

RELATIONSHIP BETWEEN DISTRIBUTIVE LEADERSHIP AND  
TEACHERS' ORGANIZATIONAL COMMITMENT IN  
SECONDARY  
SCHOOLS OF JIMMA ZONE.

BY  
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JIMMAUNIVERSITY  
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE  
DEPARTMENT OF EDUCATIONAL PLANNING AND  
MANAGEMENT

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**JIMMA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**  
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**LETTER OF THESIS APPROVAL**

This is to certify that the thesis prepared by Bekele Teferi Mokonnin“*Relationship Between Distributive Leadership and Teachers’ Organizational Commitment in secondary schools of Jimma Zone*” and submitted in partial fulfillment of the requirements for the Degree of Master of Art in Educational Leadership complies with the regulation of the University and meets the accepted standards with respected to originality and quality.

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## DECLARATION

I, the under signed, declared that this thesis is my original work and has not been presented for a degree in any other university, that all source of materials used for the thesis have been duly acknowledged.

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This thesis has submitted for examination with my approval as university advisor

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## **Abbreviations and acronyms**

AC: Affective Commitment

CC: Continuance Commitment

CPD: Continuing Professional Development

DL: Distributed Leadership

DLI: Distributed Leadership Inventory

EDPM: Educational Planning and Management.

ETP: Education and Training Policy.

MOE: Ministry of Education.

NC: Normative Commitment

OCQ: Organizational Commitment Questionnaire

SD: Standard Deviation.

SPSS: Statistical Package for Social Science.

TOC: Teachers' Organizational Commitment

WEO: Woreda Educational Office

ZED: Zonal Education Department

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## ABSTRACT

*This study conducted on the relationship between distributed leadership and teachers' organizational commitment in secondary school of Jimma zone. For this, the study employed correlational research design and a quantitative research method comprising of ten randomly sampled secondary schools. The study was conducted from December 2021 to November 2022G.C. The sample for the study consisted of 147 teachers and 20 leaders from 10 secondary schools. The teacher's respondents were selected by simple random sampling technique because of their limited in number while leaders were selected by availability sampling technique because of their manageability in number and they were needed for the problem under study to fill in a standardized questionnaire on the distributive leadership practice of their school. Standardized questionnaires such as the distributed leadership inventory, which was developed by Hulpia & Devos in 2009, and the organizational commitment questionnaire, developed by Allen & Meyer in 1997, were used to gather data. Primary data was used for this study. Questionnaire was data collection tools used for this study. Data gathered through questionnaire were analyzed using suitable statistical tool such as frequency, percentage, mean, standard deviation and average mean and used by computing the data on SPSS version 22. The Pearson's correlation coefficient was employed to examine the magnitude and direction of the relationship between distributive leadership and teachers' organizational commitment. Based on the analysis of the data, it was found that the distributed leadership practices ( $M = 3.46$ ,  $SD = 0.55$ ) and overall teachers' organizational commitment ( $M = 3.37$ ,  $SD = 0.54$ ) were found to be moderate. Moreover, the study revealed a positive, moderate, and significant relationship between distributed leadership practices and teachers' organizational commitment ( $r = .485$ ,  $n=167$   $p = .01$ ). Accordingly, thus, based up on finding, conclusion and recommended the study revealed those teachers' organizational commitments should be improved by introducing distributive leadership practices and training. Finally, the study recommended that distributive leadership practice should strengthen the relationship of the school with stakeholders to accomplish tasks collaboratively and with committed teachers to achieve good results.*

# CHAPTER ONE

## THE PROBLEM AND ITS APPROACH

This chapter covers the background of the study, a statement of the problem, objectives of the study, the significance of the study, delimitations, and limitations of the study, operational definition of key terms, and the organizations of the study.

### 1.1. Background of the Study

Leadership is a complex phenomenon that exists in any organization where there is a need of inspiring and influencing members of a given organization. Gronn (2002) defined leadership as a process whereby an individual influences a group of individuals to achieve a common goal in the organization. However, in the context of a model in which leadership is shared across an organization or school, the definition of leadership takes on a more diffuse nature.

Spillane(2006) defines leadership this way: Leadership refers to activities tied to the core work of the organization that are designed by organizational members to influence the motivation, knowledge, affect, or practices of other organizational members or that are understood by organizational members as intended to influence their motivation, knowledge, affect, or practices. Leithwood et al,(2003) states that School leadership is a process whereby school leaders influence the activities of a group of individuals or teachers willingly to achieve common educational goals.

Distributive leadership has become a popular „post-heroic“ representation of leadership which has encouraged a shift in focus from the attributes and behaviors' of individual „leaders“ as promoted within traditional trait, situational style and transformational theories of leadership to a more systemic perspective, whereby „leader- ship“ is conceived of as a collective social process emerging through the interactions of multiple actors (Bolden, 2011). From this perspective, it is argued: Distributive leadership is not something 'done' by an individual 'to' or a set of individual actions through which people contribute to a group or organization. It is a group activity that works through and within relationships, rather than individual action. Teacher leadership is one of the dimensions in distributed leadership. A teacher can lead other teachers in the effort of developing situational participation and cooperation in all activities as well as instructional programs. Studies have proven that a principal plays a vital role in developing the capacity of teacher leadership ability in schools. This is related to the teacher leadership factor which is able to influences the existence of effective schools (Harris & Muijs, 2003; Katzenmeyer & Moller, 2001). Harris et, al (2006)

stated that distributed leadership, in terms of its practicality, is a transition from top-down organizational hierarchy leadership model to a leadership form that emphasize on shared leadership by members of the organization. Teachers play a great role in sharing leadership with the principal, which will enhance their organizational commitment and motivation. This in turn can improve students' achievements in schools.

A study conducted by Hairuddin Mohd Ali and Salisu (2015) found out that distributed leadership has a significant positive effect on teachers' organizational commitment. A committed teacher has a very close relationship with not only to students' achievements, school effectiveness, teacher satisfaction, job performance, but also to teacher absenteeism (Singh & Billingsley, 1998).

From the above literatures, one can understand that distributed leadership gives opportunity to members of an organization to take leadership responsibility and boost their commitment to the overall goal attainment of the organization rather than relying on individual leaders because a shared vision can be attained more efficiently through shared responsibility. In other words, it means that leadership is not the work of individuals; rather, it is the joint contribution of teachers, students and other stakeholders so that they enthusiastically make every effort towards the achievement of school goals.

Teachers' organizational commitment has recently become a field of study in management which has attracted interest. (Meyer and Herscovitch {2001, p. 301) propose that commitment is a force that binds an individual to a course of action of relevance to one or more targets in other words. Mowday et al,1982, defined Organizational commitment is the strength of an individual's identification and involvement in a particular organization as characterized by a strong belief in and acceptance of the organization's goals and values (value commitment) along with a readiness to exert considerable effort on behalf of the organization and to remain a member (commitment to stay). Teachers' Organizational commitment is regarded as an important feature of educational institutions (Brown and Sargeant, 2007). Organizational commitment is multi-dimensional construct comprising three components namely affective commitment, continuous commitment and normative commitment (Meyer and Allen, 1997). The affective commitment that involves the employee's emotional attachment to, identification with and involvement in the organization. Continuance commitment is based on the costs that the employee associates with leaving the organization or on a perceived lack of alternative employment opportunities. The normative

commitment that involves the employee's feelings of obligation to stay with the organization. According to Day (2000), teacher commitment is multidimensional. He/she can feel commitment to the organization, to the students, for his/her career continuance, for the professional knowledge base and/or towards the teaching profession. Commitment to the teaching becomes a reason of internal driving force for a good performance and commitment to the institution becomes stronger motivational force for admirable work. The level of employees' organizational commitment will possibly ensure that they are better suited to receiving both extrinsic rewards (which include remuneration and benefits) and psychological rewards. Rendering to Hulpia et, al (2009), the relationship between distributed leadership and organizational commitment still remain unexplored by scholars. This is particularly true in the context of Ethiopia where there are very few researches conducted on this topic. Therefore, this study is taking the opportunity to meet gaps in research needs for empirical data on distributed leadership and teachers' organizational commitment. Thus, this study was investigated the relationship between distributive leadership and teachers' organizational commitment in selected secondary schools of Jimma zone.

## **1.2. Statement of the Problem**

Distributed leadership is a fluid and emergent leadership shared by principals, teachers, students, and staff at all levels, which focuses on leading the process and self enhancement. Distributed leadership takes place in an inclusive and complex school environment. Leadership practice is in the center and the roles of leaders and followers can be shifted according to the different situations. Distributed leadership is collaborative, collective and coordinated leadership in which all members of a team in one way or another involve in the decision- making process of their group or organization. A distributed leadership perspective recognizes that there are multiple leaders (Spillane et al., 2004) and that leadership activities are widely shared within and between schools (Harris, 2007). A distributed perspective on leadership acknowledges the work of all individuals who contribute to leadership practice, whether or not they are formally designated or defined as leaders. Harris (2004) outlines some additional difficulties. She recognizes that structural and cultural barriers operate within schools which could make it very difficult for some teachers to show leadership. Jockeying for power positions in a school can create a climate which is not conducive to, for example, young teachers expressing their opinion, especially if it differs from the traditional or prevailing opinion.

The merits of distributed leadership have received significant attention. As a result of the increased burden on educators and the complexity of the school business, many school leaders arrive at the realization that alone, the job of leadership is massive and complex. In contrast to traditional top-down approach of leadership, distributed leadership approach advocates the need for schools to adopt a more democratic and collective form of leadership that reflects the view that every person in one way or another can demonstrate leadership (Goleman, 2002). Therefore, it is unwise to think that principal is the only one providing leadership for school improvement (Spillane et al, 2001).

There is a claim that schools are not led in ways that enables them to respond to the current increasing demands that face educational institutions (Elmore, 2000). This happened due to several forces continually changing educational context in which school leaders operate (Murphy, 2002). Educational contexts are now become more complex, dynamic and fluid than ever before, suggesting various scenarios that could affect the ways in which leaders perform their roles and deal with problems challenging them. Therefore, schools need to follow distributed leadership approach to cope up with the challenges of the changing environment. Moreover, with the rise of the accountability system, the participation and collaboration of educators help schools produce higher student achievement.

The purpose of the current study is, therefore, two- fold. First, it aims to gain some insight into distributed leadership practice in secondary schools. Second, the relationship between distributed leadership and teachers' organizational commitment, one of the essential conditions for enhancing school performance (Allen& Meyer, 1990) which is claimed to be in decline in many countries, including Ethiopia.

There are very few researches conducted in Ethiopia on the practices and challenges of distributed leadership. For instance, Dejene (2014) carried out a research on the title "practices and challenges of distributed leadership in Addis Ababa University." But his study was conducted in the context of higher education level. Moreover, his study didn't include, distributed leadership implication to teachers' commitment. Similarly, Shimelis (2018) assessed the practices and challenges of distributed leadership in secondary schools of Aksum town, Tigray and also Muluneh Ayisa (2021) practice and challenges of distributed leadership and its implication to teacher's commitment in secondary schools of Jimma zone Oromia region. Through the researcher practical experience study didn't address the relationship between

distributed leadership and teachers' organizational commitment in secondary schools. This study was different from the above stated researches because it was conducted on relationship between distributed leadership and teachers' organizational commitment. This shows the fact that empirical researches on this topic were scanty and thus the need to fill this gap motivated the researcher to conduct a study on the topic of relationship between distributed leadership and teachers' organizational commitment. The practices of distributed leadership seem invisible in secondary schools in Jimma zone. Therefore, to fill this gap, the study was intended to address the relationship between distributed leadership and teachers' organizational commitment in secondary schools in Jimma zone. In order to achieve the purpose of this study, the following basic research questions were entertained:

### **1.3. Basic Research Questions**

Based on the above statement of the problem this study conducted to address the following basic questions.

1. To what extent distributed leadership is being practiced in secondary schools of Jimma zone?
2. To what extent Jimma zone secondary schools' teachers were committed in their organization?
3. What is the relationship between distributed leadership and teachers' organizational commitment in secondary schools of Jimma zone?

### **1.4. Objectives.**

#### **1.4.1. General Objective**

The overall objective of this study is to examine the relationship between distributive leadership and teacher's organizational commitment in secondary schools of Jimma Zone.

#### **1.4.2. Specific Objectives**

- To identify the extent to which distributed leadership is practiced in the secondary school of Jimma Zone.
- To identify the extent teachers are committed in Jimma Zone's secondary school.
- To find out a statistically significant relationship between distributed leadership practice and teachers' organizational commitment in secondary schools of Jimma zone.

## **1.5. Significances of the Study**

The purpose of this study was to examine the relationship between distributed leadership and teachers' organizational commitment in secondary schools of Jimma zone. The study might have the following significance:

- ❖ Firstly, by identifying distributive leadership practices perceived by teacher and over all leadership effectiveness, the study is believed to enable school leaders to examine their practices from a distributive leadership perspective.
- ❖ Secondly, if it can be found out that distributive leadership practices is not exhibited by leaders of the secondary schools under study, then the distributive perspective has implications on reform efforts to improve the practice of leadership inside the secondary schools of Jimma zone.
- ❖ Thirdly, for education experts, it is provide some alternative solutions/ recommendation that may help to maximize teachers' participation to play leadership role in their respective schools.
- ❖ Moreover, it might have serve as point of reference or a starting point for someone who might wish to conduct further study around the topic.

## **1.6. Delimitation of the study**

To make the study more manageable, it was delimited geographically and conceptually. Geographically, the study was limited to public secondary schools of Jimma Zone, Oromia National Regional State. The rationale for geographically limiting the study area is that there is no private secondary school. This zone was chosen as the setting for this study for two reasons. First, because the time frame for the entire study was so short, it was difficult to include more zones in this study. Second, since the researcher has worked in various schools located in various Woredas of the Zones, it is believed that this would aid the researcher in the data collection process. As well, the researcher decided to focus on secondary schools because he observed and experienced the problem while working at a secondary school of Jimma Zone. It was limited to only five woredas in the zone. There were 27 secondary schools in the chosen Woredas. Due to financial and time constraints, considering all schools for the study was unaffordable and unmanageable. To make the study more manageable and consistent, the researcher chose ten public secondary schools.

It was conceptually limited to measuring the relationship between distributed leadership practice and indicators such as Framing the school vision, mission and goals, Communicating the vision, mission and goals, supervise and evaluate the instructions, maintain high visibility and providing professional development, along with teachers' organizational commitment: affective, continuance, and normative commitment.

### **1.7. Limitations of the Study**

It is obvious that research work can not totally free from limitation. Hence, some limitations were also observed in this study. One visible limitation was that most of the secondary school principals, vice principals, and teachers were busy and had no enough time to respond to questionnaires. Some of them who have enough time were also unwilling to fill in and return the questionnaire as per the required time. Another limitation was shortage of finance. In spite of these shortcomings, I use the technic give them time for two and three days however, it was attempted to make the study as complete as possible.

### **1.8. Operational Definitions of key terms.**

**Distributed leadership:** A balance of leadership among multiple individuals within an organization that involves responsibility undertaken by school leaders to coordinate and gain support from the academic staff and administrators within a specific school environment (Spillane & Diamond, 2007).

**Organizational Commitment:** Organizational commitment is the employees' state of being committed to assist in the achievement of the organization's goals, and involves the employees' levels of identification, involvement, and loyalty (Drucker, 2000).

**Shared leadership:** Shared leadership equips team members to lead through social interaction and consists of four components: social process, multiple leaders, expertise, and context (Harris, 2007).

**Teacher commitment:** is the emotional bond between the teacher and school with regard to continuing his or her association with the organization, acceptance of the values and goals of the organization, and willingness to help the organization to achieve such goals and value (Harris et al., 2003).

## **1.9. Organization of the paper**

The research paper had five chapters. Chapter one presents the nature of the problem and its approach comprising background of the study, statement of the problem, research questions, and objectives of the study, significance of the study, delimitation of the study, limitation of the study, definition of key terms and organization of the paper. Chapter two discusses the key theoretical bases or a concept that was used in the paper to place the problem in a broader perspective review of related literature, theoretical framework and conceptual frame work. Chapter three presented the methodology used in this study (the research design, the population, sampling, the instrument and its validity and reliability. Chapter four focus on results and discussion of the study. Finally, chapter five of this study involves the major findings, discussion, conclusion and recommendation of the study

# **CHAPTER TWO**

## **2. REVIEW OF RELATED LITERATURE**

This chapter examines relevant theories regarding distributed leadership practices and teachers' organizational commitment. Among the topics covered in this section are the concepts, theories, and various models of distributed leadership. Teachers' organizational commitment concepts and dimensions are also being researched. A review of previous findings on the relationship between distributed leadership practices and teachers' organizational commitment is also included. At the end of the chapter, the conceptual framework for this investigation is presented.

### **2.1. The Concept and Nature of Leadership**

Leadership is a complex phenomenon that has originated numerous theories. There are numerous theories about what it is and how it manifests itself. Leadership is the activity of persuading others to work together toward a goal that they later find desirable (Spillane, 2006). Furthermore, for centuries, people have sought direction, purpose, and meaning to guide their collective activities. In times of crisis or rapid change, leadership is required to foster purpose, direction, imagination, and passion. At such times, people look to leaders for hope, inspiration, and a path that will lead them to a better place (Hallinger, 2000). Although the term leadership is most commonly associated with industry and business, it is also very important in education.

Glover and Lae (2000) agreed that educational leadership is the ability to inspire fellowship, which is something that all teachers of their people and students should strive for. Educational leadership is particularly important because the direction and operation of those institutions that society considers a basic instrument for producing the kind of mankind it desires rests largely on proper management of education. Educational leadership also has a unique feature in that its concern is focused on its aim of shaping humankind with valuable knowledge and producing educated citizens for society. For this reason, the researcher argument is competent and skillful leadership is needed in the educational system, particularly in schools to bring desired quality of education by mobilizing concerned stakeholder secondary teachers. To this end, the consideration one is school leaders.

## **2.2. School Leadership**

Leadership is a broader concept where the authority to lead does not reside only in one person but can be distributed among different people within and beyond the school. School leadership can encompass people occupying various roles and functions such as principals, deputy and assistant principals, leadership teams, school governing boards, and school-level staff involved in leadership tasks (Heller & McNulty, 2010).

The terms school leadership and school management are frequently used interchangeably. Although the three concepts overlap, they are used in different ways. While leadership entails steering the organization by sharing other people's attitudes, motivations, and behaviors, management is more closely associated with the day-to-day operations of the organization. As a result, Harris (as cited in Moe and Thant, 2020) provides one of the few distinctions between these concepts while acknowledging that complete definitions exist. Tensions between competing elements of leadership management and administration among school leaders. Regardless of how these terms are defined, school leaders struggle to strike a balance between higher-order tasks aimed at improving staff, student, and school performance (leadership) and routine maintenance of current operations (management) and lower-order duties (administration).

Leadership is defined as the process of influencing a group's or organization's task objectives and strategies; influencing people within the organization to implement the strategies and achieve the objectives; influencing group maintenance and identification; and influencing the organization's culture (Bennett, Wise, Woods, and Harvey, 2003). This emphasizes an outstanding school's leadership has consistently emerged as a critical characteristic. There is no longer any doubt that those wanting quality in education must ensure its availability, and that the development of future leaders must be emphasized.

Thus, school leadership is a process that involves one person or a group of people, school leaders, influencing the school society, that is, teachers, parents, community, students, and others, for the overall school effectiveness and achievement of the school goals, and in schools, in particular, to achieve agreed-upon educational goals.

## **2.3. Concepts distributed leadership**

The concept distributed leadership attracts a range of meaning and is associated with a variety of practices. Mayrowetz (2008) states that different uses of this term have emerge. Distributed leadership refers to an emerging theory of leadership with a narrower focus on individual capabilities, skills, and talents. Instead this type of leadership focuses on a joint responsibility for leadership activities.

According to MacBeath, Oduro and Waterhouse (2004), distributed leadership means the same as dispersed leadership, shared leadership, collaborative leadership and democratic leadership. Kelly (2002) adds that distributed leadership also conceptualizes with delegated leadership in terms of transfer of managerial tasks and responsibilities. Harris (2002) is of the opinion that less focus is directed on the characteristics of the leader and more upon creating environments for shared learning and developing leadership capabilities. Spillane and Diamond (2007) state that part of the appeal of the distribution are about things and people in leadership roles.

### **2.3.1. An emerging idea**

Distributed leadership theory is an emerging conceptualization that relies on the guidance and direction of multiple human resources. This view of leadership allows the organization to benefit from the combined expertise and joint interaction of school leaders and professional colleagues. Together, this group can work in concert toward a common goal so that the outcome is greater than the sum of their individual actions (Elmore, 2000; et al; Spillane, 2005). Distributed leadership refers to a collective and interactive approach to leading where leadership is “stretched over multiple leaders” (Spillane, 2006). It is distributing leadership practices (Malloy, 2012). The idea of distributed leadership is not a new one. As far back as 1984, Migratory and Reynolds stressed that “leadership can occur at a variety of levels in response to a variety of situations and is not necessarily tied to possession of a formal organizational role” (cited in Law and Glover 2003). Throughout the 1980s and 1990s, the idea of distributed leadership was taking shape. The practice of developing teacher leadership was being explored and promoted (Lieberman, 1988 and Wheatley, 1999).

In the context of schools, distributed leadership was a wide- ranging concept, incorporating ideas such as teachers working together in teams and teachers taking a variety of responsibilities within the school. On the positive side, it was considered beneficial to students if teachers discussed their practice with colleagues, gave and accepted critiques of their works and open to learning from each other. However, this interaction between teachers was not always easy to achieve.

### **2.3.2. Distributed leadership: two key theorists, Spillane and Duignan**

In the current educational leadership discourse, distributed leadership has a variety of interpretations. The work of Spillane and Duignan (2001), two eminent researchers on the topic, is examined and analyzed below. Both researchers view distributed leadership as being central to the teaching and learning process in the school and agree that leadership involves all members of the school community, not just the principal and deputy principal.

Spillane argues that leadership happens in a variety of ways throughout the school and is centered in the interactions between people. “Depending on the particular leadership task, school leaders’ knowledge and expertise may be best explored at the group or collective level rather than at the individual leaders’ level” (Spillane, Halverson and Diamond 2001). Spillane’s theory of distributed leadership moves beyond individual agency and the study of what leaders know and do to exploring how leaders think and act in situ. In using distributed cognition and activity theory as the basis for his study of leadership practices, he identifies the social context as an integral component. He identifies “the tasks, actors, actions and interactions of school leadership as they unfold together in the daily life of the school” as contributing factors to distributed leadership in schools (Spillane, Halverson and Diamond, 2001). He highlights not only the interaction between people, but the interdependence between the people and their context. “The interdependence of the individual and the environment shows how human activity as distributed in the interactive web of actors, artifacts and the situation is the appropriate unit of analysis for studying practice” (Spillane et al 2001). Spillane (2001) explains the idea further by detailing three types of co-leadership practice; collaborative, collective and coordinated.

Collaborated distribution is characterized by two or more leaders working together in the same place and time to accomplish the same leadership routine. This approach “involves a reciprocal interdependency, in which the actions of different leaders involve input from one another in co-performing a leadership routine. Reciprocal interdependencies involve individuals playing off one another” (Spillane, 2006). An important effect of collaborative distribution is the potential for leaders to limit or facilitate, through the actions, motivation, capacity, and agency of those co-performing with them. The converse is equally valid due to the reciprocal interdependency nature of this type of distribution. Spillane noted that collaborated distribution more commonly is found in routine activities, such as staff development, grade-level meetings, and curriculum committee meetings, than in evaluative types of leadership tasks. This type of distribution facilitates co-practice stretched over interacting leaders.

Collective distribution involves leaders co-performing and working toward a shared leadership routine in a separate fashion, although their actions are interdependent on each other. This interdependency of thinking is not confined to a common place or time. This type of distribution holds great potential to provide a conceptual lens into the leadership motivation, ability, and action of teachers. Teachers work independently, yet toward the shared mission and goals of the school culture. Collective distribution of leadership parallels many of the organizational routines carried out by teachers on a daily basis, including evaluation of curriculum, analysis and assessment of student performance, and participation in various school-level management committees. These activities have the capability of stretching performance leadership more effectively, inciting teacher motivation and capacity, and developing leadership skills and performance (MacBeath, 2005; Spillane, 2004; Spillane & Diamond, 2007).

Coordinated distribution describes leadership practices formed by tasks that are to be completed sequentially in order for the leadership routine to be performed. The leaders can co-perform independently or together. Interdependence is maintained, because completion of an activity by a leader or group of leaders is a prerequisite for initiating the task that follows. Thus, the school leadership process is embedded in coordinated distributed practices, as dictated by the interactions of leaders, followers, and their situation (Spillane, 2006). Permeating distributed practices of leadership is the concept of heedfulness, defined by Spillane (2006) as the “way in which a set of behaviors is performed: groups act heedfully when they act carefully, intelligently, purposefully, and attentively” (p. 59). Leaders do not have to agree, but they must

be both attentive and alert to other leaders' actions (Spillane, 2006; Spillane et al., 2001). Leadership in educational contexts is abundant with structures and activities that are marked by isolation, independence, inattentiveness by other leaders, and lack of consensus (Hartley, 2007). Distributed leadership offers a conceptual lens to better understand, unify, and coordinate leadership within the school context. The performance of leadership activities can be maximized and become more effective as they are stretched across organizational leaders and become more permeable, its components and principles are better understood, and it becomes anchored in solid and abundant literature. In conclusion, both Spillane and Duignan (2001) recognize that leadership is not solely the remit of one person at the top of the organization and advocate that leadership and leadership development are relevant to the central purpose of school improving student outcomes. However, Duignan (2001) rejects the term distributed leadership as it does not necessarily create a sense of community within a school.

### **2.3.3. Other Features of Distributed Leadership**

In a comprehensive review of the literature on distributed leadership carried out for the National College of School Leadership in the UK (Woods et al 2004) three key features were identified: distributed leadership as an emergent property of interaction; distributed leadership as recognition of expertise and distributed leadership suggests openness of boundaries.

#### **2.3.3.1. Distributed leadership as an emergent property of interaction.**

One of the characteristics of distributed leadership is “an emergent property of a group or network of interacting individuals” (Woods et al., 2004). Gronn (2000) suggests that it is about the additional dynamic which is the product of conjoint activity where people work together in such a way that they pool their initiative and expertise, the outcome is a product or energy which is greater than the sum of their individual actions. This may be compared to Spillane’s definition of distributed leadership as “the collective properties of the group of leaders working together to enact a particular task, leading to the evolution of a leadership practice that is potentially more than the sum of each individual practice (Spillane et al., 2001). Theories on teamwork share the view that working together produces results over and above what would be expected from individuals working alone. The literature on teamwork often makes the distinction between formal and informal teams but suggests that both types operate best in a culture that fosters an open climate and where relationships are based on trust, mutual protection and support (Woods et al., 2004)

### **2.3.3.2. Distributed leadership as recognition of expertise**

Another distinctive characteristic of distributed leadership (Woods et al 2004), is that the distribution of leadership varies according to expertise. There is recognition that various tasks require different expertise and that all the expertise does not reside in one person at the top. Schools nowadays are complex organizations and therefore it is too much to expect that they can be led by one person. “The role of principal is now so complex and demanding, that it is unrealistic to think that any one person can discharge the role without the assistance of considerable number of colleagues, both from the teaching and the support staff” (Martin, 2006). This is particularly significant in the context of leadership for improved learning as it is recognized in the literature that the most significant influence on student learning is the direct influence the teacher has in the classroom.

Elmore, along with Spillane and Duignan (2001), argues that leadership should be concerned with improving instruction and that in this context the skills and knowledge that matter is those that are connected to, or lead directly to the improvement of instruction and student performance (Elmore 2000). Elmore recognizes that in any organization people will have different skills and competencies that are related to their predispositions, interests, aptitudes, prior knowledge and specialized roles. He acknowledges that some people will do things better than others, either as a function of their personal preferences, their experience or their knowledge and argues therefore, that distributed leadership acknowledges “multiple sources of guidance and direction, following the contours of expertise in an organization, made coherent through a common culture”.

### **2.3.3.3. Distributed leadership suggests openness of boundaries.**

The third distinctive characteristic as identified by Woods et al (2004) is that distributed leadership suggests openness of boundaries. While distributed leadership is generally explored from the perspective of the principal and teachers, it could also include students, parents and those involved in governance and management. It also raises the question of all teachers being leaders or potential leaders. Harris takes up the point in her statement all teachers harbor leadership capabilities waiting to be unlocked and engaged for the good of the school (Harris et al, 2003).

### **2.3.5 Components of distributed leadership**

There are five main components of distributed leadership such as Building Vision, Mission and Goals, Sharing Vision, Mission and Goals, Supervising and evaluating instruction, Maintain high visibility and providing professional development. According to the distributed leadership frame work designed by Hallinger (2009).

#### **2.3.5.1. Building Vision, Mission and Goals**

Leave alone a school every organization we can come up with have their own goal and visions, those visions are the reason the organization work to achieve it. Not only manager, owner of the company or the employee will achieve, unless every single person who believes they are working for the organization or who thinks he/she is committed to the organization will do whatever it takes to make it true and the leader has the most likely who has the chance to make that happen by using his power and that power is the leadership style he/she practice.

According to Hallinger (2009), a successful leader must have a clear vision that shows how all components of a school will operate at some point in the future. Having a clear image of their schools helps leaders meet the administrative requirements of their jobs; it's like a driver who knows where he/she is heading. A successful leader understands that it is important to set clear learning goals school-wide; and even community-wide goals. The development of a clear vision and goals for learning is emphasized by the instructional leader of secondary achieving schools (Leithwood & Riehl, 2003); these two authors are implying that school should put their vision or goal because it will serve as the organization road map. Letting them what has to be done, when has to be done, who should do it, who is responsible for it and so on, but just putting on the paper or agendas does not mean that the goals are being achieved.

Therefore, building and sustaining the school's vision focuses on the following principles: leaders need to have clear visions for their schools; Schools need leaders who strive to improve the quality of instruction in their schools; leaders of secondary-achieving schools expect teachers and students to achieve the schools' goals; leaders of secondary-achieving schools are confident that their schools can attain their goals; leaders who focus on school improvement have more effective schools, secondary achieving schools, and they communicate to all stakeholders that the school's most important mission is the promotion of effective learning.

### **2.3.5.2. Sharing Vision, Mission and Goals**

Determining a shared vision and mission can help your partnership reach this collective understanding and provide a foundation for establishing goals and objectives, strategies, and action plan. Hallinger, & Murphy, J. (1985) stated that after defining schools vision, mission and goals principals need to communicate those school vision, mission and goals to the school community. Communicating and explaining school vision, mission and goals are one of the crucial roles of the principal as leader. Clear Vision, Mission, goals and high expectations commonly shared among the school community are one of characteristics of an effective school (Wildy & Dimmock, 1993). Common sense, if nothing else, indicates that a clearly defined purpose is necessary for any endeavor hoping for success. Within the limits imposed by the common public school philosophy, schools need to focus on those tasks they deem most important. This allows the school to direct its resources and shape its functioning towards the realization of those vision, mission and goals (Purkey& Smith, 1983).

Dwyer (1984) and Cotton (2003) stressed that this function is concerned with the ways in which the principal communicates the school's important vision, mission and goals to teachers, parents, and students. Principals can ensure that the importance of school vision, mission and goals are understood by discussing and reviewing them with staff periodically during the school year, especially in the context of instructional, curricular, and budgetary decisions. Both formal communication (e.g. goal statements, staff bulletins, articles in the principal or cite-council newsletter, curricular and staff meetings, parent and teacher conferences, school handbook, assemblies) and informal interaction (e.g. conversations with staff) can be used to communicate the school's mission (Hallinger& Murphy, 1985; Hoy & Hoy, 2006). The ideology of Hargreaves (2009) supplement this idea, he said key responsibility of school leaders is to sustain learning, and this can best be accomplished through leading learning endeavors that are focused on long-term outcomes rather than short-term returns. Leadership that is delegated across the school contributes to sustainable improvements within the school organization. Leaders should develop and count on the expertise of their staff members to improve the effectiveness of the school.

### **2.3.5.3. Supervising and evaluating instruction**

Supervision and evaluation are essential and complementary functions, although they present distinctive characteristics (Glickman et al., 2008; Nolan & Hoover, 2004; Pawlas & Oliva, 2007). Supervision represents an organizational duty that promotes professional development, perfecting teaching practice and more learning and success for the student. Being of procedural nature, it has its basis on research-action and it configures ecological, cooperative and formative activities. As such, each teacher can exercise supervision duties, regardless of his/her duties in the organizational structure. The basic function of supervision is to help the teachers to improve teaching learning process in the classroom. It is not only visiting the classroom and writing some lines in the logbook about the efficiency of the teachers, and just checking whether the work has been done according to the set plan or not. The supervisor does not work as a controller and autocratic authority of the learning process. The dictionary of education defines supervision as all efforts of designated school officials towards providing leadership to teachers and other workers in the improvement of instruction. It also involves the stimulation, and professional growth and development of teachers. It is the process of counseling, sharing and supporting teachers to improve their performance in the classroom. It is also viewed as a process that is confidential, (except in defined circumstances) positive, forward looking; primarily educational and developmental, and designed to help the individual to progress. It is different from evaluation, which is both formative and summative whereas it is a continuous process of formative nature. In assessment the trainee tries to hide what they are bad at, in educational supervision they should be comfortable about displaying it. For this purpose, he does not follow directing, telling and fault finding approach but participatory and mutual sharing technique (Wile, 1995).

Supervision should be purposeful, related to the democratic norms and total system of education. It creates leadership qualities in teachers, respects individual differences, helps individual teachers in diagnosing of teaching difficulties, and recognizes the inherent importance of an individual teacher. There are different types supervision that includes democratic, communicative, scientific, and satisfactory interpersonal, inspectoral, laissez faire and coercive. As far as functions are concerned, it involves provision of physical facilities, maintain school discipline, recording students attendance, maintaining school accounts, preparing school budget, managing distribution of proper workload, checking

safety and security of school, maintain standard of quality education, conducting staff meeting and conferences, guiding and demonstration of lessons, preparation and provision of instructional material, supervising co-curricular activities, conducting survey, research and experiments, participating in curriculum development activities (Adam, 2002; Khan, 1999; Hick, 2002; Peter, 2001)

Evaluation is an organizational duty that accomplishes an overall formal assessment of teacher's competence and performance. Evaluation makes sure that each teacher's performance in the system reveals a minimum level of competence, taking into account the student's success. The converging duties of evaluator, specialist and decision-maker are based on national-level criteria, as well as on objectives and targets stated by each school, within its pedagogical autonomy framework. Hence, the evaluator exercises duties of global assessment for each teacher, including class observation. Unlike supervision, the relationship between the evaluator and the evaluated is hierarchical, exercised by teachers appointed for that purpose

#### **2.3.5.4. Maintain high visibility**

The principal instructional management rating scale has been adopted in hundreds of empirical studies of instructional leadership which produced an influential review in developing school principal in instruction and learning. Maintaining high visibility according to principal instructional management rating scale of Hallinger & Murphy (1985) is emerged from the dimension of developing a positive school learning climate, and which could be combined with all other functions and duties of school principal. Maintaining high visibility is referred to the culture that principal fosters in school in which he\she models values and practices of continuous instruction improvement. Conducting behaviors of being approachable and visible to students and teachers and could be shaped by communicating formally and informally with them everywhere, also, a school principal could be visible by visiting classes more the required times and could give direct feedback and could interact with students and teachers.

Moreover, school principal could be visible by attending in all the activities that teachers held with their students. Whitaker (1997) was a researcher with future perspective, he mentions that the effective in structural leader as a principal performing at high levels in four areas: resources provider, instructional resource, communicator, and visible presence in the school. Resources provider may be seen as materials, information, or opportunities to achieve the

school vision and goals. As instructional resource principals actively engage themselves in staff development to set expectations for improvements of the instructional programs. As communicator principals work to integrate the instructional planning in school vision and goals. As visible presence the principal is out and around in the school, visiting classrooms, attending departmental or grade level meetings, walking the hallways, and holding spontaneous conversations with staff and students. Principal visibility could be achieved when principal greet students and staff everywhere in the school and share welcoming statements which allows everyone to start their day in a positive fashion. Being visible also allows principals the opportunities to model appropriate interpersonal interactions for the entire school community. Through visiting classrooms daily, principal can monitor teachers at work under normal conditions. Additionally, principal as educational leader provides face to face feedback to the teacher as part of an ongoing assessment of the instructional program.

Examining the recent international literature of principal ship as instructional leadership (Foo Seong et al, 2015; Hallinger, 2010; 2013, Hanson & Larusdottir, 2015; Kaparou& Bush, 2015, Kruger, 2003) has shown how visibility associates with informal and sharing power, direct interactions, multichannel of communication, being approachable, listening, being role model of values and behaviors, and caring about human relations- and could lead to high quality of schooling, higher students achievement, less disciplines problems among students, teacher satisfaction, teacher motivation, teacher empowerment, self-esteem, sense of security, positive organizational climate and teacher loyalty to improve teaching/learning process.

### **2.3.5.5. Providing professional development**

Professional development is tailored to address teachers' needs and changing practice (Duke1982, p. 4). Leaders not only inform teachers of opportunities for staff development, but lead in-service training; ensuring professional development is closely linked to school goals and relevantly structured to groups and individuals (Hallinger& Murphy 1985, p. 223). This is another area where leaders achieve line of sight on the conditions required for improvements in student learning, and where they can support and implement changes to class organization, resourcing and assessment, working collaboratively with teachers (Robinson et al.2009, p.42; Timperley et al.2007, p.220). Teachers often acknowledge that the professional development they receive is of limited usefulness to their daily work and to their professional growth. Districts must work to create systems of professional development that genuinely advance the effectiveness of their staff for the benefit of both staff and students.

According to the national staff development council's standards for staff development (2001), professional development should be standards based, results driven, and job embedded (e.g., formal or informal professional development conducted during the school day as educators engage in their daily work activities). Professional development programs should extend beyond traditional workshops to include activities such as peer observation, mentoring, the creation of teacher portfolios, action research projects, whole-faculty or team/department study groups, curriculum planning and development, literature circles, critical friend's groups, data analysis activities, school improvement planning, the shared analysis of student work, lesson study, or teacher self-assessment and goal setting activities. Professional development activities should be collaborative but also differentiated to meet the individual needs of teachers (Chambers et al 2008).

District professional development systems and requirements should be aligned with staff evaluation systems. They should be guided by formative teacher evaluation data as well as formative and summative student assessment data to create individualized professional development that will address a teacher's specific challenge areas. Professional development also should be linked to opportunities for career advancement, and provide opportunities for teachers to be involved in its selection and delivery. Finally, professional development should be aligned with school and district vision, mission, and improvement goals (Darling-Hammond et al 20)

## **2.4. The Concept of Organizational Commitment**

Organizational commitment can be defined as the extent to which a commitment level is demonstrated to be measured by belonging to the organization. According to Drucker (2000), commitment is defined as an individual's determination to identify with the organization and its involvement in the organization. Drucker also stated that employees with a high level of commitment are usually able to reduce the exchange rate of job-hopping, tardiness, and absenteeism and can improve work satisfaction in an organization. These factors will either directly or indirectly improve work performance and achievement, as well as contribute to the organization on a continuous basis. Such employees will work harder to achieve the organization's goals. One of the fundamental concepts of educational administration is organizational commitment, which is defined as an attitude of loyalty to the organization, an ongoing process of individuals' participation in organizational decisions, and a condition that provides welfare and success while limiting freedom in an organization (Javadi & Yavarian,

2011). Organizational commitment has an undeniable impact on distributed leadership. In contrast, studies show that school leadership has a significant impact on teachers' organizational commitment (Adams, 2018). Teachers with high levels of organizational commitment at a school, for example, will increase their participation in distributed leadership practices.

A committed teacher is closely related to not only students' achievements, school effectiveness, teacher satisfaction, and job performance, but also to teacher absenteeism (Singh & Billingsley, 1998). Commitment is critical because a teacher with a low commitment level frequently prioritizes his interests over his duties and responsibilities. Hussein Mahmood (2005), on the other hand, noticed that highly committed teachers and communities can improve organizational objectives and effectiveness.

Organizational commitment has also been shown as a significant predictor of teacher effectiveness (Dee, Henkin, & Singleton, 2006). Teachers with high degrees of commitment put in more professional effort and cooperate more, and they are less likely to leave their organizations (Singh and Billingsley, 1998). According to Firestone and Pennell (1993), organizational commitment, which is a significant source of incentive for professionalization and overcoming challenges, is an important predictor of teachers' working performance. This means that teachers' dedication to their schools is critical to overall student performance.

Researchers have found a link between employees' organizational commitment and organizational leadership practices (Meyer and Allen, 1997; Nguni et al., 2006). Kul and Guçlu (2010) also discovered that teachers have a lower level of organizational commitment in the compliance sub dimension, a moderate level of organizational commitment in the identification sub dimension, and a higher level of organizational commitment in the internalization sub dimension. Uslu and Beyciolu (2013) discovered that, while teachers' organizational commitment, continuance commitment, and normative commitment are moderate, their affective commitment is high. The researcher argued that the previous study's findings differed due to the different contexts in which they were conducted.

Teachers' organizational commitments are moderate, according to (Akdemir & Ayik, 2017; Teferi, et al, 2016). Strong organizational commitments among teachers can have a favorable impact on organizational outputs and aid in the resolution of organizational issues. Furthermore, it can be claimed that teachers have no intention of quitting their jobs, and they put up the necessary effort to meet the school's objectives. This means, in the view of the

researcher, that total school performance, which leads to school development, is impossible to achieve without dedicated teachers.

### **2.4.1. Components of Organizational Commitment**

Scholars argue that affective, continuance, and normative commitment should always be treated as components or dimensions instead of distinct types of commitment, and they further contemplate that these components are being experienced by employees simultaneously, only to different extents (Meyer & Allen, 1997). Meyer & Allen (1990) also assert that even though the three components denote a certain psychological state of commitment, each is of a different nature. Meyer and Allen (1997) have been at the forefront of the multidimensional approach to organizational commitment and identified three dimensions of employee commitment: affective, continuance and normative commitment. The three forms were found to be related, but distinguishable from each other (Meyer et al., 2001).

#### **2.4.1.1. Affective Commitment**

Affective commitment is described as an emotional commitment, or the degree to which a team member identifies with the organization and its values. It refers to employees' emotional attachment, to identification with and involvement in the organization. Employees with a strong degree of affective commitment continue employment with the organization because they want to do so. Members who are committed on an affective level stay with the organization because they view their personal employment relationship as congruent to the goals and values of the organization (Beck & Wilson, 2000). Meyer and Allen (1997) indicated that affective commitment is influenced by factors such as job challenge, role clarity, goal clarity and goal difficulty, receptiveness by management, peer cohesion, equity, personal importance, feedback, participation and dependability.

### **2.4.1.2. Continuance Commitment**

Continuance commitment expresses the perceived costs team members anticipate if they were to leave the organization. Continuance commitment can be regarded as an instrumental attachment to the organization, where the individual's association with the organization is based on assessment of economic benefits gained (Beck & Wilson, 2000). Meyer and Allen (1997) highlighted costs such as lost status, pension benefits, and job-specific skills. Aytac (2015) also suggested continuance commitment not only takes into account the cost of leaving for the individual, but on the organization as well. In this instance, team members remain with the organization, at least in part, to avoid the negative impact of separation (AytacS, 2015).

### **2.4.1.3. Normative Commitment**

Allen and Meyer (1990) described normative commitment as the degree to which a team member feels obligated to remain with the organization. It reflects a feeling of obligation to continue employment. Employees with a high degree or level of normative commitment feel that they ought to remain with the organization (Meyer and Allen, 1997). Normative professional commitment in education refers to the feelings of moral responsibility of people to stay in the profession (Allen & Meyer, 1990; Bagraim, 2003). It is the sense of obligation of the professional towards the profession to uphold the value (Maheshwari et al., 2007). Reasons for perceived obligation vary. Organizational commitment is a powerful construct because it prominently impacts organizational success.

According to Balay (2012), organizational commitment involves not only compliance and participation, but a psychological alignment and identification as well (Balay, 2012). In fact, Erdem and Ucar (2013) specifically described organizational commitment as the psychological relationship employees experience with their workplace. As suggested by Sarikaya & Erdogan (2016), psychological attachment to the organization is grounded in compliance, identification or internalization. At the internalization level of commitment, the employee identifies a synergy between individual values and those of the organization (Reilly & Chatman, 1986; Sarikaya & Erdogan, 2016). Psychological alignment positively correlates with increased commitment to the organization. A healthy relationship produces positive affectations between employee and employer.

### **2.4.2. Cultivating Organizational Commitment in Schools**

Organizational commitment is a multidimensional construct (Choi & Tang, 2011; Somech & Bogler, 2002). In fact, teachers develop organizational commitment to various aspects of the profession. The psychological bond associated with organizational commitment may connect teachers to the school itself, individual students, the subject matter or the teaching profession. A school principal, for example, increasing teacher commitment to the profession alone may prove insufficient. In this instance, the teacher may take the increased commitment to the teaching profession to another school or school district. In the interests of the principal and school, the loss of this teacher could prove significant. Somech and Bogler (2002) identified two domains of participation: technical and managerial. In the technical domain, instructional decisions are made directly related to the classroom.

On the other hand, the managerial domain refers to building-level responsibilities such as school budgets, personnel decisions, or student scheduling (Somech & Bogler, 2002). Since organizational commitment is multidimensional and depends upon the leadership opportunities presented to the teacher, principals and other school administrators should obtain knowledge of the interests and abilities of each teacher. Such knowledge will allow the principal or school leader to distribute meaningful leadership to the teacher in the area of greatest strength. As a result, the teacher is more likely to make a positive contribution to the school.

The teacher will also likely develop increased organizational commitment to the school. For learning organizations, organizational commitment is paramount.

In support, Balay (2012) suggested educational institutions must inspire team members to engage the organization beyond task compliance. A deeper commitment, connection, and motivation for engagement must exist. Cherkowski (2011) illustrates the importance of teacher's organizational commitment reflecting more than a desire to remain employed at a certain school. In a qualitative study of a small inner city, elementary school, Cherkowski (2011) reported teachers and administration expressed an emotionally safe climate builds trust among faculty members. As a result, faculty members enjoyed increased confidence, took risks, and embraced leadership roles within the school. Teacher organizational commitment as a construct resulted from teachers' desire to participate in a professional learning community, where professional growth and relationships with colleagues were both sustained and organizationally fundamental (Cherkowski, 2011).

### **2.4.3. The Relationship between Distributed Leadership and Organizational Commitment**

To start from early researchers who found out these two variables are related each other (Lambert et al 2019) posited that workload and support from their principals influenced teacher burnout, job satisfaction, and occupational commitment. Other studies have found principal behaviors to represent an important determinant of teacher commitment, so far as they can help establish supportive organizational climates (Lambert, et al, 2019). So the best answer for this phenomena is leadership, likewise, leadership is a key determinant of organizational commitment. In addition to that leadership is positively linked with organizational commitment (Bono & Judge, 2003). In the study conducted by Emery and Barker (2007), the findings have shown a positive relationship between all components of leadership and organizational commitment among principals and teachers respectively.

In other study conducted by Limsila and Ogunlana (2007) the findings revealed that organizational commitment is facilitated by transformational leadership. Ismail and Yusu (2009) found that there is a significant positive relationship between leadership and organizational commitment, compatibly according to Nyengane (2007), employee commitment reflects the quality of the leadership in the organization. Contingent reward behaviors that represent transformational leadership have been found to be reasonably associated with performance and work attitudes of followers although at a lower level than transformational leadership behaviors.

There is a positive relationship between leader support and commitment (Nyengane 2007), Marzano (2011) found that individualized consideration has a positive correlation with both affective commitment and normative commitment. Lambert et al (2019) also found that transformational leadership has a moderate positive correlation with affective commitment. Lower correlation coefficients between transformational leadership and normative, as well as continuance commitment were found. No correlation was found between transformational leadership and effective, normative and continuance commitment. These findings from the literature which are reviewed expose these two issues are inseparable concepts.

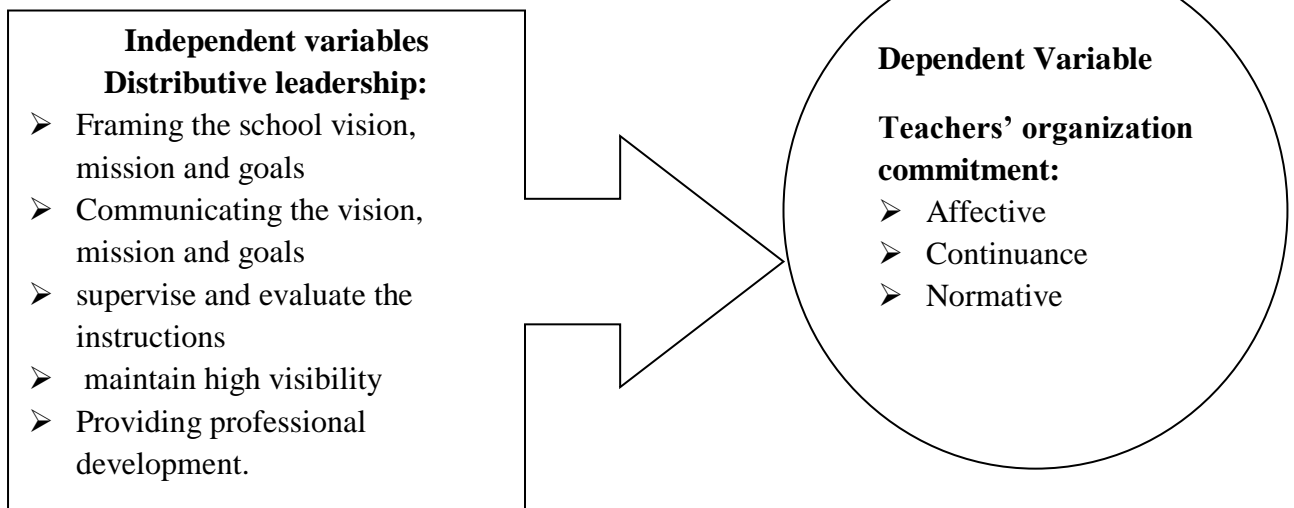
To conclude the review which has been done by the researcher from different articles and books that are published or just researched (Kidron et al 2015). Even if the topic which designed to be studied is very difficult to get related works of literature to review and show the readers or audiences brief exploration in the context of Indonesia current and recent issue regarding principals instructional leadership and its influence on teachers 'organizational commitment, but the researchers did their best to manifest the significance of this study by showing others finding, assumptions, discussion and suggestions and the most common suggestion we got from most reviewed kinds of literature is extremely encouraging other researchers like us to conduct this topic more deep, wide and systematic to show how leadership matters to influence other people to achieve a common goal they all working for and providing the way teachers can achieve their personal goal also and from the review we had, it is obvious that instructional leadership has a lot of responsibilities which are linked with teachers daily activity, so for that if teachers are not committed to their school there will not be any way the planned outcomes cannot be achieved (Marzano, 2011).

## **2.5. Theoretical framework**

Spillane (2006) pointed out that for the leader and their followers, distributed leadership as Practice has own situations, it consists of several separate activities. This leadership style related to social distribution, the functions of distributed leadership are extended to many individuals, leaders accomplished tasks through multiple interactions. Previous research has operationalized distributed leadership from two different perspectives. First, Leithwood and Mascall (2008) studied potential sources of influence, such as principals, regional managers, and teachers with designated leadership roles. The researchers investigated who was responsible for key leadership functions. Second, Pearce and Sims (2002) focused on the overall leadership team. Therefore, in this study, the researchers distinguished distributed leadership into five components, Framing the school vision, mission and goals, communicating the vision, mission and goals, supervise and evaluate the instructions in the school, maintain high visibility and providing professional development. According to Hulpia and Devos (2010) study in distributed leadership, a series of research and theory on the concept of organization function to the conceptualization, and members of what school is usually responsible for implementing these functions.

## 2.6. Conceptual Framework

The research framework for the study is the relationship between distributed leadership and teacher's organizational commitment to a secondary school in Jimma Zone. The conceptual framework has one independent variable which includes five components, Framing the school vision, mission and goals, Communicating the vision, mission and goals, supervise and evaluate the instructions, maintain high visibility and providing professional development while teacher's organizational commitment is the dependent



*Source: Adapted from Hallinger (2009)*

The listed components in the framework are the most crucial phenomena that make a given principal he/she is implementing and each component have their own impact, but most of them it has a relation with teachers because teachers are the one who is in the classroom implement the curriculum, exercise their power to achieve the school goal, practice leadership which are handed over by the principals. So this whole arrangement needs to be done with teachers.

## **CHAPTER THREE**

### **3. RESEARCH DESIGN AND METHODOLOGY**

The purpose of this study was to determine distributed leadership and teachers' organizational commitments in selected secondary schools of Jimma zone. Quantitative research methods were employed in order to achieve this purpose. This part of the research presented the methodological aspects which include description of the study area, the research design, research method, and sources of data, sample size and sampling techniques, data collection tools, data collection procedures, method of data analysis, validity and reliability checks, and ethical considerations.

#### **3.1. Description of the Study area**

Jimma zone is one of zones of Oromia regional state and found in the south-west part of Ethiopia. It has the distance of 350km from capital city of Ethiopia /Addis-Ababa/. 21 woredas are included under this zone. As Jimma zone is the major source of coffee and the related trade center in western Ethiopia, school may generate their own income from coffee plantation in order to support teaching and learning activities.

#### **3.2. Research Design**

Broadly conceived a research design refers to the plan and schedule of work, or a process of creating an empirical test to support or reject a knowledge claim Ball & Gall, (1989). In order to undertake this study, the research design which was specifically correlational design was employed. Correlation design was a measure of the relationship or association between two continuous numeric variables (Orodho, 2009). Correlation analysis results give a correlation coefficient which measures the linear association between two variables (Crossman, 2013). This study would be interested in the variables of distributed leadership and teachers' organization commitments. Thus, a correlational study was employed to determine if any relationship exists between the two variables. Specifically, the researcher has used Pearson's correlation coefficient because of transformation of ordinal data considered as parametric test (Creswell, 2012, p.167) employ to determine the association between the distributed leadership and teachers' organization commitments of the variables. Therefore, this practical design for the study as various factors of distributed leadership would be looked at and the degree of relationship was an area of interest.

### **3.3. Research method**

The study was employed quantitative research method through close-ended quantitative data. Quantitative approach was to determine the relationship between distributive leadership practices and teachers' organizational commitment by means of correlation research study design in order to examine the relationship between distributive leadership practices and teachers' organizational commitment in selected government secondary schools at Jimma zone could better understood by collecting large quantitative data. The data of the study has been collected by using 35 items of distributed leadership inventory, which was developed by Hulpia & Devos in 2009, and 18 items of organizational commitment questionnaire (OCQ) which was developed by Meyer and Allen(1979).

### **3.4. Sources of Data**

The researcher used primary sources of data for this study to obtain reliable information about the relationship between distributive leadership practices and teachers' organizational commitment under the study locality.

#### **3.4.1. Primary Sources**

Primary data were gathered from school principals, Vice principal and teachers' of secondary schools in Jimma Zone. These three respondents were selected because their day-to-day activities were related to the objectives of the study.

### **3.5. Population, Sample size and Sampling Technique**

A study population is the entire group of people to which a researcher intends the results of a study to apply. These were the ones a researcher wishes to generalize the results of the research study (Borg and Gall, 1989). There are 21 woredas and 104 secondary schools and 3526 teachers in Jimma Zone. For this study, the researcher selected five 5(24%) woredas namely, Sokoru, Nadhi Gibe, Omo Nada, Karsa and Dedo included them in the study by assuming they were representative of twenty one woredas from Jimma Zone. The sample woredas were selected by using simple random sampling techniques of lottery method. This was because in simple random sampling, every member of a population has an equal and independent chance of being selected as sample and it is also appropriate to quantitative research design. Hence, the selection of one woredas would not affect the selection of the other during application of simple random sampling technique in order to give equal chance to be represented. The target

population of this study was 253 including school principals, Vice Principal and teachers from government secondary schools. These five woredas have 27 secondary schools from which the researcher selected 10(ten schools) (37%) by using simple random sampling to get good representative sample. This is because it gives equal chances for selecting these secondary schools and the selection of the others does not affect the chance of the others to be selected (Teddlile and Yu, cited in Furi, 2016).Therefore, the population of the current study would be 233 schools teachers and 20schools leaders.

**Table 1: General population of the sampled secondary schools**

No	Name the Woredas	No. of school	Numbers of the teachers and leaders in the schools		
			Male	Female	Total
1.	Sokoru	2	37	13	50
2.	Nadhi Gibe	2	30	10	40
3.	Omo Nada	2	41	8	49
4.	Karsa	2	56	14	70
5.	Dedo	2	31	13	44
<b>Total</b>		<b>10</b>	<b>195</b>	<b>58</b>	<b>253</b>

Accordingly, Sekoru, Deneba, Dimtu, Raga, Asendabo, Nada, Serbo, Bulbul, Dedo and Kolobo, secondary schools, were selected. Regarding the sample size of respondents the researcher selects on the idea of Creswell (2012) that says a general rule of thumb is to select as large sample as possible from the population. The participants of this study was 10(100%) Principals and 10(100%) vice principals was selected by using availability, since the number of the leaders were small enough to manage and it was mandatory to participate them. while, 147(63.1%) teachers was selected by using the idea of Yamane (1967) formula.

The following table reveals total number of teachers in the sampled schools and sample size of teachers who will involve in the study from each school.

$$n = \frac{N}{1+N(e^2)}$$

Where: n = required the sample size

N=the study population

e = the level of precision (0.05)

1 = designates the probability of the event occurring

$$\text{Therefore: } n = \frac{233}{1+233(0.05)^2} = 147$$

After determined the sample size and the proportional sample size from each stratum was calculated by using the following formula:  $In = (n \times Ni) / N$

Where:  $n$  = sample size for respondents

$n$  = the total number of selected for each secondary schools

$N_i$  = the total sample size for each selected secondary schools

$N$  = the total number of secondary schools

Therefore, the distribution of the Sampling technique and sample size in relation to their respective population for each of the 10 secondary schools in Jimma Zone was precisely summarized in table

**Table 2: sampled Secondary schools and the number of the teachers**

Samples Woredas	Sample secondary schools	Samples	Target Population	Sample Size		Sampling techniques
			N	$N_i = (n \times N_i) / N$	%	
1. Sekoru	Sekoru	Principals	1	1	100	Availability
		Vice Principal	1	1	100	Availability
		Teachers	24	15	62.5	Simple Randomly
	Deneba	Principals	1	1	100	Availability
		Vice Principal	1	1	100	Availability
		Teachers	22	14	63.6	Simple Randomly
2. Nedhi Gibe	Dimtu	Principals	1	1	100	Availability
		Vice Principal	1	1	100	Availability
		Teachers	21	13	61.9	Simple Randomly
	Raga	Principals	1	1	100	Availability
		Vice Principal	1	1	100	Availability
		Teachers	15	9	60	Simple Randomly
3. Omonada	Asendabo	Principals	1	1	100	Availability
		Vice Principal	1	1	100	Availability
		Teachers	22	14	63.6	Simple Randomly
	Nada	Principals	1	1	100	Availability
		Vice Principal	1	1	100	Availability
		Teachers	23	15	65.2	Simple Randomly
4. Kersa	Serbo	Principals	1	1	100	Availability
		Vice Principal	1	1	100	Availability
		Teachers	49	31	63.2	Simple Randomly
	Bulbul	Principals	1	1	100	Availability
		Vice Principal	1	1	100	Availability
		Teachers	15	9	60	Simple Randomly
5. Dedo	Dedo	Principals	1	1	100	Availability
		Vice Principal	1	1	100	Availability
		Teachers	25	16	64	Simple Randomly
	Kolobo	Principals	1	1	100	Availability
		Vice Principal	1	1	100	Availability
		Teachers	17	11	64.7	Simple Randomly
TOTAL	Principals	10	10	100	Availability	
	Vice Principal	10	10	100	Availability	
	Teachers	233	147	63.1	Simple Randomly	

### **3.6. Instruments of Data Collection.**

One of the basic types of instrument was to collect data for this study. For this study, a questionnaire was used as instrument of data collection.

#### **3.6.1. Questionnaires**

The main reason to use questionnaire was for obtaining factual information, opinions and attitudes from large number of subjects with-in a short period of time. Questionnaire based on Kumar's (1999) advice that the choice of instrument to collect primary data was mainly determined by the purpose of the study, the resource available and the skills of the researcher. Similar Questionnaire was distributed to school leaders and teachers. Questionnaires include one type of items that was, closed ended questionnaire. The closed ended items were arranged in five-point rating Likert type scale from very low to very high this means 1= very low,2= low,3= moderate, 4= high and 5 = very high was used for the study.

### **3.7. Data Collection Procedure**

Before the study was conducted at the school, the permission letter would be taken from Jimma University College of Education and Behavioral Sciences. Then the letter would be given to education department of Jimma zone and the permission letter would again be taken to the woreda education offices. Based on the permission taken from the concerned bodies the consent would be taken from the participants. Pilot would be carried out to test reliability of the adapted measurement scales. After this, the adapted questionnaire would be distributed to participants. The gathered data would be analyzed accordingly using SPSS version 22 to make the procedure easy. Finally, research report work would be done and submitted to the concerned body.

### **3.8. Data analysis method**

The researcher used descriptive statistics and Pearson correlation coefficient to analyze the data. The descriptive statistics used to describe the data while Pearson correlation coefficient used to generalize the data finding Kimberly, (2011). In agreement with the data that were collected from respondents, the close-ended items were systematically coded, tabulated and organized for analysis. The organized and coded data were stored in an editable excel spreadsheet and imported to SPSS version 22 and analyzed using such descriptive statistics as percentage, frequency, mean, standard deviation and average mean; and Pearson correlation coefficient, significance of distributive leadership practices as it relates to teachers' organizational commitment. Frequency and percentage distribution were used to analyze various characteristics

of the respondents such as sex, age, and academic qualification, field of study and years of service. Mean, average mean and standard deviation were computed for quantitative variables the extent which was distributive leadership practices to setting clear school vision and to raise, promote professional practice to enhance, for teachers as a leader to enhance students' academic achievements in secondary schools under the study.

Even though five point Likert scales were at significance level of 0.05 at various levels of rating scales (Very low, low, Moderate, high and very high,) were used to collect data from respondents, to make analysis clear, the responses were analyzed with mean value 1.49 as very low, 1.50-2.49 as low, 2.50-3.49 as Moderate, 3.51-4.49 as high and 4.5-5 as in implementation of the items. For the sake of analyses, very high and high indicate effective implementation of each item, and moderate presents neither positive nor negative agreement and similarly very low and low indicate ineffective implementation of items in the schools (Dassalegn, 2014). Finally, the above methods of data analysis, data obtained through close ended questions, were analyzed and interpreted quantitative by describing the responses provided by the respondents

### **3.9. Validity and reliability checks**

The validity and reliability of this research was checked in pilot secondary school. However, before conducting the main study, the draft questionnaires were first administered to one principal, one vice principals and 19 teachers of in Elkee secondary school which is not part of the study sample. It was done to achieve the relevance of the questionnaires and to improve the questions based on the feedback. However, the pilot test result did not show major defect on the developed questionnaires. Hence, only few modifications were made on some questions before the final version was developed.

After the distribution of questionnaires and collected back by researcher, necessary modification was made on two items. Additionally the reliability of the instrument is measured by using Cronbach's alpha test by the help of SPSS version 22. The obtained result was 0.82. Then as the results indicated it was good indication of the internal consistency of item. An acceptable reliability score is one that is 0.7 and higher (Berthoud, 2000).

**Table3: Reliability test results with Cronbach's alpha**

Variables	Number of items	Cronbach's Alpha value
Distributive leadership	35	.861
teachers' organizational commitment	18	.783
Total	53	0.82

Source: - field survey, 2022

### **3.10. Ethical Consideration**

Research ethics refers to the type of agreement that the researcher enters into with his/ her respondents. Ethical considerations play a role in all research studies, there for the researcher would went to the study area with the letter of entry which was prepared by Jimma University, College of Education and Behavioral science, Department of Educational Planning and Management to Jimma Zone Education department office. After the researcher had obtained letter of entry from the zone and explained the objectives of the study. Then, the study would be conducted after getting permission from the selected sample of secondary schools in the zone. Any communication with the concerned bodies should be accomplished at their voluntarily agreement without harming and threatening the personal and institutional wellbeing. The respondents would be informing of the duration of the study as well as confidentiality of information obtained and anonymity of their identity. According to Best and Khan, (1999) involving participants in a research work, it is important considering the ethical principles lay down and the names of respondents and the collected data were surely kept under the researcher's safe keeping them.

## CHAPTER FOUR

### 4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter dealt with results and discussion of the study. This section of the report was categorized into two major parts. The first part presented personal information of the respondents whereas the second part dealt with the results and discussion of the data. Analysis and discussion was made by using the data gathered from principals, vice principals and teachers' in secondary schools of Jimma zone.

Similar questionnaires were distributed to teachers, vice principals and principals. One hundred and sixty-seven (167) questionnaires were distributed to respondents and interestingly 166 similar questionnaires were properly filled in and returned. In order to validate the data from questionnaire were conducted with teachers, vice principals and principals. The data gathered through questionnaires were tallied, tabulated and quantified.

*Table 4.*Return rate of questionnaires (leaders No=20, and teachers No =147, total=167)

No	Name of school	Number of distributed	Number of Reponses	Reponses rate in %
1	Sekoru	17	17	100%
2	Deneba	16	16	100%
3	Dimtu	15	15	100%
4	Raga	11	10	90.9%
5	Asendabo	16	16	100%
6	Nada	17	17	100%
7	Serbo	33	33	100%
8	Bulbul	11	11	100%
9	Dedo	18	18	100%
10	Kolobo	13	13	100%
Tota l		167	166	99.4%

Source: -Field survey, 2022

A total of 53 questionnaires was prepared and distributed to 147 teachers and 20 leaders. Teachers 146, and leaders 20 respondents had properly filled in and returned the questionnaire 53 in 100 % and the response rate was ranged to 99.4% which was very high to represent the views of the target population and table 4 precisely showed the response rate of 10 sampled government secondary school.

## 4.1. Socio-Demographic Characteristics of study Respondents

This section provided some basic background information of the respondents, which included sex, age, academic qualification of study and years of service were presented and discussed. Accordingly, the data in table 5 illustrated demographic characteristics of the respondents who responded the questionnaire. The category includes secondary school leaders and teachers currently working in the schools understudy.

**Table 5. Respondents Socio-Demographic Characteristics.**

No	Variables		Category	Respondents	
				Frequency	Percentage
1.	Sex	Teachers	Male	114	78.1
			Female	32	21.9
		Leaders	Male	20	100
			Female	-	-
2.	Age	20-25	7	4.2	
		26-30	20	12.0	
		31-35	59	35.5	
		36-40	52	31.2	
		41-45	22	13.3	
		46-50	2	1.2	
		50 above	4	2.4	
		Total	166	100	
3	Educational qualification	Diploma	-	-	
		BA/BSc/Bed	124	74.6	
		MA/MSc	42	25.4	
4	Work experience	5 & below	2	1.2	
		6-10 year	8	4.8	
		11-15 year	64	38.6	
		16-20 year	44	26.5	
		21-25years	34	20.5	
		26 & above	14	8.4	
		Total	166	100	
5	Training attended	Teachers	Did not take at all	131	89.7
			More than 3months	15	10.3
		Leaders	Did not take at all	12	60
			More than 3 months	8	40
		Total	Did not take at all	143	86.1
			More than 3 months	23	13.9

Source: - Field survey, 2022

According to the data illustrated in table 5 item 1, majority of teachers (78.1%) and leaders (100%) were males. Only 21.9% of teachers of the respondents were females. This implied that, the participation of females either in the secondary school teaching or involvement in the school leadership was too much less than males.

Regarding age of the respondents, the data in the table 5 showed, 4.2% of respondents were between the ages of 20-25 years. Others 12.0% of respondents fall between the ages of 26-30 years. In addition, 35.3% of respondents were between the ages of 31- 35 years. Moreover 31.2 % of respondents were between 36-40 years. Besides 13.2% of respondents was between the ages of 40-45 years. The remaining 1.2% respondents were between 46-50 years. Finally, 2.4% respondents were the ages of 50 above years.

Concerning educational background of the respondents, the data illustrated in table 5 showed that, almost all teachers and leaders (74.6%) had a first degree. The rest teachers and leaders (25.4%) had master's degree. Thus, that the majority of teachers had first degree. From this, one could easily understand that, most of the respondents of the questionnaires were subject area graduates; even though a blue print of TDP (MoE, 2007) has stated that the academic qualification required for the secondary school principal is MA degree.

Regarding work experience of respondents, 1.2% respondents had served below 5 years. Others 4.8% respondents had a service year between 6-10. In addition, 38.3% respondents served between 11-15. Moreover 26.2% had 16-20 years' teaching experience and on the other hand, 20.4% respondents 21-25 work experience. The rest respondents 8.4% above 26 years work experience. The work experience ranged indicated that most respondents were young and only a few were seniors. This implied that majority of teacher respondents were youngsters that helped them to actively participate in teaching and school leadership.

Concerning to item 5 on the table 5, showed that training attended to school leadership, 60% of school leader respondents and 89.7% of teacher respondents did not take at all any training which was relevant to school leadership while the remaining 40% of school leader respondents and 10.3% of teacher respondents were taken school leadership training. This implied that majority of school leaders below standard were working in the schools.

## 4.2. Results and Discussion of the Data

### 4.2.1 Distributive Leadership Practices

In this section, respondent responded regarding the five dimension of distributive leadership practices. Such five dimensions were building mission vision and goals, providing professional development, and sharing vision mission and goal; maintain high visibility, supervision and evaluation. Accordingly, the response of the teachers and leaders members was summarized and discussed below table.

**Table 6. Distributive leadership on building vision mission and goal.**

No	Distributive leadership practices.	R	N	M	SD
1	The principal builds consensuses around a common set of values among teachers.	T&P	166	3.46	.71012
2	The principal clarifies and makes known the school's rule and to all school members.	T&P	166	3.43	.74171
3	The principal discusses instructional related polices and issues with staff regularly.	T&P	166	3.50	.85102
4	The Principal participates all staff while developing the strategic plan of the school	T&P	166	3.55	.93748
5	The principal discusses the school academic goal with all staff regularly	T&P	166	3.59	.88063
6	The principal involves teachers while developing vision, mission, goals and values of the school	T&P	166	3.48	.96435
7	The principal makes teachers to participate in most significant issues of the school.	T&P	166	3.63	.95141
	Average	T&P	166	3.52	.61516

Source: - Field survey, 2022

**Key:** Mean value  $\geq 4.50$ = very high, 3.50-4.49= high, 2.50-3.49= moderate, 1.50-2.49= low and  $\leq 1.49$ = very low.

In the above table over all distributed leadership variables of building vision mission and goal seven items were assessed. According to respondents responded the mean score (M= 3.52, SD=.61516) were responded in the above table 6. Therefore, each of the building vision mission and goal specific items was responded by the respondents and each of the responses was analyzed below.

With regard to item 1 of table 6, which was concerned with distributive leadership practices and the principal built consensuses around a common set of values among teachers, was obtained from respondents responses mean score(M=3.46,SD= .71012) respectively.

Distributive leadership practices and the principal built consensus around a common set of values among teachers was rated moderate performance when computing with the mean set as separation.

With regard to item 2 of table 6, which was concerned with the principal clarified and made known the school's rule and to all school members, obtained from respondents responses mean score ( $M=3.43, SD = .85102$ ) respectively. Articulating the principal clarified and made known the school's rule and to all school members was rated moderate performance when computing with the mean set as demarcation.

Regarding item 3 of table 6, which was concerned to the principal discussion of instructional related policies and issues with staff regularly. Obtained from respondents responses mean score ( $M=3.50, SD=.65706$ ) respectively. Implementing a process, the principal discussion of instructional related policies and an issue with staff regularly was rated high performance when computing with the mean set as demarcation.

Concerning item 4 of table 6, identified the principal participated all staff while developing the strategic plan of the school was obtained from respondents responses with mean score ( $M=3.55, SD = .93748$ ) respectively. Identify Principal participates all staff while developing the strategic plan of the school high performance when computing with the mean set as demarcation.

With respect to item 5 of table 6, Articulate the principal discusses the school academic goal with all staff regularly mean score ( $M=3.59, SD= .88063$ ) respectively. Articulate well-defined principal discusses the school academic goal with all staff regularly was rated high performance when computing with the mean set as respondents.

With regard to item 6 of table 6, respondents were requested to rate establish the principal involved teachers while developing vision, mission, goals and values of the school mean score ( $M=3.48, SD=.96435$ ) respectively. Establish clear and principal involves teachers while developing vision, mission, goals and values of the school was rated moderate performance when computing with the mean set as demarcation.

Regarding to item 7 of table 6, the respondents were requested to the principal made teachers to participate in most significant issues of the school obtained from respondents responses mean score ( $M=3.63, SD=.95141$ ) respectively. Principal made teachers to participate in most significant issues are rated high performance when computing with the mean set as separation.

**Table7. Distributive leadership practices in providing professional development.**

Source: - Field survey, 2022

	<b>Principals' distributive leadership practices</b>	R	N	M	SD
1	The principal encourages teachers to assume certain responsibilities	T&P	166	3.16	1.14046
2	Supports teachers on their individualized plan of professional development	T&P	166	3.10	1.18231
3	The principal encourages teachers to attend professional development activities which directly enhance their teaching	T&P	166	3.61	.94732
4	The principal plans and facilitates the provision of in-service training programs for teachers	T&P	166	3.19	1.18534
5	The principal encourages teachers the opportunities to learn from one another	T&P	166	3.48	1.00747
6	The principal initiates teachers to conduct peer observation	T&P	166	3.59	.92099
7	The principal gives teachers a great deal of freedom and choice in deciding how to do their work	T&P	166	3.57	1.02878
Average		T&P	166	3.39	.72228

In the above discussion over all distributed leadership variables of providing professional development seven items were assessed. According to respondents responses the mean score (M= 3.39, SD=.72228) were responded in the above table7. Therefore, each of the providing professional development specific items was responded by respondents and each of the responses was analyzed below.

Concerning table 7, item 1. The principal encouraged teachers to assume certain responsibilities the mean was obtained from respondents mean score (M=3.16, SD=1.14046) respectively. The principal encouraged teachers to assume certain responsibilities were rated moderate performance when computing with the mean set as demarcation.

Regarding table 7, item 2. Supports teachers on their individualized plan of professional development the mean score (M=3.10, SD=1.18231) was obtained from respondents responses supported teachers on their individualized plan of professional development are rated moderate performance with the mean set as demarcation.

Regard to table 7, item 3. Encouraged teachers to attend professional development activities which directly enhanced their teaching the mean score ( $M=3.61$ ,  $SD=.94732$ ) was obtained from respondents responses. Principal encouraged teachers to attend professional development activities which directly enhanced their teaching were rated high performance when computing with the mean set as demarcation.

Concerning item 4 of table 7, the principal planned and facilitated the provision of in-service training programs for teachers mean score ( $M=3.19$ ,  $SD=1.18534$ ) was obtained from respondents responses. principal planned and facilitated the provision of in-service training programs for teachers was rated moderate performance when computing with the mean set as out of a maximum of 5.

With item 5 of table 7, regards to the encouragement teachers to the opportunities to learn from one another mean score ( $M=3.48$ ,  $SD=1.00747$ ) was obtained from respondents responses. To encourage teachers, the opportunities to learn from one another were rated moderate performance when computing with the mean set as demarcation.

With item 6 of table 7, the respondents were requested to rate concerning the principal initiated teachers to conduct peer observation mean score ( $M=3.59$ ,  $SD=.92099$ ) was obtained from respondents responses respectively. The leaders initiated teachers to conduct peer observation were rated high performance when computing with the mean set as separation.

With regards to professional development deepened teachers' content knowledge, item 7 of table 7, the principal gave teachers a great deal of freedom and choice in deciding how to do their work the mean score ( $M=3.57$ ,  $SD= 1.02878$ ) respectively. The principal gave teachers a great deal of freedom and choice in deciding how to do their work was rated high performance when computing with the mean set out maximum value of 5

**Table8. Distributive leadership practices in terms of sharing vision mission and goal.**

No	Distributive leadership practices.	R	N	M	SD
1	Facilitate good and smooth communication among teachers and all school members	T&P	166	3.36	.83235
2	Initiate individuals or groups to make decisions on issues Important for schools'' success.	T&P	166	3.46	.87110
3	Encourage formal and informal groups to contribute to the achievement of schools' objectives.	T&P	166	3.38	.79713
4	Encourage staff to feel secure in taking risks to innovate best ideas that contribute to the school's development.	T&P	166	3.37	.79713
5	Create conducive environment in which a good working relationship exist	T&P	166	3.55	.91159
6	Foster and promote cooperation and cohesion among staff members	T&P	166	3.42	.85505
7	Establish supportive atmosphere in which teachers are encouraged to work as a team member	T&P	166	3.48	.94517
	Average	T&P	166	3.43	.57563

Source: - Field survey, 2022

In the above table, distributed leadership variables of sharing vision mission and goal seven items were assessed. According to respondents responses the mean score ( $M= 3.43$ ,  $SD=.699813$ ) were responded in the above table 8. Therefore, each of the sharing vision mission and goal specific items was responded by respondents and each of the responses was analyzed below.

Concerned with table 8, item 1 to facilitate good and smooth communication among teachers and all school members was obtained from respondents responses with mean score ( $M=3.36$ ,  $SD=.83235$ ) respectively. Facilitate good and smooth communication among teachers and all school members were obtained from respondents were rated moderate performance when computing with the mean set as separation.

Initiating individuals or groups to make decisions on issues important for schools'' success, item 2 of table 8, was obtained from respondents responses mean score ( $M=3.46$ ,  $SD=.87110$ ). Frame helped to initiate individuals or groups to make decisions on issues important for schools'' success was rated moderate performance when computing with the mean set as demarcation.

Regarding to the encouragement of formal and informal groups to contribute to the achievement of schools' objectives. Item 3 of table 8, the mean score ( $M=3.38$ ,  $SD=.79713$ ) was obtained from respondents responses. Encouraging formal and informal groups to contribute to the achievement of schools' objectives to do so the rated moderate performance when computing

with the mean set as out of a maximum of 5. Concerning of table 8, regarding the encouragement of staff to feel secure in taking risks to innovate best ideas that contribute to the school's development, was obtained from respondents responses mean score with (M=3.37,SD=.79713). To encourage staff to feel secure in taking risks to innovate best ideas that contribute to the school's development was rated moderate performance when computing with the mean set as out of a maximum of 5.

Item 5 table 8, regards to create conducive environment in which a good working relationship existed was obtained from respondents responses mean score (M=3.55, SD=.91159) respectively. To create conducive environment in which a good working relationship was rated high performance when computing with the mean set as separation. With item 6 of table 8, the respondents were requested to rate concerning foster and promote cooperation and cohesion among staff members was obtained from respondents responses mean score with (M=3.42, SD=.85505) respectively. Concerning the foster and promote cooperation and cohesion was rated moderate performance when computing with the mean set as demarcation. With regard to establish supportive atmosphere in which teachers were encouraged to work as a team member, item 7 of table 8, was obtained from respondents responses mean score with (M=3.48,SD=.94517) respectively. To establish supportive atmosphere in which teachers were encouraged to work as a team member was rated moderate performance when computing with the mean set as out of a maximum of 5.

**Table 9. Distributive leadership practices in maintain high visibility**

	Distributive leadership practices.	R	N	M	SD
1	Actively listens to teachers' diverse points of view	T&P	166	3.59	1.06783
2	Treat all staff equally	T&P	166	3.62	1.14174
3	Accept teachers' feedback	T&P	166	3.34	.99616
4	Involve teachers in planning and implementation of the school's budget	T&P	166	3.16	1.12796
5	Involve teachers in schools income generating activities	T&P	166	3.46	1.09899
6	Develop and maintain high morale in teachers.	T&P	166	3.36	.93521
7	Recognize teachers as colleagues and respect them	T&P	166	3.66	.95593
	Average	T&P	166	3.46	.80717

Source: - Field survey, 2022

In the above distribution leadership variables of maintaining high visibility seven items were assessed. According to respondents responses the mean score (M= 3.46, SD=.80717) were responded in the above table 9. Therefore, each of them maintains high visibility specific items

were responded by respondents and each of the responses was analyzed below. According to the data obtained from the respondents on item 1 of table 9, which related to actively listening to teachers' diverse points of view was obtained from respondents responses mean score with (M=3.59,SD= 1.06783) respectively. Actively listening to teachers' diverse points of view was rated high performance when computing with the mean set as demarcation.

From the responses to item 2 of table 9, which related to the treatment of all staff equally was obtained from respondents responses mean score (M=3.62,SD=1.14174) respectively. Degree of perception on whether advising teachers and department heads regarding the challenges they faced in relation to treat all staff equally was rated high performance when computing with the mean set as demarcation. Regarding from the responses to item 3 of table 9, Respondents rated to accept teachers' feedback was obtained from respondents responses mean score (M=3.34,SD=.99616) respectively. Accepting teachers' feedback was rated moderate performance when computing with the mean set as demarcation. Moreover, to accept teachers' feedback was rated as moderate performance level.

Regarding item 4 of table 9, respondents rated to involve teachers in planning and implementation of the school's budget was obtained from respondents responses mean score (M=3.16, SD=1.12796) respectively. Involving teachers in planning and implementation of the school's budget was rated moderate performance when computing with the mean set as demarcation. Concerning with item 5 of table 9, respondents rated to involve teachers in schools income generating activities was obtained from respondents responses mean score (M=3.46, SD=.1.09899) respectively. Provide to involve teachers in schools income generating activities was rated moderate performance when computing with the mean set as demarcation.

With regard to item 6 of table 9, respondents rated, to develop and maintain high morale in teachers was obtained from both teachers and leaders responses mean score with (M=3.36,SD=.93521) respectively. Developing and maintaining high morale in teachers was rated moderate performance when computing with the mean set as demarcation.

In line with the responses to item 7 of table 9, respondents rated recognize teachers as colleagues and respect them was obtained from both teachers and leaders responses mean score (M=3.66, SD=.95593) respectively. Recognize teachers as colleagues and respect them was rated high performance when computing with the mean set as demarcation.

**Table 10. Distributive leadership practices in terms of supervisor and evaluation.**

NO		R	N	M	S. D
1	The principal discusses new ideas about teaching and learning with teachers at a staff meeting regularly	T&P	166	3.62	1.00027
2	The principal encourages teachers in the selection and implementation of appropriate teaching techniques and materials	T&P	166	3.64	1.01095
3	The principal discuss the progress and implementation of teaching and learning activities in staff meeting regularly	T&P	166	3.28	.76325
4	The principal makes teachers to play role in setting grades and student assessment techniques.	T&P	166	3.69	.90433
5	The principal opportunities are provided to discuss new classroom practices with colleagues	T&P	166	3.54	.87110
6	The principal encourage teachers to undertake action research	T&P	166	3.29	.83316
7	The principal involve teachers in solving students learning Problems	T&P	166	3.60	.91373
Average		T&P	166	3.53	.60495

Source: - Field survey, 2022

In the above over all distributed leadership variables of supervision and evaluation seven items were assessed. According to respondents responses the mean score ( $M= 3.44$ ,  $SD=.60495$ ) were responded in the above table10. Therefore, each of the supervisor and evaluation specific items was responded by respondents and each of the responses was analyzed below.

With regard to table 10, item 1 the principal discussed new ideas about teaching and learning with teachers at a staff meeting regularly responses mean score ( $M=3.62,SD=1.00027$ ) respectively. The principal discussed new ideas about teaching and learning with teachers at a staff meeting was rated high performance when computing with the mean set as demarcation.

Regarding to encouragement of teachers in the selection and implementation of appropriate teaching techniques and materials, item 2 of table 10, was obtained from respondents responses mean score ( $M=3.64,SD=1.01095$ ) respectively. The leaders encouraged teachers in the selection and implementation of appropriate teaching techniques and materials was rated moderate performance when computing with the mean set as demarcation.

With regard to discussion of the progress and implementation of teaching and learning activities in staff meeting regularly., item 3 of table 10, was obtained from respondents responses mean score ( $M=3.28,SD =.76325$ ) respectively. Discussion of the progress and implementation of teaching and learning activities in staff meeting regularly to do so the rated moderate performance when computing with the mean set as out of a maximum of 5.

Item 4 of table 10, was to make teachers to play role in setting grades and student assessment techniques, was obtained from respondents responses mean score (M=3.69, SD=.90433) respectively. The principal made teachers to play role in setting grades and student assessment techniques was rated high performance when computing with the mean set as out of a maximum of 5. With item 5 of table 10, regards to principal opportunities were provided to discuss new classroom practices with colleagues was obtained from respondents responses mean score (M=3.54, SD =.87110) respectively. To create principal opportunities were provided to discuss new classroom practices with colleagues was rated high performance when computing with the mean set as demarcation.

With item 6 of table 10, the principal encouraged teachers to undertake action research was obtained from respondents responses mean score (M=3.29, SD=.87110) respectively. Concerning the principal encouragement teachers to undertake action research was obtained from both teachers and leaders were rated moderate performance when computing with the mean set as demarcation. With regards to the principal involve teachers in solving students learning problems, item 7 of table 10, was obtained from respondents responses mean score (M=3.60,SD=.91373) respectively. Principal involve teachers in solving students learning problems was rated high performance when computing with the mean set as out of a maximum of 5.

**Table 11. Summery of distributed leadership practices.**

No	Components	Total		
		M	SD	Level
1	Distributive leadership on building vision mission and goal (DLPB).	3.52	.61089	High
2	Distributive leadership practices in providing professional development (DLPP).	3.39	.72228	low
3	Distributive leadership practices in terms of sharing vision mission and goal (DLPSH).	3.43	.57563	Moderate
4	Distributive leadership practices in maintain high visibility (DLPM).	3.46	.80717	Moderate
5	Distributive leadership practices in terms of supervision and evaluation (DLPSE).	3.53	.60495	Very High
Average		3.46	.54859	

Source: - Field survey, 2022

In the above analyzed data distributed leadership practices of five variables were assessed. From the above analyzed data according to respondents responses on variable in terms of supervision and evaluation very high mean score (M=3.53, SD=.55053) were obtained. But on variable in

providing professional development its mean score ( $M=3.39$ ,  $SD=.72228$ ) was low mean score obtained according to respondents responses.

#### 4.2.2. Teachers' Organizational Commitment

In this section respondent response regarding the three dimension of teachers' organizational commitment. Such three dimensions were affective commitment, continuance commitment and normative commitment. Accordingly, the response of the teachers and leaders (principals and vice principal) members were summarized and discussed below table.

**Table 12. Affective Commitment Scale.**

No	Dimensions of Teachers' Commitment	R	N	M	SD
1	I would be very happy to spend the rest of my career with this organization.	T&P	166	3.61	.95373
2	I really feel as if this organization's problems are my own	T&P	166	3.49	1.04300
3	I do not feel a strong sense of "belonging" to my organization.	T&P	166	3.34	.99616
4	I do not feel "emotionally attached" to this organization. (R)	T&P	166	3.31	1.05518
5	I do not feel like "part of the family" at my organization. (R)	T&P	166	3.46	1.12062
6	This organization has a great deal of personal meaning for me.	T&P	166	3.30	1.04139
	Average	T&P	166	3.42	1.034612

Source: - Field survey, 2022

In the above over all teachers' organizational commitment variables of affective commitment six items were assessed. According to respondents responses the mean score ( $M=3.42$ ,  $SD=1.034612$ ) were responded in the above table 12. Therefore, each of the affective commitment specific items was responded by the respondents and each of the responses was analyzed below. *With regard to affective commitment table 12, item 1 i would be very happy to spend the rest of my career*

*with this organization, the mean score ( $M=3.61$ ,  $SD=.95373$ ) was obtained from respondents responses respectively. I would be very happy to spend the rest of my career with this organization was rated high performance when computing with the mean set as demarcation.*

With regard to i really feel as if this organization's problems are my own, item 2 of table 12, the mean score ( $M=3.49$ ,  $SD=1.04300$ ) was obtained from respondents responses respectively. Really feel as if this organization's problems are my own was rated moderate performance when computing with the mean set as demarcation.

With regard i do not feel a strong sense of "belonging" to my organization, item 3 of table 12, the mean score (M=3.34, SD=.99616) was obtained from respondents responses respectively. I do not feel a strong sense of "belonging" to my organization so the rated moderate performance when computing with the mean set as out of a maximum of 5.

Concerning item 4 of table 12, with regards to i do not feel "emotionally attached" to this organization, the mean score (M=3.31, SD=1.05518) was obtained from respondents responses respectively. I do not feel "emotionally attached" to this organization was rated moderate performance when computing with the mean set as out of a maximum of 5.

With item 5 of table 12, regards to i do not feel like "part of the family" at my organization, the mean score (M=3.46, SD=1.12062) was obtained from respondents responses respectively. I do not feel like "part of the family" at my organization was rated moderate performance when computing with the mean set as demarcation.

With item 6 of table 12, this organization has a great deal of personal meaning for me the mean score (M=3.30, SD=1.04139) was obtained from respondents responses respectively. Organization had a great deal of personal meaning for me from respondents were rated moderate performance when computing with the mean set as demarcation.

**Table 13.Continuanace Commitment Scale.**

No	Dimensions of Teachers' Organizational Commitment	R	N	M	SD
1	Right now, staying with my organization is a matter of necessity as much as desire.	T&P	166	3.40	.84552
2	It would be very hard for me to leave my organization right now, even if I wanted to.	T&P	166	3.46	.89173
3	Too much of my life would be disrupted if I decided I wanted to leave my organization now.	T&P	166	3.26	1.03378
4	I feel that I have too few options to consider leaving this organization.	T&P	166	3.41	.99184
5	If I had not already put so much of myself into this organization, I might consider working elsewhere.	T&P	166	3.33	.93560
6	One of the few negative consequences of leaving this organization would be the scarcity of available alternatives.	T&P	166	3.38	1.10396
	Average	T&P	166	3.37	.67531

Source: - Field survey, 2022

In the above over all teachers' organizational commitment variables of continuance commitment six items were assessed. According to respondents responses the mean score

( $M= 3.37$ ,  $SD=.67531$ ) were responded in the above table 13. Therefore, each of the continuance commitment specific items was responded by the respondents and each of the responses was analyzed below.

With regard to continuance commitment table 13, item 1 right now, staying with my organization was a matter of necessity as much as desire responses, the mean score ( $M=3.40$ ,  $SD=.84552$ ) was obtained from the respondents responses respectively. Right now, staying with my organization was a matter of necessity as much as desire was rated moderate performance when computing with the mean set as demarcation.

With regard to it would be very hard for me to leave my organization right now, even if i wanted to., item 2 of table 13, the mean score ( $M=3.46$ ,  $SD=.89173$ ) was obtained from respondents responses respectively. It would be very hard for me to leave my organization right now, even if i wanted to was rated moderate performance when computing with the mean set as demarcation.

With regard too much of my life would be disrupted if i decided wanted to leave my organization now., item 3 of table 13, the mean score ( $M=3.26$ ,  $SD=1.03378$ ) was obtained from respondents responses respectively. Too much of my life would be disrupted if i decided i wanted to leave my organization now so the rated moderate performance when computing with the mean set as out of a maximum of 5.

Concerning item 4 of table 13, with regards to i feel that i have too few options to consider leaving this organization., the mean score ( $M=3.41$ ,  $SD=.99184$ ) was obtained from respondents responses respectively. I feel that i have too few options to consider leaving this organization was rated moderate performance when computing with the mean set as out of a maximum of 5.

With item 5 of table 13, regards to if i had not already put so much of myself into this organization, i might consider working elsewhere the mean score ( $M=3.33$ ,  $SD=.93560$ ) was obtained from respondents responses respectively. If i had not already put so much of myself into this organization is rated moderate performance when computing with the mean set as demarcation.

With item 6 of table 13, One of the few negative consequences of leaving this organization would be the scarcity of available alternatives the mean score ( $M=3.38$ ,  $SD=1.10396$ ) was obtained from respondents responses respectively. One of the few negative consequences of

leaving this organization would be the scarcity of available alternatives from respondents were rated moderate performance when computing with the mean set as demarcation.

**Table 14. Normative Commitment Scale.**

No	Dimensions of Teachers' Organizational Commitment	R	N	M	SD
1	I do not feel any obligation to remain with my current employer. (R)	T&P	166	3.29	1.04482
2	Even if it were to my advantage, I do not feel it would be right to leave my organization now	T&P	166	3.31	.92674
3	I would feel guilty if I left my organization now	T&P	166	3.20	.98792
4	This organization deserves my loyalty	T&P	166	3.40	.93467
5	I would not leave my organization right now because I have a sense of obligation to the people in it.	T&P	166	3.36	.97587
6	I owe a great deal to my organization	T&P	166	3.20	.93755
	Average	T&P		3.30	.60269

Source: - Field survey, 2022

In the above over all teachers' organizational commitment variables of normative commitment six items were assessed. According to respondents responses the mean score (M=3.30, SD=.60269) was obtained in the above table14. Therefore, each of the normative commitment specific items was responded by the respondents and each of the responses was analyzed below.

With regard to normative commitment table 14, item 1 i do not feel any obligation to remain with my current employer the mean score (M=3.29, SD=1.04482) was obtained from respondents responses respectively. I do not feel any obligation to remain with my current employer is rated moderate performance when computing with the mean set as demarcation.

With regard table 14, item 2 of even if it were to my advantage, i do not feel it would be right to leave my organization now, the mean score (M=3.31, SD=.92674) was obtained from respondents responses respectively. I do not feel it would be right to leave my organization now was rated moderate performance when computing with the mean set as demarcation.

With regard table 14, Item 3 of i would feel guilty if i left my organization now, the mean score (M=3.20, SD=.98792) was obtained from respondents responses respectively. I would feel guilty if i left my organization now so the rated moderate performance when computing with the mean set as out of a maximum of 5.

With regard table 14, item 4 of this organization deserves my loyalty, the mean score (M=3.40, SD=.93467) was obtained from respondents responses respectively. This organization deserves my loyalty was rated moderate performance when computing with the mean set as out of a maximum of 5.

With item 5 of table 14, regards to i would not leave my organization right now because i have a sense of obligation to the people in it, the mean score(M=3.36, SD =.97587) was obtained from respondents responses respectively. I would not leave my organization right now because i have a sense of obligation to the people in it was rated moderate performance when computing with the mean set as demarcation.

With item 6 of table 14, i owe a great deal to my organization the mean score (M=3.20, SD=.93755) was obtained from respondents responses respectively. I owe a great deal to my organization from both teachers and leaders are rated moderate performance when computing with the mean set as demarcation.

**Table 15. Summary of dimensions of teachers’ organizational commitment, (N=166)**

NO	Dimension	Total		
		Mean	SD	Level
1	Affective commitment (AC)	3.42	.67665	High
2	Continuous commitment (CC)	3.37	.67531	Moderate
3	Normative commitment(NC)	3.30	.60269	Low
	Average	3.37	.54582	

Source: - Field survey, 2022

In the above analyzed data teachers’ organizational commitment of three variables were assessed. From the above analyzed data on variable in terms of affective commitment according to respondents responses high mean score (M=3.42, SD=1.034612) was obtained. But on variable in normative commitment its low mean score (M=3.30, SD=.60269) was obtained from the respondents responses.

### 4.2.3 The Correlation matrix results

**Table 16. The relationship between distributive leadership and teachers' organizational commitment (A matrix of correlations)**

NO	Distributive leadership		Organizational Commitment
1	Building vision, mission and goal	Pearson Correlation	.339**
		Sig. (2-tailed)	.000
		N	166
2	Providing professional development	Pearson Correlation	.400**
		Sig. (2-tailed)	.000
		N	166
3	Sharing vision, mission and goal	Pearson Correlation	.357**
		Sig. (2-tailed)	.000
		N	166
4	Maintain high visibility	Pearson Correlation	.434**
		Sig. (2-tailed)	.000
		N	166
5	Supervision and evaluation.	Pearson Correlation	.466**
		Sig. (2-tailed)	.000
		N	166
6	Distributive leadership	Pearson Correlation	.485**
		Sig. (2-tailed)	.000
		N	166

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

The overall above the relationship between distributed leadership practices and teachers' organizational commitment correlation analysis was assessed. Specifically, person's correlations coefficient was calculated to find the relationships between the two variables. According to the respondents responses below the following analyzed data were explained. There was a positive significant relationship between the distributive leadership practices and teachers' organizational commitment ( $r=.485^{**}$ ,  $p<.01$ ). In general, independent variables of Building vision, mission and goal ( $r=0.339^{**}$ ,  $p<0.01$ ); was very low related with teachers' organizational commitment. Independent variables of providing professional development ( $r=.400^{**}$ ,  $p<.01$ ) was moderate related with teachers' organizational commitment. Independent variables of Sharing vision, mission and goal ( $r=.357^{**}$ ,  $p<.01$ ) was low related with teachers' organizational commitment. Independent variables of Maintain high visibility ( $r=.434^{**}$ ,  $p<.01$ ) was moderate related with teachers' organizational commitment. Independent variables of Supervision and evaluation ( $r=.466^{**}$ ,  $p<.01$ ) was very high related with teachers' organizational commitment. These results also agreed with

theoretical base with ones (see Tett & Meyer, 1993; Meyer, Stanley, Herscovitch, & Topolnytsky, 2002). The relationship between distributive leadership practices and dimensions of teachers' organizational commitment was that the school leaders were able to create a shared vision that focused on high committed. The findings suggested that distributive leadership dimension practices in the study might have recognized the need to work hard in order to increase teachers' commitment.

#### 4.2.4 Regression analysis

*Table 27 model summery*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.499 <sup>a</sup>	.249	.224	.48392

- a. Predictors: (Constant), Building vision, mission and goal, providing professional development, Sharing vision, mission and goal, maintain high visibility, Supervision and evaluation.
- b. Dependent organizational commitment

#### ANOVA<sup>a</sup>

- a. Dependent Variable: organizational commitment
- b. Predictors: (Constant), DLPB, DLPP, DLPSH DLPM, DLPSE

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	12.014	5	2.403	10.260	.000 <sup>b</sup>
	Residual	36.297	161	.234		
	Total	48.311	166			

#### Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics		
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF	
1	Constant	1.729	.268		6.456	.000	1.200	2.258		
	DLPB	-.031	.089	-.034	-.343	.732	-.207	.146	.485	2.061
	DLPP	.095	.076	.125	1.249	.214	-.055	.244	.482	2.076
	DLPSH	.093	.084	.098	1.100	.273	-.074	.259	.611	1.636
	DLPM	.110	.074	.162	1.486	.139	-.036	.257	.408	2.448
	DLPSE	.206	.108	.227	1.912	.058	-.007	.418	.345	2.898
(Constant)	IDPV	1.690	.242		6.970	.000	1.211	2.169		
		.484	.069	.485	7.000	.000	.347	.620	1.000	1.000

The results of regression analysis illustrated in table 17 was depend upon the results of data demonstrated in table 16 that describes about the relationship between distributed leadership practice and teacher’s organizational commitment understudy. According to the data of this table, distributed leadership practice had positive relationship with the teacher’s organizational commitment. Thus, the results of regression analysis illustrated in table 17 were focused on the distributed leadership practice and teacher’s organizational commitment on the study schools.

Accordingly the data illustrated in table 17 showed that, the correlation coefficients ( $r=.499^a$ ) indicated the existence of moderate link between distributed leadership practice and teacher’s organizational commitment. The determination coefficient R-square has the value .249expresses that 24.9% of the occurrence of teacher’s organizational commitment can be explained by the distributed leadership practice taken into consideration. From the table it has been determined that  $f= 10.260$  and significant at  $.000^b$  level, indicated that, the distributed leadership as independent variables to explain the organizational commitment (the dependent variable). It confirmed that, the regression analysis is valid and can be used to analyze the dependence between the variables.

The results of regression analysis presented in the table further showed that, among the five components of distributed leadership (independent variables) five of them building vision, mission and goal (.732), providing professional development (.214), sharing vision, mission and goal (.273), maintain high visibility (.139), supervision and evaluation (.058) are statically significant to influence the status of teacher’s organizational commitment in the schools

understudy. But affective commitment, continuous commitment and normative commitment on learning of distributed leadership are statically significant.

More specifically, distributed leadership ( $\beta=.485$ ) of distributed leadership obtained significant coefficient results. This means, a one percent improvement on distributed leadership improved the teacher's organizational commitment by 48.5 % in secondary schools understudy. Thus, the above regression model can be resulted from the analysis of the coefficients.

*Status of teacher's organizational commitment .485\*\**

This implies that focusing on internal aspect of the distributed leadership can possibly maximize the success of teacher's organizational commitment in secondary schools. So, the conclusion that can be drawn from the results of regression analysis illustrated in table 17 is that, study should develop strategies and try to improve distributed leadership related to the variables that in order to improve the status of teacher's organizational commitment on continuous bases.

## CHAPTER FIVE

### 5. MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter deals the thesis, major findings, conclusions and recommendations. In this section first, the major findings were made. Second, depending on the findings conclusions were drawn. Lastly, recommendations were made on the basis of the findings of the paper.

#### 5.2. The major findings

The basic questions revolving around the relationship between distributive leadership practices and teachers' organizational commitment in government secondary schools of Jimma zone, in Oromia Regional State, had been the central concern of this study. To seek answers for these questions, the researcher applied a quantitative research methods correlational design specifically Pearson correlation were used. Information was obtained from the sampled respondents through questionnaire. In the process, questionnaires were prepared for the selected sample respondents. In order to complete the questionnaire 146 teachers, 10 vice principals and 10 principals. The researcher by used simple random sampling (lottery methods) and availability to selected the respondents.

The purpose of this study was to examine the distributive leadership practices and teachers' organizational commitment in governmental Secondary schools of Jimma Zone, Oromia Regional State. An attempt was also made to identify major hindrances to distributive leadership practices and measures to teachers' organizational commitment. In order to achieve the above purpose, the following basic questions were answered:

- ❖ What extent distributed leadership is being practiced in secondary schools of Jimma zone?
- ❖ To what extent Jimma zone secondary schools' teachers were committed in their organization?
- ❖ What is the relationship between distributed leadership and teachers' organizational commitment in secondary schools of Jimma zone?

The data were collected through questionnaire because it helps to get factual information from the large number of respondents within short period of time and it was administered for teachers, principals and vice principals because they had more understood about the practice to fill questionnaire with the opinion to answered items. Questionnaire were piloted and distributed to the respondents. Out of the 167 questionnaires dispatched to school leaders (principals and vice principals) and teachers, 20(100%) and 146(99.3%) returned respectively with the total return

rate 166(99.4%). Not all of the questionnaires were properly filled, returned and thus used in the analysis of data. Quantitative method which was descriptive particularly correlational design was adapted to the association or relationship between the variables carry out the study. Data obtained from different sources were analyzed by statistical tools and interpreted using descriptive statistics involving percentage, frequency, mean, average mean, and standard deviation.

It was found that the distributive leadership practices were satisfactory. The extent distributed leadership is being practiced in setting while setting direction was sufficient and, hence, teachers' organizational commitment was sufficient to practice.

Regarding to their distributed leadership practices, it was identified that the respondents agreed which means they positively practice. The distributive leadership practices as a leader to enhance in secondary school at Jimma zone was rated as high effective on supervision and evaluation because the overall average variable mean score obtained from the respondents responses were 3.53. But distributed leadership practices in Jimma zone the study area secondary schools were low in providing professional development and distributive leadership practices in terms of sharing vision mission and goal, according to respondents' responses average mean scores.

Concerning to respondents responses on teachers organizational commitment in Jimma zone secondary schools average mean score variable were high affective commitment because the overall average variable mean score obtained from the respondents responses were 3.42 .but in Jimma zone the study area secondary schools on teachers organizational commitment variable in normative commitment and continuous commitment were low according to respondents responses average mean scores.

There significant relationship between distributive leadership practices and teachers' organizational commitment. The distributive leadership practices of overall average mean score were significant compared to the teachers' Commitment. This also indicated the existence of various contributing challenges on teachers' commitment in sampled secondary schools and woredas.

This study was conducted to examine the relationship between the two variables. A correlation coefficient ( $r$ ) which showed the direction of association between the variables as summarized in Pearson Correlation coefficient was used to establish the relationship between distributive leadership practices and teachers' organizational commitment. There was a positive relationship between the distributive leadership practices and teachers' organizational commitment ( $r=.485^{**}$ ,  $n=166$ ,  $p<0.01$ ).

Accordingly, the findings of the study indicated that was direct relationship between distributive leadership practices and the dimension of teachers' organizational commitment (Amin Senin, 2011), (Fullan, 2009) and (Muda, 2005).

Finally, the findings specifically demonstrated the dimensions of distributive leadership practices in setting school vision and defining the school mission, Creating Framing the school vision, mission and goals, communicating the vision, mission and goals, supervise and evaluate the instructions in the school, maintain high visibility, providing professional development and Goal clarification in the schools sampled. These principals have a thorough understanding of teachers' commitment with affective, continuance and normative vision as a means to achieve school goals and objectives.

### **5.3. Conclusions**

Based on the analysis of the data and the major findings of the study, the following conclusions were derived in relation to basic questions of the study:

- I. Regarding, the extent was to what extent distributed leadership was being practiced in all the sampled secondary schools at zonal level, the overall average mean score obtained from 3.42 for each role of the distributed leadership practice and entirely was moderate. This indicates that effectiveness was sufficient but the existence of obstacles which limited the performance of distributed leadership practice in each sampled secondary schools. There was an association with a significant relationship existed between distributed leadership practice and dimension of teachers' organizational commitment.
- II. In order to improve teachers' organizational commitment focus should be on the development of qualified and experienced teachers with strong distributed leadership practice. The teachers can also be encouraged and provided with financial support to attend professional development programmes (CPD), seminars and conferences. School administration/Leadership should also create an environment conducive for the growth of teachers' organizational commitment. Teachers should be encouraged to continuously acquire distributive leadership skills within and outside school systems through training, workshops and seminars. Moreover, for most of the items used to measure the extent of the roles of distributive leadership practice for the five main variables showed that there were significant differences in the mean response of the respondents for the sampled secondary schools. Teachers' organizational commitment was insignificant compared to the distributive leadership practice. This also indicated the existence of various contributing challenges in the sampled secondary schools and woredas. As the study revealed that, the

correlation of distributive leadership practice was positive and teachers' organizational commitment was the same.

- III. The study found out that teachers' organizational commitment was direct function of distributive leadership practices. This implies that there was direct relationship between distributive leadership practice and teachers' organizational commitment. Distributive leadership might directly affect teachers' organizational commitment through improving school vision and school goals.
- IV. In general, in the sampled secondary schools the performance of the secondary school distributive leadership practice in setting Framing the school vision, mission and goals, communicating the vision, mission and goals, Supervise and evaluate the instructions in the school, maintain high visibility and Providing professional development was inadequate and showed the presence of various factors hindering moderate performance.

Moreover, it could be concluded that there was a gap on the distributive leadership practice to contribute for teachers' organizational commitment in the secondary schools of Jimma zone.

#### **5.4. Recommendations**

Based on the summary of major findings and conclusions made above, the following recommended use given:

- ❖ For the success to effectiveness of distributive leadership practices on teachers' organizational commitments, the school leaders are advised to do their best in setting a school vision, mission and goals to improve their teachers' organizational commitments and concerned stakeholders in secondary schools.
- ❖ From the results of the study the researcher recommends that teachers' organizational commitments should be capacitated by introducing distributive leadership practices, training sessions in schools.
- ❖ Woreda Education Office in collaboration with the school distributive leaders is advised to show the gap by create awareness in order to provide organizational commitments of teachers with current information and update them for the better work in the school.
- ❖ Almost all according to the sampled schools leadership who were leading the schools was who had not attended any training to strengthen their distributive leadership practices. Therefore, the researcher strongly recommends Regional Education Bureau and Zone Education Office and as well as woreda education office provide distributive leadership practice trainings for school leaders as an in service program or in any possible ways in order to capacitated the school leaders.

- ❖ Although this research may have its own contribution in understanding the effectiveness of distributive leadership practice in Jimma Zone, the outcomes of the study were not completed as it was initially anticipated. Therefore, the researcher recommends that those who want to conduct further study on the distributive leadership practice on teachers' organizational commitments in the secondary schools of the zone.
- ❖ Secondary school leaders need to have strong commitment and work hard cooperatively with school communities in order to help their teachers commitment achieve higher results and to be competent in all aspects of their future life.
- ❖ Secondary distributive school leaders need to clearly communicate the school vision with all concerned school communities by avoiding unnecessary communication and work together to achieve it as a common destination point for the school communities by creating the conducive schools situation.
- ❖ On top of that schools leadership is strongly recommended to undertake a strategic visioning whereby the leaders and the stakeholders create a vision for the school.
- ❖ Finally, the study recommended that distributive leadership practice should strengthen the relationship of the school with stakeholders to accomplish tasks collaboratively and with committed teachers to achieve good results.
- ❖ Conducting other researches in this area is also very important.

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APPENDIX A

**JIMMA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**  
**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**  
**QUESTIONNAIRES TO BE FILLED BY SECONDARY SCHOOL LEADERS, AND**  
**TEACHERS**

**Dear Respondent,**

This questionnaire is designed to gather information about the relationship between Distributive Leadership and Teachers' Organizational Commitment in secondary schools of Jimma Zone.

The study focuses on government secondary schools in Jimma zone. The purpose of the study is purely academic that will have no any negative effect on you as an individual or on your school. The success of this study depends on your genuine view, frank opinion and timely responses to all parts of the questionnaire which will be kept confidential. Failure to complete the items highly affects the study. Therefore, I kindly request you to fill this questionnaire as openly and honestly as possible.

**N.B:**

- ❖ No need to write your name
- ❖ Each question has its own instruction to follow
- ❖ You have to return the questionnaire as soon as possible after completion.

Thank you in advance!

**Part I. Personal Information**

Direction 1: Write name of your school on the blank space provided and put (√) mark on the box you chose as answer for each question.

Woreda	1.Sokoru	<input type="checkbox"/>	Name of the school: _____
	2. Nadhi Gibe	<input type="checkbox"/>	
	3. Omo Nada	<input type="checkbox"/>	
	4. Karsa	<input type="checkbox"/>	
		<input type="checkbox"/>	

5. Dedo

1.1. Your role in school: Principal  Vice Principal  Teacher

1.2. Sex: Male  Female

1.3. Age in years: \_\_\_\_\_

1.4. Level of Educational attainment Certificate  Diploma  BA/BSC/BED   
MA/MSc  other \_\_\_\_\_

1.5. Work experience in years: \_\_\_\_\_

1.6. Training attended relevant to School leadership:

Did not take at all  Less than 1 week

1-2 week  3-4 week  1-3 month  More than 3 month

**Part II. Distributed Leadership Practice in secondary schools of Jimma Zone**

Please indicate the degree of practices about of distributed leadership by putting tick mark (√) in one of the boxes against each item. There are five alternatives and their value is indicated as follows: 5= Very High; 4= High; 3= Moderate; 2=Low; and 1= Very Low

**1. Distributive leadership on building vision mission and goal.**

No	Item	very high	high	Moderate	Low	very low
1	The principal builds consensus around a common set of values among teachers.					
2	The principal clarifies and makes known the school's rule and to all school members.					
3	The principal discusses instructional related policies and issues with staff regularly.					
4	The Principal participates all staff while developing the strategic plan of the school					
5	The principal discusses the school academic goal with all staff regularly					
6	The principal involves teachers while developing vision, mission, goals and values of the school					
7	The principal makes teachers to participate in most significant issues of the school.					

## 2. Distributive leadership practices in providing professional development.

No	I	very high	high	Moderate	Low	very low
1	The principal encourages teachers to assume certain responsibilities					
2	The principal supports teachers on their individualized plan of professional development					
3	The principal encourages teachers to attend professional development activities which directly enhance their teaching					
4	The principal plans and facilitates the provision of in-service training programs for teachers					
5	The principal encourages teachers the opportunities to learn from one another					
6	The principal initiates teachers to conduct peer observation					
7	The principal gives teachers a great deal of freedom and choice in deciding how to do their work					

## 3. Distributive leadership practices in terms of sharing vision mission and goal.

No	Item	very high	high	Moderate	Low	very low
1	Facilitate good and smooth communication among teachers and all school members					
2	Initiate individuals or groups to make decisions on issues important for schools' success.					
3	Encourage formal and informal groups to contribute to the achievement of schools' objectives.					
4	Encourage staff to feel secure in taking risks to innovate best ideas that contribute to the school's development.					
5	Create conducive environment in which a good working relationship exist					
6	Foster and promote cooperation and cohesion among staff members					
7	Establish supportive atmosphere in which teachers are encouraged to work as a team member					

**4. Distributive leadership practices in maintain high visibility.**

No	Item	very high	high	Moderate	Low	very low
1	Actively listens to teachers' diverse points of view .					
2	Treat all staff equally					
3	Accept teachers' feedback					
4	Involve teachers in planning and implementation of the school's budget					
5	Involve teachers in schools income generating activities					
6	Develop and maintain high morale in teachers.					
7	Recognize teachers as colleagues and respect them					

**5. Distributive leadership practices in terms of supervisor and evaluation.**

No	Item	very high	high	Moderate	Low	very low
1	The principal discusses new ideas about teaching and learning with teachers at a staff meeting regularly					
2	The principal encourages teachers in the selection and implementation of appropriate teaching techniques and materials					
3	The principal discuss the progress and implementation of teaching and learning activities in staff meeting regularly					
4	The principal makes teachers to play role in setting grades and student assessment techniques.					
5	The principal opportunities are provided to discuss new classroom practices with colleagues					
6	The principal encourage teachers to undertake action research					
7	The principal involve teachers in solving students learning problems					

**Part III. Dimensions of Teachers' Commitment**

Direction 3: Below are Tables that consist of questions that show the dimensions of teachers' commitment in your school. Each Table contains six responses. Please indicate the extent to which each statement represents your school by putting tick mark (√) in one of the boxes against each item. Every response has to be based on your school context. The numbers shows: 5= Very High; 4= High; 3= Moderate; 2=Low; and 1= Very Low

**1. Affective Commitment Scale**

No	Item	very high	high	Moderate	Low	very low
1	I would be very happy to spend the rest of my career with this organization.					
2	I really feel as if this organization's problems are my own					
3	I do not feel a strong sense of "belonging" to my organization.					
4	I do not feel "emotionally attached" to this organization. (R)					
5	I do not feel like "part of the family" at my organization. (R)					
6	This organization has a great deal of personal meaning for me.					

**2. Continuance Commitment Scale**

No	Item s	very high	high	Moderate	Low	very low
1	Right now, staying with my organization is a matter of necessity as much as desire.					
2	It would be very hard for me to leave my organization right now, even if I wanted to.					
3	Too much of my life would be disrupted if I decided I wanted to leave my organization now.					
4	I feel that I have too few options to consider leaving this organization.					
5	If I had not already put so much of myself into this organization, I might consider working elsewhere.					
6	One of the few negative consequences of leaving this organization would be the scarcity of available alternatives					

### 3. Normative Commitment Scale

No	Item	very high	high	Moderate	Low	very low
1	I do not feel any obligation to remain with my current employer. (R)					
2	Even if it were to my advantage, I do not feel it would be right to leave my organization now					
3	I would feel guilty if I left my organization now					
4	This organization deserves my loyalty					
5	I would not leave my organization right now because I have a sense of obligation to the people in it.					
6	I owe a great deal to my organization					