

The Influence of Quality Leadership and Quality Commitment to Performance of Higher Education Institution

Andi Arif Rifa'i¹, Aan Komariah^{2*}, Johar Permana³ & Asep Sudarsyah⁴

Faculty of Education¹, Educational Administration^{2,3&4}

IAIN Syaikh Abdurrahman Siddik Bangka Belitung, Pangkalpinang, Indonesia¹

Universitas Pendidikan Indonesia, Bandung, Indonesia^{2,3&4}

andiarifrifai@gmail.com¹

Aan_komariah@upi.edu²

permanajohar@upi.edu³

asepsudarsyah@upi.edu⁴

*Corresponding author

Abstract - The aim of this study is, to reveal the influence of quality leadership and quality commitment on the performance of higher education organizations. The sample in this study consisted of academic community (educators and education staff) from 44 study programs in 5 state higher education institutions in the Province of Bangka Belitung Islands. The results showed that, there was a positive significant influence on quality leadership on organizational performance. In addition, there is a positive significant influence too on staff quality commitment to organizational performance through quality leadership. So as improving organizational performance, the elements of higher education leadership must be more quality oriented and also need to be supported by academics whose are committed to quality.

Keywords -Organizational Performance; Quality Leadership; Quality Commitment

1. INTRODUCTION

Globalization is presented bringing new challenges for all countries (nations) in the world. Globalization has a united the world through various interactions in all aspects of life such as technology, science, economics, trade, business, culture and information[1]. Globalization must be faced with human resources who are able to compete in the global market. Indonesian human resources have not been able to compete with other country; this is consistent with the data released in the Global Competitiveness Report (GCR); in 2015 Indonesia ranked 42 of 61 countries [2], while UNDP placed Indonesia in 121 out of 186 countries. The competitiveness of a nation can be substantially increased through quality higher education.

The Government of Indonesia through the Minister of Research and Higher Education Regulation No. 44 of 2015 tried to provide a reference in implementing of the university's *tri darma*. The main objective is to ensure the implementation of Higher Education services to support the quality of the nation's Human Resources. In its implementation, the Ministerial of Regulation has not

been able to provide encouraging results, where only 2 Universities have entered the ranks of the world's five world universities (ITB and UI). In addition, the majority of existing universities are still accredited C [3]. This condition occurred not only in private universities but also state universities, where as many as 483 study programs in state universities get the value of "not accredited" [4]. From the series of challenges and conditions of the universities above, Gaffar (2012) stated that, higher education needs to adapt to new demands, new challenges, and must have the capacity to provide appropriate responses to all questions, problems and challenges. The response of higher education can be realized by efforts to improve their performance in a sustainable manner [1]. This means that organizational performance should be made an important issue for the institution [5]. Correspondingly, the variable organizational performance becomes one of the important variables in management research[6]. In the relation of improving quality, performance appraisal according to Berman (2006) is always a part of a quality improvement program and other improvement efforts where outputs need to be assessed [7].

Organization of performance is determined by supporting variables such as leadership, commitment, culture and others. Besides that, the leaders of Higher Education are trying to move all existing functions towards can be better quality institutions[8]. So, the task of college leaders is to ensure the implementation of quality learning [9]. But the fact is, college leaders as stated by Tilaar (2009) are not managers who are given managerial skills, they are only lecturers in certain fields (subjects) [10]. Of course this is a serious problem in the efforts of universities to improve their quality and performance. According to Usman (2011) without quality leadership, it is difficult to improve the quality of an institution[11].

The performance of higher education institutions in addition to being supported by quality leadership is also supported by the commitment of the academic community. The commitment is an important factor that determines the work behavior of employees in the organization[12]. In the context of quality efforts, commitment to quality is a strong indicator of ownership and the main preconditions for personal and organizational effectiveness[13]. Usman states that, commitment to quality (quality commitment) must be the main role of each person in institution (leader and member) to improve its quality, because quality is personal business [11]. Deming (1982) argued that, without commitment to quality, quality efforts will not succeed[14]. Therefore, quality commitment in the community of higher education is an important issue for a long time the attention of researchers [9].

2. LITERATURE REVIEW

2.1 Concept of Variables

2.1.1 *The organizational Performance*

Organizational performance is the effectiveness of human resources in realizing capabilities to deliver of sustainable high performance results[15]. In line with this concept, Berman (2006) said, organizational performance is related to the effectiveness and efficiency of the use of available resources[7]. Organizational performance is also an organization's effectiveness in identifying and translating customer demands or expectations and strategic objectives into a set of integrated process performance measures[16].

Organizational performance means, the ability of an organization to transform its structure and how it works to be able to continue to compete [17]. So that, the organization needs to demonstrate its capacity to identify and implement the right strategy in the context of its intended goals [18]. Organizational performance is not an individual performance, but it is as a team effort in achieving organizational goals [11].

Performance in the opinion of Thomas S.Bateman can be measured by three basic categories namely nature, behavior and results. However, there is no general agreement in various literature related to the criteria used in assessing organizational performance [19]. Assessment or measurement of organizational performance from a functional point of view, essentially aims to show how well or high the performance of an organization in an effort to achieve its objectives. This means that the assessment of organizational performance with an opinion aims to obtain information related to increased performance in [7].

Based on the various views above, the organizational performance of higher education has the meaning of the organization's ability to streamline HR, processes, structure, teamwork and strategies to achieve goals in accordance with customer expectations. The organizational performance in this study was measured by using the following dimensions:

- 1) Effectiveness and Efficiency of Human Resources; decision delegation, openness in receiving input, individual awareness, and encouragement of participation from higher education management.
- 2) Focus on the process; Stakeholder needs, the focus of service, information disclosure, service innovation, and effective communication.
- 3) Transformation Structure; expertise in accordance with the task area, utilization of information technology, fostering learning organizations, and stimulating cross-functional collaboration and structure.
- 4) Teamwork; empowering teams in decision making, synergistic use of potential, and giving team members the opportunity to develop and excel.
- 5) Strategy; integration of resource technology, information management for development, supporting total commitment from all elements, continuous improvement, and balancing long-term and short-term focus.

2.1.2 *Quality Leadership*

The quality of leadership essence (basically) is the same as the qualities of effective leadership [11]. While effective of leadership according to Abbas can be identified by a number of leaders' ability to coordinate, resolve conflicts, build communication, motivate and mobilize employees to increase productivity, develop staff and embody the welfare of organizational members[20]. Effective leaders advance the ethos (soul) of continuous quality improvement (CQI) [21]. Today's quality (quality) has become the basis for constant innovation from management and leadership [22].

Peter D. Mauch (2010) sees leaders closely related to management ideas [23]. Boone and Kurtz (1984) see more leaders as the most visible aspects of management

[24]. While the leadership in the management quality framework called quality leadership is leadership that takes quality initiatives to improve the quality of learning [25]. The characteristics of leadership in quality management are aimed at ensuring that management practices are implemented by all members of the organization to produce output quality [26].

J. Dahlgard, Kristensen and Kanji refer to quality of leadership as the term TQM (total quality management) which has the driving force behind policies and strategies, HR management, resources and processes, which ultimately leads to excellence in results [27]. Total quality leadership is a management approach that focuses on providing the best value to customers by building excellence in every aspect of the organization [28]

From the various definitions above in this study, we said that, quality leadership is interpreted as a management approach that places the leader as a quality initiative taker as well as a driving force in the management process to provide the best value to customers by building excellence or quality learning. As for dimensions and characteristics (indicators) College quality leadership includes:

- 1) Vision; A leader has a vision of quality for the institution and builds the system and the organizational approach is in line with quality efforts.
- 2) Communication; leaders have the ability to communicate quality messages (Communicate quality messages effectively).
- 3) Commitment; leaders are committed to improving quality and removing barriers to organization and culture.
- 4) Inspiration (Inspiration); leaders encourage and acknowledge team efforts, and train, not monitor and direct.
- 5) Innovation; leaders lead institutional innovation and continue to improve communication and learn from problems.
- 6) Customer Focus; Leaders pay attention to the needs of internal and external customers.
- 7) Empowerment; Leaders empower (not control) and give recognition and appreciation of the efforts and success of individuals and teams.

2.1.3 Quality Commitment

Commitment according to Meyer and Herscovitch is a force that binds the actions of individuals who are relevant to one or more actions [29]. Commitment if associated with the organization then becomes employee loyalty to the organization and an ongoing process through the expression of the care of the members of the organization towards the success (success) and the welfare of their organization [30]. Commitment is also understood as a strong belief and acceptance of the organization's goals, the desire to put in enough effort on

behalf of the organization and the desire to maintain organizational membership [31]. Organizational commitment is basically an individual psychological contract with the whole organization [32]. While commitments at universities (universities) have three meanings, namely: 1) beliefs and acceptance of university goals and standards; 2) willingness to work hard on behalf of the university; and 3) strong individual desire to maintain university membership [33].

The concept of commitment is not only developed in the area of the organization, it also develops in the area of quality known as quality commitment. In understanding the concept of quality commitment, Jacson argued that, the concept of quality commitment (Quality Commitment) was drawn from the concept of organizational commitment (Organizational Commitment) and the principles of work design [34]. Correspondingly, the quality commitment according to Hashim and Mahmood is the dedication of workers to provide quality service (quality service) and the desire to do more than what is expected [35].

Quality to commitment is a greater awareness and trust in the importance of greater quality and identification, greater involvement and loyalty to all practices aimed at achieving quality [34]. Debbie Garvey and Andrea Lancaster (2010) stated that, a leader to act as a winner, one of which must have a commitment to quality [21].

Goffin & Szwajczewski (1996) asserts that, many total quality programs fail because of lack of commitment [36]. Commitment to quality is a strong indicator of ownership and a major prerequisite for personal and organizational effectiveness [13]. In line with that the quality commitment illustrates the attachment of employees to quality can be distinguished by certain patterns [37]. Quality commitment is the level at which an employee shows identification with; Deep involvement; and responsibility for quality work [38].

Based on some of the opinions above, the quality commitment in this study is interpreted as attachment, dedication, awareness, trust, identification, involvement and responsibility (psychological contract) of individuals in carrying out quality actions to achieve personal and organizational effectiveness. Dimensions of quality commitment follow the division carried out by Mayer in; affective commitment, normative commitment and continuance commitment. There is a description of the dimensions and characteristics as follows:

- 1) Affective Commitment; workers' love of quality, involvement in every quality effort, commitment to improve the quality of work, contribute to the quality of the organization, produce quality work, and assume that it is important for the organization to continue to prioritize quality.

- 2) Normative Commitment; feeling of obligation (obligation) to continue and maintain the quality of the organization, quality improvement policies that have specific goals and objectives, quality as top priority, willing to spend more time to improve quality (without rewards) and try hard or extra to achieve quality objectives.
- 3) Continuance's commitment; awareness of costs associated with leaving the organization (quality), quality as the most important aspect of work, taking responsibility for personal quality and each individual having an important role in improving the quality of the organization.

2.2 Related Work and Hypothesis

2.2.1 Leadership Relationships with Organizational Performance

A leader can influence workers to work at the highest level and will benefit the success of the organization [39] and management effectiveness [40]. In various leadership studies measured by different variables, including: Timothy, Okwu, Akpa, & Nwankwere (2011) linking transactional and transformational leadership with performance [41]. The results show that transactional leadership has a positive effect on performance, while transformational leadership style has a positive but not significant effect on performance [42].

While Koech and Namusonge (2012) in the publication of research the results showed that, the correlation was high (0.518 to 0.696, $P < .05$) between the factors of transformational leadership and organizational performance, while the transactional leadership behavior with organizational performance had a relatively low relationship (0.219 to 0.375, $P < .05$). The laissez-faire leadership style has no significant effect on organizational performance [43]. Although many researches have been done, the relationship between transformational leadership style and organizational performance has not been well analyzed, how and why leadership influences performance [44]. Even research has not yet been found that attempts to examine leadership in the context of quality and its relationship to organizational performance. Based on the various researches, the hypothesis in this study is:

H1 = There is a positive influence on quality leadership on the performance of Higher Education organizations.

2.2.2 Influence of Commitment to Organizational Performance

Besides leadership, other variables that also affect organizational performance are commitments. Where organizational commitment has a significant correlation with organizational performance [45][46]. Commitment has an effect on performance which is explained through

internal integration variables [47]. Research related to commitment (organizational commitment) related to performance has also been carried out by Chen, Silverthore and Hung [12]. So based on these research hypotheses in this study are:

H1 = There is a positive influence on quality commitment on the performance of Higher Education organizations

2.2.3 The relationship between commitment and organizational performance through leadership variables

Research conducted by Idrus et al. (2014) 96 heads of SKPD (Regional Government Work Unit) and PPK (Commitment Making Officials) in Jayapura show that, Bureaucratic Leadership has a significant negative effect on organizational commitment where organizational commitment becomes a mediator of organizational performance [48]. Debbie Garvey and Andrea Lancaster (2010) also stated that a leader to act as a winner, one of which must have a commitment to quality [21]. In line with that the management commitment to quality (the management total commitment to quality) is needed, but it must be extended to all employees at every level and throughout the department [49]. Based on the concept above, the hypothesis proposed to explain the influence of quality commitment on organizational performance through quality leadership, the hypothesis is as follows:

H1 = There is a significant influence on commitment to organizational performance through quality leadership.

3. RESEARCH METHOD

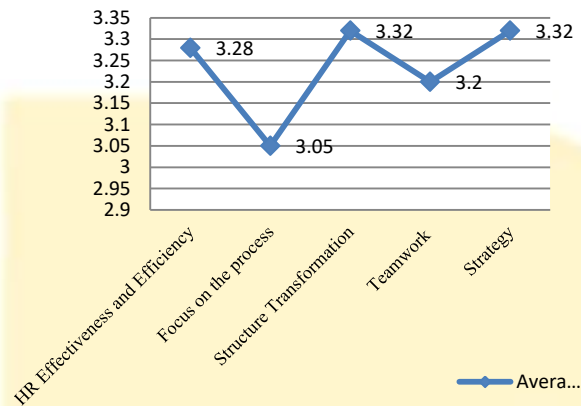
This study used a quantitative approach with correlation research design, it called correlation research because it is designed to see the relationship between two or more variables [50]. This study was conducted on 155 staff from 44 Study Programs at 5 PTNs in the Bangka Belitung Island Province of Indonesia. Data collection techniques are surveyed by using a questionnaire instrument. Data analysis techniques in this study used SEM with AMOS.

4. DISCUSSION OF THE RESULT

4.1 Description of Research Variables

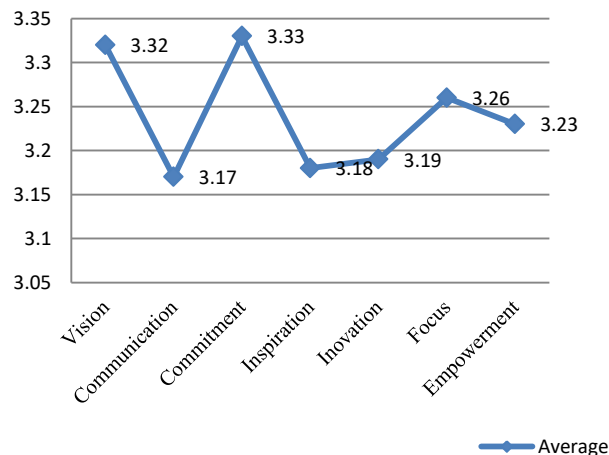
The performance of State University organizations in Bangka Belitung is based on the interval scale 1 - 5, and the average answers of the research respondents can be described as follows:

Diagram 1. Organizational Performance



Based on the diagram 1 above it can be concluded that organizational performance variables are in the interval class 2.57 - 3.34 which means they are in the moderate or sufficient category. Among the dimensions that exist, the dimensions of the transformation of structure and strategy have the highest average compared to other dimensions. While the dimension of focus on the process is the lowest the quality leadership description variable is as in diagram 2 below:

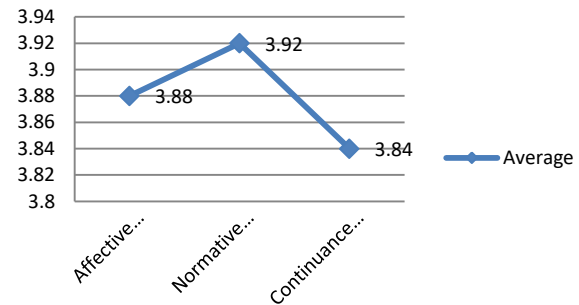
Diagram 2. Quality Leadership



Based on the diagram 2 above it can be concluded that the quality leadership of the elements of Higher Education leaders is in the interval class 2.57 - 3.34 which means that it is in the medium category. The highest dimensions are in the vision and quality communication of leaders, meaning that leaders tend to show a quality vision and quality commitment in leading and not communicating it to the existing academic community. So that it can be said

that the existing of PT leadership elements only display vision and commitment but have not yet arrived at real action.

Diagram 3. Quality Commitmen



Based on the diagram above, it can be concluded that the commitment of the academic community quality is at intervals of 3.35 to 4.12, which means that the academic community has a high commitment to always maintain quality. Of the three dimensions that exist normative commitment is the highest, so it can be said that the awareness of the academic community of the importance of quality is the highest compared to other quality commitment dimensions.

4.2 Analysis of Model

The relationship between variables based on structural modeling analysis (structural equation modeling / SEM) full model can be seen in the following figure:

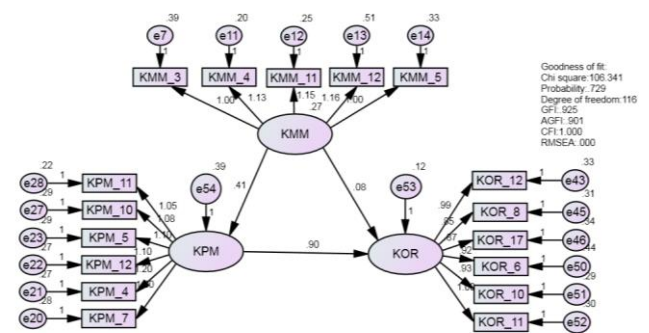


Fig. 1 Full Model Effect of Quality Leadership and Quality Commitment to Organizational Performance

The above model has fulfilled the goodness of fit criteria, namely the probability value $0.729 > 0.05$, degree of freedom 0.116 (positive value), GFI value $0.925 > 0.9$, AGFI value $0.901 > 0.9$, CFI value $1.00 > 0.95$, and RSMEA $0.00 < 0.08$, which means that the model has met all the criteria of goodness of fit. The results of the regression calculation can be seen in table 1.

Table 1 Regression Weights

			Estimate	S.E.	C.R.	P	Label
KPM	<-- -	KMM	.411	.121	3.404	***	par_17
KOR	<-- -	KPM	.903	.100	8.997	***	par_8
KOR	<-- -	KMM	.078	.085	.923	.356	par_15

The regression table above shows that, the quality commitment (KMM) has a positive-significant effect on quality leadership (KPM) with a P value of $0.00 < 0.01$ and an estimated value (R value) of 0.411. While the quality commitment (KMM) has a positive-not significant effect on organizational performance (KOR) with a P value of $0.356 > 0.05$ and a regression estimate value of 0.078. The quality leadership (KPM) has a positive-significant effect on organizational performance (KOR) with P value of $0.00 < 0.01$ and the regression estimation value of 0.903 (very high).

In addition to explain the direct influence of the research variables, the above model (Figure 1.) also describes indirect effects as in table 2 below:

Table 2. Indirect Effects

	KMM	KPM	KOR
KPM	.000	.000	.000
KOR	.371	.000	.000

Table 2 above showed that, the indirect effect (mediated) of KMM on KOR through KPM is 0.371. That is, there is a positive indirect effect on quality commitment (KMM) on organizational performance (KOR), when KMM increases by 1, the KOR will also increase by 0.371.

Based on the output calculation of the direct influence of the research variables above, it can be concluded as follows:

- 1) The direct effect of the quality commitment variable (KMM) on quality leadership (KPM) is 0.411. That is, when the quality commitment variable (KMM) increases by 1, the quality leadership variable (KPM) also increases by 0.411.
- 2) The direct effect of quality commitment (KMM) on organizational performance (KOR) is 0.078. That is, when KMM rose by 1, KOR rose by 0.078. This

shows a very weak influence of quality commitment to organizational performance (KOR).

- 3) The direct influence of KPM on the KOR is 0.903. That is, when the KPM variable increases by 1, then the organizational performance variable (KOR) will also increase by 0.903.
- 4) The indirect effect of the quality commitment variable (KMM) on organizational performance (KOR) through quality leadership is 0.371. That is, when the quality commitment variable increases by 1, then the organization's performance increases by 0.371.

5. DISCUSSION

The results show that, the performance of higher education institutions can be explained by the variables of quality leadership and quality commitment both directly and indirectly. The strong influence of quality leadership on organizational performance show that, from the results of this study led to the conclusion that leadership that reflects quality can significantly improve organizational performance. Quality leadership has a greater influence than transformational leadership, this is based on the results of Koech et al (2012) research which shows that transformational leadership has an influence of 0.518 to 0.696, $P < 0.05$, while quality leadership is 0.903 significant at the level $P < 0.01$.

The critical issue of the results of this study lies in the influence of quality commitment to organizational performance through quality leadership. Quality commitment influences organizational performance through leadership basically in accordance with what is conveyed by Sallis that commitment to quality / quality commitment (commitment to quality) must be the main role for each leader. In addition, leadership and quality commitment must come from above [25]. Complementing these opinions, based on experience that shows that, the success of the CEO of BT Retail's communications company received a European Quality Award, basically because of the strong support of personal commitment to quality improvement (strong personal commitment to quality improvement) [49].

6. CONCLUSION

Based on the study above, it can be concluded that the organizational performance and quality leadership of state universities in Bangka Belitung are in the medium category. The quality commitment of the academic community is in the high category. The lowest point of organizational performance lies in the dimension of focus on the process. Description of quality leadership from elements of Higher Education leaders is in the medium category. The highest dimensions are in the vision and quality communication of leaders, meaning that leaders

tend to show a quality vision and quality commitment in leading and not communicating it to the existing academic community so that, it can be said that the existing PT leadership elements only display vision and commitment but have not yet arrived at real action. The academic community has a high commitment to always maintain quality. The three dimensions of exist normative commitment is the highest, so it can be said that the awareness of the academic community of the importance of quality is the highest compared to other quality commitment dimensions.

Quality leadership is a variable that can best explain organizational performance. This means that the quality leadership that is carried out properly will have implications for improving the effectiveness of the organization. In addition, commitment can also explain quality leadership which has implications for organizational performance. Quality leadership and quality commitment must be the main focus for higher education organizations that want to improve their performance.

7. REFERENCES

- [1] Gaffar, M. F. (2012). *Strategies In Managing Reforms of Indonesian Educational Developmen*. Bandung.
- [2] Global Competitiveness Report (GCR) 2015, accessed from www.imd.ch
- [3] Rencana Strategis Kementerian Riset, Teknologi dan Pendidikan Tinggi Tahun 2015 – 2019 (2015). Indonesia: Kementerian Ristek & Diikti.
- [4] Direktorat Pendidikan Tinggi Islam (Diktis) Kementerian Agama Republik Indonesia (www.diktis.kemenag.go.id).
- [5] Abu-jarad, I. Y., Yusof, N., & Nikbin, D. (2010). A Review Paper on Organizational Culture and Organizational Performance. *International Journal of Business and Social Science*, 1(3), 26–46. Retrieved from www.ijbssnet.com
- [6] Gavrea, C., Ilies, L., & Stegorean, R. (2011). Determinants of Organizational Performance : The Case of Romania. *Management & Marketing Challenges for the Knowledge Society*, 6(1), 285–300.
- [7] Berman, E. M. (2006). *Performance and Productivity in Public and Nonprofit Organizations (Second)*. New York: M.E. Sharpe, Inc. All.
- [8] Kleijnen, J. C. B. M. (2012). *Internal quality Management and Organisational Values in Higher education Conceptions and Perceptions of Teaching Staff*. Maastricht: Universitaire Pers Maastricht.
- [9] Campbell, D. F., & Massie, R. D. (2010). *Commitment To Quality: There From The Beginning*. Community College Journal of Research and Practice, 24(1), 1–5. <https://doi.org/10.1080/106689200264303>.
- [10] Tilaar, H. A. . (2009). *Kekuasaan dan Pendidikan: Manajemen Pendidikan Nasional dalam Pusaran Kekuasaan*. Jakarta: Rineka Cipta.
- [11] Usman, H. (2011). *Manajemen: Teori, Praktek dan Riset Pendidikan (3rd ed.)*. Jakarta: Bumi Aksara.
- [12] Yahaya, R., Chek, I. T., Samsudin, N., & Jizat, J. E. M. (2014). Organizational Commitment at A Higher Education Institution. *International Journal of Education and Research*, 2(11), 309–318.
- [13] Jackson, P. R. (2004). Employee commitment to quality: Its conceptualisation and measurement. *International Journal of Quality & Reliability Management*, 21(7), 714–730. <https://doi.org/10.1108/02656710410549073>
- [14] Howard, L. W., & Foster, S. T. (1999). The Influence of Human Resource Practices on Empowerment and Employee Perceptions of Management Commitment to Quality. *Journal of Quality IVianagement*, 4(1), 5–22.
- [15] Schermerhorn, Jr., J. R., Hunt, J. G., & Osborn, R. N. (2002). *Organizational Behavior (Seventh)*. USA: John Wiley & Sons, Inc.
- [16] Oakland, J. S. (2001). *Total Organizational Excellence Achieving world-class performance*. Oxford: Butterworth-Heinemann.
- [17] Holbeche, L. (2005). *The High Performance Organization: Creating Dynamic Stability and Sustainable Success (First)*. Oxford: Elsevier Butterworth-Heinemann.
- [18] Maâlej, R. B. Z., Louati, H., & Affes, H. (2015). The Relationship Between Organizational Innovations, Internal Sources of Knowledge and Organizational Performance. *International Jmnel of Managing Value and Supply Chains (IJMVSC)*, 6(1), 53–67. <https://doi.org/10.5121/ijmvsc.2015.6105>.
- [19] Hurduzeu, R. (2015). he Impact of Leadership on Organizational Performance. *SEA - Practical Application of Science*, III(1), 289–294.
- [20] Abbas, S. (2009). *Manajemen Perguruan Tinggi*. Jakarta: Kencana.
- [21] Garvey, D., & Lancaster, A. (2010). *Leadership for Quality in Early Years and Playwor: Supporting your team to achieve better outcomes for children and families*. London: NCB
- [22] Rahman, M., Banna, H., Ali, A. M., & Rahman, S. M. (2014). Analysis of Quality Leadership in Reviving Economies and Politics in Muslim Countries. *Business and Economic Research*, 4(1), 133–146. <https://doi.org/10.5296/ber.v4i1.4899>
- [23] Mauch, P. D. (2010). *Quality Management Theory and Application*. Boca Raton: CRC Press.

- [24] Boone, L. E., & Kurtz, D. L. (1984). Principles of Management. New York: Random House.
- [25] Sallis, E. (2002). Total Quality Management in Education (Third edit). London: Kogan Page Ltd.
- [26] Marzuki, N. H. (2015). Leadership in Quality Management – An Islamic Perspective. *International Journal of Business and Social Science*, 6(8), 159–160. Retrieved from www.ijbssnet.com.
- [27] J.Dahlgaard, J., Kristensen, K., & K.Kanji, G. (2007). Fundamentals of Total Quality Management: Process Analysis and Improvement. London and New York: Taylor & Francis e-Library.
- [28] Ulle, R. S., & Kumar, A. N. S. (2014). A Review on Total Quality Leadership in TQM Practices-Industrial Management and Organizations. *International Journal of Emerging Research in Management & Technology*, 3(5), 152–155.
- [29] Jaros, S. (2007). Meyer and Allen Model of Organizational Commitment: Measurement Issues. *The Icfai Journal of Organizational Behavior*, VI(4), 7–26.
- [30] Abdullah, & Ramay, M. I. (2012). Antecedent of Organizational Commitment of Banking Sector Employees in Pakistan. *Serbian Journal of Management*, 7(1), 89–102. <https://doi.org/10.5937/sjm1201089A>.
- [31] Eslami, J., & Gharakhani, D. (2012). Organizational Commitment and Job Satisfaction. *ARP Journal of Science and Technology*, 2(2), 85–91.
- [32] Jing, L., & Zhang, D. (2013). Does Organizational Commitment Help to Promote University Faculty 's Performance and Effectiveness? *Asia-Pacific Edu Res*, 23 Juli. <https://doi.org/10.1007/s40299-013-0097-6>.
- [33] Khan, I., Nawaz, A., & Khan, M. S. (2013). Determining the Organizational Commitment of Academicians in Public Sector Universities of Developing Countries like Pakistan. *International Journal of Academic Research in Accounting, Finance and Management Sciences*, 3(1), 280–289. Retrieved from www.hrmas.com.
- [34] Demirbag, M., Sahadev, S., Kaynak, E., & Akgul, A. (2010). Modeling quality commitment in service organizations: an empirical study. *European Journal of Marketing*, 46(6), 790–810. <https://doi.org/10.1108/03090561211214609>.
- [35] Hashim, R. A., & Mahmood, R. (2007). Transformational Leadership Style and Academic Staffs ' Commitment to Service Quality at Malaysian Universities.
- [36] Gull, S., & Ashraf, S. M. (2012). Impact of Internal Branding on Service Employee's Quality Commitment – Study on I.T. Solution Sector of Pakistan. *Interdisciplinary Journal of Contemporary Research in Business*, 4(3), 814–830.
- [37] Abrahamsson, P. (2001). Rethinking the Concept of Commitment in Software Process Improvement. *Scandinavian Journal of Information Systems*, 13, 35–59.
- [38] Lee, J., Peccei, R., & Lee, J. (2007). Lean production and quality commitment: A comparative study of two Korean auto firms. *Personnel Review*, 37(1), 5–25. <https://doi.org/10.1108/00483480810839941>
- [39] Melchar, D. E., & Bosco, S. M. (2010). Achieving High Organization Performance through Servant Leadership. *The Journal of Business Inquiry*, 9(1), 74–88. Retrieved from <http://www.uvu.edu/woodbury/jbi/articles>.
- [40] Daryanto, Sumarto, Aan Komariah and Dedy Achmad Kurniady (2017). The Influence of the Authentic Leadership, School Culture, Information and Communication Technology Acceptance on the School Management Effectiveness in the Public Accredited Vocational High School in West Java. *International Journal of Applied Business and Economic Research*, 15 (19), 75-84.
- [41] Timothy, O., Okwu, A. T., Akpa, V. O., & Nwankwere, I. A. (2011). Effects of Leadership Style on Organizational Performance: A Survey of Selected Small Scale Enterprises in Ikosi-Ketu Council Development Area of Lagos State, Nigeria. *Australian Journal of Business and Management Research*, 1(7), 100–111.
- [42] García-morales, V. J., Jiménez-barrionuevo, M. M., & Gutiérrez-gutiérrez, L. (2012). Transformational Leadership Influence on Organizational Performance Through Organizational Learning and Innovation. *Journal of Business Research*, 65(7), 1040–1050. <https://doi.org/10.1016/j.jbusres.2011.03.005>.
- [43] Koech, P. M., & Namusonge, G. S. (2012). The Effect of Leadership Styles on Organizational Performance at State Corporations in Kenya. *International Journal of Business and Commerce*, 2(1), 1–12. Retrieved from www.ijbcnet.com
- [44] Madanchian, M., Hussein, N., Noordin, F., & Taherdoost, H. (2003). Effects of Leadership on Organizational Performance. *Economics and Education*, 115–119.
- [45] Ko, C.-P., & Ko, C.-C. (2012). The Relationship of Training Quality in E-learning and Organizational Commitment to Organizational Performance in the Taiwan Service Industry. *IERI Procedia*, 2, 821–827. <https://doi.org/10.1016/j.ieri.2012.06.177>.
- [46] Zehir, C., Sehitoglu, Y., & Erdogan, E. (2012). The Effect of Leadership and Supervisory Commitment to Organizational Performance. *Procedia - Social and*

- Behavioral Sciences, 58, 207–216.
<https://doi.org/10.1016/j.sbspro.2012.09.994>.
- [47] Alfalla-luque, R., Marin-garcia, J. A., & Medina-lopez, C. (2015). An analysis of the direct and mediated effects of employee commitment and supply chain integration on organisational performance. *Int. J. Production Economics*, 162, 2014–2016.
- [48] Idrus, A., Armanu, Sudiro, A., & Rohman, F. (2014). The Influence of Bureaucratic Leadership, Organizational Culture and Organizational Commitment of Organizational Performance (A Study on SKPD Financial Managers in Jayapura Government). *Interdisciplinary Journal of Contemporary Research in Business*, 5(11), 189–201. Retrieved from ijcrb.webs.com.
- [49] Oakland, J. S. (2004). *Oakland on Quality Management (First)*. Burlington: Elsevier Butterworth-Heinemann.
- [50] Lodico, M. G., Spaulding, D. T., & Voegtler, K. H. (2006). *Methods in Educational Research : from Theory to Practice*. San Francisco: John Wiley & Sons, Inc.