Article

On the Relationship between Iraqi EFL Teachers' Organizational Commitment and Their Leadership Style: A Case Study of Missan Province

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Abstract: This study looked into the connection between the leadership styles of Iraqi EFL teachers and their organisational commitment (OC). The Characteristics of Successful Teachers' Questionnaire and the Organisational Commitment Scale (OCS), which has three sub-scales: Affiliation and Pride, Identification, and Satisfactory Exchange, were given to the EFL teachers in order to get the necessary data. The "Spearman Correlation Coefficient" was utilised in this study's correlation approach to explain teacher dedication and leadership style. In the Missan province of Iraq, 147 male and female teachers were given the "Class Leadership Style" and "Organisational Commitment Scale" questionnaires for this reason. The findings showed a strong and positive correlation between teachers' organisational commitment and their leadership style.

Keywords: Leadership Style, Organizational Commitment, Teaching Styles

1. Introduction

There are numerous researches conducted on organizational commitment as one variable, as well as leadership style, which indicates the importance and the topic's field of interest for all researchers. Teachers' leadership style and their role in teaching are arguably the most influential factors in the teaching context. From the very beginning, we are all aware of the teachers' prominent role in the class, and it is quite obvious for everyone that their strengths and weaknesses, as well as their encouragement or discouragement of students, significantly impact educational outcomes.

According to Loredana (2012), As a result of planning, directing, and overseeing student activities during the educational process, the teacher takes on a leadership role. Nonetheless, she talks about the authoritarian leadership style of teachers, in which the teacher is the one who takes all the decisions regarding how the group is run and what activities are carried out inside it. The general schedule of activities and the standards for rating individual or group performances are not disclosed to the pupils by him or her.

Although it is often disregarded, the teacher-student interaction is one of the most important aspects of education. Evidence for this comes from studies that track classroom dynamics through the eyes of both instructors and students. Privacy and autonomy allow each educator to run and arrange their classroom as they see fit (Anyanwu, 2014).

Researchers and students alike disagree about the crucial role that teachers (or leaders) play in the classroom. The centralised function in the traditional classroom has to be replaced with more focused teaching methods or behaviours. This is another issue.

The researcher thus plans to investigate the leadership style of Iraqi EFL teachers in the classroom and their dedication to the organisation. Additionally, this study attempts to determine whether these two variables have any meaningful link and provides quantitative evidence for that association.

Finally, it is hoped that studying and analyzing the teachers' way of controlling the class, involving the encouragement of learning, enjoying real interaction, and achieving educational goals will provide valuable insights. The purpose of this study is to determine whether there is a correlation of any kind between the leadership style of educators, their level of organisational commitment, and the methods and approaches they use to meet their learning objectives.

Research Questions

The major purpose of this study is to determine the way or the style in which teachers take control of the class. However, at the end of the study, the findings would determine whether the implementation of this research would be effective or not.

For this purpose, this study seeks to answer the following questions:

Q1: Is there any significant relationship between teachers' organizational commitment and their leadership style?

Q2: What are the Iraqi EFL teachers' opinions toward using leadership style in the classroom?

Q3: To what extent are Iraqi EFL teachers committed to the teaching organization?

Research Hypothesis

Ho1: Research Hypothesis: Commitment to the organisation is unrelated to leadership style.

Review of Literature

Theoretical Background

According to Iwe (1991), "being a leader is an essential quality for thriving in any social group, which is why human beings naturally gravitate towards group life. Consequently, leadership helps with the coordination of the organisation. Iwe stated that a leader should have "prominence of personality, superiority of ability, knowledge, experience, resourcefulness and courage and the ability to generate cooperation, stimulate initiatives, exert positive influence and inspire others" among other qualities. To achieve the organization's objectives, a leader must possess certain fundamental qualities in order to command and elicit the lead's support and cooperation. Though department chairmen, team leaders, and other formal leadership roles have long existed for teachers, Davidhizar & Cramer (2000) contended that titles matter less than teachers' ability to effectively influence change. Teachers who participate in professional teacher organisations and hold influential positions are demonstrating leadership.

Prior to focusing on the most well-known related papers written on this issue, we will also try to talk about our second variable that is commitment to the organization. Drucker (1909-2005), have recognised emotional, ongoing, and normative forms of organisational commitment.

Organizational Commitment in Teaching Environments

In a study by Cardoso (2008) "research was done on the significance of organisational commitment to knowledge commitment." The researcher hopes to add to the analysis of the significance of Organisational Commitment (OC) to Knowledge Management (KM)

with this study. Initially, he employed the Cardoso (2003) Knowledge Management Questionnaire (QGC), which distinguishes four aspects of knowledge management and encompasses all organisational activities related to knowledge processes. Second, we used the ASH-ICI questionnaire developed by Quijano, Masip, Navarro, and Aubert (1997), which divides commitment into two categories: instrumental and personal. In the Portuguese industrial ceramics sector, 300 workers completed these two questions. Additionally, our data shows that dedication to oneself is more significant than devotion to needs. The study's findings demonstrated the need for organisational behaviour specialists and work and organisational psychologists to take on greater accountability, play a more active part in knowledge management methods, and investigate human issues in this area.

Similar research was conducted by Anttila (2014), who looked into the strengths and shortcomings the business may have in this area as well as the factors influencing employees' organisational commitment inside the case organisation. Finnish multinational industrial business is the subject of the study. The study's sample comprised nine Finnish first-level managers from various divisions within the organisation. The data for this study was gathered through topic interviews, and two different approaches were taken to the analysis. Thematic content analysis was used to analyse the data from topic interviews, and the principles of that method were followed to analyse the data from the qualitative attitude approach, with a focus on explanations of stance taking. The results led to the conclusion that employees' organisational commitment is a complicated issue. Although the firm plays a significant part in it, organisational elements are not the only ones that have an impact on this. The work environment and the nature of one's job were found to have a significant influence on an individual's organisational commitment. But the foundation for things to be effective is established by the organisation and the culture.

Leadership Style in the Classroom

According to Burns (1978), quoted in Awan and Mahmood (2009), one of the most visible and poorly understood phenomena in the world is leadership. It follows that the existence of multiple meanings for leadership is not surprising. Because they concentrate on distinct aspects of the construct, these definitions diverge significantly. A few definitions concentrate on the connection between leaders' actions and the intended results, while others address the relationship between leaders and followers, the leadership environment, or the dynamic interplay of all parties involved.

In leadership, one individual (the leader) convinces others (the followers) to work towards a shared goal (Northouse, 2007). The definition up top contains common terms that are the basis for all definitions. If leadership is viewed as a process, then it is a transactional event that takes place between leaders and their followers. Throughout this process, leaders are both affected by and have an effect on their followers. Being able to influence others in a professional or organisational setting is what it means to be a leader. Being a leader is impossible without influence, or authority. The transactional approach is mentioned by Bolden et al. (2003). This perspective emphasises the importance of a leader's relationship with their followers, highlighting the mutual benefits of a "contract" wherein the leader offers rewards or acknowledgement to the followers in return for their commitment or allegiance. Management, team output, and oversight are the primary areas of emphasis.

Students' impressions of how instructors' leadership styles in the classroom affect their psychosocial development were examined in a study by Drobot & Rosu (2012). This study used an opinion survey as its approach. There were 300 high school pupils in the sample.

The aforementioned study came to the conclusion that the most crucial component of a subject's assimilation is the way a teacher manages their relationships with the students. It suggested lifelong professional development programs for teachers that include

modules on student-focused learning, counselling, and personal development geared towards teachers.

Leadership Style and the Students' Psychological Characteristics

As we discussed leadership style and discussed it from every related topic; in reviewing the studies conducted relating to this issue Seritanondh (2013), Students should acquire the critical skills—society, morality, emotion, and mindset—through the educational process in order to become "the backbone" of the community. Students must therefore fulfil their responsibilities to the fullest extent possible in order to achieve the highest level of academic success possible by utilising their unique learning styles, working methods, and study techniques. However, another viewpoint is that efficient methods of instruction and labour will enable students to reach their greatest potential. However, according to (Padapurackal, 2006), a classroom with a group of students and their class teacher is in and of itself a tiny social organisation, with the teacher typically acting as the leader and the pupils as the followers. This line of reasoning suggests that organisational behaviours like leadership style, power use, and social climate can be used to analyse the social interactions between students and their class master. It is obvious that adult organisations played a major role in the development of management and leadership concepts and philosophies. It would be fascinating to investigate whether they hold true while dealing with kids in the classroom or whether they may be used to help instructors become more capable leaders there. Moreover, one of the most critical questions facing teachers and teacher educators may be what kind of leadership style works best for creating a positive classroom environment and raising student achievement.

Adeyemo and Torubeli (2008) have made the point that a number of variables are necessary for effective learning and studying. Affective factors, such as self-efficacy, future orientation, self-control, and achievement motivation, are personal elements that impact students' learning achievement in addition to environmental factors, outside the cognitive and psychomotor domains. This study aimed to investigate the characteristics influencing higher education students' study strategies for Foundation English courses. Regarding socio-psychological aspects, the study's conclusions have significant and pertinent ramifications for theory and, to some extent, classroom practices.

Students' psychological traits, in addition to the leadership style of the teacher, are significant elements in their study methods and indicate that effective learning is a continuous process. The result was determined by students' study techniques, strong internal motivation, and so-called "psychological characteristics," which the four of them in this study examined. These characteristics included perceptions of teacher leadership styles, self-efficacy, future-focusedness, self-control, and achievement motivation. Dickinson, 1995.

Seritanondh (2013) concludes, however, that the model was a sufficient representation of a framework to characterise English instructors' leadership styles and students' psychological traits in relation to the topic of teachers' leadership styles in the classroom. Regarding the study techniques used in Foundation English classes, there are several supportive materials that are strongly tied to the psychological concept.

When it comes to studying Foundation English classes, the calibrated items would be helpful because they explain which tactics pupils are familiar with and which ones have helped most. Lastly, the results help to explain how English teachers' leadership styles and students' self-efficacy in learning the language are situational psychological traits that influence how students study English, while personal psychological traits like self-control and a future-focused outlook also influence how students study English.

Organizational Commitment and Leadership Style as a Teaching Facilitator

According to Thomas, Schwarz (2005), a facilitator's job is to help a group become more effective by assisting it in enhancing its procedures and organisational framework. He maintained that in order to accomplish this successfully and reduce the possibility of getting engaged in content or decision-making, the facilitator must be a third person who is substantively neutral.

In a similar vein, Thomas (2005) defined the facilitator as an advocate and process expert who understands how to effectively support the group in enhancing its functioning. The facilitative trainer's objective is to support students in gaining, testing, and receiving feedback on new skills and knowledge.

Additionally, he contended that "referring to a trainer as a facilitator hides the reality that the person is an authority on and accountable for instructing on a specific subject. It is regrettable that trainers are frequently referred to be facilitators, as this clouds the picture for facilitators who focus solely on group processes, according to Hunter (2007).

According to Priest & Gass (2005), outdoor education frequently involves the facilitative leader position, although the type of leadership that is provided depends on the favourable conditions.

In a parallel study, BEN-PERETZ (2006) started evaluating the variables that influence principals' capacities to facilitate change in the field of curriculum innovation. 69 principals from the school system of one of the biggest cities in Israel were chosen at random to participate in this study. The investigation revealed three mutually exclusive types of principals' change facilitator leadership styles: initiator, manager, and responder. Finally, the findings show that organisational and backdrop factors account for a comparatively larger portion of the variance in these modes' explanation than do strategy and policy elements.

2. Materials and Methods

Participants and Setting

In order to collect the required data 300 teachers, male and female were selected with a total numbers of about 120 female and 180 male of EFL teachers in Missan with age range of 28 – 45 to participate in this study. As the purpose of this research was to check the relationship between EFL teachers' organizational commitment so; the selected participants were all teachers and not necessarily English teachers.

Instrumentations

To collect the required data in this study, the questionnaire of Class Leadership Style and Organizational Commitment Scale (OCS) were utilized.

1. Class Leadership Style Questionnaire:

This questionnaire was developed by Amin Yazdi & Ali (1387). It includes 25 items where all items checks three constructs (leadership behavior, individual leadership of and education leadership). However, education leadership contains 13 items, individual leadership eight items and treatment leadership includes 4 items. So, the total score of the class leadership style is obtained by adding these three measures al together. The answers are of multiply choice test type. The choices include "never", "sometimes ", "usually "and "always". The scoring for each of the answers or choices are 1, 2, 3, and 4 respectively. This questionnaire has validity and reliability that its reliability and validity are 68% and 70% respectively.

2. This scale is developed by Balfour and Wechsler (1996)

The eleven-item instrument gauges three aspects of organisational commitment: identification with the organisation, commitment based on a positive exchange that leads to the organization's appreciation of the individual, and affiliation or pride in the organisation. Additionally, items 1, 3, 4, and 5 connect to pride or affiliation, items 7 and 8 relate to pleasant exchange, and items 2, 9 and 11 relate to identification. These items have been updated and are used to gauge the organisational commitment of English as a foreign language teachers in Iraqi language institutions. But it was altered and used to gauge the Organisational Commitment of EFL teachers at an Iraqi language school.

Procedure and Data collection

In this study, 147 participants who are all Iraqi EFL teachers in different public schools and English institutes in Missan were selected. They are from both genders and from different ages. These teachers will be from different institutes and public schools. For collecting the data, researcher would select volunteer groups of 147 teachers. These teachers will be from different fields of study and not necessarily English teachers.

Data collection started in December first of January 2017 and ended late at that month. In this study, the researcher investigate the facts that whether there is any relationship between EFL teachers' organizational commitment and their leadership style.

As was discussed the questionnaire as our only means of data collection in this study, in this step, the researcher distributed the questionnaire of "Class Leadership Style" and Organizational Commitment Scale among a group of male and female EFL teachers. The researcher right at the beginning a little explained about the questionnaire. In this study the date collected in two ways; one way in casual way the researcher distributed the questionnaire among teachers and they filled it out through paper pencil format and in the second way, the researcher sent it those of participant who were not in reach via Telegram or email and then they filed it out. The participant teachers scored each item from 1 (never) to 4(always) within 20 minutes (no time limitation). After collecting data and scoring them in a range of 25-100. So, the high score in this range shows the conflicting style and the low score shows the non-conflicting style. After collecting data it was entered into and processed with SPSS of 17 programs and the spearman correlation was run.

3. Results
Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Affiliation	147	9.00	18.00	14.2653	1.69337
Identification	147	7.00	18.00	13.0408	1.93340
Satisfactory	147	4.00	14.00	9.6054	2.15673
Total Commitment	147	26.00	47.00	36.7075	4.76030
Leadership Style	147	1.00	3.00	2.9116	.34966
Valid N (listwise)	147				

The table (1) provides descriptive statistics of the scores obtained of the questionnaires so; the above table includes: the minimum or smallest value of the variable that here is shown for each sub-category, the maximum or largest value of the variable.

Test of Normality

The distribution of the data must be known in order to analyse the data and make conclusions on the study hypothesis, which makes choosing an appropriate method essential and necessary. Many statistical procedures, especially parametric tests, should have their assumption of normality validated because it is a prerequisite to their validity. The purpose of the table below is to verify normalcy. The Kolmogorov-Smirnov test is used to assess normalcy because the sample consists of teachers. The following table does, however, indicate that while some of the variables are non-parametric and not regularly distributed, others are. The non-parametric Spearman's rank order correlation test is an alternative to a Person's correlation test, according to Larson-Hall (2015). Because of this, Spearman's rank order correlation coefficient is employed in this study to overcome the normalcy problem.

Correlation

Table 2. One-Sample Kolmogorov-Smirnov Test

		Affiliation	Identification	Satisfactory	Total Commitment	Leadership Style
N		147	147	146	147	147
Normal Parameters	Mean	14.2653	13.0408	9.5959	36.7075	2.9116
	Std. Deviation	1.69337	1.93340	2.16103	4.76030	.34966
Most Extreme Differences	Absolute	.134	.132	.170	.110	.532
	Positive	.134	.099	.087	.070	.400
	Negative	-.133	-.132	-.170	-.110	-.532
Kolmogorov-Smirnov Z		1.621	1.604	2.055	1.328	6.448
Asymp. Sig. (2-tailed)		.010	.012	.000	.059	.000

a. Test distribution is Normal.

This study tried to investigate the correlation between data gathered of two questionnaires (organizational commitment questionnaire & leadership style questionnaire). As the scores obtained from these tests are not normally distribute, the spearman product moment formula was used. To clarify more, it should be noted that one of our questionnaires is divided into three subscales and then the scores of each construct is obtained including total commitment and finally, is calculated. Here, using the SPSS program 16, the relationship between the scores obtained from these two questionnaires is provided in the table below.

Table 3. Correlations between organizational commitment (subscales) and leadership style

			Affiliation	Identification	Satisfactory	Total Commitment	Leadership Style
Spearman's rho	Spearman's rho	Correlation Coefficient	1.000	.428**	.377**	.641**	.269**
	iation	Sig. (2-tailed)	.	.000	.000	.000	.001
		N	147	147	146	147	147
	Identification	Correlation Coefficient	.428**	1.000	.503**	.761**	.181*
		Sig. (2-tailed)	.000	.	.000	.000	.028
		N	147	147	146	147	147
	Satisfactory	Correlation Coefficient	.377**	.503**	1.000	.786**	.280**
		Sig. (2-tailed)	.000	.000	.	.000	.001
		N	146	146	146	146	146
	Total Commitment	Correlation Coefficient	.641**	.761**	.786**	1.000	.296**
		Sig. (2-tailed)	.000	.000	.000	.	.000
		N	147	147	146	147	147
	Leadership Style	Correlation Coefficient	.269**	.181*	.280**	.296**	1.000
		Sig. (2-tailed)	.001	.028	.001	.000	.
		N	147	147	146	147	147

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

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

The Research Hypothesis Analysis

In this study, the research hypothesis investigated the relationship between Iraqi EFL teachers' leadership style and their organizational commitment.

According to table (3) and correlation tables above, the first hypothesis is rejected and after computing a Spearman's rank order correlation coefficient it is obvious that there is a meaningful relationship between Iraqi EFL teachers' management style and their organizational commitment. The results proved that:

Leadership style and organisational commitment are positively and significantly correlated among Iraqi EFL teachers (r=0.296, n=147, p=0.000). The first null hypothesis is rejected since the p-value is less than 0.05, which is 0.00. So, there is no correlation between leadership style and organisational commitment.

4. Discussion

In this section the analysis of the obtained data is discussed and clearly the research questions as well as research hypothesis will be discussed in detail.

Discussion for the First Research Question

The study's first research question looked at the connection between the organisational commitment and management style of Iraqi EFL teachers. Two questionnaires are used to measure the organisational commitment and management style of instructors in relation to this question. The Spearman's rank order correlation is utilised because the data is not regularly distributed.

The outcomes demonstrated that these two factors have a strong positive association. Nonetheless, Omidifar (2013) asserts that there is a connection between instructors' dedication to the organisation and their management style. Additionally, as indicated by the results, each teacher's management style is shaped by their level of organisational commitment. Thus, there is a substantial relationship between these two variables based on the correlation and the results that were produced. Consequently, (r=0296) is the correlation that was obtained.

Discussion for the Second Research Question

The second research question of the study examined what the Iraqi EFL teachers' opinions toward using leadership style in the classroom are. Thus, the results confirms that the EFL teachers believes in using their own style of leadership in the classroom so; regarding the positive and significant correlation between leadership style and organizational commitment, it is required for any EFL teacher recourse to leadership style in the classroom.

It is therefore anticipated that there will be a strong correlation between EFL teacher leadership in educational settings and the advancement of EFL students' English language skills, given the current body of research. The current state of EFL teacher leadership style and its effect on English language learners' academic performance in English language classrooms, as well as EFL teachers' intentions to use leadership style in the classroom, thus require careful research and analysis.

Discussion for the Third Research Question

The third research question examines to what extend Iraqi EFL teachers are committed to the teaching organization. So, according to the table (3) the total commitment correlation that is equal to (1.000), it is confirmed that Iraqi EFL teachers are highly committed to the organization. Thus, it is obtained by "Organizational Commitment questionnaire"
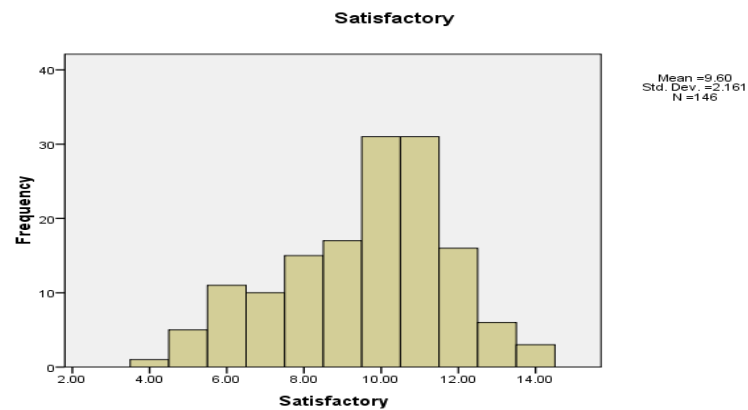
that is distributed among EFL teachers and tested the total commitment of EFL teachers' to the organization.
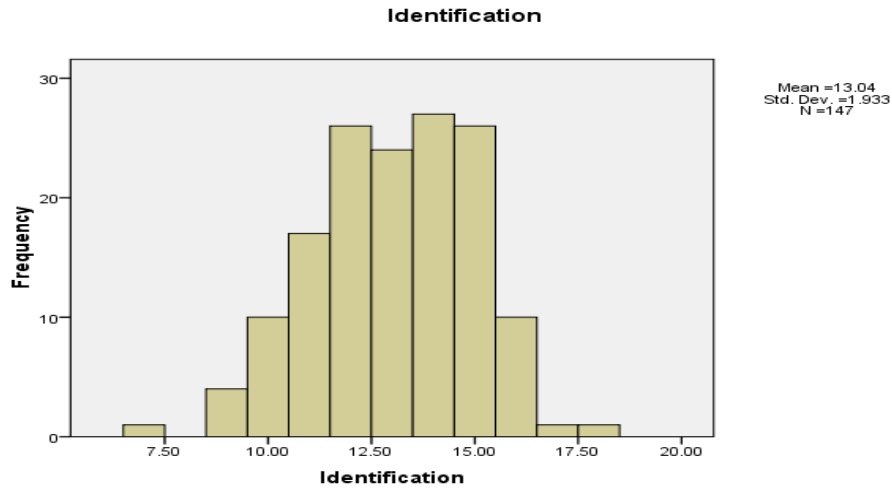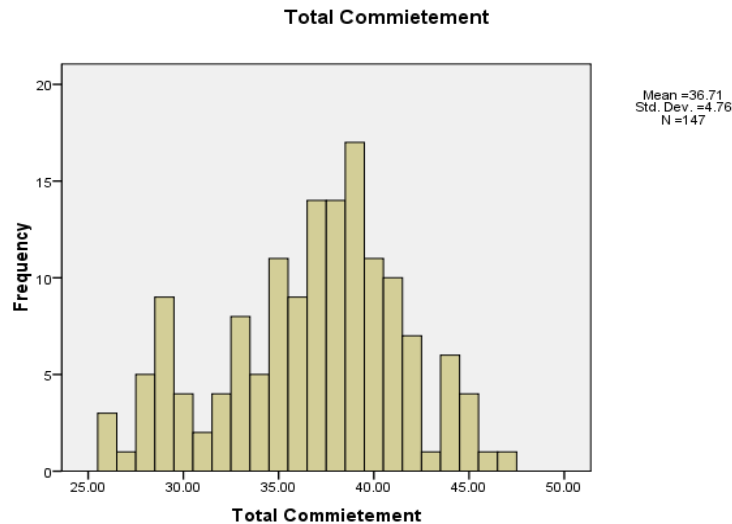

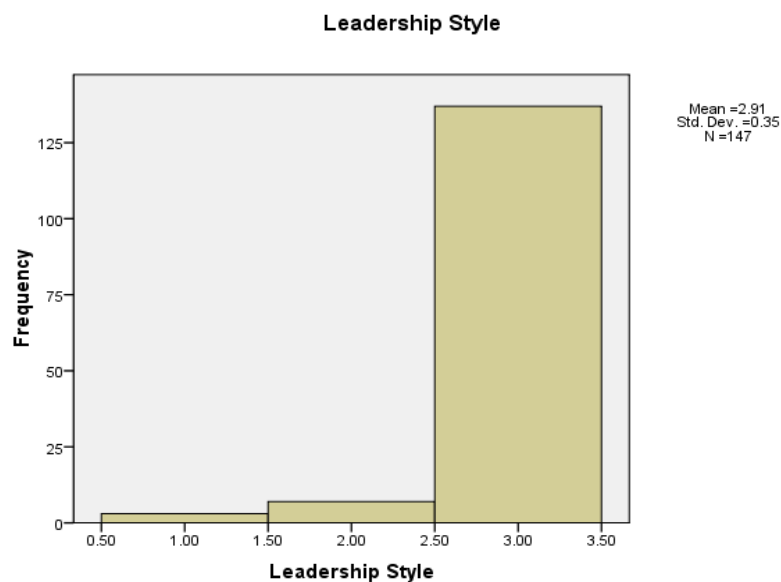**Figure 1**. Histogram for identification (subscale for organization commitment)
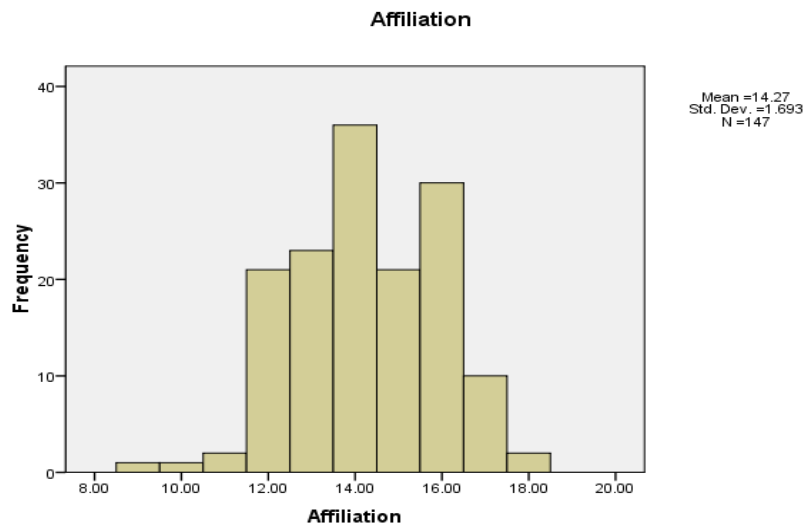
Figure 2. Histogram for affiliation (subscale for organization commitment)

Figure 3. Histogram for satisfactory (subscale for organization commitment)

Total Commietement

Figure 4. Histogram for total commitment (the sum of the above three subscales)

Leadership Style

Figure 5. The Histogram for Leadership Style

5. Conclusion

The results of the investigation into the relationship between the organisational commitment and leadership style of Iraqi EFL teachers showed that there is a significant meaningful correlation between the two (r = 0.641 - 0.761 - 0.786 - 1.000 - 0.296). The findings demonstrated the need for teachers to be dedicated to their work in the classroom and to fostering conditions that allow them to reach their full potential and contribute to the goals of education. Principals of high schools are crucial in establishing and preserving these ecosystems in this way. Moreover, a healthy relationship also means that teachers' organisational commitment is increased when leaders listen to them, support staff involvement, teamwork, and independence in carrying out school events. Also, based on the obtained data we can conclude that the more teachers are committed and adhered to the institution

they teach and feel a sense of responsibility and dedication, the more success they are and the leadership style they implement is more successful.

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