

TRANSFORMATIONAL LEADERSHIP AND ITS IMPACT ON ORGANISATIONAL COMMITMENT AND PERFORMANCE IN PUBLIC UNIVERSITIES IN ENUGU STATE

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Abstract

The study determined transformational leadership and its impact on organizational commitment and performance in public universities in Enugu State. Four research questions guided the study and four null hypotheses were tested at 0.05 level of significance. The study adopted descriptive survey research design with a population of 4864 (2,944 male and 1920 female) academic staff in the three public universities in Enugu State. The sample size was 486 respondents which comprised (296 male and 190 female) academic staff. The sample size was determined using stratified proportionate random sampling. Data were collected using a structured questionnaire developed by the researcher titled "Impact of Transformational Leadership on Organizational Commitment and Performance Questionnaire (ITLQCPQ)". The instrument was subjected to validation by three experts from Enugu State University of Science and Technology, two in Educational Management department and one in Measurement and Evaluation, computer and mathematics education department all in faculty of education. Reliability testing produced coefficients of 0.81, 0.79, 0.80 and 0.79 for clusters one to four, with an overall reliability index of 0.80, confirming its consistency. The research questions were answered using mean scores and standard deviation. The hypotheses were tested using a t-test, where a p-value greater than 0.05 led to retention of the hypothesis, while a p-value less than 0.05 resulted in its rejection. The findings showed that idealized influence impacts organizational commitment and staff performance to a great extent in public universities in Enugu State. Also, inspirational motivation impacts organizational commitment and staff performance to a great extent in public universities in Enugu State. In line with the findings, the study recommended among others that public universities should provide regular leadership development programs that emphasize transformational leadership skills, particularly idealized influence and inspirational motivation, to strengthen leaders' ability to inspire and guide staff effectively.

Keywords: Transformational leadership, organizational commitment, staff performance, Public universities.

Introduction

Transformational leadership has gained prominence in organizational and educational research as a leadership paradigm that inspires and motivates followers toward achieving higher levels of performance and commitment. Unlike transactional leadership, which focuses primarily on exchanges and compliance, transformational leadership emphasizes vision building, intellectual stimulation, individualized consideration, and the cultivation of shared values. Within public universities, this leadership style is particularly relevant, as it influences the attitudes and behaviors of academic and non-academic staff, thereby shaping their level of

organizational commitment and overall institutional effectiveness. Education is widely regarded as a crucial tool for development, serving as a means to combat poverty, ignorance, and crime. This underscores why both individuals and nations prioritize obtaining functional education (Federal Republic of Nigeria [FRN], 2013). Nations invest heavily in their citizens' education because the level and effectiveness of the education they receive directly influence the extent of national development. Chidobi and Okenwa (2015) posited that education ensures all-round security for a person and society in general. The quality of education influences how well individuals acquire the skills, knowledge, and competencies needed to make meaningful contributions to national development (Abdullahi, Jibrin, Dauda, & Danjuma, 2021). Education involves passing knowledge to future generations and preserving information for their benefit, reflecting the efforts of those before them. It serves as a crucial tool for addressing the challenges of the 21st century.

University education, in particular, plays a central role in the development of any nation. It is the highest level of formal education, tasked with training skilled manpower, advancing knowledge through research, and fostering innovation that contributes to national development (Agusiobo & Etukokwu, 2017). Public universities in Nigeria admit students from secondary schools and prepare them for professional and leadership roles in society. This makes university education critical in producing graduates capable of addressing the socio-economic and technological needs of the nation (Etomes & Molua, 2019). The effectiveness of university education depends not only on funding and infrastructure but also on the leadership style adopted in managing academic staff and the institutional environment. Academic staff constitutes the intellectual foundation of every institution of higher learning, serving as the key drivers of teaching, research, and knowledge dissemination. They are entrusted with the responsibility of shaping students' intellectual capacity, advancing scholarship through research, and contributing to societal development through community service. Unlike non-academic staff that focus on administrative and support functions, academic staff embody the scholarly mission of the university and play a central role in sustaining the quality, relevance, and reputation of higher education. Academic staffs are individuals who perform teaching, research, and community service roles in universities. They are central to the achievement of the goals of tertiary education. Academic staff refers to the category of personnel employed in an educational institution especially in universities, colleges, and other higher institutions of learning whose primary responsibility is the teaching, research, supervision, curriculum development, and academic administration of the institution. They are often distinguished from non-academic staff that handle administrative, technical, and support services. In essence, academic staff form the intellectual and scholarly backbone of an institution of higher learning. According to Okeke, Okaforcha, and Ekwesiana (2019), academic staff plays a fundamental role in advancing knowledge and shaping the intellectual capacity of students. Their level of performance directly affects institutional output, students' academic achievements, and research productivity (Oyetunde, 2015). The organizational commitment and performance of academic staff are, therefore, key indicators of the quality and effectiveness of the university system.

Organisational commitment is a central concept in organisational behaviour and human resource management, as it captures the strength of the bond that employees develop with their workplace. It reflects the extent to which individuals identify with the goals and values of their organisation, feel emotionally attached to it, and are willing to remain as active

members. Unlike mere job satisfaction, which focuses on how employees feel about their specific roles, organisational commitment speaks to a deeper, long-term psychological attachment that influences loyalty, performance, and retention. Organisational commitment refers to the degree of attachment, loyalty, and psychological identification an employee has with their organisation. It reflects how strongly an employee feels connected to the goals, values, and mission of the organisation, and how willing they are to exert effort on its behalf and remain with it over time. It goes beyond just liking a job; it's about the bond between an individual and the organisation as a whole. Organizational commitment also refers to the degree to which academic staff are emotionally attached to, involved in, and identify with their institution, leading them to put in extra effort to achieve institutional goals (Meyer & Allen, 2017). Performance in this context involves the ability of academic staff to effectively carry out teaching, research, and community service responsibilities to meet expected standards. In Nigerian universities, factors such as leadership style, work environment, motivation, and professional development opportunities have been found to significantly impact academic staff commitment and performance (Egwunyenga, 2019; Aja & Onu, 2015).

Leadership is a fundamental aspect of human organization and progress. It involves the ability of an individual to influence, inspire, and direct others towards the achievement of shared goals. Beyond occupying positions of authority, true leadership is defined by vision, responsibility, and the capacity to motivate people to work collectively for success. Leadership refers to the process through which an individual influences, guides, directs, and motivates others to achieve a common goal or vision. Leadership is not only about occupying a position of authority but also about the ability to inspire trust, mobilize resources, and create an environment where people work willingly and effectively. Leadership is the process of influencing, guiding, and directing others to achieve a common goal. It is about aligning people with a vision, inspiring them, and motivating them to act towards its realization (Plecas, Squires, & Garis, 2018). Leadership style refers to the approach, behaviour, and strategies that leaders use to motivate and manage their teams (Rivai, 2017). Among different leadership styles, transformational leadership is widely recognized as one of the most effective in driving organisational commitment and enhancing staff performance. Transformational leadership inspires and motivates followers to exceed expectations and contribute to the shared goals of the organisation. It is characterised by four major components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Muriuki, Nzinga, & Chiroma, 2021). However, this study focuses on idealized influence and inspirational motivation as critical variables affecting academic staff organisational commitment and performance in public universities in Enugu State.

Idealized influence, as a core component of transformational leadership, describes the ability of a leader to serve as a role model whose values, behaviors, and actions inspire trust, respect, and admiration from followers. It emphasizes leading by example, demonstrating integrity, and upholding ethical standards, thereby motivating others to internalize shared goals and aspirations. Idealized influence is one of the four components of transformational leadership, alongside inspirational motivation, intellectual stimulation, and individualized consideration. It refers to the leader's ability to act as a strong role model, earning the respect, admiration, and trust of their followers. Leaders who demonstrate idealized influence are seen as people of integrity, who uphold high ethical standards and values, and who prioritize the

interests of their team or organization above personal gain. Idealized influence refers to the ability of university leaders to serve as role models, earning the respect and admiration of academic staff through ethical conduct, vision, and integrity (Bass & Avolio, 2014). Leaders who demonstrate idealized influence create trust and inspire staff to align their personal goals with institutional objectives (Okorji & Unamma, 2015). In a university setting, this quality is essential for fostering a sense of purpose and commitment among both male and female academic staff.

Inspirational motivation is a core component of transformational leadership that emphasizes the ability of a leader to articulate a compelling vision, inspire confidence, and motivate followers toward achieving collective goals. It involves using optimism, enthusiasm, and clear communication to raise the morale of individuals, align their personal aspirations with organizational objectives, and instill a sense of purpose that drives commitment and performance. Inspirational motivation involves articulating a compelling vision and motivating academic staff to achieve it. Leaders who practice inspirational motivation foster enthusiasm and a sense of shared mission, which positively impact staff morale and productivity (Northouse, 2018). When leaders communicate high expectations and motivate staff towards institutional goals, they enhance both organisational commitment and performance (Yukl, 2015). In public universities in Enugu State, there are concerns about academic staff commitment, declining research output, and performance challenges linked to leadership practices. There is a growing need to examine how transformational leadership, specifically idealized influence and inspirational motivation, affect male and female academic staff's organisational commitment and performance. This study therefore investigates the extent to which these components of transformational leadership contribute to improving commitment levels and performance outcomes in public universities in Enugu State.

Statement of the Problem

In an ideal situation, public universities in Enugu State would operate under leadership that inspires high levels of organisational commitment and maximizes staff performance. Transformational leaders, through idealized influence, act as role models, earning the respect and trust of their staff, while inspirational motivation encourages employees to embrace the university's vision and goals. Such leadership fosters a motivated workforce, enhances job satisfaction, and drives institutional excellence. However, in reality, many public universities face challenges where leadership styles fail to fully engage staff or align them with institutional objectives. This gap has resulted in low commitment, reduced productivity, and inefficiencies in academic and administrative functions. If these issues remain unaddressed, the universities risk stagnation, poor academic outcomes, and a decline in their overall reputation, highlighting the urgent need for transformational leadership practices. Transformational leadership, particularly through idealized influence and inspirational motivation, plays a critical role in shaping staff behavior and attitudes toward their institutions. Idealized influence creates a sense of loyalty and ethical alignment, while inspirational motivation encourages staff to pursue challenging goals and embrace innovative practices. Despite this, many public universities in Enugu State struggle with limited staff engagement, inconsistent performance, and weak commitment to institutional goals. These challenges stem from leadership approaches that are often transactional or authoritarian rather than transformational. The consequences of inaction include diminished staff morale, poor

academic standards, and a decline in institutional effectiveness and competitiveness. Therefore, this study examines how idealized influence and inspirational motivation can be harnessed to improve organisational commitment and staff performance in public universities.

Purpose of the Study

The general purpose of this study was to examine the impact of transformational leadership on organisational commitment and performance in public universities in Enugu State. The study specifically sought to:

1. determine the extent to which idealized influence impacts organisational commitment among staff in public universities in Enugu State;
2. assess the extent to which idealized influence impacts staff performance in public universities in Enugu State;
3. determine the extent to which inspirational motivation impacts organisational commitment among staff in public universities in Enugu State;
4. assess the extent to which inspirational motivation impacts staff performance in public universities in Enugu State.

Research Questions

The following research questions guided this study:

1. To what extent does idealized influence impact organisational commitment among staff in public universities in Enugu State?
2. To what extent does idealized influence impact staff performance in public universities in Enugu State?
3. To what extent does inspirational motivation impact organisational commitment among staff in public universities in Enugu State?
4. To what extent does inspirational motivation impact staff performance in public universities in Enugu State?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

- H₀₁:** There is no significant difference between male and female academic staff in public universities in Enugu State on the extent to which idealized influence impact organisational commitment.
- H₀₂:** There is no significant difference between male and female academic staff in public universities in Enugu State on the extent to which idealized influence impact staff performance.
- H₀₃:** There is no significant difference between male and female academic staff in public universities in Enugu State on the extent to which inspirational motivation impact organisational commitment.
- H₀₄:** There is no significant difference between male and female academic staff in public universities in Enugu State on the extent to which inspirational motivation impact staff performance.

Methods

The study adopted descriptive survey research design with a population of 4864 (2,944 male and 1920 female) academic staff in the three public universities in Enugu State. Descriptive survey research design is a method in which researchers collect data from a representative sample of a population to describe existing conditions, attitudes, or behaviours without manipulating variables. According to Nworgu (2018), this design allows for the systematic collection and analysis of data to make valid inferences about the entire population. The sample size was 486 respondents which comprised (296 male and 190 female) academic staff. The sample size was determined using stratified proportionate random sampling. Data were collected using a structured questionnaire developed by the researcher titled "Impact of Transformational Leadership on Organisational Commitment and Performance Questionnaire (ITLQCPQ)". The instrument was subjected to validation by three specialists from Enugu State University of Science and Technology, two in Educational Management and one in Measurement and Evaluation. Reliability testing produced coefficients of 0.81, 0.79, 0.80 and 0.79 for clusters one to four, with an overall reliability index of 0.80, confirming its consistency. The research questions were answered using mean scores and standard deviation. The hypotheses were tested using a t-test, where a p-value greater than 0.05 led to retention of the hypothesis, while a p-value less than 0.05 resulted in its rejection.

Results

Research Question 1: To what extent does idealized influence impact organisational commitment among staff in public universities in Enugu State?

Table 1: Mean scores and standard deviation of male and female academic staff on the extent to which idealized influence impact organisational commitment among staff in public universities in Enugu State

Items		Male Academic Staff 286		Female Academic Staff 191		Overall 477		
S/		$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	Dec
N	Idealized influence impacts organisational commitment among staff in public universities in the following ways:							
1	The ethical behaviour of university leaders inspire me to stay committed to the university.	2.62	0.81	2.60	0.80	2.61	0.81	GE
2	The trustworthiness of my leaders strengthens my loyalty to the institution.	2.55	0.84	2.53	0.83	2.54	0.83	GE
3	University leaders act as positive role models that motivate me to work towards institutional goals.	2.61	0.82	2.59	0.81	2.60	0.82	GE
4	Leaders' transparency in decision-making enhances my dedication to my duties.	2.54	0.83	2.55	0.82	2.55	0.82	GE
5	The confidence I have in my leaders makes me willing to put in my best for the university.	2.59	0.85	2.58	0.84	2.59	0.85	GE
Cluster Mean/SD		2.58	.83	2.57	.82	2.58	.82	GE

The table presents responses from 286 male and 191 female academic staff, making a total of 477 respondents from public universities in Enugu State. Both male and female staff rated the influence of idealized leadership on organisational commitment to a great extent, with overall mean scores ranging from 2.54 to 2.61. The standard deviations (0.80–0.85) indicate a low spread of responses, suggesting that staff members largely agreed on the positive effect of leaders' ethical behaviour, trustworthiness, and transparency. The outcome of the findings shows that idealized influence has a great extent impact on organisational commitment among academic staff in public universities in Enugu State.

Research Question 2: To what extent does idealized influence impact staff performance in public universities in Enugu State?

Table 2: Mean scores and standard deviation of male and female academic staff on the extent to which idealized influence impact staff performance among staff in public universities in Enugu State

Items		Male Academic Staff 286		Female Academic Staff 191		Overall 477		
S/ N		$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	Dec
	Idealized influence impacts staff performance in public universities in the following ways:							
6	The ethical behaviour of university leaders motivates me to perform my duties more effectively.	2.63	0.85	2.60	0.87	2.62	0.86	GE
7	The integrity of university leaders inspires me to go beyond my basic job responsibilities.	2.60	0.87	2.57	0.88	2.59	0.88	GE
8	I feel more committed to delivering quality work because of the strong moral values demonstrated by my leaders.	2.62	0.86	2.58	0.89	2.60	0.87	GE
9	I model my own professional behaviour after the exemplary conduct of my university leaders.	2.59	0.88	2.56	0.90	2.58	0.89	GE
10	The fairness and transparency of my leaders encourage me to put in my best effort at work.	2.62	0.84	2.63	0.86	2.62	0.85	GE
Cluster Mean/SD		2.61	.86	2.59	.88	2.60	.87	GE

The table presents responses from 286 male and 191 female academic staff, making a total of 477 respondents from public universities in Enugu State. Both male and female staff rated the impact of idealized influence on staff performance to a great extent, with overall mean scores ranging from 2.58 to 2.62. The standard deviations (0.84–0.90) show a low variability in responses, indicating general agreement among staff that leaders' ethical behaviour, integrity, and transparency improve their performance. The outcome of the findings shows that idealized influence has a great extent impact on staff performance in public universities in Enugu State.

Research Question 3: To what extent does inspirational motivation impact organisational commitment among staff in public universities in Enugu State?

Table 3: Mean scores and standard deviation of male and female academic staff on the extent to which inspirational motivation impact organisational commitment among staff in public universities in Enugu State

S/ N	Items	Male Academic Staff 286		Female Academic Staff 191		Overall 477		Dec
		$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	
	Inspirational motivation impacts organisational commitment in public universities in the following ways:							
11	The vision communicated by my university leaders inspires me to remain committed to the institution.	2.58	0.83	2.56	0.84	2.57	0.84	GE
12	My leaders' ability to set a clear direction motivates me to align with the university's goals.	2.56	0.85	2.57	0.86	2.57	0.85	GE
13	I feel more loyal to the university when leaders share a compelling future for staff and students.	2.57	0.86	2.58	0.85	2.57	0.85	GE
14	The enthusiasm of my leaders about the university's mission increases my sense of belonging.	2.59	0.83	2.55	0.84	2.57	0.84	GE
15	I am motivated to stay with the university because my leaders encourage me to see my work as meaningful.	2.55	0.84	2.58	0.86	2.57	0.86	GE
	Cluster Mean/SD	2.57	0.84	2.57	0.85	2.57	0.87	GE

The table presents responses from 286 male and 191 female academic staff, giving a total of 477 respondents from public universities in Enugu State. Both groups rated the impact of inspirational motivation on organisational commitment to a great extent, with overall mean scores consistently at 2.57 across all items. The standard deviations (0.83–0.86) indicate a low spread of responses, showing that staff members generally agreed that leaders' vision, enthusiasm, and encouragement strengthen their commitment. The outcome of the findings shows that inspirational motivation has a great extent impact on organisational commitment among academic staff in public universities in Enugu State.

Research Question 4: To what extent does inspirational motivation impact staff performance in public universities in Enugu State?

Table 4: Mean scores and standard deviation of male and female academic staff on the extent to which inspirational motivation impact staff performance among staff in public universities in Enugu State

Items		Male Academic Staff 286		Female Academic Staff 191		Overall 477		
S/N		$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	Dec
	Inspirational motivation impacts staff performance in public universities in the following ways:							
16	The vision my leaders share drives me to work effectively.	2.56	0.82	2.55	0.84	2.55	0.83	GE
17	Leaders' confidence in me makes me work harder.	2.54	0.83	2.58	0.85	2.56	0.84	GE
18	Leaders' enthusiasm pushes me to improve my work quality.	2.55	0.82	2.58	0.86	2.56	0.84	GE
19	I perform better when leaders share motivating messages.	2.56	0.83	2.57	0.85	2.56	0.84	GE
20	Leaders' encouragement keeps me focused and productive.	2.53	0.84	2.59	0.85	2.56	0.84	GE
Cluster Mean/SD		2.55	0.83	2.57	0.85	2.56	0.84	GE

The results show that inspirational motivation has a great extent (GE) impact on staff performance in public universities in Enugu State, with an overall cluster mean of 2.56. Both male ($\bar{x} = 2.55$) and female ($\bar{x} = 2.57$) academic staff agreed that leaders' vision, confidence, enthusiasm, and encouragement positively influence their work performance. The low standard deviations (0.82–0.86) indicate a high level of agreement and consistency in responses among staff. This implies that inspirational motivation from leaders plays a significant role in driving focus, productivity, and quality of work among academic staff.

Hypotheses

H₀₁: There is no significant difference between male and female academic staff on the extent to which idealized influence impact organisational commitment among staff in public universities in Enugu State.

Table 5: Summary of t-test analysis of the mean scores of male and female academic staff on the extent to which idealized influence impact organisational commitment among staff in public universities in Enugu State

Group	N	$\bar{x}$	SD	df	p-value	Decision
Male Academic Staff	286	2.58	.83	475	.085	H ₀₁ not rejected
Female Academic Staff	191	2.57	.82			

The result shows that there is no significant difference between male ($\bar{x} = 2.58$) and female ($\bar{x} = 2.57$) academic staff on the extent to which idealized influence impacts organisational commitment in public universities in Enugu State. The p-value of 0.085 is greater than the 0.05 level of significance, leading to the decision not to reject the null hypothesis. This

indicates that both male and female staff shares similar views about the role of idealized influence in fostering commitment. The close mean scores and low standard deviations further confirm the consistency of their responses.

H₀₂: There is no significant difference between male and female academic staff on the extent to which idealized influence impact staff performance among staff in public universities in Enugu State.

Table 6: Summary of t-test analysis of the mean scores of male and female academic staff on the extent to which idealized influence impact staff performance among staff in public universities in Enugu State

Group	n	$\bar{x}$	SD	df	p-value	Decision
Male Academic Staff	286	2.61	.86	475	.091	H ₀₂ not rejected
Female Academic Staff	191	2.59	.88			

The result indicates that there is no significant difference between male ($\bar{x} = 2.61$) and female ($\bar{x} = 2.59$) academic staff on the extent to which idealized influence impacts staff performance in public universities in Enugu State. The p-value of 0.091 is higher than the 0.05 significance level, leading to the decision not to reject the null hypothesis. This shows that both male and female staff have similar perceptions of how idealized influence affects their performance. The close mean scores and standard deviations reflect consistency in their responses across gender.

H₀₃: There is no significant difference between male and female academic staff on the extent to which inspirational motivation impact organisational commitment among staff in public universities in Enugu State.

Table 7: Summary of t-test analysis of the mean scores of male and female academic staff on the extent to which inspirational motivation impact organisational commitment among staff in public universities in Enugu State

Group	n	$\bar{x}$	SD	df	p-value	Decision
Male Academic Staff	286	2.57	.84	475	.066	H ₀₃ not rejected
Female Academic Staff	191	2.57	.85			

The result reveals that there is no significant difference between male ($\bar{x} = 2.57$) and female ($\bar{x} = 2.57$) academic staff on the extent to which inspirational motivation impacts organisational commitment in public universities in Enugu State. The p-value of 0.066 is greater than the 0.05 level of significance, leading to the decision not to reject the null hypothesis. This implies that both male and female staff hold similar views about how inspirational motivation influences their commitment. The identical mean scores and close standard deviations indicate strong agreement and consistency across gender.

H₀₄: There is no significant difference between male and female academic staff on the extent to which inspirational motivation impact staff performance among staff in public universities in Enugu State.

Table 8: Summary of t-test analysis of the mean scores of male and female academic staff on the extent to which inspirational motivation impact staff performance among staff in public universities in Enugu State

Group	n	$\bar{x}$	SD	df	p-value	Decision
Male Academic Staff	286	2.55	.83	475	.080	H ₀₄ not rejected
Female Academic Staff	191	2.57	.85			

The result shows that there is no significant difference between male ($\bar{x} = 2.55$) and female ($\bar{x} = 2.57$) academic staff on the extent to which inspirational motivation impacts staff performance in public universities in Enugu State. The p-value of 0.080 is greater than the 0.05 level of significance, resulting in the decision not to reject the null hypothesis. This means that both male and female staff perceives the influence of inspirational motivation on their performance in a similar way. The close mean scores and low standard deviations indicate high consistency and agreement across gender.

Discussion

The findings revealed that idealized influence, which refers to leaders serving as role models and displaying high ethical standards, significantly enhances organizational commitment among staff in public universities in Enugu State. When university leaders demonstrate integrity and a clear vision, staff are more likely to trust them and align with the institution's goals. This trust fosters loyalty, leading to improved dedication and reduced turnover intentions among academic and non-academic staff. Moreover, idealized influence boosts staff performance as employees feel inspired to emulate their leaders' work ethics and standards. The positive relationship between idealized influence and staff outcomes is consistent with previous studies that linked transformational leadership with increased organisational effectiveness and performance (Eze, 2022; Igbokwe & Nwafor, 2023). These findings suggest that leadership behaviours rooted in moral conduct and vision sharing play a vital role in building a committed and productive university workforce.

The results also showed that inspirational motivation, which involves articulating a compelling vision and motivating employees to achieve beyond expectations, strongly impacts organisational commitment in public universities in Enugu State. Leaders who communicate clear goals and inspire hope encourage staff to take ownership of the institution's mission and values. This shared sense of purpose strengthens commitment levels and builds a culture of collective responsibility. Inspirational motivation also improves staff performance by boosting morale and encouraging creativity and initiative. These results align with evidence from previous studies, which established that inspirational motivation positively affects job satisfaction, commitment, and productivity among university staff (Okeke & Anya, 2021; Edeh & Obikeze, 2023). Therefore, leaders who inspire and motivate

through vision and encouragement can significantly enhance both commitment and performance in higher education institutions.

Conclusion

The study concluded that transformational leadership significantly impacts organizational commitments in public universities in Enugu State. The results showed that idealized influence enhances organizational commitment and staff performance by promoting trust, respect, and shared vision among employees. Similarly, inspirational motivation drives staff to remain committed and perform better by providing clear goals and a sense of purpose. These findings suggest that adopting transformational leadership practices can improve productivity and institutional effectiveness.

Recommendations

In line with the findings, the following recommendations were proffered:

1. Public universities should provide regular leadership development programs that emphasize transformational leadership skills, particularly idealized influence and inspirational motivation, to strengthen leaders' ability to inspire and guide staff effectively.
2. University leaders should consistently demonstrate ethical behavior, integrity, and commitment to institutional goals to reinforce idealized influence and encourage staff to emulate these values.
3. Leaders should communicate clear, challenging, and motivating objectives that align with the universities' vision to harness inspirational motivation, fostering higher staff engagement and commitment.
4. Public universities should introduce systems that recognize and reward staff contributions and achievements, reinforcing both commitment and performance while sustaining motivation inspired by transformational leadership practices.

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