# SCHOOL PRINCIPALS' LEADERSHIP BEHAVIOR AND TEACHERS' COMMITMENT IN GOVERNMENT SECONDARY SCHOOLS OF BUNO BEDELE ZONE, SOUTH-WEST ETHIOPIA

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JIMMA, ETHIOPIA

# DECLARATION

I, the undersigned, declare that this thesis titled **" School Principals' Leadership Behavior and Teachers' Commitment in Secondary Schools of Buno Bedele Zone, South-West Ethiopia"** in is my original work, and all sources that have been referred to and quoted have been duly indicated and acknowledged with complete reference.

Name: Ayana Bodena

Signatre _____

Date:_____

# ADVISORS APPROVAL SHEET

This thesis entitled **School Principals' Leadership Behavior and Teachers' Commitment in Secondary Schools of Buno Bedele Zone, South-West Ethiopia** has been submitted for examination with our approval as University advisors'.

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Date of Submission   _____

# BOARD OF EXAMINERS APPROVAL SHEET

This is to certify that the thesis prepared by Ayana Bodena entitled: **"School Principals' Leadership Behavior and Teachers' Commitment in Secondary Schools of Buno Bedele Zone, South-West Ethiopia"** in partial fulfillment of the requirements for the Master of Arts in School Leadership complies with the regulation of the University's accepted standards with respect to originality and quality.

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# ACKNOWLEDGMENTS

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# ABBREVIATIONS AND ACRONYMS

**AF  -**  Affective Commitment

**BBZ**E - Buno Bedele Zone Education Office

**CC   -** Continuance Commitment

**CR  -** Contingent Reward

**ESDP -**  Education Sector Development Program

**IC  -** Individualize Consideration

**IIA -** Idealized InfluenceAttributed

**IIB  -**  Idealized Influence Behavior

**IM -**  Inspirational Motivation

**LF -** Laissez-faire Leadership

**MbE - Active -** Management-by-Exceptions Active

**MbE-Passive  -** Management-by Exception Passive

**MLQ  -** Multifactor Leadership Questionnaire

**MoE  -** Ministry of Education

**NC   -** Normative Commitment

**OCQ  -** Organizational Commitment Questionnaire

**SD  -**  Standard Deviation

**SPSS  -** Statistical Package for Social Science

**TA   -**  Transactional Leadership

TCM - Three-Component Model

**TF  -**  Transformational Leadership

# ABSTRACT

*The aim of this study was to assess principals' leadership behaviors and tachers' commitment in Government Secondary Schools of Buno bedele Zone,South West Ethiopia. In order to achieve the purpose of the study, a descriptive survey design was used. The sample of the study consisted of 198 participants from six different secondary schools of Buno Bedele Zone. School principals, supervisors and teachers participated in the study. Two standardized questionnaires i.e. Multifactor Leadership Questionnaire which was developed by Bass and Avolio (1995) and the Three-Component Model (TCM) of Organizational Commitment Questionnaire (OCQ) developed by (Meyer & Allen, 1991) were used to gather data. The data were analyzed using both descriptive and inferential statistics. Descriptive statistics such as frequency counts, percentages, mean and standard deviations were used while inferential statistics used were a Pearson correlation and regression analysis. The t-test analysis showed that school leaders and teachers have different perceptions on leadership styles of school leaders and teachers. The findings of the study showed that the most prominent leadership style in the Secondary Schools of Buno Bedele Zone is transformational leadership (M=2.65, SD= .61) followed by Transactional leadership with (M=2.22, SD=.52). Of the three leadership styles, respondents rated the least was the laissez-faire leadership style (M=1.73, SD =.79). The results also reveal that affective commitment(M=4.08 SD = 0.81) is dominant among staff members in Secondary Schools of Buno Bedele Zone. The two-tailed correlation analysis further revealed that there has a positive and significant relationship between transformational leadership behaviors and both teachers' commitment variables (affective (r =.487, p = .000 < 0.05) and continuance (r= .463, p= .000 < 0.05). However, normative commitment with (r= .13, p > .078) has no relationship with transformational leadership. Transactional leadership behavior had a weak but significant and positive relationship with affective commitments(r= .261, p< 0.05). But, continuance and normative commitments had a strong and significant relationship with (r= .565, p< 0.05) and (r= .451, p< 0.05) respectively. However, the correlation analysis result of Laissez-faire leadership style indicated that there was found to be significantly and negatively associated with teachers' affective commitment (r= - .165, p < .05). The regression findings indicated that transaction leadership style being responsible for 38.07 of variation in teachers commitment; whereas, 30.6% and 2.2% variances in teachers' commitment due to the impact of transformational and Laissez-faire leadership styles respectively. From the results, it was possible to conclude that both transformational and transactional leadership behaviors were positively related with affective, continuance and normative commitments whereas laissez-fair leadership behavior has found to have a positive and significant relationship with normative commitments, but it has a very weak and negative correlation with affective organizational commitment in Government secondary schools of Buno Bedele Zone. Finally, the study recommended that both transformational and transactional leadership behaviors play a more important role in developing and improving affective, continuance and normative commitment than the laissez-faire leadership behaviors, the secondary school leaders need to strive to maintain transformational and transactional leadership behaviors as the organization can easily and effectively achieve its organizational goals through committed principals and teachers.*

**Key Terms:** Leadership Behavior, Teachers' Commitment, secondary schools of Buno Bedele Zone.

# CHAPTER ONE: INTRODUCTION

## 1.1.Background of the Study

The quality of a nation depends upon the quality of its citizens. The quality of the citizens rests upon the quality of their education. The quality of their education partially depends upon the competence, commitment, dedication and quality of school teacher. Teacher commitment and engagement has been identified as one of the most critical factors in the success and future of education (Huberman, 1993, Nais, 1981). It contributes to teachers' work performance, reduces absenteeism, burnout and turnover, as well as having an important influence on students' achievement (Firestone, 1996).The phenomenon of teacher commitment has attracted research attention in different parts of the world because of its implications for teacher retention and performance. The problem of teacher commitment occurs especially in countries where many teachers are under-paid considering other services. This lack of commitment is evaluated through absenteeism, turnover and engagement in teaching.

The Ethiopia MoE reintroduced the 6-2-4 system in September 2019. Under the new system, students are expected to take a regional exam in Grade 6, a national exam in Grade 8, and a high school diploma examination in Grade 12 (Mulugeta, 2021). Many textbooks were published and distributed to many schools. Language of instruction was changed to meet regional and international requirements. Many Schools and classrooms have been built, etc (MOE, 2021).

All these achievements are important. However, if the teacher is not committed to teach effectively, all these realizations should be less effective. A teacher is one of the most core stone in the issue of schooling, and is the one that bears life to modern education. At the absence of them, formal  schooling and production of man power do not seem exist as they are major facilitators of education (Bayisa, 2014).  Although the government of Ethiopia did its best to help teachers to be committed to their career, most teachers were dissatisfied with their work. Teachers are teaching because they do not have any other option (Gedefaw, 2012)
.

According to Richard (2000), the commitment of workers depends on leadership styles used by those who manage the organization. The leadership behavior adopted by Head teachers has a great importance on teacher's motivation and commitment. It appears that one of the critical contextual factors that influence teachers' commitment to practice is the extent to which head teachers exercise power upon them and to what extent their leadership is supportive.

In ethiopia, teachers'proficiency levels are reported to be low (Kim, 2015). According to Melesse (2015), most Ethiopian secondary school teachers have many problems during designing lesson plan which lack of adequate support, lack of interest, commitment and motivation to their profession, attitudinal problems. They do not even check learners' documents regularly; this leads to poor lesson deliver and undermine the quality of education. The same report shows that teachers do not want to participate in school management. This leads to problems of leadership, which of course, affect negatively the student's performance(MOE, 2010).

Teachers do not want to participate in decision-making process in matters related to teaching and learning. They consider themselves as passive implementers of national curricula. When you observe how they teach, they only use teacher-centered approach while this one cannot help student's learning effectively to face challenges of changing world. Teachers do not come to teach regularly (Melesse, 2015).

Teachers' turnover is another issue. As recent studies have indicated, in different regions of the Ethiopia teachers are leaving their schools incessantly (Manna &Tesfaye, 2000; Temesegen, 2005; Motuma, 2006). According to Motuma (2006, p.42).), more than 17% of teachers quit education between the years of 2001-2004 and those who graduate are very few to join education. This shows that teachers are not committed to teaching because they do not join their career. The growing demand for teachers is not simply caused by large increases in student enrollments and in teacher retirements, class size reduction, and insufficient production of college graduates from teacher education programs; another key source of this challenge lies in a high rate of teacher turnover (Grissmer & Kirby, 1997; Ingersoll,2003).

A large number of qualified teachers abandon their teaching careers for reasons other than retirement (Ingersoll, 2003). One recent estimate of the annual teacher turnover rate is almost

16% (Ingersoll, 2003). A more recent national commission report shows that about one third of all new teachers leave the classroom within three years, and nearly half exit the teaching profession within only five years (National Commission on Teaching and America's Future, 2003).

Although teacher turnover may provide some positive outcomes such as the loss of incompetent teachers (Macdonald, 1999), it can also contribute to distributional inequity of the quality of education service in some critical subjects (e.g., math and science) and regions (e.g., urban or rural districts). Furthermore, teacher turnover produces costs and disruption associated with recruiting, hiring and induction efforts (Boe, Bobbitt, Cook, Whitener, & Weber, 1997).

School leadership and teachers' commitment are among the components that uphold school performance in parallel with the success of a school. An absence of these may diminish the efforts of a school to achieve its aims and objectives. Strong leadership will increase teachers' trust in principals, significantly enhancing their commitment to give their best to the school (Andriani, Kesumawati and Kristiawan, 2018). According to Criswell, Rushton, Nachtigall, Staggs, Alemdar, and Cappelli, (2018), if leaders manage to win the hearts and feelings of their subordinates, their instructions will be regarded as a form of stimulation and encouragement.

This means that, as school leaders, principals should be aware of their actions and attitudes in order to earn and sustain teachers' trust, rendering them leaders who are praised, loved, and respected by their subordinates. Previous research by Li and Hallinger and Walker (2016) found that teachers' trust in their principals serves as mediator of a number of variables.

Most experts have focused on the role of trust in the leadersubordinate relationship (Mangundjaya and Adiansyah, 2018). The level of trust that teachers have in their leaders is an important factor in schools as it influences their attitudes and behaviour towards any instructions given.

There are three types of commitment: affective commitment, continuance commitment and normative commitment. Affective commitment refers to the employee's positive emotional attachment to the organization. Such individual also strongly identifies the goals of the organization and desires to maintain his membership. Individuals are committed to an organization because they "want to". This dimension is based on Mowday, Porter, & Steers

(1982) theory of commitment. Continuance commitment refers to an employee's commitment to an organization due to the fact that he or she calculates how high the costs of losing one's organizational membership are. Such considerations might include economic costs (for instance, pension accruals) and social costs (relationships/friendships with colleagues might cease to exist) too. Individuals feel that they "have to" commit themselves to the organization. Normative commitment refers to an individual's commitment to an organization because of feelings of obligation. Such feelings might derive from the fact, for example, that the organization has invested a certain amount of resources when employing the person (trainings, courses, etc.) that makes the employee feeling obliged to put considerable effort into the job and stay with the organization until "repaying the debt". Furthermore, such feelings can also stem from personal reasons triggered by some socialization processes, or one wishes to remain loyal to their families or any other person. Therefore, the employee stays with the organization because he "ought to" do so. These feelings arise out of a sense of duty or obligation.

Studies on school supervision in Ethiopia have generally been conducted on the very limited basis of one educational stakeholder view. For example Alemayehu (2008), conducted survey research in 10 secondary schools of Addis Ababa and came up with the conclusion that teachers have negative perception towards instructional supervision. Furthermore, school principals, according to the Ministry of Education of Ethiopia (2017), do not support teachers because they do not carry out frequent classroom visits as required.

This shows that the problems they meet in teaching are not shared with the school principal, who is supposed to help them to overcome some challenges of their career. The government of Ethiopia is struggling for getting commitment on behalf of teachers since the climate in which they work in is not good. Bayisa (2014), in his study, reported that there is inadequate provision of facilities, lack of promotion/growth opportunities, lack of financial benefits, and poor leadership practice in the countery. The government cannot get teachers' commitment if the shool principals are not involved. This research tried to close this gap by identifying the school principals' leadership behaviours and how this behavior influences commitment of teachers.

## 1.2. Statement of the Problem

Teachers have the important responsibility of shaping the thought process of children (Knowles and Brown, 2000). Right and quality education is the fundamental right of all the children. To improve the quality of education in a society, making the teachers more effective and efficient is the best method. Several studies have found that the teacher effectiveness in direct relation with the student achievement (Sanders and Horn,2012 and Heck, 2009).

To be effective, they have to be committed, engaged and motivated to teach. If it is not the case, education will be lamenting. Commitment of teachers has been identified as a cornerstone in performing teaching related duties. Teachers who are under pressure and stress cannot have a high level of commitment toward teaching and teach their students efficiently and effectively (Faustin, 2015).

Singh and Billinnsgley (1989) stated that low level of teacher's commitment reduces students' achievement, increases teacher absenteeism and increases teacher turnover. The success of any school depends primarily on the teachers' level of commitment. The teachers with low levels of commitment are less faithful to the school, they see themselves as outsiders, do only what enables them to get by, and seem to be more concerned with personal success than with the success of the organization as a whole. In contrast, teachers with high levels of commitment see themselves as an integral part of the school, what threatens the school endangers them as well, do their best to perform their duties better, and work for the school as if it belonged to them.

Turnover rate of academic staff in Ethiopian educational system has been increasing from time to time. This is aggravated by factors such as salaries, incentives, poor working conditions, loss of status of teachers, loss of motivation and stress among others (Asmamaw, 2011). When we narrow down this issue in Buno Bedele Zone secondary school teacher's commitment, the problem is widely remarked.

The researcher has frequently heard of blame and very low commitment from most teachers who are currently teaching at government secondary schools of Buno Bedele Zone about poor working environment and facilities, work load, insufficient recognition, little or low fair chance for promotion opportunities, lack of fairness, lack of training on the instructional issues, unclear implementation of rules and regulations, lack of involvement in decision making, insufficient supervision, insufficient monthly payment and incentives, lack of good

leadership practice, etc. As the result, teachers frequently absent from schools, show aggressive behavior, left their profession and formed the small enterprise, left government schools in remote area and hired in private schools…etc are the major problems in government secondary schools of Buno Bedele Zone. As result of those, the large number of students scored below the average result in grade 12th National examination. These are signs of lack of commitment among teachers. They weaken the quality of teaching and learning which is poor in education system.

School principals are at the best place to get teachers committed. The principals play a vital role in the leadership and management of school. His leadership affects all aspects of school effectiveness and efficiency. His role is to influence teachers toward achieving school objectives by owning them. The school principals' leadership style then influences positively or negatively the ways teachers may perceive their career and school. The present research will try to show how the school principals and how their leadership behaviours influence the commitment of the teachers working in schools they lead.

Hence , in order to realize this intention, the following research questions guided the study:

1. What are the most dominant leadership styles (transformational, transactional, and laissez-faire) practiced by the school leaders and teachers in government secondary schools of Buno Bedele Zone?
2. To what extent teachers are committed, as measured by Three-Component Model (TCM)?
3.What relationship exists between leadership styles and teachers' commitment in secondary schools of Buno Bedele Zone?

## 1.3. Objective of the Study

### 1.3.1 General Objective
The general objective of the research is assessing the relationship between leadership style on teachers' commitment in government secondary schools of Buno Bedele Zone.

### 1.3.2 Specific Objectives
The specific objectives of the study are:

1.To determine the most dominant leadership styles practiced in government secondary schools of Buno Bedele Zone, as perceived by school leaders and teachers.

2. To examine the current status of teachers' commitment in secondary schools of Buno Bedele Zone.

3. To determine the extent of relationship between leadership styles and teachers' commitment in government secondary schools of Buno Bedele Zone.

## 1.4. Significance of the Study

The results of this study will have the following contributions for school leaders, teachers, Buno Bedele Education Office and other educational leaders. Such as:-

First of all, school princippals' will get information of their leadership behaviors and how it influences teachers' commitment. Knowing what style appreciated by teachers, they will improve their schools by adopting the one that helps teachers to get committed and perform their duties effectively and efficiently.

Secondly, teachers will be managed in ways that support them to perform and feel committed to teaching since the findings of this research will change the way school principals influence them to perform their duties.

Thridly, the Zone Education officers will be provided with information showing how teachers are committed and what leadership style may influence commitment of teachers. Basing on this information, they should plan for refresher courses for school principals so as to get committed teachers who will contribute to the quality of education that the country wants to achieve.

Finally, Scholars will benefit from this study. The findings will be used to expand knowledge since it will provide new ideas. The researchers will be able to understand the current status school leadership and commitment of teachers.

## 1.5. Delimitation of the Study

According to Orodho (2005), delimitations of the study refer to the boundaries of the study. In terms of concept, this research was carried out according to the full range leadership model entails transformational, transactional, and passive/avoidant (laissez-faire) dimensions of leadership styles proposed by Bass and Avolio (1999).

The study was carried out among teachers, school principals, and supervisors in government secondary schools of Buno Bedele Zone. The study investigated the impact of principals' leadership behavior on teachers' commitment in government secondary schools of Buno Bedele Zone. The study covered the three aspects of leadership behaviors namely, transformational, transactional, and passive/avoidant (laissez-faire).

## 1.6. Limitation of the study

According to Mugenda and Mugenda (2003), a limitation is an aspect of a research that may negatively affect the results but over which the researcher has no control. The study was faced with challenges of varied attitude and perception from the affected responses which had an influence on the study. The respondents were not willing to open up and share the required information and their leadership experience due to negative publicity and perception. The study depended on the co-operation of respondents.

To ensure that this does not affect the study, the researcher appealed to them to be frank with an assurance that their identities would not be disclosed and their responses were treated with confidentially and was only used for the purpose of the study. The busy schedule of school principals, supervisors and teachers inconvenienced them thus leaving very little time to be interviewed and/or to look for requested data. To ensure that this does not affect the study, the researcher booked appointment with the respondents to avoid any disappointments.

## 1.7. Definition of Key Terms

In order to avoid any ambiguities, the researcher explains below some of the terms used frequently in this study and the meaning they hold in this particular context:

**Laissez-faire leadership** - refers to a lack of leadership (Bass & Avolio, 2000).

**Leadership style-** is described as a relatively consistent pattern of a leader's behaviors (Barbuto, 2005).

**Transactional leadership -** Occurs an exchange of services and rewards between leaders and subordinates (Bass & Avolio, 2000).

**Transformational leadership** - Occurs when leaders raise the awareness levels of their subordinates and inspire them to commit to a shared vision (Bass & Avolio, 2000).

**School leaders -** are leader appointed at the top position in the school, to manage, operate, and lead the whole activities of the schools; includes school principals,

supervisors and department heads.

**Secondary school-** refers to the school system established to offer four years of general education (grade 9-12).

**Teachers commitment -** Occurs when employees/teachers committed will display their voluntary behaviour and have strong desire to serve their organization to pay efforts in providing conscious awareness to organizational objectives beyond passive loyalty (Mowday, Porter and Steers , 1982).

## 1.8. Organization of the Study

The study was organized in to five chapters. Chapter one consists background of the study, statement of the problem, research questions, research objectives, significances of the study, delimitation (scope), limitations, operational definitions of key terms and organization of the study. Chapter two consists of the details of review of related literature. Chapter three contains research methodology and procedure; those are research design, sources of data, sampling techniques and procedure, data gathering tools, the procedure of data collection, techniques of data analysis and ethical considerations. Chapter four deals with presentations, analysis and interpretation of data in the form of tables and narrations. Chapter five of this study summarized the findings drawn from the analysis of the data, gives conclusion based on the findings and offers recommendation for secondary schools teachers and school leaders and other leaders with ideas for additional research studies which can be conducted in future by other researchers. References and appendices are attached at the end.

# CHAPTER TWO: REVIEW OF RELATED LITERATURE

## 2.1. Nature and Definition of Leadership

There are many and diverse definitions of leadership given by different scholars at different times. For instance: according to Bennis (1999) leadership is defined as the ability to have a vision that is well communicated, build trust among colleagues, and take effective action to realize one's own leadership potential. Kotter (1996) pointed that leadership is a set of processes that establishes the effectiveness of organizations and modifies them according to changing situations to make their performance effective. According to him leadership provides organizations' future vision, aligns people with this organizational vision, and inspires the members to achieve it. The concept of leadership is reviewed by many others. For example: Maxwell (1998) who concluded that leadership is the ability to influence others. According to Chandra (2010) leadership is the process of influencing and supporting others to work enthusiastically towards achieving objectives.

Leadership has widely definition by many researchers. Leadership is defined as the process in which the leader influences their followers or subordinates show their willingness and enthusiasm by contribute their efforts and abilities to achieve the organizational goals (Doyle & Smith, 2001; Lussier, 2006). According to Yukl (1994), leadership is also defined as the process of influence in the subordinate, lead and inspires the subordinate to accomplish the target, maintain cooperation among the group members and achieve the established mission and the support from the external source is obtained.

The presence of the leader is to motivate, directs, and influence others to accomplish specific tasks and expected to set the direction and values for the followers and organization and lead the subordinate to perform better and being efficient in order to achieve the organizational goals.

The management culture and the management style that used by the top management has direct and positive impact on the degree of the employee commitment toward the organization (Niehoff, Enz & Grover, 1990). Many leadership researchers found that there are many leadership styles and variety of ways to lead, therefore the leader should adopt the most appropriate leadership styles to get the employees' participation and

commitment. In other word, the importance of understanding employee‟s situation in order to decide on which leadership styles is suitable and able to fit the interaction between them in order to achieve the desired organizational goals.

## 2.2. Leadership Styles

The full range leadership model entails transformational, transactional, and passive/avoidant (laissez-faire) dimensions of leadership styles (Bass, 1999). Bass also introduced the Multifactor Leadership Questionnaire (MLQ) to measure the full range leadership, which, according to Turner and Müller (2005), is the most widely used leadership measure. Bass' model encompasses nine factors or leadership behaviors explaining each of the leadership styles derived from research studies by using the MLQ. It consisted of five transformational leadership factors, three transactional leadership factors and one non-transactional laissez-faire leadership (Antonakis et al, 2003).

### 2.2.1. Transformational Leadership Style

Burns (1978) who considered as the founder of transformational leadership theory viewed transformational leadership as a significant factor to achieve goals and successfully manage change in constantly changing conditions of organizations.

Transformational leaders encourage subordinates to put in extra effort and to go beyond what they (subordinates) expected before (Burns, 1978). The subordinates of transformational leaders feel trust, admiration, loyalty, and respect toward leaders and are motivated to perform extra-role behaviors (Bass, 1985). Transformational leaders achieve the greatest performance from subordinates since they are able to inspire their subordinates to raise their capabilities for success and develop subordinates‟ innovative problem solving skills (Bass,1985).

Transformational leadership concentrates on the development of followers as well as their needs. Managers with transformational leadership style concentrate on the growth and development of value system of employees, their inspirational level and moralities with the preamble of their abilities.Transformational leadership refers to the leader moving the follower beyond immediate self- interests through intrinsic motivation by using his

idealized influence, inspirational motivation, intellectual stimulation and individualized consideration (Bass, 1999). Yukl (2008) stated that transformational leaders make followers more aware of the importance and value of the work and induce followers to go above self-interest for the sake of the organization. Its focus is on being proactive, expecting nothing in return, inspiration and motivation of followers to work for goals that go beyond their self- interest. Learning opportunities are created and followers are stimulated to solve problems. The leaders develop strong emotional bonds with their followers and they possess good visioning and management skills.

According to Bass et al. (2003), transformational leaders focus on developing their followers by inspiring them, promoting collaboration, motivating them, and by reinforcing positive behaviors. The employees often develop a high level of trust and confidence in such a leader. The employees are proud to identify themselves with the leader and develop a strong sense of loyalty to them.

According to Bass (1997), the goal of transformational leadership is to „transform" people and organizations, i.e. to change them in mind and heart; enlarge vision, insight and understanding; clarify purposes; make behavior congruent with beliefs, principles or values; and bring about changes that are permanent, self-perpetuating, and momentum building. Bass et al. (2003) and Trottier et al. (2008) preferred to explain transformational leadership based on five factors. The five sub-scales are:

### 2.2.1.1. Idealized influence

Idealized influence, also known as charisma, leaders play a role as a model and encourage their follower to follow their principles and values. They are admired, respected and trusted. These leaders are willing to take risks and they are described by followers as having exceptional capabilities, being persistent and determined. They have high ethical and moral standards and can be trusted to do the right thing. According to Bass and Avolio (1990), Idealized Influence can be classified in idealized influence attributes and idealized influence behavior. The idealized influence factor is measured on two components: an attribution component that refers to the attributions of leaders made by followers based on perceptions they have of their leaders, and a behavioral component that refers to followers" observations of leader behavior (Northouse, 2013).

Bass and Avolio (1990) stated that idealized influence can be classified in idealized influence attributes and idealized influence behavior.

**Idealized influence attributes** occur when followers identify with and follow those leaders who are trusted and seen as having an attainable mission and vision.

**Idealized influence behavior** refers to a leader behavior which results in followers identifying with leaders and wanting to emulate them.

### 2.2.1.2.Inspirational motivation

Inspirational motivation is a leadership characteristic that imparts an exact vision and values to followers. This approach makes followers inspired to have a shared vision with their leader. Bass (1997) defines inspirational motivation as "The leader increases the optimism and enthusiasm of followers. The leader communicates with fluency and confidence using simple language and appealing symbols and metaphors". In order to attain the organizational goals, the leader who has good communication skills tends to appeal to the emotions of his followers (Bass & Avolio, 2000).

Inspirational motivation, Leaders behave in ways that motivate subordinates by providing meaning and challenge to their work. The spirit of the team is aroused while enthusiasm and optimism are displayed. The leader encourages subordinates to envision attractive future states while communicating expectations and demonstrating a commitment to goals and a shared vision.

### 2.2.1.3.Intellectual Stimulation

Intellectual stimulation, leaders support their followers to be innovative and creative in thinking. Intellectual Stimulation includes leadership that stimulates followers to be creative and innovative and to challenge their own beliefs and values as well as those of the leader and the organization (Northouse, 2013).

Intellectual stimulation refers to leader actions that appeal to followers" sense of logic and analysis by challenging followers to think creatively and find solutions to difficult problems (Bass et al., 2003). It occurs when leaders encourage their followers to be innovative and creative by questioning assumptions, reframing problems and approaching old situations in new ways.

Intellectual stimulation also occurs when the leader prompts the followers to provide alternative solutions to the problems and challenges. The result is that followers are encouraged to try new approaches; their ideas are not criticized when they differ from the leader's ideas (Avolio and Bass, 1994).

### 2.2.1.4.Individualized Consideration

Individualized consideration, leaders know every single follower have unique characteristics, desires, and needs. Individualized consideration refers to a leader behavior that contributes to follower satisfaction by advising, supporting, and paying attention to the individual needs of followers, and thus allowing them to develop and self-actualize (Bass et al., 2003).The leader gives personal attention to followers and makes each feel valued and important. The leader coaches and advises each follower's personal development. The leader who has this characteristic tends to focus on finding the needs of individual followers in the organization, and attempts to address their wants and fulfill their needs (Bass & Avolio, 2000).

This style of leadership is highly recognized as the behaviors exhibited by some of the best leaders. The key indicators of this style of leadership are those leaders who recognize differences among people pertaining to their strengths and weaknesses, likes and dislikes, are an "active" listener, assigns projects based on individual ability and needs, encourages a two-way exchange of views and promotes self-development.

### 2.2.2. Transactional Leadership Style

Transactional leadership is basically known as managerial leadership which directly focuses on the role or attention of supervision and group performance in an organization. Transactional leadership is a leadership style that a particular leader(s) promotes their agreement towards their followers by involving both rewards and punishments.

Transactional leadership is an exchange process based on the fulfillment of contractual obligations and is typically represented as setting objectives and monitoring and controlling outcomes (Antonakis et al., 2003). Bass (1985) argued that transactional leaders operate by recognizing what actions their followers must take to accomplish the desired outcome or performance, and then subsequently facilitating those actions. Bass emphasized that contingent reward and punishment have an effect on the performance of followers.

Therefore, this approach is labeled as the "carrot or stick" (Bass, 1997)

According to Bass et al. (2003), it occurs when the leader sets expectations, standards, or goals to reward or discipline a follower depending on the adequacy of a follower's performance. All job assignments are explicitly spelled out along with conditions of employment, disciplinary codes, and benefit structures. Self-interests are stressed. Employees work as independently as possible from their colleagues.

Transactional leadership involves rewarding the followers by the leader, when the performance of the followers is attained to the expected level (Bass & Riggio, 2006). This approach emphasizes the importance of the relationship between leader and followers, focusing on the mutual benefits derived from a form of 'contract' through which the leader delivers such things as rewards or recognition in return for the commitment or loyalty of the followers (Bolden & others, 2003). Transactional leadership in terms of two characteristics: the use of contingent rewards and management by exception. Based on Bass (cited in Yukl, 2010), transactional behaviors characterized by three dimensions, contingent reward, active management by exception and passive management by exception.

### 2.2.2.1. Contingent Reward

According to Bass (1985), contingent reward refers to the agreement to roles and responsibilities between the leader and follower to achieve agreed goals and tasks. Bass (1997) describes contingent reward as "leader engage in a constructive path-goal transaction of reward for performance" (p. 134). It refers to leader behaviors focused on clarifying role and task requirements and providing followers with material or psychological rewards contingent on the fulfillment of contractual obligations (Antonakis et al., 2003). It is a constructive transactional leadership behavior. It is therefore the exchange of rewards for meeting agreed-on objectives. By making and fulfilling promises of recognition, pay increases and advancement for employees who perform well, the transactional leader is able to get things done. Bass (1995) therefore, argues that by providing contingent rewards, a transactional leader might inspire a reasonable degree of involvement, loyalty, commitment and performance from subordinates Contingent reward is transactional when the reward is a material one, such as a bonus. Contingent reward can be

transformational, however, when the reward is psychological, such as praise (Antonakis, Avolio & Sivasubramaniam, 2003).

### 2.2.2.2. Management-by-Exception

Management-by-Exception leadership style can be split into two categories namely 'management-by- Exception', 'passive' and 'management-by-Exception' 'active'.

**Management by exception (MbE) Active:** occurs when the leader monitors followers to ensure mistakes are not made, but otherwise, allows the status quo to exist without being addressed (Bass & Avolio, 1995). In its more corrective form, in active management by exception, the leader specifies the standards for compliance, as well as what constitutes ineffective performance, and may punish followers for being out of compliance with those standards. This style of leadership implies closely monitoring for deviances, mistakes, and errors and then taking corrective action as quickly as possible when they occur (Antonakis et al., 2003). Even when executed well, this leadership style only tends to produce performance of a moderate standard. The key indicator of "Active management-by-expectation" leadership style are those leaders who arrange to know if something has gone wrong, attend mostly to mistakes and deviations, remain alert for infractions of the rules and teach followers how to correct mistakes.

**Management by exception (MbE) Passive**: the leader intervenes only when things go wrong (Bass & Avolio, 1995). In its more passive form, the leader either waits for problems to arise before taking action or takes no action at all and would be labeled passive–avoidant. Such passive leaders avoid specifying agreements, clarifying expectations, and providing goals and standards to be achieved by followers (Antonakis et al., 2003). These leaders only intervene when the exceptional circumstances become obvious. Thus they tend to have a relatively wide performance acceptance range and poor performance monitoring systems. The key indicators for this leadership style are those leaders who take no action unless a problem arises, avoid unnecessary change, enforce corrective action when mistakes are made, place energy on maintaining status quo and fix the problem and resume normal functioning.

When we compare transactional and transformational leadership styles, a transactional leadership style is appropriate in many settings and may support adherence to practice

standards but not necessarily openness to innovation and risk taking. A transformational leadership style creates a vision and inspires subordinates to strive beyond required expectations, whereas transactional leadership focuses more on extrinsic motivation for the performance of job tasks (Bolden, 2003, Trottier, 2008; Bass, 2003). Thus it is likely that transformational leadership would influence attitudes by inspiring acceptance of innovation through the development of enthusiasm, trust, and openness, whereas transactional leadership would lead to acceptance of innovation through reinforcement and reward.

Bass outlines the beginnings of his theory of leadership, in which both transactional and transformational leadership are needed to enhance performance. Bass developed the full range leadership model based on his belief that transformational leadership and transactional leadership are not ends on a single continuum but rather are leadership patterns that all leaders possess and use in differing amounts. For exceptional performance, transformational leadership behaviors need to augment transactional leadership behaviors (Bass and Avolio, 1993). Therefore, according to Bass, the best performance is the result of using both and transformational leadership behaviors with subordinates.

### 2.2.3. Laissez-Faire Leadership Style

Transactional and transformational leadership styles represent the active leaders who are keen on preventing problems; meanwhile, lack of leadership or non-leadership style, as suggested by Yamarino and Bass (1990), is referred to as laissez-faire and is highly contrasted to the active forms of leadership.

Laissez-faire in French literally means to let people do as they choose. Laissez-faire leaders avoid making decisions, abdicate responsibilities, do not use authority, refuse to take sides in a dispute and show lack of interest in what is going on. Such leadership is considered active to the extent that the leader "chooses" to avoid taking action. This component is generally considered the most passive and ineffective form of leadership (Antonakis et al., 2003). A laissez-faire leader shows passive indifference about the task and subordinates, i.e. ignoring problems and subordinate needs (Yukl, 2008). James & Collins (2008) describe the laissez-faire leader as an extreme passive leader who is reluctant to influence subordinates" considerable freedom, to the point of handing over his/her responsibilities. In a sense, this extremely passive type of leadership indicates the absence of leadership.

Laissez-faire leadership style has a negative impact on followers and associates- opposite to what is intended by the leader -  manager. There are many behaviors that  represent laissez-faire leadership as a "do nothing" or "hands-off" approach. Such behaviors include staying away from employees, shirking supervisory duties, and being "inactive, rather than reactive or proactive" (MLQ, undated).

## 2.3. Teacher Commitment

Commitment is the process through which individual interests become attached to the carrying out of socially organized patterns of behavior (Kanter, 1968). Two broad categories of teacher commitment exist in the literature: organizational commitment, which encompasses identity, involvement, loyalty, and career continuance; and professional commitment, which includes occupational competence and efficacy. Organizational commitment in particular has been linked inversely to turnover intention (Bogler & Somech, 2004). Commitment is a word that teachers use to distinguish those who are caring, dedicated and take their job seriously from those who put their own interest first. Some teachers see their commitment as part of their professional identity (Elliot & Crosswell, 2001).

The factors influencing the levels of commitment of the teachers in schools and in the wider education systems must necessarily be the focus of an important field of research leading to the introduction of reform and change within classrooms and lecture theatres, schools, institutions and learning centers, and national systems of Education (Nordin, 2009). Accepted ideas about teacher commitment assume that it is multidimensional. These dimensions are thought to be external to the teacher but interconnected and have some influence on each other (Meyer & Allen, 1991). Understanding the orientation of an individuals' commitment is crucial, as teacher may behave differently according to those aspects of the profession and organization to which they are committed (Tyree, 1996). Career commitment can be nurtured and developed in a collegial school culture that encourages professional growth. This may be done through the way leaders influence followers. Organizational characteristics consist of job, leadership, work group and organizational characteristics. Among these four characteristics, leadership and organizational characteristics seem to be of utmost concern to school managers who want to arouse the commitment and enhance the performance of teachers. Leadership refers to the behaviors of

the leaders which can be supervisory, charismatic, one of initiating behavior and consideration, and one of giving rewards (Bateman & Strasser, 2011).

An employee with a high degree of organizational commitment tries to contribute to the organization's success and wishes to remain with the organization (Richard, 2000). Teacher commitment is one of the key elements in education and is arguably becoming an increasingly important factor. The work teachers engage in on a daily basis is complex and demanding and requires a level of personal engagement and commitment. With the escalating demands and new challenges inherent in the current educational climate, what it means to be a committed teacher is also changing. It has become imperative to gain further insight into teacher commitment due to its close association with concepts such as quality of teaching, teacher adaptability, teacher attendance, teacher burnout, teacher retention, organizational "health" of the school, and student attitudes and learning outcomes (Mbwiria, 2010). Educating is full of intricacy and it constantly involves the teachers' intellect as well as dedication. It is an inculcation of habits, a training of skills and a development of intelligence where teachers' commitment plays a critical part. A teacher's commitment influences the students' behavior towards learning, affects students' achievements and performance, and also helps teachers themselves in the flexibility with the demands in classroom (Mbwiria, 2010). Teachers' commitment is the sense of identity as educators where it consists of four important dimensions: caring, occupational competence, individuality and career continuance (Tyree, 1996). Teachers can teach their students better by taking regard of their interest rather than continuing to teach against them. Students can achieve more and perform better when teachers are fully committed in educating them.

## 2.4. 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 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. Affective Commitment

According to Meyer and Allen (1997), affective organizational commitment refers to an employee's affection to, recognition with, and participation in the organization. Employees who have a strong affective organizational commitment to an organization stay with the organization because they have no wish to leave. Affective commitment involves three aspects, i.e. the formation of an emotional attachment to an organization, identification with the goals of the organization displayed through a willingness to assist the organization in achieving its goals and the ability of employees to internalize the values and goals of the organization, and the desire to maintain organizational membership (Meyer et al., 2002).

Allen and Meyer (1990) further argue that individuals will develop emotional attachment to an organization when they identify with the goals of the organization and are willing to assist the organization in achieving these goals. They further explain that identification with an organization happens when the employees' own values are in harmony with organizational values and the employee is able to internalize the values and goals of the organization.

Individuals with high levels of affective commitment continue employment because they want to. It is very important for organizations to have employees feeling affective commitment since strong affective commitment means employees willing to stay in the organization and accepting its objectives and values (Allen & Meyer, 1990).

### 2.4.2. Continuance Commitment

Continuance commitment reflects a calculation of the costs of leaving versus the benefits of continuing. It involves a person's bond to an organization based on what it would cost that person to leave the organization. It originates from the needs of employees to stay in the organization considering the costs of leaving. It refers to an awareness of the costs associated with leaving the organization as well as the willingness to remain in an organization because of the investment that the employee has with "nontransferable" investments. Nontransferable investments include things such as retirement, relationships with other employees, or things that are special to the organization (Allen & Meyer, 1990). Allen and Meyer (1990) further explained continuance commitment as a form of psychological attachment to an employing organization that reflects an employee's

presence in an organization as the high costs involved in leaving the current organization.

Allen and Meyer (1990) again indicated that, in addition to the fear of losing investments, individuals develop this commitment because of a perceived lack of alternatives and this would be based on perceptions of employment options outside the organization where employees believe they do not have the skills required to compete for positions in another field or who work in environments where the skills and training they get are very industry specific. As a result, such employees could feel compelled to commit to the organization because of the monetary, social, psychological and other costs associated with leaving the organization. Those with high levels of continuance commitment stay with the organization because they need to. Thus, employees keep their organization membership thinking it might cost them too much to leave the organization (Allen & Meyer, 1990). Therefore, in order to retain employees who are continuance committed, the organization needs to give more attention and recognition to elements that improve employees" morale to be affectively committed.

### 2.4.3. Normative Commitment

Normative organizational commitment reflects an emotion of "obligation to carry on employment" (Meyer & Allen, 1997). An employee with a strong normative organizational commitment feels he/she has a moral obligation to stay in the organization. Schneider (2003) regarded normative organizational commitment in terms of the ethical obligation the employee develops after the organization has spent in him/her. He stated that when an employee starts to sense that the organization has spent either too much time or money developing and training him/her, such an employee might feel a compulsion to stay with the organization.

Those with high levels of normative commitment stay with an organization because they feel they ought to remain (Allen & Meyer, 1990). This type of commitment differs from continuance organizational commitment because it is not reliant on the personal calculations of hollow costs.

It is important to realize that the three organizational commitment dimensions are not mutually exclusive but should be seen as components that can variously coexist. (Meyer and

Allen, 1997). It means that an employee can develop one type of organizational commitment, any combination of them or all of the three aspects of organizational commitment. The three aspects of organizational commitment differ only on the basis of their underlying motives and outcomes (Becker, 1992).

## 2.5. The Relationship between Leadership Styles and Organizational Commitment

The success of the organization in achieving its goals depends on how the leaders lead their organization and which leadership styles they use. The suitable leadership styles can affect the commitment, productivity and even job satisfaction of employees (Voon et al, 2011). Leadership is a key determinant of organizational commitment (Mowday et al, 1982). In particular transformational leadership is positively linked with organizational commitment (Bono & Judge, 2003). Transformational leaders provide mission and vision; enhance the sense of belonging and devotion so that employees want to stay a member of the organization. This makes them eager to put in effort for achieving the goals of the organization. This results in involvement of employees in their work and high organizational commitment. Transactional leaders, however, use rewards to influence employee behavior to their benefit at low costs or they have a total disregard for what happens in the organization and do not feel responsible for anything, which often result in dissatisfaction of the employees (Bono & Judge, 2003).

In the study conducted by Emery and Barker (2007), the findings have found a positive relationship between all components of transformational leadership and organizational commitment among 124 managers in banking and food industries in U.S.A. Avolio et al. (2004) carried out a study on staff nurses in a public hospital in Singapore and found that transformational leadership style positively influences organizational commitment. In the study conducted by Limsila and Ogunlana (2007) the findings revealed that organizational commitment is facilitated by transformational leadership. Ismail and Yusuf (2009) found that there is a significant positive relation between transformational leadership and organizational commitment.

Transformational leaders influence followers' organizational commitment by encouraging them to think critically by using novel approaches, involving followers in decision-making

processes and inspiring loyalty while recognizing and appreciating the different needs of each follower to develop his or her personal potential (Nyengane, 2007). By encouraging followers to seek new ways to approach problems and challenges and identifying with followers" needs, transformational leaders are able to motivate their followers to get more involved in their work, resulting in higher levels of organizational commitment (Walumbwa & Lawler, 2003). This view was supported by prior research that showed that organizational commitment was higher for employees whose leaders encouraged participation in decision-making (Nyengane, 2007), emphasized consideration (Walumbwa & Lawler, 2003) and were supportive and concerned for their followers' development (Allen & Meyer, 1990).

Emery and Barker (2007) reported a moderate positive correlation between all factors of transformational leadership style, as well as contingent reward representing transactional leadership style and affective commitment; meanwhile, the second factor of transactional leadership – management-by-exception, though still not distinguished to active and passive – showed a negative correlation with affective commitment. Limsila and Ogunlana (2007) have found that only transformational leadership style correlated to affective commitment while no significant correlations were observed between transactional, laissez faire leadership styles and affective commitment.

Dun et al (2012) found a positive relationship between transformational leadership and affective and normative commitment, but no significant relationship between transformational and continuance commitment. Avolio, et al. (2004) also found a positive relationship between transformational leadership and organizational commitment. Joo et al (2012) found a positive relationship between transformational leadership and organizational commitment.

A research stated that transformational leadership was positively related with affective, continuance and normative organizational commitment but more significantly correlated with affective commitment. On the other hand, transactional leadership was found to be more positively correlated with both continuous and normative commitment. This means transactional leaders encourage or motivate employees through monetary rewards, clarifying their roles and by giving timely feedback (Alqudah, 2011).

## 2.6. ConceptualFramework

The independent variable in this study is principal leadership styles whereas the dependent variabl is teachers' commitments. The independent variables are represented by the three leadership which are consists of transformational, transactional and laissez-faire and the dependent variable is teachers' commitment, and it will determine the influences of all the independent variables toward the dependent variable.

The study believes that the leadership styles exhibited by the school principals will have particular impact on the respective dimensions of commitment. Figure 2.1 below shows interrelationship between variables: leadership styles (i.e transformational, transactional and laissez-faire) and teachers' commitment (i.e. affective, continuance and normative).
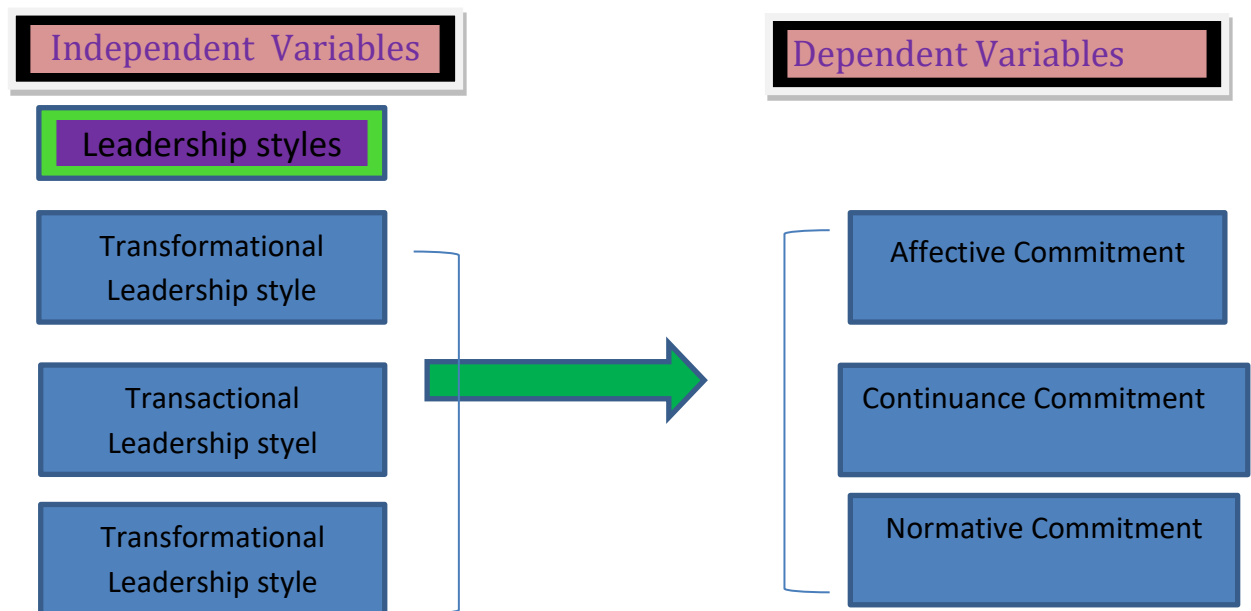


**Figure 2.1 The relationships among all the independent variable and dependent variables.**

# CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

## 3.1. Research Design

A research design of a study is nothing but a strategy or plan of investigation to obtain answer to research questions or problems (Kumar, 1999). In this study, descriptive and correlational survey design were employed. Descriptive survey design was used to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2004). According to Mugenda and Mugenda (2003), a survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables.

Correlational design was also used to determine if any relationship exists between the two variables (independent and dependent variables). These variables can be measured so that numbered data can be analyzed using statistical procedures (Creswell, 2013).

## 3.2. The Research Method

Research methods refer to all the methods the researcher uses during the course of studying the research problem (Kothari, 2004, p.7). To undertake the study, a quantitative was employed to address basic research questions. Quantitative data collection took place in the form of a survey (Creswell, 2003). Quantitative method is an objective and systematic process in which pieces of numerical data are used to obtain information about the world and which are analyzed by using mathematical methods.

Quantitative method can also achieve greater objectivity and more accurate results if we comparing with the other methods. It depends on a few variables and it follows many tools in order to test the validity and reliability of the data. Therefore, in order to achieve the objectives of this study and thereby to give answer for its problems, quantitative research approach was used by the researcher.

## 3.3. Sources of Data

The study used both primary and secondary sources of data. The primary sources of data were teachers, school principals, school supervisors and department heads. Secondary data that could support primary sources were also collected from published and unpublished documents obtained from different sources.

### 3.4. Target population, Sample Size and Sampling Techniques

### 3.4.1 Target population

A target population, according to Abdinoor (2012), is a full set of cases from which a sample is taken. He also defined it as the population of interest from which the individual participant or object for the measurement is taken. The target population for the study consisted of the entire teachers, principals, supervisors and department heads of the school under study. Specifically, the target population was all the 280 teachers, 6 principals, 5 supervisors and 50 department heads in the Zone under study (Buno Bedele Zone Education office, 2021).

These groups of participants would be appropriate for this study, because, they were among front line for school leaders and help the researcher to get reliable and firsthand information about the issue in focus. As to the statistical information obtained from Buno Bedele Education Office, currently there are total of thirty two (32) Government secondary schools (9-12) in the zone(Buno Bedele Zone Education office, 2021).

### 3.4.2 Sample Size

After selecting sampled schools, teachers, principals and supervisors were identified. Principals and supervisors were selected by using available sampling technique. Because they are responsible in affecting students' learning and achievements through promoting positive school culture. To determine the number of sample teacher respondents for this study, a formula developed by Kothari (2004, p.179) and recommended by Cohen *et al.,* (2007, p.104) in educational research was used. Since, this formula has been practically tested and used by scholars for more than four a decade, the researcher considered the formula to correctly determine appropriate sample size for this study.

### 3.4.3. Sampling Techniques

In studying a population, the ideal thing to do is to study each and every member of the population. However, this is impracticable due to constraints of time, effort, money and accessibility. Therefore, a smaller group from the accessible population also known as the sample was selected for the study. Welsh (2006) defines sampling as the process of choosing from a much larger population, a group about which researchers wish to make generalized statements so that the selected group will represent the total population. There is therefore, the need to avoid bias in this selection process. In other words, every member of the population,

ideally, should have an equal chance of being included in the sample. The sample that is chosen must represent the entire population in terms of the characteristics of the individual members. For the purpose of this study, simple random, purposive and availability sampling techniques were adopted. Simple random sampling is a subgroup of individuals selected from a population, thus, everyone has an equal chance of being chosen.

According to Yalew and Limshow (1998) among the total population 20- 30% can fulfill the sample sizes. In Buno Bedele Zone there are 9 Woredas, each Woreda were grouped in to four (4) clusters. (Table 3.1) By cluster sampling, the researcher can select a specific number of Woredas and schools, i.e. a geographically close cluster is sampled (Cohen et al., 2007).

From each cluster four Woredas (i.e.; Gechi, Dabo Hana, Bedele Woreda and Chora) were selected by simple random sampling. These were because in simple random sampling, every member of a population has an equal and independent chance to be selected as a sample and it is appropriate to cross-sectional design. Hence the selection of one Woreda was not affect the selection of the other during application of simple random sampling technique in order to give equal chance. Bedele Administrative town was selected by purposive sampling. In purposive sampling, often (but by no means exclusively) a feature of qualitative research, researchers handpick the cases to be included in the sample on the basis of their judgment of their typicality or possession of the particular characteristics being sought (Cohen *et al.,* 2007).

From Bedele Admnistrative town, both secondary schools (Woyessa  Gota and Ingibi) were selected by using availability sampling technique. Availability sampling involves selecting a sample from the population because it is accessible. That is to say, individuals are selected for the research no because they meet some statistical criterion, but because they are ready available.

As the same time, Chora, DaboTemo , Haro-Tore and Gechi Secondary schools were selected by simple random sampling  technique. So, a total of 6 secondary schools were selected for the study (table 3.1). Accordingly, Wayesa Gota,  Ingibi, Chora, DaboTemo , Haro-Tore and Gechi Secondary schools were selected.

**Table 3.1: Sample frame, Sample and Sampling Technique**

| Number of Woredas clustered in four geographical Location/ | | Selected Woredas from the clusters by simple random sampling technique | Selected sec. schools by simple random sampling | School code | Total population | Proportional no. x no teachers | Sample of the study | Sampling techniques used to select sec. schools |
|---|---|---|---|---|---|---|---|---|
| Cluster one | Chewaka Dabo Hana | ❖ Dabo Hana: A) Dabo temo B) Lilo | Dabo temo | 1 | 38 | .58 *38 | 22 | Simple Random/ lottory sampling: technique |
| Cluster two | Gechi Boracha Didessa | ❖ Gechi: A/Gechi, B/Chara C/Sekacha | Gechi | 2 | 43 | .58 *43 | 25 | |
| Cluster three | Bedele Woreda Dega | ❖ Bedele Woreda: A/Kolo sirri B/Haro tore | Haro-tore | 3 | 38 | .58 *38 | 22 | |
| Cluster four | Meko Chora | ❖ Chora A/Chora b/Dabaso Kemise c/Abdela d/ Dabaso Humbe) | Chora | 4 | 51 | .58 *51 | 29 | |
| Bedele Administrative town | | ❖ Bedele town: A/Woyessa B/GotaIngibi | Woyessa Gota | 5 | 64 | .58 *64 | 37 | Avialability sampling technique |
| | | | Ingibi | 6 | 46 | .58 *46 | 27 | |
| Teachers | | | | | 280 | | 162 | Simple Random/ lottory sampling: technique |
| Principals | | | | | 6 | | 6 | Avialability sampling technique |
| Supervisors | | | | | 5 | | 5 | |
| Department Heads | | | | | 50 | | 25(50%) | Purposive sampling techniques |
| Total | | | | | 341 | | 198 | |

*Note: School Leaders refer to principals, supervisors, department heads, Unit leaders*

Following the sample school selection, the next step was selection of the respondents (teachers, school principals, supervisors, and Department Heads) from each sampled schools. To represent equal proportion of sample teachers in each schools, Daniel (1999) formula has been utilized. That is, since the number of teachers is not proportional, stratified sampling technique was used to select representative samples from teachers using Daniel's (1999) sample size determination formula. $S=(\frac{X^2 N \ P(1-P)}{d^2(N-1)+X^2 P(1-P)})$

Where; S =required sample size;

N=the population;

$X^2$ =the table value of chi square for 1 degree of freedom at the desired confidence level or level of confidence (3.841). Where, X=1.96 then x2=3.841

P=the population proportion respected proportion (assumed to be 0.5 sin ethic would provide the maximum sample size.

 d=the degree of accuracy expressed as a proportion (0.05).

Therefore using the sample size determination formula (Daniel & Cross 2012), the required sample size of teachers was:

$$S= \frac{(1.96)^2 \times 280 \times 0.5(1-0.5)}{(0.05^{)2}(280-1)+(1.96)^2 0.5(1-0.5)} = 162.20 \approx 162$$

To determine the sample size of teacher from each schools, the Williams (2011) formula was employed to have the fair representation of sample as follows:

$$n = \text{Total teachers sample size}$$

$$N = \text{Total number of teachers in the six sample secondary school}$$

Accordingly, the total numbers of teachers in the six Secondary schools are 280 which are N. The determined sample to be taken is 162 which is n. Thus, $\frac{n}{N}$ gives the proportional number i.e. 162/280=0.58 Then proportional number multiplied by the number of teachers in each school gives proportional sample of teachers to be taken from each school as presented (Table 3.1 above).

Availability sampling was employed to select school principals and school supervisors. Purposive sampling technique was used to select department heads. Since school principals

and supervisors were the right persons by virtue of their professional roles and powers they possess leadership position to address the issue of leadership behaviours and teachers' commitment.

## 3.5. Instruments of Data Collection

The study involves the use of questionnaries as the main research instrument to be used in the data collection process. The researcher preferred to use questionnaires as research instrument because the number of the informants was large and therefore, it was convenient to use questionnaires since they could be left to informants and be filled whenever they get time. The questionnaries were designed and administered to teachers and school leaders (school principals, supervisors and department heads).

Two potential survey tools to evaluate leadership and organizational commitment are the Multifactor Leadership Questionnaire(MLQ) (Bass & Avolio, 2004) and the Three-Component Model(TCM) of Organizational Commitment Questionnaire (OCQ) (Meyer & Allen, 1991).

**Multifactor Leadership Questionnaire (MLQ)**
The MLQ describes leaders who influenced the factors important to the participant and the factors that encouraged others to put the good of the group ahead of their self-interest (Avolio, Bass, & Jung, 1999). There are different versions of the MLQ, with the MLQ-5X Shorter Rater Form being the most frequently used version (Bagheri, Sohrabi, & Moradi, 2015). Thus, the current version of the MLQ measures nine leadership characteristics - a laissez-faire factor, three transactional factors, and five transformational factors (Antonakis,Avolio, & Sivasubramaniam, 2003).
Transformational leaders focus on developing their followers by inspiring them, promoting collaboration, motivating them, and by reinforcing positive behaviors. The employees often develop a high level of trust and confidence in such a leader. Transformational leadership was characterized and measured by five dimensions: (1) idealized influence (attributes) (2) idealized influence (behavior), (3) inspirational motivation, (4) intellectual stimulation and (5) individualized consideration. Transactional leadership was an exchange process based on the fulfillment of contractual obligations and was typically represented as setting objectives and monitoring and controlling outcomes.

Transactional leadership was characterized and measured by three dimensions: (1) contingent rewards for good performance and (2) active and (3) passive management by exception for poor performance. Laissez-faire leaders avoid making decisions, abdicate responsibilities, do not use authority, refuse to take sides in a dispute and show lack of interest in what is going on. Such leadership was considered active to the extent that the leader "chooses" to avoid taking action.

Each questionnaries for the school leaders was partitioned into three segements. Namely, section A, section B, and Section C. Section A dealt with demographic information of the respondents; section B contained questions dealing with all specific research objectives for the study on principals' leadership behaviors on teachers commitment. While section C deals with teachers' commitment to their job.

School leaders were asked to judge the extent to which their leader engaged in specific behaviors measured by the MLQ. The MLQ Form 5X is self-scoring and used 36 items in this study.

The items are rated using a 5-point Likert scale labeled as 0 = not at all, 1 = once in a while, 2 = sometimes, 3 = fairly often, 4 = frequently, if not always. In computing of the results, high score shows high effectiveness of leadership behaviors perception while low score implies low effectiveness perception style in the scale.

**Organizational Commitment Questionnaire (OCQ)**

The Revised Version three-Component model (TCM) (Meyer, Allen, & Smith, 1993) was used to measure three forms of employee commitment to an organization: desire-based (affective commitment), obligation-based (normative commitment) and cost-based (continuance commitment). The survey includes three well-validated scales, the Affective Commitment Scale (ACS), the Normative Commitment Scale (NCS) and the Continuance Commitment Scale (CCS).

Thus, the affective commitment dimension has six (6) statements that assess how the participants feel about remaining with the organization for which they work at the time. The continuance commitment dimension has six (6) statements and assesses the personal and financial costs associated with leaving the organization for which the respondents presently work. It also ascertains the availability of attractive work alternatives to their present

employment. The normative commitment dimension includes six (6) statements. The statements assess the level of obligation an individual feels to continue with the organization because it is the right thing to do.

The questionnaire for teachers was partiotioned into three segements namely; section A, section B and section C. Section A gathers information on the background data of teachers. Section B dealt with influence of principals' leadership styles on teachers' commitment, while section C deals with teachers' commitment to their job.

The selected OCQ was a self-scoring questionnaire and the responses to each of the 18 items (6 items for each dimension) were rated using a 5-point Likert scale labeled as $0 =$ strongly disagree, $1 =$ disagree, $2 =$ neither agree nor disagree, $3 =$ agree, $4 =$ strongly agree. High score shows high employees' organizational commitment perception while low score implies low perception in the scale.

## 3.6. Data Collection Procedures

Scientific and systematic procedures were carried out in the process of gathering data from respondents. These procedures help the researcher to get accurate and relevant data from the sampled respondents. After taking letters of authorization from Jimma University and Buno Bedele Zone education office for ethical permission, the researcher contacted Woreda education offices and the principals of respective schools for consent. After making agreement with the concerned participants, the researcher familiarized the objectives and purposes of the study.

The data collection instrument (structured questionnaire) was pilot tested with 19 respondents of the Abdella Secondary School, who were not included in the final selection of the population. The problems anticipated to be encountered during pilot testing of the data collection instrument were addressed by making necessary adjustments to the questionnaire before administering it to the study sample. After revision of the data collection instrument, the whole study sample was subjected to the data collection instrument.

Then, the final questionnaires were distributed to sampled teachers, school principals, supervisors and department heads from the selected secondary schools. The respondents were allowed to offer their own answers to each item independently and the data closely assisting

and supervising them to solve any confusion regarding the instrument. Lastly, the questionnaires were collected and made ready for data analysis.

## 3.7. Methods of Data Analysis

This study employed both descriptive and inferential data analysis. The descriptive statistics involved frequencies and percentages to present demographic factors, mean scores and standard deviations to present the perception of respondents and regression analysis to establish the relationships that existed between the independent and the dependent variables. According to Orodho (2004), descriptive statistic involves tabulating and describing data received from sample of the population. The researcher used descriptive statistics such as frequency tables, and percentages.

Pearson Correlation Coefficient Matrix is used to identify whether there is a relationship between principals' leadership behaviors with teachers' commitment. Linear regression was used to determine if there was a significant linear regression between principals' leadership behavior and teachers' commitment. Data was presented in form of tables and figures. In addition, the researcher was employed t-test to compare the MLQ mean of leaders and subordinates response results to identify if there was a significant statistical difference between the two samples on all subscale of leadership behaviors. Gray, Geoffery & Airasian (2009) stated that t-test for independent sample used to test the difference between means of two independent groups and t- test for dependent samples used to test the difference between means of two dependent groups.

For mean scores interpretation purpose, the study adopted interpretative scale proposed by Walsh (1981), as cited in Jonathan, Thibeli and Darroux (2013), in that mean scores ranging from 1.5 or less = strongly disagree (very low), 1.51-2.50 = Disagree (low), 2.51-3.49 = Neutral/Moderate/Medium, 3.50-4.49 = Agree (High) and 4.5 or greater = Strongly Agree (Very high) (Table 3.2). Interpretation of correlation results (0-1), followed Cohen (1988) guideline in that r = 0.1 to 0.29 (small correlation), r = 0.30 to 0.49 (medium correlation) and r = 0.50 to 1.0 (large correlation). Thus, the mean scores of respondents were interpreted according to the following criteria:

**Table 3.2. Interpretation of Five Mean Score Results**

| Mean | Interpretation |
|---|---|
| ≤ 1.50 | Strongly disagree |
| 1.51 – 2.50 | Disagree/low |
| 2.51 – 3.49 | Neutral/Medium/Moderate |
| 3.50 – 4.49 | Agree/High |
| ≥ 4.50 | Strongly agree /very high |

## 3.8. Reliability and Validity

Reliability refers to the consistency of scores or answers from one administration of an instrument to another and from one set of items to another. Cohen, *et al.,* (2007) suggest that the Cronbach's Alpha result >0.9 excellent, >0.8 good, >0.7 acceptable, $\propto < 0.6$ questionable, and $< 0.5$ poor. Field (2005) and Pallant (2013) in their research studies explained that a Cronbach's alpha that is better than 0.7 shows internal consistency of the study instrument. The questionnaire used to measure each style of leadership and teachers' commitment were put to the reliability test and the Cronbach's alpha figures that were gotten were in the range of 0.729 and 0.855 which signifies a very acceptable level of internal consistency of the questionnaires used for each leadership style and teachers' commitment and the results are presented in Table 3.3. Also, the researcher subjected the questionnaires to an internal consistency test as a whole and the Cronbach alpha gotten was 0.763 which signifies internal consistency of the questionnaire used in this study as a whole.

On the other hand, validity tries to assess whether a measure of a concept really measures that concept, that is, the extent to which the concept measures what it was designed to measure (Singh, 2007). According to Kothari (2011) validity is the most critical criterion that indicates the degree to which an instrument measures what it is supposed to measure.

As mentioned above, the study used a Multifactor Leadership Questionnaire(MLQ) and the Three-Component Model(TCM) of Organizational Commitment Questionnarie (OCQ). Content validity deals with designed questionnaire items, which focus on the key variables such as dependent and independent variables which were discussed in detail in Chapters two and three respectively. Face validity refers to what the test items look like (Hardesty & Bearden, 2004:98-107). In other words, if the test items are supposed to focus on

principals'leadership styles and teachers' commitment, face validity will measure the target variables. Furthermore, it deals with how a respondent can respond to questions honestly and accurately, which Punch (2003:43) believes is based partly on the respondents' attitudes and frame of mind.

In addition, validity narrates the ability of the respondents to answer the questions listed on the data collection instrument. The respondents in this study were the principals, teachers, supervisors and department heads who had the ability to answer the questionnaire. At the same time, the researcher took care to choose words to ensure the clarity of the instruments and relevance of this study to ensure that the validity and consistency of data collection tools were appropriate for this study.

The table below indicates the computed internal reliability coefficient of the pilot test.

**Table 3.3: Reliability Statistics**

| Variables | No. Items | Cronbach's Alpha |
|---|---|---|
| **Principals' Leadership styles** | | |
| Transformational leadership style | 20 | .855 |
| Transactional leadership  style | 12 | .733 |
| Laissez-faire leadership  style r | 4 | .729 |
| total | 36 | .772 |
| **Teachers' commitment scale** | | |
| Affective Commitment Scale (ACS) | 6 | .793 |
| Normative Commitment Scale (NCS) | 6 | .731 |
| Continuance Commitment Scale (CCS). | 6 | .745 |
| total | 18 | .756 |
| Total Reliability Coefficient | 54 | .763 |

## 3.9. Variables of the Study

The variables used in measuring leadership behaviors were considered separately as independent variables. The subscales for these variables are contained in the Multifactor Leadership Questionnaire (MLQ Form 5X). On the other hand, three separate measures of teachers commitment were used as dependent variables. These measures were the affective commitment scale, continuance commitment scale, and normative commitment scale of the OCQ.

Instrument, Variables and Scales are presented in the following below;

I. **Independent variables instrument, variable and scale**

A.   Multifactor Leadership Questionnaire (MLQ Form 5X) (instrument)

1,Transformational leadership(variable)

    1.1.Idealized Influence (Attributed) (scale)

    1.2.Idealized Influence (Behavior) (scale)

    1.3.Inspirational Motivation(scale)

    1.4.Intellectual Stimulation(scale)

    1.5.Individual Consideration(scale)

2 .Transactional leadership (variable)

    2.1.Contingent Reward (scale)

    2.2.Management-by-Exception(Active) (scale)

    2.3.Management-by-Exception (Passive) (scale)

3. Laissez-faire (variable)

    3.1.Avoids making decision (scale) and

    3.2.Ignore problems (scale)

II.  Dependent variable Measures Instrument and Variables Scales

B.   Organizational Commitment Questionnaire(OCQ)

1. Teachers Commitment (variable)

    1.1.Affective Commitment (scale)

    1.2. Continuance Commitment(scale)

    1.3. Normative Commitment (scale)

## 3.10. Ethical consideration

The participant's consent to participate in the research must be voluntary, free of any coercion or promises of benefits unlikely to result from participation and no group will be disadvantage by being excludes from consideration. In doing so, first the researcher goes with official letters from Jimma University to concerning bodies. Ethical consideration plays a role in all research studies and all researchers must be aware and attending to the ethical considerations relate to their studies. The researcher communicating with all sample secondary schools legally. The purpose of the study was clear and understandable for all participants. Any

communication with the concerning bodies were accomplishes at their voluntarily agreement without harming and threatening their personal and institutional wellbeing Because of the sensitive nature of the information being gathered about the participants, specific personal information like their names and their organizations are kept anonymous. And all sensitive data collected for this study are kept confidential.

# CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

The main purpose of this study was to assess and describe the practice of School leadership behavior and the commitment of teachers in government secondary schools of Buno Bedele Zone. The data wascollected infive secondaryschools.The results of data analysi swere presented and discussed in the way to answer research questions raised in the process of this research and the research objective set for the research question.

## 4.1 Return Rate of questionnaires

The data for the study was distributed to six Secondary Schools of Buno Bedele Zone. The sample plan of this study was composed of six principals, five supervisors, 162 teachers and 50 department heads. A total of 204 questionnaires were distributed to the respondents and out of these questionnaires a total of 185 questionnaires were successfully completed and returned that is 153 respondents from teachers and 32 from educational leaders. The other 19 questionnaires were not returned or not included in the analysis, due to the problems from respondents and some contained incomplete information. The total response rate was 90.68 %. Therefore, the total response rate is sufficient and safe to analyze and interpret the data.As a result, the analysis of this research is based on the number of questionnaires collected. This is more clarified under the following table. Among 6 interview respondents 5(83.3%) are properly participated and gave necessary information on the issue under investigation.

## 4.2. Demographic Characteristics of Sample Respondents

A profile of 185 sample respondents of Secondary Schools of Buno Bedele Zone who participated in this research was summarized in the form of frequency and percentage. Data presented with tables for each of the variables. The characteristics include gender, age, work experience and educational level.

In this research 185 respondents participated, where 153 (82.7%) were teachers and 32 (17.3%) were school leaders. The gender composition of the respondents in Table 4-1 below indicates that the males were 140 (75.7%), while 45 (24.3%) were female, which showed that male respondents were triple fold of the female staff members participated in the research.

Considering the respondents were identified randomly in each school, the sample composition entails that there were predominantly male staff than female staff in the government secondary schools under study.

**Table 4.1: Gender and Age Group of Respondents**

| Respondents characteristics | | | Responses Group | | Total |
|---|---|---|---|---|---|
| | | | Teachers | School leaders | |
| **Gender** | Female | No. | 38 | 7 | 45 |
| | | % | 84.4% | 15.6% | 24.3% |
| | Male | No. | 115 | 25 | 140 |
| | | % | 82.14% | 17.86% | 75.7% |
| | Total | No. | 153 | 32 | 185 |
| | | % | 82.7% | 17.3% | 100.0% |
| **Age Group** | <24 years | No. | 5 | 0 | 5 |
| | | % | 3.3% | 0.0% | 2.7% |
| | 25-34 years | No. | 51 | 7 | 58 |
| | | % | 33.33% | 21.9% | 31.35% |
| | 35-44 years | No. | 83 | 18 | 101 |
| | | % | 54.2% | 56.3% | 49.19% |
| | 45-54 years | No. | 12 | 5 | 17 |
| | | % | 7.8% | 15.6% | 9.2% |
| | >55 years | No. | 2 | 2 | 4 |
| | | % | 1.3% | 6.3% | 2.2% |
| | Total | No. | 153 | 32 | 185 |
| | | % | 82.7% | 17.3% | 100.0% |

Source: Survey study, 2021.

The age distribution of the sample respondents indicated above, Table 4.1, that the majority, 83(54.2%) of teachers were within the age group of 35 – 44 and 18(56.3%) of the school leaders were in the age group of 35 - 44. All together the majority of the staff members 159(85.9%) in the secondary schools were in the age range 25 - 44.

Data showed that they were almost evenly distributed across all ages. Most of them however were in between 35 and 444 years. The older the teachers are the more satisfied they would be expected to be with their jobs since as age goes by; they tend to settle into one's job for security purposes as opposed to young teachers Nzuve (2007). It is also evident that most teachers in the Zone are both mature and energetic as they are at their prime age in the teaching profession.

On the principals' age distribution, the data showed that most of the principals were relatively middle aged and generally balanced their leadership styles because their rich experience has taught them that the situation around their school affects the leadership style of the principals hence may have experience that is likely to influence their leadership styles D'Souza (2006). The high level of experience and maturity of many principals was vital in adding value to the trend of the findings for this study.

The educational level of respondents shown in Table 4.2 reveals that the majority of the teachers, 128 (83.7%), were BA/BSc/BED degree holders. The Table also reveals that there were 32(100.0%) of school leaders with second degree.

**Table 4.2: Level of Education and Work Experience of the Respondents**

| Respondent characteristics | | | Responses Group | | Total |
|---|---|---|---|---|---|
| | | | Teachers | School leaders | |
| **Educational level** | Diploma | No. | 4 | 0 | 4 |
| | | % | 2.6% | 0.0% | 2.2% |
| | BA/BSc/BED | No. | 128 | 0 | 128 |
| | | % | 83.7% | 0.0% | 69.2% |
| | MS/Msc | No. | 21 | 32 | 53 |
| | | % | 13.7% | 100.0% | 28.6% |
| | Total | No. | 153 | 32 | 185 |
| | | % | 82.7% | 17.3% | 100.0% |
| **Work Experience** | 1-5 Years | No. | 75 | 7 | 82 |
| | | % | 49.0% | 21.9% | 44.3% |
| | 6-10 years | No. | 53 | 15 | 68 |
| | | % | 34.6% | 46.9% | 36.8% |
| | 11-15 years | No. | 16 | 5 | 21 |
| | | % | 10.5% | 15.6% | 11.4% |
| | 16-20 years | No. | 6 | 4 | 10 |
| | | % | 3.9% | 12.5% | 5.4% |
| | >20 years | No. | 3 | 1 | 4 |
| | | % | 2.0% | 3.1% | 2.2% |
| | Total | No. | 153 | 32 | 185 |
| | | % | 82.7% | 17.3% | 100.0% |

Source: survey study, 2021

In addition, 21 (13.7%) of teachers were having second degree. This may reveal that the second degree bearers have relatively better privilege to be principals than the first

degree bearers. Overall, the educational level composition entails that the respondents were capable of understanding the survey instrument and provided educated responses.

Table 4.2 also presents the service year of respondents in their respective school. The majority of the school leaders, about 46.9%, served their respective school for 6 to 10 years. Whereas considerable number of teachers, which were 75(49.0%) and 53(34.6%), served in their school for 1-5 and 6-10 years respectively. The table also reveals that respondents serving their school up to 20 years were participated. This accumulated experience would bring rich input to the research work. A research conducted by Ward and Wilcox (1997) among elementary head teachers in Virginia, USA indicated that principals who had six years or more of service had a stronger feeling regarding inter-personal relationship with teachers than head teachers who had five or fewer years of experience.

## 4.3. Presentation, Analysis and Interpretation of the Main Data

### 4.3.1.Results of Descriptive Analysis

The first two research questions were descriptive in nature and therefore involved determination of mean scores and standard deviations of what respondents perceived about leadership styles and commitment of teachers. The mean scores of respondents were interpreted according to the following criteria: 3.50 to 4.00 = strong agreement, 2.50 to 3.49 = agreement, 1.50 to 3.49 = disagreement and 1.00 to 1.49 = strong disagreement.

### 4.3.1.1 Analysis of the perceived leadership styles in government secondary schools of Buno Bedele Zone

The first objective of this study was to determine the most dominant leadership styles practiced in government secondary schools of Buno Bedele Zone.

4.3.1.1.1. Effect of Transformational Leadership Style on teachers Commitment
It showed a low level of transformational leadership practices, and did not support the previous studies which highlighted the dynamism of transformational leadership that could bring changes to the level of teacher commitment.

**Table 4.3. Transformational leadership style: Idealized attribute**

| No | Statement | | Level of Agreement | | | | | Total |
|---|---|---|---|---|---|---|---|---|
| | | | Never | Very seldom | Sometimes | Fairly often | Always | |
| 1 | Instills pride in others for being associated with him/her. | frequency | 13 | 66 | 53 | 26 | 27 | 185 |
| | | percent | 7.02 | 35.68 | 28.65 | 14.05 | 14.60 | 100 |
| 2 | Goes beyond self-interest for the good of the group. | frequency | 19 | 50 | 66 | 21 | 29 | 185 |
| | | percent | 10.27 | 27.03 | 35.68 | 11.35 | 15.68 | 100 |
| 3 | Acts in ways that build others respect for him/her | frequency | 20 | 61 | 40 | 27 | 37 | 185 |
| | | percent | 10.81 | 32.97 | 21.62 | 14.60 | 20 | 100 |
| 4 | Displays a sense of power and Confidence. | frequency | 11 | 56 | 26 | 42 | 50 | 185 |
| | | percent | 5.95 | 30.27 | 14.05 | 22.70 | 27.02 | 100 |
| | Total | frequency | 63 | 233 | 185 | 116 | 143 | 740 |
| | | percent | 8.51 | 31.49 | 25 | 15.68 | 19.32 | 100 |

Source; Survey study, 2021

The idealized component of transformational leader express the way in which a leader behaves to become a role model for his/her followers as a result of which the leader gains respect, admiration, trust and loyalty from his/her followers.

**Table 4.4 Transformational leadership style: Idealized behavior**

| No | Statement | | Level of Agreement | | | | | Total |
|---|---|---|---|---|---|---|---|---|
| | | | Never | Very seldom | Sometimes | Fairly often | Always | |
| 1 | Talks about his/her most important values and beliefs. | frequency | 0 | 58 | 53 | 40 | 34 | 185 |
| | | percent | .00 | 31.35 | 28.65 | 21.62 | 18.38 | 100 |
| 2 | Specifies the importance of having a strong sense of purpose | frequency | 5 | 42 | 69 | 29 | 40 | 185 |
| | | percent | 2.70 | 22.70 | 37.30 | 15.68 | 21.62 | 100 |
| 3 | Considers the moral and ethical consequences of decisions | frequency | 8 | 35 | 58 | 42 | 42 | 185 |
| | | percent | 4.32 | 18.92 | 31.35 | 22.70 | 22.70 | 100 |
| 4 | Emphasizes the importance of having a collective sense of mission | frequency | 3 | 42 | 50 | 61 | 29 | 185 |
| | | percent | 1.61 | 22.70 | 27.03 | 32.97 | 15.68 | 100 |
| | Total | frequency | 16 | 177 | 230 | 172 | 145 | 740 |
| | | percent | 2.16 | 23.91 | 31.10 | 23.24 | 19.59 | 100 |

Source; Survey study, 2021

To this end the perceived idealized attribute of leadership is rated by respondents as 63(8.51%) never, 233(31.49%) very seldom, 185(25%) sometimes, 116 (15.68%) fairly often and 143(19.32%) always. Thus, leaders rarely becoming a role to their employee as majority 233(31.49%) replied very seldom.

This components of transformational leader refers leaders who concentrate on talking about values and beliefs which are of vital importance to their followers, hence they exhibit an inspiring vision to enthuse their followers. Accordingly respondents rated the leaders idealized behavior as never 16(2.16%), very seldom 177(23.91%), sometimes 230(31.10%), fairly often 172(23.24%) and always 145(19.59%). This indicates that leaders sometimes display idealized behavior as witnessed by the majority 230 (31.10%) of respondents.

### 4.3.1.1.2. Influence of inspirational motivation on teachers' commitment

To establish Influence of inspirational motivation on teachers' commitment school leaders and teachers were asked to indicate the extent to which they agreed or disagreed with several statements pertaining the inspirational motivation. Their responses are presented in Table 4.5.

**Table 4.5. Transformational leader: Inspirational motivation**

| No | Statement | | Level of Agreement | | | | | Total |
|----|-----------|---|-------|----------------|-----------|----------------|--------|-------|
| | | | Never | Very seldom | Sometimes | Fairly often | Always | |
| 1 | Talks optimistically about the future. | frequency | 13 | 48 | 69 | 26 | 29 | 185 |
| | | percent | 7.02 | 25.95 | 27.30 | 14.05 | 15.68 | 100 |
| 2 | Talks enthusiastically about what needs to be accomplished | frequency | 16 | 53 | 63 | 24 | 29 | 185 |
| | | percent | 8.65 | 28.65 | 3.24 | 12.97 | 15.68 | 100 |
| 3 | Articulates a compelling vision of the future. | frequency | 8 | 50 | 61 | 34 | 32 | 185 |
| | | percent | 4.32 | 27.02 | 3.24 | 18.38 | 17.30 | 100 |
| 4 | Expresses confidence that goals will be achieved. | frequency | 0 | 65 | 56 | 40 | 24 | 185 |
| | | percent | 0.00 | 35.14 | 30.27 | 21.62 | 12.97 | 100 |
| | Total | frequency | 37 | 216 | 249 | 124 | 114 | 740 |
| | | percent | 5 | 29.20 | 33.64 | 16.76 | 15.40 | 100 |

Source; Survey study, 2021

Inspirational motivation refers leader is observed to be committed to the shared vision and communicating specific goals and expectations to its followers to motivate and inspire them. Respondents rated the leader's inspirational motivation as 37(5%) never, 216(29.20%) very seldom, 249(33.64%) sometimes, 124(16.76%) fairly often and 114(15.40%) always. Thus leaders show occasionally commitment to shared vision and communicating specific goals and expectations so as to motivate and inspire employee as confirmed by the majority 249 (33.64%) respondent's response.

The findings show that teachers and school leaders had inspirational motivation practices in their schools. These findings are in line with Hall (2002) who found that inspiration motivation arises where the leader inspires confidence, motivates and communicates an appealing vision. The school leaders create team spirit among the teachers. It describes managers who motivate subordinates to commit to the vision of the organization. Managers with inspirational motivation encourage team spirit to reach goals.

**Table 4.6 Transformational leader: Intellectual stimulation**

| No | Statement | | Frequency of occurrence | | | | | Total |
|----|-----------|---|-------|----------------|-----------|----------------|--------|-------|
| | | | Never | Very seldom | Sometimes | Fairly often | Always | |
| 1 | Re-examines critical assumptions to question whether they are appropriate. | frequency | 26 | 45 | 58 | 27 | 29 | 185 |
| | | percent | 14.06 | 24.32 | 31.35 | 14.59 | 15.68 | 100 |
| 2 | Seeks different perspectives when solving problems | frequency | 18 | 53 | 61 | 29 | 24 | 185 |
| | | percent | 9.73 | 28.65 | 32.97 | 15.68 | 12.97 | 100 |
| 3 | Gets others to look at problems from many different angles. | frequency | 11 | 63 | 58 | 21 | 32 | 185 |
| | | percent | 5.95 | 34.05 | 31.35 | 11.36 | 17.29 | 100 |
| 4 | Suggests new ways of looking at how to complete assignments. | frequency | 7 | 56 | 69 | 32 | 21 | 185 |
| | | percent | 3.79 | 30.27 | 37.30 | 17.29 | 11.35 | 100 |
| | Total | frequency | 62 | 217 | 246 | 109 | 106 | 740 |
| | | percent | 8.38 | 29.32 | 33.24 | 14.73 | 14.33 | 100 |

Source; Survey study, 2021

Under intellectual stimulation employee innovation, creativity and involvement in decision making is encouraged as result employees can recognize problems and try to

identify workable solutions. As depicted in the table above, respondent's response for this component is: never 62(8.38%), very seldom 217(29.32%), sometimes 246(33.24%), fairly often 109(14.73%) and always 106(14.33%). Thus leaders perceived as occasionally encouraging employee creativity and involvement in decision making as witnessed by majority of respondents.

**Table 4.7.Transformational leader: Individualized consideration**

| No | Statement | | Frequency of occurrence | | | | | Total |
|---|---|---|---|---|---|---|---|---|
| | | | Never | Very seldom | Sometimes | Fairly often | Always | |
| 1 | Spends time teaching and coaching. | frequency | 0 | 50 | 71 | 37 | 27 | 185 |
| | | percent | 0 .00 | 27.03 | 38.38 | 20.00 | 14.59 | 100 |
| 2 | Treats others as individuals rather than just as a member of a group. | frequency | 3 | 58 | 66 | 37 | 21 | 185 |
| | | percent | 1.62 | 31.35 | 35.68 | 20.00 | 11.35 | 100 |
| 3 | Considers an individual as having different needs, abilities, and aspirations from others. | frequency | 0 | 61 | 61 | 29 | 34 | 185 |
| | | percent | 0.00 | 32.97 | 32.97 | 15.68 | 18.38 | 100 |
| 4 | Helps others to develop their strengths. | frequency | 11 | 48 | 77 | 18 | 31 | 185 |
| | | percent | 5.95 | 25.95 | 41.62 | 9.73 | 16.76 | 100 |
| | Total | frequency | 14 | 217 | 275 | 121 | 113 | 740 |
| | | percent | 1.89 | 29.32 | 37.16 | 16.35 | 15.27 | 100 |

Source; Survey study, 2021

Individualized consideration refers leaders concern of improving employee knowledge and experience through creating learning opportunities, supportive environment, delegating tasks and giving other responsibilities. Leader's individualized consideration is rated as never 14(1.89%), very seldom 217(29.32%), sometimes 275(37.16%), fairly often 121(16.35) and always 113(15.27%). This indicates that leaders sometimes provide employee the opportunity to enhance their knowledge and experience as witnessed by majority of respondents.

Furthermore, the perception scores for the various components of leadership style were assessed using independent sample t-tests as presented in the table below (4.8). On the idealized behavior aspect of transformational leadership, the practice in the secondary

schools was rated with (M=2.63, SD=0.81), similar to the rating by teachers and school leaders.

**Table 4.8: The means of the perception scores for Transformational Leadership in the secondary schools**

| Transformational Leadership Variables | Respondent Groups | N | Mean | S.D | t-value | p-value |
|---|---|---|---|---|---|---|
| 1.Idealized Influence Behavior (IIB). | Teachers | 153 | 2.63 | 0.83 | 0.000 | 0.998 |
| | School leaders | 32 | 2.63 | 0.75 | | |
| | Total | 185 | 2.63 | 0.81 | | |
| 2. Inspirational Motivation (IM) | Teachers | 153 | 2.67 | 0.91 | 3.870 | 0.000 |
| | School leaders | 32 | 3.31 | 0.48 | | |
| | Total | 185 | 2.78 | 0.88 | | |
| 3. Individualized Consderation (IC) | Teachers | 153 | 2.67 | 0.98 | 0.690 | 0.489 |
| | School leaders | 32 | 2.79 | 0.57 | | |
| | Total | 185 | 2.69 | 0.92 | | |
| 4.Intellectual Simulation (IS) | Teachers | 153 | 2.58 | 0.91 | 0.480 | 0.632 |
| | School leaders | 32 | 2.66 | 0.51 | | |
| | Total | 185 | 2.59 | 0.86 | | |
| 5.Idealized Influence Attributes (IIA) | Teachers | 153 | 2.74 | 0.99 | 4.200 | 0.000 |
| | School leaders | 32 | 1.97 | 0.93 | | |
| | Total | 185 | 2.6 | 1.02 | | |
| Transformational Leadership (TF) Average | Teachers | 153 | 2.63 | 0.76 | 0.820 | 0.416 |
| | School leaders | 32 | 2.74 | 0.48 | | |
| | Total | 153 | 2.65 | 0.61 | | |

Key: P-value was calculated at α=0.05 levels, t-critical value =*1.99, M= Mean value,*

*SD= standard deviation*

*Source: Survey study, 2021*

This result shows that the two groups have no significant difference in rating the practice of idealized behavior of leadership agreed to low level of agreement that falls below the moderate level of agreement, i.e 3.0.

Regarding the inspirational motivation style, teachers average rating is (M=2.67,SD =.91). In contrary, school leaders vows that they exercised inspirational motivation style agreeing to

the average level of M=3.31, SD =.48) which is above the moderate level of practice. The t-test result with p-value=0.000 < 0.05 identified significant difference in the assessment of the leadership style by the two groups; where school leaders viewed the presence of the practice with higher level of rating compared to the teachers response.

Individualized consideration was indifferently rated by the two groups (p-value=0.489), the ratings by both groups falls below the moderate level. Together they assessed the practice of Individualized consideration leadership style with average agreement level of (M= 2.69,SD= 98). The intellectual simulation type of leadership practice in the secondary schools was rated (M=2.66, SD=.51) and (M=2.58, SD=.91) by School leaders and teachers respectively. There were similar assessment of the leadership style being practice in private schools (p-value=0.489>0.05). The average rating is (M=2.59, SD= .86) and clearly showed the respondents' disagreement to the practice of such leadership style in the secondary schools. That was, intellectual simulation type of leadership was hardly practiced in secondary schools.

Assessing the idealized attribute style of leadership, the two groups were found to have different level of ratings (p-value=0.000<0.05). The average rating (M=2.74, SD= .99) and its associated CI by teachers was found as better recognition than the ratings by the School leaders, who gave M=1.67 average rating. Although teachers have relatively higher rating to the existing practice, the ratings by both group of respondents identified inadequate practice of idealized attribute leadership style in the secondary schools.

Overall, the transformational leadership style in the schools was assessed with (M=2.63, SD=. 76) and (M=2.74, SD = .48) average ratings by teachers and School leaders respectively. The two groups were found not to have significant differences in their rating (p-value=0.416 > 0.05) on aggregate an average rating of (M= 2.65, SD= .61), assessing the practice of transformational leadership in the secondary schools. The result, thus, showed the disagreement of the respondents as the faculties lacked this type of leadership.

As Dubrin (1998:109-110) finding confirms that the school leaders may also seek discussion and agreement with teachers over an issue before a decision is taken. It helps that teachers

fully understand and share a sense of responsibility for the schools when they are allowed to participate actively in decision-making. Transformational leadership style is also important aspect of empowerment, teamwork and collaboration.

**4.3.1.1.3.Effect of Transactional Leadership Style on teachers Commitment**

Transactional leadership is the one where bye the leaders and the subordinates agree on the targets to be met and the measurement metrics performance. There are mutual agreement on rewards and punishments if one successfully meets organizational goals or fails to meet organizational goals. The transactional factors are contingent reward, management-by-exception active and management-by-exception passive. Respondents' perception towards the three forms of transactional leader is presented here under.

**Table 4.9. Transactional leadership: contingent reward**

| No | Statement | | Frequency of occurrence | | | | | Total |
|---|---|---|---|---|---|---|---|---|
| | | | Never | Very seldom | Sometimes | Fairly often | Always | |
| 1 | Provides others with assistance in exchange for their efforts | f | 0 | 28 | 45 | 56 | 56 | 185 |
| | | % | 0.00 | 15.14 | 24.32 | 30.27 | 30.27 | 100 |
| 2 | Discusses in specific terms who is responsible for achieving performance targets. | f | 0 | 37 | 37 | 61 | 50 | 185 |
| | | % | 0.00 | 20.00 | 20.00 | 32.97 | 27.02 | 100 |
| 3 | Makes clear what one can expect to receive when performance goals are achieved | f | 0 | 26 | 48 | 50 | 61 | 185 |
| | | % | 0.00 | 14.05 | 25.95 | 27.02 | 32.97 | 100 |
| 4 | Expresses satisfaction when others meet expectations | f | 0 | 34 | 53 | 48 | 50 | 185 |
| | | % | 0.00 | 18.38 | 28.65 | 25.95 | 27.02 | 100 |
| | Total | f | 0 | 125 | 183 | 217 | 215 | 740 |
| | | % | 0.00 | 16.89 | 24.73 | 29.32 | 29.06 | 100 |

f- frequency, %- percent

Source; Survey study, 2021

Under the contingent reward leaders clearly state what followers should do. Here, tasks should be completed successfully either to receive reward or avoid punishment. Successful accomplishment of a given task by workers satisfies the leaders' needs (Van Eeden et al., 2008:255). In line with this, respondents rated leaders as never 0%, very seldom

125(16.89%), sometimes 183(24.73%), fairly often 217(29.32%) and always 215(29.06%).
Thus, respondents perceived their leaders exhibiting contingent reward transactional leader
style as confirmed by the more response.

**Table 4.10. Transactional leader: Management by exception (active)**

| No | Statement | | Frequency of occurrence | | | | | Total |
|----|-----------|---|------|------------|-----------|--------------|--------|-------|
| | | | Never | Very seldom | Sometimes | Fairly often | Always | |
| 1 | Focuses attention on irregularities, mistakes, exceptions, and deviation from standards. | frequency | 5 | 26 | 53 | 56 | 45 | 185 |
| | | percent | 2.70 | 14.05 | 28.65 | 30.27 | 24.32 | 100 |
| 2 | Concentrates his/her full attention on dealing with mistakes, complaints, | frequency | 3 | 39 | 42 | 48 | 53 | 185 |
| | | percent | 1.62 | 21.08 | 22.70 | 25.95 | 28.65 | 100 |
| 3 | Keeps track of all mistakes. | frequency | 8 | 31 | 45 | 53 | 48 | 185 |
| | | percent | 4.32 | 16.76 | 24.32 | 28.65 | 25.95 | 100 |
| 4 | Directs his/her attention toward failures to meet standards | frequency | 0 | 24 | 50 | 53 | 58 | 185 |
| | | percent | 0.00 | 12.97 | 27.03 | 28.65 | 31.35 | 100 |
| | Total | frequency | 16 | 120 | 190 | 210 | 204 | 740 |
| | | percent | 2.16 | 16.22 | 25.67 | 28.38 | 27.57 | 100 |

Source; Survey study, 2021

This component of the transactional leadership style leads to checking for the prevention of
final mistakes and deviations, and that rules and procedures are reinforced. Employees
perception that leaders exhibiting management by exception active is rated as never
16(2.16%), very seldom 120(16.22%), sometimes 190(25.67%), fairly often 210(28.38%) and
always 204(27.57%). This indicates that leader's fairly checking staffs work progress so as to
prevent final mistakes and deviation through reinforcing staffs to follow rules and procedures
while accomplishing tasks.

**Table 4.11. Transactional leader: Management by exception passive**

| No. | Statement | | Never | Very seldom | Sometimes | Fairly often | Always | Total |
|---|---|---|---|---|---|---|---|---|
| | | | | | Frequency of occurrence | | | |
| 1 | Fails to interfere until problems become serious. | frequency | 34 | 53 | 48 | 26 | 24 | 185 |
| | | percent | 18.38 | 28.65 | 25.95 | 14.05 | 12.97 | 100 |
| 2 | Waits for things to go wrong before taking action. | frequency | 41 | 45 | 54 | 21 | 24 | 185 |
| | | percent | 22.16 | 24.32 | 29.19 | 11.35 | 12.97 | 100 |
| 3 | Shows that he/she is a firm believer in "If it hasn't broke, don't fix it." | frequency | 26 | 47 | 60 | 25 | 27 | 185 |
| | | percent | 14.05 | 25.40 | 32.43 | 13.51 | 14.59 | 100 |
| 4 | Demonstrates that problems must become chronic before he/she takes action. | frequency | 33 | 53 | 50 | 25 | 24 | 185 |
| | | percent | 17.84 | 28.65 | 27.02 | 13.51 | 12.97 | 100 |
| | Total | frequency | 134 | 198 | 212 | 97 | 99 | 740 |
| | | percent | 18.10 | 26.76 | 28.65 | 13.10 | 13.38 | 100 |

Source; Survey study, 2021

Management-by-exception passive refers that the leader waits for problems to surface and become serious before reacting and taking action. They stick to the idea "If it isn't broke, don't fix it" (Avolio, 2010:64; Gill, 2010:51). These leaders rather wait and intervene only when unavoidable. Accordingly respondent's perception towards management by exception passive is never 134(18.10%), very seldom 198(26.76%), sometimes 212(28.65%), fairly often 97(13.10%) and always 99(13.38%). This indicates that leaders sometimes exhibit management by exception passive as witnessed by majority respondents.

The Table below depicted that the result of the assessment of the practice of transactional leadership styles in secondary schools, and compares the views by teachers and School leaders. Contingent reward, one of transactional leadership style, was rated with average practicing levels of (M=2.42, SD=.72) and (M=2.69, SD= .58) by teachers and school leaders respectively.

**Table 4.12: The means of the perception scores for Transactional Leadership in the secondary schools**

| Transactional Leadership Variables | Respondent Groups | N | M | SD | t-value | p-value |
|---|---|---|---|---|---|---|
| Contingent Reward (CR) | Teachers | 153 | 2.42 | 0.73 | | |
| | School leaders | 32 | 2.69 | 0.58 | | |
| | Total | 185 | 2.47 | 0.71 | 2.01 | 0.046 |
| MbE Active (MBE) | Teachers | 153 | 2.15 | 0.73 | | |
| | School leaders | 32 | 2.36 | 0.55 | | |
| | Total | 185 | 2.19 | 0.71 | 1.52 | 0.131 |
| MbE Passive (MBP) | Teachers | 153 | 1.91 | 0.76 | | |
| | School leaders | 32 | 2.28 | 0.56 | 2.61 | 0.01 |
| | Total | 185 | 1.98 | 0.74 | | |
| Transactional Leadership (TA)Average | Teachers | 153 | 2.17 | 0.55 | | |
| | School leaders | 32 | 2.46 | 0.31 | | |
| | Total | 185 | 2.22 | 0.52 | 2.88 | 0.004 |

Key: P-value was calculated at α=0.05 levels, t-critical value =1.99, M= Mean value,

SD= standard deviation

*Source: Survey study, 2021.*

The aggregate rating is (M=2.47, SD=.71) and indicated the disagreement of respondents although the test showed significant difference, which in turn revealed the lack of contingent reward style of leadership in the secondary schools.

Management by Exception (active) was also assessed by teachers and School leaders to average ratings of (M=2.15, SD= .73) and (M=2.36, SD= .55) respectively. This is also confirmed by no significant mean difference (P-Value=0.131>0.05) indicating existence of similarity of responses between the two group. The Management by exception (passive) was rated differently (p-value =0.010<0.05) by teachers (M=1.91, SD= .76) and School leaders (M=2.28, SD=.56). Although both groups have low level rating to this type of leadership, the School leaders rating was relatively higher than that of the teachers.

The overall transactional leadership, aggregating the above three sub styles, was computed (M=2.17,SD=.55) by teachers, and (M=2.46, SD= .31) by School leaders. Both groups showed low level agreement as revealed by mean rating (M=2.22, SD = .52).

However, the t-test result with p-value =0.004<0.05 identified differences in the rating by the two groups; where the ratings by School leaders was significantly slightly than that of the teachers.

### 4.3.1.1.4.Effect of Laissez-faire Leadership Style on teachers Commitment

The laissez-faire leader does not set clear goals nor does he/she participate in decision making; instead he/she makes followers responsible for the work. In addition, he/she makes no attempt to influence followers and even does not provide support for them. It implies an absence of leadership.

**Table 4.13. Laissez-faire leadership**

| S/No | Statement | | Frequency of occurrence | | | | | Total |
|------|-----------|------|-------|-------------|----------|-------------|--------|-------|
| | | | Never | Very seldom | Sometime | Fairly often | Always | |
| 1 | Avoids getting involved when important issues arise | frequency | 52 | 72 | 32 | 13 | 16 | 185 |
| | | percent | 28.10 | 38.92 | 17.30 | 7.02 | 8.65 | 100 |
| 2 | Is absent when needed. | frequency | 40 | 86 | 33 | 18 | 8 | 185 |
| | | percent | 21.62 | 46.49 | 17.84 | 9.72 | 4.32 | 100 |
| 3 | Avoids making decisions | frequency | 32 | 92 | 37 | 13 | 11 | 185 |
| | | percent | 17.30 | 49.73 | 20 | 7.02 | 5.95 | 100 |
| 4 | Delays responding to urgent questions | frequency | 43 | 79 | 42 | 8 | 13 | 185 |
| | | percent | 23.24 | 42.70 | 22.70 | 4,32 | 7.02 | 100 |
| | Total | frequency | 167 | 329 | 144 | 52 | 48 | 740 |
| | | percent | 22.57 | 44.46 | 19.46 | 7.02 | 6.49 | 100 |

Source; Survey study, 2021

As depicted in the table above, the perceived laissez-faire leadership exhibited by leaders is rated as never 167(22.57%), very seldom 329(44.46%), sometimes 144(19.46%), fairly often 52(7.02%) and always 48(6.49%). Thus this style of leadership is exhibited by leaders very rarely as majority 44.46% of respondents confirmed in their response.

**Table 4.14: The means of the perception scores for assessment of Laissez-Faire Leadership in the secondary Schools**

| Laissez-faire Variables | Respondent Groups | N | M | S.D | t-value | p-value |
|---|---|---|---|---|---|---|
| Laissez-faire (LF) Average | Teachers | 153 | 1.86 | 0.78 | 4.85 | 0.00 |
| | School leaders | 32 | 1.15 | 0.59 | | |
| | Total | 185 | 1.73 | 0.79 | | |

*M= mean value, SD= standard Deviation*

*Source: Survey study, 2021*

The above Table (Table 4.14) presented the laissez-faire leadership style practice in secondary schools of Buno Bedele Zone as perceived by teachers (M=1.86, SD= .78) compared with (M=1.15, SD= .59) average rating by school leaders. However, the t-test result with p- value =0.000<0.05 identified significant differences in the rating by the two groups; where the ratings by school leaders was higher than that of the teachers.

The first objective of this study is to determine the most dominant leadership style exercised by teachers and school leaders of secondary schools Buno Bedele Zone. Looking the practicing level of the three leadership styles in secondary schools, all the styles were identified to have been practiced in the secondary schools, if not up to the level required. There are certain attributes of each leadership style being exercised to limited levels. Hence, the secondary schools may have used all the leadership styles, though they were not practiced adequately when they were appropriate. The views by the two groups were also showed differences to certain types of leadership.

As shown in the below table (Table 4.15) the leadership constructs transformational leadership mean value is (M=2.65, SD= .61), transactional leadership mean value is (M=2.22, SD=.52) and laissez faire leadership style mean value is (M=1.73,.79). Therefore there is low exercise of leadership styles but relatively dominant leadership style exhibited by the Secondary Schools of Buno Bedele Zone is transformational leadership style.

**Table 4.15. Total Scores of teachers' and school leaders' Responses on principals leadership styles**

| Categories of leadership styles | Respondent Groups | N | Mean | Std. Deviation |
|---|---|---|---|---|
| Transformational leadership style | Teacher | 153 | 2.63 | 0.76 |
| | school leaders' | 32 | 2.74 | 0.48 |
| | total | 185 | 2.65 | 0.61 |
| Transactional leadership style | Teacher | 153 | 2.17 | 0.55 |
| | school leaders' | 32 | 2.46 | 0.31 |
| | total | 185 | 2.22 | 0.52 |
| Laissez-Faire Leadership | Teacher | 153 | 1.86 | 0.78 |
| | school leaders' | 32 | 1.15 | 0.59 |
| | total | 185 | 1.73 | 0.79 |

Source: Computed from Survey Data, 2021

Therefore, it can be said that principals are aware that transformational leadership practice can bring about good change in the administration and management of the school. This change can also increase teachers' motivation and commitment; and thus increase school effectiveness. This is parallel with the finding by Norlidah (2000) where the study showed that leaders who practice transformational leadership have great influence in developing quality and excellent schools through the leadership orientation practice. Therefore, transformational leadership style is suitable to be practices by principals to achieve school goals.

### 4.3.1.2. Assessment of Teachers Commitment in the s Secondary Schools

#### 4.3.1.2.1. Affective Commitment and principals' leadership styles

Table 4.16 below shows that 53 (34.64%) agreed that they would be very contented to work at the organization for the remaining period of their career with this organization, while 33 (21.57 %) disagreed. Moreover it was noted that 48(31.37%) agreed that they feel that the organization's problems are their own, while 39 (25.49%) disagreed. It was also noted that 63(41.18%) staff strongly agreed that they do not feel as part of the organization, while only 8 (5.23%) disagreed.

**Table 4.16.Affective Commitment Scale (ACS)**

| No | Statement | | SD | D | N | A | SA | Total |
|---|---|---|---|---|---|---|---|---|
| | | | | | Level of Agreement | | | |
| 1 | I would be very happy to spend the rest of my career with this organization. | f | 10 | 33 | 23 | 53 | 34 | 153 |
| | | % | 6.53 | 21.57 | 15,03 | 34.64 | 28.76 | 100 |
| 2 | I really feel as if this organization's problems are my own. | f | 7.8 | 27 | 31 | 48 | 35 | 153 |
| | | % | | 17.65 | 20.26 | 31.37 | 22.88 | 100 |
| 3 | I do not feel a strong sense of "belonging" to my organization. | f | 3 | 5 | 20 | 62 | 63 | 153 |
| | | % | 1.96 | 3.27 | 13.07 | 40.52 | 41.18 | 100 |
| 4 | I feel that it would be difficult for me to be associated with another organization as this One. | f | 24 | 29 | 34 | 32 | 34 | 153 |
| | | % | 15.69 | 18.95 | 22.22 | 20.92 | 22.22. | 100 |
| 5 | I really care about the fate of this organization | f | 10 | 13 | 24 | 55 | 51 | 153 |
| | | % | 6.53 | 8.50 | 15.69 | 35.95 | 33.33 | 100 |
| 6 | This organization has a great deal of personal meaning for me. | f | 0 | 23 | 33 | 34 | 63 | 153 |
| | | % | 0 | 15.03 | 21.57 | 22.22 | 41.18 | 100 |
| | Total | f | 59 | 130 | 165 | 284 | 280 | 918 |
| | | % | 6.43 | 14.16 | 17,97 | 30.94 | 30.50 | 100 |

*Key :SD-strongly disagreed, D-disagreed, N-neutral, A-agreed, SA- strongly agreed*
*f-frequency, %-percent,*

Source; Survey study, 2021

It was also noted that 34 (22.22%) teachers strongly agreed that they won't be attached easily to another organization as they are to the one they are, 24(15.69%) strongly disagreed. The study also showed that 51 (33.33%) teachers strongly agreed that they care about the fate of this organization, only 10(6.53%) strongly disagreed. On the other hand it was noted that 63 (41.18%) teachers strongly agreed that their organization has a great deal of personal meaning for them, while 23 (15.03%) teachers disagreed. The overall teachers perception showed in the level of agreement within teachers' affective commitment on the job with 94 (61.44%).

The study found that most of teachers indicated that they would be exceptionally glad to spend the rest of their career with the school. Most of them appreciated talking about the school with individuals outside it, the school challenges were taken as their own. The above findings exhibit high affective commitment from the teachers. Similarly Susanty, Miradipta

and Jie (2013), noted that affective commitment is demonstrated when the employee identities with a particular organization and its goals in order to maintain membership to facilitate goal attainment.

The study results replicates Susanty, Miradipta & Jie (2013) findings; however some of the teachers felt that they were not part of the schools, they were not emotionally attached to it and therefore had weak sense of belonging contrary to what Susanty, Miradipta & Jie (2013),

### 4.3.1.2.2.Continuance Commitment and principals' leadership styles

The objective was stated as; to examine the current status of teachers' Continuance Commitment in secondary schools of Buno Bedele Zone, .the results as presented in table 4.17 below.

Table 4.17 shows that 10 (6.54%) agreed that it would be extremely difficult for the teachers to quit away from the school supposing they wanted to, 64 (41.83%) disagreed. Among the selected teachers, 33 (22.57%) strongly disagreed that if they get an alternative work opportunity they would still not leave their current job, 75 (49.02%) disagreed, 20 (13.07%) were undecided, 15 (9.80%) agreed while 10(6.54%) strongly agreed.

Table 4.17 also shows that 33 (22.57%) teaching teachers strongly disagreed that too much in their life would be disrupted if they decided they wanted to leave the university, 39 (25.49%) were undecided while 10 (6.54%) agreed. Moreover 22 (14.38%) strongly disagreed that they believe that they have limited options elsewhere to contemplate quitting, 59(38.56%) disagreed. It was also noted that 44 (28.76%) teachers disagreed that they were instructed to trust the importance of devoting oneself to one institution, 23 (15.03%) agreed whereas 42 (27.45%) strongly agreed. On whether it wouldn't be too expensive for teachers to quit their organization, 75(49.02%) disagreed, 15 (9.80%) agreed while 10 (6.54%) strongly agreed. Thus, 91 (59.69%) of teachers showed in the level of disagreement within teachers' continuance commitment on the job.

**Table 4.17. Teachers commitment scale: Continuance Commitment Scale (CCS)**

| No | Statement | | Level of Agreement | | | | | Total |
|---|---|---|---|---|---|---|---|---|
| | | | SD | D | N | A | SA | |
| 1 | It is very difficult for me to go away from my organization, even if I preferred to | f | 36 | 64 | 34 | 10 | 9 | 153 |
| | | % | 23.53 | 41.83 | 22.22 | 6.54 | 5.88 | 100 |
| 2 | It would be very hard for me to leave my organization right now, even if I wanted to. | f | 33 | 75 | 20 | 15 | 10 | 153 |
| | | % | 21.57 | 49.02 | 13.07 | 9.80 | 6.54 | 100 |
| 3 | Too much of my life would be disrupted if I decided I wanted to leave my organization now. | f | 33 | 53 | 39 | 10 | 18 | 153 |
| | | % | 21.57 | 34.64 | 25.49 | 6.54 | 11.76 | 100 |
| 4 | I feel that I have too few options to consider leaving this organization | f | 22 | 59 | 37 | 22 | 13 | 153 |
| | | % | 14.38 | 38.56 | 24.18 | 14.38 | 8.50 | 100 |
| 5 | I was instructed to trust the importance of devoting oneself to one organization | f | 21 | 44 | 23 | 23 | 42 | 153 |
| | | % | 13.73 | 28.76 | 15.03 | 15.03 | 27.45 | 100 |
| 6 | It might not be too costly for me to quit my organization now | f | 33 | 75 | 20 | 15 | 10 | 153 |
| | | % | 21.57 | 49.02 | 13.07 | 9.80 | 6.54 | 100 |
| | Total | f | 178 | 370 | 173 | 95 | 102 | 918 |
| | | % | 19.39 | 40.3 | 18.85 | 10.35 | 11.11 | 100 |

*Key :SD-strongly disagreed, D-disagreed, N-neutral, A-agreed, SA- strongly agreed*
*f-frequency, %-percent,*

Source; Survey study, 2021

Most of them disagreed that would be extremely difficult for the teachers to quit away from the school supposing they wanted to, which implies that though they were afraid of what will happen if they quit their current job, given a chance they would leave the school for other job opportunities. They also disagreed that a lot in their life would be disrupted if they decided to leave the school, that it wouldn't be too costly for them to leave the school and could leave the school without fearing the impact on their social and financial status.

The findings also showed that majority of the teachers disagreed that it was a matter of necessity staying with their organization, a clear indication that majority of them did desire to stay in the school and could leave when an opportunity arises. Moreover majority of them

disagreed that had too few options to consider leaving the school, they disagreed that one of the few serious consequences of leaving the school would be the scarcity of available job opportunities, implying that most of them were of the view that they would get other alternative jobs elsewhere. Moreover they disagreed that the reason they continue to work in the school was because leaving would require considerable personal sacrifice. It clears that most of them would sacrifice to leave the school.

Based on the findings, continuance commitment is not strongly rated; this is because most of the targeted teachers disagreed that continuance commitment influence principals' leadership behaviors. Similarly Clarke (2006) as cited by Folorunso *et al.,* (2014) asserts that there was no positive relationship between continuance commitment and performance. Contrary Omid and Ahmed (2013) found out that organizational commitment dimensions have positive and significant relationship with employee's performance.


*4*.3.1.2.3. **Normative Commitment and principals' leadership styles**

The study sought to investigate the effect of normative commitment and principals' leadership styles. The results are presented in table 4.18.

As shown in table 4.18, 20(13.07%) disagreed that they do not believe that a person must always be loyal to his or her organization, while 51(33.33%) agreed. Furthermore 25 (16.34%) disagreed that they continue to work for this organization because they believe that they are loyal to the organization, while on the other hand 54(35.29%) were agreed and 57(37.25%) strongly agreed.

Moreover it was noted that 42(27.45%) respondents strongly disagreed that they would feel guilty if they left the organization at present; 60(39.22%) disagreed while 20 (13.07%) agreed. Moreover it was noted that, 33(21.57%) disagreed that this organization deserves their loyalty, 49 (32.03%) agreed.

**Table 4.18. Teachers commitment scale: Normative Commitment Scale (CCS) (n=153)**

| No | Statement | | SD | D | N | A | SA | Total |
|---|---|---|---|---|---|---|---|---|
| | | | **Level of Agreement** | | | | | |
| 1 | I do not believe that a person must always be loyal to his or her organization. | f | 7 | 20 | 46 | 51 | 29 | 153 |
| | | % | 4.58 | 13.07 | 30.07 | 33.33 | 18.95 | 100 |
| 2 | I continue to work for this organization because I believe that I am loyal to the organization. | f | 3 | 25 | 14 | 54 | 57 | 153 |
| | | % | 1.97 | 16.34 | 9.15 | 35.29 | 37.25 | 100 |
| 3 | I would feel guilty if I left my organization now. | f | 42 | 60 | 31 | 13 | 7 | 153 |
| | | % | 27.45 | 39.22 | 20.25 | 8.50 | 4.58 | 100 |
| 4 | This organization deserves my loyalty | f | 15 | 33 | 33 | 49 | 23 | 153 |
| | | % | 9.80 | 21.57 | 21.57 | 32.03 | 15.03 | 100 |
| 5 | I would not leave my organization right now because I have a sense of obligation to the people in it. | f | 23 | 34 | 16 | 39 | 41 | 153 |
| | | % | 15.03 | 22.22 | 10.46 | 25.49 | 26.80 | 100 |
| 6 | I owe a great deal to my organization | f | 13 | 34 | 39 | 46 | 21 | 153 |
| | | % | 8.50 | 22.22 | 25.49 | 30.07 | 13.72 | 100 |
| | Total | f | 103 | 206 | 179 | 252 | 178 | 918 |
| | | % | 11.22 | 22.44 | 19.50 | 27.45 | 19.39 | 100 |

*Key :SD-strongly disagreed, D-disagreed, N-neutral, A-agreed, SA- strongly agreed*
*f-frequency, %-percent,*

Source: Survey study, 2021

The results also shows that 57(37.25%) were disagreed that they would not leave their organization right now because they have a sense of obligation to the people in it, 39(25.49%) agreed. Moreover the study results showed that 34 (22.22%) disagreed that they owe a great deal their organization, 39(25.49%) undecided, while 46 (30.07%) agreed. 72 (47.0%) of teachers showed in the level of agreement within teachers' normative commitment on the job. Thus, 450 (49.01%) of teachers showed in the level of agreement within teachers' normative commitment on their job.

The findings from the selected secondary schools showed that most of the respondents owe a lot to the school. Similarly Omid and Ahmed (2013) showed that normative commitment among other dimensions of commitment affects employee's performance.

Majority of the teachers agreed that things are better when workers stay with one organization for many of years of their careers. They disagreed that the organization has treated them well therefore they are loyal. In agreement Khan *et al* (2010) researched on the effect of organizational commitment dimensions (affective, continuance and normative commitments) on workers' productivity by considering one hundred and fifty three staff in private and public sector of Pakistan oil and gas industry. Similarly Bozlagan, Dogan and Daoudov (2010) established that the employees have less continuance commitment.

### 4.3.1.2.4. The means of the perception scores for teachers and school leaders on their commitment among government secondary schools

The respondents were presented with 18 questions for the purpose of identifying their organizational commitment; and to compare the commitment level of teachers and school leaders. To address this issue, independent sample t-test were conducted (and presented in table 4.19) to school leaders and teachers overall organizational commitment as well as the affirmative, continual and normative types of commitment expected in the secondary schools of Buno Bedele Zone.

The average affective commitment by teachers was (M=3.99,SD =.84). As to the principals, the commitment level was (M=4.55, SD=.43). Both groups revealed their high level commitment. The t-test, with p-value = 0.000< 0.05, reveals that the two groups are significantly different in their level of affirmative commitment. That was, although both groups have high level of commitment, the school leaders do better than the teachers.

Regarding the continuance commitment, both groups have similar level of commitment, as justified by the t-test result with p-value =.460 > 0.05.

The average level of continual commitment by teachers and school leaders were (M=2.40, SD= .71) and M=2.30, SD= .47) respectively. Considering all the respondents (M=2.39, SD=.68), revealed low level of commitment by the staff members. Similar to the continual commitment, the normative commitment was low level with average response of (M=2.57, SD=.64) and as well the two groups have nearly similar normative commitment level (p-value = 0.064 > 0.05).

**Table 4.19: Assessment of Organizational Commitment in the secondary Schools**

| Variables | Participant's Category | N | M | SD | t-value | p-value |
|---|---|---|---|---|---|---|
| Affective Commitment (AC) | Teachers | 153 | 3.99 | 0.84 | 3.72 | 0 |
| | School leaders | 32 | 4.55 | 0.43 | | |
| | Total | 185 | 4.08 | 0.81 | | |
| Continuance Commitment (CC) | Teachers | 153 | 2.40 | 0.71 | 0.74 | 0.46 |
| | School leaders | 32 | 2.30 | 0.47 | | |
| | Total | 185 | 2.39 | 0.68 | | |
| Normative Commitment (NC) | Teachers | 153 | 2.53 | 0.66 | 1.86 | 0.064 |
| | School leaders | 32 | 2.76 | 0.54 | | |
| | Total` | 185 | 2.57 | 0.64 | | |
| Overall Commitment (OC) | Teachers | 153 | 2.97 | 0.50 | 2.56 | 0.011 |
| | School leaders | 32 | 3.21 | 0.25 | | |
| | Total | 185 | 3.01 | 0.48 | | |

Key; ; M= mean value; CI- Confidence Interval

Source: Survey study: 2021.

The overall organizational commitment by teachers ( M=2.97, SD= .50), which was within the moderate level rating. For the school leaders, the organizational commitment (M=3.21, SD=.25), which was significantly above the moderate level agreement in witnessing their zeal to the school they belong. The mean score of all the three types of commitment was between 2.39 and 4.08 meaning continuance, normative and affective commitments existed in the organizations under investigation. Further, the t-test result with (p-value = 0.011 < 0.05) indicated different level of teachers' commitment by the two groups; where the school leaders have relatively higher level of organizational commitment than teachers.

**4.3.1.3 Results of assumptions of Regression Analysis**

This section presents the results of assumptions of regression analysis that have to be carried before carrying out regression analysis.

### 4.3.1.3.1. Test of Linearity

The aim of this test is to determine whether the relationship between the independent and the dependent is linear or not. If the value of sig. deviation from linearity is >0.05, then the relationship between principals' leadership style and teachers commitment is linearly dependent. However If the value of sig. deviation from linearity is <0.05, then the relationship between principals' leadership style and teachers commitment is linearly not dependent. The output is illustrated in table 4.20.

**Table 4.20: Test of Linearity**

| Model | | Sum Squares | df | Mean square | F | Sig. |
|---|---|---|---|---|---|---|
| Teachers' commitment | Combined | .74 | 4 | .19 | .82 | .32 |
| *Transformational leadership | Linearity | .08 | 1 | .08 | .35 | .46 |
| | Deviation from Linearity | .66 | 3 | .22 | .98 | .41 |
| | | 20.04 | 89 | .225 | | |
| Total | | 20.78 | 93 | | | |
| Teachers' commitment | Combined | 1.28 | 4 | .32 | 1.48 | .32 |
| *Transactional leadership | Linearity | .07 | 1 | .07 | .33 | .47 |
| | Deviation from Linearity | 1.21 | 3 | .40 | 1.84 | .15 |
| | | 19.25 | 89 | .22 | | |
| Total | | 20.78 | 93 | | | |
| Teachers' commitment | Combined | 2.22 | 3 | .74 | 3.56 | .10 |
| *Laissez–fair leadership | Linearity | 2.25 | 4 | .56 | 2.70 | .04 |
| | Deviation from Linearity | 2.22 | 3 | .74 | 3.56 | .10 |
| | | 18.55 | 89 | .21 | | |
| Total | | 20.78 | 93 | | | |

*Note. df = degrees of freedom, p<.05, MS= Mean square*

Table 4.20 shows the output based on ANOVA ,the value for linearity was 0.41 for Transformational Leadership, 0.15 for Transactional leadership, and 0.1 for Laissez–fair leadership styles which were all greater than 0.05, therefore it was concluded that there is a linear association between Transformational Leadership, Transactional leadership and Laissez–fair leadership styles and teachers commitment.

### 4.3.1.3.2 Test of Normality

In addition the study performed test of normality. This is because most of the parametric tests require that the assumption of normality be met including regression analysis. Normality means that the distribution of the test is normally distributed (or bell-shaped) with 0 mean, with 1 standard deviation and a symmetric bell shaped curve. If the Sig. value of the Kolmogorov-Smirnov Test is greater than 0.05, the data is normal. If it is below 0.05, the data significantly deviate from a normal distribution. The output is illustrated in table 4.21.

**Table 4.21: Test of Normality**

| Model | Kolmogorov-Smirnov Test | |
|---|---|---|
| | Teachers' commitment | |
| N | | 185 |
| Parameters | Mean | 0.5 |
| | Std. Deviation | 0.71 |
| | Absolute | 0.26 |
| | Positive | 0.26 |
| | Negative | -0.26 |
| Kolmogorov-Smirnov Z | | 0.368 |
| Asymp. Sig. (2-tailed) | | 0.999 |

*a. Dependent Variable: teacher's commitment,*
*b. Test distribution is Normal.*

Source: Survey data (2021)

As shown in table 4.21, Kolmogorov-Smirnov Test was used to analyze the normality of teachers commitment based on principal's leadership behavior dimensions. The sig value under the Kolmogorov-Smirnov Z is greater than 0.05, (sig=0.999, sig>0.05) we conclude that teachers commitment for this particular subset of individuals is normally distributed.

### 4.4. Correlation analysis

### 4.4.1 The Relationship between Leadership Styles and Teachers Commitment

The main objective of the study was to assess the relationship between leadership styles and teachers commitment in secondary schools of Buno Bedele Zone. The relationship between leadership styles and teachers commitment was investigated using two-tailed Pearson moment correlation analysis. The analysis provided correlation coefficients which indicated

the strength and direction of relationship between two measures. The p-value also used to indicate the significant of relationships.

The data can be interpreted as the following: 0 to .39 = weak correlation; .40 to .59 = moderate correlation; and .60 or higher = strong correlation. In addition, significance is reported at the .01 and .05 levels. At the .01 level, there is a one percent chance of making a faulty generalization, and at the .05 level, there is a five percent chance of making a faulty generalization.

These findings were presented below.

**Table 4-22: The Relationship between Leadership Styles and Teachers Commitment**

| Variables | Dimension | Laissez-faire Average | Transactional Average | Transformational Average |
|---|---|---|---|---|
| Overall teachers' Commitment | Pearson Correlation | 148* | 617** | 553** |
| | Sig. (2-tailed) | 0.045 | .000 | .000 |
| | N | 185 | 185 | 185 |
| Affective Commitment/AC | Pearson Correlation | -.165* | .261** | .487** |
| | Sig. (2-tailed) | 0.025 | .000 | .000 |
| | N | 185 | 185 | 185 |
| Continuance Commitment/ CC | Pearson Correlation | .191** | .565** | .463** |
| | Sig. (2-tailed) | 0.009 | .000 | .000 |
| | N | 185 | 185 | 185 |
| Normative Commitment/ NC | Pearson Correlation | .336** | .451** | 0.13 |
| | Sig. (2-tailed) | .000 | .000 | 0.078 |
| | N | 185 | 185 | 185 |

**. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).

From table 4.22 above, the Pearson's Correlation was conducted and the results revealed that affective and Continuance commitments were more strongly correlated with (r =.487, p < 0.05) and (r= .463, p < 0.05) respectively.

For affective commitment, this suggests that leadership behaviors which involve building trust, inspiring a shared vision, encouraging creativity, emphasizing development, and recognizing accomplishments was somewhat positively related to how employees feel about wanting to stay with the  government Secondary Schools Buno Bedele Zone. For continuance commitment, this finding suggests that these same leadership behaviors were related to how

teachers feel about having to stay with the organization. Continuance commitment was more likely related to transferability of skills, education, retirement money, status, and job security, and alternative employment opportunities. Whereas, normative commitment has not significantly correlated to, hence has no relationship with transformational leadership.

Whereas, normative commitment has not significantly correlated to, hence has no relationship with transformational leadership. Furthermore, as seen from the results presented in the table above, transformational leadership has relatively strong and significant positive correlation with teachers commitment ($r=.553$, $P<.05$). This correlation entails that teachers commitment was affected by the transformational leadership practice in the schools. i.e.,High principals' transformational leadership will result in high teachers' commitment. This means that high principals' transformational leadership practice will result in high teachers' commitment. This finding is similar to the finding by Omar (1997) where high principals' transformational leadership practice will result in high teachers' commitment.

From table 4.23 below, Normative commitment, although has no relationship with the overall transformational leadership, it was found to have direct and significant but weak relationship with individualized consideration ($r =.183$, $p <0.05$ ) and intellectual simulation ($r = .157$, $p <0.05$). Further, considering the sub types of transformational leadership, and the relationships with the type's organizational commitment, it was found that affective commitment has moderately, direct strong relationship with idealized behavior ($r =.414$, $p < 0.05$), inspirational motivation ($r = .457$, $p <0.05$) and individualized consideration ($r =.453$, $p <0.05$).

It also has direct, significant but weak correlation with intellectual simulation ($r =.323$, $p <0.05$) and idealized attributes ($r = .267$, $p <0.05$).

Table 4-23: Correlation between transformational leadership and Teachers Commitment

| Variables | Dimension | Transformational Average | Idealized Behavior | Inspirational Motivation | Individualized Consideration | Intellectual Simulation | Idealized Attributes |
|---|---|---|---|---|---|---|---|
| Overall teachers' Commitment | Pearson Correlation | .553** | .516** | .534** | .511** | .359** | .279** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 |
| | N | 185 | 185 | 185 | 185 | 185 | 185 |
| Affective Commitment/AC | Pearson Correlation | .487** | .414** | .457** | .453** | .323** | .267** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 |
| | N | 185 | 185 | 185 | 185 | 185 | 185 |
| Continual commitment/CC | Pearson Correlation | .463** | .532** | .490** | .364** | .223** | .226** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .002 | .002 |
| | N | 185 | 185 | 185 | 185 | 185 | 185 |
| Normative Commitment/NC | Pearson Correlation | .0.13** | .067** | .096** | .183** | .157** | .046** |
| | Sig. (2-tailed) | .078 | 0.366 | 0.195 | 0.012 | 0.033 | .532 |
| | N | 185 | 185 | 185 | 185 | 185 | 185 |

\*\*Correlation is significant at the 0.01 level (2-tailed).
\* Correlation is significant at the 0.05 level (2-tailed).

*Source: Survey study, 2021*

Continuance commitment, similar to affective commitment but unlike to normative commitment has direct and significant correlation with each type of transformational leadership. The overall employee organizational commitment has relatively the highest correlation with inspirational motivation (r =.534, p <0.05), idealized behavior (r = .516, p <0.05), individualized consideration (r =.511, p <0.05) followed by weaker relationship intellectual simulation (r =.359, p <0.05) and idealized attributes (r = .279, p <0.05).

These findings suggest that there were positive and very strong, relationship between the transformational leadership style and both affective commitment and continuance commitment. For affective commitment, this suggests that leadership behaviors which involve building trust, inspiring a shared vision, encouraging creativity, emphasizing development, and recognizing accomplishments is somewhat positively related to how employees feel about wanting to stay with the Secondary Schools of Buno Bedele Zone. For continuance commitment, this finding suggests that these same leadership behaviors

were related to how employees feel about having to stay with the organization. Continuance commitment was more likely related to transferability of skills, education, retirement money, status, and job security, and alternative employment opportunities (Allen & Meyer, 1990; Meyer et al., 2004).

This study, therefore, supports the suggestions by Bučiūnienė & Škudienė (2008) that transformational leadership and affective commitment are correlated but not that of having with normative commitment and not having correlation with continuance commitment. Consistent with the finding of Bučiūnienė & Škudienė (2008), transformational leadership has positive relationship with affective and continuance commitment but different for that of normative commitment.

Generally, the present study has exhibited that transformational leaders have a more significant positive relationship with employee commitment in psychological, value, and economic terms. This is consistent with previous studies by Lo et al. (2010), who elucidated that transformational leadership styles have a more significant positive correlation with employee commitment dimensions. Given that a transformational leadership style was often associated with emotional aspects, it was not surprising that transformational leadership has the greatest correlation with affective employee commitment. The other research which was consistent with these findings, (Emery and Barker 2007) reported a moderate positive correlation between all factors of transformational leadership style.

The finding of this study also coincides with the findings of Dun et al., (2012). Their found a positive relationship between transformational leadership and affective and normative commitment, but no significant relationship between transformational and continuance commitment. The other findings which coincides with the study was undertaken by Temesegen (n.d), indicated that transformational leadership was effective in affecting significantly both employees' affective and continuance commitments without having any significant effect on normative commitment.

### 4.4.2. Correlations between Transactional Leadership behavior and Teacher

### Commitment Dimensions

According to the analysis results, there was strong, positive and significant relationship between transactional leadership behavior and organizational commitment, 0.617.

**Table 4-24: Correlation between Transactional Leadership behavior and Teacher**

### Commitment

| Variables | Dimension | Transactional Average | Contingent Reward | MbE Active | MbE Passive |
|---|---|---|---|---|---|
| Teachers' Commitment/TC | Pearson Correlation | .617** | .509** | .445** | .399** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 |
| | N | 185 | 185 | 185 | 185 |
| Affective Commitment AC | Pearson Correlation | .261** | . 347** | .185** | .001** |
| | Sig. (2-tailed) | .000 | .000 | 0.012 | 0.985 |
| | N | 185 | 185 | 185 | 185 |
| Continuance Commitment CC | Pearson Correlation | .565** | .486** | .355** | .396** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 |
| | N | 185 | 185 | 185 | 185 |
| Normative Commitment NC | Pearson Correlation | .0.451** | .184** | .384** | .471** |
| | Sig. (2-tailed) | .000 | 0.012 | .000 | .000 |
| | N | 185 | 185 | 185 | 185 |

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

*Source: Survey study, 2021*

Organizational leadership was also affected by each of the three dimension of transactional leadership. It has positive and significant correlation with contingent reward (r =.509, p < .05), Management by exception active (r = .445, p < .05) and Management by exception passive (r = .399, p < .05).

Continual organizational commitment has relatively better relationship with contingent reward (.486), compared to weaker relationships by affirmative (r=.374, p< .05) and normative (r =.184, p < .05) commitments. The active management, though has weak

relations to the three dimensions, it has better correlation with normative commitment (.384) than continual (r=.355, p < .05) and affirmative (r =.185, p < .05) commitments. The affirmative commitment has no significant or no relationship with the passive management by exception.

The positive correlation between transactional leadership style and normative commitment suggests that leadership behaviors involving rewards, highlighting problems, and positive reinforcement related to how employees feel about ought to stay with the organization (Bass & Avolio, 1993). This relationship also indicates that the leaders' and followers' associations affects employees' moral identification with an organization and relates to their feelings of responsibility (Allen & Meyer, 1990).

The finding of this study also consistent with the findings of (Alqudah, 2011) that revealed transactional leadership was found to be more positively correlated with both continuous and normative commitment. This means transactional leaders encourage or motivate employees through monetary rewards, clarifying their roles and by giving timely feedback.

### 4.4.3. Correlations between Laissez-Faire Leadership behavior and Teacher

#### Commitment

Laissez-faire leadership style, according to the research data analysis results, was also found to have significant relationships with organizational commitment and commitment dimensions. However, the laissez-faire leadership behavior has very weak relationship with organizational commitment dimensions.

The School leaders' and teachers' commitment and Laissez-faire leadership behavior were correlated directly but with weak relationship (r=.148, p < .05). The affective commitment, unlike the other two dimensions, has negative correlation (r=-.165 p < .05).

This existence of significant and negative correlation between laissez-faire leadership behavior and affective commitment suggests the strengths of negative influence on the affective commitment. Therefore, leadership behaviors that involve ignoring problems, displaying indifference, and overlooking achievements are negatively related to affective employees' commitment in Secondary schools of Buno Bedele Zone.

**Table 4-25: Correlation between Laissez-faire leadership behavior and Teacher Commitment**

| Variables | Dimension | Laissez-fair Average |
|---|---|---|
| Overall Teachers' Commitment/TC | Pearson Correlation | .148[*] |
| | Sig. (2-tailed) | 0.045 |
| | N | 185 |
| Affective Commitment /AC | Pearson Correlation | - .165[*] |
| | Sig. (2-tailed) | 0.025 |
| | N | 185 |
| Continuance Commitment /CT | Pearson Correlation | .191[**] |
| | Sig. (2-tailed) | 0.009 |
| | N | 185 |
| Normative Commitment/ NC | Pearson Correlation | .336[**] |
| | Sig. (2-tailed) | .000 |
| | N | 185 |

**. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).
*Source: Survey study, 2021.*

The Laissez-faire leadership behavior has considerably strong relationship (r=.336, p < .05) with normative commitment. Compared to transformational and transactional leadership, laissez-faire leadership has significant and negative correlation with affective employees.

This negative and weak relationship found in the present study between laissez-faire leadership and affective commitment was similar to that found by Bučiūnienė and Škudienė (2008) observed that laissez-faire leadership correlated negatively with affective commitment. Contrary to this, however, Limsila and Ogunlana (2007) observed that laissez-faire leadership correlated positively with affective commitment. In addition to this, the result was consistent with some

previous study for example Temesgen (2011) who indicated that laissez-faire leadership behaviors have negative relationship with affective commitment.

### 4.4.4. Multiple Regression Analysis

In order to fully assess the relationship between the dependent and independent variables, which are teachers' commitment and the three styles of principals' leadership respectively, the

multiple regression analysis on the different styles of leadership was carried out independently and the results are presented in the tables below.

The table below looks to discuss the percentage at which transformational leadership style affects the variation in the commitment of teachers at selected secondary. The figure that best represents this is the adjusted R squared which for transactional leadership is .3807 and this means that transactional leadership style is responsible for 38.07% of the variation in teachers' commitment.

**Table 4.26: Model summary (survey data, 2021)**

| Step | Variables entered | R | R Square | Adjusted R Square | df1 | df2 | Sig. |
|------|-------------------|-----|----------|-------------------|-----|-----|------|
| 1 | Transformational leadership style | .656[a] | .310 | .3060 | 1 | 182 | .000 |
| 2 | Transactional leadership style | .502[a] | .384 | .3807 | 1 | 182 | .000 |
| 3 | Laissez-fair leadership style | .296[a] | .228 | .0220 | 1 | 182 | .000 |

a. Predictors: (Constant), Transformational, transactional and laissez-faire leadership style

b. Dependent Variable: teachers' commitment

Note. df = degrees of freedom, p<.05

For transformational leadership, the figure is .3060 and this means that transformational leadership style is responsible for 30.60% of the variation in teachers' commitment. Lastly, Laissez-faire leadership style accounts for 2.2% of variation in teachers' commitment with an adjusted R square figure of .022.

This table presents us with figures which describe the way leadership style predicts teacher's commitment. In order to interpret this table, the researcher is concerned with the standardized Beta coefficient which is .656 (given p<0.05) and this figure suggests that with every increase of one standard deviation in transformational leadership, teachers will have their commitment increase by 65.6%. The transactional leadership style has a standardized Beta coefficient of .502 (p<0.05) which suggests that for every unit increase in standard deviation

of transactional leadership, employees will have their teachers commitment increase by 50.2%. This table also shows that laissez faire style of leadership with a standardized Beta coefficient of .296 (p<0.05) affects the teachers commitment positively by 29.60% when one unit of standard deviation of laissez faire leadership is added.

### 4.4.5. Comparisons of Overall Correlations among the Variables

The summarize of this study reveal that transformational leadership has positive associations with the dimensions of teachers' commitment, and that transformational and transactional leadership were important in relation to followers' organizational commitment. Such findings clearly indicate the important role of transformational leadership, and the importance for organizations to nurture transformational leadership qualities among their leaders. When compared to transformational leadership, transactional leadership was effective in affecting on employees' continuance commitments and normative commitment whereas transformational leadership was effective in affecting both teachers' affective and continuance commitments with positive and weak effects on normative commitment. Compared to transformational and transactional leadership, laissez-faire leadership has significant and weak correlation with continual commitment and has a significant and positive correlation with normative commitments but not has any significant correlation to affective commitments. Generally, the present study has exhibited that transactional leaders have a more significant and stronger relationship with organizational commitment.

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary of the major findings of the study, conclusions and recommendations forwarded on the basis of the conclusions.

## 5.1. Summary of the Major Findings

The study sought to assess School principals' leadership style and the commitment of teachers in secondary schools of Buno Bedele Zone and to solve the problem of education in relation to different aspects.

The specific objectives of the study were to examine the dominant leadership style in schools as perceived by school leaders and teachers and to examine the current status of teachers commitment in Secondary schools of Buno Bedele Zone. It also sought to identify whether there was a relationship between School leadership style and teachers commitment. Based on the objectives of the study, attempts have been made to provide answers to the following basic questions:

1. What are the most dominant leadership styles (transformational, transactional, and laissez-faire) practiced by the school leaders and teachers in government secondary schools of Buno Bedele Zone.?

2. To what extent teachers are committed (as measured by TCM)?

3. What relationship exists between leadership styles and teachers' commitment in secondary schools of Buno Bedele Zone?

To this effect, questioners distributed and backed regarding the general perception of school leaders and teachers toward Principals' leadership style and teachers' commitment. In review of related literature part, the concept of principals leadership styles and teachers commitment and the relationship between principals leadership styles and teachers commitment was the major topic that has been reviewed from relevant books and journals.

A quantitative, correlational research design was chosen and used for its appropriateness to the research topic. To accomplish this, out of 32 Government Secondary Schools of the Buno Bedele Zone, 6 were selected as a sample by simple random, purposive and availability sampling techniques. The researcher selected 162 teachers as a sample from 280 total

populations' as a sample by using a random sampling technique. Besides, 6 principals and 25 department heads

Questionnaires were employed to gather data. Following this, the collected data were analyzed using frequency, percentage, mean, Pearson correlations and regressions by using SPSS 20 version.

According to the result of data analysis, the following major findings were identified. Therefore, based on the analysis of data, the findings of the study summarized as follows;

**5.1.1.To determine the most dominant leadership styles practiced in government secondary schools of Buno Bedele Zone.**

➢ The descriptive statistics generally showed that majority of teachers and were in agreement that principals' transformational leadership practices affect the teachers' commitment.

- The majority of teachers 280 (91.8%) agreed that teachers are willing to spend more time in school, 290 (94.9%) agreed that principals' transformational leadership practices ensure that teachers learn to work as a team.

- Transformational leader idealized attribute component is rated as very seldom 233 (31.49%) and this indicates that school leaders are rarely becoming a role model for their teachers.

- Transformational leader exhibiting sometimes idealized behavior as confirmed by 177(23.91%) of respondents. Thus leaders occasionally talking about values and beliefs which are of vital importance to their followers.

- Leader's inspirational motivation is rated as sometimes as witnessed by the majority 216(29.20%). Thus leaders show occasionally commitment to shared vision and communicating specific goals and expectations so as to motivate and inspire employee.

- Transformational leader intellectual stimulation is rated as sometimes with 246 (33.24%). Thus leaders perceived as occasionally encouraging employee creativity and involvement in decision making as witnessed by majority of respondents.

- Individualized considerations of transformational leader also rated sometimes, as confirmed by 275 (37.16%) of respondents. This indicates that leaders

occasionally provide employee opportunity to enhance their knowledge and experience as witnessed by majority of respondents.

➢ Transactional leadership exhibition of contingent reward is rated as fairly often 217(29.32%). Thus, leaders fairly state what followers should do and rewarded or punished employees based on their level of accomplishment.

• Management by exception active is also rated as fairly often 210(28.38%). This indicates that leaders fairly often reinforce strict adherence of work procedures and rules by employees to avoid final mistakes and deviations.

• Management by exception passive is exhibited by leaders sometimes as witnessed by majority response 212(28.65%).

➢ Laissez faire leadership style is found practiced very seldom as confirmed by 329 (44.46%), respondents.

➢ The findings of the study showed that the most prominent leadership style in the Secondary Schools of Buno Bedele Zone is transformational leadership (M=2.65, SD= .61). Transactional leadership is next (M=2.22, SD=.52). Of the three leadership styles, respondents rated the least number in the secondary schools as the laissez-faire leadership style (M=1.73, SD =.79).

## 5.1.2. To examine the current status of teachers' commitment in secondary schools of

### Buno Bedele Zone.

There was strongest agreement for affective commitment with 94 (61.44%) followed by the results for normative commitment with 252 (27.45%).Disagreement was found for continuance commitment with 91 (59.69%).

Further, the descriptive analysis was made with regard to organizational commitment, affective commitment had the highest mean 3.99 (SD=0.84) and 4.55 (SD =0.43) for both teachers and school leaders respectively whereas continuous commitment had the lowest mean of 2.40 (SD = 0.71) for teachers and 2.30 (SD= 0.47) for school leaders and putting normative commitment in the middle 2.53(SD= .66) for teachers and 2.76 (SD = .54) for school leaders. The results reveal that affective commitment is dominant among staff members in Secondary Schools of Buno Bedele Zone, i.e. both teachers and school leaders were believed to have developed emotional attachment to the organization and were willing to assist the organization in achieving its goals.

**5.1.3. To determine the extent of relationship between leadership styles and teachers' commitment in government secondary schools of Buno Bedele Zone.**

➤ Pearson correlation analysis conducted to examine whether there is a relationship between principals' leadership style with their teachers' commitment in secondary schools Buno Bedele Zone.

➤ These findings suggest that there was a positive and moderate relationship between the transformational leadership style and both affective and continuance commitments with ($r = .487$, $p = .000 < 0.05$) and ($r = .463$, $p = .000 < 0.05$) respectively. Whereas, normative commitment($r = .13$, $p > .078$) has not significantly correlated to, hence has no relationship with transformational leadership.

➤ According to the results of the research, there was a positive and moderate correlation between transactional leadership style and continuance commitment with ($r = .565$, $p < 0.05$) suggesting that leadership behaviors involving rewards, highlighting problems, and positive reinforcement were significantly related to how teachers feel about the need to stay with the organization.

➤ There was also positive and significant relationship between transactional leadership style and normative commitment ($r = .451$, $p < 0.05$). The results of the analysis further indicate that there were very weak and positive relationship between transactional leadership and affective commitment ($r = .261$, $p < 0.05$).

➤ The third leadership style, a laissez-faire leadership, was found to be a positive and significant relationship with normative commitments ($r = .336$, $p < .05$). and a positive but weak relationship with continuance commitment ($r = .191$, $p < .05$. Laissez-faire leadership style was found to be significantly and negatively associated with teachers' affective commitment ($r = - .165$, $p < .05$). The negative correlation suggests that that the laissez-faire leadership behavior was negatively related to how teachers feel about the need to stay and having to stay with the Secondary Schools of Buno Bedele Zone.

➢ The regression findings indicated that principals' leadership style had significant influence on teachers' commitment. Thus, transformational, transactional and Laissez-fair leadership styles showed a positive relationship between the variables of teachers' commitment. The result suggest that that transaction leadership style being responsible for 38.07 of variation in teachers commitment.

➢ The results also suggest that that 30.6% variance in teachers' commitment due to the impact of transformational leadership style and Laissez-faire leadership style accounts for 2.2% of variation in teachers' commitment.

## 5.2. Conclusions

This study examined the relationship between transformational, transactional, and laissez–fair leadership styles and three dimensions of teachers' commitment – affective, continuance, and normative. Although transformational leadership was found to be the dominant one, leaders at the Government Secondary Schools of Buno Bedele Zone were not exhibiting the ideal levels of transformational leadership behaviors. Thus, transformational leadership was not being practiced effectively which points to the fact that there was need for improvement.

The questionnaire results revealed that the most dominant dimension of teachers commitment in the Secondary Schools of Buno Bedele Zone was affective commitment. Thus, school leaders' and teachers feeling of "desire" were stronger than the feelings of "need" and "obligation" to continue work in the organization. In addition the study established that continuance commitment is not strongly depicted; this is because most of the targeted teachers disagreed on most of the items that were used to measure continuance commitment. Also the results showed that teachers agreed on most items of normative commitment scale.

In general, the findings have indicated that transformational leadership was positively affecting and significantly teachers' affective and continuance commitment whereas transformational leadership has no relationship with normative commitment. Transactional leadership was moderately and significantly correlates with continuance commitment and normative teachers' commitment. While transactional leadership was positively affecting, to a weak extent, teachers' affective commitment.

Compared to transformational and transactional leadership, laissez-faire leadership has a very weak and negative correlation with affective teachers' commitment while it had a positive and weak relationship with continuous teachers' commitment. Laissez-faire leadership was found to be a positive and significant relationship with normative commitments. Hence, it can be concluded that transformational and transactional leadership behaviors play a more important role in developing and improving affective, continuance and normative commitment than the laissez-faire leadership style at the Secondary schools of study area. Finally, the study concluded that transformational and transactional leadership behaviors play a more important role in developing and improving affective, continuance and normative commitment than the laissez-faire leadership behavior at the secondary schools of Buno Bedele Zone.

## 5.3. Recommendations

Based on the findings and conclusions of this study, the following recommendations were made.

Both transformational and transactional leadership behaviors have been found to have a significant and positive relationship with school leaders and teachers' commitment, the schools leaders are advised to maintain these leadership behaviors within their schools as committed teachers and leaders are most desirable. For transactional leadership, recognizing accomplishments and expectations and taking immediate actions are really advisable rather than waiting for problems to become serious. Since there is evidence that transformational leadership can be taught, the schools need to enhance transformational leadership behaviors through different leadership development initiatives such as training, coaching, workshops and seminars.

Since the laissez-faire leadership has significant and negative correlation with affective teachers commitment, it is recommended that leaders avoid such behaviors like displaying indifference, overlooking achievements, and ignoring of problems to improve the commitment levels of employees. In other words, leaders may be able to improve their laissez-faire leadership behaviors by giving negative feedback in a timely manner and using language that is both clarifying and encouraging.

In order to boost the continuance commitment of teachers, there is need to implement strategies of promotion opportunities and work incentives so as to retain and ensure continual growth of staff that would be able to face new challenges and new environment. There is also need for a mechanism of all round compensation for high performing employees to extent possible so as to motivate staff and increase their prospects of career development.

In order to increase the emotional and/or psychological attachment of their staff members, the schools' leaders need to design at least school policies which continuously sustain or increase teachers' affective commitment behaviors by treating teachers with respect, making them feel part of the school family, encouraging and involving them in decision making, providing a secure, supportive and healthy work environment devoid of favoritism, discrimination and political interference, clearly defining recruitment and selection processes to attract the right sort of candidates, increasing staff awareness and knowledge about the school's vision as well as develop a system that naturally encourages creative thinking, accountability and transparency in the management of the organization's rules and procedures.

In terms of the relationships between leadership behaviors and teachers commitment at the secondary school of Buno Bedele Zone, since the study revealed that transformational and transactional leadership behaviors play a more important role in developing and improving affective, continuance and normative commitment than the laissez-faire leadership behaviors, the secondary school leaders need to strive to maintain transformational and transactional leadership behaviors as the organization can easily and effectively achieve its organizational goals through committed principals and teachers.

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# APPENDICES

## JIMMA UNIVERSITY
## COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
## DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**Appendix A: Questionnaire for School Principals, supervisors and department heads**

**Direction:**

This questionnaire was designed to collect data on the impact of principals' leadership styles on teachers commitment in Government Secondary Schools of Buno Bedele Zone.

This study is conducted as a partial requirement for the Master of Arts Degree in School Leadership at Jimma University. Hence, the researcher would like to assure that the responses you provide through this questionnaire are solely used for academic purpose; and the information will be kept confidentially. You are respectfully requested to assist the researcher by completing the questionnaire. Thank you very much for your cooperation!.

**Section A: Information regarding Respondents**

**Direction:** Below are some questions to get a better overall view of the respondents. It would be appreciated if you could circle the number which best fits your choice. Please note that all data remains anonymous.

Thank you in advance for your cooperation.

1.Sex:  (1)Male ☐                              (2) Female ☐

3. Age

(1) <24 years ☐                              (4) 45 – 54 years ☐

(2) 25 – 34 years ☐                         (5) >55 years ☐

(3) 35 – 44 years ☐

4. Highest level of education completed

(1) Dipploma ☐                              (2) BA/BSc/BED ☐

(3) MA/MSc Degree ☐

5. Service Year in the organization

(1) <1 Year ☐          (4) 11 – 15 years ☐

(2)1 – 5 years ☐          (5) 16 – 20 years ☐

(3)6 – 10 years ☐          (6) >20 years ☐

**Section B. Perceptions of school Principals, supervisors and department heads' own leadership style on teachers commitment.**

Please indicate by putting a tick (√) in appropriate column to which the following statement will apply to your leadership style in your school. Where  0= Not at all; 1 = Once in a while;  2= Some times; 3= Fairly Often  4= frequently if not always

**2.1.** **Questions related with the leadership style and Teachers' commitment.**

| Descriptive Statement Questions | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|
| **Perception of teachers Towards Transformational Leadership** | | | | | |
| **Idealized attribute** | | | | | |
| 1/I Instill pride in others for being associated with him/her. | | | | | |
| 2/I go beyond self-interest for the good of the group. | | | | | |
| 3/I Act  in ways that build others' respect for him/her | | | | | |
| 4/I  Display a sense of power and confidence. | | | | | |
| **Idealized behavior** | | | | | |
| 5/I Talk about his/her most important values and beliefs. | | | | | |
| 6/ I Specify the importance of having a strong sense of purpose | | | | | |
| 7/ I Consider the moral and ethical consequences of decisions | | | | | |
| 8/I Emphasize the importance of having a collective sense of mission | | | | | |
| **Inspirational motivation** | | | | | |
| 9/ I Talk optimistically about the future. | | | | | |
| 10/ I Talk enthusiastically about what needs to be accomplished. | | | | | |
| 11/I Articulate a compelling vision of the future. | | | | | |
| 12/ I Expresse confidence that goals will be achieved. | | | | | |
| **Intellectual stimulation** | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 13/ I Re-examine critical assumptions to question whether they are appropriate. | | | | | |
| 14/I Seek different perspectives when solving problems | | | | | |
| 15/ My principal Gets others to look at problems from many different angles. | | | | | |
| 16 I Suggest new ways of looking at how to complete assignments. | | | | | |
| Individualized consideration | | | | | |
| 17/I Spend time teaching and coaching | | | | | |
| 18/I Treat others as individuals rather than just as a member of a group. | | | | | |
| 19/I Consider an individual as having different needs, abilities, and aspirations from others | | | | | |
| 20/I Help others to develop their strengths. | | | | | |
| **Towards Laissez–fair Leadership** | | | | | |
| 1/ I Avoid getting involved when important issues arise | | | | | |
| 2/ I am absent when needed. | | | | | |
| 3/I Avoid making decisions | | | | | |
| 4/T Delay responding to urgent questions | | | | | |
| **Transactional leadership** | | | | | |
| Contingent reward. | | | | | |
| 1/ I Provide others with assistance in exchange for their efforts . | | | | | |
| 2/ I Discuss in specific terms who is responsible for achieving performance targets. | | | | | |
| 3/ I Make clear what one can expect to receive when performance goals are achieved | | | | | |
| 4/I Express satisfaction when others meet expectations | | | | | |
| Management by exception (active) | | | | | |
| 5/ I Focus attention on irregularities, mistakes, exceptions, and deviations from standards. | | | | | |
| 6/ I Concentrate his/her full attention on dealing with mistakes, complaints, and failures. | | | | | |
| 7/ I Keep track of all mistakes. | | | | | |
| 8/ I Direct his/her attention toward failures to meet standards | | | | | |
| Management by exception passive | | | | | |
| 9/I Fail to interfere until problems become serious. | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 10/ I Wait for things to go wrong before taking action. | | | | | |
| 11/ I Show that he/she is a firm believer in "If it ain't broke, don't fix it | | | | | |
| 12/ I Demonstrate that problems must become chronic before he/she takes action. | | | | | |

## Section C: Teachers' Commitment

Listed below is a series of statements that represent feelings that individuals might have about the organization for which they work. Please indicate the extent of your agreement or disagreement with each statement by ticking a number from 1 to 5 that best reflects your views from the rating scale hereunder.

Thank you in advance for your cooperation.

Key: 1= strongly disagree;          2 =disagree;      3= neither disagree nor agree;

   4= agree;                          5= strongly agree

| Perception of Teachers' Towards job Commitment | | | | | |
|---|---|---|---|---|---|
| **Affective Commitment** | 5 | 4 | 3 | 2 | 1 |
| 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. | | | | | |
| 5/I do not feel like "part of the family" at my organization. | | | | | |
| 6/This organization has a great deal of personal meaning for me. | | | | | |
| **Continuance Commitment** | | | | | |
| 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. | | | | |
| **Normative Commitment** | | | | |
| 1/I do not feel any obligation to remain with my current employer. | | | | |
| 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. | | | | |

Please state if you have any additional comment regarding leadership style and teacher commitment

_____

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_____

_____

Thank you!!!

**Appendix B: Questionnaire for Teachers in secondary Schools**

The purpose of this questionnaire is to assess the relationship between school leadership Behaviors and teachers' organizational commitment in the case of Secondary Schools of Buno Bedele Zone as a partial fulfillment for MA Program. You have been randomly selected to take part in the research. Kindly spare a few minutes of your time to answer the questions that follow. Do not write your name. Read the statements in each section and answer by circling or ticking the response which best reflects your opinion. Your input is important to this research because it will help form an overall picture of how teachers can work towards having committed employees.

It will take an average of 15-20 minutes to fill this questionnaire. Answer the questions as honestly and objectively as possible in order to contribute to the success of this research. Your answers will exclusively be used for the purpose of this research. Please rest assured that your identity will not be disclosed.

**Thank you very much for your time and support.**

**Section A: Information regarding Respondents**

**Direction:** Below are some questions to get a better overall view of the respondents. It would be appreciated if you could circle the number which best fits your choice. Please note that all data remains anonymous.

Thank you in advance for your cooperation.

1.Sex: (1)Male ☐        (2) Female ☐

3. Age

(1) <24 years ☐        (4) 45 – 54 years ☐

(2) 25 – 34 years ☐        (5) >55 years ☐

(3) 35 – 44 years ☐

4. Highest level of education completed

(1) Dipploma ☐        (2) BA/BSc/BED ☐

(3) MA/MSc Degree ☐

5. Service Year in the organization

(1) <1 Year ☐        (4) 11 – 15 years ☐

(2)1 – 5 years ☐        (5) 16 – 20 years ☐

(3)6 – 10 years ☐        (6) >20 years ☐

**Section B: Principal's Leadership styles questionnaire**

This part of the questionnaire is to assess the behaviors (leadership style) of your principals. Please answer all items on the answer sheet by putting a tick "√ a number from 0 to 4 which best reflects your views from the rating scale shown hereunder. Judge how frequently each statement fits the person you are rating.

Key; 0= **Not at All**

1 = **Once in a while**

2= **Sometimes**

3= **Fairly Often**

4= **Frequently if not always**

## 2.1. Questions related with the leadership style and Teachers' organizational commitment.

| Descriptive Statement Questions | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|
| **Perception of teachers Towards Transformational Leadership** | | | | | |
| **Idealized attribute** | | | | | |
| 1/My principal Instills pride in others for being associated with him/her. | | | | | |
| 2/My principal Goes beyond self-interest for the good of the group. | | | | | |
| 3/My principal Act s in ways that build others' respect for him/her | | | | | |
| 4/My principal Displays a sense of power and confidence. | | | | | |
| **Idealized behavior** | | | | | |
| 5/My principal Talks about his/her most important values and beliefs. | | | | | |
| 6/ My principal Specifies the importance of having a strong sense of purpose | | | | | |
| 7/ My principal Considers the moral and ethical consequences of decisions | | | | | |
| 8/My principal Emphasizes the importance of having a collective sense of mission | | | | | |
| **Inspirational motivation** | | | | | |
| 9/ My principal Talks optimistically about the future. | | | | | |
| 10/ My principal Talks enthusiastically about what needs to be accomplished. | | | | | |
| 11/My principal Articulates a compelling vision of the future. | | | | | |
| 12/ My principal Expresses confidence that goals will be achieved. | | | | | |
| **Intellectual stimulation** | | | | | |
| 13/ My principal Re-examines critical assumptions to question whether they are appropriate. | | | | | |
| 14/My principal Seeks different perspectives when solving problems | | | | | |
| 15/ My principal Gets others to look at problems from many different angles. | | | | | |
| 16 My principal Suggests new ways of looking at how to complete assignments. | | | | | |
| **Individualized consideration** | | | | | |
| 17/My principal Spends time teaching and coaching | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 18/My principal Treats others as individuals rather than just as a member of a group. | | | | | |
| 19/My principal Considers an individual as having different needs, | | | | | |
| 20/My principal Helps others to develop their strengths. | | | | | |
| **Perception of teachers Towards Laissez–fair Leadership** | | | | | |
| 1/ My principal Avoids getting involved when important issues arise | | | | | |
| 2/ My principal is absent when needed. | | | | | |
| 3/My principal Avoids making decisions | | | | | |
| 4/My principal Delays responding to urgent questions | | | | | |
| **Perception of teachers towards transactional leadership** | | | | | |
| Contingent reward. | | | | | |
| 1/ My principal Provides others with assistance in exchange for their | | | | | |
| 2/ My principal Discusses in specific terms who is responsible for achieving performance targets. | | | | | |
| 3/ My principal Makes clear what one can expect to receive when performance goals are achieved | | | | | |
| 4/Expresses satisfaction when others meet expectations | | | | | |
| Management by exception (active) | | | | | |
| 5/My principal Focuses attention on irregularities, mistakes, | | | | | |
| 6/ My principal Concentrates his/her full attention on dealing with mistakes, complaints, and failures. | | | | | |
| 7/ My principal Keeps track of all mistakes. | | | | | |
| 8/ My principal Directs his/her attention toward failures to meet standards | | | | | |
| Management by exception passive | | | | | |
| 9/My principal Fails to interfere until problems become serious. | | | | | |
| 10/ My principal Waits for things to go wrong before taking action. | | | | | |
| 11/My principal Shows that he/she is a firm believer in "If it ain't | | | | | |
| 12/ My principal Demonstrates that problems must become chronic before he/she takes action. | | | | | |

**Section C: Teachers' Commitment**

Listed below is a series of statements that represent feelings that individuals might have about the organization for which they work. Please indicate the extent of your agreement or disagreement with each statement by ticking a number from 1 to 5 that best reflects your views from the rating scale hereunder.

Thank you in advance for your cooperation.

Key: 1= strongly disagree;

2 =disagree;

3= neither disagree nor agree;

4= agree;

5= strongly agree

| Perception of Teachers' Towards job Commitment | | | | | |
|---|---|---|---|---|---|
| **Affective Commitment** | 5 | 4 | 3 | 2 | 1 |
| 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. | | | | | |
| 5/I do not feel like "part of the family" at my organization. | | | | | |
| 6/This organization has a great deal of personal meaning for me. | | | | | |
| **Continuance Commitment** | | | | | |
| 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. | | | | | |
| Normative Commitment | | | | | |
| 1/I do not feel any obligation to remain with my current employer. | | | | | |
| 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. | | | | | |

Please state if you have any additional comment regarding leadership style and teacher commitment

_____
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_____
_____


Thank you!!!