Innovations

Effect of Staff Commitment on Transformational Leadership Implementation in Government Technical and Vocational Education and Training Colleges of Sidama Regional State

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Abstract

The objective of this study was to identify the effect of staff commitment on implementing transformational leadership in Technical and Vocational Education and Training Colleges of Sidama Regional State. To this end, the researchers employed quantitative research approach with correlational research design. The primary data were collected through questionnaire in the form of five point Likert scale. The sample size of this research was 303 of which 300respondents returned back the questionnaire with response rate of 97%. Both descriptive and inferential statistics analysis have been done. The ordered logistic regression model the result analysis showed that independent variables incorporated in the model all variables means affective staff commitment, continuance staff commitment and normative staff commitment have positive effect on transformational leadership implementation. Recommendations for the Technical and Vocational Education and Training Colleges should give attention to three domains of staff commitment such affective, continuance, and normative staff commitment in order to improve transformational leadership implementation by considering employees commitment as the seeping stone.

Keywords: Affective Staff commitment, Continuance Staff commitment, Normative Staff commitment, Transformational Leadership Implementation, Technical and Vocational Education and Training Colleges

1. Introduction

1.1 Background of the study

Staff commitment is an important factor in any organization motivated and engaged staff leads to higher productivity, improved customer service, and increased output. It is also essential to ensure that employees are given the tools and resources necessary to meet their goals and objectives through successful transformational leadership implementation. This may include training, support, and recognition for their efforts (Filter & Brown, 2019).

In order to foster staff commitment, it is important to create an environment that encourages employees to take ownership of their work. This includes providing them with the necessary tools and resources to do their job, as well as offering recognition and rewards for their efforts. It is also important to ensure that employees are given the opportunity to develop their skills and knowledge(Jowi, 2018). This can help to ensure that employees are motivated and engaged, as well as helping to create a positive work environment (Mwesigwa, Tusiime, &Ssekiziyivu, 2020).

The relationship between staff commitment and transformational leadership style implementation in TVET colleges is a complex one. Transformational leadership is a style of leadership that emphasizes the importance of inspiring and motivating followers to reach their goals (Dunn,Dastoor, & Sims. 2012).This type of leadership requires a high level of commitment from staff in order to be successful. Staff members must be willing to trust their leader and accept their vision, and it is the leader's job to ensure that their staffs are given the tools and support they need to reach their goals. A transformational leader must also be able to create a sense of purpose and meaning within the organization, as well as ensure that staff members are given the opportunity to develop and grow. When staff members are committed to their work, they are more likely to take ownership of their tasks and perform them to the best of their abilities (Srithongrung, 2011). This commitment is essential for successful implementation of a transformational leadership style in TVET colleges.

Transformational leadership in TVET colleges involves developing a vision for the college and communicating it to the faculty, staff, and students. This vision should be based on the college's mission and include specific goals for the future. Leaders should also ensure that everyone in the college understands and is committed to the vision. Transformational leadership in TVET colleges also involves creating a supportive environment that encourages collaboration and open communication. Leaders should foster an atmosphere where faculty, staff, and students feel safe to express their ideas and take risks. This environment should also include incentives for innovation and reward excellence (Mesfin&Niekerk, 2019).

Hence, this paper aimed to investigate the effect of staff commitment elements such as(affective, continuance, and normative) on implementation of Transformational leadership style in government TVET colleges of Sidama region to deeply understand the relationship between staff commitment on implementation of Transformational leadership style in the study area.

1.2 Statement of the problem

Transformational leadership requires effective communication and collaboration between staff and leaders to achieve desired outcomes. Studies have shown that the commitment of staff to transformational leadership is an important factor in the successful implementation of such initiatives. For example, a study by Umar and Farooq (2017) found that staff commitment to transformational leadership is positively correlated with the successful implementation of such initiatives in TVET colleges.

The commitment of staff to transformational leadership initiatives is important in terms of developing a shared vision and goal setting. For example a study by Akhtar et al. (2019) found that staff commitment to transformational leadership initiatives is essential in developing a shared vision and setting goals. This is because staff commitment to transformational leadership initiatives creates an environment of open communication and collaboration, which is necessary for successful goal setting and shared vision development. Staff commitment to transformational leadership initiatives helps to ensure that the goals and vision are shared by all members of the organization which is essential for successful implementation (Ribeiro et al., 2018).

One major research gap in studying the effect of staff commitment on the implementation of transformational leadership in government technical and vocational education and training (TVET) colleges of Sidama Regional State is the limited empirical research conducted on the same issue. While there is a growing body of literature on the importance of transformational leadership and staff commitment in various organizational settings the successful implementation of transformational leadership practices, as well as for developing strategies to enhance staff commitment in TVET colleges. Therefore, filling this research gap will provide valuable insights and contribute to the existing literature on transformational leadership and staff commitment in TVET institutions.

There is shallow literature review about the effect of transformational leadership in Ethiopia because there are few researchers addressed the effect of staff commitment on transformational leadership implementation in Ethiopia. For instance, Sintayehu et al., (2021) studied the effect of transformational leadership style practice on academic staff commitment of private colleges in Hawassa city using only 80 academic staff as sample size. Conceptually, the study delaminated to identify the effect of five explanatory variables such as challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart on one dependent variable which was academic staff commitment. The quantitative approach was employed by researchers. No any theory was applied in their study to elaborate the research findings. The regression analysis result in their research work showed that, challenge the process, inspiring a shared vision, enabling others to act, modeling the way and encouraging the heart by transformational leaders have positive and statistically significant effects on academic staff commitment. The current study is aimed to fill the research gaps by increasing the sample size from 80 to 303 and consider both academic and administrative staff from government TVET colleges in Sidama region.

In Ethiopia, the study conducted by Tadele (2014) was found that there is positive and significant relationship between transformational leadership and staff commitment. This finding is also supported by theories of transformational leadership. No administrative staff was participated in the study of Tadele (2014), no theoretical implication in the study and the quantitative research approach was employed by researcher. But the present study was used both academic and non-academic staff as a sample and mixed research approach to fill the gaps identified in the aforementioned study. Hence, the objective this study was to identify the effect of three dimensions of staff commitment on transformational leadership implementation in Sidama region TVET colleges.

Hassen (2022) examined the impact of transformation on staff commitment in Bagir Dar university and found out that transformation implementation has positive effect on staff committeemen. The research gap in relation to the study of Hassen (2022) could be identified as the lack of exploration or examination of the effect of transformational leadership style on employee commitment within a different context or setting. Hassen's study focused on Bahir Dar University, which represents one university. However, this study expands upon this by examining 9 TVET colleges operating in the Sidama region. Therefore, the research gap lies in the need for research that investigates the impact of transformational leadership style on employee commitment in a broader range of institutions, specifically TVET colleges in the Sidama region. This research gap can provide additional insights and contribute to the generalizability and applicability of the findings from aforementioned study in a different organizational context.

Hence, the effect of staff commitment on transformational leadership implementation in 9 TVET colleges is significant and highly contributed to subject matter of leadership in education and training. Staff commitment to transformational leadership initiatives is essential in terms of developing a shared vision and setting goals,

as well as creating an environment of trust and collaboration, which is necessary for successful implementation. Studies have shown that staff commitment to transformational leadership is positively correlated with the successful implementation of such initiatives in TVET college'simplementation. Hence, this study was set out to examine the effect of staff commitment on transformational leadership implementation with reference to TVET colleges in Sidama region, Ethiopia.

The study also has the following specific objectives.

a) To identify the effect of affective staff commitment on transformational leadership implementation.
b) To investigate the effect of continuance staff commitment on transformational leadership implementation.
c) To investigate the effect of normative staff commitment on transformational leadership implementation.

2. Literature Review

2.1 Concept of staff commitment

Staff commitment is the level of dedication and loyalty that a staff member has towards their job and organization. It is an essential part of any successful organization as it helps to create a positive work environment and encourages employees to strive for excellence. Staff commitment can be measured in terms of the amount of effort an employee puts into their job, their willingness to take on additional responsibilities, and their overall attitude towards the job (Ponsford et al. 2022).

A committed staff member will be more likely to remain with the organization and will be more productive and engaged in their work. They are also more likely to be proactive and take initiative to ensure that their work is of a high standard. It is essential for employers to ensure that staff is committed to their role in order to create a successful and productive working environment (Tesfaw, 2014).

Staff commitment can be developed through positive reinforcement, recognition, and reward systems. Employers should also ensure that they are providing their staff with adequate training and support to help them grow and develop in their role. By creating a culture of commitment and encouraging staff to take ownership of their role, employers can create an environment where staff feels valued and motivated to do their best (Lambert, Liu, Jiang, Kelley, & Zhang, 2020).

2.2 Concept of transformational leadership implementation

Transformational leadership is a style of leadership that focuses on inspiring and motivating employees to achieve their full potential. It involves creating a vision for the organization and communicating it to employees in a way that inspires them to work towards achieving that vision. Transformational leaders are known for their ability to empower employees and create a positive work environment that fosters innovation and creativity (Rao&Gorfie2017).

One of the key benefits of implementing a transformational leadership style is increased employee engagement. Research has shown that employees who work for transformational leaders are more engaged at work and have higher levels of job satisfaction. This is because transformational leaders are able to create a sense of purpose and meaning for employees, which in turn motivates them to work towards achieving the organization's goals(Bacha&Kosa,2022).Another benefit of a transformational leadership style is increased organizational performance. Transformational leaders are able to inspire employees to work towards

achieving the organization's goals by creating a clear vision and providing the necessary resources and support. This can lead to increased productivity, higher quality work, and ultimately, improved organizational performance (Avolio & Bass, 2004).

2.3 Empirical Review

Staff commitment is an important factor in ensuring organizational success. It is composed of three dimensions: affective commitment, normative commitment, and continuance commitment. Affective commitment refers to a staff member's emotional attachment to their organization, while normative commitment is based on perceived obligations to remain with the organization. Lastly, continuance commitment is based on the cost of leaving the organization. All three dimensions work together to create a strong sense of loyalty to the organization and help ensure that staff members remain engaged and productive (Komarraju, Karau, &Schmeck, 2011).

2.3.1 Affective Commitment& transformational leadership implementation

The relationship between affective commitment and transformational leadership implementation is strong and enduring. Affective commitment is defined as an individual's emotional attachment to an organization and its goals (Chen &Farh, 2016). Transformational leadership is a type of leadership that focuses on inspiring and motivating followers to achieve organizational objectives (Zhang et al., 2019). By establishing a relationship of trust and respect between the leader and followers, transformational leaders are better able to influence and inspire followers to reach their goals.

Affective commitment can be used as a tool for transformational leadership implementation. For example, a leader can foster affective commitment by providing recognition and rewards for employees who go above and beyond in their performance (Chen &Farh, 2016). This type of recognition helps to increase motivation and morale, which are essential components of successful transformational leadership implementation. In addition, transformational leaders can use affective commitment to build strong relationships with their followers. By recognizing the value of each individual, transformational leaders can foster a sense of belonging and trust, which are key elements of successful transformational leadership implementation (Zhang et al., 2019).

Overall, the relationship between affective commitment and transformational leadership implementation is strong and enduring. By recognizing the value of each individual and providing recognition and rewards for employees, transformational leaders can foster a sense of belonging and trust, which are essential components of successful transformational leadership implementation. As such, affective commitment should be considered as an important tool in successful transformational leadership implementation.
H1: Affective staff commitment has positive effect on transformational leadership implementation

2.3.2 Continuance Commitment& transformational leadership implementation

Continuance commitment is the psychological connection between an employee and an organization that is based on an individual's need for financial stability and job security. Transformational leadership is a type of leadership style in which leaders motivate their followers to achieve higher levels of performance by providing them with a sense of purpose and meaning. Research has shown that transformational leadership can increase an employee's continuance commitment, as it encourages individuals to stay with an organization due to the development of an emotional attachment. For instance, a study by Seibert and

Kraimer (2001) found that transformational leadership was positively associated with continuance commitment.

Transformational leadership is effective in eliciting continuance commitment from employees because it provides them with a sense of meaningfulness. Transformational leaders are able to encourage employees to stay with an organization and develop an emotional attachment to it by providing a sense of purpose and direction. Additionally, transformational leaders are able to create a sense of trust and loyalty between themselves and their followers, which can further increase continuance commitment (Teshome, 2013). This was demonstrated in a study conducted by Judge and Piccolo (2004), which found that transformational leadership was positively associated with trust and loyalty, as well as continuance commitment.

Transformational leadership is an effective way to increase an employee's continuance commitment, as it provides them with a sense of purpose and direction, and encourages them to develop an emotional attachment to an organization. Additionally, transformational leadership is able to create a sense of trust and loyalty between a leader and their followers, which can further increase an individual's continuance commitment (Kedir&Geleta, 2017). Research has supported the positive association between transformational leadership and continuance commitment, and suggests that it is an effective way to increase an employee's psychological connection to an organization.

H2: Continuance Staff Commitment has positive effect on transformational leadership implementation

2.3.3 Normative Commitment& transformational leadership implementation

The relationship between normative commitment and transformational leadership implementation is an important one. Normative commitment is defined as the psychological attachment, loyalty, and commitment of employees to an organization and transformational leadership is a type of leadership style that focuses on inspiring and motivating followers to reach their goals. When transformational leadership is implemented in an organization, it has the potential to increase normative commitment by creating a sense of purpose and direction for employees (Gardner & Avolio, 1998).

Research has shown that transformational leadership can lead to increased levels of normative commitment. One study Arage et al. (2022) found that transformational leadership had a positive effect on the commitment of employees to their organization. This was especially true for those employees with higher levels of job satisfaction and those who were more engaged in their work. Additionally, transformational leadership was also found to increase the commitment of employees to their organization and to their leaders (Bass, 1985).

In summary, the relationship between normative commitment and transformational leadership implementation is a positive one. Transformational leadership encourages employees to become more connected to the organization, which in turn increases their levels of commitment. Research has found that transformational leadership can lead to increased levels of normative commitment, especially for those with higher levels of job satisfaction and those who are more engaged in their work.

H3: Normative Staff Commitment has positive effect on transformational leadership implementation

2.4 Conceptual Framework of the Study

Conceptual framework is the road map that shows research objectives and hypothesis developed based on literature review. In this study figure 1 displayed the relationship between transformational leadership, Affective Staff Commitment (ASC), Continuance Staff Commitment (CSC) and Normative Staff Commitment (NSC) on transformational leadership implementation of the government TEVET colleges in Sidama Regional state.
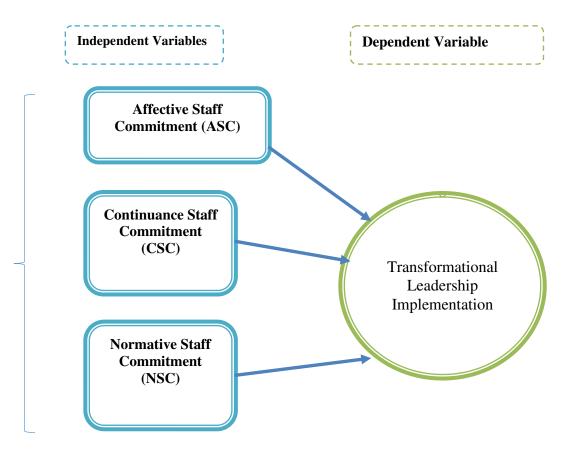
Figure 1: Conceptual Framework of the Study

Source: Researcher's construction (2023)

3. Methods and materials

Explanatory type of research design was used because the study was examining the relationship between transformational leadership implementation. Quantitative approaches due to quantitative nature of data. Thus, research was guided by post-positivism knowledge claim. In this study, the researchers used a correlational research design because the correlational research allows researchers to explore the relationship between transformational leadership implementation and staff commitment of 9 TVET colleges operating in the Sidama region. By measuring the degree of association between variables, researchers can determine whether they are related and the strength and direction of the relationship. The target population of this study was 1,051 staff of TVET colleges in in Sidama regional state. Sample size refers to the number of participants or observations included in a study. In order to determine 303 samples from the total 1,051 employees, the researchers were be used simple random sampling technique and employed the scientific formula of (Yamane, 1967) that takes 95% of confidence interval for sample size selected of the population.

Both descriptive and inferential statistics analysis has been done using SPSS, the regression analysis is considered the effect of three staff commitment dimensions (Affective staff commitment

(ASC),Continuance Staff Commitment (CSC), Normative Staff Commitment (NSC) on one dependent variable which was transformational leadership implementation. The validity is addressed by face and content validity index only because of none use of factor analysis for this model and reliability of the instruments were checked 0.976found reliable with 0.7 alpha value and 0.83 content validity index. The ordered logistic model was employed. The researchers because of categorical nature of the data used for preparing this report. Hence the equation of ordered logit model has developed as follow:

$$TLI = \beta 0 + \beta 1 * ASC + \beta 2 * CSC + \beta 3 * NSC + error\ term - -(4)$$

Where
β0 = Constant Term,
β1, β2, β3, refers to coefficients of independent variables
TLI= Transformational leadership implmantion
ASC= Affective Staff commitment
CSC= Continuance Staff Commitment
NSC = Normative Staff Commitment

4. Results

To analysis the data, 303 questionnaires were distributed of which 300 questionnaires were returned back and found usable. This implies response rate 99%. The analysis of data was done as descriptive statistics, correlation and regression analyzes as follows.

4.1 Demographic information of the Respondents.

These sections contain demographic information obtained from staff, and examine the characteristics of the respondents from the nine sample TVET colleges who filled in the questionnaire. The responses to these demographic variables by the respondents were presented, analyzed, and interpreted in the form of tables that comprise frequencies (F), percentage (%), and other tabulation.

Table 1: General background of the respondents

Background	Staff		
		Frequency (F)	Percentage (%)
Sex	Male	252	84.0
	Female	48	16.0
	Total	300	100.00
Education level	Diploma	46	15
	BA degree	227	76
	Master's degree	27	9
	Total	300	100.00
Experience	Less than 2 years	11	3
	between 2 and 5	197	66
	Between 6 up to 10 years	62	21
	More than 10 years	30	10
	Total	300	100.00

Source: Survey, 2023

As it can be seen from table 1, above, there were 300 respondents. Concerning the gender of respondent, 252 (84%) were male from 300 staff respondents and 48 (16%) were female from 300 staff respondents. This implies the ratio of male respondents to female is relatively high in the TVET colleges operating Sidama region. Respondents were reported their level of education on theknown academic levels in Ethiopia such as certificate, diploma, degree, masters, majority of survey respondents were bachelor's degree holders 227(76%) diploma holders 46 (15%) and 27 (9%) were master's degree of staff participants and bachelor's degree holders, diploma holders respondents respectively. Concerning work experience result, 11(3%) below 2 years, 197(66%) 2-5 years, 62 (21.0) 6-10 years, and 30 (10 %) and above 10 work experience respectively and with their qualified education level they are expected to make quality transformational leadership in accordance with the standards.

4.2 Descriptive statistics

Table 2: summary of descriptive statistics

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Transformational Leadership Implementation	300	1.00	5.00	2.75	1.17
Affective staff commitment	300	1.00	5.00	2.68	1.16
Continuance staff commitment	300	1.00	5.00	2.92	1.31
Normative staff commitment	300	1.00	5.00	2.92	1.15

Sources: Survey result, 2023

The transformational leadership implementation has a mean value of 2.7500 with an SD of 1.18 the mean value of transformational leadership implementation is fall within 2.5-3.00 which is the neutral response. Affective Staff commitment has a mean value of 2.6833 falls within 2.5-3.00 which is a neutral response and SD of 1.16372. Concerning the Continuance staff commitment, the mean value is 2.9267 and standard deviation of 1.31162. Concerning the Normative staff commitment, the overall mean was 2.9243and std. deviation of 1.15794. The mean of the size of the interaction with environment was 2.9297which falls within 3.1 - 4.49 which tells us the response value on the variable is neutral this means the respondents remain not positive or negative on responding to the items of the variable. In statistics, the mean is the simplest average to understand and easy to compute. The descriptive statistics analysis is supplementary information for regression analysis. And we cannot use it for conclusion since the mean value is highly affected by the presence of a few abnormally high orlow scores (Mishra et al. 2019). 4.3 Correlation Analysis

Table 3: Correlation Analysis

Particulars		TLI	ASC	CSC	NSC
Transformational Leadership Implementation	Pearson Correlation	1			
	Sig. (2-tailed)		.		
Affective staff commitment	Pearson Correlation	.595**	1		
	Sig. (2-tailed)	.000		.	
Continuance commitment	Pearson Correlation	.513**	.581**	1	
Normative staff commitment	Pearson Correlation	.632**	.524**	.497**	
	Sig. (2-tailed)	.000	.000	.000	1
**. Correlation is significant at the 0.01 level (2-tailed).					

Source: Survey data, 2023

Table 3, shows the relationship between the dependent variable which is transformational leadership implementation (TLI) and independent variables with a coefficient of correlation 1 indicating that each variable is perfectly correlated with the other. The result shows that affective Staff commitment (SC), continence Staff commitment (CSC), Normative Staff commitment (NSC) were positively correlated with transformational leadership implementation (TLI) and statistically significant at a 5% level of significance for the reason their P<0.05. The assumptions of the ordinal logistic regression are as follow and should be tested in order: The dependent variable is ordered

The Regression Analysis

The model fitting hypothesis baseline model is the model without explanatory variables but the final model is the model with explanatory variables. In order to know the goodness of fit for model the hypothesis can be developed as two assumptions the first one stated as there is no significant difference between the baseline model and the final model and second one seems to be there is significance between the baseline model and the final model.

Table 4: Model Fitting Information

Model	-2 Log-Likelihood	Chi-Square	Df	Sig.
Intercept only	839.133			
Final	609.972	229.160	3	.000

Source: Survey data, 2023

If the p-value is greater than 5 Percent, the assumption one should be accepted otherwise alternative hypothesis. Based on the model fitting test in the model, the null hypothesis is rejected. But the assumption two stated that there is a significant difference between the baseline model and the final model since the p-value of the model is less than 5 percent. Hence, using the estimated value of Z and the assumed logistic distribution of the disturbance term, the ordered logit model can be used to estimate the probability that the unobserved variable Y* falls within the various threshold limits.

Table 5: Pseudo R-Square

Pseudo R-Square	
Cox and Snell	.534
Nagelkerke	.562
McFadden	.254

Source: Survey data, 2023

Pseudo R-Square indicates the proportion of variance explained by independent variables incorporated in the model on the dependent variable. The Nagelkerke is similar to the OLS Adjusted-R- squared statistics. In the current study Pseudo R-Square, 0.562 indicates the 56.2% proportion of variance in Transformational Leadership Implementation (TLI) was explained by three dominations Staff commitment such as Affective staff commitment, Continuance staff commitment, normative staff commitment or three independent variables were jointly explaining about 56.2 percent of the variation in the transformational Leadership Implementation (TLI).

Table 6: Regression Result Ordered Logistic Model:

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[ITL = 1.00]	3.186	.396	64.625	1	.000	2.409	3.963
	[ITL = 2.00]	5.740	.482	142.088	1	.000	4.796	6.684
	[ITL = 3.00]	7.249	.543	178.236	1	.000	6.184	8.313
	[ITL = 4.00]	10.209	.683	223.530	1	.000	8.871	11.547
Location	ASC	.785	.130	36.281	1	.000***	.529	1.040
	CSC	.354	.109	10.647	1	.0010***	.142	.567
	NSC	.975	.128	58.323	1	.0000***	.725	1.225
Link function: ordered Logit model:								
Dependent variable: Transformational Leadership Implementation (TLI)								
predictors: ASC, CSC, NSC								
***= regression result is significant at 1%, **= regression result is significant at 5%								

Source: Survey, 2023

The above table 7, the coefficients of affective staff commitment (ASC) 0.785, Continence staff commitment (CSC) 0.354, and normative staff commitment (NSC) 0.975, lead to positive direction with Transformational Leadership Implementation (TLI) respectively.

5. Discussion of Regression

The descriptive analysis result of this study was showed that, three domains of staff commitment such as affective, continence, and normative staff commitment were on average contributed to the Transformational leadership implementation in TVET colleges. When, it comes to regression analysis result, affective Staff commitment is positively influenced by Transformational leadership implementation in TVET colleges. The result of this study shows that Affective Staff commitment has a regression coefficient of (β = 0.785] which is a positive and statistically significant effect on Transformational Leadership Implementation at a 1% level of significance since the p-value (sig) of 0.000 < 0.01. Hence, hypothesis H1 is accepted. The regression result is consistent with the empirical findings of Oduro & Sarpong (2018) and Lambert & Orkaido (2023) were evidenced that Staff commitment has a positive influence on Transformational Leadership Implementation. In conclusion, the relationship between transformational leadership implementation and Affective Commitment in TVET colleges is complex. Transformational leaders have been found to have a positive effect on the Affective Commitment of their subordinates by creating an environment of trust and mutual respect, providing clear direction and expectations, and engaging in meaningful communication. However, other factors such as organizational culture, job satisfaction, and work motivation may also play a role in Affective Commitment. Further research is needed to further explore these relationships.

Continuance Staff commitment is positively influenced by transformational leadership implementation in TVET colleges. The result of this study shows that Affective Staff commitment has a regression coefficient of [Estimate (β) = 0.354] which is a positive and statistically significant effect on Transformational Leadership Implementation at a 1% level of significance since the p-value (sig) of 0.000 < 0.01. Hence, hypothesis H2 is accepted. The regression result is consistent with the empirical findings of Ghasemi & Kordi (2018); Kamalanabhan & Subramaniam (2015); Lambert & Orkaido (2023); and Pillay & Marimuthu (2014) that evidenced that Continuance Staff commitment has a positive influence on Transformational Leadership Implementation. Overall, the findings from this study indicate that there is a positive relationship between transformational leadership implementation and continuance commitment in TVET colleges. Transformational leadership has the potential to foster a greater sense of commitment and engagement among TVET college employees, which in turn can lead to improved performance and organizational success. It is recommended that further research be conducted to further explore this relationship and to understand the potential implications of transformational leadership implementation on employee commitment in TVET colleges.

Normative Staff commitment is positively influenced by Transformational leadership implementation in TVET colleges. The result of this study shows that Affective Staff commitment has a regression coefficient of [Estimate (β)= 0.785] which is a positive and statistically significant effect on Transformational Leadership Implementation at a 1% level of significance since the p-value (sig) of 0.000 < 0.01). Hence, hypothesis H3 is accepted. The regression result is consistent with the empirical findings of Al-Qayyim (2015); Luthans (2015); and Kong & Li (2018) and Lambert & Orkaido (2023)were evidenced that Staff commitment has a positive influence on Transformational Leadership Implementation. The findings from this study suggest that transformational leadership implementation has a positive effect on normative staff commitment in TVET colleges. It is evident that when transformational leadership is implemented, it can lead to increased morale, motivation, and engagement among staff members, resulting in increased normative commitment. This is supported by the literature, which suggests that transformational leadership is associated with higher levels of employee commitment and organizational performance.

6. Conclusion

The relationship between the three dimensions of staff commitment and transformational leadership has been explored in this study. The results showed that transformational leadership has a positive influence on all three dimensions of staff commitment, namely affective, normative, and continuance commitment. The findings of this study provide evidence that transformational leadership Implementation can foster all three dimensions of staff commitment. Therefore, it can be concluded that transformational leadership style is an effective in Sidama region TVET colleges. Implementing transformational leadership in TVET colleges can help to create a positive working environment, which in turn can lead to increased staff commitment and improved performance.

In deduction, staff commitment is a crucial factor in the successful implementation of transformational leadership in TVET colleges. By investing in staff training and development, providing clear job descriptions and expectations, and creating a supportive environment, college leaders can ensure that their staff are engaged, motivated, and committed to the college's mission and goals. This in turn will lead to higher levels of performance, increased job satisfaction, and an overall better learning environment for students. Ultimately, staff commitment is an important step towards ensuring that transformational leadership can be effectively implemented in TVET colleges. In internal, staff commitment is a necessary component in the successful

implementation of transformational leadership in TVET colleges. It is essential for staff to be engaged and enthusiastic in order to ensure that the organization is able to reach its goals and objectives. Moreover, staff commitment helps to create a culture of collaboration and trust, which is integral to the success of any organization. Additionally, staff commitment can provide a sense of ownership and purpose that can further motivate staff to strive for excellence and to contribute to the college's overall success. Therefore, it is clear that staff commitment is an important factor in the successful implementation of transformational leadership in TVET colleges.Staff commitment is an important factor in the successful implementation of transformational leadership development and improvement of TVET colleges' performance. Therefore, transformational leadership can have a positive impact on both staff and college outcomes through the mediating role of staff commitment.

7. Direction for future research

In the current study Pseudo R-Square, 0.562 indicates the 56.2% proportion of variance in Transformational Leadership Implementation (TLI) was explained by three dominations Staff commitment such as Affective staff commitment, Continuance staff commitment, normative staff commitment or three independent variables were jointly explaining about 56.2 percent of the variation in the Transformational Leadership Implementation (TLI). So, it would be improved by future researchers by incorporating more variables in the model.

Declarations

Availability of data and materials

The data is included in the manuscript.

Competing interests

The authors declare that there are no competing interests.

Ethics approval and consent to participate

Not applicable since this research did not involve human subjects.

Consent for publication

Not applicable.

Author's Contributions

The authors carried out all the works of the study

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Appendixes

Appendix I: Questionnaire for Staff Members of TVET collages
Haramaya University
Postgraduate Program Directorate

Dear respondents,

The purpose of this questionnaire is to collect data on research entitled "**The effect of Staff Commitment Implementations of Transformational Leadership; In Government Technical and Vocational Education and Training Colleges of Sidama Regional State** " which is the first specific objective for the Ph.D. dissertation in the field of Leadership and Policy Studies at Haramaya University. The successful accomplishment of this study greatly depends on your honest and genuine responses to each item. Hence, the researcher kindly requests you give your genuine responses. The data you provide will be used only for this research purpose and will be kept confidential. It may take you thirty minutes to complete all parts of this questionnaire. Participation is voluntary. Please, do not write your name. After completing the filling or for any questions, please give me a page on 0916048145 and I will call you back on spot.

Thank you in advance for your willingness and kind cooperation!!

BarasaBalguda, PhD Candidate, 0916048145, Email:barebalguda45@gmail.com

General Direction:

The first part of the questionnaire contains demographic information (Sex, qualification, experiences and positions) Thus, the researcher kindly requests you to give the necessary responses for each item by putting "√" mark or by writing the correct response in the space provided. The responses you provide to these demographic characteristics will be used only to compare and contrast the results of this research.

Section A: Basic Profile of Respondents

Please answer the questions on the space provided by ticking on the appropriate space.

1. **Sex:** Male ☐   Female ☐
2. **Education level:**

Primary and secondary school Education complete ☐

Diploma level ☐

 Bachelor's degree level ☐

Masters and above ☐

3. **Experience:**

Less than 2 years ☐

2 to 5 years ☐

6 to 10 years ☐

More than 10 years ☐

Section B: Questionnaire on dependent Independent and Dependent variables

Staff commitment Dimensions: (Independent Variables)

The following questions are Likert scale types and rate the extent to which you agree or disagree. To notify your choice, you can write any one of the particulars given in the bracket (√) in the following five point-scale ratings whereby; (1=strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

S. No		Level of Agreement				
	Dimension 1: **Affective Commitment**(AC)	1	2	3	4	5
1	I have an enjoyable relationship with my leader					
2	I am appreciated when I do well at work					
3	I always get the credit for the good things I do at work					
4	I am psychologically satisfied with my position at our college					
5	Work environment is suitable in our college					
S. No	**Dimension 2: Continuance Commitment (CSC)**					
1	I have chosen to stay with my organization					
2	I have the willingness to achieve organizational goals					
3	I was instructed to trust the importance of devoting +oneself to one institution					
4	I feel that I will sustainable with our college					
5	Our college is the best place of work that I plan to stay with for long period					
S. No	**Dimension 3:Normative Commitment**					
1	I feel obligated to attain the goal of my organization					
2	I feel to leave the organization in the future					
3	I do feel like 'part of the family' of this organization					
4	I do feel a strong sense of belonging to this organization.					
5	I consider our college tasks as my tasks					

Transformational leadership Implementation (Dependent Variables)

Remarks: Please indicate the extent to which you agree or disagree with the statements by putting the "√"or "X" mark under the appropriate numbers. Please kindly answer all the statements. Use the following Likert-type scales: 1= Very poor 2= Poorly 3=Not sure 4=Well 5= Very well.

SN		Level of agreement				
		1	2	3	4	5
1	Our leaders are a good role model for your employees.					
2	The leaders in our college are listen attentively to others' concerns					
3	Our share your success in working with your employees					
4	The employees in our college are respectful of each other					
5	Our leadership urged employees to be inspired to work for the TVET Colleges					