



Hipatia Press
www.hipatiapress.com



Instructions for authors, subscriptions and further details:

<http://ijelm.hipatiapress.com>

The Relationship of Leadership Style to Commitment: Choreographers and Student Dancers' Perspective

Joseph T. Lobo¹

1) City College of Angeles, Philippines

Date of publication: July 16th, 2023

Edition period: January 2022 – July 2022

To cite this article: Lobo, J.T. (2023). The relationship of leadership style to commitment: choreographers and student dancers' perspective. *International Journal of Educational Leadership and Management*, 11(2), 189-215.
<http://dx.doi.org/10.17583/ijelm.10397>

To link this article: <http://dx.doi.org/10.17583/ijelm.10397>

PLEASE SCROLL DOWN FOR ARTICLE

The terms and conditions of use are related to the Open Journal System and to [Creative Commons Attribution License \(CCAL\)](#).

The Relationship of Leadership Style to Commitment: Choreographers and Student Dancers’ Perspective

Joseph T. Lobo
City College of Angeles, Philippines

Abstract

There have been numerous studies that were already conducted concerning the relationship between styles of leadership and commitment from various disciplines; however, there are only a few to no investigations performed regards to dance space. This present study aimed to determine the relationship between the leadership styles of choreographers and the commitment of student dancers from various Higher Education Institutions (HEIs) on the entire island of Luzon in the Philippines. The gathering of data has been conducted via an online survey using LSQ and OCQ to 105 choreographers and 228 student dancers. The findings revealed that most of the choreographers apply the democratic leadership style; while the commitment level of student dancers is moderately high. Moreover, no relationship between the leadership style and commitment was observed which accepted the null hypothesis tested for this study. Based on the yielded results, leadership and management development programs are recommended to choreographers for them to be educated on what appropriate and effective leadership style they can practice, to heighten commitment and improve their relationship with student dancers. Additionally, programs to intensify the commitment of student dancers are highly suggested. Conducting a similar study is highly recommended to support or refute the findings of this research.

Keywords: Choreographers, Commitment, Dance education, Leadership Style, Student-dancers

2023 HipatiaPress

ISSN: 2014-9018

DOI: 10.17583/ijelm.10397

La Relación del Estilo de Liderazgo con el Compromiso: la Perspectiva de Coreógrafos y los Estudiantes de Danza

Joseph T. Lobo
City College of Angeles, Philippines

Resumen

Son numerosos los estudios que ya se han realizado sobre la relación entre estilos de liderazgo y compromiso desde diversas disciplinas; sin embargo, se han realizado muy pocas con respecto al espacio de la danza. El presente estudio tiene como objetivo determinar la relación entre los estilos de liderazgo de los coreógrafos y el compromiso de los estudiantes de danza de varias Instituciones de Educación Superior en toda la isla de Luzón en Filipinas. La recogida de datos se ha realizado mediante una encuesta online mediante LSQ y OCQ a 105 coreógrafos y 228 alumnos de danza. Los hallazgos revelaron que la mayoría de los coreógrafos aplican el estilo de liderazgo democrático; mientras que el nivel de compromiso de los estudiantes bailarines es moderadamente alto. Además, no se observó relación entre el estilo de liderazgo y el compromiso, lo que aceptó la hipótesis nula probada para este estudio. Con base en los resultados arrojados, se recomiendan programas de desarrollo de liderazgo y gestión a los coreógrafos para que se eduquen sobre el estilo de liderazgo apropiado y efectivo que pueden practicar, para aumentar el compromiso y mejorar su relación con los estudiantes de danza. Además, se recomiendan programas para intensificar el compromiso de los estudiantes de danza. Se recomienda encarecidamente realizar un estudio similar para respaldar o refutar los hallazgos de esta investigación.

Palabras clave: Coreógrafos, compromiso, enseñanza de la danza, estilo de liderazgo, estudiantes-bailarines.

Numerous studies have already been conducted on leadership styles and commitment from various organizations and industries. However, only a few local studies were performed concerning performing arts, most especially local studies in the Philippines. After numerous attempts to search for related studies and literature, the researcher has only found limited resources that can be used. Further investigation should be conducted as dance research in the Philippines only occupies a limited sector in scholarly works (Villaruz, n. d.).

Choreographers' leadership style plays a vital role in the success of dance troupes or organizations. The choreographer-dancer relationship is emphasized to play an integral part in a triumphant dance production. Among other creative processes, the choreographer-dance relationship is not comparable (De Keersmaecker, n.d.). Being a leader is a vulnerable position – it opens the choreographer to criticism but able to invoke positive change in its dancers. Moreover, dancers' commitment and passion for dancing depend on the managerial style that the choreographer practices and applies.

Over the past years, all researchers and practitioners have had significant challenges regarding leadership (NawoseIng'ollan & Roussel, 2017). Leadership style has been a hot issue in recent studies from other disciplines. This refers to a leader's or coach's characteristic behavior when directing, inspiring, guiding, and managing a group of people (Cherry, n.d.). It is a process of mobilizing humans and resources to achieve a specific goal. It is a key to good task completion (NawoseIng'ollan & Roussel, 2017) and a substantial factor in job performance (Islam et al., 2018). Leaders set smart goals for their subordinates and empower them to achieve them (Al-Malki & Juan, 2018). It requires both a set of skills that can be learned and specific characteristics that can be nurtured. People called "leaders" influence their behaviour, persuade them to follow a particular course of action (Asimwe, 2021), and usually show resilience and persistence. They usually focus on the bigger picture alongside a vision of what could be and help their subordinates see that their future goals are achievable. In this way, leaders seek to bring substantive changes to their teams. Leadership is a relationship between subordinates. It inspires and delivers direction for them and involves emotional ties and commitments. The main essence of leadership is exerting

remarkable influence to attain the goals for lasting satisfaction and the essential needs of the group (Klein, 2014).

Leadership Styles

Authoritarian leadership is a behavior asserting strong authority and control over all subordinates and demanding substantial compliance (Wang et al., 2019). This leadership style is also called “intense style” and “autocratic style,” which includes a directive, very demanding coach who prepares the group for any performance (Castillo et al., 2014). Generally, authoritarian leadership has a negative connotation across different literature (Wang et al., 2019). It is usually the most-practice leadership style and displayed behavior across different societies and organizations. It is used in Asia, Latin America, and the Middle East business organizations (Selvarajah et al., 2020). Leaders who use this style provide instructions that should be followed strictly by their subordinates without complaints and should be completed on time, as provided. Also, leaders of authoritarian leadership expect employees to adhere to high standards and punish employees for not doing their job correctly (Wang & Guan, 2018). Moreover, authoritarian leadership has been an interesting issue across all studies in the discipline whether it gives a better or worst outcome to the group. Authoritarian leadership has been a hot issue across all studies in the discipline, whether it gives a better or worst outcome to the group. Extensive research has been conducted about this specific leadership style, and it is depicted as destructive by verifying its negative influence on employees’ outcomes, such as voice behavior (Yan & Xiao, 2016), team identification (Huang & Lin, 2021), and task performance (Pizzolitto et al., 2022). On a positive note, in the study of González-García et al. (2021), it was found that there are simultaneously optimistic and high scores on the authoritarian behavior of the players’ coach. On the contrary, the study of Calvo and Topa (2019) found that the authoritarian leadership style is least desired by the base soccer players, and implies less satisfaction from the players, and marginally and negatively predicted positive affect intensity during the competition (Dolly & Nonyelum, 2018; González-García et al., 2019; Jony et al., 2019).

Laissez-faire leadership is also known as "delegative leadership," a leadership style where leaders are hands-off and let the group leaders decide

It is a style of leadership that is solely built on trust. Leaders trust the duties of their subordinates to complete the task freely, without strict policies and procedures. An approach in management where a nominated leader physically occupies the managerial position, but the responsibilities that should be performed are avoided and abandoned (Buch et al., 2015). Such manners may change subordinates' performance in two ways: probability is decreased for future desired behavior and opening the door for increased levels of undesired performance (Dipboye, 2018). In recent years, researchers have found that this type of leadership leads to the lowest productivity among members (Brisimis et al., 2018; Gadirajurrett et al., 2018). As supported by the study of Asrar-ul-Haq and Kuchinke (2016), and Ercegovac and Beker-Pucar (2022) this leadership style showed a negative relationship with the outcomes of the bank employees' performance in terms of effectiveness and satisfaction. Diebig and Bormann (2020) study found that followers do not receive any support from their leader, which has led to stress. Results from the study of Almarakshi et al. (2019) regarding laissez-faire and its effect on job performance found no significant relationship between the leadership style and job performance of the employee in a non-profit organization. Hinds et al. (2019) showed that the employees' perception of transformational and laissez-faire leadership styles affected their commitment to the non-profit organization. Oyetunji et al. (2019) result findings on the relationship of laissez-faire leadership style to behavior and performance of construction workers showed that when laissez-faire is adopted as a leadership style on the construction site, it will lead to a negative correlation with the workers' performance. This implies that the more laissez-faire behavior is adapted and applied in a group, the more the workers' performance reduces. Synonymous with the study of Gameda and Lee (2020), the laissez-faire leadership style had a significant negative relationship with task performance. Therefore, adopting this leadership styles need an assessment of all subordinates to see if they are competent and able to perform the task without supervision.

Democratic leadership, also known as the "participative leadership style," is based on mutual respect. This leadership usually requires collaboration between the leader and the followers. By its very definition, this style invites input and contribution within a group that may not otherwise be (or feel) represented. Democratic leadership has been established and widely used for years by different leaders across different societies and organizations.

Democratic leadership fosters participation from the athlete when it comes to decision-making concerning the entire group's goals and methods (Tucker & Black Jr., 2017). When everyone's concern is heard, followers tend to feel valued, and the more they are integrated into the group. Several studies have been conducted on this leadership style's positive and negative outcomes across the globe. The benefits of a democratic style are self-sufficient workers, highly motivated workforces, different ideas, strengthened public interest, improved creativity, freedom of expression, equal rights, and confidence in staff (Coft, 2018). On the contrary, the disadvantages of this style include excess time consumption in getting numerous opinions; results vary depending on the age and maturity of workers, indecision where optimal solutions are not merely present, and the difficulty in assuaging all workers (Elkhwesky et al., 2022). This style works best if all staff are highly skilled, competent, and eager to share their knowledge and ideas (Chukwusa, 2019). It is necessary to give the staff adequate time to contribute to developing an action plan and eventually cast their votes before implementation. As defined, it will encourage staff to be part of the decision-making process and is helpful on the all-time horizon (Iqbal et al., 2015). using multiple regression to see the influence of leadership style on the intent of the artistic swimmers to continue, the results showed that democratic leadership indicated a positive outcome and experience with their athletic career. Dolly & Nonyelum (2018) also supported the democratic style on job performance, where they found that this style has a high positive result in the performance of librarian staff. This is evident that democratic leadership style has been perceived to have a positive effect on the commitment of people from various organizations.

Commitment

Commitment plays a vital role in the success of a dancer. It comes with an understanding that what dancers do outside the studio is synonymous with what occurs inside. Furthermore, dancers with high commitment to what they do and the entire group will do anything necessary to perform to their highest level. Utilizing all the available resources and techniques provided to them may be of great help in developing their performances. Dancers who are highly committed constantly seek and ask for beneficial ideas from their choreographers or sources to contribute to the performance. These include

simple practices while on break, performing warm-ups before the workout, eating a healthy diet, sleeping enough hours every day, and using more sophisticated methods such as utilizing psychological and physiological professionals to maximize their potential and alleviate weakness and injuries that may enhance performance.

The study of Hallajy et al. (2011) showed that Transformational leadership with ($\beta=0.53$) and transactional leadership with ($\beta=0.44$) could predict athletes' commitment using SEM. Also, the study of Saybayani et al. (2013) findings revealed a positive significant relationship between transformational leadership style of coaches, sport commitment ($r=.419$, $\beta=.478$, ρ value=.001), and athlete satisfaction of football players ($r=.386$, $\beta=.443$, ρ value=.001). This concludes the positive significant relationship between coaches' leadership style to commitment of Iranian high schools' football teams. Moreover, findings of Lee & Cho (2018) revealed that transformational leadership style affects the affective commitment of fitness clubs' employees. Contrastingly, a significant medium positive relationship was observed between transformative leadership style and commitment (Abasilim et al., 2019). In general, appropriate leadership style should be adopted to attain positive outcomes.

Based on the literature regarding the relationship between the leadership styles and commitment aforementioned from various disciplines, these are beneficial for this study. This study's primary goal is to determine the relationship between the two variables in the performing arts discipline, specifically dance. Also, it aims that the results of this study will contribute to the body of knowledge, especially in dance research. The results of this study may also be helpful to other researchers interested in conducting studies concerning leadership and management in dance education. To realize the goals of this study, it aims to answer the following research questions:

1. How may the leadership styles of choreographers be described?
2. How may the level of commitment of student-dancers be described?
3. Is there a statistically significant relationship between leadership styles of choreographers to commitment of student-dancers?

Null Hypothesis

H₀: No significant relationship between the leadership style of choreographers and student-dancers commitment.

Methods

Guided by the research goal, this section details the methods employed in this study. It includes the design, participants, setting, instrument, data collection, and analysis.

Design

This descriptive-correlational study focused on its primary goal to determine the relationship between the leadership styles of choreographers and the commitment of student dancers.

Participants

In order to recruit the participants fitted for this study, inclusion and exclusion criteria were formulated. Concerning this, all participating HEIs in the Entire Luzon must have: (1) a dance troupe for at least two (2) years. For the choreographers, respondents must have been working with the group for at least two (2) years or above, (2) within the age range of 25-50 years old, and (3) either male or female. All student dancers' participants should (1) already been a member for two (2) years and above, and they should be in their 3rd or 4th year, (2) within the age range of 21-26 years old, and (3) either male or female. Participants who have not satisfied the criteria set by the research will be automatically ineligible to partake in the study.

Instruments

Two questionnaires were utilized for the conduct of this study. First, *the leadership style questionnaire* (LSQ), an 18-item questionnaire developed by Northouse (2016) that describes the style of leadership a person applies, was adapted for this study. Responses are recorded on a 4-point Likert scale

ranging from 1 (strongly disagree) to 4 (strongly agree). For the scoring of the questionnaire, the sum of the responses from items 1, 4, 7, 10, 13, and 16 (authoritarian leadership), items 2, 5, 8, 11, 14, and 17 (democratic leadership), and items 3, 6, 9, 12, 15 and 18 (laissez-faire leadership). For interpretation, the scores range has been modified to describe the leadership style. From 19.51-24 (Range), 15.10-19.50 (Moderately High Range), 10.51-15.00 (Low Range), and 6-10.50 (Very Low Range). For the prior application of this questionnaire, Cronbach's Alpha is highly reliable at .860 (Seeger, 2020).

The *organizational Commitment Questionnaire* (OCQ), developed by Mowday et al. (1979), is a 15-item questionnaire tested on a series of 2,563 employees from non-divergent organizations. Six questions focus on employees' affective or attitudinal commitment, and the other six questions are phrased negatively and coded in reverse. Responses were recorded on a 4-point Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree), and negatively phrased items were scored in reverse. In the original report of Mowday et al., Cronbach's Alpha ranged from .82 to .93, with a median of 0.90 (Schwarzwald & Shalit, 1992).

Data Collection

Purposive sampling was employed in the study. It is a sampling technique where the researcher deliberately chooses participants for the study due to the qualities the participants possess (Lobo et al., 2022). Since this study focuses on leadership styles and commitment of choreographers and student dancers; thus, this technique was used. Additionally, *Raosoft Sample Size Calculator* was also utilized to determine the target sample size of respondents (from both choreographer and student dancers' total population). The total population of choreographers is 135 and the target sample is 101 respondents; while the total population of student dancers is 450, and the target sample size is 208. Both target samples have a 5% margin of error and a 95% confidence level.

Data Analysis

This study has utilized descriptive and correlation analyses from the obtained data with the IBM SPSS version 27. To describe the leadership styles of

choreographers and the commitment level of student dancers, frequency (f), sum, mean (M), and (SD) were utilized. Lastly, Pearson r was used to determine the relationship between leadership styles and commitment. For the facilitation of the interpretation of the data obtained, a point scale interpretation was used to describe per item response which is shown in Table1:

Table 1*Interpretation table*

Range of Weighted Mean	Description
3.26 – 4.00	Very High Range
2.51 – 3.25	Moderately High Range
1.76 – 2.50	Low Range
1.00 – 1.75	Very Low Range

Results

Obtained data were all exported from the Google form that was utilized for the online survey. The LSQ and OCQ questionnaires were answered by one hundred five (105) choreographers, and two hundred twenty-eight (228) student dancers from various Higher Education Institutions in the entirety of Luzon.

Table 2*Leadership Styles of Choreographers*

Leadership Style	Questions	Mean	SD	Interpretation
Authoritarian	1	3.19	0.92	Moderately High
	4	2.19	0.99	Low
	7	3.22	0.90	Moderately High
	10	2.86	0.90	Moderately High
	13	3.17	0.88	Moderately High
	16	3.46	0.80	Very High
Total Score		18.08	3.54	Moderately High

Leadership Style	Questions	Mean	SD	Interpretation
	2	3.42	0.75	Very High
Democratic	5	3.17	0.92	Moderately High
	8	3.55	0.80	Very High
	11	3.53	0.76	Very High
	14	3.11	0.91	Moderately High
	17	3.46	0.82	Very High
	Total Score	20.24	3.72	Very High
Laissez-faire	3	2.59	0.92	Moderately High
	6	2.62	0.96	Moderately High
	9	3.33	0.87	Very High
	12	2.99	0.94	Moderately High
	15	2.59	1.04	Moderately High
	18	2.10	0.96	Moderately Low
	Total Score	16.20	3.75	Moderately High

Table 2 illustrates the leadership style of the choreographers. Based on the results, it was found that most choreographers from various HEIs in Luzon who answered the survey questionnaire use a democratic leadership style, which corresponds to “Very High” (M=20.24, SD=3.72); the authoritarian leadership style ranks second with “Moderately High” (M=18.08, SD=3.54), and lastly laissez-faire leadership style which corresponds to “Moderate Range” (M=16.20, SD=3.75).

Table 3
Commitment level of Student-Dancers

Questions	Mean	SD	Interpretation
<i>I am willing to put in great deal of effort beyond that normally expected in order to help the Dance troupe be successful.</i>	3.73	0.56	Very High
<i>I talk up the Dance troupe to my friends as a great organization to work for.</i>	3.60	0.67	Very High
<i>I feel very little loyalty to this organization.</i>	2.18	1.14	Low

Questions	Mean	SD	Interpretation
<i>I would accept almost any type of role in order to keep working for the Dance troupe.</i>	3.57	0.65	Very High
<i>I find that my values and the dance troupe's values are very similar</i>	3.33	0.69	Very High
<i>I am proud to tell others that I am part of this dance troupe.</i>	3.71	0.61	Very High
<i>I could just as well be working for a different organization as long as the type of work/task was similar.</i>	1.96	0.90	Very Low
<i>This dance troupe really inspires the very best in me in the way of job performance.</i>	3.66	0.61	Very High
<i>It would take very little change in my present circumstances to cause me to leave the dance troupe.</i>	2.74	0.98	Moderately High
<i>I am extremely glad that I chose this dance troupe to work for over others I was considering at the time I joined.</i>	3.55	0.66	Very High
<i>There's not too much to be gained by sticking with the dance troupe indefinitely.</i>	2.57	1.07	Moderately High
<i>Often, I find it difficult to agree with the dance troupe's policies on important matters relating to its dancers.</i>	2.57	1.05	Moderately High
<i>I really care about the fate of the dance troupe.</i>	3.62	0.64	Very High
<i>For me, this is the best of all possible dance troupe for which to work.</i>	3.47	0.69	Very High
<i>Deciding to work for this Dance troupe was a definite mistake on my part.</i>	3.22	1.09	Moderately High
General Mean	3.16	0.28	Moderately High

The levels of commitment of student dancers are described in Table 2. Based on the results, most of the respondents from various HEIs in Luzon are highly committed and willing to put significant effort beyond normal

expectations from them to help their respective dance troupe (M=3.73, SD=0.56) and are proud to be part of the organization (M=3.71, SD=0.61) which both corresponds to "Very High." While on the other hand, the decision to work on the dance troupe was a mistake on their part (M=3.22, SD=1.09), and little changes in the current circumstance of respondents will cause them to leave the dance troupe (M=2.74, SD=0.98) are both "Moderately high." Lastly, loyalty in the dance troupe (M=2.18, SD=1.14) and working in other organizations that is similar to their current task/work (M=1.96, SD=0.90) range "Low" and "Very Low," respectively. Overall, the general weighted mean on dancers' level of commitment was found to be "Moderately High" (M=3.16, SD=0.28).

Table 4
Correlation between Leadership style and Commitment

		Correlations			
		Authoritarian	Democratic	Laissez Faire	Commitment
Commitment	Pearson	-.073	.012	-.049	1
	Correlation				
	Sig. (2-tailed)	.460	.902	.617	
N		105	105	105	228

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows the relationship between choreographers' leadership style and student-dancers commitment. The findings revealed that there is no significant relationship between authoritarian leadership ($r = -.073$, $p = .460$), democratic leadership ($r = .012$, $p = .902$), laissez-faire leadership ($r = -.049$, $p = .617$) to the commitment of student dancers.

This study has some limitations. There are some Higher Education Institutions (HEIs) in Luzon where their performing arts organization or dance troupe is no longer operational or temporarily suspended and will only be continued once the pandemic is done, which causes the data gathering from the target respondents to be complicated. Some participants have not confirmed and declined their involvement in the study. Because only a few respondents answered the online survey questionnaire, the researcher

anticipated that recruitment might not meet the target sample size for this study. Expansion in the scope of the population was performed while still focused on the target number of participants of the study for the statistical analysis to be used in the study will be valid and highly significant. This provided an opportunity to cover respondents from different HEIs representing the entire Luzon.

Discussion

Choreographers' Leadership Style

Based on the finding, most choreographers who participated in the online survey practice democratic leadership style as their way of leading and managing their respective dance troupes. This outcome was supported by the findings of Coft (2018). Previously conducted studies could determine the positive effect of this specific leadership style across different organizations and disciplines. On the other hand, although there have been numerous studies about its positive effect, choreographers should also consider the challenges and disadvantages of this specific style. This style may be applied based on the organization's current situation, such as members' skills and competencies, pressure level, and, most significantly, their commitment. The democratic style applies if most dance troupe members are capable and can be supervised easily (Chukwusa, 2019). However, this specific style may not be helpful or practical if the case differs.

Level of Commitment of Student-Dancers

Most of the student dancers who participated in the study were found out to be highly committed to their respective dance troupes, but not necessarily extreme. It can be construed that there are some gaps, needs or factors that needs to be addressed in order to heighten their commitment. Based on the study findings of Aujla et al. (2014), the most important factor which highly associates to commitment is enjoyment. This also curtails to other sources such as emotional, social and physiological factors. Moreover, the age, tenure in the organization, self-efficacy, culture, satisfaction and engagement were also observed to affect commitment (Suryani, 2018). These previously

conducted studies have emphasized that commitment plays a crucial role in the overall performance of an organization. In connection to the performing arts, specifically in dance space, highly committed dancers are strong-will and will perform whatever it takes for the sake of the entire organization.

Authoritarian Leadership Style and Commitment

There was no significant relationship observed between authoritarian leadership style and commitment. This result has neither supported the positive nor negative findings from previously conducted studies across various disciplines. Findings from various researchers have revealed the positive relationship between this specific style to commitment (Al Khajeh, 2018; Chua et al., 2018; Dolly & Nonyelum, 2018; NawoseIng'ollan & Roussel, 2017; Matiko & Mbuti, 2021; Veliu et al., 2017). On the other hand, findings revealed that once leaders practice this leadership style may result to adverse outcomes, most especially to the commitment of individuals in the organization (Afsar, 2014; Essien & Ekoriko, 2020; Jerome, 2018; Mohamed et al., 2019; Zhao & Sheng, 2019). Studies concerning this leadership style resulted in its harmful and disruptive effect on commitment which is evident across various disciplines. However, the results of this present study have not yet been proven in the dance field.

Democratic Leadership Style and Commitment

No significant relationship was observed between democratic leadership style and commitment. The result of this study contradicted the study findings of various researches that democratic style has a significant relationship and positive effect to commitment of individuals in an organization (Akpapere et al., 2019; Al Khajeh, 2018; Diana et al., 2021; Essien & Ekoriko, 2020b; Jony et al., 2019; Rai et al., 2020; Rao & Zaidi, 2020; Setiawan et al., 2021; Matiko & Mbuti, 2021). On the other hand, these findings are from various disciplines; hence, the result of this present study is not yet conclusive.

Laissez-faire Leadership Style and Commitment

The Laissez-faire leadership style was not observed to have a significant relationship with commitment. The result has been supported by previously conducted studies (Gardner, 2018; Matiko & Mbuti, 2021; Zeleke & Yeshitila, 2015). Equally, there are also previously conducted studies that all resulted in positive and negative relationships of this specific style of commitment. On the positive results, findings revealed the positive association of laissez-faire style to other factors, most especially the commitment of individuals in an organization (Amini et al., 2019; Dim & Nzube, 2020; Harb et al., 2020; Lanier, 2020). On the contrary, various findings revealed that there is a negative association between laissez-faire to commitment (Ekpenyong, 2020; Maroof Khan, 2021; Nweke et al., 2021; Robert & Vandenberghe, 2021). In summary, it can be construed that there are already previously conducted studies that have supported this study's findings. However, these findings are based on other disciplines and may not fully support the results of this present study.

Conclusion

This study's goal is to determine the relationship between the leadership style of choreographers and the commitment of student dancers across various Higher Education Institutions on the island of Luzon in the Philippines. The data obtained from 105 choreographers found that the democratic leadership style is the most applied style. Moreover, among the 228 student dancers who participated in the study, their level of commitment was significantly high. Lastly, no significant relationship was observed between leadership styles and commitment, which accepted the null hypothesis tested for this study. With this, it can be concluded that dancers may still be highly committed regardless of what the choreographers practice leadership style. Even if the findings resulted in no significance, the results of this present study are respected, and conducting similar research is highly recommended.

Although previously conducted studies have shown the positive effect of the democratic style in supervising individuals, this study further suggests, as stated in the discussion part, adding other styles which are not cited in this study since this current study only focused on the three-leadership style as

mentioned by Lewin et al. (2010). Additionally, Offices that supervise choreographers may include leadership and management development or training programs from various professionals highly aligned to this specialization which may be highly beneficial to all choreographers handling dance troupes. These programs may provide knowledge of various industry leaders' most recent and trending styles. In this, choreographers can identify what leadership style they can practice based on the organization's needs. An appropriate leadership style should be practiced to attain positive outcomes and strengthen members' commitment to an organization (Abasilim et al., 2019).

Concerning the commitment of student dancers, this study further suggests that the office that handles the dance troupe should provide essential activities such as team dynamics and team building exercises as part of their support program. The provision of these activities shall be aligned based on the needs, demands, or factors that need to be addressed to maximize commitment. These activities are very critical to the growth of an organization, as these activities will benefit members of the dance troupe to understand each other and set clear goals for the entire organization's development and success. Moreover, such activities tend to teach people how to work together, thus, improving the relationship between choreographer and dancer, and dancer-to-dancer relationship. Additionally, it improves morale and engagement, increases productivity, and fosters innovation and creativity, which may result in intensified and highly committed artists.

Furthermore, based on the relationship between leadership style and commitment, this study suggests that other variables may be added to this current study. These may be mediating or moderating variables, demographic profile (e.g., gender, age, years of experience) of choreographers, and other factors that are verified to affect commitment to deeply understand and determine its relationship or effect, most especially in the performing arts industry. Moreover, other research methods may be utilized (e.g., mixed method), such as interviews, observation, and surveys, to understand choreographers' philosophy of their leadership style and the commitment of student dancers to their respective organizations.

Lastly, the scope of this study only focuses on the tertiary level from various colleges and universities in Luzon, duly accredited by the Commission on Higher Education (CHED). It does not represent the entire

population of choreographers and student dancers from various schools. In order to represent the entire population, this study suggests expanding the participants by recruiting from schools in primary and secondary education supervised by the Department of Education (DepEd), which also handles performing arts (e.g., dance troupes, dance clubs/organizations), and from those other dance groups (e.g., street dance crews, non-profit organizations). Moreover, a similar study can be conducted on other islands and regions (Visayas and Mindanao), as well as outside the country, to determine if the findings of this study may be supported or refuted.

The findings of this study are significant as this opens a new door for new knowledge regarding the relationship between leadership style and commitment in the dance space. Moreover, it provides new data from other existing studies across various disciplines. On a positive note, this study is highly noteworthy since there were only a few studies related to leadership, management, and commitment in the local or the Philippines.

References

- Abasilim, U. D., Gberevbie, D. E., & Osibanjo, O. A. (2019). Leadership Styles and Employees' Commitment: Empirical Evidence from Nigeria. *SAGE Open*, 9(3), 215824401986628. <https://doi.org/10.1177/2158244019866287>
- Afsar, B. (2014). Moral or Authoritative Leadership: Which One is Better for Faculty Members? *American Journal of Educational Research*, 2(9), 793–800. <https://doi.org/10.12691/education-2-9-14>
- Akparep, J. Y., Jengre, E., & Mogre, A. A. (2019). The Influence of Leadership Style on Organizational Performance at TumaKavi Development Association, Tamale, Northern Region of Ghana. *Open Journal of Leadership*, 08(01), 1–22. <https://doi.org/10.4236/ojl.2019.81001>
- Al-Malki, M., & Juan, W. (2018). Leadership Styles and Job Performance: a Literature Review. *Journal Of International Business Research And Marketing*, 3(3), 40–49. <https://doi.org/10.18775/jibrm.1849-8558.2015.33.3004>

- Al Khajeh, E. H. (2018). Impact of Leadership Styles on Organizational Performance. *Journal of Human Resources Management Research*, 1–10. <https://doi.org/10.5171/2018.687849>
- Almarakshi, N. A. K. A., Singh, J. S. K., & Kularajasingam, J. (2019). The perceived effective leadership style and employee performance in a non-profit making organization. A quantitative study in Amman, Jordan. *International Journal of Recent Technology and Engineering*, 7(5), 483–490.
- Amini, M. Y., Mulavizadaand, S., & Nikzad, H. (2019). The Impact of Autocratic, Democratic and Laissez-Fair Leadership Style on Employee Motivation and Commitment: A Case Study of Afghan Wireless Communication Company (Awcc). *IOSR Journal of Business and Management*, 21(6), 45–50. <https://doi.org/10.9790/487X-2106014550>
- Asiimwe, J. B. (2021). The Relationship between Democratic Leadership Style and SMEs Growth in the Top 100 SMEs in Kenya. *The International Journal of Business & Management*, 9(6), 240–245. <https://doi.org/10.24940/theijbm/2021/v9/i6/BM2106-034>
- Asrar-ul-Haq, M., & Kuchinke, K. P. (2016). Impact of leadership styles on employees' attitude towards their leader and performance: Empirical evidence from Pakistani banks. *Future Business Journal*, 2(1), 54–64. <https://doi.org/10.1016/j.fbj.2016.05.002>
- Aujla, I. J., Nordin-Bates, S., & Redding, E. (2014). A qualitative investigation of commitment to dance: findings from the UK Centres for Advanced Training, 15(2), 138–160. <https://doi.org/10.1080/14647893.2013.825764>
- Brisimis, E., Bebetos, E., & Krommidas, C. (2018). Does group Cohesion predict team sport athletes' satisfaction? *Hellenic Journal of Psychology*, 15(1), 108–124. https://pseve.org/wp-content/uploads/2018/05/Volume15_Issue1_Brisimis.pdf
- Buch, R., Martinsen, Ø. L., & Kuvaas, B. (2015). The Destructiveness of Laissez-Faire Leadership Behavior. *Journal of Leadership & Organizational Studies*, 22(1), 115–124. <https://doi.org/10.1177/1548051813515302>
- Calvo, C., & Topa, G. (2019). Leadership and Motivational Climate: The Relationship with Objectives, Commitment, and Satisfaction in Base

- Soccer Players. *Behavioral Sciences* 2019, Vol. 9, Page 29, 9(3), 29.
<https://doi.org/10.3390/BS9030029>
- Castillo, D. B., Alexandria, M., Balibay, V., Alarcon, J. M., Picar, J. M., Lampitoc, R. R., Crizandra Baylon, M., & Espinosa, A. A. (2014). Autocratic and Participative Coaching Styles and Its Effects on Students' Dance Performance. *International Journal of Learning, Teaching and Educational Research*, 3(1), 32–44.
<http://ijlter.org/index.php/ijlter/article/view/21>
- Cherry, K. (n.d.). *Leadership Styles and Frameworks*. Retrieved May 10, 2022, from <https://www.verywellmind.com/leadership-styles-2795312>
- Chua, J., Basit, A., & Hassan, Z. (2018). Leadership Style and its Impact on Employee Performance. *International Journal of Accounting & Business Management*, 6(1), 80–94.
<https://doi.org/10.24924/ijabm/2018.04/v6.iss1.80.94>
- Chukwusa, J. (2019). Perceived democratic leadership style of university librarians and library staff work attitude. *Library Philosophy and Practice*, 2019(May).
- Coft, T. (2018). Leadership styles and factors in effective staff motivation. *Nursing Leadership Student Journal*, 1–12.
<https://journals.kpu.ca/index.php/nlsj/article/download/199/9/>
- De Keersmaeker, A. T. (n.d.). *Choreographer and dancers: a complementary relationship | News | Rosas*. (Retrieved May 10, 2022)
<https://www.rosas.be/en/news/742-choreographer-and-dancers-a-complementary-relationship>
- Diana, I. N., Supriyanto, A. S., Ekowati, V. M., & Ertanto, A. H. (2021). Factor Influencing Employee Performance: The Role of Organizational Culture. *Journal of Asian Finance, Economics and Business*, 8(2), 545–553.
<https://doi.org/10.13106/jafeb.2021.vol8.no2.0545>
- Diebig, M., & Bormann, K. C. (2020). The dynamic relationship between laissez-faire leadership and day-level stress: A role theory perspective. *German Journal of Human Resource Management: Zeitschrift Für Personalforschung*, 34(3), 324–344.
<https://doi.org/10.1177/2397002219900177>
- Dim, E., & Nzube, C. A. (2020). Effect of Leadership Styles on Organizational Performance of Selected Foam Manufacturing Firms

- in Anambra State. *International Journal of Management and Entrepreneurship (IJME)*, 2(1), 13–27.
<https://www.ijmeoou.org/index.php/ijme/article/view/15>
- Dipboye, R. L. (2018). Work Motivation. In *The Emerald Review of Industrial and Organizational Psychology* (pp. 103–174). Emerald Publishing Limited. <https://doi.org/10.1108/978-1-78743-785-220181006>
- Dolly C, K., & Nonyelum P., O. (2018). Impact Of Democratic Leadership Style On Job Performance Of Subordinates In Academic Libraries In Port Harcourt, Rivers State, Nigeria. *International Journal of Research -Granthaalayah*, 6(10), 232–239.
<https://doi.org/10.29121/granthaalayah.v6.i10.2018.1190>
- Ekpenyong, J. N. (2020). *The Impact of Leadership Style on Employee's Performance in a Business Organization: A Case Study of Guarantee Trust Bank PLC, Abuja. August*, 1–115.
<http://norma.ncirl.ie/id/eprint/4591>
- Elkhwesky, Z., Salem, I. E., Ramkissoon, H., & Castañeda-García, J. A. (2022). A systematic and critical review of leadership styles in contemporary hospitality: a roadmap and a call for future research. *International Journal of Contemporary Hospitality Management*, 34(5), 1925–1958. <https://doi.org/10.1108/IJCHM-09-2021-1128/FULL/XML>
- Ercegovac, D., & Beker-Pucar, E. (2022). The nexus between FDI and external balance in selected Emerging European Economies: A panel data approach. *Anali Ekonomskog Fakulteta u Subotici*, 47, 147–164.
<https://doi.org/10.5937/AnEkSub2247147E>
- Essien, B. S., & Ekoriko, E. A. (2020). Do leadership styles impact on organizational commitment of workers ? Evidence from Champion Breweries PLC, Nigeria. *Journal of Social Science*, 6(1), 193–206.
<https://www.ijhumas.com/ojs/index.php/kiujoss/article/view/748>
- Gadirajurrett, H., Srinivasan, R., Stevens, J., & Jeena, N. (2018). Impact of Leadership on Team's Performance. *Engineering and Technology Management Student Projects*, 1–11.
https://pdxscholar.library.pdx.edu/etm_studentprojects/1912?utm_source=pdxscholar.library.pdx.edu%2Fetm_studentprojects%2F1912&utm_medium=PDF&utm_campaign=PDFCoverPages

- Gardner, A. (2018). *The relationship between organizational commitment and transformational and transactional leadership styles in government contract employees* (Issue December) [Liberty University]. <https://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=3018&context=doctoral>
- Gemeda, H. K., & Lee, J. (2020). Leadership styles, work engagement and outcomes among information and communications technology professionals: A cross-national study. *Helijon*, 6(4), e03699. <https://doi.org/10.1016/j.helijon.2020.e03699>
- González-García, H., Martinent, G., & Nicolas, M. (2021). Relationships between perceived coach leadership and athletes' affective states experienced during competition. *Journal of Sports Sciences*, 39(5), 568–575. <https://doi.org/10.1080/02640414.2020.1835236>
- González-García, H., Martinent, G., & Trinidad Morales, A. (2019). Perceived Coach Leadership Profiles and Relationship with Burnout, Coping, and Emotions. *Frontiers in Psychology*, 10, 1–8. <https://doi.org/10.3389/fpsyg.2019.01785>
- Hallajy, M., Janani, H., & Fallah, Z. (2011). Modeling the effect of coaches' leadership styles on athletes' satisfaction and commitment in Iranian handball pro league. *World Applied Sciences Journal*, 14(9), 1299–1305.
- Harb, B., Hachem, B., & Hamdan, H. (2020). Public servants' perception of leadership style and its impact on organizational commitment. *Problems and Perspectives in Management*, 18(4), 319–333. [https://doi.org/10.21511/ppm.18\(4\).2020.26](https://doi.org/10.21511/ppm.18(4).2020.26)
- Hinds, S., Escobedo, E., & Demeter, L. (2019). Influence of Organizational Culture and Leadership Styles on Nonprofit Staff Members' Commitment. *ProQuest Dissertations and Theses*, 164. <https://search.proquest.com/docview/2184252804?accountid=8015>
- Huang, T. Y., & Lin, C.-P. (2021). Is Paternalistic Leadership a Double-Edged Sword for Team Performance? The Mediation of Team Identification and Emotional Exhaustion. *Journal of Leadership & Organizational Studies*, 28(2), 207–220. <https://doi.org/10.1177/1548051820979648>
- Iqbal, N., Anwar, S., & Haider, N. (2015). Arabian Journal of Business and. *Arabian Journal of Business and Management Review*, 5(5), 1–6. <https://doi.org/10.4172/2223-5833.1000146>

- Islam, M., Rahman, M., & Siddiqui, K. (2018). Leadership Styles Navigate Employee Job Performance. *SSRN Electronic Journal*, December. <https://doi.org/10.2139/ssrn.3504262>
- Jerome, I. (2018). An investigation on the nexus between leadership style and job satisfaction of library staff in private university libraries South-West, Nigeria. *Library Philosophy and Practice*, 2018(February). <https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=4771&context=libphilprac>
- Jony, M. T. I., Alam, M. J., Amin, M. R., & Alam, M. J. (2019). The Impact of Autocratic, Democratic and Laissez-Faire Leadership Styles on the Success of the Organization: A Study on the Different Popular Restaurants of Mymensingh, Bangladesh. *Canadian Journal of Business and Information Studies*, 1(6), 28–38. <https://doi.org/10.34104/cjbis.019.028038>
- Klein, E. (2014). *Desired leadership styles in classroom and court: Comparing ideal coaching and teaching styles of collegiate student-athletes*. <https://researchrepository.wvu.edu/etd>
- Lanier, A. (2020). The Relationship Between Leadership Practices and Organizational Commitment of Telecommunicators. *ProQuest Dissertations and Theses*, 210.
- Lee, K., & Cho, W. (2018). The Relationship between Transformational Leadership of Immediate Superiors, Organizational Culture, and Affective Commitment in Fitness Club Employees. *Sport Mont*, 16(1), 15–19. <https://doi.org/10.26773/smj.180203>
- Lewin, K., Lippitt, R., & White, R. K. (2010). Patterns of Aggressive Behavior in Experimentally Created “Social Climates.”, 10(2), 269-299. <https://doi.org/10.1080/00224545.1939.9713366>
- Lobo, J., Dimalanta, G., Bautista, C., Buan, E., & De Dios, D. Al. (2022). TikTok Consumption and Level of Class Engagement of Performing Arts Students in the New Normal: Destructive or Beneficial? *American Journal of Education and Technology*, 1(1), 1–9. <https://doi.org/10.54536/ajet.v1i1.305>
- Matiko, E., & Mbuti, E. (2021). Leadership Styles and Employees' Commitment among Government Hospitals in Dodoma City, Tanzania. *East african journal of education and social sciences*, 2(4), 105–111. <https://doi.org/10.46606/10.46606/eajess2021v02i04.0133>

- Maroof Khan, M. (2021). The Effect of Leadership Styles (Laissez-Faire, Transactional and Transformational Leadership) on Employees Job Satisfaction: A Case Study on Banking Sector of Pakistan. *Elementary Education Online*, 20(2), 1387–1396.
<https://doi.org/10.17051/ilkonline.2021.02.159>
- Mohamed, A., Abdul, H., & Ismail, R. (2019). The Effect of Leading Behavior and Style of Project Manager on the Retention of Skillful ICT Project Workers Master’s Programme in Industrial Management and Innovation Masterprogram i industriell ledning och innovation. *Management Research Review*, May.
<http://www.teknik.uu.se/student-en/>
- Mowday, R. T., Steers, R. M., & Porter, L. W. (1979). The measurement of organizational commitment. *Journal of Vocational Behavior*, 14(2), 224–247. [https://doi.org/10.1016/0001-8791\(79\)90072-1](https://doi.org/10.1016/0001-8791(79)90072-1)
- Nawose Ing’ollan, D., & Roussel, J. (2017). Influence of Leadership Styles on Employees’ Performance: A Study of Turkana County, Kenya. *International Journal of Business and Social Science*, 8(7), 82–98.
www.ijbssnet.com
- Northouse, P. G. (2016). *Leadership, Theory and Practice* (7th ed.). Thousand Oaks, CA: Sage Publications Inc.
- Nweke, O., Okoye, P. V. C., & Dike-Aghanya, A. (2021). Effects Of Perceived Leadership Style and Organizational Commitment on Job Satisfaction Among Non-Teaching Employees Of Federal Universities In South-East Nigeria. *International Journal of Research in Education and Sustainable Development*, 1(5), 1–18.
<https://doi.org/10.46654/IJRES.1503>
- Oyetunji, A., Adebisi, J., & Olatunde, N. (2019). Leadership Behaviour and Worker Performance in the Nigerian Construction Industry. *Journal of Values-Based Leadership*, 12(2), 13.
<https://doi.org/10.22543/0733.122.1264>
- Pizzolitto, E., Verna, I., & Venditti, M. (2022). Authoritarian leadership styles and performance: a systematic literature review and research agenda. *Management Review Quarterly*, 0123456789.
<https://doi.org/10.1007/s11301-022-00263-y>

- Rai, A., Budhathoki, P. B., & Rai, C. K. (2020). Linkage between Job Satisfaction, Democratic Leadership Style and the Organizational Commitment of Employees of Privates of Bank in Nepal. *Researcher: A Research Journal of Culture and Society*, 4(1), 97–111. <https://doi.org/10.3126/researcher.v4i1.33814>
- Rao, H. M., & Zaidi, U. (2020). How different perceived leadership styles have an influence on organisational commitment on tourism SMEs? *African Journal of Hospitality, Tourism and Leisure*, 9(1), 1–17. https://www.ajhtl.com/uploads/7/1/6/3/7163688/article_10_vol_9_1_2020_uk_-saudi.pdf
- Robert, V., & Vandenberghe, C. (2021). Laissez-Faire Leadership and Affective Commitment: The Roles of Leader-Member Exchange and Subordinate Relational Self-concept. *Journal of Business and Psychology*, 36(4), 533–551. <https://doi.org/10.1007/s10869-020-09700-9>
- Saybayani, H. R., Yusof, A., Soon, C., Hassan, A., & Zardosthian, S. (2013). Transformational leadership, athletes' satisfaction and sport commitment: A study of Iranian high school football teams Transformational leadership, athletes' satisfaction and sport commitment: A study of Iranian high school football teams. *International Journal of Sport Studies*, 3(4), 406–413.
- Schwarzwald Koslowsky, M., & Shalit, B., J. (1992). Organizational Commitment Questionnaire. *Journal of Applied Psychology*, 77, 511–514. <https://doi.org/10.1037/T08840-000>
- Seeger, D. W. (2020). *Follower perception of leadership communication and leadership style significantly predicting follower job satisfaction among Ohio community college employees* [Bowling Green State University]. https://etd.ohiolink.edu/apexprod/rws_etd/send_file/send?accession=bgsu1577826514284816&disposition=inline
- Selvarajah, C., Meyer, D., & Dahanayake, P. (2020). Profiling the paternalistic manager: leadership excellence in the Philippines. *Asia Pacific Business Review*, 26(4), 425–452. <https://doi.org/10.1080/13602381.2020.1770467>
- Setiawan, R., Cavaliere, L. P. L., Navarro, E. R., Wisetsri, W., Jirayus, P., Chauhan, S., Tabuena, A. C., & Rajan, R. (2021). The Impact of

Leadership Styles on Employees Productivity in Organizations: A Comparative Study Among Leadership Styles. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3875252>

- Suryani, I. (2018). Factors affecting Organizational Commitment. *Jurnal Manajemen Dan Inovasi*, 9(1), 26–34.
<https://doi.org/https://doi.org/10.24815/jmi.v9i1.11418>
- Tucker, R., & Black Jr., W. J. (2017). Social Support and Democratic Behavior Styles of Leadership Preferred by Female Athletes in Middle School Athletic Programs. *Sport Journal*, 512, 1.
<http://search.ebscohost.com/login.aspx?direct=true&db=s3h&AN=122522121&site=ehost-live>
- Veliu, L., Manxhari, M., Demiri, V., & Jahaj, L. (2017). the Influence of Leadership Styles on Employee’S Performance. *Vadyba Journal of Management*, 31(231), 59–69. <https://www.ltvk.lt/file/zurnalai/08.pdf>
- Villaruz, B. E. (n.d.). *Philippine Dance Research and Documentation - National Commission for Culture and the Arts*. Retrieved April 13, 2022, from <https://ncca.gov.ph/about-ncca-3/subcommissions/subcommission-on-the-arts-sca/dance/philippine-dance-research-and-documentation/>
- Wang, H., & Guan, B. (2018). The positive effect of authoritarian leadership on employee performance: The moderating role of power distance. *Frontiers in Psychology*, 9(MAR), 357.
<https://doi.org/10.3389/FPSYG.2018.00357/BIBTEX>
- Wang, Z., Liu, Y., & Liu, S. (2019). Authoritarian leadership and task performance: the effects of leader-member exchange and dependence on leader. *Frontiers of Business Research in China*, 13(1), 1–15.
<https://doi.org/10.1186/S11782-019-0066-X/FIGURES/2>
- Yan, A., & Xiao, Y. (2016). Servant leadership and employee voice behavior: a cross-level investigation in China. *SpringerPlus*, 5(1), 1595.
<https://doi.org/10.1186/s40064-016-3264-4>
- Zelege, B., & Yeshitila, F. (2015). Perceived Relationship Between Leadership Style and Organizational Commitment at Defence University. *Perception of Civil Engineering Extension Students of Addis Ababa University Institute of Technology in the Teaching of Applied Mathematics*, 10(2), 1–26.
<https://www.ajol.info/index.php/ejesc/article/view/136442>

Zhao, R., & Sheng, Y. (2019). The Effect of Leadership Style on Employee Engagement: The Moderating Role of Task Structure. *Open Journal of Social Sciences*, 07(07), 404–420.
<https://doi.org/10.4236/jss.2019.77033>

Joseph T. Lobo: City College of Angeles, Philippines.

ORCID: <https://orcid.org/0000-0002-2553-467X>

Contact Address: joseplobo@cca.edu.ph