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JACK NJANJI

**THE IMPACT OF ETHICAL LEADERSHIP, AFFECTIVE
COMMITMENT, AND NATIONAL CULTURE:
AN AFRICAN PERSPECTIVE.**

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A master's thesis presented to the Social Science and Technology Faculty of Universidade Europeia, to fulfill the requirements necessary to obtain a master's degree in management carried out under the scientific guidance of Doctor Maria Armanda Rodrigues Antunes Sequeira, Assistant Professor at Universidade Europeia

To my Family

Acknowledgments

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Keywords

African leaders, Ethical leadership, Organizational commitment, National culture, Affective commitment

Abstract

This investigation explores the influence of ethical leadership, affective commitment, and national culture from an African perspective. The study looks at how affective commitment and ethical leadership are related, as well as whether country culture may act as a moderator. To look at the relationships between factors, data was gathered through online questionnaires in African organizations. The results demonstrate a positive relationship between ethical leadership attributes and affective commitment, emphasizing the significance of traits like concern for sustainability, people-orientation, clear direction, integrity guidance, and power sharing. The study acknowledges potential cultural implications on how affective commitment and fairness relate to one another.

The study's application highlights the value of ethical leadership in promoting employee loyalty and organizational effectiveness. To deepen our understanding of these links, future studies might focus on cultural dynamics and use longitudinal approaches. Overall, this study contributes to the understanding of ethical leadership, affective commitment, and national culture within the African context, providing insights for organizations and leaders to enhance employee commitment and better leadership practices.

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List of Abbreviations

ACS : Affective Commitment Scale

CDIC : Cultural Dimension Individualism, Collectivism

CDPD: Cultural Dimension Power Distance

CDS.: Cultural Dimension Scale

ELCS: Ethical Leadership and Competency System

ELDP: Ethical Leadership Development Profile

ELS: Ethical Leadership Scale

ELQ: Ethical Leadership Questionnaire

KMO: Kaiser-Meyer-Olkin

LTO: Long-term Orientation

MLQ: Multifactor Leadership Questionnaire

PCA: Principal Component Analysis

IC: Individual-Collectivism

PD: Power-Distance

Chapter 1: INTRODUCTION

A review of the leadership literature provides a plethora of definitions and theories, all of which are defined or propounded to suit the perception of the authors who suggested them, or as descriptions of the leadership landscape that existed during certain eras or periods of human life (Dartey-Baah, 2014).

Leadership is a universally recognized cornerstone of organizational success, capable of motivating and inspiring employees, coordinating, and managing resources, facilitating decision-making, and creating a culture of trust and cooperation (Bass, 1990; Yukl, 2002; Foronda et al., 2021). Leadership entails the ability to guide a collective of individuals in attaining a common goal (Al Khajeh, 2018) and is widely defined as the process of influencing others to work towards such a goal (Mazzarol & Soutar, 2018, p.4). This capability is particularly impactful in the context of Africa, where leadership plays a crucial role in economic development and policy implementation that can potentially enhance economic conditions and healthcare outcomes (Lorica et al., 2020; Obidimma et al., 2020).

The Significance of Ethical Leadership

Specifically, ethical leadership, which integrates moral principles with leadership practices, has been demonstrated to greatly impact both organizational performance and employee satisfaction (Adeola & Ezenwa, 2021). According to Brown and Treviño (2006), ethical leadership involves leaders exhibiting behavior that aligns with ethical standards through their personal actions and relationships and encouraging similar behavior in their followers through effective communication, positive reinforcement, and thoughtful decision-making (p. 597). This serves as evidence of the crucial function ethical leadership plays in fostering a dedicated and efficient workforce (Adeola & Ezenwa, 2021).

Leaders who demonstrate ethical standards serve as exemplars, inspiring individuals via their behaviors and decisions, fostering an environment where ethical behavior is the norm rather than

an infrequent event (Brown & Mitchell, 2010). Furthermore, numerous studies have consistently demonstrated a strong positive relationship between ethical leadership and employee satisfaction, engagement, and retention.

Affective Commitment in the Workplace

Affective commitment is described as "the emotional attachment and identification that an employee has with their organization, which strongly influences their desire to remain a part of it" (Klein et al., 2014, p. 137). The emergence of this phenomenon is greatly influenced by the interaction between the organizational culture and the wider cultural norms that are commonly seen in African workplaces (Meyer & Allen, 1991; Gichuhi et al., 2019).

In Africa, where the values of group identity and mutual support are highly valued, these cultural foundations can have a profound impact on the levels of commitment (Kamoche, 1997). Leaders who adopt behaviors that are in line with principles such as empathy and civic responsibility can promote greater emotional engagement among their followers (Wanasika et al., 2011). A study conducted in South African firms has found that adapting leadership styles to the cultural environment increases affective commitment. This highlights the significance of contextual leadership behaviors. The research was conducted by Ncube and Wasburn in 2006 and Zoogah in 2015. With the convergence of globalization and cultural traditions, African firms are confronted with the task of upholding international corporate norms while respecting local cultural values. Striking this equilibrium is essential for enhancing employee commitment and loyalty (Walumbwa et al., 2011). Understanding these dynamics is essential for cultivating workplaces that excel in both employee commitment and organizational effectiveness.

The Role of National Culture in the African Workplace

National culture refers to the shared cognitive patterns that differentiate individuals belonging to a certain group or category from those in other groups. The notion referred to here is the collective set of values, beliefs, norms, and behaviors that are commonly held by the members of a nation, and which have an impact on their actions and attitudes (Hofstede et al., 2010). National culture has a significant impact on how people behave and their attitudes in the workplace. In the

African environment, diverse traditions, beliefs, and customs play a crucial role in creating expectations and views of leadership (Hofstede, 1980). This study examines the relationship between cultural factors, such as Power Distance and Individualism-Collectivism, and ethical leadership influenced by affective commitment inside businesses. Exploration in Africa is crucial due to its diverse cultural landscape, which requires leaders who can effectively adapt and respond to a wide range of cultural norms (Nsiah, 2018).

In places with a high-Power Distance, leadership tends to favor hierarchical and authoritarian ways. However, leaders who make an effort to integrate ethical principles such as transparency and participatory decision-making, even though it is not prevalent, can still effectively promote effective commitment among employees. (Mazibuko & Govender, 2016). Similarly, Individualism-Collectivism plays a pivotal role in how leadership is enacted and received. Collectivist cultures, which emphasize group harmony and cohesion, may respond more positively to leadership that aligns with these cultural attributes, thus enhancing the affective bond employees feel toward their organization (Kuada, 2015).

Recent empirical studies underscore the necessity for a nuanced approach to leadership in Africa. For example, a study by Thomas and Bendixen (2020) demonstrated that understanding and leveraging cultural norms are crucial for leaders seeking to enhance employee affective commitment in diverse African workplaces.

Research Purpose and Questions

The primary objective of this thesis is to analyze and comprehend the relationship between ethical leadership and its influence on affective commitment among employees in African countries, considering the mediating effect of national culture.

Accordingly, this study is driven by two pivotal research questions: How does ethical leadership influence the emotional commitment of employees in African countries? .This inquiry aims to examine the degree to which ethical leadership practices, which are characterized by qualities such as integrity, fairness, and a focus on the well-being of employees, are associated with the level of emotional attachment and loyalty expressed by employees. Comprehending this

connection is crucial for formulating leadership tactics that improve employee commitment and promote organizational unity (Eisenbeiss, 2012; Brown & Treviño, 2006).

The second research question explored is:

How does the national culture influence the connection between ethical leadership and emotional commitment?

This inquiry examines the role of cultural characteristics, such as Power Distance and Individualism-Collectivism, on the relationship between ethical leadership and affective commitment, considering the diverse cultural values and practices observed in African nations. Understanding the cultural context of each African country is crucial for adapting leadership practices and making them more effective (Hofstede et al., 2010; Minkov & Hofstede, 2012). By addressing these questions, this study aims to contribute to both theoretical and practical understanding of leadership and organizational behavior in Africa.

This gap in research underscores the need for a focused investigation that can offer new insights into how leadership practices rooted in ethical principles affect employee commitment and loyalty in culturally diverse settings.

Justification for the study

The imperative for this research is underscored by the escalating demand for ethical leadership in a business landscape that is becoming both more globalized and more ethically aware. This need is particularly pronounced in Africa, where the rapid pace of social and economic change presents unique challenges and opportunities. Ethical leadership is not merely a theoretical ideal but a practical necessity for guiding organizations through these transformations with integrity and foresight (Boateng & Agyemang, 2018). Research by Oke, A., & Kamara, M. (2020) has highlighted the crucial role that ethical leadership plays in enhancing organizational performance and employee well-being in African companies, stressing the need for further inquiry into culturally specific leadership practices. Similarly, studies by Adeola & Ezenwa (2021) have explored the intersections of national culture and organizational commitment, revealing significant variations across different African cultural contexts, and underscoring the complexity of implementing universal leadership strategies. This study seeks to address the current research void by conducting

a thorough examination of the influence of ethical leadership on affective commitment, specifically within the context of African national cultures. By undertaking this action, it aims to provide useful insights that can assist firms in properly managing the ethical aspects of leadership and cultivating a dedicated workforce. The expected results have the potential to improve our theoretical comprehension of these concepts and provide practical advice for improving leadership practices in the African environment.

The research is organized into seven chapters. Chapter 1 offers an overview of the study, outlining the context, problem statement, research goals, research questions, and the significance of the research. Chapter 2 explores the literature review, specifically focusing on leadership, ethical leadership, its different aspects, and the methods employed to assess it. It also explores the antecedents and consequences of ethical leadership, affective commitment, the three-component model of organizational commitment, and national culture dimensions, including critiques of the Hofstede cultural model. Chapter 3 examines the theoretical and empirical links between the study's key variables, namely ethical leadership, affective commitment, and national culture dimensions. Chapter 4 provides a comprehensive overview of the research methodology, which includes a detailed explanation of the research design, participant characteristics, measuring instruments, data collection procedures, and data analysis techniques. Chapter 5 presents the study's results, offering a detailed analysis of the variables, the impact of demographic factors, correlation and regression analyses, moderation analysis, additional tests, and hypothesis testing. Chapter 6 thoroughly examines the findings, establishing connections between them and the current body of literature and theoretical frameworks. Chapter 7 serves as the final section of the research, providing a concise overview of the primary discoveries, practical consequences, constraints, and suggestions for further investigations.

Chapter 2: LITERATURE REVIEW

2.1 LEADERSHIP

Leadership is a notion that is extensively researched, not just in the business world but also in the social sciences (Northouse, 2018). In the body of research that has been conducted, a wide number of distinct leadership styles have been recognized, with charismatic (Antonakis et al., 2011), transformational (Bass & Riggio, 2006), transactional leadership (McCleskey, 2014) and authentic leadership (Walumbwa et al., 2008) being among the more prevalent varieties.

Charismatic leadership is characterized by the leader's charisma and ability to inspire followers through their personal qualities (Conger, 1998). According to Warrilow (2012, as referenced in Odumeru & Ifeanyi, 2013), transformational leadership is a sort of leadership that promotes beneficial changes among followers, motivating them to prioritize the well-being of one another and make decisions that benefit the entire group (p. 356). Extensive research, encompassing both primary studies and meta-analyses, consistently demonstrates that transformational leadership possesses robust overall validity and is significantly correlated with a range of employee and organizational outcomes. These outcomes include commitment, trust, satisfaction, and performance (Judge & Piccolo, 2004). Transactional leadership, on the other hand, refers to leadership based on the attainment of mutual benefits by leaders and followers through an exchange process (Bass, 1985). Authentic leadership is characterized by its emphasis on developing a mutually trusted relationship between the leader and those they are leading (Avolio et al., 2004). Authentic leadership is commonly regarded as a fundamental notion that precedes other forms of positive leadership, such as transformative, ethical, and servant leadership (Avolio & Gardner, 2005).

2.1.1 ETHICAL LEADERSHIP

Within the growing field of leadership research, ethical leadership is described as the demonstration of behavior that aligns with accepted ethical standards. This includes both personal actions and interactions with others, as well as actively encouraging followers to engage in similar conduct through effective communication, reinforcement, and decision-making processes (Brown & Treviño, 2006, p. 120). Brown and Treviño (2006) delineated the distinctions between ethical leadership and other forms of positive leadership in various significant ways. First and foremost, ethical leadership prioritizes the ethical aspects of leadership, considering them as the main concerns rather than subsidiary ones (Mayer et al., 2009). In addition, Brown et al. (2005) defined ethical leadership as consisting of two main aspects: trait dimensions, which refer to the moral qualities of the leader, and behavioral dimensions, which pertain to the ethical actions and decisions made by the leader. Characteristics such as integrity, social responsibility, justice, and the consideration of the implications of one's actions were recognized as attributes of ethical leaders. Moreover, ethical leadership is demonstrated by certain actions that promote ethical conduct in the workplace. Ethical leaders strive to act in accordance with moral principles and guide others in a manner that aligns with ethical standards (Brown & Treviño, 2006). Treviño et al. (2000, 2003) found that perceptions of ethical leadership were shaped by leaders' behaviors that exhibited concern for others and fair treatment of employees. Unlike other theories, Based on ethical leadership theory, leaders integrate ethical concepts into their leadership style and ensure that their followers are responsible for behaving ethically (Treviño et al., 2000).

2.1.2 DIMENSIONS OF ETHICAL LEADERSHIP

Ethical leadership is most effectively understood through two interrelated dimensions (Brown et al., 2005; Mayer et al., 2010). The first aspect is the moral person, which includes traits such as integrity, concern for others, justice, and trustworthiness. The second dimension refers to the moral leadership position, which involves activities such as communication, rewarding, punishing, highlighting ethical standards, and setting an example of ethical behavior (Mayer et al., 2010). Hansen et al. (2013) provide a summary of Brown et al.'s (2005) definition of ethical leadership, emphasizing that ethical leaders possess both moral character and leadership qualities

such as fairness, principled behavior, and genuine concern for their people. They also establish, communicate, and uphold high ethical standards (Hansen et al., 2013, p. 438).

To identify components of ethical leadership that describe how effective leaders behave to promote ethical behavior in their organizations, Brown et al. (2005) developed a model called the Eight Dimensions Model of Ethical Leadership. This paradigm is rooted in the idea that leadership is an ethical endeavor that is founded on values-oriented connections between those in positions of authority and those who follow them (Brown et al., 2005). The 8-Dimensions Model of Ethical Leadership is made up of eight different aspects that are necessary for ethical leaders, and these aspects are as follows: honesty and openness, regard for one's fellow human beings, dedication to the pursuit of justice, dependability, dedication to achievement, moral deliberation, appreciation for cultural differences, and effective communication (Brown et al., 2005).

The willingness of a leader to be honest and open about their ideas and activities, as well as their readiness to participate in discourse and discussion with their followers, are both aspects that are referred to as transparency and openness (Brown et al., 2005). The readiness of the leader to treat their followers with respect and decency and to acknowledge their efforts is referred to as respect for others (Brown et al., 2005). The willingness of a leader to treat their followers with dignity and respect, as well as to acknowledge the efforts of their followers, is an example of respect for others (Brown et al., 2005). The ability of a leader to uphold their moral compass, maintain reliability, and display coherence in their behavior is what we mean when we talk about trustworthiness (Brown et al., 2005). A leader's dedication to excellence and capacity for constant improvement is both parts of their commitment to excellence (Brown et al., 2005). The capacity to make decisions that are consistent with an ethical framework, such as utilitarianism, deontology, or virtue ethics, is known as ethical decision-making (Brown et al., 2005). The ability of a leader to respect variety is demonstrated by their capacity to acknowledge and value the distinctions among their followers (Brown et al., 2005). Finally, communication is the capacity to effectively interact with supporters and stakeholders to keep them informed and involved (Brown et al., 2005).

2.1.3 INSTRUMENTS USED TO MEASURE ETHICAL LEADERSHIP

Individual ethical leadership is measured using a variety of assessments. To gauge how ethically responsible leaders are, surveys are often utilized. The Ethical Leadership Questionnaire, sometimes known as the ELQ, is a well-known survey instrument that evaluates a leader's commitment to ethical standards (Hatch & Kaptein, 2006), their capacity to make ethical decisions, and the level of ethical behavior that they exhibit. The ELQ is frequently used in practice and research to evaluate ethical leadership and pinpoint organizational improvement opportunities (Hatch & Kaptein, 2006).

Another instrument used for this objective is known as the Ethical Leadership Scale (Kalshoven et al., 2011). According to the author, The Ethical Leadership Scale (ELS) is an instrument that gauges a person's impression of ethical leadership behaviors in the workplace. It was developed by Kalshoven et al. (2011) through the creation of a conceptual model of ethical leadership that was put to the test in numerous experiments. The Ethical Leadership Scale (Kalshoven et al., 2011) has been used in several African research to assess the effects of ethical leadership across different industries. For instance, in the Ethiopian banking industry, Yidnekachew and Sisay (2019) discovered a positive association between ethical leadership and organizational commitment, and Mihret and Bobby (2021) Illustrated the beneficial influence of ethical leadership on the performance of employees in Ethiopian colleges. Furthermore, Mukolwe and Kihoro (2016) found a positive correlation between ethical leadership and both employee job satisfaction and organizational commitment in Kenyan state corporations, and Okeke and Nwakoby (2020) found a significant positive relationship between ethical leadership and corporate social responsibility in Nigerian banks. These studies emphasize the significance of ethical leadership in improving staff productivity, job happiness, organizational commitment, and corporate social responsibility in several African industries.

An ethical leadership scale is a tool that can be used in a variety of settings to evaluate the ethical behavior of leaders (Trevino & Brown, 2004). Even though both the ethical leadership scale and ethical leadership questionnaire are used to assess ethical leadership, their methods are different. The ethical leadership scale focuses on the leader's behaviors and actions, whereas the ethical leadership questionnaire is more concerned with the leader's awareness of their own conduct.

Furthermore, an evaluation tool that is used to measure the ethical behavior of leaders is called the Ethical Leadership Development Profile, or ELDP (Brown, 1999). The Ethical Leadership Development Profile, according to Brown (1999), is a tool used to evaluate a person's capacity for ethical leadership. The (ELDP) is made up of a series of measures that assess a leader's ethical behavior in a variety of settings.

Additionally, a survey instrument that is used to measure the ethical atmosphere of a workplace is called the Ethical Leadership Climate Survey, or ELCS (Trevino, 2000). The items in the survey are designed to examine how people feel their leaders behave ethically and how they feel that they behave ethically.

Conducting interviews is another method for gaining a more in-depth comprehension of the ethical behaviors of leaders. Interviews with stakeholders are used to evaluate leader's ethical ideals, their capacity to make ethical judgments, and their adherence to ethical principles (Ashford et al., 2016). Interviews with employees on ethical leadership can also be undertaken to acquire insight into the ethical atmosphere of a workplace, such as how ethical ideals are communicated and reinforced inside an organization.

2.1.4 ANTECEDENTS AND CONSEQUENCES OF ETHICAL LEADERSHIP

The antecedents of ethical leadership are the factors that influence the leader's decision to act ethically. According to Shamir et al. (1993), these antecedents include the leader's values, beliefs, and personality traits, the culture of the organization, and the social norms of the society. The leader's values and beliefs create a moral compass that guides their decisions, while their personality traits, such as integrity and empathy, can also influence their behavior.

The conceptual basis for treating ethical leadership as a distinct leadership construct has been presented previously (Brown et al., 2005), and to date there have only been a few studies in research that have examined the antecedents and consequences of ethical leadership due to the construct being relatively new.

Prior research on ethical leadership has mostly focused on the leaders' inherent characteristics, such as agreeableness and conscientiousness (Kalshoven et al., 2011), as well as their moral identity (Mayer et al., 2012). For instance, a recent study by Fontaine et al. (2019) discovered a correlation between higher levels of conscientiousness and agreeableness and more ethical leadership behaviors. The study also discovered a link between extraversion and higher degrees of moral leadership. Additionally, a study by Liu et al. (2020) investigated the function of self-efficacy and moral identity on the influence of personality on ethical leadership. The results showed that greater ethical leadership was substantially correlated with higher levels of self-efficacy and moral identity.

The consideration of culture's impact on ethical leadership is crucial, as studies have demonstrated a positive correlation between the two. For instance, Wirawan et al. (2020) explored how cultural dimensions influence ethical leadership. Their findings indicated a positive correlation, where higher degrees of ethical leadership were associated with increased levels of collectivism and power distance, indicating that within cultures characterized by higher levels of collectivism and power distance, there tends to be a greater expression of ethical leadership behaviors.

The organizational setting is equally critical in the formation of ethical leadership (Brown & Mitchell, 2014). As an illustration, a study conducted in 2019 by Cheon et al. examined the impact of organizational justice on ethical leadership. The results showed a correlation between organizational justice and ethical leadership at higher levels. Additionally, the study discovered a link between greater ethical leadership and higher organizational trust levels. Additionally, a study by Liu et al. (2020) looked at the function of organizational commitment in connection to the relationship between organizational justice and ethical leadership. The results demonstrated a correlation between higher organizational commitment levels and more ethical leadership.

The outcomes of ethical leadership are typically positive; for instance, Brown and Treviño (2006) noted that such leadership tends to enhance trust, improve decision-making, and bolster the commitment and motivation of followers. This in turn cultivates a positive organizational culture, which correlates with increased productivity and worker satisfaction (Brown et al., 2005). Furthermore, Wimbush, Gardner, and Shamir (2015) discovered that ethical leadership leads to increased job satisfaction, reduced turnover intentions, and improved performance.

2.2 ORGANIZATIONAL COMMITMENT

Throughout its history, scholars have proposed various precise definitions for the concept of organizational commitment. An individual's loyalty to, identification with, and involvement in the organization are all examples of what Becker (1960) considers to be an organizational commitment in an individual. Organizational commitment, as per the definition provided by Meyer and Allen (1997), refers to the emotional connection that an individual has with an organization, which influences their inclination to remain associated with it.

The idea of organizational commitment has developed into a multidimensional construct over time, shifting from a unidimensional form in the past (Meyer & Allen, 1991). This trend has been primarily attributable to advancements in research methods, which enable researchers to better identify and analyze the numerous components that contribute to an individual's commitment to the organization (Meyer, 1991).

Four different interpretations of organizational commitment have surfaced in the research literature since the 1950s. The first view defined organizational commitment as a calculative-instrumental decision. Within this particular framework, the study primarily examined an individual's choice to either continue or quit their profession, taking into account utilitarian factors (Becker, 1960). An employee's commitment to their job is influenced by "sunk costs" such as fringe benefits and compensation tied to their age or length of employment. These financial factors make it challenging to leave the job due to these additional investments (Blau & Boal, 1987; Becker, 1960; Salancik, 1977). Organizational commitment can be understood as an emotional state in which an employee strongly connects with their organization and its objectives and has a strong desire to remain in order to contribute towards achieving these objectives (Blau & Boal, 1987, p. 290; Mowday et al., 1979). Another viewpoint examines organizational commitment from a moral-normative standpoint, wherein the employee experiences a moral duty to remain with the organization because of their agreement with its objectives, principles, and standards (Meyer & Allen, 1990). Lastly, a fourth perspective examines commitment in opposition to identification, perceiving it as a state of alienation and involuntary conformity. In this view, remaining in the

organization is motivated by a feeling of detachment and compliance (Kelman, 1958; Etzioni, 1961).

2.2.1 THE TRI-DIMENSIONAL FRAMEWORK OF ORGANIZATIONAL COMMITMENT

The tri-dimensional framework of organizational commitment, as established by Meyer and Allen (1991), is considered the most extensively studied and widely recognized model. Meyer and Allen's (1991) model of commitment consolidates various definitions found in the literature and can be understood through three primary components: affective, continuance, and normative commitment. Affective commitment denotes the emotional bond employees feel towards their organization (Meyer & Allen, 1991). This type of commitment is marked by employees' strong identification with the organization and their active participation in its processes. In describing affective commitment, identification (Etzioni, 1975; Mowday et al., 1982) involves adopting the organization's goals, taking pride in the organization, engaging deeply in its activities, and speaking favorably about their association with the organization.

According to its most often cited definition, attitudinal (affective) organizational commitment (AOC) is “the degree to which an individual feels identified with and involved in a specific organization” (Mowday et al., 1979, p. 226).

This variable is among the most frequently examined in organizational behavior research (see Mathieu & Zajac, 1990; Meyer & Allen, 1997). The sustained and extensive research interest in affective organizational commitment (AOC) is likely due to its perceived impact on a range of beneficial organizational behaviors, including performance, attendance, and employee retention (Mathieu & Zajac, 1990; Meyer & Allen, 1997; Mowday, Porter, & Steers, 1982; Randall, 1990). According to studies, people who have a high level of emotional commitment are more likely to remain with the company, be more productive, and contribute more to its success (Allen et al., 2002). For instance, a study by Meyer and Allen (1991) revealed that affective commitment was favorably associated with job satisfaction and job involvement and adversely related to employee turnover intentions.

Several studies done in Africa have used the affective commitment scale (Allen & Meyer, 1990). For instance, Ojedokun (2012) discovered that among Nigerian university employees, affective commitment, workplace involvement, and job satisfaction all correlated favorably. According to Kamunge et al. (2014), the Kenyan manufacturing sector experienced a beneficial influence on organizational performance due to affective engagement. According to Asfaw et al. (2016), among Ethiopian university academic staff, affective commitment was a significant predictor of turnover intentions. Finally, Gyensare et al. (2016) demonstrated that affective commitment among Ghanaian bank employees was positively influenced by transformational leadership.

Although being a frequently used instrument in organizational research, it has a few drawbacks. First, because the scale was created within the context of Western culture, it might be less suitable for usage in other cultural situations (Lau & Shaffer, 1999). Secondly, because the scale is based on self-reported information, social desirability bias could affect the results (Meyer & Allen, 1991). Finally, the scale does not reveal the precise factors that motivate a worker to remain committed to their company (Meyer & Allen, 1991).

Continuance commitment is the perception of having to make large sacrifices and having limited alternatives (Reilly & Orsak, 1991). Normative commitment describes an employee's sense of obligation to their organization, motivating them to engage in activities out of a sense of duty (Meyer & Allen, 1991).

According to Wiener (1982), employees align their actions with business goals based on their moral and ethical convictions (p. 421). Normative commitment is formed by organizational acts such as selection, socialization, and procedural procedures, as well as human predispositions including personal alignment of values with the organization and a general feeling of loyalty or obligation (Mathieu & Zajac, 1990). Allen and Meyer (1990) presented actual data demonstrating that each element of commitment constitutes a distinct bond between employees and their organization, which develops through many work encounters.

The tri-dimensional conceptual model remains the foremost framework for understanding organizational commitment, as it integrates three key components from earlier commitment

research (Becker, 2005; Buchanan, 2005; Kanter, 1968; Mathieu & Zajac, 1990; Mowday, Porter, & Steers, 1982; Salancik, 1977, 2004; Weiner, 2004; Weiner & Vardi, 2005).

Recent research indicates that both affective and normative commitment have a positive correlation with job performance, whereas continuance commitment does not show the same relationship (San-Martín et al., 2020).

Therefore, it can be inferred that employees who experience emotional attachment to their firm and have a strong feeling of belonging are more inclined to demonstrate exceptional job performance.

Additionally, recent studies have shown that employees with high levels of affective and normative commitment are less likely to leave their organization, while those with high levels of continuance commitment are more likely to leave if they perceive that the costs of staying outweigh the benefits. (De Clercq et al., 2021) This suggests that organizations should focus on fostering a sense of emotional attachment and a sense of belonging among their employees to reduce turnover and increase job performance.

2.2.2 AFFECTIVE COMMITMENT

In the three-concept model of organizational commitment, affective commitment is preferred as the core concept of organizational commitment by many authors (e.g., Brickman, 1987; Brown, 1996; Buchanan, 1974; Mowday et al., 1982) and it has been used as the sole indicator of commitment to the organization in several studies (Armstrong-Stassen, 2006; Kuvaas, 2006; Payne & Webber, 2006; Sturges, Conway, Guest, & Liefoghe, 2005).

Affective organizational commitment (AOC) is commonly described as the degree to which an individual identifies with and actively participates in a specific organization (Mowday, Steers, & Porter, 1979, p. 226). Affective organizational commitment (AOC) is a commonly studied variable in research on organizational behavior (for comprehensive evaluations, refer to Mathieu & Zajac, 1990; Meyer & Allen, 1997). The main factor driving the widespread and long-lasting fascination with AOC is its apparent influence on several organizational results, including

performance, attendance, and staff retention (Mathieu & Zajac, 1990; Meyer & Allen, 1997; Mowday, Porter, & Steers, 1982; Randall, 1990). According to studies, people who have a high level of emotional commitment are more likely to remain with the company, be more productive, and contribute more to its success (Allen et al., 2002). For instance, a study by Meyer and Allen (1991) revealed that affective commitment was favorably associated with job satisfaction and job involvement and adversely related to employee turnover intentions.

2.2.3 ANTECEDENTS AND CONSEQUENCES OF ORGANIZATIONAL COMMITMENT

The factors that influence an individual's level of commitment to an organization are known as the antecedents of organizational commitment (Meyer & Allen, 1991). Various factors have been identified as important contributors to commitment, including job satisfaction (Smith et al., 2015), perceived organizational support (Johnson & Ryan, 2017), investment in the organization (Davis, 2016), work experiences (Clark & Estes, 2018), personal characteristics (Doe, 2014), socialization processes (Lee & Ashton, 2019), perceived job security (Green, 2020), rewards and recognition (Khan & Ali, 2021), and organizational culture (De Witte & Näswall, 2018). Additionally, the connection between an individual and their coworkers, as well as their perception of their job within the organization, can be major factors in determining their level of commitment (De Witte & Näswall, 2018).

Studies investigating the factors that lead to commitment have linked different elements such as personal or job traits, work encounters, organizational structure and size, and role-related aspects to commitment (e.g., Lincoln & Kalleberg, 1985; Meyer & Allen, 1987; Morris & Sherman, 1981; Steers, 1977; Stevens, Beyer & Trice, 1978). The investigations mentioned (Mowday, Porter & Steers, 1982; Reichers, 1985; Schneider & Reichers, 1983) have produced limited and inconsistent findings.

The consequences of organizational commitment can be both positive and negative if they are not committed. On the positive side, individuals who are highly committed to their organization

are more likely to be productive and willing to go the extra mile to meet organizational goals (De Witte & Näswall, 2018). In addition, high levels of commitment can increase job satisfaction and boost decision-making in the workplace (Meyer & Allen, 1991). (De Witte & Näswall, 2018). High performance is also likely to be seen in those individuals who are highly committed to their organizations. On the other hand, individuals with low levels of commitment are more likely to be dissatisfied with their jobs and may be more likely to quit (De Witte & Näswall, 2018). Apart from quitting, Organizations will likely experience absenteeism from individuals who are dissatisfied with their work or the organization at large.

Researchers have examined the causes of affective commitment and its effects on employee outcomes using the three-component commitment model created by Meyer and Allen (1991). Job satisfaction, organizational commitment, and organizational identity were shown to be important predictors of emotional commitment by Meyer, Stanley, and Herscovitch (2002). Additionally, they discovered a favorable relationship between emotional commitment and work performance, organizational civic behavior, and employment retention. Other academics have looked at how recognition and rewards impact emotional commitment. Research looking at the connection between incentives, recognition, and emotional commitment was done by Halbesleben et al. in 2006. They discovered a strong link between emotional commitment and incentives and recognition. Their research shows that inducement and maintenance of emotional commitment depend significantly on incentives and acknowledgment.

Furthermore, Within the field of organizational behavior, there has been significant research focused on the influence of ethical leadership on affective commitment. Specifically, scholars have examined how the moral behavior of leaders affects the emotional aspects of employee engagement. Brown et al., (2005) present a thorough examination of ethical leadership, explaining how this type of leadership not only sets standards for ethical conduct but also greatly enhances employees' emotional engagement. Their research suggests that ethical leaders, via continuously exhibiting and acknowledging ethical behavior, establish a work environment that strengthens employees' emotional connections to the organization. This, in turn, can potentially improve organizational unity and performance.

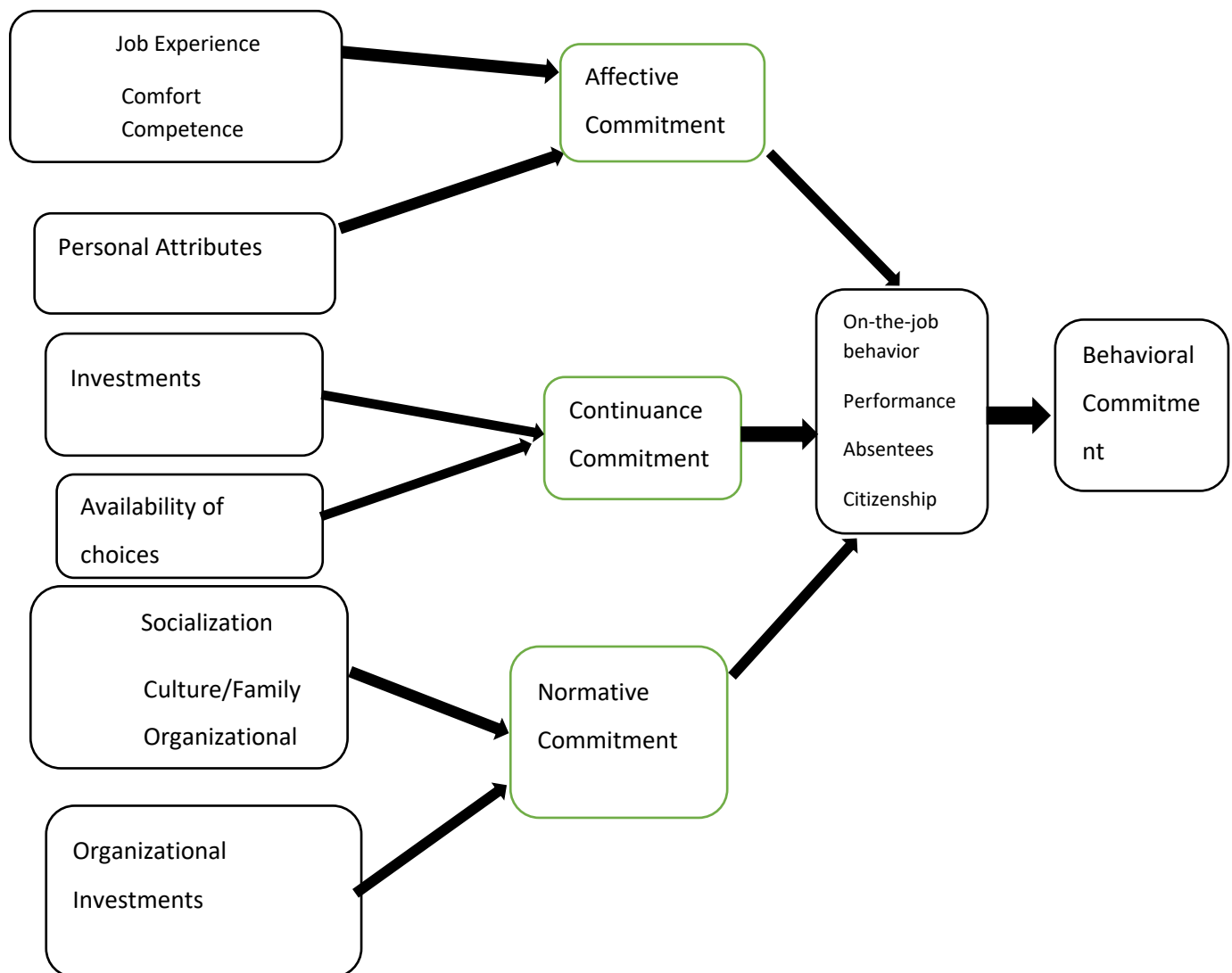
2.2.4 LIMITATIONS OF THE THREE-DIMENSIONAL MODEL OF ORGANIZATIONAL COMMITMENT

The three-component model of organizational commitment has faced various criticisms. Scholars have mainly centered on two issues related to the accuracy of the model: the inclusion of continuance commitment as part of the overall commitment construct and the connection between normative and affective commitment. These issues have been examined by researchers such as Allen and Meyer (1996), Cohen (2003), and Meyer et al. (2002). Continuance commitment is generally found to have a weak negative or no relationship with affective commitment and important work-related outcomes such as organizational citizenship behaviors, performance, turnover intention, and employee well-being. This has been supported by various studies (Cohen, 2003; Dunham et al., 1994; Hackett, Bycio, et al., 1994; Ko et al., 1997; Meyer et al., 2002). This raises problems regarding the convergent validity of continuing commitment. Furthermore, there is a persistent and significant relationship between normative commitment and affective commitment, as demonstrated by various studies (Allen & Meyer, 1996; Hackett et al., 1994; Meyer et al., 2002; Somers, 1995). Multiple research (Ko et al., 1997; Lee & Chulguen, 2005) suggest that it is difficult to differentiate normative commitment from affective commitment using empirical methods. The absence of discriminant validity has caused Ko et al. (1997) to deem the normative dimension unnecessary, a perspective reinforced by evidence that certain factors influencing normative commitment (such as self-presentation concerns and expectations of others) exhibit comparable correlations with affective commitment (Organ & Ryan, 1995; Powell & Meyer, 2004).

Furthermore, the three-component model of organizational commitment is that it may not accurately capture all the factors that influence an individual's decision to stay with an organization. For example, some researchers have suggested that there may be additional components, such as social commitment (an individual's desire to maintain relationships with coworkers) or intellectual commitment (an individual's belief in the organization's mission and values) (Berberoglu, 2018).

Figure 1

Three components of organizational commitment



Source: Adapted from Meyer & Allen(1991)

Figure 1: A three-component model of organizational commitment illustrating the antecedents and outcomes of affective, continuance, and normative commitment. This model,

based on the framework proposed by Meyer & Allen (1991), depicts how personal characteristics, work experience, and socialization factors contribute to an employee's commitment type, which then influences their behavior at work.

As shown in Figure 1, affective commitment arises from employees' emotional attachment to, identification with, and involvement in the organization. Continuance commitment is related to the costs that employees associate with leaving the organization, while normative commitment is based on their feeling of obligation to remain. These components are predictive of various outcomes, such as performance, absenteeism, and organizational citizenship behavior.

2.3 NATIONAL CULTURE DIMENSIONS

Culture is a complex concept that cannot merely be described: culture must be interpreted (van Peursson, Cited in Evers & Day, 1997). The intricate nature of this situation highlights the imperative of considering the various aspects of culture. Metamodels of culture provide a comprehensive view of the fundamental ideas associated with the concept of culture, delineating different levels (Hoft, 1996; Masaaki, 2002). On the other hand, cultural models offer a more comprehensive examination by pinpointing cultural aspects that aid in structuring cultural information (Marcus & Baumgartner, 2004).

Even though culture is a complex concept, a few scholars have come up with definitions that in a way point to culture as the way a society understands the world and interacts with it. Culture can be defined as the system of collective values that distinguishes the members of one group from another (Hofstede, 1980; Mueller & Thomas, 2001).

Culture can be defined as a collection of common values that distinguish the individuals belonging to one group from those belonging to another (Hofstede, 1980; Mueller & Thomas, 2001). This definition emphasizes the role of culture in creating and molding collective identities, and how it can shape the behavior of individuals within a group. A group's culture can be characterized in a variety of ways, but in general, it can be thought of as the collection of attitudes, beliefs, goals, and behaviors that are held in common by its members. It is the identity that a group shares, and it influences how individuals behave while they are members of that group (García-

Gómez, 2018). It is vital to understand the culture to comprehend how a group of people communicate with one another and how they interpret the reality that surrounds them. It is an intricate network of meanings and symbols that both shape and are shaped by the actions of social actors.

Culture can also be defined as "a complex system of meaning and symbols that shape and are shaped by social action" (Durkheim, 2019, p. 73). This definition emphasizes the reciprocal relationship between culture and social action, and how culture is constantly being shaped and reshaped by the behaviors and values of individuals within a society. (Durkheim, 2019).

Culture is composed of a variety of elements, including language, religion, values, norms, customs, and material objects (Trompenaars, 1993). Each of these elements influences how a society functions and what it values.

National culture refers to a complex and diverse system of commonly held ideas, values, conventions, and practices that have an impact on the behaviors and attitudes of individuals in a community (House et al., 2004). It comprises deeply ingrained principles that differentiate one group from another, directing social exchanges and organizational procedures. The transmission of these cultural elements from one generation to another occurs through the process of socialization, which influences how individuals in a society perceive and engage with their surroundings (Hofstede, Hofstede, & Minkov, 2010). The national culture serves as a structure for individuals to comprehend their positions within businesses and their interactions with others, thereby impacting organizational behavior and leadership approaches (Gelfand, Erez, & Aycan, 2007). Crucial factors in shaping how societies handle conflict, make decisions, and value innovation are key cultural features such as individualism-collectivism, power distance, and uncertainty avoidance (Minkov & Hofstede, 2011). The intricate network of shared values and norms has a profound impact on both individual conduct and international corporations working in culturally varied environments (Taras, Steel, & Kirkman, 2012).

National culture has been found to have a significant impact on business practices, operations, and strategies (Liang, 2009). For instance, a study by Kwon and Oh (2009) revealed that the cultural values of individualism and collectivism have a strong influence on how

individuals negotiate in a business context. National culture can also have a profound impact on a nation's economic performance, political stability, and international relations. Some of the consequences of national culture are a) Social Values: National culture can influence the values of a nation's citizens, such as the importance of family, respect for the elderly, and the value of education. For instance, in countries with a strong collectivist culture, citizens may place a greater emphasis on group loyalty and respect for elders than in an individualistic culture (Rokeach, 1973); b) Economic Performance: National culture can have a significant impact on economic performance (Granovetter & Fujita, 2009). For example, in countries with a strong focus on individualism, citizens may be more likely to take risks and innovate than in countries with a strong focus on collectivism (Hofstede, 2001); c) Political Stability: National culture can also affect the stability of a nation's political system (Inglehart & Welzel, 2005). Countries with a strongly individualistic culture may be more likely to experience political instability than countries with a strong collectivist culture, because citizens may be less inclined to cooperate and work together for the common good (Hofstede, 2001); d) International Relations: National culture can also have an impact on a nation's relationship with other countries. Nations with a strongly individualistic culture may be more likely to pursue their interests without regard to other nations, while nations with a strong collectivist culture may be more likely to cooperate with other countries (Hofstede, 2001).

2.3.1 MODELS OF CULTURAL DIMENSIONS

Over the years, a few authors in the fields of cross-cultural psychology and management have supported several national culture dimensions models. The table shows the different dimensions proposed by diverse scholars in different timelines.

Table 1

Dimensions of Culture

Authors	Focus and Dimensions
Hofstede (1980)	

	Power distance, Uncertainty avoidance, collectivism vs Individualism, Motivation Towards Achievement and Success, Long-term Orientation.
Hall and Hall (1990)	High Low-context communication, Monochronic vs Polychronic time, Space, Speed.
Trompenaars (1996)	Universalism vs Particularism, Individualism vs Collectivism, Specificity vs Diffuseness, Neutrality vs Emotionality, Achieved status vs Ascribed status, Inner Orientation vs Outer Orientation, Sequential vs Synchronic.
Schwartz (1999)	Proficiency in managing one's surroundings, Balancing and preserving the natural world, Respecting tradition and preserving resources, Independent thinking and decision-making, Emotional independence, Establishing and maintaining social order and fairness.
House et al., (2001)	Power distance, Uncertainty avoidance, Humane Orientation, Collectivism I, Collectivism II, Assertiveness, Gender Egalitarianism, Future Orientation, Performance Orientation

Note. This table summarizes the dimensions of culture as identified by various scholars over time, highlighting the evolving nature of cultural studies, Source: R. Ali et al., (2009)

One well-established national cultural dimension is individualism-collectivism, proposed by Geert Hofstede (1980, 2001). This dimension measures the degree to which individuals are autonomous and self-sufficient, or integrated into a network of relationships with others. According to Hofstede (1998) cultures that score high on individualism place a high value on individual rights and freedom, while cultures that score high on collectivism place a high value on interdependence and social harmony. Numerous studies have supported the validity of the individualism-collectivism dimension, demonstrating its usefulness for explaining differences in behavior, attitudes, and values across cultures (Hofstede, 2001; Triandis, 1995).

Another dimension that has been validated by multiple authors is power distance, first proposed by Hofstede (1980, 2001). This dimension measures the extent to which people in a culture accept unequal distributions of power and wealth. Cultures with high power distance tend

to have a hierarchical social structure, where individuals are expected to defer to those with higher status. In contrast, cultures with low power distance tend to be more egalitarian, with less distinction between those with high and low status. Research has shown that power distance is a robust dimension that can explain a wide range of cultural differences in attitudes and behaviors, including organizational practices, leadership styles, and communication patterns (Hofstede, 2001; House et al., 2004). According to Hofstede (1980), power distance is firmly ingrained in cultural norms and beliefs, which have the propensity to shift gradually over time. This factor gauges how well-adjusted a society's citizens are to the unequal allocation of power and authority. In a similar vein, Triandis (1989) contends that collectivism-individualism is incredibly trustworthy because it is strongly linked to cultural values and social standards, which are frequently deeply embedded and stable over time.

A third dimension that has been validated by multiple authors is uncertainty avoidance, proposed by Hofstede (1980, 2001). This dimension measures the extent to which people in a culture are comfortable with ambiguity and uncertainty. Cultures with high uncertainty avoidance tend to be more rigid and structured, with strict rules and regulations. In contrast, cultures with low uncertainty avoidance tend to be more relaxed and permissive, with more flexibility and tolerance for ambiguity. Studies have found that uncertainty avoidance is related to a wide range of cultural differences in attitudes and behaviors, including risk-taking, decision-making, and stress levels (Hofstede, 2001; Trompenaars & Hampden-Turner, 1998).

In addition to these dimensions, other authors have proposed other national cultural dimensions that have been validated by empirical research. For example, Trompenaars and Hampden-Turner (1998) proposed a dimension called universalism-particularism, which measures the extent to which a culture emphasizes universal principles and values, or specific situations and relationships. This dimension has been shown to explain differences in attitudes and behaviors related to negotiation, conflict resolution, and business practices (Trompenaars & Hampden-Turner, 1998).

2.3.2 HOFSTEDE CULTURAL MODEL DIMENSIONS

Hofstede (2001) centers his model on identifying the patterns of thinking, feeling, and behaving that constitute a culture's mental programming. He conceptualized culture as the 'programming of the mind,' meaning that specific reactions are more likely in certain cultures than in others due to the differences in fundamental values among members of different cultures (Smith et al., 2004). As shown in Table 1, Hofstede identified five cultural dimensions that can be used to differentiate between cultures. All five dimensions pertain to subjective culture.

The degree to which a person accepts that power is not allocated fairly in a community is referred to as power distance. This dimension is particularly relevant to the workplace, where it can be used to assess the degree to which employees accept their role in the hierarchy, (Hofstede, 2019) High power distance societies often have hierarchical structures with distinct divisions between those in and those out of power. On the other hand, low power distance cultures are more egalitarian, with fuzzier boundaries between those in and those outside of power (Hofstede, 2019).

The degree to which members of a community are individualistic or collectivistic is known as individualism-collectivism.

People stress the value of the individual in individualistic cultures, while they emphasize the value of the collective in collectivistic ones. People tend to be more autonomous and self-reliant in individualistic communities, whereas they exhibit a higher feeling of togetherness and solidarity in collectivistic ones (Hofstede, 2019).

The degree to which members of society avoid uncertainty is known as uncertainty avoidance. This dimension is important in understanding how different cultures view risk and approach decision-making. (Hofstede, n.d.)

Civilizations with high uncertainty avoidance tend to be more regimented, with stringent rules and regulations, while societies with low uncertainty avoidance tend to be looser and more accepting of variation (Hofstede, 2019).

The degree to which a culture prioritizes conventional gender norms is known as its masculinity-femininity. This dimension is particularly relevant in understanding how different societies view the role of men and women in the workplace and society in general. (Hofstede, 2019) Traditional male behaviors and values, such as competitiveness and aggressiveness, are often

emphasized in masculine communities, while cooperativeness and compassion are typically emphasized in feminine societies (Hofstede, 2019).

The last dimension is Long-term Orientation (LTO) is a measure of the extent to which a society values long-term goals and planning. This dimension is particularly relevant in understanding how different cultures view the future and how they plan for it. (Hofstede, 2019). Long-term-oriented cultures tend to place a high value on tradition, thrift, and perseverance, for instance.

2.3.3 CRITICISM OF THE HOFSTEDE CULTURAL DIMENSIONS

While Hofstede's cultural model has been widely used and cited, it has also faced some criticism. Some critics argue that the model oversimplifies the complexity of culture and that the dimensions are not universally applicable across all cultures (Hofstede, 2001). Some scholars argue that the model is too simplistic and does not consider the changing nature of culture over time. (Syed, 2020). Another criticism of Hofstede's cultural model is that it does not account for the complexity of the relationship between culture and behavior. It is important to note that culture is not the sole determinant of behavior and that other factors such as individual values, personality, and experiences play a role in shaping behavior (Triandis, 1994). Hofstede's model is limited in that it suggests that culture is the sole determinant of behavior and does not account for other factors (Triandis, 1994).

Lastly, the model relies heavily on a single data source, a survey of IBM employees in the 1970s. This limits the generalizability of the model to other cultures and contexts, as the data may not accurately represent the cultural values and behaviors of different populations and countries. Furthermore, some researchers have criticized the model for its lack of attention to the dynamic and ever-changing nature of culture. Hofstede's dimensions were based on surveys conducted in the 1970s and 1980s, but culture and values have evolved since then, and the model does not account for these changes over time (Gudykunst, 2003).

While all these dimensions have been studied extensively, it has been widely accepted that the two most reliable and relevant dimensions are Individualism-Collectivism and Power Distance (Hofstede, 2001).

Individualism-Collectivism is a measure of the degree to which individuals are integrated into groups and the extent to which individuals rely on each other for support. It has been found in numerous studies that countries that rank higher on this dimension tend to have higher levels of economic development, greater entrepreneurial activity, and more innovative culture (Kirchler et al., 2013). Power Distance is a measure of the extent to which inequality is accepted and expected in a society. It has been found that countries that rank higher on this dimension tend to be more hierarchical, with clear divisions between people in terms of authority and power (Hofstede et al., 2010). Power distance and individuality vs. collectivism are seen as important factors in Hofstede's theory of cultural dimensions, according to Leigh and Yang (2017). When reviewing the literature on Hofstede's theory for their article on global branding and advertising strategy, the authors note that power distance and individualism vs. collectivism are two of the most frequently studied dimensions and are also the most frequently linked to various cultural factors. According to their findings, these characteristics are widely regarded as being trustworthy in cross-cultural studies and have applications in several areas, including business and intercultural communication. Leigh and Yang (2017) write that "power distance and individualism/collectivism are widely considered the most influential cultural dimensions, in part because they tend to have the most consistent effects across cultures and are the most frequently studied dimensions in cross-cultural research" (p. 195). The authors go on to cite numerous studies that have found significant relationships between these dimensions and a variety of cultural factors, including communication styles, leadership practices, and consumer behavior. Regarding Africa, research has shown that African countries tend to score higher on Hofstede's cultural component of collectivism, indicating a greater emphasis on group unity and communal solidarity compared to other countries globally (Amanor & Demirel, 2023). For instance, a study conducted on African countries revealed that the mean score for Individualism-Collectivism was 64, indicating a moderate degree of collectivist beliefs. This suggests a focus on strong social structures and prioritizing community over individual interests. The mean score for Power Distance was 81, indicating a substantial level of acceptability toward hierarchical order and power imbalances in society, without requiring more explanation

(Hofstede, 2017). These ratings indicate that African countries tend to value communal cohesion and exhibit greater acceptance of hierarchical institutions in comparison to other countries.

Figure 2

Hofstede's Cultural Dimension Model.

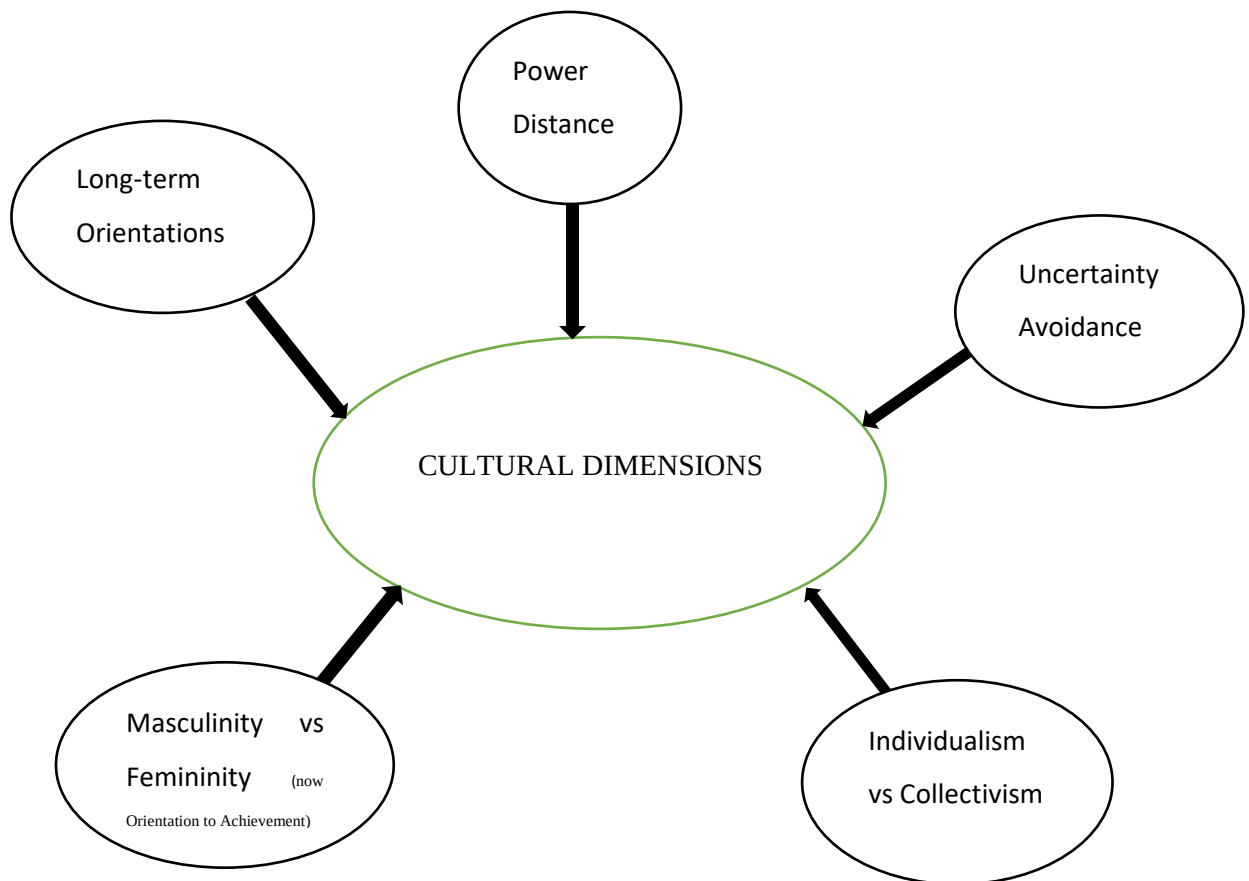


Figure 2: Hofstede's Cultural Dimensions Model, the six dimensions of national culture are illustrated as follows: Power Distance, Uncertainty Avoidance, Individualism versus Collectivism, Masculinity versus Femininity, Long-term Orientation, and Indulgence versus Restraint. This framework facilitates cross-cultural communication by providing insights into the different cultural traits that influence behavior in the organizational context. Derived from Hofstede's work, Culture's

Consequences: “Comparing Values, Behaviors, Institutions, and Organizations Across Nations”(Hofstede, 2017).

The paradigm depicted in Figure 2 is crucial for examining cultural disparities in international business practices. By utilizing Hofstede's dimensions, firms can optimize their management and communication practices to suit varied cultural contexts, consequently bolstering worldwide collaboration and mitigating intercultural misinterpretations.

Chapter 3: CONNECTION BETWEEN THE VARIABLES

According to studies, ethical leadership, affective commitment, and national culture are all positively correlated (Cox & Blake, 1991; Denison, 1990; House et al., 1997). According to research, ethical leadership has a significant role in determining how emotionally committed employees are to their company (Grigoropoulos, 2019). Employees are more likely to trust and have more faith in their leader and the organization when they believe that their leader is ethical (Grigoropoulos, 2019).

As a result of the employees' increased likelihood to care about the company and its objectives, there is a stronger level of affective commitment (Grigoropoulos, 2019). Studies have demonstrated that followers are more emotionally committed to a leader who practices ethical leadership, which is defined as using ethical reasoning in decision-making (Adeniji & Adeyemi, 2018; Akintunde & Olanrewaju, 2020). This shows that moral leaders are more likely than dishonest ones to engender loyalty and devotion among their followers. According to Adeniji and Adeyemi (2018), leaders who are considered ethical in Nigeria are more likely to generate affective commitment from their followers compared to leaders who are not seen as ethical.

It was discovered in the research of more than 1,200 workers in Mexico that ethical leadership was positively correlated with affective commitment and that this correlation was stronger in workers who reported higher levels of an intrinsic drive (Asif et al., 2019). A recent study of over 2,000 Chinese employees found similar results, with higher levels of ethical leadership being significantly associated with higher levels of affective commitment (Chen et al., 2019). Additionally, this study discovered that perceived organizational support served as a

mediator in the association between ethical leadership and emotional commitment, suggesting that when workers feel supported by their employer, affective commitment levels may increase (Chen et al., 2019).

In the study from Adeyemo et al. (2017), the authors investigate this relationship in a Nigerian context and find that ethical leadership positively impacts affective commitment. This means that individuals who perceive their leaders as being ethical and morally responsible are more likely to feel emotionally attached to their organization and less likely to leave.

According to the previous review, it is suggested the first hypothesis of this study:

H1: *Ethical leadership positively influences affective commitment.*

Various countries have different standards for ethical behavior, and extensive research indicates a strong relationship between ethical leadership and country culture. Chew et al. (2021) found that national culture, namely factors like collectivism and power distance, has an impact on the extent of ethical leadership in firms. In communities that prioritize collectivism, there is a higher likelihood of fostering an environment that supports ethical leadership, in contrast to civilizations that prioritize individualism and competition. This underscores the premise that cultural norms and values fundamentally influence ethical leadership, as depicted in Figure 3 of this thesis.

Furthermore, a study conducted on a sample of more than 2,500 Chinese workers revealed a positive association between cultural values emphasizing collectivism and harmony, and elevated levels of ethical leadership (Vitolla et al., 2021). Vitolla et al. (2021) discovered that the connection between cultural values and ethical leadership is influenced by individuals' perceptions of organizational justice.

The conceptual model depicted in Figure 3 demonstrates that within an African context, the understanding and implementation of ethical leadership can be influenced by the national culture (Ogundele & Olorunfemi, 2019). An investigation carried out in Nigeria provides evidence to support this claim, demonstrating that leaders who include cultural norms in their decision-making process are perceived as more efficient (Ogundele & Olorunfemi, 2019). The model highlights the importance of ethical leadership aligning with the culture it operates. This is consistent with research that shows ethical leadership is more common in cultures with more religiosity and

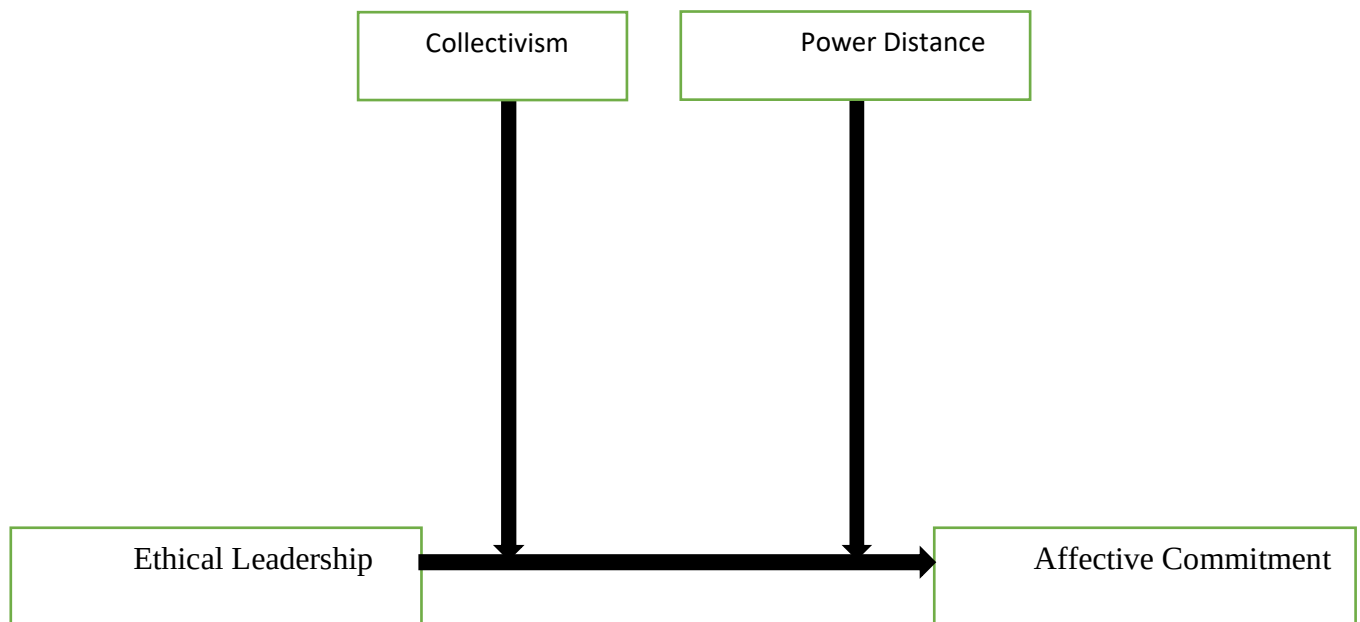
conservative values (Haque, 2021; Asif, 2019). The authors found that there is a significant relationship between affective commitment and national culture in African countries, with cultural values influencing the level of affective commitment among employees. In another recent study, employees from nations with greater rates of religious affiliation and more traditional values had higher levels of affective commitment than those from nations with lower rates of religious adherence and more progressive values (Sarwar, 2020). This suggests that an employee's perception of their relationship with their company and team may be influenced by culture.

According to the previous review, it is suggested the second hypothesis of this study:

H2: *Cultural dimensions moderate the relationship between ethical leadership and affective commitment.*

Figure 3

Conceptual Model



Source: Own Elaboration

Figure 3 presents a conceptual model that illustrates the proposed connections between Ethical Leadership, Collectivism, Power Distance, and Affective Commitment. This model suggests that the cultural aspects of Collectivism and Power Distance influence the effect of Ethical Leadership on Affective Commitment within an organizational setting.

The model presented in Figure 3 serves as the foundation for the study's hypotheses. Ethical Leadership is posited to have a direct effect on Affective Commitment, which is expected to be stronger in environments characterized by high Collectivism and low Power Distance. Although National Culture is a moderator variable, this means that depending on the level of National Culture, the effect of Ethical Leadership on Affective Commitment may differ. This relationship is shown by the arrows in the diagram, which also show that the cultural context affects the influence of ethical leadership on affective commitment. This emphasizes how crucial it is to include the cultural setting when analyzing the connection between ethical leadership and affective commitment.

Chapter 4: METHODOLOGY

Methodological Approach

This study used a mixed-methods approach, combining quantitative and qualitative methodologies, to examine how ethical leadership influences affective commitment in the context of African national cultures. This technique allows for a comprehensive analysis of the relationship between ethical leadership and affective commitment. It enables the study to capture both the quantifiable effects and the deeper, contextually informed understanding of how these dynamics play out in various African contexts. This mixed-methods approach is grounded in the seminal works of ethical leadership and organizational behavior, drawing upon the theoretical underpinnings provided by Walumbwa et al. (2011), Brown and Treviño (2006), and the critical insights on affective commitment from Meyer and Allen (1991). By integrating these perspectives with empirical data collected specifically from African organizations, the study endeavors to contribute to the existing literature by providing a comprehensive analysis that is both theoretically informed and empirically validated.

4.1 Research Design

This study is a cross-sectional correlational design study that aims to find out how cultural factors influence the relationship between ethical leadership and affective commitment. This design allows us to assess the strength and nature of the relationship between variables. A quantitative technique has been chosen for several reasons, including its effectiveness in addressing the research objectives and its ability to produce reliable results. First, the study's key variables - affective commitment, ethical leadership, and cultural dimensions (power distance, individualism vs. collectivism)—can all be quantified and measured using numerical scales or indices. By employing structured surveys to effectively collect these characteristics, a quantitative approach makes it easier to analyze how they relate to one another using the right statistical methods. Second, generalizability is essential to this study's goal of shedding light on the larger community of African leaders. By using a quantitative strategy, data can be gathered from a bigger and more diversified sample, allowing for the generalization of results to a larger population. Third, the quantitative methodology encourages the testing of hypotheses about the connections between ethical

leadership, affective commitment, and national culture dimensions. The degree, direction, and significance of these associations can be ascertained through the application of statistical analysis, offering a solid evidence base to support the study's findings. Finally, although qualitative research can be useful for evaluating intricate social phenomena and comprehending unique experiences, it might not be well-suited for analyzing the correlations between the variables in this study.

The data in the research design were carefully collected via an online survey that targeted a varied sample of individuals from several African nations. Specifically, the survey included responses from individuals in various African countries such as Algeria, Benin, Botswana, Burundi, Cameroon, Egypt, Ghana, Kenya, Malawi, Morocco, Namibia, Nigeria, Rwanda, South Africa, Sudan, Tanzania, Uganda, and Zambia. This regional dispersion offered a diverse range of opinions from different locations on the African continent.

4.1.1 Participants In the study

The study included a total of 209 participants. Considering the goals of this study, the eligibility criteria was met for the targeted population, focused on African citizens in both the public and private sectors. The participants were of various African nationalities, with the majority being from South African nations (62.8%, n=139). The sample also included nations from North Africa (6.8%, n=14), West Africa (6.3%, n=13), and East Africa (20.8%, n=43). All participants were drawn from different African nations using social media, emails, and professional networks. In terms of gender distribution, male respondents made up 68.4% of the sample (n=143), while female respondents made up 31.6% (n=66).

There were six categories created based on the participants' ages: Age 25–34, which made up 75.1% (n=157) of the sample, was the age range where most respondents belonged. Other age categories had much fewer participants, with those aged 18 to 24 making up 7.7% (n=16), those aged 35 to 44 making up 8.1% (n=17), those aged 45 to 54 making up 5.3% (n=11), those aged 55 to 64 making up 1.4% (n=3), and those 65 and above making up 2.4% (n=5) of the sample. The respondents' educational backgrounds varied, but the majority (62.2%, n=130) had a bachelor's degree. Master's degree (19.6%, n=41), PhD (3.3%, n=7), secondary school (5.7%, n=12), and other credentials (9.1%, n=19) were among the other educational levels. Five categories were used

to categorize the roles of the respondents: support roles (20.9%, n=44), operational roles (43.1%, n=91), management roles (26.4%, n=56), and executive roles (2.1%, n=4). Furthermore, the results show that 29.7% (n=62) of respondents did not occupy a leadership position. The years of experience of the respondents were finally divided into five groups. The majority (38.3%, n=80) had 2–5 years of experience, Following that, individuals with a duration of 5-10 years of experience (30.6%, n=64), less than 2 years of experience (18.7%, n=39), 10-15 years of experience (7.2%, n=15), and more than 15 years of experience (5.3%, n=11).

Table 2

Provides details on the sample distribution.

Baseline characteristic's	Frequency(N)	Percent	Valid %
Gender	143	100	68.4
Male			
Female	66	100	31.6
Age Group			
Ages 18-24 years old	16	5.2	7.7
Ages 25-34 years old	157	50.8	75.1
Ages 35-44 years old	17	5.5	8.1
Ages 45-54 years old	11	3.6	5.3
Ages 55-64 years old	3	1.0	1.4
65+ years	5	1.6	2.4
Education Level			
Secondary School	12	3.9	5.7
Bachelor's Degree	130	42.1	62.2
Master's Degree	41	13.3	19.6
PhD	7	2.3	3.3
Other	19	6.1	9.1
Nationality			

East African Countries	43	13.9	20.8
West African Countries	13	4.2	6.3
North African Countries	14	4.5	6.8
South African Countries	139	42.1	62.8
Role			
Support Role	44	14.2	20.9
Operational Role	91	29.4	43.1
Management Role	56	18.1	26.4
Executive Role	4	5.8	2.1
Baseline Characteristic's	Frequency(N)	Percent	Valid%
Years of Experience			
<2 years	39	12.6	18.7
2-5 years	80	25.9	38.3
6-10 years	64	20.7	30.6
11-15 years	15	4.9	7.2
>15 years	11	3.6	5.3

4.1.2 Measures

Three constructs evaluated in this study were ethical leadership, affective commitment, and cultural dimensions (the dimensions of power distance and individualism-collectivism). The instruments used for this study were the Ethical Leadership Scale (Kalshoven et al., 2011), the Affective Commitment Scale (Allen & Meyer, 1990), and the Cultural Dimensions scale (Yoo et al., 2011). These instruments have already been validated in previous research and have high levels of reliability and validity and there was no need to modify them.

The Ethical Leadership Scale (ELS)

The Ethical Leadership Scale (ELS) is an instrument that gauges a person's impression of ethical leadership behaviors in the workplace. It was developed by Kalshoven et al. (2011) through

the creation of a conceptual model of ethical leadership that was put to the test in numerous experiments. The ELS consists of 38 questions that address six major facets of ethical leadership: setting an example(*Leaders should exemplify the behavior they anticipate from others. A leader consistently acknowledges team members for their contributions, demonstrating integrity and recognition*).; acting ethically(*Leaders must make decisions that are ethically upright and adhere to ethical principles. For instance, a leader who prioritizes safety standards over project deadlines by refusing to take shortcuts*).; enabling others(*Ethical leaders enable their colleagues to make ethical decisions and provide them with assistance in the process. For instance, a leader could implement a system allowing employees to report unethical conduct without facing retaliation*).; being fair and just(*Leaders must ensure equitable and unbiased treatment of all stakeholders. This is evident when a leader prioritizes fair hiring procedures that support diversity and inclusion*).; expressing concern and care for others(*Leaders should demonstrate empathy and care for the welfare of their team members. For example, a leader could provide flexible working hours to an employee experiencing a family emergency*).; and offering meaningful work(*Leaders should offer compelling work that fosters autonomy and enables personal growth. Having a leader who fosters employee initiative by empowering individuals to lead projects aligned with their interests and professional objectives*). (Kalshoven et al., 2011).

A five-point Linkert scale, from strongly disagree to strongly agree is used to record responses.

The ELS's creators discovered that it possessed strong internal consistency, excellent reliability, and convergent and discriminant validity (Kalshoven et al., 2011). The Ethical Leadership Scale's reported Cronbach's alpha coefficient was 0.93, indicating strong internal consistency and suggesting that the scale's items may be relied upon to accurately measure the same underlying concept of ethical leadership. Given that the ethical leadership scale is closely related to another recognized indicator of ethical leadership, the multifactor leadership questionnaire (MLQ), from Avolio and Bass (1985), this positive connection supports the convergent validity of the ethical leadership scale. On the discriminant validity, the Ethical Leadership Scale, and conceptually different dimensions, such as transformational leadership ($r = 0.44$) and transactional leadership ($r = 0.16$), have smaller relationships, according to the authors.

These weaker relationships demonstrate discriminant validity and imply that the ethical leadership scale is evaluating ethical leadership specifically rather than other related leadership characteristics.

The Affective Commitment Scale (ACS)

The Affective Commitment Scale (ACS) is a frequently employed instrument for assessing employees' affective commitment towards their organizations. Eight questions make up the scale created by Allen and Meyer (1990), which measures a worker's emotional attachment to the company through statements like "I really feel that this organization's problems are my own" and "I would be extremely glad to spend the remainder of my career with this organization" (Allen & Meyer, 1990, p. 102). A Seven-point Likert scale, from strongly disagree to strongly agree, is used to record responses. The scale has been used extensively in organizational research to identify the elements that influence employee commitment and retention since it has been demonstrated to have strong reliability and validity (Allen & Meyer, 1990). The reported alpha coefficient for the Affective Commitment Scale was 0.87, indicating a high level of internal consistency. As for the validity, the convergent validity, the correlation between the Affective Commitment Scale and the Organizational Commitment Questionnaire from Mowday et al. (1979) was 0.66, according to Allen and Meyer (1990). This positive connection demonstrates that the affective commitment scale is strongly related to another recognized indicator of organizational commitment, supporting the convergent validity of the affective commitment scale. On the discriminant validity, according to Allen and Meyer (1990), the Affective Commitment Scale showed smaller associations with conceptually different categories, such as job involvement ($r = 0.38$) and job satisfaction ($r = 0.55$). These less significant relationships demonstrate discriminant validity and indicate that the affective commitment scale measures affective commitment specifically as opposed to other related dimensions.

The Cultural Dimension Scale (CDS)

The Cultural Dimension Scale (CDS) (Yoo et al., 2011) is a scale that was used to assess cultural variations across various nations. The CDS is based on the cultural dimensions model developed by Hofstede (1980) and consists of six dimensions: individualism-collectivism, power

distance, uncertainty avoidance, masculinity-femininity, indulgence-restraint, and long-term orientation. In the Cultural Dimensions Scale (CDS), the dimensions of power distance and collectivism-individualism are regarded as the most reliable due to their consistency across cultural boundaries and significant effects on a variety of social, economic, and political outcomes (Hofstede, 1980; Schwartz 1992, Triandis, 1995). Instead of utilizing all six dimensions from Hofstede's framework, it was a decision based on the literature to focus on power distance and collectivism-individualism. This is because of the reliability of these two variables.

4.1.3 Data Collection, Procedure, and Data Analysis

Google Forms was used to administer an online survey to gather data. The participants were contacted via email lists, social media, and business networks. The participants were provided with a clear explanation of the goals of the study, methods, and hazards before taking the survey. To increase response rates, the survey was accessible for four weeks. The data's confidentiality and anonymity were guaranteed to all participants. Before providing their consent, participants were thoroughly informed about the study.

The study's findings were statistically evaluated using SPSS software, version 28, to provide a robust analysis of the data. Descriptive statistics were computed to provide a summary of the data, which included measures of central tendency (mean, median, mode) and dispersion (standard deviation, range). Pearson's correlation analysis was used to examine the correlations between the main variables, enabling the evaluation of the magnitude and direction of linear relationships. The investigation into the moderating effect of national culture on these relationships was undertaken through multiple regression analysis, employing the PROCESS macro for SPSS developed by Hayes. PROCESS was utilized due to its ability to provide a conditional process analysis, which is a methodological approach that allows the examination of how the relationship between independent and dependent variables changes at different levels of the moderator. Missing data was addressed using multiple imputation approaches. This approach generated several complete datasets, which were then analyzed separately with the results pooled to produce estimates that reflect the uncertainty due to missing data.

Additionally, the analysis incorporated robust statistical techniques to mitigate the impact of outliers. These techniques included using the bootstrapping method, which does not assume the normality of the sampling distribution and provides a non-parametric alternative for deriving estimates of standard errors and confidence intervals.

4.1.3.1 Ethical Leadership

Validity

Using principal component analysis (PCA), an exploratory factor analysis was conducted on the concept of ethical leadership. The suitability of the data for factor analysis was evaluated prior to the extraction of the factors. Results from Bartlett's test of sphericity and the Kaiser-Meyer-Olkin (KMO) measure, which are necessary to determine whether factor analysis may be applied successfully, were adequate. In the initial solution, the KMO score for our data was 0.894, which was outstanding and indicated that factor analysis would produce distinct and trustworthy factors. A Bartlett's Test with a high level of significance ($p .001$) indicated that these data would benefit from exploratory factor analysis. Furthermore, our analysis's Bartlett's test had 703 degrees of freedom (df). The KMO and Bartlett's test in the final solution had a KMO of .093. The chi-square value changed to 4009.686 with 465 degrees of freedom, and Bartlett's test is significant (Sig. = 0.000). The significance indicated that there were some correlations among the variables, giving assurance to move further with the component analysis.

Table 3

KMO and Bartlett's Test for Ethical Leadership

KMO Measure	Bartlett's Test Chi-Square	Bartlett's Test df	Bartlett's Test Significance
0.903	4009.686	465	<0.001

After running the factor analysis for the ethical leadership factor, the initial solution presented 9 factors on the rotated component matrix which did not correspond with the ethical leadership original scale used for this study, the Ethical Leadership Scale (Kalshoven et al., 2011) which has 7 dimensions. Since some of the items had factor loadings below 0.5, those were removed from the analysis.

In the final solution of the factor analysis, the results revealed six components, with eigenvalues greater than 1, and hence could be considered significant. The six components together explained approximately 66.211% of the variance, suggesting a satisfactory representation of the data. The first component, with an eigenvalue of 11.234, was the most potent, explaining almost 36.239% of the variance. With an eigenvalue of 3.412, the second component's contribution to the variance was increased by 11.008%. The total variance that the first two components combined to explain was 47.247%. The sixth component contributed an additional 3.362%, the fifth an additional 3.759%, the fourth an additional 4.270%, and the third an additional 7.573% to the explained variance. For reference, see the appendix A.

A separate aspect of the ethical leadership variable is represented by each component. The components, with their respective new names due to some of them combining are shown in Table 4. The items with the highest loadings here are the leader evaluating choices based on suggestions from people who report to them and asking subordinates for advice on organizational strategy.

Table 4*Components of Ethical Leadership Variable*

Component	Description	Example
Clarification and Guidance (RC&EG)	Items highlighting the leader's role in clearly defining expectations and responsibilities for team members.	Outlining individual obligations and specifying responsibilities.
Fairness	Related to a leader's impartiality in holding subordinates accountable for their work, without penalizing for issues beyond their control.	Ensuring accountability is fair and reasonable.
People Orientation	Concerns the extent to which a leader considers the needs, feelings, and development of their followers.	Focusing on employees' emotions and addressing their needs.
Integrity Guidance (EG)	Items that reflect the leader's promotion of employees' integrity, such as encouraging open discussions on integrity and making clear the consequences of unethical actions.	Encouraging discussions on integrity and outlining the repercussions of unethical conduct.

Concern for Sustainability	Encompasses actions that show a leader's attention to sustainability issues within the organization.	Advocating for recycling initiatives and showing a commitment to sustainability practices.
Power Sharing	Indicates a leader's willingness to delegate authority and seek feedback from subordinates.	Evaluating decisions based on team input and asking for advice on organizational strategies.

Note. Note: This table represents the recategorized components of ethical leadership, each with a brief description and an example of related behaviors or practices.

To identify the underlying dimensions of ethical leadership, a Varimax rotation was conducted. The components that comprised factor loadings close to 1 indicated that the variable strongly contributes to the ethical leadership factor (See Appendix B). Based on strong loadings (both positive and negative) and the characteristics of the item, some perceptions can be formed.

Table 5*Final Solution EFA for Ethical Leadership Variable**Rotated Component Matrix^a*

	Component					
	RC&EG - Explains and clarifies - New Name: Clarification and Guidance	F	PO	EG - Promotes Integrity - New Name: Integrity Guidance	CS	PS
ELRC4_ Explain what is expected of me and my colleagues	0.816	0.156	0.147	0.065	0.085	0.063
ELRC2_ Indicates what the performance expectations of each group member	0.789	0.106	0.097	0.185	0.209	0.016
ELRC1_ Explains what is expected of each group member	0.785	-0.167	0.043	0.085	0.144	-0.036
ELRC3_ Clarifies priorities	0.717	-0.153	0.200	-0.088	0.264	0.050
ELEG7_ Explains what is expected from employees in terms of behaving with integrity	0.715	-0.059	0.012	0.416	0.134	0.124

ELEG6_Ensures that employees follow codes of conduct.	0.700	-0.108	0.129	0.261	0.029	0.140
ELRC5_Clarifies who is responsible for what	0.610	-0.177	0.409	0.040	-0.052	0.036
ELEG4_Clearly explains integrity related codes of conduct	0.584	-0.078	0.174	0.573	0.143	0.127
ELI2_Can be trusted to do the things he/ she says	0.559	-0.292	0.416	0.253	-0.101	0.243
ELI1_Can be relied on to honor his/her commitments	0.542	-0.212	0.472	0.205	-0.179	0.272
ELEG2_Compliments employees who behave according to the integrity guidelines	0.516	-0.219	0.092	0.454	0.176	0.159
ELF6_Hold me responsible for the work I have no control over	-0.154	0.821	-0.183	-0.100	0.031	-0.016
ELF3_Pursues his/ her own success at the expense of others	-0.141	0.812	-0.191	-0.059	-0.012	-0.009
ELF2_Holds me accountable for problems over which I have no control	-0.113	0.780	0.086	-0.035	0.165	-0.150

ELF4_Holds me responsible for the things that are not my fault	-0.188	0.762	-0.125	-0.073	0.113	-0.233
ELF1_Manipulates Subordinate's	-0.112	0.745	-0.073	0.085	-0.212	-0.042
ELF5_Is focused mainly on reaching his/ her goals	-0.077	0.720	-0.280	-0.031	-0.057	0.086
ELPS5_Does not allow others to participate in Decision making	-0.148	0.672	-0.157	-0.148	-0.231	-0.006
ELPO7_Is interested in how I feel and how I am doing	0.204	-0.138	0.794	0.079	0.175	0.151
ELPO6_Pays attention to my personal needs	0.194	-0.141	0.779	0.112	0.198	0.142
ELPO5_Sympathizes with me when I have problems	0.290	-0.251	0.678	0.135	0.147	0.149
ELPO2_Cares about his /her followers	0.072	-0.228	0.638	0.132	0.222	0.152
ELEG5_Stimulates the discussion of integrity issues among employees	0.418	-0.095	0.249	0.664	0.152	0.082
ELEG3_Clarifies integrity guidelines	0.536	-0.071	0.140	0.639	0.129	0.057
ELCS2_Stimulates recycling of items and materials in our department	0.168	0.034	0.173	0.012	0.759	0.189
ELCS1_Shows concern for sustainability issues	0.326	-0.135	0.151	0.098	0.562	0.383

ELEG1_Clarifies the likely consequences of possible unethical behavior by myself	0.117	-0.003	0.221	0.484	0.529	-0.107
ELCS3_Would like to work in an environmentally friendly manner	0.126	-0.055	0.185	0.287	0.514	0.137
ELPS6_Will reconsider decisions based on recommendations by those who report	0.223	0.075	0.092	-0.152	0.191	0.737
ELPS3_Seeks advice from subordinates concerning organizational strategy	0.100	-0.273	0.327	0.205	0.168	0.651
ELPS4_Allows subordinates to influence critical decisions	-0.061	-0.144	0.351	0.279	0.112	0.621

Note. The dimensions Role Clarification and Ethical Guidance were combined into "Clarification and Guidance" based on statistical data showing considerable shared variance and correlations. This combined dimension outlines a leader's responsibility in establishing clear expectations and responsibilities for team members. Similarly, Ethical Guidance and Integrity combined into "Integrity Guidance," emphasizing a leader's role in promoting employees' integrity. The remaining dimensions are Fairness(F), indicating a leader's equitable treatment of employees; People-Orientedness(PO), reflecting the leader's consideration for employees' needs; Concern for Sustainability, representing the leader's commitment to sustainability; and Power Sharing (PS), denoting the leader's propensity to delegate authority and seek followers' input.

To assess the dimensionality of the Ethical Leadership scale, a factor analysis was conducted. The appropriateness of the number of factors retained was evaluated using a scree plot, as depicted below in Figure 4.

Figure 4

Scree Plot of the factor analysis for Ethical Leadership

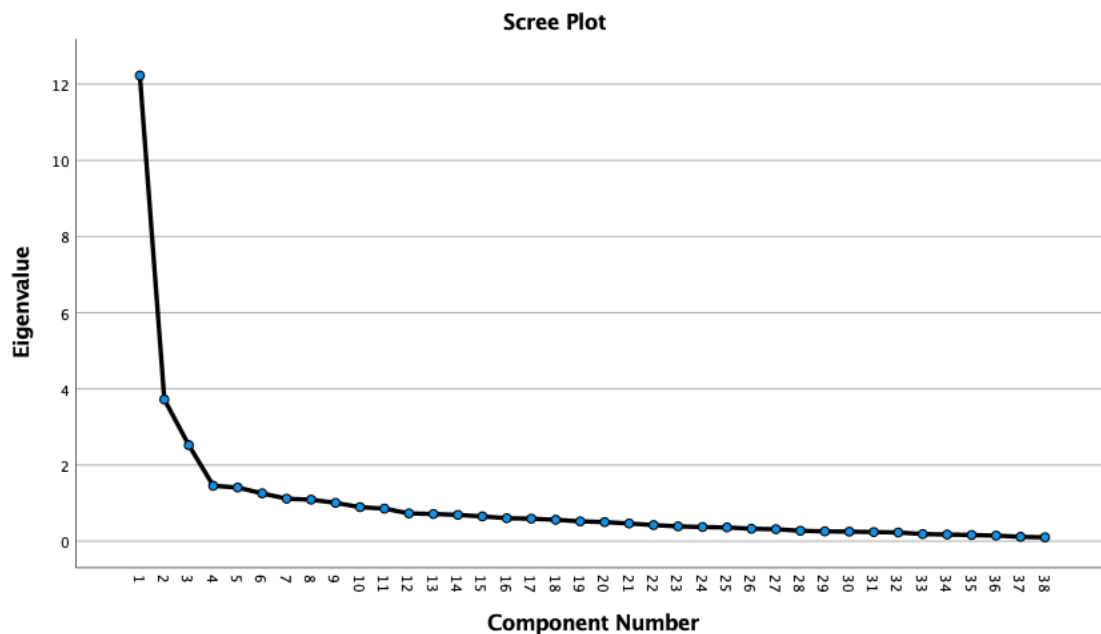


Figure 4 displays a screen plot that illustrates the eigenvalues of each component obtained from the factor analysis. The plot clearly shows a noticeable change in direction at component 3, indicating that keeping the first three components is sufficient to capture the important variations in the data.

Reliability

The Cronbach's Alpha for each scale was calculated to evaluate the precision of measurements and make sure they accurately reflect the constructs they were intended to measure.

The reliability analysis's findings demonstrated the internal consistency of the measuring tools used in this study, supporting the conclusions and interpretations that are given in the following sections. The results of these tests are presented in Table 6, and show unacceptable reliability for power Sharing, and lower scores for Concern for Sustainability and Integrity

Table 6

Reliability test results for Ethical leadership

Dimensions	Cronbach's Alpha	No. of Items
People's Orientation	$\alpha = 0.806$	7
Fairness	$\alpha = 0.890$	6
Power Sharing	$\alpha = 0.246$	6
Concern for Sustainability	$\alpha = 0.659$	3
Ethical Guidance	$\alpha = 0.882$	7
Role Clarification	$\alpha = 0.871$	5
Integrity	$\alpha = 0.652$	4

4.1.3.2 Affective Commitment

Validity

An initial evaluation of the data's eligibility for factor analysis served as the starting point for the data analysis., The KMO measure was .768, confirming the sample adequacy for the study. The results of Bartlett's test of sphericity were 454.012, $p < .001$, showing that there were enough significant correlations between items to justify factor analysis. The results are presented in Table 7

Table 7*KMO and Bartlett's Test for Affective Commitment*

KMO Measure	Bartlett's Test Chi-Square	Bartlett's Test df	Bartlett's Test Significance
0.768	454.012	28	< 0.001

Principal component analysis (PCA) with Varimax rotation was used to carry out an exploratory factor analysis. Initial eigenvalues revealed that the first two components that emerged explained 38.271% and 19.842% of the variance, respectively, with a total variance explained of 58.113% (See appendix C). When the solution was rotated, it showed that there was a simple structure present, with all items heavily loading on only one component.

Table 8*Rotated component matrix for Affective Commitment*

Component Matrix	Component 1
OAC8_R	0.800
OAC5_R	0.787
OAC6_R	0.730
OAC7	0.693
OAC3	0.569
OAC1	0.531

In the screen plot, the steep initial slope followed by a leveling off after the second factor clearly showed the major role played by the first two factors. a significant decrease from Factor 1 to Factor

2 (from 3.062 to 1.587), followed by another decrease from Factor 2 to Factor 3 (from 1.587 to 0.829). This suggests that the first two variables were responsible for a sizable proportion of the variance in the data. The fall in eigenvalues after factor 3 is less pronounced.

Figure 5

Scree Plot of the factor analysis for Affective Commitment

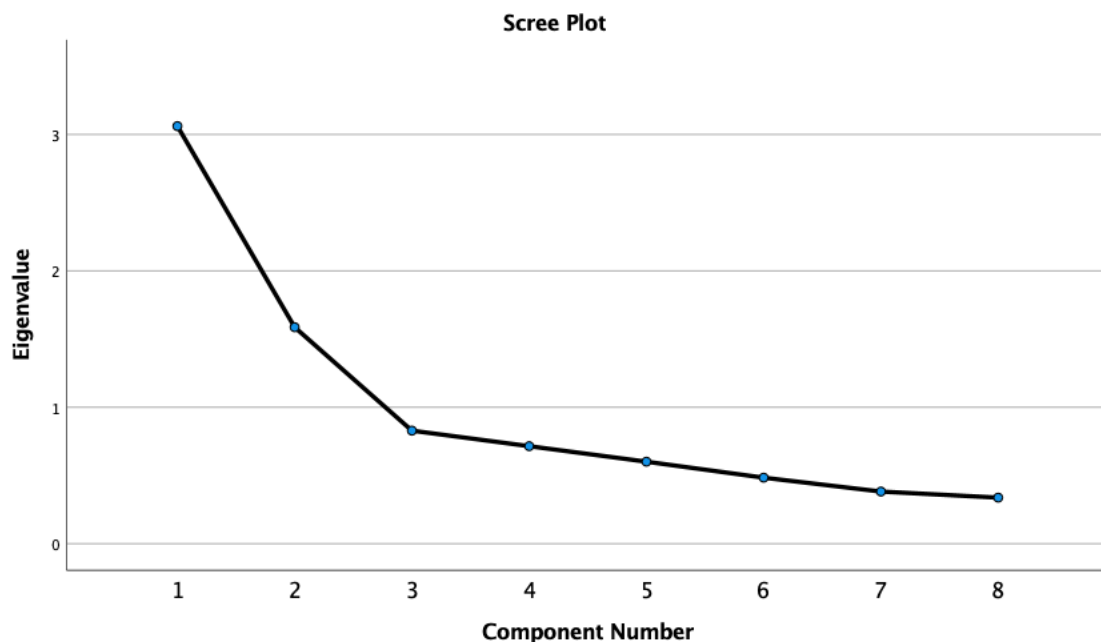


Figure 5: Screen plot from the factor analysis of the Affective Commitment scale. The plot displays the eigenvalues for each factor extracted and shows a leveling off after the first factor, which suggests that a single factor may adequately represent the construct of Affective Commitment in the data.

According to the criteria observed in the scree plot shown in Figure 5, it was concluded that only one element should be kept for the Affective Commitment scale. The observed pattern aligns with the anticipated single-dimensional nature of the construct, as indicated by a significant

decrease in values after the initial component, with the following eigenvalues falling below the conventional threshold of one.

Reliability

In the reliability test of the affective commitment, the results demonstrated an acceptable internal consistency with a Cronbach value of .749 which was above the accepted threshold of 0.7. This implied that the components of this dimension were cohesively related as a whole and that they reliably reflected the idea of affective commitment. Thus, the reliability analysis was in favor of using this scale in the study.

Table 9

Reliability Analysis for Affective Commitment

Dimension	Cronbach's Alpha	No. of Items
Affective Commitment	$\alpha = 0.749$	8

4.1.3.3 Cultural Dimension Factor

Validity

In the process of factor analysis for the cultural dimension factor, the KMO index produced a value of 0.824, which is greater than the threshold of 0.6 and indicates that the sample is sufficient

for factor analysis. Additionally, Bartlett's test of sphericity was significant (Chi-square= 687.73, df= 55, p .001), indicating that the data is appropriate for structure detection.

Table 10

KMO and Bartlett's Test for Cultural Dimension

KMO Measure	Bartlett's Test Chi-Square	Bartlett's Test df	Bartlett's Test Significance
0.824	687.730	55	< 0.001

Initially, 11 components were found in the Principal Component Analysis (PCA) that together accounted for 100% of the variance and had eigenvalues larger than 1. According to the analysis, two components had eigenvalues that were noticeably bigger than the others, and together they accounted for 54.087% of the total variance, indicating that the data had a considerable structure.

Together, the first and second components accounted for 30.715% and 23.372% of the variation, respectively. Less than 8% of the variance was explained by each of the other nine factors.

In terms of the varimax rotation, Factor 1 has high loadings of .627 to .791 for the variables CDIC6, CDIC3, CDIC2, CDIC4, CDIC5, and CDIC1, corresponding to the Collectivism dimension. This showed that these variables share a common underlying dimension and are intimately connected to Factor 1. In light of the circumstances, it appeared that these variables were highly connected and moving in tandem. On the other hand, Factor 2 was significantly loaded with the variables CDPD3, CDPD4, CDPD2, CDPD5, and CDPD1, with loadings ranging from 0.626

to 0.775, corresponding to the (High) Power Distance. This implied a close connection between these variables and Factor 2, which showed the presence of a different underlying dimension.

Table 11

Rotated component matrix for Cultural Dimension

Dimension	Component 1	Component 2
CDIC6	0.791	0.028
CDIC3	0.791	0.155
CDIC2	.763	0.081
CDIC4	0.711	-0.088
CDIC5	0.709	0.132
CDIC1	0.627	-0.079
CDPD3	0.023	0.775
CDPD4	-0.025	0.759
CDPD2	0.063	0.749
CDPD5	0.088	0.716
CDPD1	0.006	0.626

Note. A Rotation converged in 3 iterations. Where CDIC denotes Cultural Dimension of Individualism and Collectivism and CDPD denotes Cultural Dimension of Power Distance.

The screen plot showed a considerable decrease from Factor 2 to Factor 3 (from 2.571 to 0.829), demonstrating that the first two variables significantly explained the variance in the data. The eigenvalue drop was less severe after Factor 3. As a result, Factor 3 is probably where the "elbow" in the scree plot is located. This supports the prior choice to isolate the first two criteria and indicates that they are the most crucial to keep. Items one to six correspond to the cultural dimension of collectivism while items seven to eleven belong to the cultural dimension of high-power distance.

Figure 6

Scree Plot for Cultural Dimension

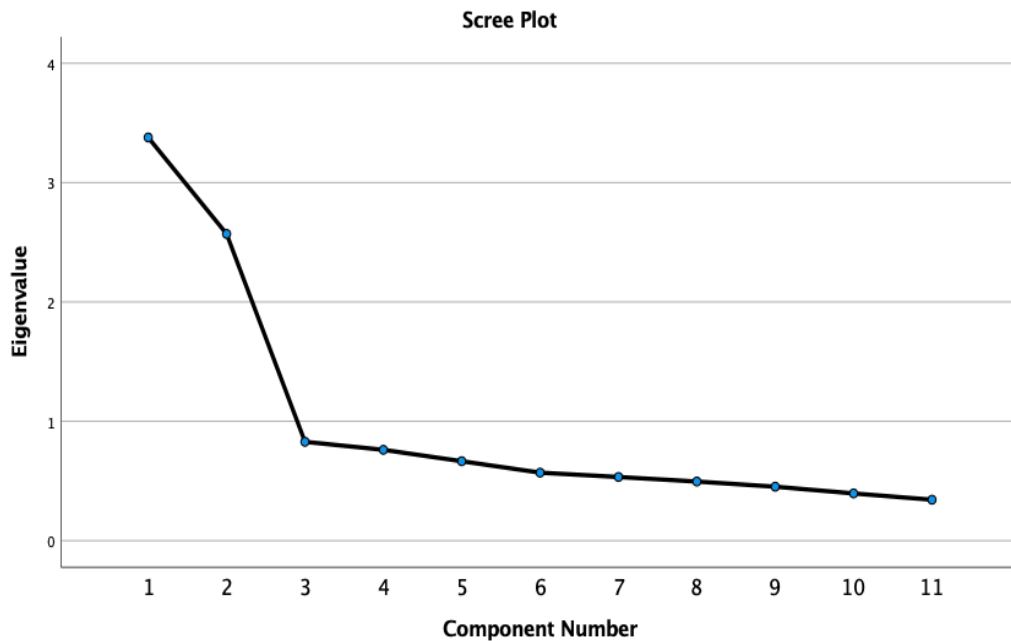


Figure 6 displays the scree plot illustrating the results of the factor analysis conducted on the Cultural Dimension scale. The eigenvalues are graphed against the relevant component number, demonstrating a progressive decrease that starts to level out after the fourth component, indicating the existence of four separate cultural dimensions in the dataset.

Based on the scree plot depicted in Figure 6, it is advisable to employ a four-factor solution for the Cultural Dimension scale. This solution is consistent with the theoretical framework, which suggests that multiple fundamental cultural characteristics can be accurately assessed. The distinct boundary preceding the fifth element reinforces the factorial organization of this structure.

Reliability

In the reliability test for the cultural dimension construct, both cultural variables demonstrated commendable internal consistency with Cronbach's alpha values for power distance and collectivism of .775 and .826, respectively. These numbers surpass the generally accepted cut-

off point of 0.7, demonstrating the scales' strong internal consistency. These results support the validity of the measures employed in the study for these two cultural dimensions by indicating that the items within these dimensions are consistently measuring their respective constructs.

Table 12

Reliability Analysis for Cultural Dimension

Dimension	Cronbach's Alpha	No. of Items
Power Distance	$\alpha = .775$	5
Collectivism	$\alpha = .827$	6

Chapter 5: Results

5.1.1 Descriptive Analysis of the Variables

In the opening section of this chapter, descriptive statistics were provided for the sociodemographic traits of the survey respondents, which gives a general idea of the make-up of the respondent pool. These descriptive statistics helped to better understand the wide range of ages, genders, educational attainments, industries of work, and other important demographic features of our respondents. Following the demographic analysis, we focus on the reliability analysis of the scales that were employed in our study.

Age Group Descriptives

Six age categories, ranging from 18 - 24 years old, 25 - 34 years old, 35 - 44 years old, 45 - 54 years old, 55 - 64 years old, and 65-plus years old were used to segment the poll respondents.

The age group of participants 45-54 years has the highest mean score ($M=4.1222$), indicating that mid-career professionals may form stronger organizational connections. This could be

attributed to their more established responsibilities or increasing involvement in the workplace, while those aged 18-24 years, had a mean score ($M=3.9622$). This indicates a significant level of affective commitment. It suggests that younger adults while in the early stages of their professions, have a strong emotional connection to their organizations. The age group of participants 65 years and above indicated the lowest mean ($M=3.4750$) for affective commitment.

The range of 18-24 exhibits the highest mean collectivism score ($M= 2.5883$), suggesting that individuals in this demographic tend to prioritize group objectives over personal ones. In contrast, individuals within the age range of 55-64 exhibit the lowest mean collectivism score ($M=2.0073$), indicating that this group may prioritize personal goals to a greater extent. The 65-plus age group has the greatest mean for Power Distance ($M=1.7947$), which may indicate that this age group is more accustomed to flat organizational structures with more equitable power distribution and decentralized leadership. The lowest mean ($M=1.3093$) belongs to the 18–24 age group, which may indicate that they are less tolerant of power imbalances in organizations. In terms of ethical leadership, the 55-64 age group has the highest mean for clear advice ($M=2.9086$), indicating that they value clear directives and expectations from leadership more than other age groups. The average for guidance clarity in the 45–54 age group is the lowest ($M=2.5228$). People in the 55–64 age range place a higher value on fairness ($M=3.2247$) than people in other age brackets, indicating that they anticipate their leaders will operate reasonably and equitably. The lowest average for fairness ($M=1.9788$) belongs to the 18–24 age group. When it comes to people orientation, the 55–64 age group has the highest mean ($M=2.8078$), indicating that they place a high value on leaders who demonstrate concern and attention for others. However, the average for individuals orienting in the 35–44 age group is the lowest ($M=2.2438$). The age group 65 and older has the highest mean ($M=2.7977$), indicating that they place a great value on leaders who ethically provide direction. The lowest average for integrity guidelines ($M=2.3370$) belongs to the 35-44 age group. When it comes to concern for sustainability, the 18–24 age group exhibits the highest level of concern for sustainability ($M=2.7409$), suggesting that this group values leaders who take environmental and sustainability issues into account when making decisions. The average level of sustainability concern is lowest ($M=1.8532$) among those aged 55 to 64. Power sharing is favored by the age group of 55 - 64 who has the highest mean ($M=2.6916$), indicating that they favor leaders who share authority and decision-making. The age group of 35 - 44 has the lowest average ($M=2.3043$) for power sharing, (See Appendix E).

Gender Descriptives

Males and females exhibit comparable degrees of affective commitment to their organizations on average (males: $M=3.6249$, females: $M=3.6322$). This implies that both genders have a deep emotional connection to, identification with, and participation in the organization.

Considering the cultural dimension in the sample, men ($M=2.5002$) scored on average slightly higher for collectivism than women ($M=2.3371$). This suggests that male respondents are more likely than female respondents to favor group goals over individual interests. Males also show a higher Power Distance ($M=1.4064$) than females ($M=1.3488$), which suggests that men in this group are more at ease with organizational hierarchy and are more willing to accept inequality in power than women. Given the unusual character of these findings that do not entirely correspond with the standard gender-based assumptions in cultural dimensions of men being more collective than women, a thorough check of the dataset was conducted. Throughout the validation process, the data entry, analysis techniques, and underlying scale assumptions were all reexamined. Furthermore, the unequal gender distribution must be taken into consideration when interpreting these results. Any conclusions should be made with an awareness of this constraint because the imbalance has the potential to distort the results.

In terms of the ethical leadership dimensions, men generally showed a preference for clear expectations and directives from leadership (Clarity of Guidance, $M= 2.6586$) as opposed to women ($M= 2.5872$). However, compared to men ($M= 2.1028$), women preferred fairness in leadership (Fairness, $M=2.2621$). Males scored on average higher than females in terms of people orientation ($M= 2.5521$), indicating that they place more value on leaders who show concern and care for their followers than do girls ($M= 2.4318$). Similarly, men ($M= 2.5296$) preferred leaders who give honest and ethical counsel (Integrity counsel) slightly more than women ($M= 2.4419$). In contrast, women scored higher on the authority-sharing scale on average ($M=2.4336$) than men did ($M= 2.3550$), suggesting that women value leaders who share authority and responsibility for making decisions more than men do (See Appendix F).

Descriptives Educational- Background

The presented descriptive statistics gave insight into the diversity in responses across people with varied educational backgrounds. People with qualifications labeled as "Other" exhibit the highest level of dedication, with a mean of 4.12 in the category of affective organizational commitment (Affective Commitment). On the other hand, people with PhDs have the lowest average commitment, with a mean of 3.38.

Concerning the cultural dimensions of collectivism and power distance Individuals with bachelor's degrees indicated moderate collectivist tendencies ($M=2.5356$) and a low agreement with power hierarchies (Power Distance $M=1.3273$), which suggests a preference for egalitarian work environments. Their views on fairness ($M=2.1111$) and people orientation ($M=2.4461$), slightly below the overall sample means, may reflect a more critical stance towards these aspects of ethical leadership. In contrast, people with only a secondary education recorded the lowest mean score in this domain, ($M=2.43$). In the domain of advice clarity, as measured by our survey, the differences across educational attainment levels appear to be marginal, with mean values residing within a narrow range ($M=2.61$ to $M=2.75$). This suggests a uniform expectation regarding the clarity of guidance from leadership across individuals with varying educational backgrounds. The data indicate that individuals with master's degrees report a notably higher appreciation for people-oriented leadership ($M=2.70$), which might reflect their advanced educational experiences that often promote collaborative and interpersonal skills. Conversely, respondents possessing bachelor's degrees demonstrate the lowest mean score in this category ($M=2.45$), hinting at potential differences in the value placed on people-centric leadership qualities between these two educational cohorts.

It is observed that the integrity guidance values do not significantly diverge across educational strata, denoting a possibly universal benchmark for ethical behavior in leadership that transcends educational attainment. (See Appendix G).

Descriptives African Regions

West African countries stood out regarding affective commitment with the highest mean score ($M=4.04$), with a collectivism score of 2.69, and a clarification and guidance mean of ($M=2.78$).

On the other side, Southern African Countries had a fairness mean score of ($M=2.23$) and a mean affective commitment score of 3.51. A mean score of 1.69 was observed for Northern African nations regarding power distribution (See Appendix H).

Descriptives Roles

A closer look at the descriptive statistics reveals interesting trends in various jobs. The greatest mean score of ($M= 4.11$) for affective commitment is seen among executive positions, showing that they have a strong sense of loyalty and attachment to their organizations. A moderate amount of emotional attachment is indicated by the operational roles' mean score of ($M=3.57$). The lowest mean score ($M=3.19$) is displayed by those who work in support jobs, which is a sign of a relatively weaker emotional bond with the organizations in which they are employed.

Those in management roles had the highest mean scores in collectivism (2.46), followed by those in operational roles (2.40) and support roles (2.56), when it comes to cultural characteristics. The lowest mean collectivism score (2.39) belongs to executives, who place a focus on communal interests. Executives have the highest mean score (2.68) across all ethical leadership qualities, demonstrating a larger emphasis on giving clear instructions and direction. Operational roles come in second with a mean score of 2.64, followed by management roles (2.59) and support roles (2.65). (See Appendix I)

Descriptives Years of Experience

Concerning affective commitment, people with between 10 and 15 years of experience have the highest mean score ($M=3.74$). The next highest mean score is for those with less than two years of experience ($M=3.56$), followed by those with two to five years ($M=3.59$), six to ten years ($M=3.70$), and more than fifteen years ($M=3.52$).

Individuals with less than two years of experience had the highest mean score in collectivism (2.48) when it comes to cultural aspects, followed by those with five to ten years of experience (2.48), two to five years of experience (2.49), and individuals with more than fifteen years of experience (2.23). The mean score for collectivism among those with 10 to 15 years of experience is the lowest (2.16).

Individuals over 15 years show the highest mean scores in ethical leadership areas such as clarification and guidance ($M=2.47$), people-orientation ($M=2.48$), integrity and guidance ($M=2.45$), and concern for sustainability ($M=2.32$).

Interestingly, individuals with 10-15 years of experience have the highest mean score in fairness ($M=2.75$), (See Appendix J).

5.1.2 The Impact of the Demographic Variables over the Main Variables

By using Analysis of Variance (ANOVA), the complex links between demographic variables and their resulting effects on the main study variables were observed and examined. For most of the dependent variables studied, it was discovered that the demographic factors did not significantly impact most dependent variables. This conclusion is based on the statistical rule of thumb, where a p-value less than 0.05 indicates a significant difference. The main variables that were impacted included fairness' which was significantly affected by Age ($p=0.009$), Educational Experience ($p=0.043$), and African Regions ($p=0.004$). Concern for Sustainability was strongly influenced by gender ($p=0.045$). Educational Experience has a substantial impact on both the cultural dimensions of collectivism and high-power distance ($p=0.040$), ($p=0.005$) respectively.

5.1.3 Correlation Analysis

A detailed correlation analysis was conducted to thoroughly examine the potential relationships among the variables in this study.

The affective commitment variable emerges as a central tenet, exhibiting significant positive correlations with ethical leadership dimensions such as People Orientation ($r = .464, p < .001$), which underscores the salience of relational leadership qualities in fostering organizational attachment. Further, Clear Guidance ($r = .385, p < .001$), Integrity Guidance ($r = .349, p < .001$), Concern for Sustainability ($r = .331, p < .001$), and Power Sharing ($r = .308, p < .001$) each maintain positive associations with affective commitment. This showed that the degree of affective commitment tends to develop along with these features of ethical leadership.

The cultural aspect of Collectivism understood as the prioritization of the group, has a positive but modest correlation with Concern for Sustainability ($r = .204, p < .01$). This suggests that in cultures with collectivist tendencies leaders are perceived to be more concerned with sustainability in more collectivist cultures. Conversely, a negative correlation with Fairness ($r = -.187, p < .01$), Suggests that collectivist principles may have an impact on how people view the fairness of these behaviors.

The Clarification Guidance dimension, which encapsulates the leader's capacity to provide clear directives, shows robust positive correlations with Integrity Guidance ($r = .742, p < .001$), People Orientation ($r = .533, p < .001$), and Power Sharing ($r = .391, p < .001$), suggesting a synergy among these facets of ethical leadership. Nevertheless, the inverse relationship observed with Fairness ($r = -.412, p < .001$) presents a paradoxical finding. It posits a potential divergence between the expectation of clear leadership communication and perceptions of equitable treatment, underscoring the intricate balance leaders must maintain. This relationship is particularly counterintuitive, warranting a deeper exploration of how cultural context and societal norms might mediate the reception of clear guidance and its alignment with fairness.

Table 13*Correlation Analysis results for all variables*

		AffOCommit	CD_IC	CD_PD	CLARGUID	FAIRNESS	PEOPLEORIENT	INTEGRITYGUIDANCE	CONCSUSTAIN	POWERSHARING
AffOCommit	Pearson Correlation	1	.052	-.117	.385	-.336	.464	.349	.331	.308
	Sig. (2-tailed)		.457	.092	.000	.000	.000	.000	.000	.000
	N	209	209	209	207	209	209	209	209	209
CD_IC	Pearson Correlation	.052	1	.104	.061	-.187	.022	.038	.204	.069
	Sig. (2-tailed)	.457		.134	.383	.007	.751	.583	.003	.321
	N	209	209	209	207	209	209	209	209	209
CD_PD	Pearson Correlation	-.117	.104	1	-.133	.112	-.052	-.066	.017	.095
	Sig. (2-tailed)	.092	.134		.055	.106	.451	.341	.805	.170
	N	209	209	209	207	209	209	209	209	209
CLARGUID	Pearson Correlation	.385	.061	-.133	1	-.412	.533	.742	.271	.391
	Sig. (2-tailed)	.000	.383	.055		.000	.000	.000	.000	.000
	N	207	207	207	207	207	207	207	207	207
FAIRNESS	Pearson Correlation	-.336	-.187	.112	-.412	1	-.413	-.279	-.342	-.285
	Sig. (2-tailed)	.000	.007	.106	.000		.000	.000	.000	.000
	N	209	209	209	207	209	209	209	209	209
PEOPLEORIENT	Pearson Correlation	.464	.022	-.052	.533	-.413	1	.480	.348	.525
	Sig. (2-tailed)	.000	.751	.451	.000	.000		.000	.000	.000
	N	209	209	209	207	209	209	209	209	209
INTEGRITYGUIDANCE	Pearson Correlation	.349	.038	-.066	.742	-.279	.480	1	.257	.336
	Sig. (2-tailed)	.000	.583	.341	.000	.000	.000		.000	.000
	N	209	209	209	207	209	209	209	209	209
CS	Pearson Correlation	.331	.204	.017	.271	-.342	.348	.257	1	.276
	Sig. (2-tailed)	.000	.003	.805	.000	.000	.000	.000		.000
	N	209	209	209	207	209	209	209	209	209
PS	Pearson Correlation	.308	.069	.095	.391	-.285	.525	.336	.276	1
	Sig. (2-tailed)	.000	.321	.170	.000	.000	.000	.000	.000	
	N	209	209	209	207	209	209	209	209	209

Note: Dimensions of CD-IC and CD_PD correspond to Collectivism and high-Power Distance respectively.

5.1.4 Regression Analysis

A multiple regression analysis was used to determine the degree to which aspects of ethical leadership and cultural factors can predict affective commitment in the African environment. The regression model determined the distinct impact of each predictor variable while accounting for the effects of other variables. With ethical leadership components, the analysis substantiated a robust positive predictor in the form of People Orientation on Affective Commitment ($\beta = 0.470$, $p < 0.001$), signifying that as leaders exhibit greater concern for their teams, the level of emotional attachment employees feel towards their organization is likely to increase. Concern for Sustainability also emerged as a predictor, albeit to a lesser extent ($\beta = 0.309$, $p < 0.05$), indicating that sustainability considerations are relevant to how committed individuals feel within their work

environment. Contrastingly, the dimensions of Clarification and Guidance ($\beta = 0.231, p > 0.05$), Fairness ($\beta = -0.170, p > 0.05$), Integrity and Guidance ($\beta = 0.156, p > 0.05$), and Power Sharing ($\beta = 0.078, p > 0.05$) (See Appendix K) did not reach statistical significance as predictors of Affective Commitment in this model. This absence of a significant predictive relationship invites a closer inspection of the potentially complex and context-dependent nature of these dimensions within the framework of African organizational settings. The cultural dimension of Collectivism, while central to many discussions on workplace dynamics within collectivist societies, was not observed to be a significant predictor of Affective Commitment in the present model ($p > 0.05$). This outcome may imply that other variables not measured in this study could be interacting with or overshadowing the role of collectivism. Meanwhile, Power Distance showed a trend toward a negative influence on Affective Commitment ($\beta = -0.276, p = 0.092$), although this did not reach conventional levels of statistical significance (See Appendix L).

5.1.5 Moderation Analysis

In the moderation analysis, tests in PROCESS SPSS were carried out to explore whether the relationship between the independent variable (ethical leadership) and the dependent variable (affective commitment) was influenced by the presence of the third variable, which in this study was the cultural dimension's (Power distance and Collectivism).

5.1.5.1 Moderation Analysis of Collectivism-Individualism on the Relationship Between Clarity of Guidance and Affective Commitment

Table 14

Regression Coefficients for Clarity of Guidelines and Collectivism-Individualism

Variable	Coefficient	Standard Error	t-statistic	p-value	Lower-limit 95% CI	Upper Limit 95%
Constant	3.624	0.076	47.568	<0.001	3.474	3.774
Clarity of Guidance (CLARGUID)	0.964	0.163	5.907	<0.001	-0.642	1.286
CD_IC(Collectivism Individualism)	0.062	0.122	0.508	0.612	-0.179	0.303

Interaction(CLARGUID x CD_IC	-0.019	0.263	-0.070	0.944	-0.538	0.501
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Table 15

Model Summary

R	R-sq	MSE	F	df1	df2	p
0.386	0.149	1.197	11.883	3.0000	203.0000	<0.001

The moderation analysis examined the influence of Collectivism-Individualism (CD_IC) on the association between Clarity of Guidelines (CLARGUID) and Affective Commitment (AFFCOM). The findings indicate a substantial and positive impact of clarity of guidelines on affective commitment, as evidenced by a regression coefficient of 0.964 ($p < 0.001$). This suggests that more explicit instructions greatly improve employee dedication.

The analysis also tested for a moderating effect of CD_IC on this relationship, but the interaction between CLARGUID and CD_IC was found to be not significant (coefficient = -0.019, $p = 0.944$). This indicates that the influence of explicit instructions on dedication is constant among cultures characterized by varying degrees of collectivism and individuality.

5.1.5.2 Moderation of Collectivism-Individualism on the Impact of Fairness on Affective Commitment

Table 16

Regression Coefficients for Fairness and Collectivism-Individualism

Variable	Coefficient	Standard Error	t-statistic	p-value	Lower-limit 95% CI	Upper Limit 95%
Constant	3.594	0.077	46.754	<0.001	3.442	3.745
Fairness	-0.584	0.106	-5.500	<0.001	-0.793	-0.374

Collectivism Individualism(CD_IC)	0.044	0.125	0.352	0.725	-0.202	0.290
Interaction(Fairness x CD_IC)	-0.384	0.150	-2.555	0.011	-0.681	-0.088

Table 17

Model Summary

R	R-sq	MSE	F	df1	df2	p
0.375	0.140	1.199	11.170	3.0000	205.0000	<0.001

The moderation study examined the impact of Collectivism-Individualism (CD_IC) on the association between Fairness (FAIRNESS) and Affective Commitment (AFFCOM), yielding significant findings. More precisely, the presence of fairness has a strong negative effect on affective commitment. The coefficient of -0.584 ($p < 0.001$) indicates that higher levels of perceived fairness are associated with lower levels of affective commitment. This paradoxical conclusion implies that there are intricate factors at play in the perception or implementation of fairness within organizational settings.

Additionally, there was a significant interaction effect between Fairness and Collectivism-Individualism (coefficient = -0.384, $p = 0.011$). This suggests that the negative influence of fairness on affective commitment is more noticeable when collectivism is at greater levels. This implies that in cultures or institutions that prioritize collective goals and values, there may be notable variations in expectations or understandings of fairness. Consequently, when individuals perceive a lack of fairness or unequal distribution, it could result in less dedication or loyalty.

5.1.5.3 Moderation Analysis of Collectivism-Individualism on the Relationship Between People Orientation and Affective Commitment

Table 18

Regression Coefficients for People Orientation and Collectivism-Individualism

Variable	Coefficient	Standard Error	t-statistic	p-value	Lower-limit 95% CI	Upper Limit 95%
Constant	3.625	0.072	50.341	<0.001	3.483	3.767
People Orientation	0.813	0.109	7.489	<0.001	0.599	1.026
CD_IC(Collectivism)	0.054	0.115	0.470	0.639	-0.173	0.282
Interaction(People Orientation x CD_IC)	0.219	0.172	1.275	0.204	-0.119	0.557

Table 19

Model Summary

R	R-sq	MSE	F	df1	df2	p
0.472	0.223	1.083	19.639	3.0000	205.0000	<0.001

The moderation analysis examining the influence of Collectivism-Individualism (CD_IC) on the association between People Orientation (PEOPORIE) and Affective Commitment (AFFCOM) reveals statistically significant results. The presence of a people-oriented approach greatly increases emotional commitment, as indicated by a highly positive coefficient of 0.813 ($p < 0.001$). This outcome emphasizes the significance of leadership that prioritizes people since it promotes employee dedication. It implies that adopting such leadership approaches is essential for improving employee involvement.

Although people orientation has a strong impact, the Collectivism-Individualism component does not have a significant moderating effect on this relationship. The coefficient of the interaction term between PEOPORIE and CD_IC is 0.219, with a *p*-value of 0.204. This suggests that there is no significant difference in the influence of people's orientation between different levels of collectivism and individualism. The absence of substantial moderation indicates that the advantages of people-oriented leadership remain consistent regardless of the level of collectivism or individualism in different cultural settings.

5.1.5.4 Moderation Analysis of Collectivism-Individualism on the Relationship Between Integrity Guidance and Affective Commitment

Table 20

Regression Coefficients for Integrity Guidance and Collectivism-Individualism

Variable	Coefficient	Standard Error	t-statistic	p-value	Lower-limit 95% CI	Upper Limit 95%
Constant	3.631	0.076	47.611	<0.001	3.480	3.781
Integrity Guidance (INTGUID)	0.755	0.140	5.376	<0.001	0.478	1.032
CD_IC(Collectivism)	0.096	0.122	0.781	0.435	-0.146	0.337
Interaction(INTGUID x CD_IC)	-0.264	0.216	-1.225	0.222	-0.690	0.161

Table 21

Model Summary

R	R-sq	MSE	F	df1	df2	p
0.360	0.130	1.214	10.188	3.0000	205.0000	<0.001

5.1.5.5 Moderation Analysis of Collectivism-Individualism on the Relationship Between Concern for Sustainability and Affective Commitment

Table 22

Regression Coefficients for Concern for Sustainability and Collectivism-Individualism

Variable	Coefficient	Standard Error	t-statistic	p-value	Lower-limit 95% CI	Upper Limit 95%
Constant	3.616	0.078	46.114	<0.001	3.462	3.771
Concern for Sustainability	0.683	0.139	4.921	<0.001	0.410	0.957
CD_IC(Collectivism)	-0.027	0.124	-0.220	0.826	-0.273	0.218
Interaction(Concern for Sustainability) CD_IC	-0.151	0.206	0.733	0.464	-0.255	0.556

Table 23

Model Summary

R	R-sq	MSE	F	df1	df2	p
0.335	0.112	1.238	8.637	3.0000	205.0000	<0.001

The results demonstrate a significant positive effect of concern for sustainability on affective commitment, with a coefficient of 0.683 ($p < 0.001$). This suggests that efforts focused on sustainability are strongly linked to increased levels of employee dedication, underscoring the importance employees attach to sustainable practices inside their firms. However, the analysis did not find a significant moderating effect of Collectivism-Individualism on this relationship.

The coefficient of the interaction term between CONSUST and CD_IC is 0.151, with a p -value of 0.464. This indicates that the influence of sustainability efforts on employee commitment

is not significantly different across cultural settings that vary in terms of collectivism and individualism.

5.1.5.6 Moderation Analysis of Collectivism-Individualism on the Relationship Between Power Sharing and Affective Commitment

Table 24

Regression Coefficients for Power Sharing and Collectivism-Individualism

Variable	Coefficient	Standard Error	t-statistic	p-value	Lower-limit 95% CI	Upper Limit 95%
Constant	3.631	0.078	46.736	<0.001	3.478	3.785
Power Sharing	0.656	0.149	4.3934	<0.001	0.362	0.950
CD_IC(Collectivism)	0.074	0.125	0.590	0.556	-0.172	0.319
Interaction(Power Sharing x CD_IC)	-0.180	0.214	-0.842	0.401	-0.602	0.242

Table 25

Model Summary

R	R-sq	MSE	F	df1	df2	p
0.315	0.099	1.257	7.501	3.0000	205.0000	<0.001

The analysis showed a substantial and positive impact of power sharing on affective commitment, as evidenced by a coefficient of 0.656 ($p < 0.001$). This suggests that policies that encourage shared decision-making and power distribution have a major influence on enhancing employee commitment. This outcome highlights the efficacy of power sharing in cultivating a cooperative and empowering work atmosphere.

Although power-sharing has a considerable influence, the analysis did not reveal any significant moderating effect of Collectivism-Individualism. The coefficient of the interaction term between POWSHARI and CD_IC is -0.180, with a *p*-value of 0.401. This indicates that the favorable effect of power sharing on affective commitment remains consistent across cultural settings characterized by collectivism or individualism.

Overall, none of the moderation effects involving Collectivism-Individualism (CD_IC) as moderators were found to be statistically significant.

5.1.5.7 Moderation Analysis of Power Distance on the Relationship Between Clarity of Guidelines and Affective Commitment

Table 26

Regression Coefficients for Clarity of Guidelines and Power Distance

Variable	Coefficient	Standard Error	t-statistic	p-value	Lower-limit 95% CI	Upper Limit 95%
Constant	3.626	0.076	47.545	<0.001	3.476	3.777
Clarification (CLARGUID)	0.935	0.167	5.603	<0.001	0.606	1.264
CD_PD(Power Distance)	-0.150	0.147	-1.023	0.308	-0.440	0.139
Interaction(Clarification x CD_PD)	-0.080	0.243	0.331	0.741	-0.399	0.559

Table 27

Model Summary

R	R-sq	MSE	F	df1	df2	p
0.392	0.153	1.191	12.263	3.0000	203.0000	<0.001

This moderation analysis assessed the influence of Power Distance (CD_PD) on the association between Clarity of Guidelines (CLARGUID) and Affective Commitment (AFFCOM). The findings showed a considerable and strong positive impact of the clarity of guidelines on affective commitment, as indicated by a noteworthy coefficient of 0.935 ($p < 0.001$). This discovery emphasizes the significance of unambiguous standards in improving employee dedication, suggesting that clear and transparent instructions greatly contribute to employee involvement and allegiance.

Nevertheless, the data did not provide evidence to support the potential moderating influence of Power Distance on this relationship. The coefficient of the interaction term between CLARGUID and CD_PD was found to be non-significant, with a value of 0.080 ($p = 0.741$). This indicates that the impact of clarity on commitment remains consistent across different degrees of power distance.

5.1.5.8 Moderation Analysis of Power Distance on the Relationship Between Fairness and Affective Commitment

Table 28

Regression Coefficients for Fairness and Power Distance

Variable	Coefficient	Standard Error	t-statistic	p-value	Lower-limit 95% CI	Upper Limit 95%
Constant	3.645	0.076	47.880	<0.001	3.495	3.795
Fairness	-0.549	0.104	-5.268	<0.001	-0.754	-0.343
CD_PD(Power Distance)	-0.126	0.148	-0.850	0.396	-0.417	0.166
Interaction(Fairness x CD_PD)	-0.408	0.181	-2.260	0.025	-0.765	-0.052

Table 29*Model Summary*

R	R-sq	MSE	F	df1	df2	p
0.375	0.141	1.198	11.190	3.0000	205.0000	<0.001

The main result is that fairness has a negative impact on affective commitment, with a value of -0.549 ($p < 0.001$). This implies that if perceptions or practices of fairness are perceived as insufficient or unevenly distributed, it could lead to a drop in employee engagement.

Notably, the analysis also determines that Power Distance has a considerable moderating effect on this association. The correlation between fairness and power distance results in a notable coefficient of -0.408 ($p = 0.025$), suggesting that the detrimental effect of fairness on commitment becomes stronger as power distance increases. This implies that in settings where there are clear hierarchical differences, the impact of perceived fairness on employee dedication is more significant and could result in more intense responses from employees when fairness is absent.

5.1.5.9 Moderation Analysis of Power Distance on the Relationship Between People Orientation and Affective Commitment

Table 30*Regression Coefficients for People Orientation and Power Distance*

Variable	Coefficient	Standard Error	t-statistic	p-value	Lower-limit 95% CI	Upper Limit 95%
Constant	3.625	0.072	50.326	<0.001	3.483	3.767
People Orientation	0.806	0.109	7.418	<0.001	0.592	1.020
CD_PD(Power Distance)	-0.203	0.138	-1.471	0.143	-0.475	0.069
	-0.120	0.226	-0.531	0.596	-0.566	0.326

Table 31

Model Summary

R	R-sq	MSE	F	df1	df2	p
0.474	0.225	1.081	19.837	3.0000	205.0000	<0.001

The results indicate a significant positive effect of people orientation on affective commitment, with a coefficient of 0.806 ($p < 0.001$), suggesting that practices that emphasize employee involvement and consider individual employee needs significantly enhance commitment levels.

Despite the strong influence of people orientation, the analysis does not find a significant moderating effect of Power Distance. The interaction term between PEOPORIE and CD_PD yielded a non-significant coefficient of -0.120 ($p = 0.596$), suggesting that the positive impact of people-oriented practices on commitment does not vary significantly across different levels of hierarchical structures within organizations.

5.1.5.10 Moderation Analysis of Power Distance on the Relationship Between Integrity Guidance and Affective Commitment

Table 32

Regression Coefficients for Integrity Guidance and Power Distance

Variable	Coefficient	Standard Error	t-statistic	p-value	Lower-limit 95% CI	Upper Limit 95%
Constant	3.629	0.076	47.630	<0.001	3.479	3.780
Integrity Guidance	0.726	0.142	5.116	<0.001	0.446	1.006

CD_PD(Power Distance)	-0.204	0.146	-1.398	0.164	-0.493	0.084
Interaction(Integrity Guidance x CD_PD)	0.114	0.202	0.562	0.575	-0.285	0.512

Table 33

Model Summary

R	R-sq	MSE	F	df1	df2	p
0.363	0.132	12.211	10.395	3.0000	205.0000	<0.001

The results showed a strong and favorable impact of integrity guidance on affective commitment, as indicated by a coefficient of 0.726 ($p < 0.001$). This implies that providing explicit and unwavering instructions for moral conduct and honesty greatly enhances employee dedication.

However, the analysis did not find any evidence to support the potential moderating influence of Power Distance. The coefficient of the interaction term between INTGUID and CD_PD is 0.114 ($p = 0.575$), demonstrating that there is no significant difference in the impact of integrity guidance on commitment across different levels of power distance. This discovery implies that the positive impacts of integrity guidance are strong and consistent, even in settings with varying hierarchical structures.

5.1.5.11 Moderation Analysis of Power Distance on the Relationship Between Concern for Sustainability and Affective Commitment

Table 34

Regression Coefficients for Concern for Sustainability and Power Distance

Variable	Coefficient	Standard Error	t-statistic	p-value	Lower-limit 95% CI	Upper Limit 95%
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Constant	3.630	0.076	48.012	<0.001	3.481	3.779
Concern for Sustainability	-0.681	0.133	5.109	<0.001	0.418	0.944
CD_PD(Power Distance)	-0.214	0.147	-1.449	0.149	-0.504	0.077
Interaction(Concern for Sustainability x CD_PD)	-0.556	0.261	-2.133	0.034	-10.070	-0.042

Table 35

Model Summary

R	R-sq	MSE	F	df1	df2	p
0.379	0.144	1.194	11.460	3.0000	205.0000	<0.001

The findings highlight a substantial and favorable influence of sustainability concern on affective commitment, as indicated by a coefficient of 0.681 ($p < 0.001$). This suggests that sustainability activities and practices are directly related to increased employee involvement.

Significantly, the data demonstrates that Power Distance has a substantial moderating impact on this relationship. The coefficient of the interaction term between CONSUST and CD_PD is -0.556, with a p -value of 0.034, indicating that as power distance grows, the beneficial effect of sustainability concerns on commitment decreases. More precisely, the impact of CONSUST is particularly noticeable when the power distance is low (coefficient = 0.979, $p < 0.001$). As power distance grows, the effect of CONSUST declines, while it remains positive but weaker at higher levels (coefficient = 0.476, $p = 0.005$).

5.1.5.12 Moderation Analysis of Power Distance on the Relationship Between Power Sharing and Affective Commitment

Table 36

Regression Coefficients for Power Sharing and Power Distance

Variable	Coefficient	Standard Error	t-statistic	p-value	Lower-limit 95% CI	Upper Limit 95%
Constant	3.634	0.077	47.1478	<0.001	3.487	3.777
Power Sharing	0.689	0.148	4.641	<0.001	0.396	0.981
CD_PD(Power Distance)	-0.299	0.151	-1.978	0.049	-0.598	-0.001
Interaction(Power Sharing x CD_PD)	-0.272	0.312	-0.871	0.385	-0.888	0.344

Table 37

Model Summary

R	R-sq	MSE	F	df1	df2	p
0.346	0.120	1.228	9.288	3.0000	205.0000	<0.001

The moderation analysis revealed a statistically strong and positive correlation between power sharing and affective commitment. The coefficient of 0.689 ($p < 0.001$) indicates that policies that promote shared power and decision-making can greatly enhance employee commitment.

Nevertheless, the analysis did not discover a statistically significant moderating impact of Power Distance on this association. The coefficient for the interaction term (POWSHARI x CD_PD) is -0.272, indicating that it is not statistically significant ($p = 0.385$). This suggests that

the impact of power sharing on emotional commitment is consistent regardless of the varying levels of power distance within the organization.

5.1.6 Other Tests

Since cultural dimensions may also serve as strong predictors (as referred to in studies from Amanor & Demirel (2023); De Clercq et al. (2021); and Wirawan et al. (2020). mediation tests were conducted using Model 4 from the PROCESS macro. The results revealed two significant mediations: Individualism-Collectivism (IC) mediates the relationship between fairness and affective commitment, and Individualism-Collectivism (IC) mediates the relationship between concern for sustainability and affective commitment.

Table 38

Mediation Analysis of IC on Fairness and Affective Commitment

	R ²	Coefficient
Moderation of Fairness/IC	14%	-0.584
Mediation of IC-Fairness-Affective Commitment	3.5%	-0.219

Table 39

Mediation Analysis of IC on Concern for Sustainability and Affective Commitment

	R ²	Coefficient
Moderation of Concern Sustainability	11.2%	0.683
Mediation of IC-Concern Sustainability-Affective Commitment	4%/11%/3%	0.183/-0.30/0.096

To assess the development of three moderations in the two mediations, we conducted a comparison of the R^2 values and coefficients for both situations. This analysis allowed us to identify which model offers a more accurate representation of the sample. Since the R^2 values and coefficients indicate the results in the moderations, the initial conception of the model remains valid for this investigation.

5.1.7 Hypothesis Testing

This study aims to investigate the relationship between ethical leadership and affective commitment and the moderating effects of national culture, particularly in the African context's power distance and collectivism-individualism dimensions. The following are the hypotheses for the study.

H1: Ethical leadership will have a positive influence on affective commitment.

The expected moderating role of cultural dimensions in the relationship between ethical leadership and affective commitment, encapsulated partially supported by the evidence shown in the regression analysis. Affective commitment was discovered to be significantly positively impacted by ethical leadership, which is exemplified by people orientation and concern for sustainability. People orientation showed a strong positive correlation with emotive commitment (0.470, $p < 0.001$), indicating that the higher the level of affective commitment among team members, the more the leader prioritizes the needs and interests of the team members. The link between affective commitment and concern about sustainability was equally favorable, though a little less (0.309, $p < 0.05$). This shows that although less so than leaders who exhibit people orientation, leaders who display concern for sustainability may also promote a higher level of affective commitment.

H2a: The cultural dimension of Power Distance moderates the relationship between Ethical Leadership and Affective Commitment

According to the study, H2a is partially supported by the evidence shown in the results of the moderation analysis which showed that the cultural aspect of Power Distance considerably modifies the impact of a few aspects of Ethical Leadership, notably Fairness and Concern for

Sustainability, on Affective Commitment. Fairness was the only variable for which the interaction term was statistically significant ($B = -0.4085$, $p = 0.0249$), suggesting that the strength and direction of the relationship between Fairness and Affective Commitment vary depending on Power Distance. Concern for Sustainability showed an analogous pattern, and the interaction term likewise showed statistical significance ($B = -0.5562$, $p = 0.0341$). This shows that the influence of concern for sustainability on Affective Commitment is also influenced by Power Distance.

H2b: The cultural dimension of Individualism-Collectivism moderates the relationship between Ethical Leadership and Affective Commitment

According to the study, this has proven to be false, after observing the results of moderation analysis of the ethical leadership dimension's impact on affective commitment, with collectivism as a moderator, there was no significance recorded. The p-value for all the dimensions in this analysis was above 0.5 ($p > .05$). For instance, the p-value of the interaction term for Clarification and Guidance (CLARGUID) is ($P=.9440$), which is much higher than the .05 cutoff. Other dimensions such as FAIRNESS ($p = .0113$), PEOPLEOR ($p = .2036$), INTEGRGU ($p = .2221$), CS ($p = .4641$), and PS ($p = .4008$) also yielded similar findings.

The study's empirical model establishes a connection between 'Ethical Leadership' and Affective Commitment while considering Power Distance as a potential moderating component. The graphic below illustrates this model.

Figure 7

Empirical Model

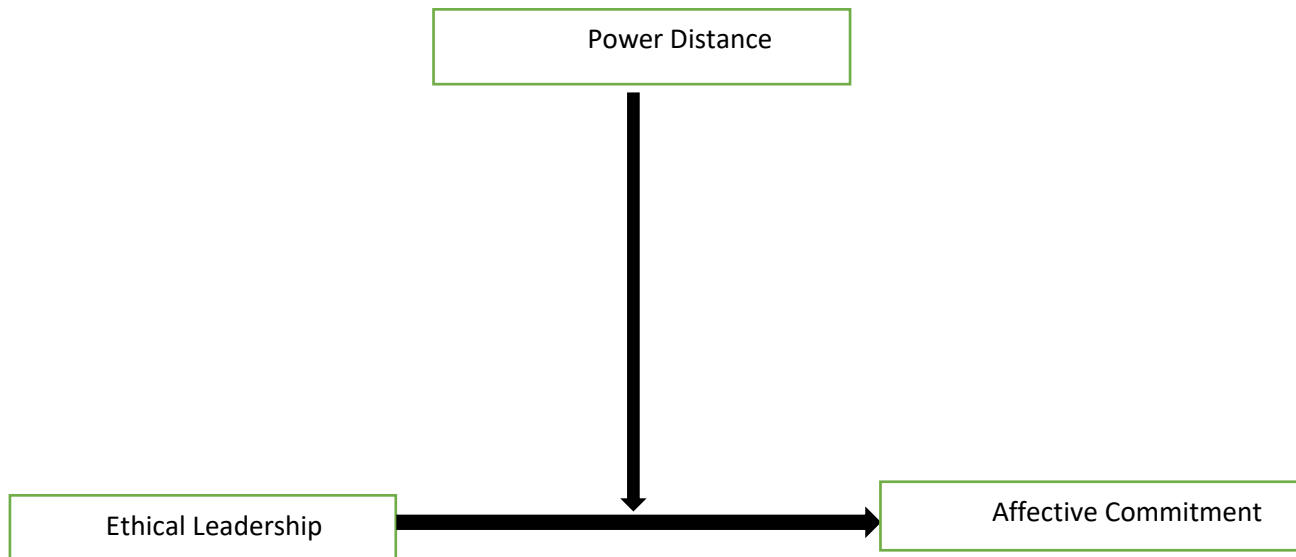


Figure 7 displays an Empirical Model that illustrates the suggested connections among Ethical Leadership, Power Distance, and Affective Commitment. The model proposes that the impact of Ethical Leadership on Affective Commitment may be affected by the cultural aspect of Power Distance within an organization.

The model illustrated in Figure 7 assumes that Ethical Leadership has a beneficial impact on Affective Commitment among employees and that this connection is influenced by the cultural value of Power Distance. Cultures with a high-power distance may reduce the beneficial impact of ethical leadership practices, whereas cultures with a low power distance have the potential to enhance them.

Table 40*Hypothesis Validation*

Hypotheses	Accepted/Rejected
H1: Ethical leadership will have a positive influence on affective commitment	Partially Accepted
H2a: The cultural dimension of Power Distance moderates the relationship between Ethical Leadership and Affective Commitment	Partially Accepted
H2b: The cultural dimension of Individualism-Collectivism moderates the relationship between Ethical Leadership and Affective Commitment	Rejected

Chapter 6: Discussions

This chapter's primary objectives are to provide a thorough analysis of the data collected for this study, considering the pertinent literature review and research question, as well as to provide a thorough summary of the major conclusions. Additionally, it addresses how these findings might be used in the real world, points out the study's shortcomings, and offers ideas for future research.

This study aimed to investigate the complex nature of ethical leadership and its influence on affective commitment in a dynamic African setting, while also highlighting the cultural factors that may affect this relationship. The inquiry produced convincing evidence from multiple perspectives, both confirming and deviating from the existing body of literature in significant ways. On ethical leadership and affective commitment, the findings reaffirm the assertion that ethical leadership dimensions, specifically People Orientation, are paramount in enhancing affective commitment among employees (Alpaslan & Green, 2016; Bedi et al., 2016; Hassan et al., 2003). The strong positive association between People Orientation and affective commitment ($\beta = 0.470, p < 0.001$) corroborates the position articulated by Eisenbeiss et al. (2015) on the centrality of human-focused leadership in engendering organizational loyalty. In this respect, our study substantiates Hypothesis 1 (H1) and aligns with the global discourse on the role of ethical leadership in fostering organizational attachment (Brown et al., 2005; Piccolo et al., 2010).

In the cultural context, Contrary to some existing research suggesting a positive relationship between fairness and commitment (Colquitt et al., 2001), our study's negative correlation ($r = -0.187$) presents an intriguing anomaly. This discrepancy may be illuminated by the unique cultural environment of the African continent, where, as Nel (2015) posits, the cultural premium is placed on honesty over fairness. This nuance in cultural valuation suggests that the impact of fairness on affective commitment may be contextually contingent, particularly within diverse African societies. Although three moderations were confirmed, the expected moderating role of cultural dimensions in the relationship between ethical leadership and affective commitment, encapsulated in Hypotheses 2a and 2b, was not substantiated. The absence of significant moderation effects raises questions about the uniform applicability of these cultural constructs across varying African settings and invites further investigation into more localized cultural nuances that may bear upon this relationship.

The socio-demographic analysis of the study's 209 participants represented a variety of African nationalities, providing a diversified sample. Most participants came from South African countries (62.8%), but there was also a sizeable contingent from other African countries, particularly those in North Africa (6.8%), West Africa (6.3%), and East Africa (20.8%). The age distribution showed a sizable amount of younger people, with 75.1% of respondents falling within the 25-34 age range, and the gender distribution leaned more toward men (68.4%) than women (31.6%). The ANOVA findings helped us better grasp the complex relationships between these demographic variables and how they impacted the important variables in the study. The conclusion that demographic factors had little impact on most of the dependent variables is supported by a p -value of less than 0.05, which denotes a significant difference. Men and women may view and value sustainability differently, as shown by the gender difference in concern for sustainability that was statistically significant ($p=0.045$). The cultural features of collectivism and power distance were also strongly influenced by educational experience ($p=0.040$) and ($p=0.005$) respectively, suggesting that education may have an impact on these variables on how people perceive and interact with groups and hierarchies. Our study's socio-demographic analysis revealed that the most significant variations within the data pertained to perceptions of fairness, which were influenced by age, educational attainment, and geographic region within Africa (p -values ranging from 0.009 to 0.043). Notably, these demographic factors illuminated how ethical leadership is perceived differently across the continent's multifaceted cultural landscape.

The discussion will continue to explore the implications of these findings in greater detail, offering a critical examination of how they interface with current theoretical models and what they portend for the application of ethical leadership principles in the African context. The synthesis of these insights will shed light on novel pathways for research and practice that are attuned to the cultural richness and complexity of African workplaces.

Chapter 7: Conclusions

This study has focused on understanding the intricate relationship between ethical leadership and emotional commitment, within the various context of African socio-cultural frameworks. The study is characterized by its meticulous approach, which not only reinforces the claims made by existing literature but also uncovers novel insights that are specifically relevant to the African context.

In alignment with the literature, our findings reaffirm the vital role of ethical leadership in nurturing affective commitment within organizations (Brown & Treviño, 2006; Walumbwa et al., 2011). This research underscores that leaders who prioritize People Orientation substantially foster environments conducive to employee attachment and commitment (Adeyemi-Bello, 2001; Nkomo, 2011). This phenomenon resonates with vibrancy in the African context, where communal values are deeply embedded in both social and professional spheres (Kuada, 2010; Zoogah, 2011).

The study challenges Western-centric assumptions and presents an interesting counterpoint on the perception of fairness in ethical leadership (Mayer et al., 2009). This discrepancy, in which honesty seems to be more important than fairness, may be a result of certain cultural priorities that are common in African situations (Van den Broeck et al., 2016). This indicates the need to modify leadership paradigms to represent African values more accurately, where integrity may be valued more than a purely egalitarian approach (Kamoche, 2002; Amaechi et al., 2016).

This study highlights the complex nature of the relationship between ethical leadership and affective commitment. The study serves to encourage additional research, stimulating a more extensive investigation into ethical leadership in the many cultural environments of Africa. It also supports the adoption of leadership styles that respect and utilize the continent's cultural legacy.

7.1 Practical Implications

The empirical results of this study have significant practical implications for organizations and their leadership across the African continent. By shedding light on the favorable bond between ethical leadership and affective commitment, the study delineates actionable insights that can

catalyze employee commitment and, consequently, elevate organizational performance. It becomes unequivocally clear that ethical leadership, embodied by qualities such as people orientation, transparent guidance, unwavering integrity, sustainability consciousness, and equitable power sharing, is imperative. Organizations that proactively cultivate these practices are poised to witness a surge in the affective commitment of their employees, fostering a workforce that is more engaged, driven, and efficacious.

The effectiveness of ethical leadership in overcoming cultural differences and strengthening emotional commitment highlights its universal importance as a fundamental aspect of effective management. Nevertheless, the existence of this universality does not reduce the importance of leadership that is sensitive to different cultures. Cultural structures, such as Power Distance, have a strong influence on how leadership is perceived, particularly about sustainability and justice. Leaders must demonstrate cultural adaptability, effectively navigating and adjusting to the diverse range of African cultures to genuinely connect with their followers.

Furthermore, this study highlights that ethical leadership consistently exerts a strong and positive influence on affective commitment, even when considering cultural differences. This finding promotes the universal adoption of ethical leadership as a crucial organizational principle, indicating that its effectiveness is not limited by geographical or cultural boundaries. Concretely, this study equips African organizations and leaders with a blueprint to champion ethical leadership behaviors, harmonize with local cultural idiosyncrasies, and bolster employee affective commitment. Such initiatives are instrumental in sculpting an organizational culture that not only values but operationalizes ethical tenets, leading to superior organizational outcomes.

The confirmation of the positive influence of ethical leadership on emotional commitment enhances the existing body of academic knowledge and enhances our comprehension of how ethical leadership drives organizational loyalty. The study enhances the discussion by uncovering the subtle impact of cultural differences, offering valuable recommendations to firms and leaders. This highlights the importance of ethical leadership practices and the important role of prioritizing employee well-being in fostering strong company loyalty. Furthermore, the results support the idea that cultural context should be carefully considered when examining the connections between emotional commitment and ethical leadership. This emphasizes the significance of being aware of the specific cultural circumstances when it comes to leadership approaches.

7.2 Limitations and Future Research

This research, while yielding significant insights, is not without its limitations, which provide avenues for future scholarly exploration. The cross-sectional design of the study, capturing data at a single point in time, offers a snapshot of the relationship between ethical leadership and affective commitment. However, it limits the ability to discern temporal changes or causality. Future research endeavors could benefit from a longitudinal approach, tracing the evolution of these constructs over time to establish causal paths more definitively.

The reliance on self-reported data, predominantly collected through surveys, could introduce a response bias. Participants might be inclined to provide socially desirable answers rather than candid reflections, potentially skewing the data. Incorporating a multi-source data collection strategy, including evaluations from supervisors or direct performance metrics, could yield a more nuanced and multidimensional perspective of the influence of ethical leadership.

Additionally, the presence of common method variance is a consideration when interpreting the findings from self-reported measures. A triangulation of data sources and methods in subsequent studies could enhance the validity of the results.

The geographical focus of this study was deliberately narrowed to African respondents to tailor the investigation to the region's unique cultural backdrop. Consequently, the generalizability of the findings to non-African contexts is constrained. As cultural dynamics profoundly shape leadership and organizational behaviors, replicating this study across diverse cultural landscapes would be invaluable. Such research could illuminate how ethical leadership's impact on affective commitment manifests in various global settings, potentially revealing both universal principles and culture-specific nuances.

Lastly, the analysis was confined to examining the cultural dimensions of Power Distance and Individualism-Collectivism. While these dimensions are critical, they represent only a fragment of the diverse and cultural composition. The complex interplay between ethical leadership and affective commitment may well be influenced by other cultural dimensions, such as

Uncertainty Avoidance and Masculinity-Femininity. Future research should expand the cultural framework to include these and other relevant dimensions, fostering a richer and more comprehensive understanding of the cultural contingencies that shape the ethical leadership-commitment nexus.

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Appendixes

Appendix A

African Countries by Region

Region	Countries
East African Countries	Burundi,Kenya,Rwanda,Sudan,Uganda,Tanzania
West African Countries	Benin,Cameroon,Ghana,Nigeria
North African Countries	Algeria,Egypt,Morocco,
South African Countries	Botswana,Namibia,Malawi,South Africa,Zambia

Appendix B

Total Variance Explained: Ethical Leadership Scale

Component	Initial Eigenvalues			Extraction Sums of Squared			Rotation Sums of Squared		
	Loadings			Loadings			Loadings		
	% of	Cumulative		% of	Cumulative		% of	Cumulative	
Total	Variance	%	Total	Variance	%	Total	Variance	%	
1	11.234	36.239	36.239	11.234	36.239	36.239	5.993	19.334	19.334
2	3.412	11.008	47.247	3.412	11.008	47.247	4.658	15.025	34.358
3	2.348	7.573	54.820	2.48	7.573	54.820	3.452	11.136	45.494
4	1.324	4.270	59.090	1.324	4.270	59.090	2.360	7.614	53.109
5	1.165	3.759	62.849	1.165	3.759	62.849	2.093	6.751	59.860
6	1.042	3.362	66.211	1.042	3.362	66.211	1.969	6.351	66.211
7	0.985	3.178	69.389						
8	0.807	2.604	71.993						
9	0.716	2.310	74.303						
10	0.664	2.143	76.446						
11	0.640	2.065	78.511						
12	0.622	2.006	80.518						
13	0.567	1.831	82.348						
14	0.515	1.660	84.008						
15	0.473	1.526	85.534						
16	0.464	1.496	87.030						
17	0.437	1.410	88.440						
18	0.415	1.339	89.779						
19	0.400	1.290	91.069						
20	0.360	1.162	92.231						
21	0.332	1.072	93.302						
22	0.286	0.922	94.224						
23	0.273	0.879	95.104						
24	0.267	0.861	95.965						
25	0.246	0.793	96.757						
26	0.221	0.713	97.471						
27	0.195	0.630	98.100						
28	0.182	0.588	98.689						
29	0.168	0.541	99.230						
30	0.131	0.423	99.653						
31	0.108	0.347	100.000						

Extraction Method: Principal Component Analysis.

Appendix C

Final Solution Explanatory Factor Analysis for Ethical Leadership

	Component	Component	Component	Component	Component	Component
	RC&EG - Explains and	F	PO	EG - Promoti	CS	PS
ELRC4_ Explain what is expected of me and my colleagues	0,816	-0,156	0,147	0,065	0,085	0,063
ELRC2_ Indicates what the performance expectations of each group member are	0,789	-0,106	0,097	0,185	0,209	0,016
ELRC1_ Explains what is expected of each group member	0,785	-0,167	0,043	0,085	0,144	-0,036
ELRC3_ Clarifies priorities	0,717	-0,153	0,2	-0,088	0,264	0,05
ELEG7_ Explains what is expected from employees in terms of behaving with integrit	0,715	-0,059	0,012	0,416	0,134	0,124
ELEG6_ Ensures that employees follow codes of conduct	0,7	-0,108	0,129	0,261	0,029	0,14
ELRC5_ Clarifies who is responsible for what	0,61	-0,177	0,409	0,04	-0,052	0,036
ELEG4_ Clearly explains integrity related codes of conduct	0,584	-0,078	0,174	0,573	0,143	0,127
ELI2_ Can be trusted to do the things he she says	0,559	-0,292	0,416	0,253	-0,101	0,243
ELI1_ Can be relied on to honor his her commitments	0,542	-0,212	0,472	0,205	-0,179	0,272
ELEG2_ Compliments employees who behave according to the integrity guidelines	0,516	-0,219	0,092	0,454	0,176	0,159
ELF6_ Hold me responsible for the work I have no control over	-0,154	0,821	-0,183	-0,1	0,031	-0,016
ELF3_ Pursues his her own success at the expense of others	-0,141	0,821	-0,191	-0,059	-0,012	-0,009
ELF2_ Holds me accountable for problems over which I have no control	-0,113	0,821	0,086	-0,035	0,165	-0,15
ELF4_ Holds me responsible for the things that are not my fault	-0,188	0,821	-0,125	-0,073	0,113	-0,233
ELF1_ Manipulates Subordinates	-0,112	0,821	-0,073	0,085	-0,212	-0,042
ELF5_ Is focused mainly on reaching his her goals	-0,077	0,821	-0,28	-0,031	-0,057	0,086
ELPS5_ Does not allow others to participate in Decision making	-0,148	0,821	-0,157	-0,148	-0,231	-0,006
ELPO7_ Is interested in how I feel and how I am doing	0,204	-0,138	0,794	0,079	0,175	0,151
ELPO6_ Pays attention to my personal needs	0,194	-0,141	0,779	0,112	0,198	0,142
ELPO5_ Sympathizes with me when I have problems	0,29	-0,251	0,678	0,135	0,147	0,149
ELPO2_ Cares about his her followers	0,072	-0,228	0,638	0,132	0,222	0,152
ELEG5_ Stimulates the discussion of integrity issues among employees	0,418	-0,095	0,249	0,664	0,152	0,082
ELEG3_ Clarifies integrity guidelines	0,536	-0,071	0,14	0,639	0,129	0,057
ELCS2_ Stimulates recycling of items and materials in our department	0,168	0,034	0,173	0,012	0,759	0,189
ELCS1_ Shows concern for sustainability issues	0,326	-0,135	0,151	0,098	0,562	0,383
ELEG1_ Clarifies the likely consequences of possible unethical behavior by myself	0,117	-0,003	0,221	0,484	0,529	-0,107
ELCS3_ Would like to work in an environmentally friendly manner	0,126	-0,055	0,185	0,287	0,514	0,137
ELPS6_ Will reconsider decisions on the basis of recommendations by those who report	0,223	0,075	0,092	-0,152	0,191	0,737
ELPS3_ Seeks advice from subordinates concerning organizational strategy	0,1	-0,273	0,327	0,205	0,168	0,651
ELPS4_ Allows subordinates to influence critical decisions	-0,061	-0,144	0,351	0,279	0,112	0,621
Extraction Method: Principal Component Analysis.						
Rotation Method: Varimax with Kaiser Normalization.						
a Rotation converged in 9 iterations.						

Appendix D

Total Variance for Affective Commitment Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			
	Total	%of Variance	Cumulative %	Total	%of Variance	Cumulative %	Total
1	3.062	38.271	38.271	3.062	38.271	38.271	2.4
2	1.587	19.842	58.113	1.587	19.842	58.113	2.2
3	0.829	10.365	68.478				
4	0.715	8.941	77.419				
5	0.602	7.519	84.939				
6	0.484	6.055	90.993				
7	0.383	4.782	95.775				
8	0.338	4.225	100.000				

Extraction Method: Principal Component Analysis.

Appendix E

Total Variance for the Cultural Dimensions

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	% of Variance			% of Variance			% of Variance		
	Total		Cumulative %	Total		Cumulative %	Total		Cumulative %
1	3.379	30.715	30.715	3.379	30.715	30.715	3.245	29.500	29.500
2	2.571	23.372	54.087	2.571	23.372	54.087	2.705	24.587	54.087
3	.829	7.536	61.623						
4	.762	6.926	68.549						
5	.666	6.056	74.605						
6	.570	5.186	79.791						
7	.534	4.855	84.647						
8	.496	4.510	89.156						
9	.453	4.117	93.273						
10	.396	3.604	96.876						
11	.344	3.124	100.000						

Extraction Method: Principal Component Analysis.

Appendix F

Descriptives for Age Group

Descriptives									
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
AffOCommit	18–24 years old	16	3.9622	1.15300	.28825	3.3478	4.5766	1.77	5.46
	25–34 years old	157	3.5595	1.20062	.09582	3.3702	3.7487	1.14	5.46
	35–44 years old	17	3.6659	1.21676	.29511	3.0403	4.2915	1.21	5.31
	45–54 years old	11	4.1222	.88974	.26827	3.5245	4.7200	2.62	5.26
	55–64 years old	3	3.6051	.76949	.44427	1.6936	5.5166	2.72	4.11
	65+ years	5	3.4750	.85787	.38365	2.4098	4.5401	2.36	4.68
	Total	209	3.6272	1.17240	.08110	3.4673	3.7871	1.14	5.46
CD_IC	18–24 years old	16	2.5883	.66787	.16697	2.2324	2.9442	1.64	3.66
	25–34 years old	157	2.4804	.61230	.04887	2.3839	2.5770	.73	3.66
	35–44 years old	17	2.4126	.77071	.18692	2.0163	2.8088	.95	3.66
	45–54 years old	11	2.0871	.62044	.18707	1.6702	2.5039	1.36	2.93
	55–64 years old	3	2.0073	.31206	.18017	1.2321	2.7825	1.68	2.30
	65+ years	5	2.1878	.69010	.30862	1.3309	3.0447	1.47	3.07
	Total	209	2.4487	.63354	.04382	2.3623	2.5351	.73	3.66
CD_PD	18–24 years old	16	1.3093	.64555	.16139	.9653	1.6533	.73	3.06
	25–34 years old	157	1.3715	.50357	.04019	1.2921	1.4509	.73	3.64
	35–44 years old	17	1.3426	.34190	.08292	1.1668	1.5184	.73	2.01
	45–54 years old	11	1.5715	.78226	.23586	1.0459	2.0970	.73	3.23
	55–64 years old	3	1.5954	.13744	.07935	1.2540	1.9368	1.46	1.73
	65+ years	5	1.7947	.66250	.29628	.9721	2.6173	1.17	2.91
	Total	209	1.3882	.52393	.03624	1.3168	1.4597	.73	3.64
CLARGUID	18–24 years old	16	2.7773	.60554	.15139	2.4546	3.0999	1.19	3.33
	25–34 years old	156	2.6386	.44923	.03597	2.5675	2.7096	1.31	3.33
	35–44 years old	17	2.4768	.39148	.09495	2.2755	2.6781	1.71	3.18
	45–54 years old	10	2.5228	.69431	.21956	2.0261	3.0194	.67	3.11
	55–64 years old	3	2.9086	.29556	.17064	2.1744	3.6428	2.60	3.19
	65+ years	5	2.7011	.24862	.11119	2.3924	3.0098	2.34	3.02
	Total	207	2.6359	.46799	.03253	2.5717	2.7000	.67	3.33
FAIRNESS	18–24 years old	16	1.9788	.76633	.19158	1.5705	2.3872	.76	3.25
	25–34 years old	157	2.0890	.72422	.05780	1.9748	2.2032	.76	3.79
	35–44 years old	17	2.2915	.70395	.17073	1.9296	2.6535	1.07	3.59
	45–54 years old	11	2.5913	.70693	.21315	2.1164	3.0662	1.41	3.57
	55–64 years old	3	3.2247	.43994	.25400	2.1318	4.3176	2.72	3.48
	65+ years	5	2.6480	.62705	.28043	1.8694	3.4266	1.62	3.15
	Total	209	2.1531	.73953	.05115	2.0523	2.2540	.76	3.79
PEOPLEORIENT	18–24 years old	16	2.6158	.65532	.16383	2.2666	2.9650	1.27	3.61
	25–34 years old	157	2.5298	.67881	.05417	2.4228	2.6368	.72	3.61
	35–44 years old	17	2.2438	.60234	.14609	1.9341	2.5535	.89	2.93
	45–54 years old	11	2.4538	.68497	.20653	1.9937	2.9140	1.36	3.28
	55–64 years old	3	2.8078	.59432	.34313	1.3314	4.2841	2.13	3.25
	65+ years	5	2.5733	.45501	.20349	2.0083	3.1382	2.02	3.06
	Total	209	2.5141	.66548	.04603	2.4234	2.6049	.72	3.61
INTEGRITYGUIDANCE	18–24 years old	16	2.7481	.59470	.14868	2.4312	3.0650	1.30	3.26
	25–34 years old	157	2.4949	.53570	.04275	2.4104	2.5793	.97	3.26
	35–44 years old	17	2.3370	.45249	.10975	2.1043	2.5697	1.30	2.94
	45–54 years old	11	2.3657	.74133	.22352	1.8676	2.8637	.65	3.26
	55–64 years old	3	2.4953	.49487	.28571	1.2660	3.7247	1.95	2.93
	65+ years	5	2.7977	.29281	.13095	2.4341	3.1613	2.59	3.26
	Total	209	2.5019	.54490	.03769	2.4276	2.5762	.65	3.26
CONCERN FOR SUSTAINABILITY	18–24 years old	16	2.7409	.67689	.16922	2.3802	3.1016	1.37	3.62
	25–34 years old	157	2.5077	.55334	.04416	2.4205	2.5950	.85	3.62
	35–44 years old	17	2.2506	.51043	.12380	1.9881	2.5130	1.50	3.62
	45–54 years old	11	2.4048	.50997	.15376	2.0621	2.7474	1.87	3.62
	55–64 years old	3	1.8532	.41774	.24118	.8154	2.8909	1.58	2.33
	65+ years	5	2.2485	.68209	.30504	1.4016	3.0954	1.70	3.35
	Total	209	2.4836	.56852	.03933	2.4061	2.5612	.85	3.62
POWER SHARING	18–24 years old	16	2.5378	.58147	.14537	2.2280	2.8477	1.08	3.35
	25–34 years old	157	2.3474	.52520	.04192	2.2647	2.4302	.67	3.35
	35–44 years old	17	2.3043	.44309	.10747	2.0765	2.5322	1.59	3.14
	45–54 years old	11	2.6033	.63361	.19104	2.1776	3.0289	1.13	3.35
	55–64 years old	3	2.6916	.79902	.46131	.7067	4.6764	1.80	3.35
	65+ years	5	2.4694	.24168	.10808	2.1693	2.7695	2.21	2.72
	Total	209	2.3798	.52947	.03662	2.3076	2.4520	.67	3.35

Appendix G

Gender Descriptives

		Descriptives							
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
AffOCommit	Male	143	3.6249	1.19414	.09986	3.4275	3.8223	1.14	5.46
	Female	66	3.6322	1.13282	.13944	3.3537	3.9107	1.15	5.46
	Total	209	3.6272	1.17240	.08110	3.4673	3.7871	1.14	5.46
CD_IC	Male	143	2.5002	.62251	.05206	2.3973	2.6031	.73	3.66
	Female	66	2.3371	.64756	.07971	2.1779	2.4963	.73	3.66
	Total	209	2.4487	.63354	.04382	2.3623	2.5351	.73	3.66
CD_PD	Male	143	1.4064	.48732	.04075	1.3259	1.4870	.73	3.34
	Female	66	1.3488	.59773	.07358	1.2018	1.4957	.73	3.64
	Total	209	1.3882	.52393	.03624	1.3168	1.4597	.73	3.64
CLARGUID	Male	141	2.6586	.40355	.03398	2.5914	2.7258	1.31	3.33
	Female	66	2.5872	.58294	.07176	2.4439	2.7305	.67	3.33
	Total	207	2.6359	.46799	.03253	2.5717	2.7000	.67	3.33
FAIRNESS	Male	143	2.1028	.70409	.05888	1.9864	2.2192	.76	3.79
	Female	66	2.2621	.80589	.09920	2.0640	2.4603	.86	3.79
	Total	209	2.1531	.73953	.05115	2.0523	2.2540	.76	3.79
PEOPLEORIENT	Male	143	2.5521	.64501	.05394	2.4455	2.6587	.72	3.61
	Female	66	2.4318	.70586	.08689	2.2583	2.6053	.88	3.61
	Total	209	2.5141	.66548	.04603	2.4234	2.6049	.72	3.61
INTEGRITYGUIDANCE	Male	143	2.5296	.52042	.04352	2.4435	2.6156	.97	3.26
	Female	66	2.4419	.59424	.07315	2.2958	2.5880	.65	3.26
	Total	209	2.5019	.54490	.03769	2.4276	2.5762	.65	3.26
CS	Male	143	2.5372	.54480	.04556	2.4472	2.6273	1.19	3.62
	Female	66	2.3675	.60486	.07445	2.2188	2.5162	.85	3.62
	Total	209	2.4836	.56852	.03933	2.4061	2.5612	.85	3.62
PS	Male	143	2.3550	.52698	.04407	2.2679	2.4421	.67	3.35
	Female	66	2.4336	.53489	.06584	2.3021	2.5651	1.08	3.35
	Total	209	2.3798	.52947	.03662	2.3076	2.4520	.67	3.35

Appendix H

Educational Background Descriptives

		Descriptives							
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
AffOCommit	Secondary School(High School)	12	3.9184	1.16704	.33690	3.1769	4.6599	1.41	5.46
	Bachelors Degree	130	3.4997	1.22387	.10734	3.2873	3.7120	1.14	5.46
	Master's Degree	41	3.7598	1.04341	.16295	3.4305	4.0892	1.56	5.31
	PhD	7	3.3764	.54313	.20528	2.8741	3.8787	2.36	3.99
	Other	19	4.1223	1.14086	.26173	3.5724	4.6721	1.52	5.46
	Total	209	3.6272	1.17240	.08110	3.4673	3.7871	1.14	5.46
CD_IC	Secondary School(High School)	12	2.5695	.68361	.19734	2.1351	3.0038	1.47	3.66
	Bachelors Degree	130	2.5356	.56844	.04986	2.4370	2.6343	.73	3.66
	Master's Degree	41	2.2551	.68668	.10724	2.0383	2.4718	.95	3.43
	PhD	7	2.0583	.48180	.18210	1.6127	2.5039	1.47	2.70
	Other	19	2.3389	.83061	.19055	1.9386	2.7393	.73	3.66
	Total	209	2.4487	.63354	.04382	2.3623	2.5351	.73	3.66
CD_PD	Secondary School(High School)	12	1.5560	.47085	.13592	1.2568	1.8551	.85	2.61
	Bachelors Degree	130	1.3273	.50331	.04414	1.2399	1.4146	.73	3.34
	Master's Degree	41	1.4277	.53540	.08362	1.2587	1.5967	.73	3.64
	PhD	7	2.0575	.74584	.28190	1.3677	2.7473	1.17	3.23
	Other	19	1.3678	.41813	.09593	1.1662	1.5693	.73	2.13
	Total	209	1.3882	.52393	.03624	1.3168	1.4597	.73	3.64
CLARGUID	Secondary School(High School)	12	2.6052	.51265	.14799	2.2795	2.9310	1.54	3.23
	Bachelors Degree	129	2.6339	.45540	.04010	2.5546	2.7132	1.19	3.33
	Master's Degree	41	2.6113	.55288	.08634	2.4368	2.7858	.67	3.33
	PhD	7	2.5854	.29778	.11255	2.3099	2.8608	2.05	2.94
	Other	18	2.7458	.39478	.09305	2.5495	2.9421	1.94	3.33
	Total	207	2.6359	.46799	.03253	2.5717	2.7000	.67	3.33
FAIRNESS	Secondary School(High School)	12	2.4323	.54693	.15788	2.0848	2.7798	1.61	3.06
	Bachelors Degree	130	2.1111	.69599	.06104	1.9904	2.2319	.76	3.79
	Master's Degree	41	2.0040	.86514	.13511	1.7310	2.2771	.76	3.79
	PhD	7	2.7467	.63393	.23960	2.1604	3.3330	1.52	3.48
	Other	19	2.3673	.75329	.17282	2.0042	2.7304	1.20	3.79
	Total	209	2.1531	.73953	.05115	2.0523	2.2540	.76	3.79
PEOPLEORIENT	Secondary School(High School)	12	2.4930	.67436	.19467	2.0645	2.9215	1.61	3.61
	Bachelors Degree	130	2.4461	.66535	.05835	2.3307	2.5616	.72	3.61
	Master's Degree	41	2.7004	.61703	.09636	2.5056	2.8951	1.36	3.61
	PhD	7	2.5634	.44669	.16883	2.1502	2.9765	2.02	3.06
	Other	19	2.5729	.79830	.18314	2.1881	2.9577	.88	3.61
	Total	209	2.5141	.66548	.04603	2.4234	2.6049	.72	3.61
INTEGRITYGUIDANCE	Secondary School(High School)	12	2.5209	.52535	.15165	2.1871	2.8547	1.62	3.26
	Bachelors Degree	130	2.4994	.55855	.04899	2.4025	2.5963	.97	3.26
	Master's Degree	41	2.4699	.57364	.08959	2.2888	2.6509	.65	3.26
	PhD	7	2.3250	.47280	.17870	1.8877	2.7623	1.64	2.93
	Other	19	2.6409	.43079	.09883	2.4333	2.8486	1.64	3.26
	Total	209	2.5019	.54490	.03769	2.4276	2.5762	.65	3.26
CS	Secondary School(High School)	12	2.4552	.58233	.16810	2.0852	2.8252	1.37	3.21
	Bachelors Degree	130	2.5209	.57656	.05057	2.4208	2.6209	.85	3.62
	Master's Degree	41	2.4398	.56960	.08896	2.2600	2.6195	1.56	3.62
	PhD	7	2.0507	.46092	.17421	1.6244	2.4770	1.58	2.88
	Other	19	2.5012	.51515	.11818	2.2529	2.7495	1.63	3.35
	Total	209	2.4836	.56852	.03933	2.4061	2.5612	.85	3.62
PS	Secondary School(High School)	12	2.4620	.31871	.09200	2.2595	2.6645	2.01	2.92
	Bachelors Degree	130	2.3235	.54059	.04741	2.2297	2.4173	.67	3.35
	Master's Degree	41	2.5525	.50324	.07859	2.3936	2.7113	1.56	3.35
	PhD	7	2.4982	.43864	.16579	2.0925	2.9039	1.75	2.92
	Other	19	2.2971	.58999	.13535	2.0127	2.5814	1.13	3.35
	Total	209	2.3798	.52947	.03662	2.3076	2.4520	.67	3.35

Appendix I

African Region Descriptives

Descriptives								
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Maximum
AffOCommit	East African Countries	43	3.7295	1.08821	.16595	3.3946	4.0644	5.46
	West African Countries	13	4.0386	1.06523	.29544	3.3949	4.6823	5.31
	Northern African Countries	14	3.7377	.86766	.23189	3.2367	4.2386	5.09
	Southern African Countries	130	3.5108	1.24230	.10896	3.2953	3.7264	5.46
	Total	207	3.6263	1.17021	.08134	3.4660	3.7867	5.46
CD_IC	East African Countries	43	2.5107	.68340	.10422	2.3004	2.7210	3.66
	West African Countries	13	2.6879	.55927	.15511	2.3499	3.0259	3.56
	Northern African Countries	14	2.5311	.65493	.17504	2.1530	2.9092	3.66
	Southern African Countries	130	2.4003	.62088	.05446	2.2926	2.5081	3.66
	Total	207	2.4435	.63439	.04409	2.3566	2.5305	3.66
CD_PD	East African Countries	43	1.3373	.46841	.07143	1.1932	1.4815	2.91
	West African Countries	13	1.2826	.41483	.11505	1.0319	1.5332	2.06
	Northern African Countries	14	1.6916	.67068	.17925	1.3043	2.0788	3.23
	Southern African Countries	130	1.3788	.52231	.04581	1.2881	1.4694	3.64
	Total	207	1.3854	.52517	.03650	1.3134	1.4574	3.64
CLARGUID	East African Countries	42	2.6945	.37005	.05710	2.5792	2.8099	3.33
	West African Countries	13	2.7805	.42196	.11703	2.5255	3.0355	3.33
	Northern African Countries	14	2.6648	.21956	.05868	2.5381	2.7916	2.96
	Southern African Countries	129	2.6090	.51204	.04508	2.5198	2.6982	3.33
	Total	205	2.6383	.46716	.03263	2.5740	2.7027	3.33
FAIRNESS	East African Countries	43	1.9502	.64370	.09816	1.7521	2.1483	3.04
	West African Countries	13	1.7383	.67466	.18712	1.3306	2.1460	2.81
	Northern African Countries	14	2.2038	.78430	.20961	1.7509	2.6566	3.48
	Southern African Countries	130	2.2349	.76084	.06673	2.1029	2.3670	3.79
	Total	207	2.1481	.74033	.05146	2.0466	2.2495	3.79
PEOPLEORIENT	East African Countries	43	2.5040	.54456	.08304	2.3364	2.6715	3.61
	West African Countries	13	2.6871	.67929	.18840	2.2766	3.0976	3.61
	Northern African Countries	14	2.7381	.58752	.15702	2.3989	3.0773	3.61
	Southern African Countries	130	2.4743	.71444	.06266	2.3504	2.5983	3.61
	Total	207	2.5175	.66402	.04615	2.4265	2.6085	3.61
INTEGRITYGUIDANCE	East African Countries	43	2.6512	.42954	.06550	2.5190	2.7834	3.26
	West African Countries	13	2.6041	.49829	.13820	2.3030	2.9052	3.26
	Northern African Countries	14	2.3961	.37504	.10023	2.1796	2.6127	2.93
	Southern African Countries	130	2.4565	.58416	.05123	2.3551	2.5578	3.26
	Total	207	2.5072	.54106	.03761	2.4330	2.5813	3.26
CS	East African Countries	43	2.5126	.61342	.09355	2.3238	2.7014	3.62
	West African Countries	13	2.7385	.52045	.14435	2.4240	3.0530	3.62
	Northern African Countries	14	2.4129	.58477	.15629	2.0752	2.7505	3.62
	Southern African Countries	130	2.4454	.55855	.04899	2.3485	2.5423	3.62
	Total	207	2.4824	.57095	.03968	2.4042	2.5607	3.62
PS	East African Countries	43	2.3821	.40176	.06127	2.2585	2.5058	3.10
	West African Countries	13	2.5127	.49141	.13629	2.2158	2.8097	3.35
	Northern African Countries	14	2.6264	.51283	.13706	2.3303	2.9225	3.35
	Southern African Countries	130	2.3360	.57717	.05062	2.2359	2.4362	3.35
	Total	207	2.3810	.53024	.03685	2.3084	2.4537	3.35

Appendix J

Role Descriptives

		Descriptives							
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
AffOCommit	Support Role	44	3.1868	1.20429	.18155	2.8207	3.5530	1.14	5.46
	Operational Role	91	3.5651	1.23394	.12935	3.3081	3.8220	1.21	5.46
	Management Role	56	3.9194	.99778	.13333	3.6521	4.1866	1.56	5.46
	Executive Role	18	4.1090	.90444	.21318	3.6592	4.5587	2.48	5.46
	Total	209	3.6272	1.17240	.08110	3.4673	3.7871	1.14	5.46
CD_IC	Support Role	44	2.5646	.62402	.09407	2.3749	2.7544	1.09	3.66
	Operational Role	91	2.4002	.69604	.07296	2.2552	2.5452	.73	3.66
	Management Role	56	2.4564	.52418	.07005	2.3160	2.5968	1.36	3.53
	Executive Role	18	2.3863	.64846	.15284	2.0638	2.7087	1.35	3.66
	Total	209	2.4487	.63354	.04382	2.3623	2.5351	.73	3.66
CD_PD	Support Role	44	1.4946	.61219	.09229	1.3084	1.6807	.73	3.34
	Operational Role	91	1.3544	.48401	.05074	1.2536	1.4552	.73	3.64
	Management Role	56	1.3533	.54293	.07255	1.2079	1.4987	.73	3.23
	Executive Role	18	1.4079	.42066	.09915	1.1987	1.6171	.73	2.18
	Total	209	1.3882	.52393	.03624	1.3168	1.4597	.73	3.64
CLARGUID	Support Role	43	2.6421	.47441	.07235	2.4961	2.7881	1.31	3.33
	Operational Role	90	2.6548	.44793	.04722	2.5610	2.7486	1.19	3.33
	Management Role	56	2.5871	.49609	.06629	2.4543	2.7200	.67	3.33
	Executive Role	18	2.6777	.48943	.11536	2.4343	2.9211	1.37	3.33
	Total	207	2.6359	.46799	.03253	2.5717	2.7000	.67	3.33
FAIRNESS	Support Role	44	2.1169	.68575	.10338	1.9084	2.3253	.87	3.79
	Operational Role	91	2.1821	.77997	.08176	2.0196	2.3445	.76	3.79
	Management Role	56	2.1775	.72411	.09676	1.9836	2.3714	.85	3.57
	Executive Role	18	2.0200	.74594	.17582	1.6491	2.3910	.76	3.16
	Total	209	2.1531	.73953	.05115	2.0523	2.2540	.76	3.79
PEOPLEORIENT	Support Role	44	2.4896	.73904	.11142	2.2649	2.7143	.88	3.61
	Operational Role	91	2.4719	.62508	.06553	2.3418	2.6021	1.24	3.61
	Management Role	56	2.5355	.68695	.09180	2.3515	2.7195	.72	3.61
	Executive Role	18	2.7208	.61973	.14607	2.4126	3.0290	1.44	3.61
	Total	209	2.5141	.66548	.04603	2.4234	2.6049	.72	3.61
INTEGRITYGUIDANCE	Support Role	44	2.4954	.53904	.08126	2.3315	2.6593	.97	3.26
	Operational Role	91	2.5180	.55187	.05785	2.4031	2.6330	1.30	3.26
	Management Role	56	2.4479	.53840	.07195	2.3038	2.5921	.65	3.26
	Executive Role	18	2.6039	.57059	.13449	2.3202	2.8877	1.30	3.26
	Total	209	2.5019	.54490	.03769	2.4276	2.5762	.65	3.26
CS	Support Role	44	2.4326	.56705	.08549	2.2602	2.6050	1.24	3.49
	Operational Role	91	2.4538	.54269	.05689	2.3408	2.5669	.85	3.62
	Management Role	56	2.5154	.58607	.07832	2.3584	2.6723	1.58	3.62
	Executive Role	18	2.6605	.65027	.15327	2.3371	2.9839	1.50	3.62
	Total	209	2.4836	.56852	.03933	2.4061	2.5612	.85	3.62
PS	Support Role	44	2.3483	.50482	.07610	2.1949	2.5018	1.38	3.35
	Operational Role	91	2.3124	.56659	.05940	2.1944	2.4304	.67	3.35
	Management Role	56	2.4471	.49189	.06573	2.3154	2.5788	1.13	3.35
	Executive Role	18	2.5882	.46399	.10936	2.3574	2.8189	1.75	3.35
	Total	209	2.3798	.52947	.03662	2.3076	2.4520	.67	3.35

Appendix K: Descriptives for Years of Experience

Descriptives									
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
AffOCommit	<2years	39	3.5566	1.22627	.19636	3.1591	3.9541	1.14	5.46
	2-5years	80	3.5939	1.14365	.12786	3.3394	3.8484	1.15	5.46
	5-10years	64	3.7026	1.19354	.14919	3.4044	4.0007	1.56	5.46
	10-15years	15	3.7436	1.14911	.29670	3.1073	4.3800	1.41	5.26
	>15years	11	3.5223	1.27396	.38411	2.6664	4.3781	1.21	5.46
	Total	209	3.6272	1.17240	.08110	3.4673	3.7871	1.14	5.46
CD_IC	<2years	39	2.4825	.64771	.10372	2.2725	2.6924	1.09	3.66
	2-5years	80	2.4887	.65404	.07312	2.3431	2.6342	.73	3.66
	5-10years	64	2.4826	.61149	.07644	2.3299	2.6353	1.07	3.54
	10-15years	15	2.1612	.62759	.16204	1.8137	2.5087	.95	3.30
	>15years	11	2.2326	.51770	.15609	1.8848	2.5804	1.44	2.93
	Total	209	2.4487	.63354	.04382	2.3623	2.5351	.73	3.66
CD_PD	<2years	39	1.4713	.54569	.08738	1.2944	1.6482	.73	3.34
	2-5years	80	1.3457	.56005	.06262	1.2211	1.4704	.73	3.64
	5-10years	64	1.3204	.40213	.05027	1.2199	1.4208	.73	2.26
	10-15years	15	1.6378	.68988	.17813	1.2557	2.0198	.73	3.23
	>15years	11	1.4576	.49560	.14943	1.1246	1.7905	.73	2.60
	Total	209	1.3882	.52393	.03624	1.3168	1.4597	.73	3.64
CLARGUID	<2years	39	2.7072	.51452	.08239	2.5404	2.8740	1.19	3.33
	2-5years	79	2.6337	.45460	.05115	2.5319	2.7355	1.37	3.33
	5-10years	63	2.6164	.43253	.05449	2.5075	2.7254	1.39	3.33
	10-15years	15	2.6681	.34105	.08806	2.4792	2.8569	1.94	3.19
	>15years	11	2.4658	.71787	.21645	1.9835	2.9480	.67	3.23
	Total	207	2.6359	.46799	.03253	2.5717	2.7000	.67	3.33
FAIRNESS	<2years	39	1.9692	.71808	.11498	1.7364	2.2019	.76	3.28
	2-5years	80	2.1398	.78160	.08739	1.9659	2.3138	.76	3.79
	5-10years	64	2.0925	.65410	.08176	1.9291	2.2559	.76	3.50
	10-15years	15	2.7527	.66213	.17096	2.3860	3.1194	1.74	3.59
	>15years	11	2.4378	.70388	.21223	1.9650	2.9107	1.41	3.26
	Total	209	2.1531	.73953	.05115	2.0523	2.2540	.76	3.79
PEOPLEORIENT	<2years	39	2.5441	.64744	.10367	2.3342	2.7539	.88	3.61
	2-5years	80	2.4802	.69536	.07774	2.3255	2.6350	.72	3.61
	5-10years	64	2.5847	.63300	.07912	2.4266	2.7429	1.25	3.61
	10-15years	15	2.3399	.73453	.18965	1.9331	2.7467	.89	3.25
	>15years	11	2.4814	.65416	.19724	2.0419	2.9208	1.36	3.44
	Total	209	2.5141	.66548	.04603	2.4234	2.6049	.72	3.61
INTEGRITYGUIDANCE	<2years	39	2.5968	.54153	.08671	2.4213	2.7724	.97	3.26
	2-5years	80	2.4778	.55811	.06240	2.3536	2.6020	1.30	3.26
	5-10years	64	2.5192	.52946	.06618	2.3869	2.6514	1.30	3.26
	10-15years	15	2.3446	.46478	.12000	2.0872	2.6020	1.64	3.26
	>15years	11	2.4540	.67149	.20246	2.0028	2.9051	.65	2.93
	Total	209	2.5019	.54490	.03769	2.4276	2.5762	.65	3.26
CS	<2years	39	2.5806	.58034	.09293	2.3925	2.7688	.85	3.62
	2-5years	80	2.4944	.53727	.06007	2.3748	2.6139	1.24	3.62
	5-10years	64	2.5330	.60145	.07518	2.3828	2.6833	1.19	3.62
	10-15years	15	2.0850	.42870	.11069	1.8476	2.3224	1.50	2.83
	>15years	11	2.3179	.55179	.16637	1.9472	2.6886	1.57	3.62
	Total	209	2.4836	.56852	.03933	2.4061	2.5612	.85	3.62
PS	<2years	39	2.4072	.54535	.08733	2.2304	2.5839	1.08	3.35
	2-5years	80	2.3430	.53356	.05965	2.2242	2.4617	.67	3.35
	5-10years	64	2.3606	.50823	.06353	2.2336	2.4875	1.34	3.35
	10-15years	15	2.5595	.60968	.15742	2.2219	2.8972	1.13	3.35
	>15years	11	2.4180	.48779	.14707	2.0903	2.7457	1.79	3.35
	Total	209	2.3798	.52947	.03662	2.3076	2.4520	.67	3.35

Appendix L

Regression Analysis of Ethical Leadership Variable on Affective Commitment

Coefficients^a

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	.862	.687		1.256	.211
	CLARGUID	.231	.244	.092	.945	.346
	FAIRNESS	-.170	.111	-.107	-1.529	.128
	PEOPLEORIENT	.470	.145	.265	3.238	.001
	INTEGRITYGUIDA NCE	.156	.196	.072	.791	.430
	CS	.309	.137	.149	2.251	.025
	PS	.078	.160	.035	.484	.629

a. Dependent Variable: AffOCommit

Appendix M

Regression of Collectivism and Power Distance on Affective Commitment

Collectivism

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.393	.325		10.445	<.001
	CD_IC	.096	.128	.052	.745	.457

a. Dependent Variable: AffOCommit

Power Distance

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.990	.229		17.412	<.001
	CD_PD	-.261	.154	-.117	-1.691	.092

a. Dependent Variable: AffOCommit