

## Effect of manager's leadership on organizational commitment of school teacher's Rustam city

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**Abstract:** The different styles of leadership are a mechanism for organizations to meet the demands of their existing environment of interest. The incidence of different types of leadership in organizations can have a different impact on organizational commitment. This study examines the impact of leadership on organizational commitment of teachers, school administrators are Rustam city. This study is descriptive. The study sample consisted of all teachers is Rustam city. Cochran formula and using stratified random sample of 260 patients were studied. The multifactor leadership questionnaire tool Ameli Bas (1985) and organizational commitment questionnaire Meyer and Allen (1997). Using item analysis confirms the validity and reliability using Cronbach's alpha. The reliability of the questionnaire leadership and organizational commitment 0.88 and 0.83 reported. Using inferential statistics, and multiple linear regression analysis and path analysis were analyzed. The results showed that the manager's leadership on Organizational Commitment Rustam city school teachers has a significant impact. Simultaneous effect of variables in the final model using multiple regression analysis indicated that all dimensions except for exception-based management have no significant influence on organizational commitment of teachers Rustam city. It can be said of manager's leadership orbit city Rustam was the teachers' views of leadership appliance this suggests that school administrators are more characteristic of appliance leadership behavior and the behavior has been shown to have more of the appliance. Organizational commitment of teachers also reported that it would be desirable to tell it probably is the teachers of the schools of the region's environmental conditions and the proper assessment of the most positive response to their demands.

**Key words:** Leadership; Transformational leadership; Appliance leadership; Organizational commitment; Schools Rustam

### 1. Introduction

Nowadays, organizations are faced with major challenges many of these challenges, leading to restructuring, reengineering and it is shrinking. The current environment is complex and difficult, organizations and leaders are faced with unforeseen problems the high degree of flexibility in solving problems and dealing with the turbulent environment requires organizations. Some organizations also noted that the underlying beliefs, values, assumptions members and leaders that their hand is not causing problems with employee commitment to the organization and the cause of low performance, absence of leave employees (, and the Bin Ahmed Ying, 2009). If it is checked, about thirty years ago a lot of interest for the understanding of organizational commitment was made and a large force was spent on research and analysis of this issue. The research confirms that organizational commitment is associated with many of the behaviors of employees. Most jobs have been lost in this period. This figure reveals turnover of staff and the disorder may exacerbate negative effect

on organizational commitment. It is recognized that organizations not only in the bankruptcy or recession will redeem their employees, but it is also the profitability and prosperity to this resort (Rifa, 2005). The research by employees and others (2010); Flf and Hinitz (2010); Dahl and Fox (2008); Vlomba and others (2005), MAC Shine (2002); Howell and Aulio (1995); Barboto and others (2001); Goodwin et al. (2001); Ramezani Nejad and colleagues (2011); Sadeghian Surak, Rajai Poor and Azhdari (2011) and Seyedi and Eizadi (2009) can be used to study the relationship between leadership and commitment. Given the role of teachers and administrators in the future training needs of their effectiveness and their effectiveness in maintaining a high level the lead managers of the organization with respect to the transformation or exchangeable, as one of the factors influencing changes in its commitment to its contribution could be obtained.

### 2. A review of the theoretical and previous research

#### 2.1. Type of leadership

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In recent years, particular importance has been the leader in educational research and numerous research activities in this field has been done by experts. The theory of leadership has changed a lot in recent years. The theory of evolution started with an emphasis on leadership and leadership theories influenced the approach in motivating their followers in their working environment proves (Buckingham, 2006). Machiavelli attributes and behaviors of leaders led to the development of theory in the study of feudal England, in his opinion, who is the leader for the noble objectives, and support to subordinates. In the early nineteenth century, similar to Weber's definition of leadership Machiavelli stated; precisely describe the charisma and influence to incite their followers and create a vision and insight depends As a key element is transformational leadership. House and many other theorists such as leadership, charisma as an essential element for transformational leadership has been defined (Hosseini Sarkhosh, 2010). Of course you can change to the next transactional leadership style also noted who led a reward for good performance of the managers of their own power sources are used in this type of leadership.

## 2.2. Organizational Commitment

Managers are with regard the continuous control of their employees. Imagine hiring managers is that when a person is in a position to accept all of its conditions. Some managers on the issue of employee satisfaction can be increased through reward and encourage to do insist. One of the most important issues that are motivating a large volume of industrial and organizational psychology studies in the West developed the organizational commitment. According to research carried out in three major attitudes, job satisfaction, organizational commitment and job dependencies have the greatest amount of attention (Robbins, 2005) In the meantime, organizational commitment, job attitudes dominant focus has attracted more and more researchers (Cohen, 2007; Erdheim et al., 2006). Respect of employees to their organization and identification of individual and organizational values and an attempt is made to preserve it and one of the factors that affects organizational productivity. Adherence to the ethical principles of the organization would creating a good relationship between staff and create work groups and teams in organizations, the broad concept of education organizations and psychological security for employees in terms of the welfare of the factors that caused the staff commitment (Rezaei and Saatchi, 2009). Considering the importance of organizational commitment and its impact on organizations, many commentators have described it. Organizational researchers say there is still no consensus on the definition of organizational commitment (Chandna and Krishnan, 2009; Zangrv, 2001) and several liability. Cohen (2007) suggests that organizational commitment consists of three areas of development.

And Isles of Suliman (2000), four main approaches attitudinal, behavioral and normative commitment and multidimensional concept-making and explained there. Meyer, Stanley, Herscovich and Topolnytsky (2001 and 2002), the energy, commitment and loyalty to the tendency of people to define themselves in the service of society and also suggest that is the commitment of the normal internal pressures to perform activities that achieve organizational goals and interests. Salancik (1992) commitment to the linking of the individual and the individual's actions, he knows the commitment of the fact that a person finds a sense of responsibility and belonging to the behavior and actions of the (Husseini, 2001).

## 2.3. Research background

In connection with the relationship between type of leadership (transformational and transactional) and commitment, research has been conducted within and outside the country. Ramezani Nejad et al (2011) research on the relationship between transformational leadership style and organizational commitment pragmatic physical education teachers, school administrators did results showed that among all subscales of transformational leadership styles and pragmatic managers and emotional commitment, normative and continuous physical education teachers and there is a significant positive relationship. There is a relationship between transformational leadership style and leadership style of pragmatic and normative commitment the continuous commitment. The highest mean score of organizational commitment and dedication to duty (normative) was awarded. The results indicate a positive and significant relationship between transformational leadership style and organizational commitment was exchangeable. In another study by Rezaei and Saatchi (2009) investigated the relationship between managers' leadership styles and organizational commitment was Iran's telecommunications industry, the results showed the style of leadership that 9% of the variance in organizational commitment and justify been able to predict organizational commitment among employees. le between leadership style and organizational commitment of employees there and also there is no significant difference between formal and informal organizational commitment. Vlomba and others (2005) research to assess transformational leadership, Pillai and Williams (2004) investigated the relationship between transformational leadership, self-sufficiency, group cohesion, commitment and performance research conducted on 303 employees of Fire results showed that the working groups, the process of transformational leadership to influence self-sufficiency and group cohesion, increased commitment and performance improvement will follow.

## 3. Hypotheses and research questions

1. The dimensions of manager's leadership (Leadership appliance, personal attention, intellectual stimulation, contingent reward and management-based exception) have a significant impact on organizational commitment Rustam city school teachers.
2. The dimensions of leadership are the ability to predict organizational commitment Rustam city school teachers.
3. How is the final model of the impact of type of leadership on organizational commitment Rustam city school teachers?

**4. Methods**

This type of research as applied in respect of the survey. The study sample consisted of 736 subjects; all teachers are to be Rustam city that of 332 women and 404 men are. The sample is based on random sampling. And using the formula 260 Cochran was examined. To measure the transformative and interactionist subjects of multifactor leadership questionnaire form has been edited by Bass (1985)

has been prepared for use. To measure organizational commitment questionnaire Meyer and Allen (1997) was used. A questionnaire has three components: affective, normative and continuous and has 24 items. Using item analysis confirms the validity and reliability using Cronbach's alpha. The reliability of the questionnaire type of leadership and organizational commitment 0.88 and 0.83 reported. Inferential test data using linear regression and multiple regression analysis were analyzed.

**5. Findings**

In answer to the first research hypothesis and the dimensions of manager's leadership (Leadership appliance, personal attention, intellectual stimulation, contingent reward and management-based exceptions), Rustam city school teachers there were significant effects on organizational commitment Linear regression (simple) is used. The results are presented in Table 1.

**Table 1:** Results of linear regression linear regression of the Effect of manager's leadership on Organizational Commitment city school teachers Rustam

Variable	R	R <sup>2</sup>	β	T	Significance level
Type of leadership	0.89	0.72	0.89	15.29	0.0001
Leading appliance	0.89	0.61	0.79	14.89	0.0001
Individual attention	0.63	0.49	0.63	13.54	0.0001
Mental stimulation	0.54	0.32	0.54	10.98	0.0001
Contingent reward	0.49	0.24	0.49	9.11	0.0001
Exception-based management	0.35	0.13	0.35	4.49	0.0001

In response to the second hypothesis that type of leadership is the ability to predict organizational commitment Rustam city school teachers multiple

regression was used and the results are presented in Table 2.

**Table 2:** Results in predictive of manager's leadership and organizational commitment of teachers in schools of Rustam city

Type of leadership	f	P	R	R <sup>2</sup>	β	t	Significance level
Leading appliance	59.8	0.0001	0.81	0.75	0.51	13.86	0.0001
Individual attention					0.48	11.89	0.0001
Mental stimulation					0.31	9.01	0.0001
Contingent reward					0.24	6.55	0.0001
Exception-based management					0.07	1.01	0.37

On the question of the final model the impact of type of leadership on organizational commitment Rustam city school teachers how?

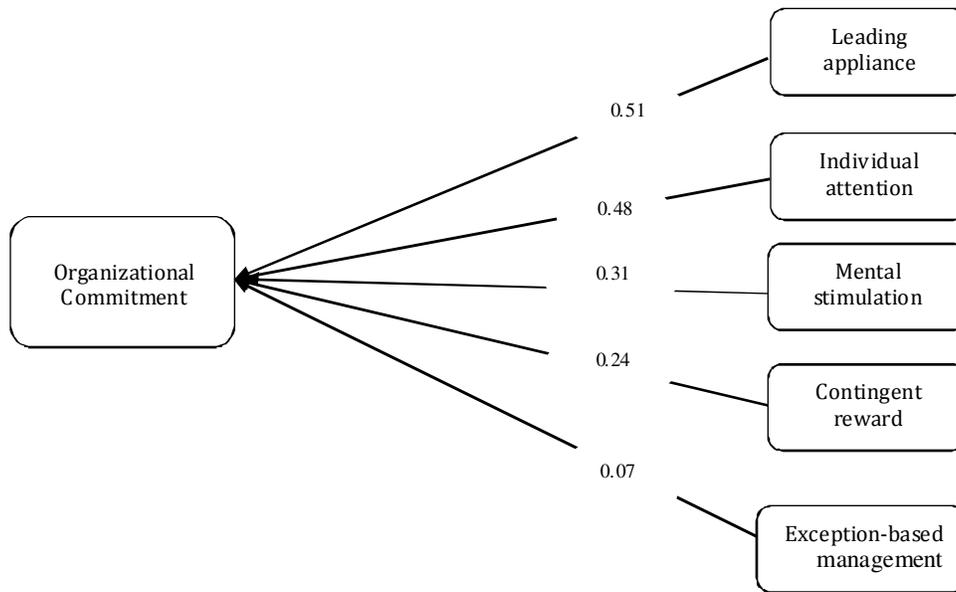
Path analysis was used for the purpose of leading the independent variable and organizational commitment as dependent variable considered is that the results are as follows:

- Leadership appliance significantly positive effect (0.05 > P and 0.51 = β; 13.16 = t); organizational commitment Rustam city's teachers.
- Given a positive and significant impact (0.05 > P and 0.48 = β; 11.89 = t); organizational commitment Rustam city's teachers.
- Mental stimulation significantly positive effect (0.05 > P and 0.31 = β; 9.01 = t); organizational commitment Rustam city's teachers.

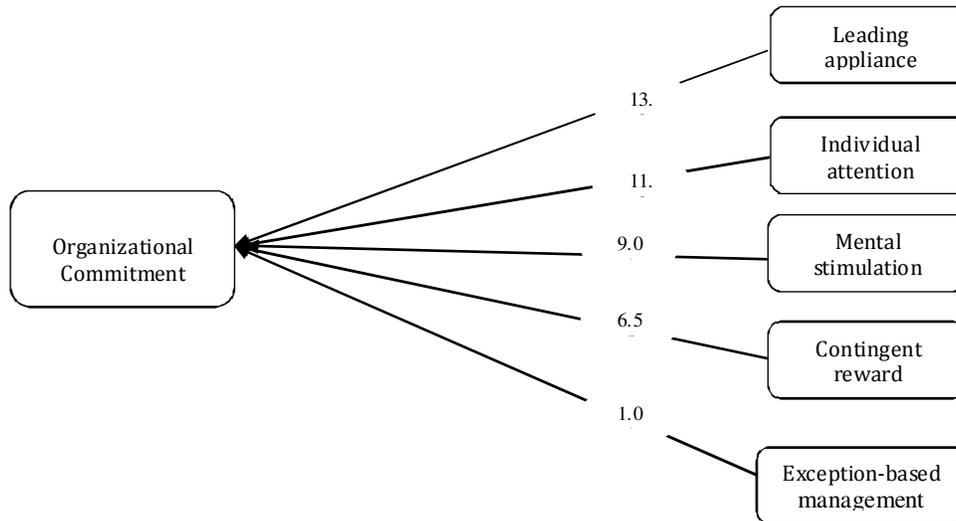
- Contingent rewards positive and significant impact (0.05 > P and 0.24 = β; 6.55 = t); organizational commitment Rustam city's teachers.

- The impact of significant exception-based management (0.05 < P and 0.07 = β; 1.01 = t); organizational commitment Rustam city not teachers.

To determine the model, using the software Liserl, different values of the fit was calculated (Table 4-17). According to the table, we can see that with regard to the acceptability of fit indexes NFI, CFI, IFI, GFI and low in dex SRMR error of the model is fit rather well.



**Fig. 1:** The effect of the components of manager’s leadership on Organizational Commitment teacher’s school in Rustam city, model



**Fig. 2:** Effect of manager’s leadership on Organizational Commitment components school teachers in Rustam city, models in significant numbers

**Table 3:** the effect of the components of the model fit indices managers’ leadership on Organizational Commitment city school teachers Rustam

Index	The main criterion	What is graceful?	Description	Amount
NFI	Comparison of the model with respect to its	Must be greater than 0.9.	Standard fit index	0.91
CFI	Comparison of the model with respect to its	Must be greater than 0.9.	Comparative fit index	0.91
GFI	Assessment of the relative amount of variance and covariance	Between zero and one. Must be equal to or greater than 0.9.	Goodness of fit index	0.9
IFI	Compared with the model of independence	Must be greater than 0.9.	The Kerry Mental fit index (increase)	0.91
SRMR	Mean square error	If it is smaller than one.	Standardized root mean square residual	0.8

**6. Conclusion**

This study examines the impact of leadership on organizational commitment of teachers, school administrators was Rustam city. After finding and

interpreting their results showed that all the elements of type of leadership in a positive and significant impact on both the individual hypotheses. The results Javadany (2011), Ramezani Nejad et al

(2011), Khodayari et al (2006) Marmaya and others (2011), align and Rezaei and Saatchi (2009), Both Riyadh and others (2011) and Yu (2002), both direction. The type of teachers' views of leadership managers leadership orbit city Rustam appliance this indicates that the behavioral characteristics of leaders, school administrators are more appliance and type of treatment has been shown to have more features appliance. As well as predictive variables appliance components of the strongest predictors of positive leadership and organizational commitment of teachers was Rustam city were reported. This could indicate that managers pay special attention to behavioral indicators of directors of the appliance. The results also point to the fact that when managers led to a variety of types of appliance and behavior patterns that they have to strengthen the organizational commitment of teachers above shows the effect of other components. If the results of multiple regression and path analysis were also shown exception-based management has no significant influence on the rest of the leadership and organizational commitment were significant influence on commitment. It can be inferred that the managers cannot simultaneously take advantage of all the features and leadership behaviors and all the features and types of leadership in a comprehensive range specified to operate.

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