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The Relationship between Principals' Leadership Style and Teacher Perceived Organizational Commitment in Estieworeda Primary Schools.

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**THE RELATIONSHIP BETWEEN PRINCIPALS' LEADERSHIP
STYLE AND TEACHER PERCEIVED ORGANIZATIONAL
COMMITMENT IN ESTIE WOREDA
PRIMARY SCHOOLS**

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STYLE AND TEACHER PERCEIVED ORGANIZATIONAL
COMMITMENT IN ESTIE WOREDA
PRIMARY SCHOOLS**

A Thesis Presented in Partial Fulfillment of the Degree of Master of Art in
School Leadership

By
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September 2015

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The thesis titled "The relationship between principals' leadership style and teachers perceived organizational commitment in Estie Woreda General primary schools" by Gebrie Faris is approved for the degree of Master of Art in school leadership.

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ABSTRACT

The main objective of this study was to assess the relationship between principals' leadership style and teachers' perceived organizational commitment in Estie Woreda general primary schools. Data was collected from 10 schools and 111 participants were also included. Data was collected through questionnaires. Data were analyzed mean, standard deviation and pearsons' product moment correlation. Mean and standard deviation were used to determine the level of transactional and transformational leadership and organizational commitment, and pearson product moment correlation was used to examine the relationship between transactional/transformational leadership styles with teachers' organizational commitment. The major findings of the study include teachers in Estie Woreda have low level of organizational commitment, both transactional and transformational leadership styles are practiced below the expected level but transactional leadership is higher than transformational leadership, transformational leadership style was positively correlated were as transactional leadership style was negatively correlated. Based on the finding conclusions are drown and recommendations are also forwarded.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The world is in a serious of changes which affect the life and leaving standards of human beings. Because of this human beings also tried to come up with those changes by establishing different social organizations. Among these organizations educational organizations are the best to tackle the worlds' problem. Therefore, educational institutions are important to survive in this dynamic world.

Educational institutions like other social institutions are established to serve explicit and specific purposes and carry out premeditated vision and mission. Because of this, they must grant accesses to resources like infrastructure, and necessary training to teachers and administrative workers to enable them to achieve goals and objectives. Educational organizations are also should be organized with clear administration system. It is also important that such employees who serve in those institutions must share the vision of their organization and should be committed to its mission and goals. That is why because employees' commitment indicates their performance and ability. This idea is supported by Goffin & Jackson (1989), argued that organizational commitment is a proper indicator of work performance. So it is important that principals and leaders must pay attention to teachers' organizational commitment.

The success of educational institutions depends primarily on the staff's level of commitment. In relation to this Oberholster & Tylor (1999) described that teachers who have taught with low levels of commitment in the school are less committed to the school as well as their profession and consider themselves as outsiders such employees/teachers do not succeed organizational goals and objectives. Those teachers do only what enables them to get personal gain/benefit than the success of the organization as a whole and students achievement in particular. In contrast, teachers with high levels of commitment see themselves as an integral part of the school. They also consider things that threaten the organization will endanger them as well, and do their best to perform their duties better, and work for the organization as if it belonged to them. By taking

into account the above statement first of all the study should define organizational commitment. Organizational commitment is defined differently by different scholars. According to Porter, Steers, and Mowday (1982), organizational commitment, is viewed as an additive function related to issues like organizational identification, job involvement, and organizational loyalty. In an organizational setting, such loyalty involves feeling of attachment, which develops as individuals share values with other members within the group. This identification, expressed through the adoption of organizational goals, occurs when individuals feel proud of the organization, participate intensely in its activities, and speak positively about their connection with the organization. According to Porter, Steers, Mowday, and Boulian (1974), and Meshane and Glinow (2000), organizational commitment defined as the strength of the individual identification with and involvement in the function of a particular organization.

Miles (1975), also suggests that teachers play an important role in the achievement of educational goals. Without well qualified and committed teachers, reforms, good curriculum, well prepared plan, and better instructional materials have little or no effect. Even though good curricula, creative instructional materials, efficient organization and management, modern facilities and equipment are important for the effectiveness of education, all of those are depended upon the skill, performance, knowledge, wisdom and commitment of teachers for their realization.

However, this important issue is affected by different factors like social relation, infrastructure, and level of education, sex, and salary amount and leadership styles of principals. The most important factor which is the integral part of this study is principals' leadership style. There are three types of leadership styles. These are transactional, transformational and laissez-faire leadership styles Rose Johnso (2008). Laissez-faire leadership style is a type of leadership which lacks direct supervision of employees and fails to provide regular feedback to those under his supervision Bogles (2001). Highly experienced and trained employees regarding little supervision fall under the laissez-faire leadership style. However, not all employees are possessed those characteristics. This leadership style hinders the production of employees needing supervision. The laissez-faire style produces no leadership or supervision efforts from managers, which can lead to poor production, lack of control and increasing cost.

