Effect of Delegative Leadership on Achievement Motivation and Continuous Commitment

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ABSTRACT

The research aims to determine the effect of delegative leadership on achievement motivation and continuous commitment. Base on previous studies prove that delegative leadership is part of the situational leadership style, but generally, this delegative leadership use approach through traits, behaviors, how, processes, and situation. In this study, it is using instruments based predictors that determine the delegation, which has been validated and replicated right on this study and can use in the area of Bandung. Likewise, this research proves that achievement motivation that adopts from the Mcclelland achievement motivation instrument and examines the continuous commitment taken from Allen & Meyer can be replicated. In the first phase correlation analysis to the delegation, competence, fitness for purpose, time together, the level of work and LMX were significant predictors of delegation, at the second stage of the analysis of the correlation between leadership delegative, achievement motivation and commitment continuous show the relationship that significant. Still, partial report on continuous commitment does not have the support of the relationship from competence and sharing time. In the third stage, the (simultaneous) regression analysis on delegative leadership significantly influences achievement motivation, but only receives positive and significant support from the level of work and LMX. Likewise, in the fourth stage, the regression analysis on delegative (simultaneous) leadership had a substantial effect on continuous commitment, but only partially received positive and significant support from the conformity of the objectives. Therefore the findings in this study are leadership will be more productive with a delegative approach on the level of work and LMX to increase achievement motivation while increasing the continuous commitment of the leadership of the delegative, namely by making approaches to the fitness for purpose.

Keywords: delegative leadership, achievement motivation, continuous commitment.

INTRODUCTION

The managers in any organization with their managerial tasks faced many challenges in running a job every day, consequently appear a variety of pressures in the work of his, so that they delegate the task to finish the work that for a specified time (Masaku, Muola & Kimiti, 2019).

Behaviors individuals also one of the key focus being considered by policymakers (Hersona & Sidharta, 2017), because of the relationship behavior, of course as the manager should be able to make judgments style of leadership, based on the availability of sources of power and the level of maturity of the individual (Hersey, Blanchard & Natemeyer, 1979). therefore the effectiveness of a manager's leadership style is determined by certain situations and managers' perceptions of subordinate performance (Hambleton & Gumpert, 1982).

Leadership effectiveness that is played well by a leader can motivate employees to work better, and this will make employees more careful in trying to achieve the expected target of the company. Delegative leadership style is part of the situational leadership style (Hersey & Blanchard, 1976).

However, in reality, there are still many organizations that have problems caused by human resources that caused the collapse of the organization. Therefore, leaders and employees must commit to supporting one another to achieve organizational goals (Syadina, Purnomo, & Anggraeni, 2018).

Based on previous research (Zulfikar, 2016) that delegates made the smallest contribution (0.122) that formed situational leadership. Investigating further about delegative leadership, in this study surveying superiors and subordinates as well as employees in service companies, the phenomenon of customer satisfaction problems in banking competition (financial services) has now become an important topic (Suhidayat, Affandi & Sidharta, 2016), we chose a leasing company in the city of Bandung, and the purpose of this study was to determine the effect of delegative leadership on achievement motivation and continuous commitment to employees of leasing companies in the city of Bandung.

Several studies have identified the effect of leadership on motivation and leadership on commitment (for example, Chipunza, Samuel & Mariri, 2011; Sholihin, 2019; Rahmi, 2019). Based on these studies, it seems that no one has researched by combining achievement motivation and continuous commitment influenced by delegative leadership, we have brokered an integrative model so that it contributes to the development of leadership theme theory.

Previous researchers who examined situational leadership in delegative leadership based on characteristics (eg. Widayati, 2016), based on behavior (eg. Nindiantika, 2019), based on the method (eg. Parashakti, 2019), based on the process (eg. Koniswara, 2019) and based on the situation (for example Asr, 2019), as well as only a few books and scientific articles that conduct empirical studies on the determinants of delegative leadership (Hackman & Dunphy, 1990).

Accordingly, there is a gap study generally conducted regarding review (characteristics, behavior, way, process, and situation). They need to study much more about it. The case is, in this study, delegative leadership picks up the instrument based on the replication predictor that determines the delegation itself appears, as in research conducted by Yukl & Fu (1999) whether the instrument can replicate by using samples at different research sites as recommended by leadership experts, information theory-evolution shows that the current leadership lacks participatory organization, namely, monitoring the strict and delegates were rare.

In research that examines the relationship of leadership with motivation based on McClelland's needs theory (Prasetio, 2018) has shown a correlation number (0.633), in this study wants to examine more deeply in terms of achievement motivation dimensions adopted

from the Mcclelland achievement motivation instrument (1953).

In previous studies that also examined the influence of leadership style on commitment (Dinata: 2018), which has shown correlation (0.315), in this study, organizational commitment focuses on the continuous commitment adopted from Allen & Meyer (1991). Delegating means accepting things through others, and situational leadership with a delegative model is about delegating tasks and developing useful subordinates. Also, this two-way discussion is a critical step that must conclude to employees for commitment to achieving the final result of the assignment and convincing feelings leaders that the final results will be delivered (Brown & Barker, 2001). It also shows that there is a similar meaning to the relationship-oriented and behavior-oriented leadership function to optimize performance to be achieved, such as research conducted by Sidharta &Lusyana (2015).

In a leadership context, the Delegative style is different from the consultative manner, with delegative leadership, the authority to make decisions is done by subordinates, while the consultative leadership of decision authority held by managers (Yukl & Fu, 1999). Research conducted by Cho (2013), which reflected in the context of work involving personal characteristics, influences psychological motivation and emotional commitment.

RESEARCH METHODS

The research method used is a quantitative method using descriptive and verification analysis. Descriptive analysis is to analyze descriptively the condition of affective commitment variables and teacher performance based on data in the field. In contrast, the verification analysis is to calculate the magnitude

of the influence of affective commitment on teacher performance.

This study aims to determine the effect of delegative leadership on achievement motivation and continuous commitment. Initial stages, this research validates the leadership delegation instrument consisting of competency, fitness for purpose, time together, the level of work and LMX (leader-member exchange), or the quality of the relationship between superiors and subordinates. More delegates used with aides who considered to have high work competence, more delegates are used to share manager's task objectives with assistants, less delegation used with subordinates who have worked for managers only in a short time, and more delegates used with aides who are the manager himself or the employee has managerial duties (level of work). More representatives used when there is an active exchange relationship between managers and subordinates (LMX). Therefore, delegative leadership formed from competence, conformity of goals, shared time, level of work, and LMX.

In this study, we want to prove that the achievement motivation adopted from the Mcclelland achievement motivation instrument can replicate and valid, also intends to demonstrate the continuous commitment taken from Allen & Meyer, whether it can reproduce and accurate.

This research uses quantitative methods by using verification analysis, the sample used is as many as 135 respondents using questionnaire questions as many as 25 items for delegative leadership, as many as nine items for achievement motivation and as many as 8 items for continuous commitment. The data quality test uses the validity and reliability test, while for the data test, it uses a simple linear regression data analysis technical analysis.

Based on the study of concepts, theories, and the results of previous studies, the research design is determined as follows:

1) Variable Leadership delegation, as the independent variable *(independent variable),* which further written with the notation X.

2) Variable Achievement Motivation as a variable dependent *(dependent variable),* which also written with the notation Y1.

3) Continuous Commitment Variable as the dependent variable, which then written with Y2 notation

The data analysis technique used is simple linear regression; this done to find out how much the value of the delegative leadership's contribution to achievement motivation and continuous commitment to the *Leasing* company in Bandung. The formula formed as follows:

Simple Linear Regression:

Model 1

$Y_1 = a + bX$

Where, Y_1 = Dependent variable (dependent)

a = constant

b = coefficient

X = independent variable (independent)

Model 2

$Y_2 = a + bX$

Where, Y_2 = dependent variable (dependent)

a = constant

b = coefficient

X = independent variable (independent)

The steps that need to take to do the analysis and simple linear regression test are as follows:

1. Determine the objectives of the Simple Linear Regression Analysis

2. *Identifying predictor variables and response variables*

3. Collecting data in tabular form

4. Calculate X^2, XY and the total of each

5. Calculate a and b using a predetermined formula

6. Create a Regression Line Equation model

7. *Make predictions on predictor or response variables*

8. The significance test uses the t-test and determines the Significant Level

RESULTS AND DISCUSSION

The research was carried out in Bandung city, taking a method sample by purposive sampling technique of accidental sampling. The object of study is divided based on purposive sampling, where the largest leasing company determined in Bandung. Then accidental sampling was carried out on leasing company employees in the city of Bandung.

For the validity test, the following results obtained:

Table 1. Validity Test of Variabel X (Delegative Leadership)

Instrument	R Critical	Validity Value
X.1	0.300	0.357**
X.2	0.300	0.534**
X.3	0.300	0.564**
X.4	0.300	0.571**
X.5	0.300	0.523**
X.6	0.300	0.448**
X.7	0.300	0.384**
X.8	0.300	0.516**
X.9	0.300	0.622**
X.10	0.300	0.585**
X.11	0.300	0.429**
X.12	0.300	0.477**
X.13	0.300	0.444**
X.14	0.300	0.589**

X.15	0.300	0.409**
X.16	0.300	0.423**
X.17	0.300	0.432**
X.18	0.300	0.525**
X.19	0.300	0.610**
X.20	0.300	0.367**
X.21	0.300	0.588**
X.22	0.300	0.706**
X.23	0.300	0.605**
X.24	0.300	0.598**
X.25	0.300	0.384**

From the above table, it can conclude that the results of the validity test for each indicator of the delegative leadership variable that is 25 indicators show valid results, this is because the value of the validity test results of each indicator is more than the critical value of 0.300.

Table 2. Validity Test of Variable Y1 (Achievement Motivation)

Instrument	R Critical	Validity Value
Y1.1	0.300	0.521**
Y1.2	0.300	0.543**
Y1.3	0.300	0.554**
Y1.4	0.300	0.530**
Y1.5	0.300	0.544**
Y1.6	0.300	0.627**
Y1.7	0.300	0.617**
Y1.8	0.300	0.515**
Y1.9	0.300	0.535**

From the above table, it can conclude that the results of the validity test for each indicator of the achievement motivation variable nine indicators show valid results, this is because the value of the results of the validity test of each indicator is more than the critical value of 0.300.

Table 3. Validity Test of Variable Y2 (Continuous Commitment)

Instrument	R Critical	Validity Value
Y2.1	0.300	0.726**
Y2.2	0.300	0.806**
Y2.3	0.300	0.797**
Y2.4	0.300	0.805**
Y2.5	0.300	0.648**
Y2.6	0.300	0.634**
Y2.7	0.300	0.731**
Y2.8	0.300	0.703**

From the above table it can also be concluded that the results of the validity test for each indicator of the continuous commitment variable that is eight indicators show valid results, this is because the value of the results of the validity test of each indicator is more than the critical value which is equal to 0.300.

Table 4. The reliability test results are as follows:

Variable	R Critical	Reliability Value
X (Delegative Leadership)	0.700	0.872
Y1 (Achievement Motivation)	0.700	0.708
Y2 (Continuous Commitment)	0.700	0.877

The table above shows that the three variables tested have a reliability test result of more than 0.700, which means that the three variables are declared reliable.

The results of the analysis of the delegative leadership correlation formed by competence, the suitability of goals, sharing time, level of work, and LMX are as follows:

Table 5. The Correlation Test Results

Correlations		Kompetensi	Kesesuaian Tujuan	Waktu Bersama	Tingkat Pekerjaan	LMX	Kep...
Kompetensi	Pearson Correlation	1	,520**	,457**	,336**	,549**	
	Sig. (2-tailed)		,000	,000	,000	,000	
	N	135	135	135	135	135	
Kesesuaian Tujuan	Pearson Correlation	,520**	1	,379**	,512**	,590**	
	Sig. (2-tailed)	,000		,000	,000	,000	
	N	135	135	135	135	135	
Waktu Bersama	Pearson Correlation	,457**	,379**	1	,350**	,397**	
	Sig. (2-tailed)	,000	,000		,000	,000	
	N	135	135	135	135	135	
Tingkat Pekerjaan	Pearson Correlation	,336**	,512**	,350**	1	,562**	
	Sig. (2-tailed)	,000	,000	,000		,000	
	N	135	135	135	135	135	
LMX	Pearson Correlation	,549**	,590**	,397**	,562**	1	
	Sig. (2-tailed)	,000	,000	,000	,000		
	N	135	135	135	135	135	
Kepemimpinan Delegatif	Pearson Correlation	,749**	,784**	,707**	,730**	,810**	
	Sig. (2-tailed)	,000	,000	,000	,000	,000	
	N	135	135	135	135	135	

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

The above data shows that the construct of delegative leadership formed by competence, conformity of goals, shared time, level of work, and LMX.

Partial correlation analysis of delegative leadership to achievement motivation and continuous commitment shows a significant correlation but does not have a significant correlation between competence and time together with continuous commitment, and this is indicated by the results of the correlation test as follows:

Table 6. The Correlation Test Results

Correlations		Kompetensi	Kesesuaian Tujuan	Waktu Bersama	Tingkat Pekerjaan	LMX	Motivasi Berprestasi
Kompetensi	Pearson Correlation	1	,520**	,457**	,336**	,549**	,240**
	Sig. (2-tailed)		,000	,000	,000	,000	,005
	N	135	135	135	135	135	135
Kesesuaian_Tujuan	Pearson Correlation	,520**	1	,379**	,512**	,590**	,288**
	Sig. (2-tailed)	,000		,000	,000	,000	,001
	N	135	135	135	135	135	135
Waktu_Bersama	Pearson Correlation	,457**	,379**	1	,350**	,397**	,186*
	Sig. (2-tailed)	,000	,000		,000	,000	,031
	N	135	135	135	135	135	135
Tingkat_Pekerjaan	Pearson Correlation	,336**	,512**	,350**	1	,562**	,408**
	Sig. (2-tailed)	,000	,000	,000		,000	,000
	N	135	135	135	135	135	135
LMX	Pearson Correlation	,549**	,590**	,397**	,562**	1	,483**
	Sig. (2-tailed)	,000	,000	,000	,000		,000
	N	135	135	135	135	135	135
Motivasi Berprestasi	Pearson Correlation	,240**	,288**	,186*	,408**	,483**	1
	Sig. (2-tailed)	,005	,001	,031	,000	,000	
	N	135	135	135	135	135	135
Komitmen Kontinu	Pearson Correlation	,067	,299**	,132	,220**	,278**	,295**
	Sig. (2-tailed)	,443	,000	,128	,010	,001	,001
	N	135	135	135	135	135	135

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Then, the results of the correlation analysis between leadership, achievement motivation, and continuous commitment show a significant correlation, and this is indicated by the data as follows:

Table 7. The Correlation Test Results

Correlations		Kepemimpinan Delegatif	Motivasi Berprestasi	Komitmen Kontinu
Kepemimpinan Delegatif	Pearson Correlation	1	,421**	,261**
	Sig. (2-tailed)		,000	,002
	N	135	135	135
Motivasi Berprestasi	Pearson Correlation	,421**	1	,295**
	Sig. (2-tailed)	,000		,001
	N	135	135	135
Komitmen Kontinu	Pearson Correlation	,261**	,295**	1
	Sig. (2-tailed)	,002	,001	
	N	135	135	135

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

Delegative leadership regression analyst results on achievement motivation through the test data obtained as follows:

Table 8. The Regression Test

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,421a	,177	,171	3,59753

a. Predictors: (Constant), Kepemimpinan Delegatif

Coefficients a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16,488	3,349		4,923	,000
	Kepemimpinan Delegatif	,177	,033	,421	5,347	,000

a. Dependent Variable: Motivasi Berprestasi

From the results of simple linear regression analysis for model 1 namely, the influence of delegative leadership on achievement motivation shows the following equation: $Y_1 = 16,488 + 0.177X$, and the results significantly seen in the Sig table. with a value of $0,000 < 0.05$. Furthermore, the regression coefficient value of 0.177, meaning that if the delegative leadership variable increases by one unit, the achievement motivation variable increases by 0.177, and the result are positive, meaning that the increase of the delegative leadership variable will increase the achievement motivation variable. Then for the results of the coefficient of determination of the delegative leadership variable on achievement, motivation is indicated by the value of R square 0.177 or 17.7%.

The results of the delegative leadership regression analyst on continuous commitment through the test data obtained as follows:

Table 9. The Regression Test

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,261[a]	,068	,061	5,89880

a. Predictors: (Constant), Kepemimpinan Delegatif

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10,244	5,491		1,865	,064
	Kepemimpinan Delegatif	,169	,054	,261	3,120	,002

a. Dependent Variable: Komitmen Kontinu

From the results of simple linear regression analysis for model 2, the influence of delegative leadership on continuous commitment shows the following equation: $Y_2 = 10,244 + 0.169X$, and the results are significant, as seen in table Sig. with a value of 0.002 <0.05. Furthermore, the regression coefficient value of 0.169, meaning that if the delegative leadership variable increases by one unit, then the continuous commitment variable increases by 0.169 and the result is positive, it means that the increase of the delegative leadership variable will increase the continuous commitment variable.

Then for the results of the coefficient of determination of the delegative leadership variable on the continuous commitment shown by the R Square value of 0.068 or 6.8%.

Regression analysis on delegative leadership significantly influences achievement motivation, but only receives positive and significant support from the level of work and LMX. This result indicated the following regression results:

Table 10. The Regression Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16,105	3,249		4,956	,000
	Kompetensi	-,042	,165	-,025	-,256	,798
	Waktu_Bersama	-,035	,123	-,025	-,288	,774
	Kesesuaian_Tujuan	-,070	,170	-,042	-,411	,682
	Tingkat_Pekerjaan	,336	,149	,215	2,248	,026
	LMX	,687	,180	,411	3,814	,000

a. Dependent Variable: Motivasi Berprestasi

Regression analysis on delegative leadership significantly influences continuous commitment, but only receives positive and significant support from the suitability of objectives which can show from the following regression results.

CONCLUSIONS

In the first stage of correlation analysis for delegation, competence, goal alignment, sharing time, work level and LMX are significant predictors of delegation, in the second stage the correlation analysis between delegative leadership, achievement motivation, and continuous commitment shows a significant correlation, but partially on continuous commitment do not get the correlation support from competence and time together. In the third stage, the (simultaneous) regression analysis on delegative leadership significantly influences achievement motivation, but only receives positive and significant support from the level of work and LMX. Likewise, in the fourth stage, the regression analysis on delegative (simultaneous) leadership has a substantial effect on continuous commitment, but only partially receives positive and significant support from the suitability of the objectives.

As a result of the analysis, when the delegative leadership variable considered as a partial parameter, competency, shared time and

goal conformity do not act as causal variables to increase achievement motivation, neither does competence, shared time, level of work and LMX do not act as causal variables to improve commitment continuously.

Therefore the findings of this study are that delegative leadership will be more productive by approaching the work level and LMX to increase achievement motivation. In contrast, delegative leadership will be more effective in increasing continuous commitment by contacting the appropriateness of goals. The further research direction on cause and effect between leadership delegation in terms of employment levels and LMX and achievement motivation. Leadership delegation fitness for purpose with the commitment of continuous implications of academic and practical to confirm the results of the limitations in this study.

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