

<https://doi.org/10.23913/ride.v14i28.1914>

*Scientific articles*

***Relación entre compromiso organizacional y estilo de liderazgo en personal de una universidad pública en Chihuahua, México***

***Relation between Organization Commitment and Leadership Style in staff of a Public University in Chihuahua, Mexico***

***Relação entre comprometimento organizacional e estilo de liderança em pessoal de uma universidade pública em Chihuahua, México***

**Raúl Hiram Frescas Villalobos**

Universidad Autónoma de Chihuahua, México

[rhfrescas@uach.mx](mailto:rhfrescas@uach.mx)

<https://orcid.org/0009-0000-4108-6427>

**César Omar Prieto Quintana**

Universidad Popular Autónoma del Estado de Puebla, México

[cesaromar.prieto@upaep.mx](mailto:cesaromar.prieto@upaep.mx)

<https://orcid.org/0000-0002-1720-2704>

**Laura Berenice Sánchez Baltasar**

Universidad Popular Autónoma del Estado de Puebla, México

[lauraberenice.sanchez@upaep.mx](mailto:lauraberenice.sanchez@upaep.mx)

<https://orcid.org/0000-0001-6947-4587>

**Yésica Mayett Moreno**

Universidad Popular Autónoma del Estado de Puebla, México

[yesica.mayett@upaep.mx](mailto:yesica.mayett@upaep.mx)

<https://orcid.org/0000-0002-7585-6060>

## Resumen

El objetivo de la presente investigación es dimensionar el compromiso organizacional y desarrollar un modelo de gestión en torno a dicho concepto con el fin de estudiar su relación con los estilos de liderazgo y determinar estrategias de crecimiento y motivación en el personal docente y administrativo de una universidad pública en la ciudad de Chihuahua. Para ello, se empleó el modelo multidimensional del compromiso organizacional (afectivo, de continuidad y normativo) y la versión reducida del MLQ (Multifactor Leadership Questionnaire) para evaluar los estilos de liderazgo (transformacional, transaccional y *laissez faire*). A través de un estudio de diseño no experimental y con alcance descriptivo y correlacional, se administró un instrumento estructurado compuesto por 21 ítems para medir el compromiso organizacional y 25 ítems para medir el estilo de liderazgo. Posteriormente, se llevó a cabo un muestreo no probabilístico por conveniencia con 698 empleados (60.1 % docentes y 39.9 % administrativos). Los datos obtenidos se analizaron con el *software* SPSS, aplicando estadística descriptiva y la herramienta de correlación no paramétrica Rho Spearman. Los resultados indicaron un grado fuerte de compromiso organizacional en las dimensiones afectiva y normativa, aunque en un punto límite inferior. Además, se encontró que tanto el estilo de liderazgo transformacional como el transaccional tienen un nivel fuerte. Asimismo, se observó una estrecha relación positiva entre el compromiso organizacional y los estilos de liderazgo, por lo que se sugiere desarrollar estrategias para aumentar el compromiso organizacional y mejorar el liderazgo en instituciones de educación superior. Finalmente, se recomienda llevar a cabo futuras investigaciones sobre compromiso organizacional y liderazgo en universidades públicas y privadas en otras regiones del país.

**Palabras claves:** compromiso organizacional, estilos de liderazgo, educación superior, docentes, instituciones públicas.

## Abstract

The objective of this research was measuring organizational commitment as well as developing a commitment management model and their relation with leadership styles to determine growth and motivation strategies in faculty and staff in a public university in the City of Chihuahua. A multidimensional (affective, continuance, and normative) model of organizational commitment and the short version of the MLQ (Multifactor Leadership Questionnaire) for leadership styles (transformational, transactional, and laissez-faire) were used. A non-experimental study with a descriptive and correlational scope was carried out, applying an instrument comprising 21 items to measure organizational commitment and 25 items to measure leadership style. Non probabilistic convenience sampling was conducted with 698 employees (60.1% faculty and 39.9% administrative staff). Data were analyzed with the SPSS statistics system, applying descriptive statistics, and Spearman's Rho nonparametric correlation tool. Results showed a strong degree of organizational commitment in the affective and normative dimensions, in a limit inferior; in addition to this, it was determined that the transformational and transactional leadership styles have a strong level. Furthermore, it is claimed that there is a close positive relation between organizational commitment and leadership styles. It is proposed to establish strategies to improve organizational commitment and leadership in higher education institutions. It is suggested to develop future research on organizational commitment and leadership in public and private universities for other regions in the country.

**Key words:** organizational commitment, leadership styles, higher education, faculty, public institutions.

## Resumo

O objetivo desta pesquisa é medir o comprometimento organizacional e desenvolver um modelo de gestão em torno deste conceito para estudar sua relação com os estilos de liderança e determinar estratégias de crescimento e motivação no corpo docente e administrativo de uma universidade pública da cidade de Chihuahua. Para tanto, foram utilizados o modelo multidimensional de comprometimento organizacional (afetivo, de continuidade e normativo) e a versão reduzida do MLQ (Multifactor Leadership Questionnaire) para avaliar os estilos de liderança (transformacional, transaccional e laissez faire). Por meio de um estudo de desenho não experimental com escopo descritivo e correlacional, foi administrado um instrumento estruturado composto por 21 itens para medir o comprometimento



organizacional e 25 itens para medir o estilo de liderança. Posteriormente, foi realizada uma amostragem não probabilística por conveniência com 698 funcionários (60,1% docentes e 39,9% administrativos). Os dados obtidos foram analisados no software SPSS, aplicando-se estatística descritiva e ferramenta de correlação não paramétrica Rho Spearman. Os resultados indicaram um forte grau de comprometimento organizacional nas dimensões afetiva e normativa, embora num limite inferior. Além disso, constatou-se que tanto o estilo de liderança transformacional quanto o transacional apresentam um nível forte. Da mesma forma, observou-se uma estreita relação positiva entre o comprometimento organizacional e os estilos de liderança, razão pela qual se sugere o desenvolvimento de estratégias para aumentar o comprometimento organizacional e melhorar a liderança nas instituições de ensino superior. Por fim, recomenda-se a realização de pesquisas futuras sobre comprometimento organizacional e liderança em universidades públicas e privadas de outras regiões do país.

**Palavras-chave:** comprometimento organizacional, estilos de liderança, ensino superior, professores, instituições públicas.

**Reception Date:** November 2023

**Acceptance Date:** May 2024

---

## Introduction

In the 21st century, change has become the most constant variable in organizations, hence to maintain and survive, both public and private institutions must face constant technological, economic, social and political transformations (Daft, 2019). and maintaining a solid and competitive organizational structure, which requires two essential pillars: a committed staff and efficient leadership (Daft, 2019; Judge and Robbins, 2017).

Organizational commitment encompasses the degree of responsibility, loyalty, attitude and performance that the employee demonstrates towards the organization, which is reflected in the increase in work productivity, efficiency, the achievement of organizational and personal objectives, as well as in low levels turnover and absenteeism (Dávila de León and Jiménez, 2014; Judge and Robbins, 2017). On the other hand, leadership style is defined as the ability to influence and motivate other people, and is closely linked to organizational commitment ( Frkovich , 2018), which is why it manifests itself during the development of the work process between the leader and the collaborators.

All organizations are different due to the personnel that make them up (Bayona *et al* ., 1999), hence the relationship and mutual understanding between leaders and people



committed to the organization (Gibson *et al.* , 1994; Loli, 2006) are key to increasing efficiency and performance. The fundamental objective of organizations is to generate high productivity through greater employee commitment and efficient leadership. This relationship seeks to provoke results and changes in behavior that impact organizational objectives ( Farahani *et al.* , 2011).

Although there is not much research on the relationship between organizational commitment and leadership styles, some has been applied in various fields. The importance of knowing and contrasting the results of the degree of relationship of these variables lies in checking whether they are subject to the nature of the organization ( Frkovich , 2018).

In this context, education has the duality of being both art and science (Ramos, 2005). Based on this premise, one of the main objectives of educational institutions is to train competitive students, but to achieve this, two fundamental elements are required: teaching and administrative staff with a high commitment to the institution , and a leadership style that guides and transform the organization to face the demands of the environment.

Given that there is a paucity of studies on the relationship between organizational commitment and leadership styles in Mexico, and even more so in the higher education field, this research focused on examining these variables in the teaching and administrative staff of a public university in Chihuahua, Mexico. In this regard, keep in mind that educational quality at the higher level is a key element for the growth and development of the country (Tuírán, 2011), which is why the initiative of this study in the aforementioned entity is of great relevance.

Indeed, commitment and leadership are essential elements for the design and transformation of professional education in Mexico. Therefore, educational institutions must establish effective leadership and strategies that adjust to current needs, in addition to promoting staff motivation and productivity.

Organizational commitment is a psychological state in which the relationship between employees and the organization is linked (Meyer and Allen, 1991), and its study has been of great interest to understand and comprehend its conceptualization ( Dubin *et al.* , 1975; O'Reilly and Chapman, 1986; Porter *et al.* , 1974; Porter *et al.* , 1975); However, it was not until the nineties that Meyer and Allen (1991) developed an approach in which they proposed three dimensions: affective, continuity and normative, which are not exclusive, but subject to the rational and emotional state. experiences and characteristics of each person.

The affective dimension is the relationship or emotional bond of the employee with the organization, since they feel identified, proud and grateful to belong to it. In other words, a high level of affective commitment is a reflection that people decide to work in the organization because they want to do so (Meyer and Allen, 1991); This emotion generated by the experiences lived over time provokes and consolidates trust between the organization and the person (Chiavenato, 2004).

The continuity dimension is one in which the employee generates a feeling of uncertainty or fear that leaving the organization could cost them a lot, so their decision is to belong to it. There are two factors that intervene in this dimension: the first is the time, effort, dedication and money that has been invested to perform at work, and the second is the lack of work options or alternatives abroad (Meyer and Allen, 1990).

The last dimension, known as normative, refers to the bond or feeling that the employee develops as a moral obligation towards the organization (Rivera, 2010). This is due to the bonds established with the people around him and who have meaning for him. Employees with a high level of normative commitment consider it their responsibility to remain with the organization (Meyer and Allen, 1990). That is, they feel that they have a moral obligation to be present.

The organizational commitment of staff is a determining factor in the results achieved by the organization (Guerrero Bejarano, 2016; Robbins, Judge, Millett, and Boyle, 2013.; Sharma and Bajpai, 2010). Leadership involves influencing and directing skills over a group of people to lead them toward achieving objectives and goals (Daft, 2006). Furthermore, it is a quality that inspires and motivates employees to improve their performance (Hernández *et al.*, 2018).

The concept of leadership has been widely studied and has given rise to theories that address different perceptions (Bass, 1985; Burns, 1978; Hersey and Blanchard, 1969, 1988; Stogdill, 1948). However, for the purpose of this study, the Bass and Avolio (2000) model is adopted, which identifies three leadership styles that have great influence and application today: transactional, transformational and *laissez-faire leadership*, since it considers various results depending on the style of relationship that the leader establishes with his collaborators.

The transactional leadership style is the traditional approach that is based on the exchange or transaction between the leader and the employee (Almirón *et al.*, 2015). In this case, the leader has the ability to reward or sanction employees based on their performance and performance, thereby directing employees in the search and achievement of goals and

objectives. This style involves contingent effort (Kajatt and Tovar, 2016), where the employee is motivated by the rewards promised by the leader.

On the other hand, the transformational leadership style is characterized by the interaction and high level of morality and motivation between the leader and the employee (Burns, 1978). In this, motivation is used as a means for employees to exceed their expectations and generate change both on a personal level and in the work team and in the organization itself (Bass, 1999). The transformational leader has the ability to influence and stimulate changes in thinking and personal vision to guide them towards an organizational objective (Alvarado *et al.* , 2016).

The third leadership style is *laissez-faire* , a French term that means “let it be done.” Its main characteristic is the lack of direction by the leader towards his employees, that is, they are given freedom and actions are delegated to them for decision-making. In this style, the leader does not get involved with the staff and does not carry out any negotiation to achieve objectives (Bass and Riggio , 2006). Studies have concluded that this leadership approach leads to low productivity and performance, and can lead to hostility and apathy. However, in specific circumstances, it can be effective and efficient ( Hogg and Vaughan, 2010 ), as it promotes a positive and creative atmosphere.

Now, based on the concepts explained about organizational commitment and leadership styles, the following hypotheses were formulated as guidelines for this research:

### **General hypothesis**

- Hi : There is a significant relationship between organizational commitment and leadership styles (transactional, transformational and laissez faire) of the teaching and administrative staff of a public university in Chihuahua.

### **Specific hypotheses**

- HE<sub>1</sub> : There is a positive correlation between affective commitment and the transformational leadership style in the teaching and administrative staff of a public university in Chihuahua
- HE<sub>2</sub> : There is a positive correlation between continuity commitment and the transformational leadership style in the teaching and administrative staff of a public university in Chihuahua.

- HE<sub>3</sub> : There is a positive correlation between normative commitment and the transformational leadership style in the teaching and administrative staff of a public university in Chihuahua.
- HE<sub>4</sub> : There is a positive correlation between affective commitment and the transactional leadership style in the teaching and administrative staff of a public university in Chihuahua.
- HE<sub>5</sub> : There is a positive correlation between continuity commitment and the transactional leadership style in the teaching and administrative staff of a public university in Chihuahua.
- HE<sub>6</sub> : There is a positive correlation between normative commitment and the transactional leadership style in the teaching and administrative staff of a public university in Chihuahua.
- HE<sub>7</sub> : There is a positive correlation between affective commitment and the *laissez-faire leadership style* in the teaching and administrative staff of a public university in Chihuahua.
- HE<sub>8</sub> : There is a positive correlation between continuity commitment and the *laissez-faire leadership style* in the teaching and administrative staff of a public university in Chihuahua.
- HE<sub>9</sub> : There is a positive correlation between normative commitment and the *laissez-faire leadership style* in the teaching and administrative staff of a public university in Chihuahua.

## Materials and methods

This research was carried out through a quantitative approach study, which uses data collection and analysis (Hernández *et al.* , 2018). Specifically, a non-experimental design was used, with a descriptive and correlational scope in order to test the hypotheses and identify findings within the study population.

## Population and unit of analysis

The participating population of the university (table 1) is assigned and distributed in 15 faculties and a central office (rector's office), mainly located in the city of Chihuahua. In addition, the extensions of the faculties are found in various regions of the state, such as Ciudad Juárez, Ciudad Delicias, Ojinaga, Camargo, Hidalgo del Parral, Guadalupe y Calvo, Guachochi, Guerrero, Cuauhtémoc and Madera. In total, the population of this research was 4,308 university employees, of which 2,972 are teachers and 1,336 are administrative.

**Table 1.** Sample of teaching and administrative staff who participated in this research.

Category	Population	Sample size	Category percentage	Sample percentage
Staff	2972	341	11.4%	7.9%
Administrative staff	1336	299	22.3%	6.9%
Total	4308	640		14.8%
Characteristics		Frequency	Percentage (%)	
teacher		419	60.1	
Full time		186	26.7	
Halftime		19	2.7	
Class time		214	30.6	
Administrative		279	39.9	
Trust		193	27.7	
Unionized		86	12.3	

Source: self made

## Sample selection and sampling

For the selection of the sample (table 1), it was decided to use non-probabilistic sampling for convenience (Hernández *et al.* , 2018), that is, taking into account the availability of the study subjects. For this reason, the sample size of participating teaching and administrative staff was 698 individuals, of which 419 were teachers (60.1%) and 279 were administrative staff (39.9%).

## Measurement tools

To measure organizational commitment, the questionnaire on attributes of the organization (CATO) was selected, developed by Meyer and Allen (1990), which mainly seeks to measure the three dimensions of commitment (affective, continuity and normative). This instrument has been used in several investigations on organizational commitment, such as those of Arias (2001), Belausteguigoitia (2007) and Prieto *et al* . (2018). This scale proposed by Meyer and Allen (1990) has been preferred due to its greater support since it has been the most used in recent years (Arciniega, 2002).

The instrument consisted of 21 items, which were presented randomly, as follows: 7 aimed at emotional commitment (items 1, 3, 7, 10, 11, 12, 15); 7 for continuity commitment (items 4, 8, 13, 17, 19, 20, 21) and 7 for normative commitment (items 2, 5, 6, 9, 16, 14, 18). The responses were recorded on a Likert-type scale, which included 5 value options (1 = total disagreement and 5 = total agreement).

Likewise, the Multifactor was selected Leadership Questionnaire (MLQ), developed by Bass (1985) and Bass and Avolio (2000), as the instrument to measure leadership styles, since it allows them to be evaluated in the full range. For this study, the updated and reduced version of Avolio and Bass (1995) was used .

Finally, the adapted and applied instrument consisted of 25 items, distributed as follows: 14 items aimed at transformational leadership, 7 items for transactional leadership and 4 items for *laissez-faire leadership* . The items were presented randomly. Responses were recorded on a Likert-type scale, covering 5 value options (1 = never and 5 = frequently/always).

## Instrument application

The process of collecting primary information was initially proposed directly with the teaching and administrative staff of the 15 faculties and the central office (rector's office). In January 2023, the distribution, application and collection of the surveys began through a support letter with the authorization of the Research and Postgraduate Directorate of the University. However, due to the lack of favorable response, attributed to internal bureaucratic processes and lack of time to complete the survey, a second data collection option was implemented. This consisted of the development of the instrument in Google Forms format, with the support of the Information Technology Coordination. The form was sent to the institutional email of the university's teaching and administrative staff, where the survey was accessed through a link provided. Data collection took place over a period of four weeks.

## Analysis of data

Data capture was carried out using Microsoft Office Excel 2019 *software*, while data analysis was carried out with the IBM SPSS program (Statistics Package for Social Sciences), version 25.0, which allowed the data to be analyzed and descriptive results obtained. In addition, an analysis was applied to determine the normality of the data using the Kolmogorov-Smirnov test. The result achieved for the p value was 0.000, with a significance level of 0.05. Since this value is lower than the significance level ( $p < 0.05$ ), it was concluded that the sample data do not present a normal distribution. Therefore, Spearman's Rho test for non-parametric data was used in the application of the study's hypothesis testing.

## Results

### Sample

In the study sample (Table 1), 60.1% of teachers and 39.9% of administrators participated. The greatest representation among teachers was those assigned as class hours (30.6%), while among administrative staff, trusted personnel predominated (27.7%).

## Sociodemographic profile

The sociodemographic profile (Table 2) indicates that both men (44.0%) and women (55.6%) participated, with the majority age between 41 and 50 years (31.9%). The majority are married (58.0%), have a work experience of 11 to 15 years (23.2%) or 5 years or less (23.1%), and have a master's level of education (42.1%).

**Table 2.** Sociodemographic profile of teachers and administrators at the public university

Characteristics	Frequency	Percentage (%)
<b>Gender</b>		
Male	307	44.0
Female	388	55.6
Others	2	0.3
I do not answer	1	0.1
<b>Age</b>		
20 or less	3	0.4
From 21 to 30 years	49	7.0
From 31 to 40 years	194	27.8
From 41 to 50 years	223	31.9
From 51 to 60 years	81	11.6
More than 60 years	148	21.2
<b>Civil status</b>		
Single	166	23.8
Married	405	58.0
Free Union	42	6.0
Divorced	62	8.9
Widower	10	1.4
Separate	12	1.7
I do not answer	1	0.1
<b>Labor Old</b>		
5 years or less	161	23.1
From 6 to 10 years	157	22.5
From 11 to 15 years	162	23.2

From 16 to 20 years	101	14.5
From 21 to 25 years	43	6.2
From 26 to 30 years	38	5.4
More than 30 years	36	5.2
Education level		
Baccalaureate or technical level	48	6.9
Degree	180	25.8
master's degree	294	42.1
Doctorate	175	25.1
I do not answer	1	0.1

Source: self made

### Scale of intensity of organizational commitment and leadership styles

According to the results and the descriptive analysis, an assessment scale was established for the intensity of organizational commitment and leadership styles of the study subjects. The value achieved for each dimension (affective, continuity and normative) indicates the level of organizational commitment. If the figure is in the range of 1 to 33, it is weak; if it is between 34 and 66, it is moderate; and if it is greater than 67, it is strong. Similarly, the value obtained for each style (transformational, transactional and laissez-faire) indicates the level of leadership. If the result is in the range of 1 to 33, it is considered weak; if it is between 34 and 66, it is considered moderate; and if it is greater than 67, it is considered strong.

### Degree of organizational commitment per item

The degree of organizational commitment by items (Table 3) reveals that the affective dimension was the one that presented a high degree in the following items: (3) “This institution has great personal meaning for me” (89.7%); (7) “I have a strong feeling of belonging to my institution” (83.6%); and (1) “I would be very happy spending the rest of my working life at this institution” (83.2%). On the other hand, the items that showed a moderate level of organizational commitment belong to the continuity dimension. These are item (19) “I think that if I left this institution I would not have many options to find another job” (44.0%), and item (20) “Right now, I work in this institution more because I need it than because I want to.” (45.3%).



**Table 3.** Degree of organizational commitment by item

No.	ITEMS	Dimension	Percentage (%)
1	I would be very happy going the rest of my Laboral life in this institution.	Affective	83.2
3	This institution has a great meaning staff for my	Affective	89.7
7	I have a strong feeling of belonging to my institution.	Affective	83.6
10	This institution deserves my loyalty, which is why I continue to work with it.	Affective	78.7
eleven	One of the main reasons why I continue working at this institution is because I feel a moral obligation to remain there.	Affective	63.8
12	I would feel guilty if I left the institution now, considering everything it has given me.	Affective	59.6
fifteen	One of the main reasons why I continue working at the institution is because outside it would be difficult for me to get a job like the one I have here.	Affective	51.1
4	I I feel as part of a family in this institution.	Continuity	78.5
8	Even if there were advantages to it, I don't think it would be right to leave the institution now.	Continuity	79.3
13	Right now, I would not leave the institution, because I feel obligated to all its people.	Continuity	62.4
16	Believe that I have very few options of get other job equal, as for consider the possibility of leave this institution.	Continuity	47.5
17	Too many things in my life HE they would see interrupted Yeah decided leave now the institution.	Continuity	56.5
19	I think that if I left this institution, I would not have many options to find another job.	Continuity	44.0
twenty	Right now, I work in this institution more because I need it than because I want to.	Continuity	45.3
twenty-one	I could leave this job, even if I don't have another one in sight.	Continuity	48.2
2	Really I feel as Yeah the issues of this institution were my own issues.	Normative	71.0
5	I am proud to work in this institution.	Normative	90.6
6	I currently work at this institution more out of pleasure than necessity.	Normative	72.3
9	I continue to work at this institution because I feel indebted to it for everything it has given me.	Normative	64.8
14	One of the main reasons for continuing to work at this institution is because another organization could not match the salary and benefits I have here.	Normative	45.4
18	Right now, it would be very hard for me to leave the institution, even if I wanted to.	Normative	62.3

Source: self made

## General intensity level and each dimension of organizational commitment

In measuring the result using the intensity scale, it was determined that the general grade of the staff of the university studied is of a strong level (68.6%). Regarding the degree by dimension, it is observed that the affective dimension is the highest, reaching a level of 72.8%. On the other hand, the continuity dimension shows the lowest intensity, with 57.7%, classified as moderate (table 4).

**Table 4.** Degree of general organizational commitment and by dimension

	Intensity	Percentage (%)
General degree of organizational commitment	Strong	68.6
Dimension	Intensity	Percentage (%)
Affective	Strong	72.8
Continuity	Moderate	57.7
Normative	Strong	67.7

Source: self made

## Degree of leadership style by item

The degree of leadership style by items (Table 5) reveals that transformational leadership presented a strong level in the following items: (20) “My boss appears trustworthy and confident” (83.0%); (16) “My boss acts in a way that earns my respect” (81.8 % ); and (11) “My boss considers it important to have a clear objective in what is done” (81.4%). On the other hand, *laissez-faire* leadership showed the weakest degree in the items: (5) “My boss is usually absent when important problems arise” (37.1%), and item (21) “To my boss (a) it is difficult for him to make decisions” (42.6 %).

**Table 5.** Degree of leadership style by item

No.	ITEMS	Style	Percentage (%)
2	My boss usually evaluates critically beliefs and assumptions to see Yeah are the appropriate	Transformational	61.2
4	My boss expresses their values and beliefs further important.	Transformational	73.6
6	When my boss solves issues treats of see them of shapes different.	Transformational	73.1
7	I I feel proud of be associated with my boss	Transformational	79.5
10	My boss tends to talk with enthusiasm about the goals.	Transformational	80.4
eleven	My boss considers important have a aim clear in it that HE does.	Transformational	81.4
12	My boss dedicates time to teach and guide.	Transformational	74.1
fifteen	My boss treats as individual and not only as member of a cluster.	Transformational	78.3
16	My boss acts of mode that HE win my I respect.	Transformational	81.8
18	My boss takes in consideration the consequences morals and ethics in the decisions adopted.	Transformational	77.9
twenty	My boss sample reliable and sure.	Transformational	83.0
22	My boss aid to look the issues from different points of view.	Transformational	73.4
23	My boss aid to develop my strengths.	Transformational	72.7
25	My boss expresses trust in that HE will reach the goals.	Transformational	80.9
1	My boss aid always because I strive	Transactional	76.0
8	My boss clarifies and specify the responsibility of each one for achieve the objectives performance.	Transactional	77.4
9	My boss decide to Act only when the things do they work evil.	Transactional	44.6
13	My boss leaves in clear it that each one could receive Yeah will achieve the goals.	Transactional	68.9
14	My boss keeps the belief that Yeah something No ha left of fully functional, No is necessary fix it.	Transactional	49.8
17	My boss puts all his attention into finding and handling errors, complaints and failures.	Transactional	74.2
19	My boss does a follow-up of all the mistakes that HE they produce.	Transactional	73.8
3	My boss costs involve when arises some situation relevant.	Laissez Faire	46.2
5	My boss usually be absent when arise issues important.	Laissez Faire	37.1
twenty-one	My boss costs take decisions.	Laissez Faire	42.6
24	My boss tends to delay the answer of affairs urgent.	Laissez Faire	45.1

Source: self made

### General intensity level and each leadership style

On the other hand, in contrast to the intensity scale, it was determined that the general degree of leadership is a strong level, with a percentage of 69.9%. Regarding the specific styles, it is observed that transformational leadership reached a strong level (76.5%). On the other hand, *laissez-faire* leadership showed a weaker level (42.7%) (table 6).

**Table 6.** Degree of leadership by style

Transformational	Strong	76.5
Transactional	Moderate	66.4
laissez faire	Weak	42.7

Source: self made

### Correlation between organizational commitment and leadership style

The Spearman's Rho correlation analysis, carried out between the two variables under study (table 7), revealed that organizational commitment has a significant correlation (0.000) with leadership styles, given that the value obtained does not exceed 0.05.

**Table 7.** Rho Spearman correlation between organizational commitment and leadership styles

		Leadership styles
Organizational commitment	Correlation coefficient	.356**
	Sig (bilateral)	0.000

Source: self made

### Correlation between the dimensions of organizational commitment and leadership styles

Within the correlation analysis of variables (table 8), between the dimensions of organizational commitment (affective, normative and continuity) and the leadership styles (transformational, transactional and laissez-faire) it was observed that the affective dimension (.362\* \* and .368\*\*) and the normative dimension (.323\*\* and .329\*\*) present a high and positive correlation with the transformational and transactional styles, respectively.

On the other hand, the continuity dimension (.249\*\*) shows a high and greater positive correlation with the transactional leadership style.

Furthermore, it was determined that the three dimensions of organizational commitment (affective = -.214\*\*, continuity = -.108\*\* and normative = -.175\*\*) exhibit a low and negative correlation with the *laissez-faire style*.

**Table 8.** Rho Spearman correlation between dimensions of organizational commitment and leadership styles

			Transformational	Transactional	laissez faire
Rho Spearman	Effective	Correlation coefficient	.362**	.368**	-.214**
		Sig (bilateral)	0.000	0.000	0.000
		N	693	693	693
	Continuity	Correlation coefficient	.208**	.249**	-.108**
		Sig (bilateral)	0.000	0.000	0.000
		N	693	693	693
	Normative	Correlation coefficient	.323**	.329**	-.175**
		Sig (bilateral)	0.000	0.000	0.000
		N	693	693	693

Source: self made

### Hypothesis testing

According to the results presented in this research, the approval or rejection of the general hypothesis and the specific hypotheses is determined. With the application of Spearman's Rho test as a non-parametric data analysis tool - with the purpose of calculating the correlation between organizational commitment and the leadership style of the teaching and administrative staff of a public University of Chihuahua - the result was obtained a significant correlation of 0.000 (table 7), so the general hypothesis is approved.

On the other hand, based on the results, the testing of the specific hypotheses showed that affective commitment .362\*\* and .368\*\* (table 8), continuity commitment .208\*\* and .249\*\* (table 8), and normative commitment .323\*\* and .329\*\* (table 8) have a high and positive correlation with the transformational and transactional leadership styles, respectively, so HE<sub>1</sub>, HE<sub>2</sub>, HE<sub>3</sub>, HE<sub>4</sub>, HE<sub>5</sub> and HE<sub>6</sub> are accepted.

In turn, it was confirmed that affective commitment  $-.214^{**}$  (table 8), continuity commitment  $-.108^{**}$  (table 8), and normative commitment  $-.175^{**}$  (table 8) have a correlation negative and significant with the *laissez-faire* leadership style, so HE<sub>7</sub>, HE<sub>8</sub> and HE<sub>9</sub> are rejected.

## Discussion

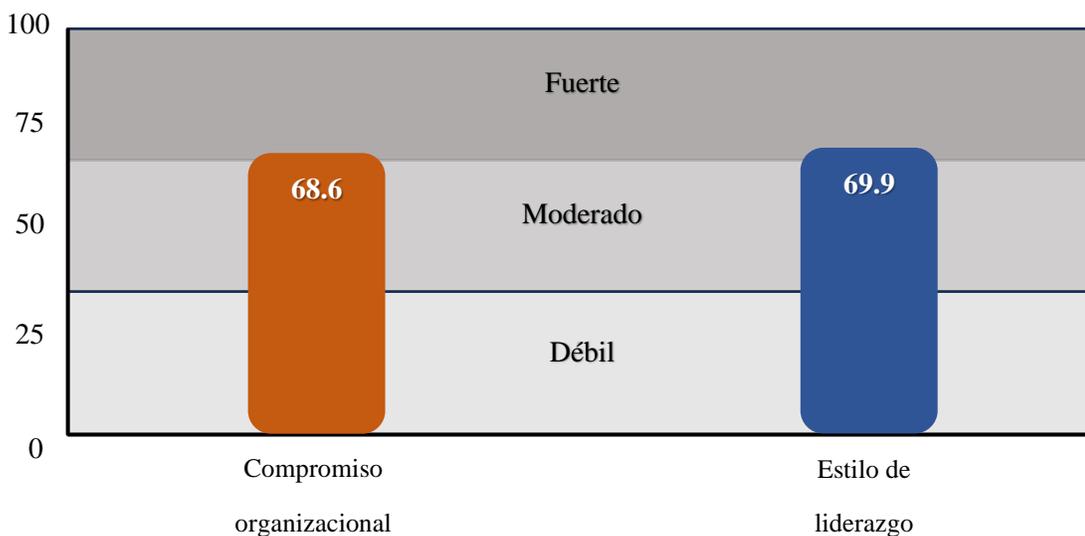
The objective of this research was to determine the relationship between organizational commitment and leadership style. According to the results obtained, a high significant correlation was determined, hence confirming the general hypothesis proposed (H<sub>1</sub>). This finding supports the influence of leadership on organizational commitment, as pointed out by Ramos (2005), who mentions that the way in which a leader exercises his leadership influences the level of organizational commitment. Furthermore, the statement of Salvador and Sánchez (2018) is confirmed, in that “directive leadership is a fundamental axis at the level of teaching organizational commitment.”

Likewise, a high relationship was identified between the affective and normative dimensions with the transformational leadership style, which validates what was mentioned by Barraza (2008), who states that emotional attachment and the feeling of belonging are related to the level of responsibility and compliance with established standards.

The results also validate the intrinsic relationship between organizational commitment and the type of leadership applied, as pointed out by López *et al.* (2016), who indicate that work groups under well-defined leadership tend to be more efficient. This also coincides with what is reported by Villalba (2001), who states that commitment and leadership create an emotional bond that fosters appreciation, respect, compliance and contribution to the institution.

In short, this research contributes to the diagnosis of the level of organizational commitment and leadership style in a public university in the north of the country, which, in turn, generates a monitoring indicator to understand the psychological and social state of the staff. (Figure 1). Indeed, the results show a strong organizational commitment, although it is at the lower limit of the moderate degree, which indicates the need to evaluate the current situation of the personnel and initiate strategic work to increase organizational commitment and improve leadership.

**Figure 1.** Milestone degree of organizational commitment and leadership style

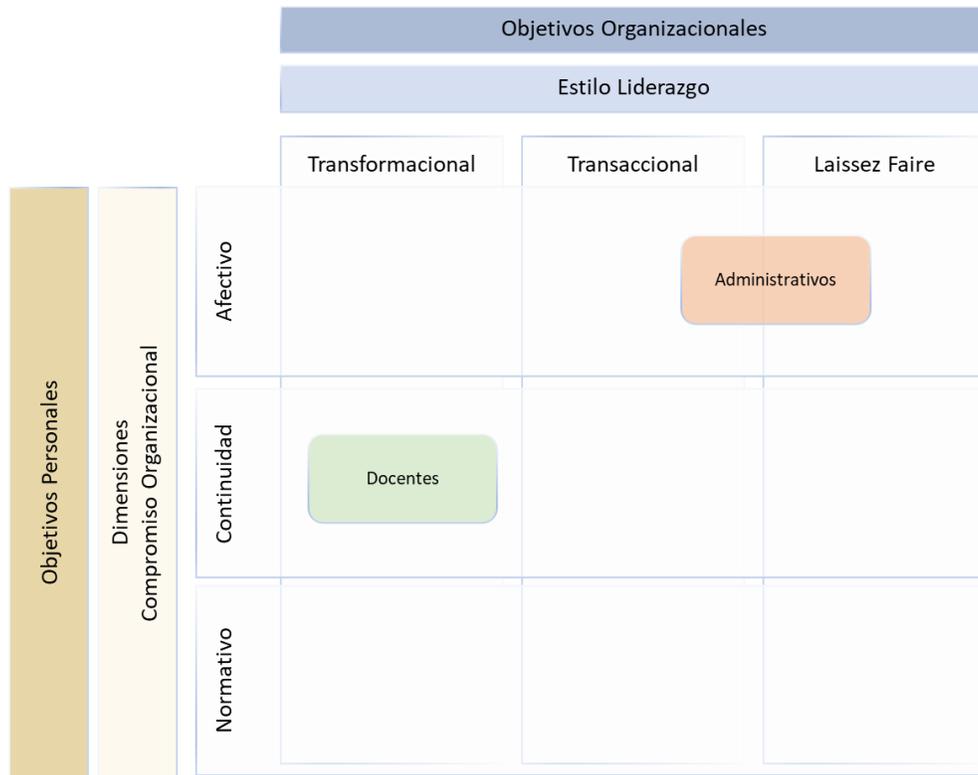


Source: self made

On the other hand, it is proposed to develop a management model to detect the relationship between organizational commitment and leadership with the objective of determining specific strategies for the employees of an educational institution (figure 2). As a result, it is evident that the affective and normative dimension of organizational commitment is strong, which suggests a high emotional, moral and loyalty bond towards the university.

Likewise, it is observed that the transformational and transactional leadership styles are also of a strong level, which shows that the leadership exercised has a high degree of influence due to the hierarchical structure of the organization.

**Figure 2.** Organizational commitment relationship management model and leadership style



Source: self made

This model offers an indicator that describes the state of organizational commitment and leadership, charting the course of the dimensions and styles studied, which generates reflection and analysis to determine effective strategies that maintain and increase the organizational commitment of personnel, as well as to design specific effective leadership schemes that contribute to the competitive development of both staff and the institution itself.

Finally, it should be noted that the continuous study of the concepts of organizational commitment and leadership style will strengthen the institution internally, which will allow it to improve and increase work performance, enhance academic level, achieve objectives and meet organizational goals.

## Conclusion

The contribution of this research lies in confirming the close relationship between organizational commitment and leadership style, which is determined by the nature of both the organization and the people who make it up. In the university context studied, it is evident that the staff shows a commitment to the institution mainly in the affective and continuity dimensions, which means an emotional attachment, recognition of the opportunities provided, loyalty and job security (decrease in uncertainty regarding job change or job stability).

On the other hand, leadership style varies depending on the area in which it is applied, as evidenced in the research. Instead, transformational leadership focuses on teaching staff as it seeks to stimulate and influence their personal goals to align them with the goals of the organization. For its part, transactional and *laissez-faire* leadership are related to administrative personnel. The first implies that the leader establishes goals and objectives to be met, while the second refers to the existence of established and bureaucratic processes that provide a degree of freedom in execution, which allows the leader to carry out bureaucratic and other activities. major importance.

Another important conclusion is the need to raise awareness and establish a structured evaluation of the organizational commitment of all personnel to obtain timely information that contributes to the development and implementation of strategies to promote said commitment. Furthermore, it is crucial to know the staff's perception of the leadership style exercised in order to evaluate its effectiveness and improve leadership in the educational institution.

In addition to this, it should be noted that the results obtained in this research cannot be generalized to other higher educational institutions. However, we highlight the importance of replicating the study methodology to confirm the findings and obtain more information that can contribute to the definition and application of development strategies or programs to promote organizational commitment and effective leadership.

Finally, it is recommended to continue with the initiative of investigating the relationship between organizational commitment and leadership styles, both in public and private education institutions, to understand perceptions, strategies and trends that can contribute to increasing organizational commitment and identifying styles. objective, practical and productive leadership.

## **Future lines of research**

- Study the relationship between organizational commitment and leadership styles in public and private organizations in different productive sectors.
- Apply the research methodology at different educational levels and using different types of sampling.
- Determine the influence of organizational culture with the degree of organizational commitment and leadership style.
- Analyze the impact of organizational development on organizational commitment and leadership style.
- Make comparisons with other public and private universities in the state and in others in the country.

## References

- Almirón, V., Tikhomirova, A., Trejo Toriz, A. C., García-Ramírez, J. M. (2015). Liderazgo transaccional vs liderazgo transformacional. *Reidocrea*, 4, 24-27. <http://hdl.handle.net/10481/34629>
- Alvarado, K. P., Parodi G. T. y Ruiz, Y. (2016). *Estilos de liderazgo y compromiso organizacional con mediación de engagement en técnicos de maquinaria pesada* (tesis de maestría). Universidad del Pacífico del Perú <https://repositorio.up.edu.pe/handle/11354/1590>
- Arciniega, L. (2002). Compromiso organizacional en México. ¿Cómo hacer que la gente se ponga la camiseta? *Dirección Estratégica*, 11, 21-23.
- Arias F. (2001). El compromiso personal hacia la organización y la intención de permanencia: algunos factores para su incremento. México, Edit. UNAM. *Rev. de Contaduría y Administración*, N° 200, enero marzo 2001.
- Avolio B. y Bass B.: (1995). Individual consideration viewed at multiple levels of analysis: a multi-level framework for examining the diffusion of transformational leadership. *Leadership Quarterly*; vol. 6, N° 2; 199-218. <http://www.bsos.umd.edu/psyc/hanges/siop2000.pdf>
- Barraza, A. (2008). Compromiso organizacional docente. Un estudio exploratorio, en *Avances en Supervisión Educativa*, No. 8 Asociación de Inspectores de Educación en España.
- Bass, B. M. (1985). Leadership: Good, better, best. *Organizational dynamics*, 13(3), 26-40.
- Bass, B. M. (1999). Two decades of research and development in transformational leadership. *European Journal of Work and Organizational Psychology*, 8(1), 9-32.
- Bass B. y Avolio B.: (2000). MLQ Multifactor Leadership Questionnaire. Second Edition. Sampler Set: technical report, leader form, rater form, and scoring key for MLQ Form 5XShort. Published by Mindgarden, Inc.
- Bass, B. M. and Riggio, R. E. (2006). *Transformational Leadership*. Psychology Press. <https://doi.org/10.4324/9781410617095>
- Bayona, C., Goñis, S. y Madorrán, C. (1999). Compromiso organizacional: implicaciones para la gestión estratégica de los recursos humanos. *Revista Europea de Dirección y Economía de la Empresa*, 9(1), 139-149.
- Belausteguigoitia, I., Patlán, J. and Navarrete, M. M. (2007). Organizational climate as antecedent of commitment, effort and entrepreneurial orientation in mexican family

- and non-family firms. *Revista del Centro de Investigación. Universidad La Salle*, 7(27), 5-24.
- Burns, J. M. (1978). *Leadership*. Harper & Row.
- Chiavenato, I. (2004). *Comportamiento organizacional*. Thomson.
- Daft, R. (2006). *Organization theory and design*. Cengage learning.
- Dávila de León, C. y Jiménez G. (2014). Sentido de pertenencia y compromiso organizacional: predicción del bienestar. *Revista de Psicología (PUCP)*, 32(2), 271-302.
- Dubin, R., Champoux, J. E. and Porter, L. W. (1975). Central life interests and organizational commitment of blue-collar and clerical workers. *Administrative Science Quarterly*, 20(3), 411–421. <https://doi.org/10.2307/2392000>
- Farahani, M., Taghadosi, M. and Behboudi, M. (2011). An exploration of the relationship between transformational leadership and organizational commitment: The moderating effect of emotional intelligence: Case study in Iran. *International Business Research*, 4(4), 211. <https://www.ccsenet.org/journal/index.php/ibr/article/view/12380>.
- Frkovich, B. (2018). *Relación entre los estilos de liderazgo y el compromiso organizacional*. (tesis de licenciatura). Pontificia Universidad Católica del Perú. <https://tesis.pucp.edu.pe/repositorio/handle/20.500.12404/13624>
- Gibson, J. L., Ivancevich, J. M., y Donnelly, J. H. (2001). *Las organizaciones: comportamiento, estructura, procesos*. McGraw Hill Interamericana.
- Guerrero Bejarano, M. A. (2016). La relación entre los estilos de liderazgo, la satisfacción laboral y su efecto en el compromiso organizacional. *INNOVA Research Journal*, 1(10), 134-144. <https://doi.org/10.33890/innova.v1.n10.2016.106>
- Hernández, B. E., Ruiz, A. M., Ramírez, V., Sandoval, S. J., y Méndez, L. C. (2018). Motivos y factores que intervienen en el compromiso organizacional. *RIDE Revista Iberoamericana para la investigación y el desarrollo educativo*, 8(16), 820-846. <https://doi.org/10.23913/ride.v8i16.370>
- Hersey, P. and Blanchard, K. H. (1969). *Management of organizational behavior*. Prentice Hall.
- Hersey, P. and Blanchard, K.H. (1988). *Management of organizational behavior: Utilizing human resources* (5<sup>th</sup> ed.). Prentice-Hall.
- Hogg, M. A. y Vaughan, G. M. (2010). *Psicología social* (5.<sup>a</sup> ed.). Médica Panamericana.

- Judge, T. A., & Robbins, S. P. (2017). *Essentials of organizational behavior*. Pearson Education (us).
- Kajatt, N. V. y Tovar, L. A. R. (2016). Los estilos de liderazgo en las organizaciones de servicios: el caso de una escuela de negocios. *Mercados y Negocios*, (14), 21-43. <https://www.redalyc.org/articulo.oa?id=571864035002>
- Loli, A. E. (2006). Compromiso organizacional de los trabajadores de una universidad pública de Lima y su relación con algunas variables demográficas. *Revista de Investigación en Psicología*, 9(1), 37-67. <https://doi.org/10.15381/rinvp.v9i1.4028>
- López, P., Osorio, F., Gallegos, V. y Cáceres, M. D. (2016). Liderazgo escolar y eficacia colectiva en escuelas públicas de Bogotá. *Magis, Revista Internacional de Investigación en Educación*, 9(18), 67-84. <http://dx.doi.org/10.11144/Javeriana.m9-18.leec>
- Meyer, J. and Allen, N. (1990). The measurement and antecedents of affective, continuance and normative commitment to the organization. *Journal of Occupational Psychology*, 63(1), 1- 18. <http://workandbabies.com/wp-content/uploads/2009/11/allen-myer-1990.pdf>
- Meyer, J. and Allen, N. (1991). A three-component conceptualization of organizational commitment. *Human Resources Management Review*, 1(1), 61-89.
- O'Reilly, C. and Chatman, J. (1986). Organizational commitment and psychological attachment: The effect of compliance, identification, and internalization on prosocial behavior. *Journal of Applied Psychology*, 71(3), 492-499.
- Porter, L. W., Lawler, E. E. and Hackman, J. R. (1975). *Behavior in organizations*. McGraw-Hill.
- Porter, L. W., Steers, R. M., Mowday, R. T. and Boulian, P. V. (1974). Organizational Commitment, Job Satisfaction, and Turnover among Psychiatric Technicians. *Journal of Applied Psychology*, 59, 603-609. <http://dx.doi.org/10.1037/h0037335>.
- Prieto, C. O., Sánchez, L. B., y Mayett, Y. (2018). Compromiso organizacional en preparatorias públicas y privadas del estado de Chihuahua, México. *RIDE Revista Iberoamericana para la Investigación y el Desarrollo Educativo*, 9(17), 713 - 740. <https://doi.org/10.23913/ride.v9i17.403>
- Ramos, A. (2005). *El compromiso organizacional y su relación con el desempeño docente de los profesores del programa universitario de inglés de la Universidad de Colima*

- (tesis de maestría). Universidad Colima.  
<http://bvirtual.ucol.mx/consultaxcategoria.php?categoria=3&id=5838>
- Rivera, O. (2010). *Compromiso organizacional de los docentes de una institución educativa privada de Lima Metropolitana y su correlación con variables demográficas* (tesis de maestría). Pontificia Universidad Católica del Perú.  
<https://tesis.pucp.edu.pe/repositorio/handle/20.500.12404/4807>
- Robbins, S., Judge, T. A., Millett, B., & Boyle, M. (2013). *Organisational behaviour*. Pearson Higher Education AU.
- Salvador E. M., y Sánchez, J. A. (2018). Liderazgo de los directivos y compromiso organizacional Docente. *Revista de Investigaciones Altoandinas*, 20(1), 115-124.
- Sharma, J. P. and Bajpai, N. (2010). Organizational Commitment and Its Impact on Job Satisfaction of Employees: A Comparative Study in Public and Private Sector in India. *International Bulletin of Business Administration*, (9), 7-19.
- Stogdill, R. (1948). Personal Factors Associated with Leadership: A Survey of the Literature. *Journal of Psychology*, (25), 35-71. <https://doi.org/10.1080/00223980.1948.9917362>
- Tuirán, R. (2011). La educación superior en México: avances, rezagos y retos. *Suplemento Campus Milenio*, (27), 27-38.  
[http://online.aliat.edu.mx/adistancia/Calidad/unidad4/lecturas/txt\\_1\\_s4\\_educ\\_sup\\_a van\\_rez\\_ret\\_tuiran.pdf](http://online.aliat.edu.mx/adistancia/Calidad/unidad4/lecturas/txt_1_s4_educ_sup_a van_rez_ret_tuiran.pdf)
- Villalba Moreno, O. (2001). Incremento de la satisfacción y del compromiso organizacional de los empleados a través del liderazgo efectivo. *Academia. Revista Latinoamericana de Administración*, (26), 5-17. <https://www.redalyc.org/articulo.oa?id=71602602>

Contribution Role	Author(s)
Conceptualization	Raúl Hiram Frescas Villalobos (Same) César Omar Prieto Quintana (Same)
Methodology	Raúl Hiram Frescas Villalobos (Principal) César Omar Prieto Quintana (Support) Yésica Mayett Moreno (Support) Laura Berenice Sánchez Baltasar (Support)
Software	Raúl Hiram Frescas Villalobos (Principal) César Omar Prieto Quintana (Support) Yésica Mayett Moreno (Support) Laura Berenice Sánchez Baltasar (Support)
Validation	Raúl Hiram Frescas Villalobos (Principal) César Omar Prieto Quintana (Support) Yésica Mayett Moreno (Support) Laura Berenice Sánchez Baltasar (Support)
Formal Analysis	Raúl Hiram Frescas Villalobos (Principal) César Omar Prieto Quintana (Support) Yésica Mayett Moreno (Support) Laura Berenice Sánchez Baltasar (Support)
Investigation	Raúl Hiram Frescas Villalobos
Resources	Raúl Hiram Frescas Villalobos
Data curation	Raúl Hiram Frescas Villalobos
Writing - Preparation of the original draft	Raúl Hiram Frescas Villalobos
Writing - Review and editing	Raúl Hiram Frescas Villalobos (Principal) César Omar Prieto Quintana (Support) Yésica Mayett Moreno (Support) Laura Berenice Sánchez Baltasar (Support)
Display	Raúl Hiram Frescas Villalobos (Principal) César Omar Prieto Quintana (Support) Yésica Mayett Moreno (Support) Laura Berenice Sánchez Baltasar (Support)
Supervision	César Omar Prieto Quintana (Same) Yésica Mayett Moreno (Same) Laura Berenice Sánchez Baltasar (Same)
Project management	Raúl Hiram Frescas Villalobos (Principal) César Omar Prieto Quintana (Support) Yésica Mayett Moreno (Support)

	Laura Berenice Sánchez Baltasar (Support)
Fund acquisition	Raúl Hiram Frescas Villalobos (Principal) César Omar Prieto Quintana (Support) Yésica Mayett Moreno (Support) Laura Berenice Sánchez Baltasar (Support)