

Secondary School Headteachers' Leadership Styles and Teachers' Organizational  
Commitment in Tororo Municipality

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A Dissertation submitted to the Department of Education, Faculty of Science and Education,  
in partial fulfilment for the award of the degree of Master of Educational Leadership and  
Management of Busitema University

September 2017

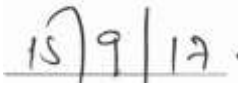
## Declaration

This research dissertation is my original work, and has not to the best of my knowledge been presented for a degree in any other university or any award.

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## Approval

This research dissertation was written under our guidance, and meets the requirements set by Busitema University for the award of Master of Educational Leadership and Management. It has been submitted with our approval as the Candidates' supervisors

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## **Dedication**

This Dissertation is dedicated to my wife Diana, and children Hannah, Daniella, Anita and Samuel, for their love, and patience throughout the study. To my parents for taking me to school and giving me the best they could afford.

## **Acknowledgements**

I acknowledge the Almighty God for his abundant Grace and Providence that has kept me going strong even when I should have given up. Further I would like to express my gratitude and appreciation to all who participated in putting this dissertation together. Special thanks and appreciation to my supervisors Dr. David K. Olema, and Dr. Dennis Atibuni Zami for their encouragement, expert advice, and sacrificial supervision. Without them the completion of this work would have been a mere dream.

I am grateful to the management of Busitema University, the lecturers who taught me, the administrators of secondary schools for the permission they gave me to conduct this research in their respective Institutions. My great thanks to the teachers, deputy headteachers, and headteachers of the various secondary schools in Tororo Municipality who took part in this study.

Special tribute to Busitema University through the Directorate of Graduate Studies, Research, and Innovations for the financial support rendered, that was helpful in the entire research work, and production of this dissertation.

Thanks, and appreciation to the scores of others who provided me with their support, encouragement, thoughts, and prayers. These special individuals are not limited to my wife and children for their patience, support, and prayers; my friends, Hon. Jacob M. Oboth and Mr. Paul Masaba, for their inspiration; my classmates, and in particular Abraham Elasu, Justine Namwagwe, and Deogratius Ochwo, for their encouragement; amongst a host of others.

My Spiritual fathers the Bishop Rt. Rev. Samuel George Bogere Egesa, Clergy of St. Peters Cathedral, and the entire leadership of Bukedi Diocese who constantly prayed for my success.

***God Bless You All!***

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## Abstract

Employees are the most important resource to any organization. To utilize their potential maximally, their commitment in accelerating the organizations' vision, goals, and values to critical levels should be enhanced by the organizational leadership. The purpose of this study was to investigate how secondary school headteachers' leadership styles affects teachers' organizational commitment in Tororo Municipality. The study adopted a cross-sectional survey design. The participants were 476 teachers, deputies, and headteachers selected using census, stratified, purposive, and simple random sampling techniques respectively to get the sample from schools. A sample of 250 respondents was used, out of whom 82.0% completed the questionnaires. The Multifactor Leadership, and Organizational Commitment Questionnaires were used in data collection. Data analysis was done using descriptive statistics, and bivariate correlational analysis in SPSS 20. The study revealed that leadership styles comprising transformational, transactional, and laissez-faire leadership had non-significant effect on overall organizational commitment, and its dimensions. However, there were significant effects established between laissez faire leadership, and affective commitment, and between transformation leadership, and affective commitment. It was further revealed that headteachers practiced laissez faire leadership to a low extent, while transformational leadership was practiced to a moderately high extent, and transactional leadership was practiced to moderate extent. It was further shown that teachers had low level of affective commitment, moderate levels of continuance, normative, and organizational commitment. It was recommended that headteachers, school boards, and higher education officials should foster transformational, and transactional leadership which have been known to yield high commitment among teachers by implementing leadership development programs so as to provide knowledge about transformational leadership behaviors.