional Secretariat, Eravurpatru in Batticaloa district by using a survey questionnaire on a simple random sampling method from other than the administrative leaders involved in the change process

6.2 Unit of Analyses

The unit of analysis refers to the level of aggregation of the data collected during the subsequent data analysis stage. This study is concerned the unit of analysis will be the individual staff of selected Divisional Secretariat in Eravurpatru.

6.3 Time Horizon

This study was a cross sectional one in the time horizon, because data were collected in a one single time from the respondents.

6.4 Sample Size, Sampling Distribution

Sample selection is very significant process in conducting a research because in any research it is very difficult to examine entire research area or whole population. At the same time, when select a sample research should take more care because the findings taken through analyzing the

sample is common for whole population. In this research, researcher considers the divisional secretariat of Eravurpatru. There are 186 employees working in the divisional secretariat of Eravurpatru. Out of these staff, only 100 were selected as sample to conduct this research by using simple random sampling method.

6.5 Method of Measurement

Likert scale of 1-5 which ranges from "Strongly Disagree" to "Strongly Agree" was applied in the questionnaire to evaluate responses. The numerical values was given for the purpose of quantification of variable as follows:

1. Strongly disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly agree

6.6 Data presentation, analysis and evaluation

Data was presented using tables, and pie charts. Meanwhile Inferential and descriptive analysis was used for data analysis. Hence under the descriptive analysis, mean and standard deviation was derived from the analysis of samples. In inferential analysis, correlation was applied. Statistical package of SPSS 21.0 was used for this purpose. Furthermore criteria shown in table was adopted to evaluate mean values.

Table 6.1 Evaluation criteria for mean values

Range	Decision Level
$1 \leq X \leq 2.5$	Low level
$2.5 < X \leq 3.5$	Moderate level
$3.5 < X \leq 5.0$	High level

Source- Formed for this research

7. Data presentation, analysis and Findings

7.1 Personal Information

7.1.1 Gender perspective of staff

Among the total respondents, 64% of respondents were found to female category, and remaining 36% represents are male category.
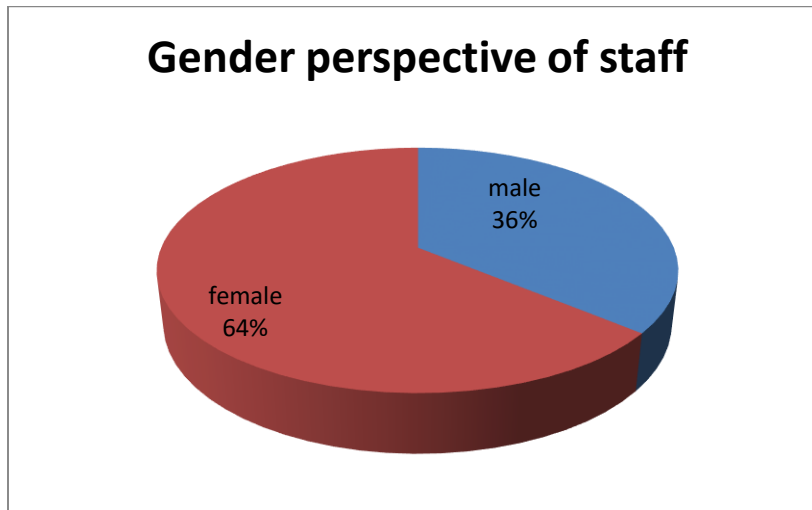

Figure 7.1 Gender perspectives of staff

7.1.2 Age distribution of staff

Age distribution was categorized into three classes. Among the total respondents, 51% of respondents were found in between to 25 – 35 years old, 37 % were founded in between 36 to 45 years of age, and remaining 12% represents are above 46years.
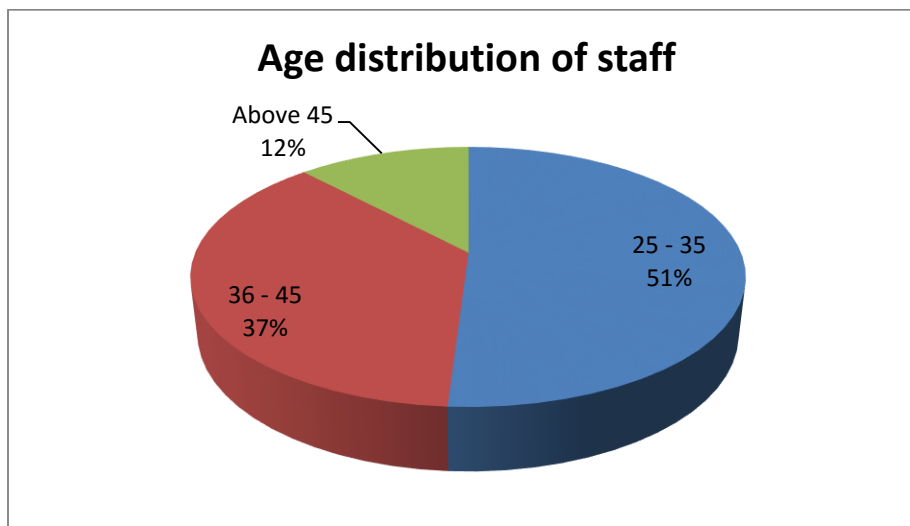

Figure 7.2 Age distribution Jof staff

7.1.3 Level of Educational Qualification of Staff

The educational level of respondents were classified by four categories from the questionnaire, 14% of the respondents had G.C.E Ordinary level qualification, 34% of the respondents had G.C.E Advanced level qualification, and 29% of the respondents had diploma qualification and remaining 23% of them were found with degree and higher diploma qualifications.
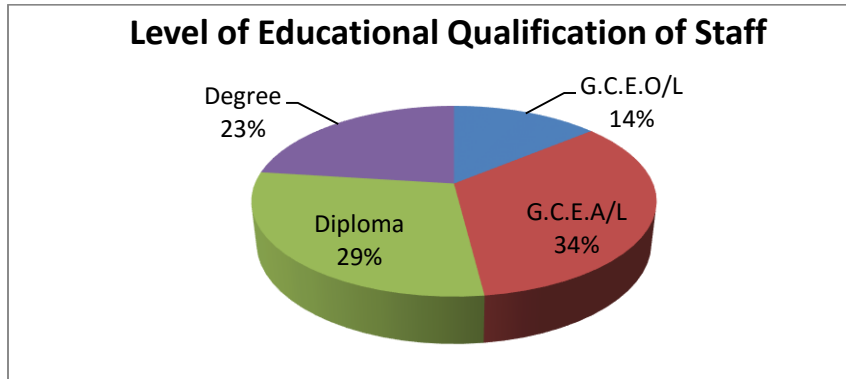

Figure 7.3 Level of Educational Qualification of Staff

7.1.4 Level of Work Experience of Staff

Experience has been divided into four categories and 16 % of the respondents with less than 1year working experience, 55% were 2- 5 years working experience, 14% were 6-10 years working experience, 15% and were more than 10 years working experience.
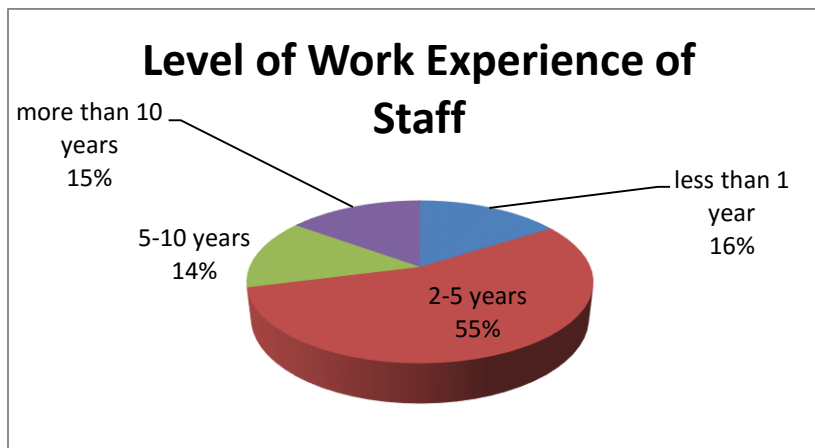

Figure 7.4 Level of Work Experience of Staff

7.1.5. Descriptive statistics

This section presents mean and standard deviation for the variables of change leadership. Mean values have been distributed based on Liket's scale of between 1-5 which represent "Strongly Disagree" to "Strongly Agree". Meanwhile mean values were evaluated based on already established evaluative criteria which range from "Low level" to "High level".

Table 7.1 Mean and standard deviation for the variables of Change Leadership

Variables	Mean	Standard Deviation
Change Leadership	3.99	0.36

As presented in Table 7.1, the mean value for Change Leadership was more than 3.5, which fall under the evaluative category of high level. It could be noted that the mean value for change leadership is 3.99 which is more than the moderate level as noted above, reveals that there is high level of change leadership in the selected organization

Table 7.2 Mean and standard deviation for the variable of Employee Commitment for organizational change

Variables	Mean	Standard Deviation
Employee Commitment for organizational change	3.66	0.42

As highlighted in Table 7.2, the mean value for Employee Commitment for organizational change was more than 3.5 and said to be high level. It could be noted that the mean value for Employee Commitment for organizational change is 3.66 which is more than the moderate level as noted above, reveals that there is high level of Employee Commitment for organizational change in the selected organization.

7.1.6 Correlation analysis

Correlation values were found to determine relationship between change leadership and Employee Commitment for organizational change. It has been presented in the table 7.3.

Table 7.3 Correlation between change leadership and Employee Commitment for organizational change.

Variables	*Employee Commitment for organizational change*
change leadership	0.762*

* Correlation is significant at the 0.05 level (2-tailed)

As in table 7.3, the correlation value is positive and the value has been significant at 5% significant level (P<0.05). This reveals that change leadership are positively correlated with Employee Commitment for organizational change. Hence there is a positive relationship between change leadership and Employee Commitment for organizational change.

The statistical mean of change leadership scale showed leaders willingness and positive attitudes towards creating and promoting employee commitment for organizational change. Thus, the scale can be applied to ascertain leaders' attitudes and behaviours regarding employee commitment for organizational change. The results of this study also show that change leadership scale is significantly and positively correlated with Employee Commitment for organizational change.

8. Conclusion

The results indicate that change leadership contributes to support for enhancing employee commitment for organizational change. However, it needs to be known about, how different levels and types of leadership are interrelated to employee commitment for organizational change.

The findings of this study reveal that employees of government sector organizations can develop positive attitudes and behaviours towards commitment for organizational change as a result of effective change leadership practices. Higher the effectiveness of the change leadership leads to higher the level of employee commitment for successful organizational change.

9. References

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