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þÿ The Relationship between Principals' Leadership Styles And Teachers' Organizational Commitment General Primary Schools of Dega Damot Woreda, Amhara National Regional State

Yenealem, Emebet

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BAHIR DAR UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

THE RELATIONSHIP BETWEEN PRINCIPALS' LEADERSHIP STYLES
AND TEACHERS' ORGANIZATIONAL COMMITMENT GENERAL
PRIMARY SCHOOLS OF DEGA DAMOT WOREDA, AMHARA
NATIONAL REGIONAL STATE

BY
EMEBET YENEALEM

AUGUST, 2022
BAHIR DAR, ETHIOPIA

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BY

Emebet Yenealem

Advisor

Habitaminesh Abera

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BAHIR DAR UNIVERSITY

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DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

The thesis entitled by “**the relationship between principals’ leadership styles and teachers’ organizational commitment general primary schools of Dega Damot woreda, Amhara national regional state**” by **Emebet Yenealem** is approved for the Degree of Master of Arts in Educational planning and management department.

EXAMINING COMMITTEE

ADVISOR

SIGNATURE

DATE

INTERNAL EXAMINER

EXTERNAL EXAMINER

CHAIR PERSON

DECLARATION

I, the undersigned, confirmed that this study entitled “The Relationship between Principals’ Leadership Styles and Teachers’ Organizational Commitment General Primary Schools of Dega Damot Woreda, Amhara National Regional State” is my own original work and that all the sources I used have been acknowledged and referenced as expectedly.

Emebet Yenealem

Date

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LIST OF ABBREVIATION

TL: Transformational Leadership

LS: Leadership Styles

TOC: Teachers' Organizational Commitment

SD: standard deviation

ABSTRACT

The purpose of this study was to examine the relationship between the leadership style of principals' and teachers' organizational commitment in primary schools of Dega Damot Woreda, Amhara National Regional State. A correlational research design was used to conduct the study. The sample of the study consisted of 147 teachers' from 10 general public primary schools that was selected using a simple random sampling technique. Teachers participated in the study. Data were collected using close ended standardized questionnaire. The data were analyzed using both descriptive and Pearson correlation statistics. Descriptive statistics such as mean and standard deviations were used while; Pearson correlation coefficient analysis techniques were used. The findings of the study indicated that the autocratic leadership style with a mean score of 3.89 was found that has been predominantly adopted by principals. Continuance commitment with a mean score of 3.78 was found the commitment that has been highly exhibited by teachers. Finally, a statistically significant positive and strong relationship was found between principals' leadership style and teachers' organizational commitment in general primary schools' of Dega Damot Woreda. In conclusion, autocratic leadership has been predominantly used by principals followed by democratic leadership style in the schools when laissez-fair leadership style was used least. Moreover, continuance commitment has been highly exhibited by the teachers over those normative and affective commitments. Autocratic and Democratic leaderships were also significantly correlated with commitments. The study recommended that managers in educational organizations in general and principals in schools should gain the advantage of competent leadership styles in acquiring and retaining teachers by keeping them motivated and committed.

CHAPTER ONE

INTRODUCTION

This chapter starts with background information that led to the statement of the problem, the objective of the study, the significance of the study, the scope of the study, the limitation of the study, the operational definition of key terms, and finally organization of paper included.

1.1 Background of the Study

Leadership is the process of social influence which maximizes the efforts of others towards the achievement of a goal. Specifically, it is the ability of an individual to influence, motivate, and enable others to contribute towards the effectiveness and success of an organization. It is also the process of influencing the activities of an organized group towards goal achievement. As such, it has also essential role in the organizational function of society. As considered in the above definitions, leadership is a crucial factor to achieve organizational goal and organizations' success (Yukl, 2010). Leadership is the process in which the leader influences followers and subordinates show a willingness to work towards achieving organizational goals (Lousier, 2005). According to Chandra (2010) leadership is the process of influencing workers of an organization toward achieving objectives. Leadership is generally a combination of ability and knowledge in bringing the workforce toward a shared purpose of organization (Zembat et al., 2010).

Leadership style is the manner of providing direction, implementing the plan, and motivating people. According to (Robinson and Vincent 2017), three leadership styles are identified by power of decision-making is being exercised by the leader, follower, or both. Cherry (2017) States Autocratic leadership is a leadership style characterized by individual control over all decisions and little input from group members. Leaders make choices based on their ideas and judgments and rarely accept advice from followers. They dictate all policies and procedures in the organization with little or no group participation Eboka (2016). The democratic style is a participative type of style that emphasizes group and leader participation in the making of policies Mumba (2004). Decisions about organizational matters are arrived at after consultation and communication with various people in the organization. The leader tries to make each feel that he is an important member of the organization and a high degree of staff morale is always

enhanced Revision and visont (2017).Laissez-faire leadership style that allows complete freedom in group decisions without leader intervention. The manager's job is to provide the ingredients. Leaders do not interfere or participate in group decisions Eboka (2016).Transactional Leadership Style, According to Bass and Avolio (1994) observed transactional leadership as a type of contingent reward leadership with the active and positive exchange between leaders and followers. For good work, positive support could be exchanged, merit pay for promotions, increased performance, and cooperation for collegiality. Transformational leadership style has positive results on an individual and organizational level. The leaders influence followers' motivation towards self-sacrifice and achieving organizational goals over personal interests.

The idea of commitment has generated great interest among researchers in various fields to achieve organizational goals. Cohen (2007) argues on commitments are the general tendency to proceed with action based on one's determination to take associated with leaving an organization. It included recognition and belief in values, a willingness to commit organizational goals, and a solid desire to remain involved within the organization (Mowday et al. 1982). Organizational commitment is a strong desire to remain member of a particular organization, willingness to exert high level of effort, and to accept the value, belief and goals of the organization to realize desired results. According to Meyer &Allen (1997) there are three types of commitment: affective commitment, continuance commitment and normative commitment. Affective commitment is the identification of employees with their organization with sympathy and dedication Bennett (2019). And it has been found to be related to positive organizational outcomes such as job performance (Ribeiro et al., 2018). Continuance commitment concerned the perceived cost of the individual leaving the organization and the lack of choices for alternative jobs outside the organization (Abu-Saud & Haj, 2020; Yahiya & Ibrahim, 2016). A calculation of the starting costs with respect to the benefits of continuing. Normative commitment is about an employee's feelings and sense of obligation to stay and remain within the organization Bennett (2019). 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.

According to Bass and Riggio (2006), teachers may feel strong commitment to their organizations and jobs in many different reasons. They may like the type of work they do, and the pay and benefits may be better than what they can get elsewhere. This shows that teachers' might be committed to their organization with their own different motives or conditions. Teachers' commitment is the level of connection that employees feel towards their organization. Committed employees are emotionally involved and pleased about their work and act in a manner that will promote the organization's interest. A committed workforce helps optimize and retain talent for the long-term because the teachers choose to stay even when other employment alternatives exist. Teacher organizational commitments characterized as the relative quality of an individual's identification and association in a specific organization (Mowday et al. 1982).

Teacher organizational commitment is a psychological attachment to a school by which teachers give their loyalty to the school's values and goals and it is an emotional bond teachers demonstrate toward their work (Metin & Abdullah, 2017). Generally regarded that teachers with high commitment have stronger psychological ties to their school students, and their subject areas than their peers (Firestone & Pennell, 1993). And teachers' commitment levels are low, then problems are expected to arise. although teacher commitment in an organization can positively or negatively be affected by principal leadership style. In the context of Ethiopia, inadequate provision of facilities, promotion/growth opportunities, financial benefits, and poor leadership resulted in teachers' low commitment in general. When we narrow down this issue in Dega Damot woreda, general primary schools teachers' commitment, the problem is widely remarked. Teachers' commitments studies in Addis Ababa have been carried out in recent years, a study conducted by Endale (2018) disclosed that teachers' organizational commitment in public secondary schools in Addis Ababa is moderate to say teachers in the school have a belief on the goals, exert a considerable effort, and willing to continue membership. A study conducted by Teferi (et al., 2016) has revealed that teachers' perceived a high level of organizational commitment in their respective schools. These whole issues show that the secondary school teachers have a low organizational commitment to their respective schools. Though studies have been conducted in different parts of the country related with organizational commitments, most of these studies were specifically focused on the commitments of the teachers; and they did not assessed on the relationship between leadership style and organizational commitment. However,

few studies [e.g. examine the relationship between leadership styles and organizational commitment at Defense University Feleke (2014), investigate the relationship between leadership styles and teachers commitments in Private Higher Education Institutions, Temesgen (2011), the relationship between leadership style and organizational commitment in Poly technique colleges of Addis Ababa City Administration, Milion (2016)] attempted to examine some correlates of organizational commitment and leadership style in public and governmental institution. But still most of the above studies they did not assessed on the relationship between leadership style and organizational commitment in general primary schools of Dega Damot woreda. The main reason this research is different from the others studies are focusing on the primary schools and assessing the relationship of leadership styles and teachers' organizational commitment in primary schools of Dega Damot woreda, in Amhara National Regional State.

1.2. Statement of the Problem

The factors associated with teachers' commitment have been a focus of research for many years (Metin & Abdullah, 2017). The general assumption is that the presence or absence of effective principals can directly or indirectly influence teachers' commitment (Deslandes, (2012). Teachers' communication skills and positive relationships with fellow teachers are noted as part of the characteristics of teachers' commitment (Northouse, 2016). Colic & Yilmaz (2010); Saqer (2009) indicated a positive relationship between leadership and organizational commitment. This was supported by recent research that showed organizational commitment was higher for employees whose leaders encouraged participation in decision-making. There is considerable research suggesting that leadership style determines organizational commitment. Concerning this, the transformational leadership style has been considered the most influential over the past two decades (Ribeiro et al., 2018). Studies also revealed that transformational leadership is positively associated with organizational commitment in a variety of organizational settings, cultures and it is related to the effectiveness of the leader, the subordinate's effort, and job satisfaction (Bennett, 2019; Ismail & Mydin, 2018; Kasha, Omari & Abu, 2012). Studies by Kho et al., (1995) and Metin & Abdullah (2017) further indicated that the relationship between leadership and teacher commitment was significantly greater when the principals were described by the teachers as more transformational leaders. According to Metin and Abdullah (2017) found that, a strong relationship between transformational and instructional leadership with teacher

commitment than the other styles. Although, Nicety et al., (2002).found that school principals perform more transformational leadership than transactional leadership. In another study, Walumbwa, Orca, Wang, and Lawler (2005) found that transformational leadership in China and India was positively related to organizational commitment and negatively related to job withdrawal. They also found that collective efficacy mediated the contribution of transformational leadership to job withdrawal and partially to organizational commitment and job satisfaction. This result has been very limited in Arab and Israeli educational settings (Magdalen and Amara, 2018).

Studies show that affective commitment has been found to be related to positive organizational outcomes such as job performance (Chen, 2008; Ribeiro, Yokel & Gomes, 2018), and employee satisfaction (Chagatai & Zafar, 2006). Meyer, Stanley, Herskovits, and Topolnytsky (2002) found that affective commitment correlated negatively with employee turnover, absenteeism, and stress. Affective commitment has a strong positive relationship with job performance (Yahiya & Ibrahim, 2016; Bushra et al., 2011). Studies conducted on principals' leadership styles and teachers' performances in secondary schools in Nigeria have reflected different results. Adeyemi (2015) in Ondo State found that the democratic style was most commonly used and teachers' commitment was better with principals using the autocratic style than the democratic or laissez-faire styles. Robinson and Vincent (2017) in Edo State showed the low influence of autocratic and laissez-faire styles on teachers' performance while the high influence of democratic leadership style. The difference in the results of these studies would provide an additional impetus to further studies although they studied secondary schools. The present study was conducted focusing on primary schools.

Educational studies also demonstrate the relationship between primary school principals' leadership styles and teachers' organizational commitment for instance, (Colic & Yilmaz, 2010 in Turkey; Huang, 2011 in Malaysia; 2006 in Tanzania). The findings from these studies similarly disclosed that there is an association between the principals' leadership styles and the teachers' organizational commitment Nicety et al., (2002) examined the relationships between primary school principals' transformational and transactional leadership styles and teachers' organizational commitment in Ankara. Results indicated that school principals were more likely to perform transformational leadership styles than transactional leadership styles. Teachers'

commitment scores were the highest in continuance commitment. The finding also indicated that there were significant relationships between transformational and transactional leadership styles of principals and the organizational commitment of teachers. Reuben, Augustine, Weldon, and Victor (2014) studied the leadership style and teachers' commitment in public primary schools in Kenya. The finding revealed that teachers perceived their head teachers to practice transformational leadership more than transactional leadership approaches and the overall commitment of teachers was moderate. The correlation results revealed both weak and significant relationships between transformational and transactional leadership styles and commitment in the public primary schools.

The researcher also reviewed some related studies conducted in Ethiopia. Mustafa (2021) conducted a study at 15 government schools in Addis Ababa to identify principals' leadership style and its effect on academic achievement and the results showed that most of the school leaders adopt a democratic style and a significant correlation between the structure of task-oriented leadership style and students' performance in the examinations. Teklemariam (2020) investigated the relationship between school principals' leadership styles and teachers' job satisfaction in government secondary schools of Harar and the results revealed statistically significant relationships between principals' leadership styles and teachers' job satisfaction. Tolla (2015) also examined the impact of secondary school principals' leadership behavior on teachers' commitment in Adama City and the result showed that almost all school principals were from non-management or leadership educational backgrounds so they lacked the knowledge and skills on how to influence teachers to work.

Teacher's commitments studies in Addis Ababa have been carried out in recent years, a study conducted by Endale (2018) disclosed that teachers' organizational commitment in public secondary schools in Addis Ababa is moderate to say teachers in the school have a belief on the goals, exert a considerable effort, and willing to continue membership. A study conducted by Teferi (et al., 2016) has revealed that teachers' perceived a high level of organizational commitment in their respective schools. This whole issue shows that the secondary school teachers have a low organizational commitment to their respective schools.

The study conducted by Feleke (2014) showed that transactional leadership behavior had a weak but significant and positive relationship with affective, continuance and normative commitments. There was no statistically significant correlation between laissez-faire leadership behavior and organizational commitment. From the results, Feleke concluded that both transformational and transactional leadership behaviors were positively related with affective, continuance and normative commitments whereas laissez-fair leadership behavior had no relationship with organizational commitment. Another study by Temesgen (2011) revealed that transformational leadership style had significant and positive correlations with affective and continuance commitments while transactional leadership style had significant and positive correlation with only normative commitment. However, laissez-faire leadership style was found to be significantly and negatively associated with employees' affective commitment. Mekonnen (2014) on his part studied that the level of affective Commitment was generally low and that it was unaffected by most of the leadership styles. The only correlations found regarding affective commitment were very weak and negative correlation.

The biggest challenges for primary schools are to improve the sense of commitment in teachers to avoid high rate of turnover and absenteeism. Attracting and retaining competent teachers is also the major problem in the organization. In order to address such problems, it is necessary to assess the behavior of leadership style which has positive relation to organizational commitment. Since previous researches regarding the relationship between leadership styles and organizational commitment did not study in the general primary schools in Dega Damot woreda, this prompted the researcher to make such a study. Hence, this study would fill in the gap on examined the relationship between leadership styles (i.e. autocratic, democratic and laissez-faire leadership) and teachers' organizational commitment of (i.e. affective, normative and continuance) by answering the following research questions:

1. Which leadership style is predominantly adopted in primary schools of Dega Damot Woreda?
2. Which dimension of teacher organizational commitment do teachers is highly exhibited in primary schools of Dega Damot Woreda?
3. Is there a relationship between principals' leadership styles and teachers' organizational commitment in primary schools of Dega Damot Woreda?

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of the study was to investigate the relationship between the principals' leadership styles and teachers' organizational commitment in primary schools of Dega Damot Woreda, Amhara National Regional State.

1.3.2. Specific Objectives

This study also has the following specific objectives:

1. To assess the leadership style that has been predominantly adopted by principals in primary schools in Dega Damot Woreda
2. To identify the dimension of teachers' organizational commitment that is highly exhibited in primary schools of Dega Damot Woreda
3. To examine the relationship between principals' leadership styles and teachers' organizational commitment in primary schools of Dega Damot Woreda

1.4. Significance of the Study

Given the importance of the relationship between principals' leadership style and teachers' organizational commitment, the study is expected to provide the following benefits: The results of this study can provide useful information on the existing dimension of teachers' organizational commitment and its relationship with principals' leadership style which school principals' use in reviewing their leadership practices in view of the leadership style they exercise. Based on this, they can try to make a difference by modifying their leadership style.

The study is important in showing education officials the dominant leadership styles being used by the principals that may affect teachers' organizational commitment. Hence, they use the study feedback in their efforts to solve the problem in the future, and to this effect, they may arrange and provide short-term training either at the school, cluster, or woreda level. Finally, the study can help to initiate principals and teachers as well as other interested researchers to conduct further studies on a wider scale through the consideration of other dimensions of the problem too.

1.5. Scope of the Study

The study was delimited both geographically and conceptually. Geographically, the study was conducted in Dega Damot woreda in Western Gojjam Administrative Zone, Amhara National Regional State. In selecting the woreda, certain important features were taken into consideration including accessibility. Regarding this, it wasn't useless if the research addressed all or some of the woredas in the zone which was however impossible in reality. This was since each woreda in the zone is too large covering a wide area that is far beyond the current physical and economic capacity of this individual researcher. Since the researcher has currently worked there, she found Dega Damot woreda convenient where the study was carried out as intended. Besides, even though there are both primary and secondary school levels in Dega Damot Woreda that are currently in charge of providing general education from grade one to twelve, the study was made to focus only on primary school levels from grade 1-8 schools only. The reasons behind the selection were partly traced to the source of the problem that it was emanated, identified, and defined in the context of the primary schools of the selected woreda; and partly due to the practicality factor that it was too unmanageable to include both levels as each level encompassed a large number of schools.

Conceptually, the study was made to focus on examining the relationship between the principals' leadership styles and teachers' organizational commitment. Regarding this the study focused on assessing the leadership style that had been predominantly adopted by principals, identified the dimension of teachers' organizational commitment that was highly exhibited, and examined the relationship between principals' leadership styles and teachers' organizational commitment in primary schools of Dega Damot Woreda. To do so, the study mainly focused on autocratic, democratic, and laissez fair leadership styles and affective, continuance, and normative commitment dimensions of organizational commitment.

1.6. Limitation of the Study

Although the research work was carefully planned from its very onset, there were some limitations that are related to the study. Regarding this, the study might have been limited from the point of view of the methodological aspects that it applied only the quantitative approach that might deter opportunities to be exploited in the results from the other different approaches.

Moreover, the study may not be replicated to other contexts as long as it was made based on data from the specific participants in the specific study area. As it has been indicated above, the research work was carefully planned from its very onset which however was not realized according to its plan as a result of some challenges in the field work that the researcher faced while conducting the study. Concerning this, there were some constraints that included lack of sufficient time and the long distance between the study area and the working place of the researcher.

1.7. Operational Definition of Key Terms

Leadership Styles:

- Leadership style is understood as the principals' approach to providing, directing, and motivating teachers using a combination of ability and knowledge towards a shared purpose of the school. Thus, the principals' leadership styles in this study was examined in view of autocratic, democratic, and laissez fair leadership styles.

Organizational Commitment:

- Organizational commitment is understood as a psychological link between the teacher sand his or her identification with the school and teachers with high commitment have stronger psychological ties to their school. This study was examined in view of affective, continuance, and normative dimensions of organizational commitment.

Primary School:

- The primary school in this study is understood as the school level organized being charged with the responsibility of providing education for students from grade one to eight both in the educational context of the country and the region as well as in the woreda.

1.8. Organization of the Paper

The paper is organized into five chapters. Chapter one deals with the introduction and includes the background of the study, statement of the problem, objectives, research questions, significance, the scope of the study limitation of the study, empirical studies on leadership styles and organizational commitment, conceptual framework, and chapter summary. Chapter two contains a review of related literature. Chapter three included research methodology that addresses the research design, approach, and method of how the research was carried out; target and sample population; sampling procedures and samples of the study, data collection instruments and procedures, and methods of data analysis. Chapter four was about data presentation, analysis, and discussion. Chapter five finally deals with a summary of the finding, conclusions, and recommendations of the study. All the necessary appendices were attached at the end of the paper.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Chapter two focuses on the review of the related literature and deals with the various theoretical and empirical literatures reviewed from different secondary sources. Accordingly, the chapter addresses theoretical literatures such as definition of leadership, school leadership, and theories of leadership, leadership styles, organizational commitment and dimensions of organizational commitment. Moreover, empirical studies on leadership styles, organizational commitment and conceptual framework of the study and chapter summary are addressed.

2.1. Definition of Leadership

According to Bush (2007), excessive interest in the subject of leadership started at the beginning of the 21st century and that is attributed to the extensive belief that leadership quality makes a substantial difference in the school, hence, student achievement. As the global economy gathers pace, more governments are realizing that their main assets are their people and that remaining or becoming competitive depends increasingly on the development of a highly skilled workforce, which requires trained and committed teachers, as well as the leadership of highly effective principals and the support of other senior managers (Bush, 2007).

There are a number of definitions of leadership given by different scholars at different times. Leadership is the procedure whereby a person influences another individual or group member towards goal setting and goal achievement with no force or coercion. Leadership is not a matter of passive status or of the mere possession of some combination of traits. It appears rather to be a working relationship among members of a group, in which the leader acquires status through active participation and demonstration of his/her capacity for carrying cooperative tasks through to completion (Leipzig, 2004). For Bennis (1999), leadership is 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. According to Totter (1996) 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. According to Chandra (2010) leadership is the process of influencing and supporting others to work

enthusiastically towards achieving objectives. Lousier (2005) defined leadership 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. Leadership is a combination of ability and knowledge in bringing a group of people together in an organizational setting for a shared purpose and stimulating them into action with a view to realizing such this purpose (Zembat, Kocyigit, Tugluk & Dugan, 2010). Based on the above assertion, Bush (2007) maintain that leaders achieve objectives through energized and excited subordinates who share their passion, vision and direction and they feel confident to challenge the status quo and finding efficient as well as long term solutions to leadership challenges; they develop through a never-ending process of self-analysis and the utilization of education, training and experience. That is, leaders make use of uninterrupted working and studying to improve their leadership skills. Leaders direct the behaviour of others towards the accomplishment of pre-determined goals. Leaders display behaviors that involve influencing people, giving orders, managing conflict, communicating with subordinates and motivating people either as individuals or in groups (Bush, 2003).

2.2. School Leadership

Concepts of educational management and leadership are both important to briefly understand school leadership. Educational management is the planning and organizing functions of an educational manager based on which individuals make cooperation for a certain goal. In this sense, educational management brings all kinds of administrative activities and resources together which ensure the functioning of the educational organization. It provides coordination including traceable methods and supervisions (Colic, 2012; Harris, 2014). Management actions force school leaders to change leadership actions to have an active role to improve, modify them and be aware of their inefficiency (Harris, 2014).

According to Thomas (2014) educational leadership is the function of influencing work force of a school and directing actions towards goal achievement and it has a key role to improve the school performance. Educational leadership is the task of putting the current situation of educational administration forward, providing feedback on the operation of the system, proving assistance to schools and help for personal development to achieve the objectives (Jaffrey, 2010). Educational leadership is concerned with new measures to be taken for preventing potential

problems and identifying the existing problems. According to Thomas (2014), the goal of a school leadership in education is to find the most appropriate actions of directing and influencing the work force of the education system towards goal attainment. Therefore, the school leadership will be carried out on the basic purposes of achieving school's educational goals. School leaders have expectations regarding the leadership implementation. The expectations which don't come true are expressed as problem. The effect of the educational leadership process is inevitable for school development.

According to Berry (2009), the school leader is an instructional leader and his/her final aim is to develop the instructional process. Today, the concept of effective school and school development has been stated more and more. Accordingly, effective school movement is to find ways to achieve excellence at school or to create excellent school (Belk, 2012). A school leadership is a process of providing basic directions and assistance to create effective schools. It also reveals the failing aspects of the process and it leads systems to renew themselves. Having this point of view, a school leadership is viewed as the process of influencing teachers and others to understand and agree about what need to be done, how can be done effectively, and the process of facilitating all the resources as well as individual and collective efforts to accomplish shared educational objectives (Berry,2009). School leadership represents behavior of school leaders. It refers to leadership that is directly related to the teaching-learning process, involving the interaction between teachers, students and the curriculum. From a practical view point, implementing effective school leadership and realizing successful teaching and learning processes require school leaders to play roles in terms of giving directions, providing instructional supervision, making assessment practices, providing school-based training and enhancing staff development (Belk, 2012).

Heck (2011) refer school leadership as the role of a principal in providing directions, resources and supports to teachers and students in order to improve the teaching learning processes and provisions in schools. School leadership involves the principal's instructional actions to facilitate teaching, develop the curriculum, motivate and encourage teachers as well as growth in student learning. According to Heck (2011) school leadership encompasses the ability to develop educational programs. These include the abilities to interpret the curriculum and determine the objectives of teaching, the diversity of the teaching methods, determine the classroom

management, provide adequate learning climate, and implement instructional innovation and ability of influencing teachers towards academic goal achievement.

2.3. Leadership Theories

Effective education leadership makes a difference in improving learning. There's nothing new or especially controversial about this idea. What is far less clear, even after several decades of school renewal efforts, is just how leadership matters, how important those effects are in promoting the learning of all children, and what the essential ingredients of successful leadership are. Principal leadership has been proven to be a crucial factor in learning not only for students (Bush, et al., 2018; Leithood, et al., 2010) but also for teachers (Hallinger, et al., 2017; Liu, et al., 2016). Accordingly, Yolk (2010) classified leadership theories into the trait approach, behavior approach, power-influence approach, situational approach and the integrative approach.

2.3.1. A Great-Man Theory

In 1847, Carlyle cited in Khan and Nawaz (2016) stated in the best interests of the heroes in the history of what man has accomplished in this world, is at the bottom of the history of the great men who have worked here. Carlyle claimed in his "great man theory" that leaders are born and that only those men who are endowed with heroic potentials could ever become the leaders. He opined that great men were born, not made (Khan & Nawaz, 2016). However, subsequent events unfolded that this concept of leadership was morally flawed, as was the case with Hitler, Napoleon, and the like, thereby challenging the credibility of the Great Man theory. These great men became irrelevant and consequently growth of the organizations, stifled (Burns, 2003). Leadership theory then progressed from dogma that leaders are born or destined by nature to be in their role at a particular time to a reflection of certain traits that envisage a potential for leadership (Khan & Nawaz, 2016).

2.3.2. The Trait Theory

The early theorists opined that born leaders were endowed with certain physical traits and personality characteristics which distinguished them from non-leaders. Trait theories ignored the assumptions about whether leadership traits were genetic or acquired. Jenkins identified two traits; emergent traits (those which are heavily dependent upon heredity) as height, intelligence, attractiveness, and self-confidence and effectiveness traits (based on experience or learning),

including charisma, as fundamental component of leadership made (Khan & Nawaz, 2016). Max Weber termed charisma as the greatest revolutionary force, capable of producing a completely new orientation through followers and complete personal devotion to leaders they perceived as endowed with almost magical supernatural, superhuman qualities and powers. This initial focus on intellectual, physical and personality traits that distinguished non-leaders from leaders portended a research that maintained that only minor variances exist between followers and leaders (Burns, 2003). The failure in detecting the traits which every single effective leader had in common, resulted in development of trait theory, as an inaccessible component, falling into disfavor. In the late 1940s, scholars studied the traits of military and non-military leaders respectively and exposed the significance of certain traits developing at certain times (Bolden et al., 2003; 2010).

2.3.3. Behavioral Theory

The behavioral theories of leadership approach focuses especially on the behaviors of the leader (Northouse, 2016). Either is task-oriented or people-oriented. The task oriented leaders practiced close supervision while the people oriented leaders practiced general supervision (Adeyemi, 2015). Behavioral theories of leadership are based upon the belief that great leaders are made, not born. Rooted in behaviorism, this leadership theory focuses on the actions of leaders not on mental qualities or internal states. There are behavioral determinants of leadership which can be learned and people can learn to become leaders through teaching and observation (Cherry, 2017). Bolden et al., (2003) argued that these theories concentrate on what leaders actually do rather than on their qualities.

2.3.4. Situational Theory

Another approach is called as situational approach. It is about the leadership styles in different situations. In this approach, leaders are supposed to use various leadership styles for various situations. The situational theory stipulates that leaders are the product of given situations. Thus, leadership is strongly affected by the situation from which the leader emerges and in which he operates (Adeyemi, 2015). This theory emphasizes the importance of contextual factors that influence leadership processes that managers exercise. Major situational variables include the characteristics of followers, the nature of the work performed by the leader's unit, the type of organization, and nature of external environment.

2.3.5. Contingency Theory

The contingency theory is a combination of the trait theory and situational theory. This implies that leadership is a process in which the ability of a leader to exercise influence depends upon the group task situation and the degree to which the leader's personality fit the group (Sybil, 2000). The behaviour of the leader is acceptable to the subordinates only if they continue to see the leader as a source of satisfaction (Ajani & Yodel cited in Adeyemi, 2015). As Volk, (2010), theories that explain leadership effectiveness in terms of situational moderator variables are called contingency theories of leadership. This type of theory is most useful when it includes intervening variables to explain why the effect of behavior on outcomes varies across situations. According to contingency theory, no leadership style is best in all situations. Success depends upon a number of variables, including the leadership style, qualities of the followers and aspects of the situation (Cherry, 2017).

2.3.6. Process Leadership Theory

Servant leaders focus on the needs of their followers and help them become more autonomous free and knowledgeable. (Khan & Nawaz, 2016) discuss the resurgence of the discussion of servant leadership since the 1990s.

Leaders in learning organizations clarify and nurture the vision and consider it to be greater than one-self. The leader aligns themselves or their vision with others in the organization or community at large. The work of leaders is to contribute to the well-being of others with a focus on social responsibility. Leadership theory has evolved from innate traits and abilities to acquired traits and styles, situational and relational leadership, group functioning and group processes, and now group member interactions with emphasis on individual and organizational group functioning members (Cherry, 2017).

2.3.7. Transactional Theory

The leadership theories, by the late 1970s and early 1980s, activated to diverge from the specific perspectives of the leader, leadership context and the follower, toward practices that concentrated further on the exchanges between the followers and leaders. The transactional leadership was described as that in which leader-follower associations were grounded upon a series of agreements between followers and leaders (House & Shamir, 1993). The transactional theory was based on reciprocity where leaders not only influence followers but are under their influence

as well (Khan & Nawaz, 2016). Some studies revealed that transactional leadership show a discrepancy with regard to the level of leaders' action and the nature of the relations with the followers. Bass and Aeolia (1994) observed transactional leadership as a type of contingent-reward leadership that had active and positive exchange between leaders and followers whereby followers were rewarded or recognized for accomplishing agreed upon objectives. From the leader, these rewards might implicate gratitude for merit increases, bonuses and work achievement. For good work, positive support could be exchanged, merit pay for promotions, increased performance and cooperation for collegiality. The leaders could instead focus on errors, avoid responses and delay decisions. This attitude is stated as the management-by-exception and could be categorized as passive or active transaction (Aeolia & Bass, 1997).

2.3.8. Transformational Theory

Transformational leadership distinguishes itself from the rest of the previous and contemporary theories on the basis of its alignment to a greater good as it entails involvement of the followers in processes or activities related to personal factor towards the organization and a course that will yield certain superior social dividend. The transformational leaders raise the motivation and morality of both the follower and the leader (House & Shamir, 1993). It is considered that the transformational leaders engage in interactions with followers based on common values, beliefs and goals. This impacts the performance leading to the attainment of goal. The transformational leaders treat subordinates individually and pursue to develop their consciousness, morals and skills by providing significance to their work and challenge. These leaders produce an appearance of convincing and encouraged vision of the future. They are visionary leaders who seek to appeal to their followers' better nature and move them toward higher and more universal needs and purposes (Bums, 2003).

2.4. Leadership Styles

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. The leader is approaching to planning, organizing, staffing, coordinating, directing and monitoring organizational functions and communicating and influencing the work force. Toby (2000) posited that it seems reasonable to assume that such traits as being trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean and reverent provide the key to good leadership behaviour. The principal has arrays of leadership

styles he/she may adopt during the course of leading out in the discharge of teachers' responsibilities (Kuchma & Murray, 2010). Successful organizations depend greatly on the quality of their leadership (Normandy and Sukhumi, 2019; Rajiv & Ballad, 2019). According to (Robinson & Vincent, 2017), the three styles of leadership are mainly identified by the degree to which the power of decision making is being exercised by the leader, follower or both.

2.4.1. Autocratic Leadership Style

The autocratic leadership style is also known as the authoritarian style of leadership. Power and decision-making reside in the autocratic leader. The autocratic leader directs group members on the way things should be done. The leader does not maintain clear channel of communication between him/her and the subordinates. He or she does not delegate authority nor permit subordinates to participate in policy-making (Eboka, 2014). The autocratic leadership style is a type of a leader who uses autocratic style dictates all policies and procedures in the organization with little or no group participation. Such leader is task-oriented; hence impose task and methods of work on subordinates who have to carry out directives without questions. Cherry (2017) stressed that autocratic leadership is a leadership style characterized by individual control over all decisions and little input from group members. Autocratic leaders typically make choices based on their ideas and judgments and rarely accept advice from followers. According to Cherry (2017), autocratic leadership involves absolute, authoritarian control over a group.

2.4.2. Democratic Leadership Style

The democratic leadership style is also known as *participative* style as it encourages full participation of subordinates in the affairs of organisation. This style is characterized by policy making using consultation, delegation of authority, self- expression, initiatives, and multidimensional communication. Cherry (2017) maintained that democratic leadership, also known as participative leadership or shared leadership, is a type of leadership style in which members of the group take a more participative role in the decision-making process.

The democratic style of leadership emphasizes group and leader participation in the making of policies (Robinson & Vincent, 2017). Decisions about organizational matters are arrived at after consultation and communication with various people in the organization. The leader attempts as much as possible to make each individual feel that he is an important member of the organization. Communication is multidirectional while ideas are exchanged between employees

and the leader. A high degree of staff morale is always enhanced (Mumba, 2004). This can apply to any organization, from private businesses to schools to government. Everyone is given the opportunity to participate, ideas are exchanged freely, and discussion is encouraged.

2.4.3. Laissez-Fair Leadership Style

According to Cherry (2017) laissez-faire leadership, also known as delegative leadership this leadership style in which leaders are hands-off and allow group members to make the decisions. This style allows complete freedom to group decision without the leader's participation. Thus, subordinates are free to do what they like. The role of the leader is just to supply materials. The leader does not interfere with or participate in the course of events determined by the group (Eboka, 2016). The laissez-faire leadership style is characterized by complete freedom of the group and its members to do what they wish. Lack of leadership or non-leadership style, as suggested by Eboka (2016), 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 (Khan & Nawaz, 2016). 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. A laissez-faire leader shows passive indifference about the task and subordinates, i.e. ignoring problems and subordinate needs (Yolk, 2010). 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.

2.4.4. Transactional Leadership Style

Bass and Avolio (1994) observed transactional leadership "as a type of conditional reward leadership that had active and positive exchanges between leaders and followers, where followers were rewarded for achieving agreed-upon goals". On the part of the manager, these rewards may involve gratitude for increases in income, bonuses, and career accomplishments. Positive support could be traded for good work, merit pay for promotions, improved performance, and collaboration for collegiality. Instead, leaders could focus on mistakes, avoid feedback, and delay decision.

Leaders follow contingent reward systems to explain performance expectations to followers and the literature shows that transactional style stifles creativity and has a negative impact on employee job satisfaction. Management by exception describes the behavior of a leader who appropriately identifies deviations from the expected behavior of followers. Use of both styles depends on the situation. Transactional leadership is favored in environments of high precision, skill, and time pressure, especially technology- and people-intensive environments, where the emphasis is on influencing followers through emotion-based motivation and respect. A preference for shared goals, beliefs, and values is a transformational leadership style (Bums, 2003). Both transactional and transformational leadership styles can be applied to different situations and contexts. In technological intensive environment, transactional leadership is preferred. In human-intensive environment, focus is on influencing the followers through motivation and respecting their emotions. .

2.4.4.1. Contingent Reward

This leadership focuses on achieving results. As humans appreciate concrete, tangible, material rewards in exchange of their efforts, thus, this behavior surfaced. Where transformational leadership acknowledges individual talents and builds enthusiasm through emotional appeals, values, and belief systems, transactional leadership engenders compliance by appealing to the wants and needs of individuals (Bass & Aeolia, 2004). Leaders who use this style are expected to show direction to the employees so the job gets done.

2.4.4.2. Management by Exception (Active)

Management by exception is characterized by laissez-faire leadership rather than a rejection of (active) leadership. Leaders who adopt an exceptional (preemptive) approach to management ensure that their employees perform their tasks satisfactorily and do not falter. This type of leadership does not inspire employees to exceed expectations, but it does mean that when the goal is achieved, the system works, everyone is happy, and business continues as usual (Bass & Aeolia, 2004). Exceptional driving situations include a sense of adventure or risk-taking, new perspectives or torrent strategies. It fits into a culture of necessary change.

2.4.4.3. Management by Exception (Passive)

It is the style of transactional leadership in which the leaders avoid specifying agreement and provide goals and standards to be achieved by staff. Management by exception is a less active intervention in order to prevent possible behavioral deviances from standards of conduct. It is a style of management that waits for things to go wrong before taking action.

2.4.5 Transformational Leadership Style

Transformational leadership style has positive outcomes on individual and organizational levels. Transformational leaders are influential in surging followers' motivation in the direction of self-sacrifice and achievement of organizational goals over personal interests. They emphasize the relationship between employees' efforts and goal achievement and create a greater degree of personal commitment on the part of both followers and leaders. For Burns, an effective leader must be able to bring about social change in expressing and defining transformational leaders as those who care for their followers and mobilize their energies to meet their needs and potential (Burns, 2003). The model suggests that transformational leadership consists of four components, including idealized influence, inspirational motivation, intellectual stimulation, and personal consideration (Northouse, 2016). An ideal influence represents a strong vision and mission statement or a transformational leader. Such a leader is a model for his followers and his behavior is idealized by his followers. In inspirational motivation, transformational leaders identify high goals, create a team spirit, enthusiasm and motivate his followers. In intellectual stimulation, they motivate their followers to be innovative, analytic and creative. In individualized consideration, they take into consideration the desires and needs of the followers.

2.5. The Concept of Organizational Commitment

The idea of commitment has generated great interest among researchers in various fields to achieve organizational goals. Cohen (2007) argues on commitments are the general tendency to proceed with action based on one's determination to take associated with leaving an organization. It included recognition and belief in values, a willingness to commit organizational goals, and a solid desire to remain involved within the organization. Teacher organizational commitments characterized as the relative quality of an individual's identification and association in a specific organization (Mowday et al. 1982). Research on teachers' commitment is beginning to shed

some light on the practices and work of teachers. Schools are essential and the most important organizations in the educational system. Schools realize the organizational, educational and administrative purposes. The individual who has high level of motivation and commitment is needed to fulfill the purposes. Literature shows that leaders have a great role in raising the organizational commitment of employees. Teacher commitment has been the subject of some researches (Firestone & Pennell, 1993, Rosenholtz & Simpson, 1990). Mowday et al., (1982) defined the teacher commitment as the teacher's commitment to his or her school. Organizational commitment is a popularly researched component of employee attitudes. According to Allen & Meyer (1997) Organizational commitment is classified in affective, normative and continuous commitments.

2.5.1. Affective Commitment

According to Allen & Meyer (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: 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), argue that individuals develop an 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. Individuals with high levels of affective commitment continue employment because they want to. Affective commitment is an employee's emotional attachment to the organization. It has been found to be related to positive organizational outcomes such as job performance, employee satisfaction and low turnover. Affective commitment also has a positive relationship with job performance and organizational citizenship behavior.

2.5.2. Continuance Commitment

Continuance commitment is a calculation of the costs of leaving versus the benefits of continuing. It originates from the needs of employees to stay in the organization considering the

costs. It refers to an awareness of costs associated with leaving the organization and the willingness to remain in an organization because of the investment that the employee has with “nontransferable” investments. Continuance commitment is the desire of an employee to remain a member of an organization. It is associated with what employees have provided for the organization in the past. Employees may enjoy high pay and other benefits related to job seniority if they stay in their current organization, but such benefits may be lost if they move to another organization. Allen and Meyer (1990) describe side bets as valuable investments of time, effort, or money that employees have invested in the organization over time that would be lost if the employees resigned from the organization. Continuity commitment is a form of psychological attachment to an employing organization that reflects an employee's presence in an organization.

2.5.3. Normative Commitment

Normative organizational commitment reflects an emotion of “obligation to carry on employment” (Allen & Meyer, 1997). An employee with a strong normative organizational commitment feels he/she has a moral obligation to stay in the organization. This type of commitment differs from continuance organizational commitment because it is not reliant on personal calculations of hollow costs. An employee can develop one of the three aspects of organizational commitment. The three aspects differ only on the basis of their underlying motives and outcomes. Allen & Meyer, (1997) an employee's organizational commitment can be any combination of them or all of them.

2.6. Empirical Studies on Leadership Styles and Organizational Commitment

In every level, school teachers’ organizational commitment has a great impact on the efficient and effective provision of education as a result attention is being given to principals’ leadership styles and teachers’ organizational commitment. As it has an influence on schools’ performance, the issue has been studied in the past and some of the empirical findings of the related literatures are presented as follows.

Nicity, Freudian and Ali (2012) conducted a study to determine the relationships between school principals' transformational and transactional leadership styles and teachers' organizational commitment. A total of 237 primary school teachers employed in Ankara participated in the

study. Results indicated that school principals were more likely to perform transformational leadership style than transactional leadership styles. Teachers' commitment scores were the highest in continuance commitment. There were significant relationships between transformational and transactional leadership styles of principals and organizational commitment of teachers. Results also showed that motivation by inspiration and individualized consideration predicted affective commitment significantly. While contingent reward dimension of leadership styles was the only significant predictor of teacher continuance commitment, management by exceptions (passive) and laissez-faire significantly predicted normative commitment.

Metin and Abdullah (2016) examined the magnitude of the relation between principals' leadership styles and teacher commitment with moderator variables and to evaluate that relation in Turkish context. They found that the relation between leadership styles of principal and teacher commitment is positive but weak. Transformational and instructional leadership have a stronger relation with teacher commitment than the other styles. Aydin & Yilmaz (2013) conducted to analyze the impact of transformational leadership, transactional leadership and laissez faire on job satisfaction and organizational commitment of teachers in Turkey. The study aimed to determine the effect of leadership styles of school administrators on organizational commitment of teachers using the method of meta-analysis. The research results showed that particularly, transformational leadership style affected job satisfaction and organizational commitment of teachers in a positive way. It is concluded in the study that as the leadership style of administrator's changes from transactional to transformational, the level of organizational commitment of teachers' rose.

Ismail & Amar (2020) examined the relationships between leadership styles (LS), and teachers' organizational commitment (TOC) and various demographic variables in 10 alternative Arab high schools in northern Israel. The study sample included 307 teachers. Data was collected using the Multi-Factor Leadership and Teachers' Organizational Commitment questionnaires. Factor analysis was used to identify LS and TOC dimensions. Relationships between TOC and LS and demographic variables were tested in multiple regression models. Factor analysis identified two TOC dimensions (affective commitment and continuous commitment) and two LS dimensions (transformational leadership and transactional leadership). The result showed that affective commitment was positively related to transformational leadership, and negatively

related to transactional leadership. Relationships were also found between affective commitment and marital status, employment status, and level of education. The findings suggest that to improve teachers' organizational commitment, principals in alternative schools should adopt a transformational leadership style.

Adeyemi (2015) studied principals' leadership styles and teachers' performance in secondary schools in Ondo State and found that democratic style was the most commonly used and teachers' commitment was better in schools having principals using autocratic style than schools having principals using democratic or laissez-faire styles.

Robinson and Vincent (2017) studied principals' leadership style and teachers' performance in secondary schools in Edo State and showed that teachers agreed that autocratic and laissez-faire principals' leadership style influenced their performance to a low extent while democratic leadership style influenced teachers' performance to a high extent. Affective commitment has been found to be related to positive organizational outcomes such as job performance (Ribeiro et al., 2018; Chen, 2008; Yousef, 2000), employee satisfaction (Chagatai & Zafar, 2006; Meyer et al., 2002; Yousef, 2000), and low turnover (Meyer et al., 2002; Powell & Meyer, 2004). Analysis of the antecedents, correlates, and consequences of organizational commitment conducted by Meyer et al. (2002) found that affective commitment correlated negatively with withdrawal cognitions, employee turnover, absenteeism, and stress and work-family conflict. The analysis also found that affective commitment has a strong positive relationship with both job performance and organizational citizenship behavior.

Emery and Barker (2007) found that transformational leadership is more strongly related to organizational commitment than transactional leadership. Transformational leaders are able to influence followers' organizational commitment by promoting higher levels of intrinsic value associated with goal accomplishment, emphasizing the linkages between follower effort and goal achievement, and creating a higher level of personal commitment on the part of the leader and followers to a common vision, mission, and organizational goals. Walumbwa et al. (2005) used data from China and India and found that transformational leadership was positively related to organizational commitment, and negatively related to job and work withdrawal. They also found that collective efficacy mediated the contribution of transformational leadership to job and work withdrawal and partially mediated the contribution of transformational leadership to

organizational commitment and job satisfaction. This stream of research, however, has been very limited in Arab educational settings in Israel. Alternative schools were developed with the aim of restoring more agency, initiative and power to administrators and teachers (Magdalen & Amara, 2018).

Nwakpa (2000) investigated the relationship between principal's leadership styles and teachers' job satisfaction in Ebonyi State public secondary schools. The sample population was 120 teachers randomly selected from 24 secondary schools in the proportion of five teachers from each school. The researcher constructed questionnaire to obtain responses from the respondents. The instrument was face-validated by three experts. The reliability of the instrument was ascertained through test-retest procedure to be 0, 80 coefficient using Pearson product moment correlation coefficient. Data collected were analyzed using Pearson product moment correlation coefficient. The results of the analysis show that there existed significant relationships between principal's leadership styles and teachers' job satisfaction. Consequently, the researcher recommended among other things, that principals must take cognizance of their behavioral patterns and styles of leadership in order to enhance better job satisfaction.

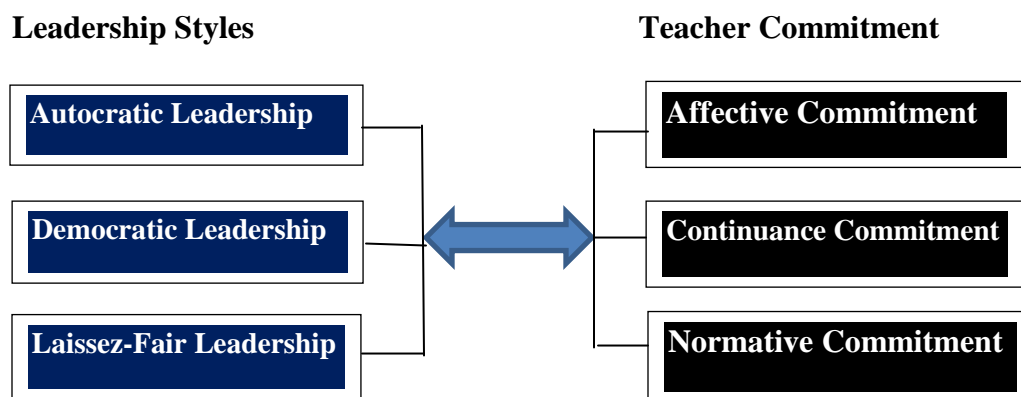
Mustafa (2021) conducted a study at 15 government schools in Addis Ababa to identify principals' leadership style and its effect on academic achievement. Data collected from 191 teachers and 15 principals were analyzed using Pearson correlation. The results showed that most of the school leaders adopt a democratic style of leadership and a significant correlation between the structure of task-oriented leadership style and students' performance in the examinations.

Teklemariam (2020) investigated the relationship between school principals' leadership style and teachers' job satisfaction in government secondary schools of Harar with data collected from 144 teachers using questionnaires that were analyzed using Pearson's correlation and regression. The study revealed statistically significant relationships between principals' leadership styles and teachers' job satisfaction. Idealized behavior and individual consideration were found to be predictors of teacher job satisfaction. Tolla (2015) also examined the impact of secondary school principals' leadership behavior on teachers' commitment in Adama City. Data were collected from 120 teachers and 29 leaders using questionnaires and interviews. The result showed that almost all school principals were from non-management or leadership educational background so that lacked the knowledge and skills on how to influence teachers to work.

Tewodros (2019) conducted a study to assess the relationship between leadership styles and organizational commitment in Private Secondary Schools of Yeka Sub City of Addis Ababa. The sample consisted of 214 employees. Questionnaires were used to gather data. The data were analyzed using descriptive and inferential statistics. The result showed that principals/supervisors and teachers have different perceptions on leadership styles of principals/supervisors and teachers. The result further revealed that there is a positive and significant relationship between transformational leadership behaviors and organizational commitment (affective commitment, continuance commitment and normative commitment) and the relationship was strong.

2.7. Conceptual Framework

The following is a graphic representation of the study which displays how the leadership styles and the teachers' commitments are related. It offers a conceptual foundation to examine the relationship between the principals' leadership styles and the teachers' organizational commitment.



The principals' leadership is examined in view of autocratic, democratic and laissez-fair styles; and the teachers' organizational commitment is examined in view of affective, continuance and normative commitment. The figure above presents the relationship between leadership style and teachers commitment. The figure further shows the relationship being the principals' leadership is represented by the three styles, namely: autocratic, democratic and laissez-fair and the teachers' commitment is being represented by affective, continuance and normative commitments. It is proposed in the figure that the three styles and the three dimensions are related.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Chapter three covers the research methodology and it highlights the methodological detail appropriate to the study in an explicitly convincing manner. Thus, the chapter addresses the research design, the research approach, and the methods showing how the research was carried out. Besides, it addresses the target and sample population; sampling procedures and samples of the study, data collection instruments and procedures, and methods of data analysis.

3.1. Research Design

A correlational research design was employed to conduct this study in order to investigate the relationship between principals' leadership styles and teachers' organizational commitment. This design was chosen because the correlational research design was relevant to examining the relationships that may exist between two or more variables.

3.2. Research Approach

A quantitative research approach was employed to conduct this study aimed at examining the relationship between principals' leadership styles and teachers' organizational commitment. This approach involves the generation of data in a quantitative form, which can be subjected to rigorous quantitative analysis. It is one of the research paradigms and uses deductive scientific methods primarily for description, explanation, and prediction (Kothari, 2004). Therefore, the rationale for using this approach emanates from the purpose and basic research questions. Hence, as its purpose is to explore relationships and all research questions are quantitatively stated, the selected approach was decided.

3.3. Population of the Study

This study examined the relationship between principals' leadership styles and teachers' organizational commitment based on teachers' data in Dega Damot Woreda. There were a total of 40 primary schools, which were scattered from one corner to another throughout the woreda in

all directions. The schools were also located a long distance from one another. For these reasons, the researcher was obliged to take only 10 of the schools. According to the information from the Woreda Education Office (2022), there are currently 243 teachers in these schools who constituted the total population of the study.

As indicated above, in Dega Damot Woreda, there were 40 public primary schools, of which 10 were selected using the lottery method, which is one of the simple random sampling techniques, and included in the study since they shared similar characteristics. From these schools, a total of 243 teachers were selected as the sample population of the study. Thus, the sample size of the teachers was determined first using the following formula given by Yamane (1973).

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

Where:

n = represents sample size of the study

N = represents the total population of the study = (243)

e = is given that the level of sampling error = (0.05)

Hence, it is calculated as follows:

$$n = \frac{243}{1 + 243(0.05)^2}$$

$$n = \frac{243}{1.58} = 146.83 = 147$$

Having the calculation done using the formula given above, sample size of the primary school teachers was determined that accounted for 147. Since the number of teachers in each sample primary school was not same, sample teachers for each sample school were calculated in accordance with the number of teachers using the following formula.

$$n1 = \frac{nN1}{N}$$

Where:

n = total number of samples (147)

N = total number of the population = (243)

N_1 = total number of the population in each sample school

e = is given that the level of sampling error = (0.05)

n_1 = number of samples in each school

Hence, calculated samples were shown as follows using a table

Table 3.1: Total and Sample Population by Sample Schools

No	Sample schools	Total teachers	Calculated	Sample teachers
1	Akilat	23	$147 \times 23 \div 243$	14
2	Ziqala	19	$147 \times 27 \div 243$	11
3	Hamsa beret	21	$147 \times 21 \div 243$	13
4	Debresina	15	$147 \times 15 \div 243$	9
5	Shewa	34	$147 \times 34 \div 243$	21
6	Abiyhayla	18	$147 \times 18 \div 243$	11
7	Tame	29	$147 \times 29 \div 243$	17
8	Dikulkana	27	$147 \times 13 \div 243$	16
9	Feresbet primary school	44	$147 \times 44 \div 243$	27
10	Feres woha	13	$147 \times 19 \div 243$	8
s11	Total	243	$147 \times 243 \div 243$	147

As can be seen from Table 3.1 above, sample teachers from each of the sample primary schools were determined. Having determined sample size of each school then, sample teachers from each sampled school were selected and included in the study sample using lottery method which was one of the simple random sampling techniques. This technique was used due to the fact that the teachers shared almost similar characteristics regarding their educational qualification and occupational status so that they could be representatives.

3.4 Sources of Data

To get the required information to the successful accomplishment of the study, primary sources of data were used. The primary data as Kothari (2004) is defined as the information gathered through interaction with other people through questionnaire, meetings; one-to-one interview and

focus group discussions. Primary data are gathered and assembled specifically for research projects at hand. The primary data in this study were collected from teachers who were included in the sample.

3.5 Data Gathering Instruments and Procedures

3.5.1. Data Gathering Instruments

For the purpose of this study a quantitative methodology involving a standard close-ended questionnaire was used as the measuring instrument. It was prepared with the aim of obtaining data to measure the primary school principals' leadership styles and teachers' organizational commitment and filled by sample teachers of Dega Damot woreda sampled primary schools. The questionnaire contained two main sections.

The first section of the questionnaire contained a total of 30 items that were used to measure the principals' leadership styles adopted from Donald Clark's (1998). This section further delineated into three sub-sections (autocratic-item1-10, democratic-item 11-20 and laissez fair-item 21-30) leadership styles each of which were measured against 10 items. All the items in the three sub sections were rated against five scales of which the respondents were required to choose only one per item that closely related to or represented their opinion. The choices were: 5 (Always), 4 (Frequently), 3 (Sometimes), 2 (Rarely) and 1 (Never).

The second section of the questionnaire contained a total of 12 items that were used to measure the teachers' organizational commitment adopted from Allen & Meyer (1990). This section also further delineated into three sub-sections (affective-item 1-4, normative-item 5-8, and continuance-item 9-12) commitments each of which was measured against 4 items. All the items in the three subsections were rated against five scales of which the respondents were required to choose only one per item that closely represents the extent of their agreement or disagreement. The choices were: 5 (Very high), 4 (High), 3 (Medium), 2 (Low), and 1 (Very low).

3.5.2. Validity and Reliability of the Instrument

Prior to the actual data collection, some measures were taken to verify validity and reliability of the instrument. Validity refers to the degree to which the measuring instrument actually measures

the property it is supposed to measure and accurately reflects the specific concept that the researcher is attempting to describe. It generally examines accuracy and precision of a measurement procedure by which the researcher checks the clarity, word ambiguity; structure (Kothari, 2004). Having understood this, validity of the questionnaire was examined using two methods such as content and face validity. Regarding content validity of the instrument, the researcher took all the possible cares to check whether all the relevant issues were addressed in the questionnaire. To do so, instruments that were relevant to this specific study were adapted as explained above. As far as face validity of the instrument was concerned, after the questionnaire was adapted with the consideration of issues of validity as explained above, it was presented for the professionals in the field having a master degree before. Then, the questionnaire was submitted for the advisor based on which some suggestions were provided and corrected accordingly. Having corrected the instrument based on the comments, it was carefully translated into Amharic with the help of secondary school language teachers having a master degree in the study area so that items were made clear for the research participants. Besides, through giving careful consideration to some questions raised during the pilot test, for instance, a question of clarity asked on instructions during the pilot test, the instructions were written again in more concise and precise expressions using simple words so that avoided some clarity problems and increased validity of the instrument.

Moreover, the questionnaire was also checked for its reliability. Reliability refers to the confidence the researcher can place on the measuring instrument to give the same numeric value when the measurement is repeated on the same object. It means that reliability is the degree to which one may expect to find the same result if a measurement is repeated (Kothari, 2004). In this study a commonly used technique for assessing reliability known Cronbach's alpha for internal reliability of a set of questions (scales) was used. In order to check reliability of the instruments, so a pilot test was given. To do so 20% of the actual sample size of the teachers was determined by the researcher that it was adequate for a pilot test. Accordingly, 29 teachers were calculated. The pilot test was carried out in three primary schools of Dega Damot woreda that were selected using simple random sampling technique other than the ones included in the study. Thus, the pilot test was conducted among the 29 teachers in the respective three primary schools. The reliability of all the items of leadership style was .885 and teacher commitment was .817.

The reliability regarding each of the instruments for the constructs of leadership style and dimensions of commitment is shown below in Table-2.

Table-3.2: Reliability of the Instrument for Each Variable of the Study

Instruments	Cronbach alpha	No. of items
Autocratic Leadership Style	.905	10
Democratic Leadership Style	.935	10
Laissez fair Leadership Style	.746	10
Affective Commitment	.764	4
Normative Commitment	.838	4
Continuance Commitment	.797	4

Table3-2 reported the reliability coefficients of the instruments pertained to the leadership styles and the dimensions of organizational commitment. The reliability coefficient (Cronbach alpha) was used to measure and make sure that the test on the grouped items is regular and constant. As can be seen from table 3.2, the reliability of the instruments was verified using Cronbach alpha, where the more the alpha coefficients are closer to 1, the more they are considered to be reliable and the higher the internal consistency reliability (Sekaran, 2000 and Hair, et al, 2006 cited in Abidin and Dowd, 2012). In this research, the reliability of all the instruments was above .746 and therefore met the requirement.

3.6 Data Gathering Procedures

In order to start the study data collection activities, first, the researcher received a letter from the department of the educational planning and management in Bahir Dar University that certified her to collect data. Having submitted the letter to the sampled primary schools' administrators, the researcher obtained the permission and got important cooperation. Then, the research participants were contacted in their own respective schools. In the meetings, they were informed briefly about the purpose of the study, provided with sufficient information as to how they provided data and convenient time was discussed and arranged. The questionnaires were distributed to each sampled teacher individually. All through the processes of distributing and collecting back the questionnaires, the researcher was being supported by a total of six volunteer

teachers two in each sampled school. All the data collection activities were carried out with the actual presence of the researcher. So that some questions in case rose while filling the questionnaires were answered on the spot by the researcher.

3.7. Data Analysis Techniques

The quantitative data collected from teachers using standard close ended questionnaires were descriptively analyzed using mean score and standard deviation by which the leadership style that has been predominantly adopted by principals and the dimension of teachers' organizational commitment that is highly exhibited were measured. Besides, Pearson correlation matrixes of coefficients were used to measure at scale data the relationship between principals' leadership styles and teachers' organizational commitment. In order to accomplish the data analysis activities, a Statistical Package for Social Sciences (SPSS) was used. A two-tailed Pearson correlation analysis was used to test for relationships between leadership styles and the components of organizational commitment. Positive correlation coefficient (r) indicates a positive and direct relationship while a negative correlation coefficient (r) indicates a negative and indirect relationship or inverse relationship between the two variables (leadership styles and organizational commitment). A zero correlation points out that no correlation exists between the variables (Huck, 2012). Data from the completed questionnaire were checked for consistency. The items in the questionnaires were grouped based on the responses given by the respondents and coded for easy usage of the system.

3.8. Ethical Considerations

In order to efficiently accomplish the data gathering task, the researcher took care of all ethical considerations. Hence, three ethical areas of concern were taken into account. They were first informed consent, second confidentiality, and third consequences. Informed consent means that participants were kept informed in advance of anything that might influence their willingness to participate in the study. Confidentiality required no part of the information they give was used for any other purpose except for this study. Consequences referred to minimizing risk and all possible preventative measures were taken regarding all ethical concerns that might arise in the study. Through these, the researcher took all ethical considerations into account to maintain confidential cooperation and won their willingness.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

This chapter mainly focuses on the data presentation, analysis and discussion of results based on the data obtained from the respondents using questionnaire. The purpose of this study, as it is shown in chapter one, was to investigate the relationship between the principals' leadership styles and teachers' organizational commitment in primary schools of Dega Damot Woreda in Western Gojjam, Amhara National Regional State. To achieve this purpose, a set of questionnaire was distributed to 147 teachers, following the sampling procedure discussed in chapter three, fortunately, all distributed questionnaires were returned. After undertaking the necessary data cleaning process the researcher found a total of 147 (with 100 % return rate) usable questionnaires for the data analysis. This chapter first presents the data in accordance with the stated research questions and then discusses the results. Table 4.1 summarized the response rate from the data collection exercise.

Table 4.1: *Response rates of respondents*

Item	Response Rate	
	No	Percent
Sample size	147	100%
Collected	147	100%
Remain uncollected	0	100%

Source: own survey 2022

Table 4.2: Demographic Characteristics of Respondents

Variables	Category	Frequency	Percent
Sex of Respondents	Male	88	59.9
	Female	59	40.1
	Total	147	100.0
Age of Respondents	Below 25 Years	7	4.8
	26 -35 Years	48	32.7
	36-45 Years	69	46.9
	46-55 Years	18	12.2
	Above 55 Years	5	3.4
	Total	147	100.0
Qualification of respondent Respondents	Diploma	93	63.3
	Degree	54	36.7
	Total	147	100.0
Work Experience of Respondents	1-5 Years	19	12.9
	6-10 Years	49	33.3
	11-15 Years	35	23.8
	16-20 Years	38	25.9
	Above 20 years	6	4.1
	Total	147	100.0

4.1. Demographic Characteristics of Sample Respondents

This section presents information about the demographic characteristics of 147 respondents in Dega Damot Woreda Western Gojjam, Amhara National Regional State primary schools who participated in this research. The data was summarized in the form of frequency and percentage in terms of sex, age, teaching experience and educational level.

4.1.1. Sex of Respondents

There was a need to analyze the descriptive for the sex of respondents involved in the research study. From the findings shown in table 4.2 below, the male comprised 59.9% of the respondents as opposed to the 40.1% which was the percentage for the female respondents. As a result of the

analysis, the results conclude that the significant portion of the respondents that participated in the research study were male.

4.1.2 Age of Respondents

The researcher was also interested in knowing the age of the teachers. The research results presented in table 4.2 below concluded that 69 of the respondent equivalent to 46.9% of the respondents that participated were between the age of 36 to 45 years old, 48 of the respondents equivalent to 32.7% of the total respondents were between the ages of 26 to 35 years, 18 of the respondents equivalent to 12.2 % of the total respondents were 46 to 55 years of age, 7 of the respondents equivalent to 4.8 % of the total respondents were below 25 years of age and 5 of the respondents which are equivalent to 3.7 % of the total respondents were above the aged of 55 years. Hence, the findings indicated that the majority of the respondents were between the ages of 36 to 45 years of age.

4.1.3 Qualification of respondent Respondents

The researcher was also eager to identify the education qualification of the teachers. From the findings indicated in table 4.2 above, 63.3% of the respondents had only diploma educational qualification and only 36.7% of the respondents had first degree qualification. Therefore, the findings concluded that the majority of the respondents were well diploma educated.

4.1.4 Work Experience of Respondents

In this study, the researcher also interested in finding out the duration teachers has worked. Table 4.2 indicated that, 49 of the respondents equivalent to 33.3% of the respondents have been in teaching 6 to 10 years, 38 of the respondents equivalent to 25.9% of the respondents have spent 16-20 years in teaching, 35 of the respondents equivalent to 23.8% of the respondents have spent between 11-15 years working and 6 of the respondents equivalent to 4.1% of the respondents have worked for 20 years and above. The result indicates that the majority of the teachers are above 6-10 years' experience.

4.2. Analysis of Data

4.2.1. Principals' Leadership Styles Analysis.

The first objective of the study was assessing the leadership style that has been predominantly adopted by principals in primary schools of Dega Damot Woreda. It was therefore analyzed in view of autocratic, democratic and laissez fair leadership styles based on data collected from 147 teacher respondents as presented below.

Table 4.3: Descriptive Statistics of Principals' Leadership Styles (n= 147)

No	Leadership Styles	Total Mean	Standard Deviation
1	Autocratic leadership style	3.89	.674
2	Democratic leadership style	3.72	.768
3	Laissez fair leadership style	3.37	.805

Table 4.3 the result in the above table shows that the mean value of each principals' leadership style were higher than its respective test value (3) with mean.3.89 SD=.674, mean 3.72 SD .768, mean 3.37 and .805) respectively for autocratic, democratic and laissez fair leadership styles. This shows that all leadership styles were practiced by principals in Dega Damot woreda primary schools. However, as depicted in the above table autocratic leadership style was founded as the dominantly practiced leadership style. It is revealed by comparing the observed mean value between the above listed principals' leadership styles. As it is clearly shown, the leadership style with the highest mean value of 3.89 is the autocratic leadership style. Where, as the democratic and lassie fair leadership styles were founded less than the autocratic leadership style with their mean value of (3.72 and 3.37) respectively. Hence, from the result of the study, it was possible to understand that the autocratic leadership style was the dominant leadership style practiced by Dega Damot woreda primary school principals. The standard deviations were fairly small implying that the data are fairly dispersed and closely distributed around the mean.

4.2.2. Teachers' Organizational Commitment Analysis.

The second objective of the study was identifying the dimension of teachers' organizational commitment that is highly exhibited in primary schools of Dega Damot Woreda. Concerning

this, three (affective, normative and continuance) dimensions of commitment were examined based on data collected from teacher respondents as presented in Table-4.4

Table 4. 4: Descriptive Statistics of Organizational commitments (n= 147)

No	Commitments	Total Mean	Standard Deviation
1	Affective Commitment	3.49	.634
2	Continuance Commitment	3.78	.720
3	Normative Commitment	3.61	.763

Source: Questionnaire (2022)

The mean scores interpreted in accordance with the below detailed Zaidatol &Bagheri (2009), mean scores degree: (Mean = 1.00-2.33 as Low); (Mean= 2.34- 3.67 as Moderate) and (Mean = 3.68- 5 as High).

The result in table 4.4 observed that the mean value of each dimension of organizational commitment was moderate level with the mean value of (M =3.49- SD.634, M =3.78-SD .720, M=3.61-SD .763) respectively for affective, continuance, normative organizational commitment. Considering the variations of the mean, in fact, continuance commitment has been highly exhibited by the teachers (man=3.78-SD .720) over those of normative and affective commitments in the schools. The standard deviations were fairly small implying that the data was fairly dispersed and closely distributed around the mean. This implies that there is a high emotional attachment, belief and willingness to remain in the organization. Based on a 5-point Likert scale instrument at the primary schools of Dega Damot woreda the mean score which was moderate suggests that the respondents are moderately committed to the teaching profession to the school.

4.2.3. Principals’ leadership and teachers’ commitment correlation

The third objective of the study was to examine the relationship between principals’ leadership styles and teachers’ organizational commitment. Thus, the constructs (autocratic, democratic and lassies fair) of leadership style and the dimensions (affective, continuance and normative) of commitment were examined as shown in Table-4.5 below.

Table: 4. 5 the Relationship between Principal Leadership Style and Teacher Commitment

Variables		Affective Commitment	Continuance Commitment	Normative Commitment	Teacher Commitment
Autocratic Leadership Style	Pearson Correlation	.366**	.613**	.389**	.601**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	147	147	147	147
Democratic leadership style	Pearson Correlation	.439**	.731**	.229**	.608**
	Sig. (2-tailed)	.000	.000	.005	.000
	N	147	147	147	147
Lassies-fair Leadership Style	Pearson Correlation	-.016	-.058	.139	.033
	Sig. (2-tailed)	.844	.483	.093	.689
	N	147	147	147	147
Principal Leadership Style	Pearson Correlation	.451**	.739**	.502**	.746**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	147	147	147	147

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

As can be seen from Table-4.5, Pearson correlation matrix of coefficients explained the interrelationships among the constructs (autocratic, democratic and laissez fair) of principals' leadership styles and the dimensions (affective, continuance and normative) of teachers' organizational commitments. According to Evans (1996) suggestion for the value of relationship (r .00 - .19 = very weak, .20 - .39 = weak, .40 - .59 = moderate, .60 - .79 = strong, .80 - 1.0 = very strong).

The result from the analysis revealed that principals' leadership style and teachers' organizational commitment ($r = .746^{**}$ at $P = .000 < 0.01$) reflecting a statistically significant relationship. The result analysis shows a positive and strong relationship between the two variables.

Besides, leadership style is significantly correlated with continuance commitment ($r = .739^{**}$ at $P = .000 < 0.01$); normative commitment ($r = .502^{**}$ at $P = .000 < 0.01$) and affective commitment ($r = .451^{**}$ at $P = .000 < 0.01$). The relationship is positive and strong with continuance, and positive and moderate with normative and affective commitments.

Further results in the correlation analysis show that the autocratic leadership style ($r = .601^{**}$ at $P = .000 < 0.01$) is significantly correlated with teachers' organizational commitment where the relationship is positive and strong. Additionally, autocratic leadership is significantly correlated with continuance commitment ($r = .613^{**}$ at $P = .000 < 0.01$); normative commitment ($r = .389^{**}$ at $P = .000 < 0.01$) and affective commitment ($r = .366^{**}$ at $P = .000 < 0.01$). The relationship is positive and strong with continuance; positive and moderate with normative and positive but weak with affective commitments.

Moreover, the results in the correlation analysis show that democratic leadership style ($r = .608^{**}$ at $P = .000 < 0.01$) is significantly correlated with teachers' organizational commitment where the relationship is positive and strong. Additionally, democratic leadership is significantly correlated with continuance commitment ($r = .731^{**}$ at $P = .000 < 0.01$); affective commitment ($r = .439^{**}$ at $P = .000 < 0.01$) and normative commitment ($r = .229^{**}$ at $P = .000 < 0.01$). The relationship is positive and strong with continuance; positive and moderate with affective and positive but weak with normative commitments.

On the other hand, the correlation value of ($r = .033$ at $P = .689 > 0.01$) shows that statistically there is No significant relationship between laissez fair leadership style and teachers' organizational commitment. Similarly, the results from the correlation matrix show that the values of ($r = -.016$ at $P = .844 > 0.05$; $r = -.058$ at $P = .483 > 0.05$; and $r = .138$ at $P = .098 > 0.01$) show that there is no significant relationship between laissez fair leadership style and affective, continuance and normative commitments respectively. The relationship is negative and very weak with affective and continuance while positive and very weak with normative commitments.

4.3. Discussion

The study examined the relationship between principals' leadership styles and teachers' organizational commitment. The first objective of the study was to determine the leadership style that has been predominantly adopted by principals. Concerning this, the observed mean = 3.89 indicated a high level of autocratic leadership style being predominantly used by the principals over the democratic and laissez fair styles at the mean scores = 3.72 and 3.37 respectively at the primary schools of Dega Damot woreda.

This implies that the principals have characteristics that resemble the autocratic leadership style at the primary schools of Dega Damot woreda. This can be interpreted to mean that power and decision-making is in the hands of school leaders, who may tend to direct teachers on how things should be done. The principals may not have the desire to maintain a clear channel of communication with the teachers and to permit teachers in the decision-making (Eboka, 2016; Cherry, 2017) in this type of leadership style, power and decision-making reside in the leader. The autocratic leader directs group members on the way things should be done. The leader does not maintain clear channel of communication between him/her and the subordinates. He or she does not delegate authority nor permit subordinates to participate in policy-making (Eboka, 2014).

The second objective of the study was to identify the commitment dimension that has been highly exhibited by the teachers. The descriptive result (Mean = 3.71) showed that continuance commitment has been highly exhibited by teachers. The results (mean score = 3.71; 3.61 and 3.49) further showed that continuance, normative and affective commitments of teachers have moderate levels respectively. All the dimensions at the moderate level varied in their mean along a similar continuum. This result implies that the teachers reflect a calculation of the costs of leaving versus the benefits of continuing in the school. This means that more of the teachers have the intention to stay in the schools considering the costs of leaving (Allen & Meyer, 1990). Continuance commitment represents the desire of an employee to remain a member of an organization because of awareness of the cost associated with leaving it (Meyer & Herskovits, 2001). Thus, employees continue in the organization because they need to do so. In relative expression, the teachers exhibit more continuance commitment even though the number of

teachers who reacted towards normative and affective commitments in accordance with their mean scores has not been underestimated.

The third objective of the study was to examine the relationship between principals' leadership styles and teachers' commitment. The finding ($r = .746^{**}$ at $P = .000 < 0.01$) showed a statistically significant relationship between principals' leadership style and teachers' commitment which is positive and strong. In connection to this, the correlation results ($r = .451^{**}$ at $P = .000 < 0.01$; $r = .739^{**}$ at $P = .000 < 0.01$ and $.502^{**}$ at $P = .000 < 0.01$) further showed that leadership style has a statistically significant relationship with teachers' continuance; normative and affective commitments. The correlation results ($r = .601^{**}$ at $P = .000 < 0.01$ and $r = .608^{**}$ at $P = .000 < 0.01$) additionally revealed that teachers' commitment is significantly correlated with autocratic and democratic leadership styles respectively. On the other hand, the correlation value of ($r = .033$ at $P = .689 > 0.05$) showed that statistically there is no significant relationship between laissez fair leadership style and teachers' organizational commitment.

Effective leadership makes a difference in improving teachers' commitment and learning. There's nothing new or especially controversial about this idea. What is far less clear, even after several decades of school renewal efforts, is just how leadership matters, how important those effects are in promoting teachers' commitment and the learning of all children, and what the essential ingredients of successful leadership are (Bush, et al., 2018; Leithood, et al., 2010) but also for teachers (Hallinger, et al., 2017; Liu, et al., 2016). Leadership is a combination of ability and knowledge in bringing teachers together in a school setting for a shared purpose and stimulating them into action with a view to realizing such purpose (Zembar, et al., 2010). Accordingly, leadership provides direction, implements plans, and energizes motivates teachers and the principal has arrays of leadership styles he/she may adopt during the course of leading out in the discharge of teachers' responsibilities (Kuchma & Murray, 2010).

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

In the previous chapter, the data collected using questionnaires from the respondents were presented based on which results of the study were analyzed and discussed. Taking these into consideration, chapter four focuses on the provision of a summary of the major findings, conclusions drawn from the results, and recommendations forwarded based on the conclusions.

5.1. Summary

The general objective of the study is to investigate the relationship between the principals' leadership styles and teachers' organizational commitment in primary schools of Dega Damot Woreda, Amhara National Regional State. Hence, the study tried to answer three basic research questions which leadership style is predominantly used by the principals, which teachers' organizational commitment is highly exhibited, and the relationship between principals' leadership styles and teachers' organizational commitment.

A correlational research design was used to achieve the purpose of the study. Data were collected from 147 sample teachers using questionnaires. The collected data were analyzed statistically using the mean score and standard deviations as well as correlational analysis techniques. Accordingly, the findings of the study were summarized and presented as follows.

The mean = 3.89, SD = .674 indicated a high level of autocratic leadership that has been the most predominantly used style by the principals followed by the democratic leadership style with the mean = 3.72, SD = .768. And Laissez- faire style was the least used style as shown by the mean = 3.37, SD = .805 indicating that it was used at a low level by the principals. The standard deviations were fairly small implying that the data was fairly dispersed and closely distributed around the mean. This implies that there is a high emotional attachment, belief, and willingness to remain in the organization of the sampled primary schools of Dega Damot woreda.

The mean indicates that teachers' commitment continuous commitment has the most exhibited by teachers and the results further show that all the dimensions of teachers' organizational commitment at moderate level however with variations in their means. Accordingly, the mean of teachers' continuance commitment = 3.78 with SD = .720 indicates a greater score of the

moderate level. The next was the mean of teachers' normative commitment = 3.61 with SD = .763 exceeding the mean of teachers' affective commitment = 3.49 with SD = .634 at the primary schools of Dega Damot woreda.

The analysis of correlation revealed that principals' leadership style and teachers' commitment ($r = .746^{**}$ at $P = .000 < 0.01$) have statistically significant relationship which is positive and strong. Besides, leadership style is significantly correlated with continuance commitment ($r = .739^{**}$ at $P = .000 < 0.01$); normative commitment ($r = .502^{**}$ at $P = .000 < 0.01$) and affective commitment ($r = .451^{**}$ at $P = .000 < 0.01$). The relationship is positive and strong with continuance while positive and moderate with normative and affective commitments.

Autocratic leadership style ($r = .601^{**}$ at $P = .000 < 0.01$) is significantly correlated with teachers' commitment where the relationship is positive and strong. Autocratic leadership is also significantly correlated with continuance, normative and affective commitments and the relationship is positive and strong with continuance, positive and moderate with normative and positive but weak with affective commitments. Moreover, democratic leadership style ($r = .608^{**}$ at $P = .000 < 0.01$) is significantly correlated with teachers' commitment where the relationship is positive and strong. Democratic leadership is also significantly correlated with continuance, affective and normative commitments. The relationship is positive and strong with continuance; positive and moderate with affective and positive but weak with normative commitments.

On the other hand, the correlation value ($r = .033$ at $P = .689 > 0.05$) shows statistically no significant relationship between laissez fair leadership style and teachers' commitment. Similarly, ($r = -.016$ at $P = .844 > 0.01$; $r = -.058$ at $P = .483 > 0.01$; and $r = .138$ at $P = .098 > 0.01$) show statistically no significant relationship between laissez fair leadership style and affective, continuance and normative commitments respectively. The relationship is negative and very weak with affective and continuance while positive and very weak with normative commitments.

5.2. Conclusion

Overall, the study indicated autocratic leadership style has been predominantly used by the principals over the democratic and laissez- fair leadership styles at the primary schools of Dega Damot Woreda. There may be some specific conditions under which the autocratic style effectively works which otherwise is not advocated currently. Considering the variations in their mean value as compared to other dimensions, continuance commitment has been highly exhibited by teachers under study schools over those of normative and affective commitments. This means that the teachers exhibit more of continuance commitment even though the prevalence of normative and affective commitments has not been underestimated. Finally, in this study it was found that, there is a statistically significant strong positive relationship between principals' leadership style and teachers' commitment. This implies a positive improvement in the leadership styles of the principals will likely leads to a substantial increase in teachers' commitment.

5.3. Recommendations

Based on the findings, discussions and conclusions of the study, the following are forwarded as recommendations of the study. Retaining teachers particularly of experienced ones is of the greatest challenges facing educational organizations. Managers in educational organizations in general and principals in schools can gain the advantage of their competent leadership skills in acquiring and retaining teachers through keeping them motivated and committed. Hence, managers/leaders in the education office of Dega Damot woreda and the principals in the primary schools of this woreda are suggested to transform themselves to gear their leadership in this way. Doing this enables the schools to display excellence in their leadership style in keeping and retaining teachers in the schools as long as teachers are the most important persons in the schools.

Leadership style is on everybody's lips but when it comes to the actually "*walking the talk*" very little gets done and the situation is reaching a crisis point. The result of this study indicates the emerging importance of leadership style in the future. This suggests that educational managers in the office of education ought to make decision to implement leadership development programs for school principals in order to equip them as to what leadership style should they exercise and

how and when they should exercise the style in order to keep their teachers motivated and committed towards academic goal achievement.

Besides, it is important to give due consideration about teachers' commitment in the schools which is one of the decisive factors towards the successful achievement of academic goals. If this is the case, teachers should be kept committed. To do so, the schools principals should need to analyze the different factors that are influential in determine the teachers' commitment. This can also require the principals to reconsider the leadership style they exercise from the point of view of its relative effect on teachers' commitment.

Finally, in the recommendation, future studies are suggested to consider other variables that can be of significant predictors of teacher commitment in addition to the principals' leadership style. There may be several factors that can importantly affect teachers' commitment. Some of the factors may be related to teachers' psychological needs and personal conditions that are likely to produce low commitment. Many dimensions of commitment are important in relation to teachers' commitment due to which there is a need for giving due considerations to factors that cause teachers' dissatisfaction and satisfaction.

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Appendices

Appendix-A

Questionnaire

Bahir Dar University

Faculty of Educational and Behavioral Sciences

Graduate Program

Department of Educational Planning and Management

A questionnaire to be filled by teachers

Dear respondent,

The purpose of this questionnaire is to gather data for the study on relationship between principals' leadership styles and teachers' organizational commitment at primary schools of Dega Damot woreda of Western Gojjam. It is conducted with the aim of preparing a thesis in partial fulfillment for Master of Arts degree in educational planning and management in Bahir Dar University. Hence, you are kindly requested to give reliable information in order to achieve the research objective. The researcher assures you that all the responses you give to items in the questionnaire will be kept confidential and only be used for the purpose of this study. Moreover, you don't need to write your name. The questionnaire contains two parts for each of instruction is given so those give your responses according to their instructions.

Thank you in advance

Part One: Personal Information

Instruction: Part one is about your personal information that is necessary for the study. You are given some background questions. Please indicate your responses by marking in boxes corresponding to each of the items.

- 1. Sex: A/ Male B/ Female
- 2. Age: A/ Below 25 year’s B/ 25-35years C/ 36-45 D/ 45-55 years E/ Above 55 years’
- 3. Education level: A/ Below Diploma B/ Diploma C/ Degree D/ Above Degree
- 4. How long have you served being a teacher? A/ Below 5 year’s B/ 5 -10 years C/ 11 - 15 years D/ 16 -20 years E/ Above 20 years’

Part two

Principals’ leadership styles

Instruction

This section is about principals’ leadership styles. It contains 30 close-ended items (statements) that describe the principals’ leadership styles. The items are rated against five scales of which you are required to choose only one per item that closely related or represent your opinion. The choices are: **5** (Always), **4** (Frequently), **3** (Sometimes), **2** (Rarely) and **1** (Never). Please indicate your responses by marking this ‘’ tick in boxes corresponding to each of your choices.

No		Options				
		5	4	3	2	1
1	My principal retain the final decision-making within her/his authority					
2	My principal does not consider suggestions made by teachers					
3	My principal tells teachers what has to be done and how to do it					
4	When someone makes a mistake, my principal tells her/him not to ever do that again and makes a note of it					

No		Options				
		5	4	3	2	1
5	New teachers are not allowed to make any decisions unless it is approved by the principal first					
6	When something goes wrong the principal tells teachers that a procedure is not working correctly, and she/he establishes a new one					
7	My principal closely monitor teachers to ensure they are performing correctly					
8	My principal likes the power that her/his leadership decision holds over teachers					
9	My principal direct or threaten teachers with punishment in order to get them to achieve the school's objectives					
10	The principal rarely gives room of complaining over decisions made					
11	My principal always tries to include one or more teachers in determining what to do and how to do it					
12	My principal asks for teachers' ideas and input upcoming plans and projects					
13	When things go wrong and my principal needs to create a strategy to keep a project or process on schedule, she/he calls a meeting to get teachers' advice					
14	My principal wants to create an environment where teachers take ownership of the work.					
15	My principal allows teachers to participate in the decision-making process.					
16	My principal asks teachers for their vision, of where they see their jobs going and then use their vision where appropriate					
17	My principal allows work with teachers to set priorities with her/his guidance					
18	My principal likes to use her/his leadership power to help teachers grow					
19	Teachers are encouraged to exercise self-direction if they are committed to the objectives					
20	The principal motivate teachers to suggest alternative solutions to solve organizational problems					
21	The principal and teachers always vote whenever a major decision has to be made					
22	For a major decision to be approved, it must have the					

No		Options				
		5	4	3	2	1
	approval of each teacher or the majority					
23	To get information out, my principal sends it by a letter or phone; very rarely is a meeting called and teachers are then expected to act upon the information					
24	My principal allows teachers to determine what needs to be done and how to do it					
25	My principal thinks that teachers know more about their jobs than her/him, so she/he allows them to carry out the decisions to do their job					
26	My principal delegates tasks in order to implement a new procedure or process					
27	The principal allows each teacher the responsibility of defining her/his job					
28	My principal likes to share her/his leadership power with teachers					
29	Teachers have the right to determine their own academic objectives					
30	My principal thinks teachers can lead themselves just as well as she/he can					

2.1. Teachers' Organizational Commitment

Instruction

This section contains 12 close-ended items that describe teachers' organizational commitment. The items are rated against five scales of which you are required to choose only one per item that closely represent the extent of your agreement or disagreement. The choices are: **5** (Very high), **4** (High), **3** (Medium), **2** (Low) and **1** (Very low). Please indicate your responses by marking this '☑' tick in boxes corresponding to each of your choices.

No		Options				
		5	4	3	2	1
1	I feel like part of the family at this organization					
2	Too much of my life would be disrupted if I decided that wanted to leave this organization now					
3	I would not leave this organization right now because of what I would stand to lose					
4	This organization has a great deal of personal meaning for me					
5	It would be very costly for me to leave this organization right now					
6	For me personally, the cost of leaving this organization would be far greater than the benefit					
7	Even if it were to my advantage, I do not feel it would be right to leave my organization now					
8	I would violate a trust if I quit my job with this organization now					
9	I feel a strong sense of belongingness to this organization					
10	I feel emotionally attached to this organization					
11	I would feel guilty if I left my organization now					
12	I would not leave this organization right now because I have a sense of obligation to the people in it					

Appendix-B

ባሕር ዳር ዩኒቨርሲቲ

የሰነ-ትምህርትና ስነባሕሪ ፋኩልቲ

የትምህርት ዕቅድና ስራ አመራር ትምህርት ክፍል

ድህረ ምረቃ መርሐ ግብር

በአንደኛ ደረጃ መምህራን የሚሞላ የጽሑፍ መጠይቅ

ውድ መምህራን፣

የዚህ የጽሑፍ መጠይቅ ዋና ዓላማ “በምዕራብ ጎጃም ዞን በደጋ ዳሞት ወረዳ አንደኛ ደረጃ ትምህርት ቤቶች ርዕሰ መምህራን የአመራር ዘይቤና በመምህራን ትጋት መካከል ያለው ተዛምዶ” በሚል ርዕሰ ለሁለተኛ ዲግሪ ትምህርት መርሐ ግብር ማሟያ ለሚካሄድ ምርምር መረጃ ለመስጠት ነው። ይህ የጽሑፍ መጠይቅ ሁለት ክፍሎችን የያዘ ነው። አንደኛው የርዕሰ መምህራንን የአመራር ዘይቤ የሚመለከት ሲሆን ሁለተኛው የመምህራንን ትጋት የሚመለከት ነው። እያንዳንዱ ክፍል የየራሱ የአሞላል መማሪያ ስለተሰጠው በመመሪያው መሰረት መልስዎን ይስጡ። የጥናቱን ዓላማ ለማሳካት የርስዎ ተሳትፎ ወሳኝ ሚና ያለው በመሆኑ በመጠይቁ ውስጥ ለቀረቡት ጥያቄዎች ተገቢ መልሶችን በመስጠት እንድትተባበሩኝ በአክብሮት እጠይቃለሁ። በዚህ የጽሑፍ መጠይቅ ውስጥ ለቀረቡት ጥያቄዎች የሚሰጡትም መልስ ለዚህ ጥናት ዓላማ ብቻ የሚውል መሆኑንም የዚህ ጥናት አጥኚ ታረጋግጣለች። ይህን የጽሑፍ መጠይቅ ሲሞሉ ስም መጻፍ አያስፈልግም። ስለትብብርዎ በቅድሚያ አመሰግናለሁ!!s

ክፍል አንድ:- የግል መረጃ

መመሪያ:- ክፍል አንድ የርስዎን የግል መረጃ የሚመለከቱ ጥያቄዎችን ይዟል። በዚህ መሰረት ለቀረቡት ጥያቄዎች መልስዎን ይስጡ።

1. ፆታ: U/ ወንድ ለ/ ሴት
2. ዕድሜ: U/ ከ25 ዓመት በታች ለ/ ከ25-35 ሐ/ ከ36-45 መ/ ከ46-55
 ሰ/ ከ55 ዓመት በላይ
3. የትምህርት ደረጃ:- U/ ከዲፕሎማ በታች ለ/ ዲፕሎማ ሐ/ ዲግሪ መ/ ከዲግሪ በላይ
4. በመምህርነት አገልግሎት:- / ከ5 ዓመት በታች ለ/ -10 ዓመት ሐ/ 11-15 ዓመት
 መ/ 16-20 ረ/ ከ20 ዓመት በላይ

ክፍል 2

የርዕስ መምህራን የአመራር ዘይቤ

ይህ ክፍል የርዕስ መምህራንን የአመራር ዘይቤ የተመለከቱ 30 ጥያቄዎችን ይዟል። ለእያንዳንዱም ጥያቄ አምስት አምስት አማራጭ መልሶች ተሰጥተዋል። እነሱም፤ 5-ሁልጊዜ (ሁ) 2-በአብዛኛው (በ) 3-አልፎ አልፎ (አ) 4-ጥቂት (ጥ) እና 5-ጭራሽ (ጭ) የሚሉ ናቸው። ስለዚህ ከተሰጡት አማራጮች መካከል መልስ ነው ብለው ያመኑበትን አንዱን ብቻ በመምረጥ በምርጫዎ ትይዩ ባለው ባዶ ሳጥን የ ምልክት በማኖር ምላሽዎን ይስጡ።

ተ.ቁ	ዐረፍተኛዎች፤	አማራጭ መልሶች				
		5	4	3	2	1
1	ርዕስ መምህራ ሁሌም ቢሆን በስልጣኑ ውሳኔ ሰጪው ራሱ ነው።					
2	ርዕስ መምህራ መምህራን የሚሰጧቸውን አስተያየቶች አይቀበልም።					
3	ርዕስ መምህራ መምህራን ምንና እንዴት መስራት እንዳለባቸው መመሪያ ይሰጣል።					
4	ስህተት ተፈፅሞ ሲገኝ ለርዕስ መምህራ ስህተት ለፈጸመው እንዳይደግም በመንገር ማስታወሻ በፋይል ያኖራል።					
5	ቅድሚያ ለርዕስ መምህራ ሳያጸድቅ አዳዲስ መምህራን በየትኛውም የውሳኔ አሰጣጥ ሂደት ውስጥ አይሳተፉም።					
6	የስራ ስህተት ሲፈጠር ለርዕስ መምህራ ሂደቱ ስህተት መሆኑን ለመምህራን በመንገር በአዲስ እንዲሰራ ያዛል።					
7	መምህራን በትክክል መስራታቸውን ለማረጋገጥ ለርዕስ መምህራ የቅርብ ክትትል ያደርግባቸዋል።					
8	ርዕስ መምህራ ስልጣኑን ለመምህራን ማሳየት ይወዳል።					
9	ርዕስ መምህራ ስራን በማሰራት ረገድ ቅጣትን ይጠቀማል።					
10	አንድ ጊዜ ውሳኔ ከተላለፈ፣ ለርዕስ መምህራ ቅሬታዎችን አያስተናግድም።					
11	ርዕስ መምህራ ምንጣዜም ቢሆን ምንና እንዴት ይሰራ በሚሉ ጉዳዮች ላይ ለመወሰን መምህራንን ያሳትፋል።					
12	ርዕስ መምህራ በተለያዩ የትምህርት ቤት ዕቅዶች ላይ አስተያየት እንዲሰጡ መምህራንን ይጠይቀዋል።					
13	የዕቅድ አፈጻጸም ችግር ሲፈጠር ችግሩን ለማረም ለርዕስ መምህራ መምህራንን በመሰብሰብ ምክር ይጠይቃል።					
14	ርዕስ መምህራ መምህራን በባለቤትነት ስሜት የሚሰሩበትን ሁኔታ ለመፍጠር ጥረት ያደርጋል።					
15	ርዕስ መምህራ መምህራንን በውሳኔ አሰጣጥ ሂደት ውስጥ ያሳትፋል።					

ተ.ቁ	ዐረፍተኛዎች፣	አማራጭ መልሶች				
		5	4	3	2	1
16	ርዕስ መምህሩ የመምህራንን የስራ ራዕይ በመጠየቅ ትክክል ሆኖ ሲያገኝ ራሱ ይጠቀመዋል።					
17	ርዕስ መምህሩ የስራ ቅደም ተከተል በማስቀመጥ ረገድ በሱ ዕገዛ ስር ዕድሉን ለመምህራን ይሰጣል።					
18	ርዕስ መምህሩ የሚሰጠው አመራር ለመምህራን ሙያዊ ዕድገት የሚረዳ እንዲሆን ይፈልጋል።					
19	ወደጋራ የትምህርት ዓላማ የሚያደርሷቸውን አማራጭ የስራ ስልቶች መምህራን እንዲከተሉ ለርዕስ መምህሩ ያበረታታል።					
20	ርዕስ መምህሩ ለትምህርት ቤቱ ችግሮች አማራጭ መፍትሔዎችን እንዲያመነጩ መምህራንን ያበረታታል።					
21	ወሳኝ አጀንዳ በሚኖርበት ጊዜ ለርዕስ መምህሩና መምህራን በጋራ ይወስናሉ።					
22	ርዕስ መምህሩ ወሳኝ አጀንዳ እንዲጸድቅ የእያንዳንዱን ወይም የአብዛኛውን መምህር ስምምነት ይፈልጋል።					
23	ብዙ ጊዜ ለመረጃ ልውውጥ ለርዕስ መምህሩ በስልክ ወይም በደብዳቤ ካልሆነ በቀር ስብሰባ አያደርግም።					
24	ርዕስ መምህሩ ምንና እንዴት መሰራት እንዳለበት መምህራን እንዲወስኑ ይፈቅዳል።					
25	ርዕስ መምህሩ መምህራን ከሱ በላይ ስራቸውን የሚያውቁ ናቸው ብሎ ስለሚያስብ ስራቸውን በራሳቸው ውሳኔ እንዲያከናውኑ ይፈቅዳል።					
26	ርዕስ መምህሩ ለአዳዲስ አሰራሮች ውክልና ይሰጣል።					
27	ርዕስ መምህሩ እያንዳንዱ መምህር ስለሚሰራው ስራ ሀላፊነት ይሰጠዋል።					
28	ርዕስ መምህሩ ስልጣንና ሀላፊነቱን ለመምህራን ያጋራል።					
29	መምህራን ስለራሳቸው የትምህርት ግቦች መወሰን ይችላሉ።					
30	ርዕስ መምህሩ ልክ ራሱን እንደሚመራው ሁሉ መምህራንም ራሳቸውን መምራት ይችላሉ ብሎ ያስባል።					

ክፍል ሁለት

የመምህራን ትጋት

ይህ ክፍል የመምህራንን ትጋት የተመለከቱ 12 ዐረፍተነገሮችን ይዟል። ለእያንዳንዱም ዐረፍተነገር አምስት አምስት አማራጭ መልሶች ተሰጥተዋል። እነሱም፤ 5-በጣም ከፍተኛ (በከ) 2-ከፍተኛ (ከ) 3-መካከለኛ (መ) 4-ዝቅተኛ (ዝ) እና 5-በጣም ዝቅተኛ (በዝ) የሚሉ ናቸው። ስለሆነም በተሰጡት ዐረፍተነገሮች ላይ ያልዎትን የስምምነት ደረጃ ከተሰጡት አማራጮች መካከል የሚወክለውን አንዱን ብቻ በመምረጥ በምርጫዎ ትይዩ ባለው ባዶ ሳጥን የ ምልክት በማኖር ምላሽዎን ይሰጡ።

ተ.ቁ		አማራጭ መልሶች				
		5	4	3	2	1
1	በትምህርት ቤቱ ልክ በቤተሰቤ ያለኝን ያህል የአባልነት ስሜት ይሰማኛል።					
2	ትምህርት ቤቱን ብለኝ ኑሮዬ በአብዛኛው ይረበሻል።					
3	የማጣው ነገር ስላለ ትምህርት ቤቱን አሁን መልቀቅ አልፈልግም።					
4	ትምህርት ቤቱ ለኔ በርካታ ግላዊ ትርጉሞች አሉት።					
5	አሁን ትምህርት ቤቱን መልቀቅ ብዙ ዋጋ ያስከፍለኛል።					
6	በግሌ ትምህርት ቤቱን ለቅጭ ከማገኘው ጥቅም በላይ ጉዳቱ በጣም ይበዛል።					
7	ጥቅሙ ለኔ ቢሆንም ትምህርት ቤቱን አሁን መልቀቅ ትክክል ነው አልልም።					
8	ትምህርት ቤቱን አሁን ብለኝ እምነት ማጉደል ይሆንብኛል።					
9	ከትምህርት ቤቱ ጋር ጠንካራ ትስስር እንዳለኝ ይሰማኛል።					
10	ስሜታዊ ቁርኝት ከትምህርት ቤቱ ጋር አለኝ።					
11	ትምህርት ቤቱን አሁን መልቀቅ የጥፋተኝነት ስሜት እንዲሰማኝ ያደርገኛል።					
12	ማህበረሰባዊ የሀላፊነት ስሜት ስላለኝ ትምህርት ቤቱን አሁን መልቀቅ አልፈልግም።					

Appendix-C: Descriptive Statistics of Dimensions of Teacher Commitment and Leadership styles

Table 1: Descriptive Statistics of Dimensions of Teacher Commitment (n = 147)

No	Commitments:	Mean	Standard Deviation
Affective Commitment			
1	I feel like part of the family at this organization	3.39	.890
2	Too much of my life would be disrupted if I decided that wanted to leave this organization now	3.43	.836
3	I would not leave this organization right now because of what I would stand to lose	3.35	.738
4	This organization has a great deal of personal meaning for me	3.50	.734
Total Mean		3.49	.634
Continuance Commitment			
5	It would be very costly for me to leave this organization right now	3.86	.759
6	For me personally, the cost of leaving this organization would be far greater than the benefit	3.68	.852
7	Even if it were to my advantage, I do not feel it would be right to leave my organization now	3.73	.830
8	I would violate a trust if I quit my job with this organization now	3.65	.775
Total Mean		3.78	.720
Normative Commitment			
9	I feel a strong sense of belongingness to this organization	3.68	.758
10	I feel emotionally attached to this organization	3.56	.892
11	I would feel guilty if I left my organization now	3.54	.804
12	I would not leave this organization right now because I have a sense of obligation to the people in it	3.53	.830
Total Mean		3.61	.763

Table 2: The Descriptive Statistics of Autocratic Leadership Style (n = 147)

No	Items	Mean	Standard Deviation
1	My principal retain the final decision-making within her/his authority	3.80	.810
2	My principal does not consider suggestions made by teachers	3.86	.755
3	My principal tells teachers what has to be done and how to do it	4.01	.802
4	When someone makes a mistake, my principal tells her/him not to ever do that again and makes a note of it	3.88	.772
5	New teachers are not allowed to make any decisions unless it is approved by the principal first	3.90	.825

6	When something goes wrong principals tell teachers that a procedure is not correct and establishes a new one	3.82	.740
7	My principal closely monitor teachers to ensure they are performing correctly	3.79	.742
8	My principal likes the power that her/his leadership decision holds over teachers	3.87	.743
9	My principal direct or threaten teachers with punishment in order to get them to achieve the school's objectives	3.94	.724
10	The principal rarely gives room of complaining over decisions made	3.95	.705
Total Mean		3.89	.674

Source: Questionnaire (2022)

Table 3: Democratic Leadership Style (n = 147)

No	Items	Mean	Standard Deviation
1	My principal always tries to include one or more teachers in determining what to do and how to do it	3.80	.699
2	My principal asks for teachers' ideas and input upcoming plans and projects	3.73	.799
3	When things go wrong and my principal needs to create a strategy to keep a project or process on schedule, she/he calls a meeting to get teachers' advice	3.67	.742
4	My principal wants to create an environment where teachers take ownership of the work.	3.69	.792
5	My principal allows teachers to participate in the decision-making process.	3.78	.766
6	My principal asks teachers for their vision, of where they see their jobs going and then use their vision where appropriate	3.66	.823
7	My principal allows work with teachers to set priorities with her/his guidance	3.79	.742
8	My principal likes to use her/his leadership power to help teachers grow	3.62	.855
9	Teachers are encouraged to exercise self-direction if they are committed to the objectives	3.70	.716
10	The principal motivate teachers to suggest alternative solutions to solve organizational problems	3.71	.796
Total Mean		3.72	.768

Source: Questionnaire (2022)

Table 4: Laissez fair Leadership Style (n = 147)

No	Items	Mean	Standard Deviation
1	The principal and teachers always vote whenever a major decision has to be made	3.37	.944
2	For a major decision to be approved, it must have the approval of each teacher or the majority	3.32	.972
3	To get information out, my principal sends it by a letter or phone; very rarely is a meeting called	3.27	.888
4	My principal allows teachers to determine what needs to be done and how to do it	3.46	.953
5	My principal thinks that teachers know more about their jobs than her/him, so she/he allows them to carry out the decisions to do their job	3.49	.871
6	My principal delegates tasks in order to implement a new procedure or process	3.31	.942
7	The principal allows each teacher the responsibility of defining her/his job	3.33	.939
8	My principal likes to share her/his leadership power with teachers	3.35	.826
9	Teachers have the right to determine their own academic objectives	3.41	1.023
10	My principal thinks teachers can lead themselves just as well as she/he can	3.36	.883
Total Mean		3.37	.805

Appendix-D

The Frequencies of Responses Leadership Style

Table 5: Autocratic Leadership Style

No	Items	Measuring Scales									
		5		4		3		2		1	
		No	%	No	%	No	%	No	%	No	%
1	My principal retain the final decision-making within her/his authority	29	17.9	63	42.9	50	34.0	5	3.4	-	-
2	My principal does not consider suggestions made by teachers	32	28.8	64	43.5	50	34.0	1	7.0	-	-
3	My principal tells teachers what has to be done and how to do it	45	36.0	62	42.2	37	25.2	3	2.0	-	-
4	When someone makes a mistake, my principal tells her/him not to ever do that again and makes a note of it	32	21.8	70	47.6	41	27.9	4	2.7	-	-
5	New teachers are not allowed to make any decisions unless it is approved by the principal first	38	25.9	61	41.5	43	29.3	5	3.4	-	-
6	When something goes wrong the principal tells teachers that a procedure is not working correctly, and she/he establishes a new one	25	17.0	74	50.3	44	29.9	4	2.7	-	-
7	My principal closely monitor teachers to ensure they are performing correctly	26	17.7	70	47.6	48	32.7	3	2.0	-	-
8	My principal likes the power that her/his leadership decision holds over teachers	30	20.4	70	47.6	45	30.6	2	1.4	-	-
9	My principal direct or threaten teachers with punishment in order to get them to achieve the school's objectives	34	23.1	70	47.6	43	29.3	-	-	-	-
10	The principal rarely gives room of complaining over decisions made	33	22.4	74	50.3	40	22.4	-	-	-	-

N=147; Key: 5=Always, 4=Frequently, 3=Sometimes, 2=Rarely and 1=Never; SD=Standard Deviation;

Table 6: Democratic Leadership Style

No	Items	Measuring Scales									
		5		4		3		2		1	
		No	%	No	%	No	%	No	%	No	%
1	My principal always tries to include one or more teachers in determining what to do and how to do it	21	14.3	79	53.7	44	29.9	3	2.0	-	-
2	My principal asks for teachers' ideas and input upcoming plans and projects	26	17.7	61	41.5	54	36.7	6	4.1	-	-
3	When things go wrong and my principal needs to create a strategy to keep a project or process on schedule, she/he calls a meeting to get teachers' advice	22	15.0	59	40.1	58	39.5	2	1.4	-	-
4	My principal wants to create an environment where teachers take ownership of the work.	24	16.3	59	40.1	58	39.5	6	4.1	-	-
5	My principal allows teachers to participate in the decision-making process.	28	19.0	60	40.8	57	38.8	2	1.4	-	-
6	My principal asks teachers for their vision of where they see their jobs going and then use their vision where appropriate	25	17.0	55	37.4	59	40.1	8	5.4	-	-
7	My principal allows work with teachers to set priorities with her/his guidance	26	17.7	66	44.9	53	36.1	2	1.4	-	-
8	My principal likes to use her/his leadership power to help teachers grow	27	18.4	46	31.3	65	44.2	9	6.1	-	-
9	Teachers are encouraged to exercise self-direction if they are committed to the objectives	21	14.3	62	42.2	63	42.9	1	0.7	-	-
10	The principal motivate teachers to suggest alternative solutions to solve organizational problems	24	16.3	63	42.9	53	36.1	7	4.8	-	-

N=147; Key: 5=Always, 4=Frequently, 3=Sometimes, 2=Rarely and 1=Never; SD=Standard Deviation;

Table 7: Laissez fair Leadership Style

No	Items	Measuring Scales									
		5		4		3		2		1	
		No	%	No	%	No	%	No	%	No	%
1	The principal and teachers always vote whenever a major decision has to be made	18	12.2	46	31.3	57	38.8	24	16.3	2	1.4
2	For a major decision to be approved, it must have the approval of each teacher or the majority	19	12.9	41	27.9	57	38.8	28	19.0	2	1.4
3	To get information out, my principal sends it by a letter or phone; very rarely is a meeting called	13	8.8	44	29.9	60	40.8	30	20.4	-	-
4	My principal allows teachers to determine what needs to be done and how to do it	23	15.6	47	32.0	52	35.4	25	17.0	-	-
5	My principal thinks that teachers know more about their jobs than her/him, so she/he allows them to carry out the decisions to do their job	17	11.6	57	38.8	55	37.4	17	11.6	1	0.7
6	My principal delegates tasks in order to implement a new procedure or process	18	12.2	40	27.2	60	40.8	28	19.0	1	0.7
7	The principal allows each teacher the responsibility of defining her/his job	15	10.2	50	34.0	53	36.1	27	18.4	2	1.4
8	My principal likes to share her/his leadership power with teachers	13	3.8	46	31.3	68	46.3	20	13.6	-	-
9	Teachers have the right to determine their own academic objectives	24	16.3	41	27.9	53	36.1	27	18.4	2	1.4
10	My principal thinks teachers can lead themselves just as well as she/he can	16	10.9	44	29.9	65	44.2	21	14.3	1	0.7

N=147; Key: 5=Always, 4=frequently, 3=Sometimes, 2=rarely and 1=Never; SD=Standard Deviation;

Appendix-E

The Frequencies of Responses Organizational Commitment

Table 8: Affective Commitment

No	Items	Measuring Scales									
		5		4		3		2		1	
		No	%	No	%	No	%	No	%	No	%
1	I feel like part of the family at this organization	18	12.2	45	30.6	61	41.5	23	15.6	-	-
2	Too much of my life would be disrupted if I decided that wanted to leave this organization now	17	11.6	45	30.6	69	46.9	16	10.9	-	-
3	I would not leave this organization right now because of what I would stand to lose	7	4.8	54	36.7	70	47.6	16	10.9	-	-
	This organization has a great deal of personal meaning for me	14	9.5	52	35.4	74	50.3	7	4.8	-	-

Table 9: Continuance Commitment

No	Items	Measuring Scales									
		5		4		3		2		1	
		No	%	No	%	No	%	No	%	No	%
1	It would be very costly for me to leave this organization right now	29	19.7	72	49.0	42	28.6	4	2.7	-	-
2	For me personally, the cost of leaving this organization would be far greater than the benefit	26	17.7	57	38.8	57	38.8	5	3.4	2	1.4
3	Even if it were to my advantage, I do not feel it would be right to leave my organization now	29	19.7	56	38.1	57	38.8	4	2.7	1	0.7
4	I would violate a trust if I quit my job with this organization now	19	12.9	65	44.2	55	37.4	8	5.4	-	-

Table 10: Normative Commitment

No	Items	Measuring Scales									
		5		4		3		2		1	
		No	%	No	%	No	%	No	%	No	%
1	I feel a strong sense of belongingness to this organization	16	10.9	77	52.4	46	31.3	7	4.8	-	-
2	I feel emotionally attached to this organization	23	15.6	51	34.7	60	40.8	11	7.5	2	1.4
3	I would feel guilty if I left my organization now	16	10.9	61	41.5	57	38.8	13	8.9	-	-
4	I would not leave this organization right now because I have a sense of obligation to the people in it	19	12.9	53	36.1	62	42.2	13	8.8	-	-

N=147; Key: 5=Very high, 4=High, 3=Medium, 2=Low and 1=Very low; SD=Standard Deviation; Significant level =0.

Appendix-F:

The Descriptive Results Leadership Style

Table 10: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Authocratic one	147	2	6	3.80	.810
Autocratic two	147	2	5	3.86	.755
Autocratic three	147	2	5	4.01	.802
Autocratic four	147	2	5	3.88	.772
Autocratic five	147	2	5	3.90	.825
Autocratic six	147	2	5	3.82	.740
Autocratic seven	147	2	5	3.79	.742
Autocratic eight	147	2	5	3.87	.743
Autocratic nine	147	3	5	3.94	.724
Autocratic ten	147	3	5	3.95	.705
AUTOCRATIC	147	3	5	3.89	.674
Democratic one	147	2	5	3.80	.699
Democratic two	147	2	5	3.73	.799
Democratic three	147	2	5	3.67	.742
Democratic four	147	2	5	3.69	.792
Democratic five	147	2	5	3.78	.766
Democratic six	147	2	5	3.66	.823
Democratic seven	147	2	5	3.79	.742
Democratic eight	147	2	5	3.62	.855
Democratic nine	147	2	5	3.70	.716
Democratic ten	147	2	5	3.71	.796
DEMOCRATIC	147	3	5	3.82	.768
Liaises fair one	147	1	5	3.37	.944
Liaises fair two	147	1	5	3.32	.972
Liaises fair three	147	2	5	3.27	.888
Liaises fair four	147	2	5	3.46	.953
Liaises fair five	147	1	5	3.49	.871
Liaises fair six	147	1	5	3.31	.942
Liaises fair seven	147	1	5	3.33	.939
Liaises fair eight	147	2	5	3.35	.826
Liaises fair nine	143	1	5	3.41	1.023
Liaises fair ten	147	1	5	3.36	.883
LAISEZFAIR	147	2	5	3.52	.805
Valid N (list wise)	143				

Table 11: Organizational Commitment Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Affective one	147	2	5	3.39	.896
Affective two	147	2	5	3.43	.836
Affective three	147	2	5	3.35	.738
Affective four	147	2	5	3.50	.734
AFFECTIVE	147	3	5	3.49	.634
Continuance one	147	2	5	3.86	.759
Continuance two	147	1	5	3.68	.852
Continuance three	147	1	5	3.73	.830
Continuance four	147	2	5	3.65	.775
CONTINUANCE	147	3	5	3.78	.720
Normative one	147	1	5	3.68	.758
Normative two	147	1	5	3.56	.892
Normative three	147	2	5	3.54	.804
Normative four	147	2	5	3.53	.830
NORMATIVE	147	2	5	3.61	.763
Valid N (listwise)	147				

Appendix-G

Correlation Results of leader ship style and teacher organisational commitment.

**Keys: 1-Autocratic, 2-Democratic, 3-Laissez fair, 4-Leadership, 5-Affective, 6-
Normative, 7-Continuance, 8-Commitment**

Table 12: Correlations of leader ship styles and teachers, commitments

Variables	1	2	3	4	5	6	7	8
Pearson Correlation	1	.464**	.054	.803**	.366**	.613**	.384**	.601**
1 Sig. (2-tailed)		.000	.516	.000	.000	.000	.000	.000
N	147	147	147	147	147	147	147	147
Pearson Correlation	.464**	1	-.100	.759**	.439**	.731**	.229**	.608**
2 Sig. (2-tailed)	.000		.227	.000	.000	.000	.005	.000
N	147	147	147	147	147	147	147	147
Pearson Correlation	.054	-.100	1	.098	-.016	-.058	.139	.033
3 Sig. (2-tailed)	.516	.227		.236	.844	.483	.093	.689
N	147	147	147	147	147	147	147	147
Pearson Correlation	.803**	.759**	.098	1	.451**	.739**	.502**	.746**
4 Sig. (2-tailed)	.000	.000	.236		.000	.000	.000	.000
N	147	147	147	147	147	147	147	147
Pearson Correlation	.366**	.439**	-.016	.451**	1	.558**	.240**	.757**
5 Sig. (2-tailed)	.000	.000	.844	.000		.000	.003	.000
N	147	147	147	147	147	147	147	147
Pearson Correlation	.613**	.731**	-.058	.739**	.558**	1	.315**	.816**
6 Sig. (2-tailed)	.000	.000	.483	.000	.000		.000	.000
N	147	147	147	147	147	147	147	147
Pearson Correlation	.384**	.229**	.139	.502**	.240**	.315**	1	.709**
7 Sig. (2-tailed)	.000	.005	.093	.000	.003	.000		.000
N	147	147	147	147	147	147	147	147
Pearson Correlation	.601**	.608**	.033	.746**	.757**	.816**	.709**	1
8 Sig. (2-tailed)	.000	.000	.689	.000	.000	.000	.000	
N	147	147	147	147	147	147	147	147

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