ABSTRACT

This action research focuses on Improving Transformational Leadership Culture using OD Leadership Intervention to Enhance Employees’ Work Engagement and Organizational Affective Commitment in Precious Edu-care Centre (P.E.C). The research context is a private school located in Ayeyawaddy Region in Myanmar. It has about 125 employees and the school offers the educational services and classes starting from Preschool to middle school levels. The survey research and ODIs are targeted school management team, only for those who are junior teacher level and above. Accordingly, the sample size is 81. This research uses both quantitative and qualitative research methods within the action research framework in order to analyze and compare the situations at P.E.C in Pre-ODIs and Post-ODIs times. The research also deals with finding the initial impacts of ODIs on the leadership styles of the employees and organizational leadership culture prevailing there. The independent variable is leadership culture which includes leadership style and organizational leadership culture whereas the dependent variables are employees’ work engagement and affective organizational commitment.

This research indicates that those in the leadership positions at P.E.C frequently use the transactional leadership as their primary leadership style. Pre-ODI analyses reveal the overt practices of the transactional leadership style by the majority of the employees, overwhelming transactional culture, severe blames on each other, insubordination, minimal coordination among people and among departments, depending on setting a price on everything, and low employees’ work engagement and organizational affective commitment. This research has also proved that there are significant relationships between the leadership styles and organizational leadership culture on the one hand and the employees’ work engagement and affective commitment on the other hand.

The ODIs at P.E.C are mainly leadership cultural interventions, including leadership training, and coaching, WBL workshop, value alignment activities, SOAR and appreciative inquiry activities. After doing the ODIs, those participants have significantly changed their leadership styles and the way they deal with their subordinates, resulting in more frequent use of transformational leadership styles and the transformational organizational leadership culture is also developed. The post-ODI analysis reveals that all the ODIs have enhanced the leadership style, and the organizational leadership culture.
As a result, the level of employees' work engagement and organizational affective commitment is greatly enhanced. Thanks to the changes in the leadership culture, the employees work engagement level and affective commitment level are greatly enhanced. School leaders now better understand the importance of leadership culture by having higher responsibilities, having higher confidence in themselves and others, focusing on developing their subordinates and inspiring their subordinates to perform their best. The members also realize the importance of vision, mission, core value and they are emotionally committed to it and tend to develop a better appreciation of themselves and others, think positively and they are also willing to try new things in applying innovative and creative teaching methods, project-based learning and parental involvement activities.