

**PRINCIPALS' LEADERSHIP STYLES AND THEIR CONTRIBUTION TO
ENHANCING SECONDARY SCHOOLS TEACHERS' COMMITMENT IN
FAFAN ZONE**

MA THESIS

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JANUARY, 2023

HARAMAYA UNIVERSITY, HARAMAYA

**Principals' Leadership Styles and Their Contribution to Enhancing Secondary
Schools Teachers' Commitment to In Fafan Zone of Somali Regional State, Ethiopia**

A Thesis Submitted to Department of Educational Planning and Management,

Postgraduate Program Directorate

HARAMAYA UNIVERSITY

In Partial Fulfillment of the Requirements for the Degree of

**MASTER OF ARTS IN EDUCATIONAL LEADERSHIP AND
MANAGEMENT**

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January, 2023

Haramaya University, Haramaya

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ACKNOWLEDGMENTS

First, I would like to acknowledge greatly to Almighty Allah who has been with me from the beginning up to the end of this work. Secondly, I would like to thank my major advisor Dr. Million Kebede and Dr. Tadesse Hailu, my co-advisor, who paid me constructive advice and continued follow up and they had played significant role on accomplishment my thesis from the beginning to ending whereas I could had done a little without their honest help.

Thirdly, I would like to thank my colleagues who had provided me their priceless support in data processing and completion my study. Finally, I would like to express my heart-felt gratitude to all Woreda and city administration Education Offices and secondary school communities in Fafan Zone of Ethiopian Somali Regional State for their cordial cooperation and support that they have given me for data collection

.

ABBREVIATIONS AND ACRONYMS

CFBT	Confederation for British Teachers
CPD	Continuous Professional Development
CSA	Central Statistics Authority
EFA	Education for All
ESDP	Education Sector Development Program
GEQIP	General Education Quality Improvement Package
HRM	Human Resource Management
MoE	Ministry of Education
NCES	National Center of Education Statistics
REB	Regional Education Bureau
SMT	Senior Management Team
SSA	Sub-Saharan Africa
TDP	Teachers Development Program

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Principals' Leadership Styles and Their Contribution to Enhancing Secondary Schools Teachers' Commitment in Fafan Zone

Kadar Shukri

ABSTRACT

*The purpose of this study was to analyze principals' leadership styles and their contribution to enhancing the commitment of secondary school teachers in Fafan Zone of Somali Regional State, Ethiopia. Descriptive survey research design was adopted. This study targeted 8 out of 25 schools, which were selected by using purposive sampling technique. Data were analyzed quantitatively using percentages and qualitatively using descriptive statements and correlation analysis was done in order to find out whether there is significant relationship between Principal leadership styles and teachers' commitment. The study analyzed the mean score and standard deviation of principals' leadership styles and the results indicated that principals practiced more democratic leadership with a mean value of 3.9218 and SD .59886. The mean score of teacher's commitment (affective, continuance and normative) was 3.2168, 3.8772, and 2.9723, respectively. The research further identified the correlation between leadership styles and teacher's commitment and The Pearson correlation test result indicated that, Autocratic leadership style showed negative significant relationship on teacher's commitment ($r = -0.327^{**}$ $P < 0.001$), but positive significant correlation between teacher's commitment and Democratic leadership style ($r = 0.244^{**}$ $P < 0.001$), and laissezfaire leadership style ($r = 0.190^{**}$ $P < 0.001$) is weak and positively significant correlated with teacher's commitment. The researcher recommends that leadership style alone could not influence teachers' commitment in secondary schools. It requires a combination of other factors, which are essential to commitment.*

1. INTRODUCTION

This part of research includes background of the study, statement of the problem, basic research questions, and objectives of the study, significance of the study, delimitation of the study, limitation of the study and definition of key terms.

1.1. Background of the Study

Educational leadership is the basic concern for all organizations and institutions in different countries around the world. Educational leadership become internationally a priority in education policy agendas; it plays a key role in improving school outcomes by influencing the motivations and capacities of teachers as well as the school environment and the efficiency and equity of schooling (Aydin Sarier and Uysal, 2013). Globally, the importance of school leadership has been recognized and was further noted that the leadership style of school principals can influence teachers' commitment (Bush, 2013). As argued by Eboka (2016), school leaders who assist teachers understand that their leadership style is essential in fostering commitment among teachers. Leadership style is the general way a leader behaves towards his/her subordinates for attaining objectives of an institution (Nazim and Mahmood, 2016).

On the other hand, teachers' organizational commitment involves upholding the school's vision and mission to optimize their potentials and improve students' learning. Teachers' commitment is also crucial because when they are committed, they increase their performance and devote their time to attend to their duties at school (Eboka, 2016). Teachers leave the profession for a number of reasons, including dissatisfaction with support from administrators and with workplace conditions, pay, location of the working station, student characteristics, and working facilities, dissatisfaction and waning commitment to the role (Stromquist, 2018). While factors influencing teacher attrition can be both intrinsic and extrinsic, a key influential factor is the school principal's leadership style (Mondi, et. al 2016).

In the USA, at least 7% of teachers with less than 3 years of working experience leave the teaching profession. Moreover, 16% of teachers in public schools quit teaching every year (Goldring et al., 2014). Canada also experiences turnover rate among new teachers by 30%

and the problem is attributed to stress resulting from lack of work-life balance and motivation from school leadership ((Stromquist, 2018).

Research studies suggest that most developing countries still lag far behind with regard to the development of effective school leadership (Haile, 2018). Teachers in African countries work under difficult conditions that are different from those in developed countries. In many African countries, teachers work in overcrowded classrooms (40-80 pupils in a class), mainly due to a considerable increase in student enrolment in primary and secondary schools, poor school facilities and inadequate infrastructure. (Tilahun, 2014). A study by Khumalo (2019), for instance, conducted in South Africa, reveals that transformational leadership through involvement and participation helps to promote teachers' motivation, which ultimately encourages teachers' commitment.

In Ethiopia the significance of good leadership in a school setting and approach of promoting leadership is clearly indicated in policy documents. The development of a decentralized, efficient and professionally coordinated participatory system is indicated in respect of leadership and management of the education system. More importantly, the education sector development program (ESDP V) also offers great attention to the leadership and management of schools (MoE, 2015).

The ETP (TGE, 1994) and the ESDP V underlined the importance of teachers for school success. To this end, the government of Ethiopia has launched a five year Education Sector Development Program (ESDP) since 1996. The ESDP V (MoE, 2015) particularly, gives due attention to continuous professional development (CPD) program for teachers in order to carry out their duties and responsibilities effectively and efficiently and to lift-up their implementation skills and commitment. Besides, a productive school principal needs competent and committed teachers as well as sufficient resources to achieve school goals (MoE, 2015).

Moreover, Somali region in collaboration with and support of the federal government and other stakeholders has been trying to develop the education sector in terms of access, quality, equity, efficiency and relevance (REB, 2020). However, a lot remains in terms of enhancing teachers' commitment towards the school and students. Thus, in fostering these aims and

objectives, school principals are the most visible and directly accessible representatives of the school, and principals highly influence the commitment of teachers. (Wachira et al., 2017) In light of the above, there is therefore an urgent need to analyze principals' leadership styles and their contributions to enhancing the commitment of secondary school teachers in Fafan Zone.

1.2. Statement of the Problem

Educational practitioners have recognized leadership as vitally important for education institutions since it is the engine of survival for the institutions. This recognition has come at a time when the challenges of education development worldwide are more demanding than ever before. School principals are key actors in education playing crucial roles to implement education sector developments (Devos, G., Tuytens, M., & Hulpia, H. 2014).

Teachers' commitment is an important component towards schools' success and it has to be given emphasis for an effective leadership that will result in high level of teachers' commitment. Unfortunately still, there are teachers who show low level of commitment in their work and refuse to accept changes. This impedes the school principals' effort to develop their schools (Ghavifekr et al, 2013). Likewise, principals with poor and inefficient leadership force many teachers to leave their teaching profession (Marshall, I. 2014). According to Hallinger (2010), failure to attain teachers' commitment will result in huge problems to school administrations and leaders. In case, where the leadership style of the principal is ineffective, even the best school programmes, the most adequate resources and the most motivated staff and students will be rendered unproductive. Therefore, the importance of principals' leadership style in an organization cannot be ignored.

Teachers in developing countries, including Ethiopia, have experienced poor management and leadership. In the context of Ethiopia, the working environment and conditions are criticized for inadequate provision of intrinsic and extrinsic rewards to fulfill teachers' needs. Inadequate provision of facilities, promotion or growth opportunities, financial benefits, and poor leadership resulted in teachers' low commitment in general (Tadesse, 2019).

Different researchers investigate the bottlenecks of school principal's leadership style and teacher's commitment. The main challenges are school principals 'competence problem,

absence of teacher commitment, high employees 'turnover, school principals' lack of understanding of leadership styles, school principals' lack of experience in leadership position (Le Roux, 2012). Previous studies concerned with the problem of quality education in Ethiopia identified leadership style and teacher commitment as contributing factors for the deterioration of quality education in Ethiopia. (Kene, Kedir, Basha, & Dinsa, 2021).

Although, there have been studies that identified leadership behaviors as vital determinant of employee commitment globally, education leaders in general and education researchers in particular, have not given serious attention to the issue of leadership styles and its contribution in enhancing teachers commitment in Ethiopia. For instance, Temesgen (2011), laissez-faire leadership style was found to be significantly and negatively associated with employees' affective commitment. While, Getahun (2022) suggest that Democratic, Autocratic and Laissez-faire leadership styles do play roles in determining the levels of teacher's 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 with attributed idealized influence.

The majority of the above reviewed studies discovered that a positive correlation was obtained between leadership styles and teacher commitment. However, the correlation strength differed from study to study. For instance, Million (2016) found a moderate correlation between the two variables and Feleke (2014), on the contrary, found a weak correlation.

To the best of his knowledge, no more studies were conducted in this area in relation to the current study; study is different from other studies as it tries to focus on Leadership styles like, democratic, autocratic, laissez-faire leadership and their contribution to enhancing teacher's commitment in Fafan zone secondary schools.

1.3. Research Questions

In the process of the study, the researcher attempted to answer the following basic research questions:

1. What leadership styles secondary school principals in Fafan Zone are practicing?

2. What is the level of teacher's commitment in Fafan Zone?
3. To what extent do principals' leadership styles contribute to secondary school teachers' commitment in Fafan Zone?
4. How can school principals enhance secondary school teachers' commitment in Fafan Zone?

1.4. Objectives of the Study

This section provides the objectives of the study. It comprises general objective and specific objectives.

1.4.1. General objective

The general objective of this study was to analyze principals' leadership styles and their contribution to enhancing the commitment of secondary school teachers in Fafan Zone of Somali Regional State, Ethiopia.

1.4.2. Specific objectives

Specifically, the specific objective of this study was able to:-

1. Identify the leadership styles being practiced by secondary school principals in Fafan Zone.
2. Determine the level of teacher's commitment in the secondary school principals in Fafan Zone.
3. Examine the extent of principals' leadership style contributes to teachers' commitment in the area under study.
4. Analyze how school principals can enhance teachers' commitment in Fafan zone secondary schools.

1.5. Significance of the Study

The results of this study may help create awareness among the schools teachers, principals, vice principals, by revealing what sort of leadership styles do they lack while they were leading, progressing teaching-learning and sharing of experiences in their schools and how

they fill these gaps in order to bring changes in their respective schools. Therefore, the researcher strongly believes that the findings of this study report and recommendations have the following contributions.

The study may help the Regional Education Bureau to identify the existing gaps in actual principal leadership styles and the expected leadership styles that would enhance teachers' commitment in the region. The study may also increase the awareness and attention of stakeholders, and it may enable these stakeholders to gear their efforts towards the improvement of principals' leadership capacity to achieve education sector development programs. What's more, the reactions to identify the gaps may lead the regional education bureau in general and the woreda education offices in particular to pay due attention to design capacity building training programs that are relevant to transform the necessary knowledge and skills of school principals in school leadership.

The study is significant because it assists education leaders and systems at the level of both policy and practice in identifying ways to support, stimulate and enhance teachers' commitment levels through appropriate leadership styles. The study might motivate future researchers to identify others factors that affect teachers' commitment. Lastly, it provides, at least, a basis for further studies related to leadership styles of secondary school principals and teacher's commitment.

1.6. Delimitation of the Study

The study was delimited only to the secondary school Fafan Zone because of its geographical proximity and convenience to the researcher. It was, delimited to eight secondary schools in the zone. The target population for the study consisted of teachers, school principals, unit leaders, PSTA members, student council, and members of girls' forum. Because, the researcher consider them as they have more information about leadership style and their contribution in their school.

To make the study more manageable, frequency, percentage, mean and standard deviation was used. Questionnaire and interview were used as an instrument of data collection. In relation to sampling techniques, availability sampling techniques was employed for principals, student

council and Girls Forum and simple random sampling for teachers, PTS members and unit leaders.

1.7. Limitation of the Study

This study did not come to end without drawback. The major challenges that faced the researcher in conducting this study was lack of experiences, shortage of reference materials related to the study in Ethiopia and shortage of current literature in area that could enrich the study. However, these limitations were overcome by providing more time on reading and finding different review related materials. Another limitation was some of the teacher's respondents lack interest and being reluctant when they filled and returned the questionnaires. In addition, some of the principals were busy and had not enough time to respond interview and they were creating delaying tactics by giving appointment for different reasons. Due to this condition made, the researcher consume more than time previously allocated for data collection. In spite of this shortcoming, the study was completed as necessary as possible.

1.7. Operational Definition of Key Terms

Fafan Zone: An administrative division, which controls and supervises the activities of 8 woredas and reports to Somali regional state.

Leadership style: Refers to the manner and approach in which school principals provide direction, implement plans, and motivate staff.

Principal: A school leader appointed at the top position in the school, to manage, operate, and lead the whole activities of the school, which include director and vice directors in the school.

Secondary School: Refers to the school system established to offer two years of general education (grade 9-10) and two years of preparatory education (11-12).

PTSA: Parent, Teacher, Student Association in the secondary schools

Teachers' commitment: Implies teachers' level of dedication and sacrifice to the school values and goals, students, profession and strong desire to remain employed in the organization.

2. REVIEW OF RELATED LITERATURE

This chapter presents the theoretical framework of the study as developed from a review of relevant literature and related studies. It includes a review of leadership, leadership styles, leadership theories and teachers' commitment. Therefore, different type of books, journals and other related materials was reviewed and presented in the following part

2.1. Concept of Leader and Leadership

There are several definitions given to the concept of leadership. Different scholars who perceive it in various ways based on their theoretical backgrounds can define the term leadership differently. The following are some of the definitions that have been rendered by these scholars. Firstly, leadership is the process of influencing others to understand and agree about what need to be done, how it can be done effectively, and the process of facilitating individuals and collective efforts to accomplish the shared objectives (Yukl, 2013).

According to Northouse (2013), leadership is a “process in which leaders select specific behaviors that are best suited to the employees' needs and the working environment so that they may best guide the employees through their path in the attainment of their daily work activities (goal)”. This implies that leaders have different leadership styles or behaviors, and consider the most appropriate style to suit the employees'/staff' needs and make the working environment attractive for the best action of the staff in the organization. Besides, a leader needs to motivate the employees/staff and satisfy their needs to enhance their job performance.

Leadership can be defined in terms of individual traits, behavior, influence over other people, interaction patterns, role relationships, occupation of an administrative position, and perception by others regarding legitimacy of influence (Yukl, 2006). Leadership is defined as the process by which a leader influences a group of employees to achieve the common goal of an organization (Chandra and Priyono, 2016). According to Fessehatsion (2017), leadership is an art and the ability or process of influencing people to make them strive willingly and enthusiastically to attain organizational goals. Lastly, Oyetunyi (2006) defines leadership as the ability to inspire confidence and support among followers who are expected to achieve organizational goals.

For the purpose of this study, the researcher defines leadership as a process of directing, coaching, motivating and influencing teachers toward the achievement of schools' objectives. Leaderships can be of many forms and they differ in effectiveness in terms of consequences of their actions towards internal and external stakeholders. Since schools today are faced with many challenges, especially with the constant changes in technological, economic, social, political and legal conditions and internal processes, they need a professional leader who keeps abreast of these changes and can help schools achieve their goals.

2.2. Principal Leadership Styles

Many researchers have variously defined leadership style. Northouse (2013) defined leadership style as the behavior pattern of an individual who tries to influence others. Rizi et al. (2013) expanded his definition to include the behavioral model used by principals when working with teachers. Nazim and Mahmood (2016) described leadership style as the general way a leader behaves towards her or his subordinates for achieving the goals of an institution.

Goldman (2002) believes that these different leadership styles are deep-seated, learned behaviors. Similarly, Oguchi (2014) found that leadership styles are greatly influenced by the emotional intelligence of each leader, and include attributes such as being coercive, authoritative, affiliated, democratic, pacesetting, and coaching. These six emotional intelligences allow a principal to lead the school with soul and not merely guide teachers as if they were robots. There are different models leadership that relate to concepts such as charismatic leadership visionary leadership), and transformational and transactional Leadership (Bass, 1985). Omidifar (2013) found that transactional leadership could be extremely effective. However, if both transactional and transformational leadership are used together, there is a greater amount of effort given from the followers, and there is in turn higher workplace effectiveness and higher teacher job satisfaction.

Various scholars and researchers classified leadership styles in different ways. Lewin and his colleagues (1938), for instance, took the first attempt in classifying leadership style. They classified leadership styles into three types - autocratic, democratic, and laissez-faire (AlAbabneh, 2013,). In the autocratic leadership style, the school decision is made by the

principal and communicates teachers for implementation. In contrast, democratic leadership style gives chance for teachers to participate in school decision-making process. Laissez-faire leadership style is seen as absence of or limited intervention by the school principal. All the power is under the control of teachers (Al-Ababneh, 2013; Roul, 2012). Following this, Black and Mouton (1964), in their managerial grid, identified five leadership styles including, country-club management, authority-compliance, impoverished management, middle-of the-road management, and team management (Northouse, 2016). Later on, Hersey and Blanchard (1969) also contributed four leadership styles to the literature of leadership - directing (telling), coaching (selling), supportive (participating), and delegating (Northouse, 2016).

According to previous studies on leadership have identified different types of leadership styles which leaders adopt in managing organizations Among the more prominent leadership styles are Burns' (1978) transactional and transformational leadership styles. A transformational leader's emphasizes followers' intrinsic motivation and personal development. They seek to align followers' aspirations and needs with desired organizational outcomes. In so doing, transformational leaders are able to foster followers' commitment to the organizations and inspire them to exceed their expected performance (Bass & Riggio, 2006).

With regard to today's complex organizations and dynamic business environment, transformational leaders are often seen as ideal agents of change who could lead followers in times of uncertainties and high risk-taking. In contrast, transactional leaders gain legitimacy with rewards, praises and promises that would satisfy followers' immediate needs (Northouse, 2010).

According to Voon, et al, (2011) the influence of leadership styles on employees' job satisfaction in public sector organizations in Malaysia, the result showed that transformational leadership style has a positive relationship with job satisfaction whereas transactional leadership style has a negative relationship with job satisfaction in government organization. The following diagram shows the different types of leadership styles used by principals.

2.3.1. Autocratic leadership style

The autocratic leadership style is a way of a leading using an autocratic manner to dictate all policies and procedures in the organization with little or no group participation. A leader with such a style is task-oriented; hence, he/she imposes task and methods of work on subordinates who have to carry out directives without questions. Cherry (2017) stressed that autocratic leadership, also known as authoritarian leadership, is a leadership style characterized by individual control over all decisions and little input from group members. Autocratic leadership involves absolute, authoritarian control over a group. An autocratic leadership style is successful in providing strong motivation for the leader. This type of style also permits the leader to make decisions quickly as the leader makes decisions for the entire staff and keeps each decision confidential until he/she needs to share the decision (Dubrin, 2016).

Some of the advantages of an autocratic leadership style are that activities are usually performed quickly and less time is spent on discussion; stress is reduced due to increased control and there can be a more productive group, while the leader is watching. However, the disadvantage of an autocratic leadership style is that group members do not get a say in decisions. Due to this, group members cannot develop their skills and knowledge, and they might dislike being ordered around, but they also become dependent upon their leader (Dubrin, 2007).

This type is used when the leader tells his/her employees what and how tasks to be done without getting the advice of his/her followers and relies much more on power and punishment. According to Mullins (2005) the manager alone exercise decision making and authority for determining policy, procedures for achieving goals, work practice and relationship, control of rewards and punishment. In the contemporary context, Dubrin (2007) contended that autocratic leaders make decisions confidential assuming that group members will comply, and such leaders are not overly concerned with group members' attitudes towards decision.

2.3.2. Democratic leadership style

Democratic leadership refers to a situation where there is equal work among leaders and followers. According to Goldman (2002), democratic organizations typically have the following six characteristics: policies are determined by a group of organizations, technical and job performance measures are discussed so they are understood by all, leaders provide advice to members in regards to implementing tasks, members are free to choose with whom they work, the group determines the distribution of tasks, and leaders try to be objective in giving praise and criticism.

The democratic leadership style is also known as participative style as it encourages full participation of subordinates in the affairs of organization. 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. This type of leadership 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.

According to Dubrin (2007), the democratic leaders confer final authority on the group. They function as collectors of group opinion and take a vote before making decision. Similarly, Dubrin contends that, unlike others, a democratic leader gets results by heading discussion, asking questions to involve others, encouraging others to take responsibility, confirming commitments and asking for a vote to get a consensus or a majority decision. According to Goleman, (2007), democratic leadership, which entails a participative leadership style, guides employees to participate in their groups and to make decisions. This allows group members to feel engaged in the organizational processes and enables them to feel more motivated and creative. The advantages of a democratic leadership style are that every group member gets a say, and there is a transfer of power from the leader to subordinates, which can allow group members to develop their knowledge and skills (Kane and Patapan, 2010).

The democratic leadership style enables leaders to create a suitable working environment and to facilitate a free flow of ideas in the organization. Moreover, the democratic leadership style is the best way to have better decision-making and a more effective operation because of creative thinking processes of consultation and feedback (Peteman, 2010). This can reduce rates of employee turnover, while the disadvantages of a democratic leadership style are that a great deal of time is spent on discussions and the leader alone makes no major decisions. Furthermore, every decision can entail such a slow process that it can lead to opportunities being missed or risks being avoided too late (Peteman, 2010).

2.3.3. Laissez-faire leadership style

Laissez-faire leadership arises when leaders are hands-off and allow group members to make the decisions. With this style, freedom is fully determined by group goals, techniques, and working methods. Leaders rarely intervene. According to Mullins (2005), a laissez-faire leadership style is where the manager observes that members of the group are working well on their own. He further describes this manager as the one who consciously makes a decision to pass the focus of power to members, to allow them freedom of action to do as they think best and not interfere, but it is really available if help is needed. This characterization of a laissez-faire leadership shows that there is no complete avoidance of leadership in this style. This type of leadership may be effective with well-motivated and experienced employees, but could lead to failure when subordinates are deceptive, unreliable and untrustworthy (Oyetunji, 2006).

According to Cherry, (2017), laissez-faire leadership, also known as delegative leadership, is a type of leadership style in which leaders are hands-off and allow group members to make the decisions. A laissez-faire style is adopted when the leader hands over his/her control responsibility to workers and can be considered as a resource person with passive participation. The laissez-faire leadership style gives complete freedom to followers to make decisions regarding any issue in the organization and to solve any problems they encounter on their own with very little guidance from their leader. This type of leadership can be successful

where members of a group are highly trained in their own areas of proficiency (Nsubuga, 2008).

Generally, there is no one best way of leadership style as claimed by Abebe (2009); Mullins (2005); Dubrin (2007) One style that works in one situation might be inappropriate in another one. Stogdill in Dubrin (2007) concluded that the most effective leaders appear to exhibit a degree of versatility and flexibility that enable them to adapt their behavior to the changing and contradictory demands made on them.

2.3.4. Situational leadership style

Situational leadership, as defined by Bass, B. & Riggio, R. (2006), is a theory of leadership style that states that there is no single best style of leadership. Situational leadership is task oriented and defined around four characteristics: directing, coaching, supporting, and delegating. The directing characteristic is based on one-way communication, where the leader defines the role of the individuals/followers based upon specific tasks.

Generally, there is little to no importance placed upon relationships, and this can be an effective leadership style when subordinates lack motivation. Principals can use this style when giving directions or instructions to teachers and when supervising staff at the school. This style is suitable when dealing with novice teachers and individuals who require more attention and supervision (Mullins, 2005).

To sum up, regarding principals' leadership styles, there are different leadership styles practically implemented at the school level and the magnitude of applicability varies across the school leaders. Based on this, there are three most commonly practiced leadership styles which are democratic, autocratic and laissez-faire leadership style and additional factors pertaining to leadership that have an influence on teachers' commitment were discussed to indicate that it is possible to use appropriate types of leadership styles to enhance the commitment of teachers' with situation of the school where teaching and learning process takes place. In other words, there is no best single leadership style suited to all situations. Therefore, the principals' use of mixed leadership styles depends on the followers and the situation of the school environment.

The researcher concludes it is proper to state that leadership style must be adapted to each specific situation. That is, the leader should be a flexible one who has the ability to use all the various leadership styles, which he/she chooses depending on the situation. Once principals can identify the factors that influence leadership style, they can set goals to enhance or capitalize on their strengths and compensate or develop other areas that get in their way to successfully lead the organization and enhance teachers' commitment.

2.4. Theories of Leadership

Leadership has evolved over time and has taken different forms. Views on leadership theories have been changing over the years. Oyetunyi (2006) asserts that the leadership paradigm has changed over the last decades and that it has transited from the traditional leadership approaches to the new perspectives. According to Nkata (2005), leadership theories recognize that effective leadership depends on the interaction of three factors namely: the traits and behaviors of the followers, the characteristics of the followers and the nature of the situation in which leadership occurs. Leadership, as studied through the traditional theories such as the Ohio State University studies and the contingency theories is often assumed to occur between a leader and the followers Cheng (2002). However, most leadership theories are explored on the trait, behavioral and contingency approaches (Armstrong (2004).

2.4.1. Trait theory

Trait theories investigate the personal characteristics of successful leaders. These theories consider the innate qualities or traits characteristic of good leaders. Such theories are based on the opinion that leaders are right and leadership is rooted in the authority of their righteousness (Oyetunyi, 2006). Successful school leaders were described by in terms of their personal attributes, interpersonal abilities, and technical management skills (Omar, 2005). Trait theory contends that certain individuals possess psychological and physical characteristics that allow them to become leaders. The underlying assumption here would seem to be that leaders are born, not made. Bass, B. & Riggio, R. (2006) pointed out that successful leaders tend to have the following qualities: Strong desire for task accomplishment, persistent pursuit of goals, creativity and intelligence used to solve problems, initiative applied to social situations, self-

assured personality and willingness to accept behavioral consequences, high tolerance for ambiguity, ability to influence people and ability to structure social interactions.

There appears to be two kinds of traits research. One identifies traits that might distinguish leaders from followers, while the other distinguishes effective leaders from ineffective leaders. However, the problem of assessing leader effectiveness in different situations is more complicated than identifying who the leader is. Chen, J.C., Silverthorne, C. (2005) observed that there are traits essential to leadership. First, intelligence relative to others in the group is a factor. Most leaders in Chen, J.C., Silverthorne's study tended to be somewhat more intelligent than non-leaders; hence, leaders tended to be more knowledgeable.

2.4.2. Behavioral theories

The behavior approach began in early 1950s after many researchers become discouraged with the trait approach. This approach emphasized the behavior of the leader, focusing on what leaders actually do on the job. Behavioral theories of leadership assume that it is the leadership process (what leaders do to be successful) that determines leadership effectiveness. Behavioral approaches to leadership assume that all people possess leadership traits at birth and can potentially be effective leader. They maintain that effective leaders are not simply born, but trained (Chen, J.C., Silverthorne, C. 2005). Behavioral theories of leadership assume that: Leaders are made, rather than are born and Successful leadership is based in definable and learnable behavior. Accordingly, the aim of behavioral theories of leadership was to find a definite number of behaviors that characterize effective leadership. Much of the research on leadership behavior in the past six decades (from 1950s to the present) has followed the pattern set by three pioneering research programs at Ohio State University, University of Michigan, and University of Iowa, (Cheng, 2002).

Behavior theories examine whether the leader is task oriented (initiating structure); people oriented (consideration), or both. Studies conducted at the University of Michigan and Ohio State University in 1945, established two major forms of leader behavior namely: employee centered/consideration and production-centered/initiating structure Hersey et al. (2006). The study therefore intended to explore whether this exists amongst leaders in schools. During the 1950s, dissatisfaction with the trait approach to leadership, namely, what the leader does and

how he/she does it, sparked a series of research studies. The foundation for the style of leadership approach was the belief that effective leaders utilized a particular style to lead individuals and groups to achieve certain goals, resulting in high productivity and morale (Temesgen, 2011). Unlike trait theories, the behavioral approach focused on leader effectiveness, not the emergence of an individual as a leader. Although many terms were assigned to the different leadership styles, two factors were stressed in each approach: task orientation and employee orientation.

Two major research efforts were directed towards investigating the behavioral approach to leadership: The Ohio State studies and University of Michigan studies. The researcher reflects through these studies, two independent leadership dimensions were identified: initiating structure and consideration. Initiating structure is analogous to a task oriented leadership style, while consideration refers to an emphasis on an employee oriented leadership style.

At approximately the same time research was being conducted at The Ohio State University, a series of leadership studies were in progress at the University of Michigan. According to Araya (2007), the primary purpose of the studies was to identify styles of leader behavior that result in increased work-group performance and satisfaction. Two distinct styles of leadership were developed from their studies: job-centered leadership and employee-centered leadership. The main conclusion reached by the University of Michigan studies was that effectiveness of leadership style should not be evaluated solely by productivity measures, but should include other employee centered or related measures, such as satisfaction. (Mekonen , 2017)

2.5. Contemporary Modern Leadership Theories

2.5.1. Transactional leadership

Transactional leadership is hypothesized to occur when there is a simple exchange of one thing for another between the followers and the leader. Burns (1978) argued that transactional leadership occurs "when one person takes the initiative in making contact with others for the purpose of exchange of valued things". In this relationship, the leader and the led exchange needs and services in order to accomplish independent objectives. Transactional leadership

theory, therefore, is founded upon the idea that leader- follower relations were based on negotiation, exchange and contractual dimensions. Transactional Leadership refers to a process where there is an evolution between the leaders and the follower, where the leader is not interested in the follower's concerns or needs (Bass and Riggio, 2006). These leaders have certain skills and expect respect when leading in the organization.

Bass, B. M., & Bass, R. (2008) defined the transactional leader as one who emphasized the transaction among leaders, colleagues, and followers. Bass and Riggio (2006) further stated this exchange is based on the leader discussing with others what is required and specifying the conditions and rewards these others will receive if they fulfill those requirements. (Riaz, Haider, 2010) recognized that transactions are at the heart of the interchange between leaders and followers. These interchanges focused on the interests of the people involved, only. The rewards offered would often satisfy only the people engaged in the interchange. Therefore, transactional leadership satisfied, generally, only the followers' lower level or extrinsic needs (James and Collins, 2008).

Generally, transactional leadership behavior occurs when the leader's rewards or disciplines/punish the followers depending on the adequacy of the follower's performance. That is, transactional leadership depends on contingent reinforcement, either the positive (constructive) contingent reward or the negative (corrective) forms of management-by exception (i.e., active management by exception or passive management-by- exception).

2.5.2. Transformational leadership

Transformational leadership is hypothesized to occur when the leader motivates others to achieve more than originally planned or intended; they create a supportive organizational climate where individual needs and differences are acknowledged and respected. The building of trust and respect motivates followers to work for the accomplishment of shared goals (Nazim, F., & Mahmood, A., 2016). Thus, transformational leaders motivate followers to focus on the common good, through commitment to the mission and vision of the organization. Transformational leaders behave in different ways to achieve superior results through display of four unique types of behaviors. Transformational leadership is relied on three assumptions. People will follow a person who inspires them, a person with vision and

passion can achieve great things and the way to get things done is by injecting enthusiasm and energy (Money, 2017).

According to Money (2017), the sort of power a transformational leader possesses leads to the ability to inspire organizational members' commitment. Presumably, teachers working under transformational leaders may be more committed than those working under poor leadership may. Moindi, et.al. (2016) found that a school head who cultivates a clear vision and communicates that vision to teachers, students and the community, promotes the confidence and commitment of subordinates. Transformational leader behavior constitutes four main components of leader behavior commonly called the "4I's": idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. These transformational leadership behavior components are described below as summarized from (Bass and Riggio, 2006, and Yukl, 2013).

2.5.2.1. Idealized influence

Transformational leaders behave in ways that allow them to serve as a role model for their followers and thus, these leaders are admired, respected, and trusted. To this effect, they build trust and respect in followers and provides basis for accepting radical and fundamental changes in the ways individuals and the organizations do their job. Leaders display conviction; emphasize trust; take stands on difficult issues; present their most important values; and emphasize the importance of purpose, commitment, and the ethical consequences of decision. Such leaders are admired as role models; they generate pride, loyalty, confidence, and alignment around a shared purpose (Nadarasa, T., & Thuraisingam, R. 2014)

2.5.2.2. Inspirational motivation

Transformational leaders behave in a way that motivate and inspire followers by providing meaning and challenge to followers. To this effect, transformational leaders energize people by projecting an attractive and optimistic future, emphasizing an ambitious goal, and creating idealized vision for the organization and communicating that vision is attainable. That is, transformational leaders articulate an appealing vision of the future, challenge followers with

high standards, talk optimistically and with enthusiasm, and provide encouragement and meaning for what needs to be done (Bass & Riggio, 2006).

2.5.2.3. Intellectual stimulation

It is the behavior that increases follower's awareness of problems and influences followers to view problems from new perspective. Transformational leaders stimulate followers to be innovative and creative by questioning old assumptions, traditions and beliefs; reframing problems; and approaching old situations in new ways Yukl (2013). According to the researcher, this will also encourage creativity of staff and problem solving skills.

2.5.2.4. Individualized Consideration

Leaders deal with others as individuals; consider their individual needs, abilities and aspirations; listen attentively; further their development; advise; and coach. It includes providing support, encouragement and coaching to followers. Individual differences in terms of needs and desired are recognized; and leader's behavior demonstrates acceptance of individual differences (Riggio, 2006).

2.6. Nature and Concept of Commitment in Educational Organizations

Commitment is a concept that has attracted a great deal of attention from scholars from multiple disciplines including industrial psychology, sociology, and organizational management. Commitment comes in different forms and has different views in terms of commitment to the organization, top management, supervisors or the work group (Ibrahim, et al. 2013). Different forms of commitment have been found to be important predictors of behaviors such as performance, organizational citizenship behavior, turnover, and absenteeism Cohen (2007).

Cohen (2007) defined commitment as the tantamount to tendency toward continuance activity based on person's diagnosis about cost that is related to organization abandonment. In other words, organizational commitment has been described as the degree of an individual's identification with, and devotion to a specific organization, including: value commitment: the strong belief in, and the acceptance of the organizational objectives and values; effort

commitment: the willingness to dedicate greater effort to benefit the organization; retention commitment: the willingness to remain as a member of an organization (Lambert et al., 2006).

In addition, the benefits of employee's organizational commitment have been well documented in the existing management literature. Committed employees are more likely to develop patterns of punctuality or to be chronically present at work. Employees that are committed to are also less likely to leave the organization to explore other opportunities. Organizational commitment has also been shown to positively affect motivation, organizational citizenship, and job performance (Meyer *et al.*, 2002).

Teacher commitment is regarded as a key concern in educational systems across the globe, because of its influence on student outcomes and general school effectiveness (Park, 2005). There are several conceptualizations in the literature. Some researchers such as Meyer and Allen (1997) have advanced a theory of commitment along organizational lines and they have suggested three types of commitment, namely, affect, normative and continuance. Marshal (2014) posited three types of teacher commitment, commitment to teaching, commitment to students, and commitment to organization. Marshal (2014) argued for three dimensions of commitment, including commitment to teaching, commitment to students, and commitment to organization. From the brief discourse, thus far it is reasonable to suggest that commitment is a multi-dimensional construct and as such, as noted by Ibrahim, Ghavifekr, Ling, Siraj and Azeez (2013) teachers may vary in their commitment to the school as an organization, the students, or teaching as a profession.

2.6.1. Affective commitment

Refers to, employee's emotional attachment, identification with and involvement in the organization. Employees with a strong affective commitment stay with the organization because they want to. The processes leading to the development of affective commitment are taken from exchange principles. An organization typically provides rewards or punishments at its disposal in return for the contributions its employees make or fail to make, and the employees commit themselves to the organization in return for the rewards received or the punishments avoided (Meyer and Allen, 1997).

Similarly, affective commitment is also attitudinal based and in this situation the employee sees him/herself as a part of the organization. Individuals with high levels of affective commitment continue employment because they want to. Therefore, it is very important for the organizations to have employees feeling affective commitment since strong affective commitment means employees willing to stay in the organization and accepting its objectives and values Meyer and Allen (1991).

2.6.2. Continuance commitment

Refers to employee's point of view of whether the costs of leaving the organization are greater than of the costs of staying. In continuance commitment, the employees consider the disadvantages of leaving the organization and avoid quitting. Employees who perceive that the costs of leaving the organization are greater than the costs of staying remain because they need to. Anything that increases the cost associated with leaving the organization can lead to the development of continuance commitment Meyer and Allen (1997). Self-investment is the amount of valuable resources such as effort, time, and energy that an employee has spent in the organization for its well-being (Ogochi, G. 2014).

Increased effort and energy by employees will increase their continuance commitment, because leaving the organization will result in the loss of the valuable resources spent for the organization. The lack of transferability of job skills and knowledge will also increase the costs of leaving the organization, because it makes it difficult for employees to find alternative jobs that fit. If employees move to another organization, it may disrupt the social relationships they have and increase the psychological "cost of making new friends and learning to get along with new working associates" (Bass & Riggio, 2006). According to Ogochi, G. (2014) the lack of external job opportunities increases the costs associated with leaving the organization. Therefore, the fewer available alternative jobs in the environment, the greater will be the employees' continuance commitment to their current employer.

2.6.3. Normative commitment

Refers to, employee's feelings of obligation to the organization. Employees with high levels of normative commitment stay with the organization because they feel they ought to. Based on

their work, Meyer and Allen (1991) suggested that two mechanisms - socialization and exchange- play a key role in the development of normative commitment. When it comes to one's commitment to their place of employment, they often feel like they have a moral obligation to the organization Meyer (2002).

The second mechanism that is operative in the development of normative commitment is the principle of exchange, or what is called a norm of reciprocity According to this principle, normative commitment develops through the receipt of rewards from the organization that instill a sense of moral obligation to reciprocate with commitment. Camilleri (2006) shows that if the employee finds the organization to be supportive, a higher level of organizational commitment will result and the direct effort to induce commitment can produce long-term benefits for the organization.

Most previous research has suggested that organizational commitment is more strongly related to turnover, organizational citizenship behaviors and reduced absenteeism than is job satisfaction (Watson and Hatton, 2002). It is an employee's intention to quit is inversely related to the organizational commitment, this will result to lower levels of turnover when there is higher level of organizational commitments and high commitment facilitates loyalty so as stable workforce can be sustained despite external environment changes. Liu et al (2007) claimed that individuals who are motivated would be more committed to their tasks and, hence, perform better.

Organizations benefit from a committed workforce because committed employees tend to be absent less often, to make positive contributions and to stay with the organization (Bishop and Scott, 2000). According to Meyer and Allen (1997), a committed employee is the one who stays with the organization through thick and thin, attends work regularly, puts in a full day (and maybe more), protects company's assets, shares company goals and others. Thus, having a committed workforce would be an added advantage to an organization. Additionally, Bishop and Scott (2000) believe that commitment to an organization also relates to the profit from participating, and the cost of leaving the organization, such as loss of prestige and stability of a working environment.

2.7. Dimensions of Teachers' Commitment

The term commitment can be used in variety of ways to describe a number of teacher behaviors and attitudes, beyond the dimensions noted by Meyer and Allen (1991). However, since teacher work is not limited to the classroom, the concept of commitment needs to be also considered in a broader context. Like organizational commitment, Teacher commitment is also multidimensional. Many dimensions of teacher commitment have been suggested, ranging from commitment to the students, school and the profession itself. An understanding of broadly based dimensions of commitment is crucial, as teachers will most likely behave differently according to those aspects of the profession and organization to which they are committed (Camilleri 2006).

2.7.1. Teachers' commitment to school

Organizational commitment is a bond of the individual to his or her organization (Camilleri 2006). Cheng (2002) also regard teacher commitment as referring to the values and goals of the school organization. Commitment, therefore, occurs when the teachers identify strongly with one or many aspects of a particular context or organization. The teacher may be committed to a particular organization's philosophy, clientele, goals, values or even its reputation teachers who are committed to the goals of the school are more likely to work collaboratively, cooperatively and collegially with other teachers in the school and seek ways to promote the school and the teaching profession.

2.7.2. Commitment to students

Commitment to students is one of the identified dimensions of teacher commitment. This dimension sits outside the discussed organizational dimensions as it is focused on the unique relationship between a teacher and their students. The altruistic motivation of working with children and contributing to students' quality of life are often cited as reasons for choosing to join the teaching profession, Teachers who regard students as individuals may be more likely to attempt to individualize learning and assessment (Park, I. 2005). These teachers, who regard students as the central reason to teach, may also be more likely to act outside the role of teacher and support students in mentoring and coaching roles. Another way in which this

commitment can manifest itself is in the organization of work programs that benefit children even if they are at the expense of the teacher's working conditions (Devos, G., Tuytens, M., & Hulpia, H. 2014)

2.7.3. Commitment to career continuance

Another aspect of commitment is concerned with career continuance. In such conceptualization, commitment is the willingness to remain within the profession and relates to Meyer and Allen's (1991) notion of continuance commitment. Marshall, I. (2014) believes that the very nature of teaching entices a certain type of person to remain committed. Teaching involves demanding, stressful and complex work; however, it is these very factors that make the job appealing for those looking for a challenging career. Commitment being conceptualized as career continuance raises a number of complex and disparate findings. James, K. & Collins, J. (2008), suggests that teachers' commitment levels generally tend to diminish over the course of their careers, leading to conservatism and disengagement. Therefore, even though teachers exhibit commitment by remaining within the profession, it is suggested that such commitment should be sustained through effective leadership styles.

2.7.4. Commitment to a professional learning base

Another suggested dimension encompasses commitment to the teacher's ongoing development of professional learning or skills (Day, 2004; Watson & Hatton, 2002). This particular dimension is critical in reframing teachers as knowledge workers in today's knowledge society. It could be argued that this dimension has some link to Meyer and Allen's 'affective commitment' as teachers' are maintaining some type of involvement with the organization. However, professional learning does not merely entail learning that is strategically linked with the organizational goals or directions. For many teachers professional learning is a very individual and personal journey. Day (2004)

Tyree (1996) suggests that this dimension interprets commitment as teachers constantly improving their own "knowledge and expertise. Another perspective draws a strong connection between commitment as on-going learning and the enduring capacity to reflect on professional practice (Day, 2004). Furthermore, Devos, G., Tuytens, M., & Hulpia, H. (2014)

discuss teacher commitment to a particular subject area, where teachers put more effort into lesson preparation, reviewing current curricula and their own professional development within that subject. Teachers who are committed to a professional knowledge base are more likely to belong to professional organizations and attend conferences and workshops (Nazim and Mahmood, 2016).

2.7.5. Commitment to the teaching profession

Commitment can also be viewed as loyalty to teaching as a profession (Nazim and Mahmood, 2016). Such a view refers to the taking on board of values, norms, or roles entailed in teaching. Teachers who are so committed are thought to view teaching to be not just a job Day (2000). They remain loyal to the moral purpose of the profession, even though this commitment may entail significant personal cost. This dimension is difficult to disassociate from others already discussed, for teaching involves the development of a professional knowledge base, meeting students' needs and working within parameters established by schools and educational systems. (James, K. & Collins, and J. 2008),

2.8. Levels of Teachers Commitment

There are different levels of teacher's commitment which are related to the individual's development of the individual's organizational commitment Teachers' level of commitment may move from a low level to a moderate level and continue to develop to a higher level of commitment. The following is a description of the levels of teachers' organizational commitment (Miller, 2003).

2.8.1. Higher level of teachers' commitment

A high level of teachers' commitment is characterized by a strong acceptance of the organization's values and willingness to exert efforts to remain with the organization. Miller (2003) states that high organizational commitment means identifying with one are employing organization. The will to stay, suggests that the behavioral tendencies at this level relate closely with affective dimension of commitment, where individuals stay because they want to.

Omidifar, R. (2013) stated, that teachers who are committed to the goals of the school, work collaboratively and cooperatively with other teachers in the school to seek ways to promote school and teaching profession. It should be noted that commitment level of teachers to their profession, students, and school increases when they achieve something through their efforts. Teachers with high levels of commitment work harder, emotionally attach themselves to their schools, and make more effort to carry out the goals of teaching. Similarly, teachers with high level of commitment will be more loyal to schools where they work and will contribute students' achievement effectively.

2.8.2. Moderate level of teachers' commitment

The moderate level of teacher commitment is characterized by a reasonable acceptance of organizational goals and values as well as the willingness to exert effort to remain in the organization. This level can be viewed as a reasonable or average commitment, which implies partial commitment. The willingness to stay is an attribution of a moral commitment associated with the normative dimension of commitment. The individuals stay in the organization because they should do so (Omidifar, R. 2013).

2.8.3. Lower level of teacher's commitment

The low level of teacher commitment is characterized by a lack of neither acceptance of organizational goals and values nor the willingness to exert effort to remain with the organization/school. The teacher who operates on this level must be disillusioned about the organization; such teachers may stay because he or she needs to stay as associated with the continuance dimension Meyer & Allen (1997). Given an option, they will leave the organization. Commitment is praiseworthy because it facilitates learning. If good working conditions are provided for committed teachers, effectiveness of the educational organization that will lead to positive consequences for the school and students will be enhanced.

Temesgen (2011) points out those teachers with low levels of commitment are less loyal to the organization. Studies demonstrated that low level of teachers' commitment reduces students' achievement. Where teachers are de-motivated or have low job commitment, this will have higher teacher attrition rates, which, in turn, will have a direct negative impact on the quality

of education - higher attrition rates negatively affect the quality of education (Chang et al., 2010).

2.9. Factors affecting teachers' commitment

Many factors affect teachers' commitment either positively or negatively. Some of the factors include leadership style, school culture, work environment, job related factors, employment opportunities, personal characteristics and positive relationships.

2.9.1. School leadership

School leadership is a major factor that influences teacher's commitment levels. There exist a number of views within the literature as to the level of influence a school leader has over teachers' commitment. One view takes the position that a principal's leadership style has a strong and consistent effect on teachers' willingness to participate. (Temesgen Teshome, 2011) In contrast, a recent Canadian study found that school leaders have limited influence in teachers' commitment and the extent which they have any influence is largely determined by the perceived alignment of leaders' values framework with that of the teachers. (Dubrin, 2016).

2.9.2. School culture and work environment

School culture plays a significant role in teacher commitment. Schools are social organization that has embedded cultures that influence the behavior of the various participants, particularly the teachers that work within them. Schools cultures that create environments where teachers have greater autonomy on the job are assumed to promote commitment Watson and Hatton (2002). By contrast, school cultures that construct environments of uncertainty, stress, and high expectations contribute to a decrease in levels of commitment (Yukl, G. A. 2010).). As such, school culture is considered as an influential associated factor of commitment.

2.9.3. Job-related factors

Organizational commitment is an important job-related outcome at the individual level, which may have an impact on other job-related outcomes such as turnover, absenteeism, job effort,

job role and performance or vice versa. The job role that is ambiguous may lead to lack of commitment to the organization and promotional opportunities can enhance or diminish organizational commitment (Yukl, G. A., 2010).

Other job factors that could have an impact on commitment are the level of responsibility and autonomy. (Yukl, G. A. 2010) state that "the higher the level of responsibility and autonomy connected with a given job, the lesser repetitive and more interesting it is, and the higher the level of commitment expressed by the person who fill it". Job satisfaction is said to have direct impact on teachers' commitment even though it is not a strong predictor. It reflects that when the level of job satisfaction increases, the level of teachers' organizational commitment also increases slightly. Therefore, this factor should be increased to improve teachers' commitment towards the school since high level of job satisfaction will influence teachers' commitment.

2.9.4. Employment opportunities

The existence of employment opportunities can affect teachers' organizational commitment. Individuals who have a strong perception that they stand a chance of finding another job may become less committed to the organization as they ponder on such desirable alternatives. Where there is lack of other employment opportunities, there is a tendency of high level of organizational commitment. As a result, membership in the organization is based on continuance commitment, where teachers are continuously calculating the risks of remaining and leaving the school (Temesgen, 2011).

2.9.5. Personal Characteristics

Teachers' Organizational commitment can also be affected by the teachers' personal characteristics such as age, years of service and gender Meyer & Allen (1997). Yukl (2013) state that "older employees, those with tenure or seniority and those who are satisfied with their own levels of work performance, tend to report higher levels of organizational commitment than others". This implies that older people are seen to be more committed to the organization than other age groups. Another personal characteristic that may affect organizational commitment is associated with gender Meyer & Allen (1997). However, it is

argued that gender differences in commitment are due to different work characteristics and experiences that are linked to gender (Yukl, G. A.2010).

2.9.6. Positive relationships

The organization as a workplace environment is built up of working relationships; one of which is the supervisory relationship. The supervisory relationship can affect organizational commitment of teachers either positively or negatively. A positive supervisory relationship depends on how work-related practices such as performance management are being implemented in the organization. When individuals find the supervisory relationship to be fair in its practices, they tend to be more committed to the organization/school. Other work relationships, such as teams or groups, which exist in the workplace, can affect organizational commitment. Organizational members can demonstrate commitment when they are able to find value through work relationships (Yukl, G. A., 2010). In essence, when work relationships reflect mutual respect to individuals, they are able to commit themselves to the organization.

2.10. Principal Leadership Roles to Enhance Teachers' Commitment

Leadership in secondary schools plays an important role to direct teachers' efforts to achieve school goals and objectives. This is realized when the school head influence teachers' working behavior. According to Ogochi (2014), secondary school goals and objectives can hardly be achieved if head of schools do not provide effective leadership. In this way, the quality of leadership plays an important role in the success or failure of the school. Effective school leaders give importance to personal development and intrinsic motivation of the followers (Nazim and Mahmood, 2016). In the process, they stress on alignment of needs and aspirations of the followers along with desired outcomes for the betterment of the school. Effective school leaders foster teachers' commitment towards the school and give them inspiration to enhance their performance (Omidifar, 2013).

Nyamubi (2018) argues that leadership qualities and practices; administration support and teachers' involvement in deciding on school issues contributes to enhancing teacher's commitment. Complementing the above argument, Githiari (2017) states that school head's

practices that aim at identifying new opportunities for school development through stakeholders, especially teachers who are the primary implementers of teaching and learning activities among learners, foster teachers' commitment.

It was found that if teachers were supported by their school administration in terms of how to effectively perform their duties, they would be more devoted to working hard to realise school objectives (Nyamubi, 2018). Similar to this, Money (2017) links decision-making with professionalism by affirming that teachers need to be involved in any plan to strengthen teaching as a profession, through making decisions that affect the conduct of their professional practices. Thus, a shared and informed consent to educational decisions at school level would guarantee that teachers would abide by such decisions.

Ogochi (2014) propounded that employee work well when they are properly briefed on what was expected from them. (Gorchani, et al. 2017). According to Nyamubi (2017a), such teacher involvement contributes to their belief that they are able to shape the context for the school's growth and meet their own needs. According to Nyamubi (2017) posed that to raise teachers' commitment the heads of schools should improve teachers' willingness to work for their schools

2.11. Conceptual Framework

The research framework of this study shown in the below Figure presents a summary diagram of the proposed causal model for the prediction of organizational commitment from the concept of leadership styles. The model examines the relationship between the different leadership styles (i.e. democratic, autocratic and laissez-faire) and the components of organizational commitment (affective, continuance and normative).

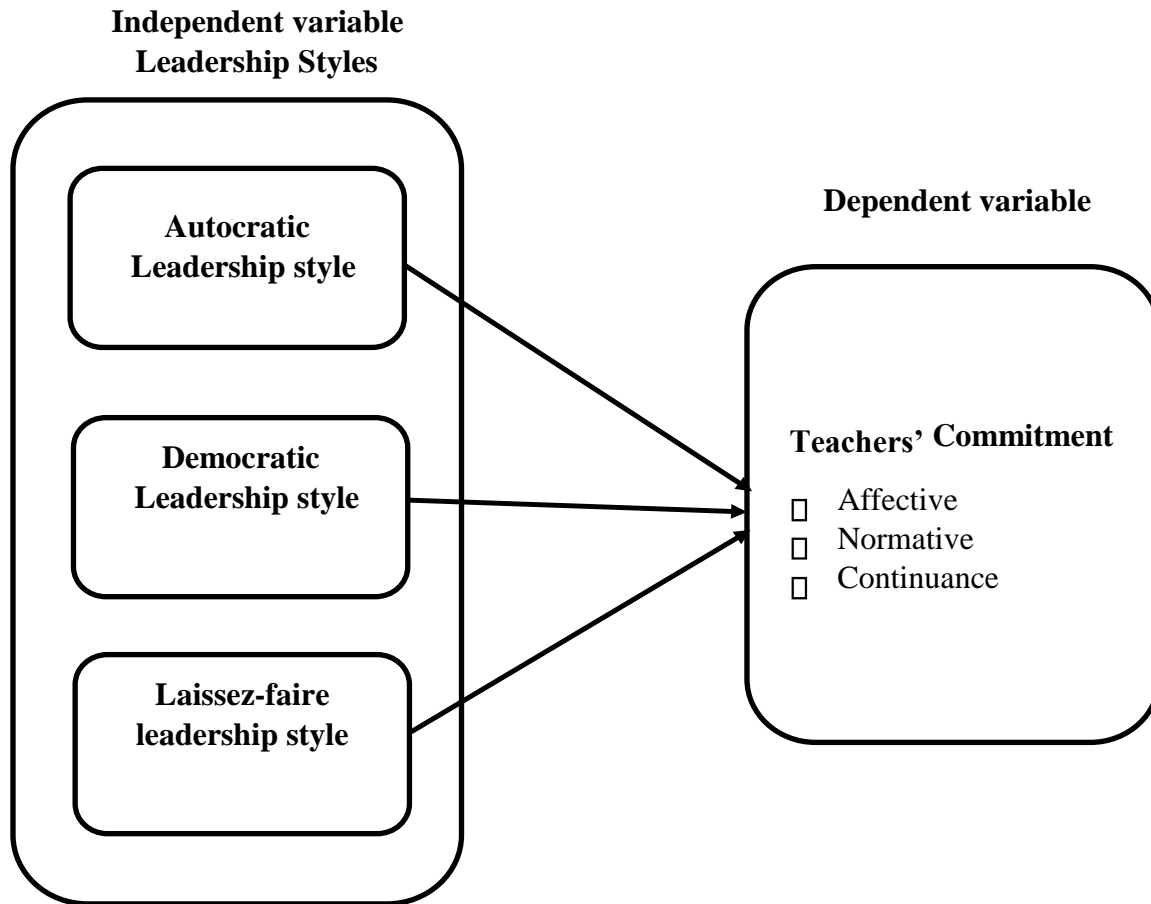


Figure 1: Conceptual framework

Source: Own source

Figure 1 showed the contributions of all the independent variables and dependent variables. In the study, the research still determines the effectiveness of the leadership on organization commitment. The independent variables are represented by the three leadership which are consists of democratic, autocratic and laissez-faire and the dependent variable is organizational commitment, and it will determine the contributions of all the independent variables toward the dependent variable.

3. RESEARCH DESIGN AND METHODOLOGY

In this chapter, the research design is presented. This is followed by focusing on source of data, sample and sampling techniques, data collection instruments, measures, and methods of data analysis.

3.1. Description of the Study Area

The Somali regional state is the eastern and southern part of the country. It is one of the largest regions in Ethiopia and second largest after Oromia region and covers a total area of 350,000KM², it borders with Djibouti to the north, Somalia to the east and northeast, and Kenya to the south. To the west, it borders with Oromia Region, to the north-west Afar Region. The region has 11 administrative zones namely Fafan, Sitti, Nogob, Erer, Dawa, Jarar, Korahe, Dollo, Shabelle, Afder and Liban consisting of 93 districts and 6-city administration). Fafan zone is one of the zones of the Somali region and constitutes eight woredas one city administration including Jijiga woreda, which is the capital city of the region, Jijiga City Administration, Kebribayah, Harshin, Tulli Guled, Gursum, Babile, Goljano and Awbarre. Based on the 2014 Census conducted by the Central Statistical Agency of Ethiopia (CSA), this Zone has a total population of 1,190,794 of whom 616,810 are men and 541,479 women.

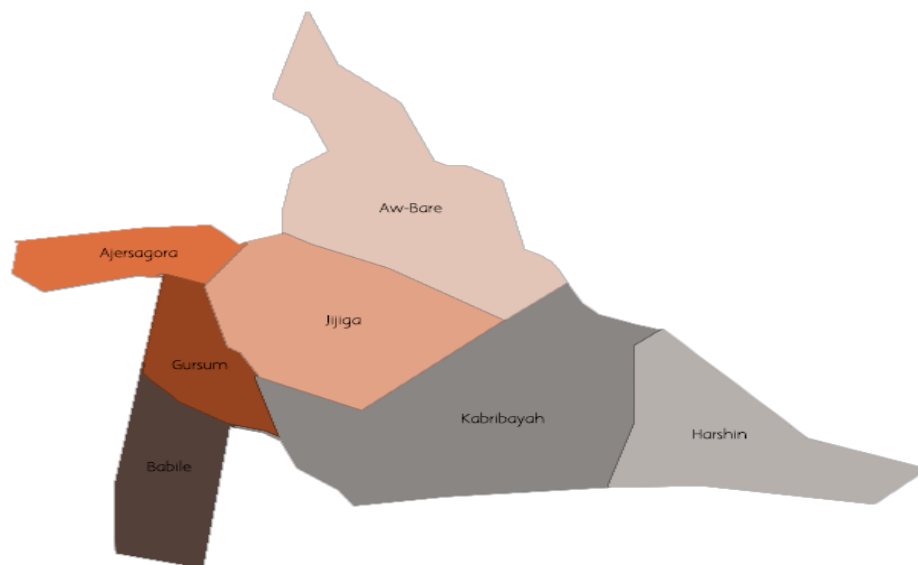


Figure 2: Map of the study area

Education is the backbone and base for any meaningful development in any country whether developed or developing. Education coverage is estimated to be 47% of total population. Though the region is still far from the desired level, nonetheless, there are gradual significant positive changes in the education sector of the region and Fafan zone. There are 605 teachers, 25 main principals, 29 vice-principals and 25 government secondary schools in Fafan zone (REB, 2020).

3.2. Research Design

The study employed both Descriptive and correlation Survey design. A descriptive survey design intends to describe the nature the existing conditions. Best and Kahn (2003) have argued that descriptive design is concerned with conditions that exist and opinions that are held. Hence, this method is preferred because it enables the researcher to collect data on the current situation of main principal's leadership styles and teacher's commitment.

The study employed also correlation and regression analysis also to measure the relationship between principal leadership style and teacher's commitment by incorporating both quantitative and qualitative approaches with more emphasis on quantitative as the leading method through close-ended questions. Quantitative approach was emphasized because analyzing the principals' leadership styles and teachers' commitment of secondary schools could better be understood by collecting large quantitative data, in a formal, structured and rigid manner. Furthermore, the qualitative approach was incorporated in the study with information gained from interview and through open-ended questions and hence, it helps to validate and substantiate the quantitative data.

3.3. Sources of Data

In this study both primary and secondary sources of data were employed to get valid and reliable information about principals' leadership styles and their contribution in secondary schools in Fafan Zone.

3.3.1. Primary sources data

The primary data was collected from principals, vice principals, teachers, PTA members, student representatives, unit leaders, and female girl's forum members who will be selected from the sample secondary schools in Fafan Zone.

3.3.2. Secondary sources data

The secondary sources of data was used to strengthen the primary sources, which is obtained from written minutes that show what principal leadership decision made and discussed documents, annual reports and guidelines available in schools and reports of Regional Education Bureau.

3.4. Population, Sample size and Sampling Techniques

Among 25 secondary schools in Fafan Zone, eight schools were selected which accounts 32 % of the schools. Principals, unit leaders, teachers, PSTA representative, student council representative and girl's forum representative of these schools were respondents of the study. Because principals are the chief executives of the schools (organization); and understand the leadership styles that they employ in the schools, so that they can give sufficient information for the researcher. Similarly, teachers, unit leaders and different school committees have different perceptions regarding the principals' leadership styles and know how the school was managed. As a result, the research focused on 8 out of 25 schools, which were selected by using purposive sampling technique. All 20 principals from the sample schools were selected by using available sampling technique, and 190 teachers out of 361 teachers were selected from the sample schools and 12 unit leaders out of 40, which account 30 % by using simple random sampling technique because this technique could give them equal chance of being a sample.

One chairperson was selected for respondents from each group of, student council, girl's forum and PSTA in the sample schools by using available sampling. In general, 24 respondents out of

24 (100 %) were selected from student council representative, girl's forum and PSTA of sample schools. To determine the size of sample Yamane (1968) provided a simplified formula to calculate sample size.

$$N = \frac{437}{1 + 437 * (0.05)^2} = 209$$

Where n is the sample size, N is the population size and e is the level of precision. A 95 % 'confidence level and e = 0.05 are usually assumed. In general, 246 respondents were included in the study. Table 1 below illustrates total population and sample size.

Table 1: Sampling Size and Technique

N O	Name of the schools	Teachers			Principals			Unit leaders			PTSA chair-person			Student council Rep.			Girls' forum		
		P	S	%	P	S	%	P	S	%	P	S	%	P	S	%	P	S	%
1	Jijiga secondary and preparatory school	115	58	45	4	4	100	5	3	60	1	1		1	1	100	1	1	100
2	Sh.Abdisalan secondary and preparatory school	117	61	45	4	4	100	5	3	60	1	1		1	1	100	1	1	100
3	Hadow secondary school	20	10	50	2	2	100	5	1	20	1	1		1	1	100	1	1	100
4	Dhadhamane secondary school	26	14	46	2	2	100	5	1	20	1	1		1	1	100	1	1	100
5	Suldan Abdi bade second. & prep. School	28	17	54	2	2	100	5	1	20	1	1		1	1	100	1	1	100
6	Gursum secondary & preparatory school	20	10	50	2	2	100	5	1	20	1	1		1	1	100	1	1	100
7	Tulli Guled secondary school	20	10	50	2	2	100	5	1	20	1	1		1	1	100	1	1	100
8	Fafan secondary School	15	10	67	2	2	100	5	1	20	1	1		1	1	100	1	1	100
Total		361	190	53	20	20	100	40	12	36	8	8	100	8	8	100	8	8	100
Sampling techniques		Simple random sampling			Available sampling			Simple random sampling			Simple random sampling			Available sampling			Available sampling		

Key: P- Population, S- Sample

3.5. Data Collection Instruments

To obtain the data, which answers the stated research questions and achieve the objective of the study, questionnaires and interview was used by the researcher as an instrument of data collection. So, using different types of instruments, the researcher was get reliable and suitable data to minimize error.

3.5.1. Questionnaire

Structured questionnaire was used to collect data from 190 teachers from 361 sample population and 12 unit leaders from 40 unit leaders. The structured questionnaire is chosen, because they ensure the confidentiality of responses and save time. In addition, the closed-ended questions are also necessary to cover more grounds within a limited timeframe, particularly for those respondents who would have severe time constraints. Similarly, open-ended questions were used in order to provide the respondents with an opportunity to explain their views freely which are not included in the close-ended ones.

3.5.2. Interview Guide

Interview is data collection instrument used through direct and verbal interaction between interviewers and interviewees. The purpose of the interview was to collect more supplementary opinions about principals' leadership styles, and teacher's commitment; and to obtain detailed data about specific themes. Semi-structured interview was used to allow principals, student representatives, girls' forum and PTSA members to share, highlight and explain their viewpoints, while allowing the researcher to seek clarifications from the participants. In general, 20 principals, 24 representatives of student council, girls' forum and PTSA were interviewed.

3.6. Data collection Procedure

First, relevant literatures were reviewed in order to get information on what to be made in relation to the issue under investigation followed by preparing data gathering tools. To measure the reliability of the questionnaire, pilot test was conducted using adequate number

of non-sample respondents, the Cronbach alpha was calculated, and advisers and colleagues for content validity reviewed the questionnaire. Based on their comment modifications were made. Then, the questionnaire was administered to samples. The distributed questionnaire was collected edited, coded, and filled in SPSS 20 software. Parallel with questionnaire administration, interviews with principals, representatives of student council, girls' forum and PTSA members were conducted and administered by the researcher.

3.7. Methods of Data Analysis

The quantitative data collected through questionnaire was tabulated and analyzed through descriptive statistics such as frequency counts, percentage, mean and standard deviation, to obtain the views of teachers and unit leaders towards principal leadership styles, teachers commitment levels and how principals can enhance teachers' commitment at a known and quantifiable degree of confidence.

Quantitative methods help to answer questions such as whom, how much, and how many by using statistical analysis, which provide precise estimates for study variables. Inferential statistics like Pearson correlation test and logistic regression was used to, measure the extent principal leadership styles contribute on enhancing teacher's commitment. The data obtained through interview and open-ended questionnaire was analyzed by using narration to strengthen the quantitative data. More specifically, the major ideas were categorized in to themes and analyzed accordingly.

3.8. Ethical Consideration

Attempts were made to make the research process professional and ethical. The respondents were informed clearly about the purpose of the study that it is for academic purpose. In this study particular consideration was given to ethical principles that were developed by different researchers particularly regarding informed consent, developing confidentiality and other related issues; for example, seeking and getting willingness of the research participants for collecting the data from them. Thus, as much as possible effort was made by considering ethical issues in conducting this research.

4. RESULTS AND DISCUSSION

This chapter deals with the characteristics of sample population, analysis, and interpretation, of data collected through questionnaire from two groups of respondents and the information obtained through interview. The necessary data for assessment was obtained from 202 teachers and Unit leaders, 20 principals and Vice principals and 24 representatives of student council, girls' forum and PTSA were interviewed. A questionnaire was designed, consisting of 5 sections: 1) Demographic Characteristics of respondents 2) leadership styles 3) Teacher's commitment 4) Factors that influence principal leadership styles and 5) How principal Leadership Styles can enhance teacher's commitment. Leadership style was measured using a questionnaire based on the Multi-Factor Leadership Questionnaire (MLQ 5X) (Bass and Avolion, 1990). A response to each statement was made on Five-point Likert-type scale ranging from strongly disagree (1) to strongly agree (5).

Based on the type of data collected, the following statistical tools were employed to analyze the data gathered. Frequency and percentage were used to analyze the general characteristics of the respondents such as sex, age; educational specialization and work experience were analyzed. In addition, mean and standard deviation value which were computed by SPSS (version 20.0). This method simply compares the mean values of each item with the expected mean. Hence, the presentation and interpretation of the characteristics are presented in tables as follows:

4.1. Demographic Characteristics of Respondents

Table 2: Demographic Characteristics of Respondents

Variable	Category	Frequency	Percentage %
Sex of the Respondent	Male	144	71.3
	Female	58	28.7
Age of the Respondent	25 and Below	30	14.9
	26-35	84	41.6
	36-45	80	39.6
	46 and above	8	4.0
Educational Level of the Respondent	Bachelor Degree	190	94.1
	Master's Degree	12	5.9
Years of Experience	5 Years and Below	32	15.8
	6-10 Years	65	32.2
	11-15 Years	75	37.1
	16-20 Years	22	10.9
	21 and Above	8	4.0

The results show that majority of respondents were male teachers (71.3 %) while 28.7 % were female respondents. Majority of the Respondents (41.6 %) were under the age group of 26 – 35 years, while 39.6 %, 14.19 % and 4 % were under the age group of 36-45 Years, 25 and below and 46 and above consecutively. It therefore means that Secondary schools are handled by fairly young teachers and fair representation of different age groups. Most of the respondents are

Bachelor's degree (94.1 %) and those with Master's Degree were (5.9%). So the result indicated that there is very few number of teachers who hold a master's degree in selected sampled high school, so teachers must improve their qualification in relation to high school teacher's qualification framework (table 1).

The finding indicated that respondents had worked for a fairly short period with 37.1 % having done between 11 – 15 years; 32.2 % have served 6-10 years, 15.8 % have served between below 5 Years, 10.9 % have been working 16-20 years and 4.0 % served 21 years and above. Therefore, the result indicated that more than 70% of teachers had well experienced in teaching (Table 1).

4.2. Descriptive analysis of Principal Leadership Styles practiced by School Principals

The research identified principal Leadership styles practiced in secondary schools of Fafan Zone. 15 Items were used carefully in order to identify whether the principals act autocratically, democratically or laissez –fair. Therefore, the first five items are the characteristics of autocratic leaders, the second five items are the democratic leaders; and the remaining five items are the characteristics of laissez – fair leaders.

Table 3: Descriptive Frequency analysis of Autocratic Leadership Style

Autocratic Leadership Style	Category	Frequency	Percentage
Principals consider highly the accomplishment of tasks by the staff	Strongly Disagree	36	17.8
	Disagree	49	24.3
	Agree	17	8.4
	Strongly agree	100	49.5
Principals closely supervise teachers and give directions and orders	Strongly Disagree	54	26.7
	Disagree	14	6.9
	Undecided	6	3.0
	Agree	62	30.7
	Strongly agree	66	32.7
Principals alone make decisions regarding school management	Strongly Disagree	65	32.2
	Disagree	71	35.1
	Agree	51	25.2
	Strongly agree	15	7.4
Principals rely much on Reward and punishment make decisions regarding school management	Strongly Disagree	68	33.7
	Disagree	44	21.8
	Agree	49	24.3
	Strongly agree	41	20.3
principals practice Top bottom decision making approach	Strongly Disagree	59	29.2
	Disagree	77	38.1
	Agree	40	19.8
	Strongly agree	26	12.9

Items in Table 3 were used to identify the practice of the principals in relation to Autocratic Leadership Style. The respondents were asked whether principals in their school consider highly the accomplishment of tasks by the staff and the analysis of the Frequency and

percentage results depict that 49.5 % and 8.4 % of the respondents strongly agreed and agreed respectively, while 17.8 and 24.3 % strongly disagreed and Disagreed Respectively. The result indicated that 57.9% of the respondents perceive their principals as task oriented which is the characteristic of Autocratic Leadership. Therefore, the result is supported by the literature (Yukl, 2010 and Yukl, 2013) on the characteristics of autocratic leaders.

Regarding whether principals closely supervise teachers and give feedbacks and direction, the respondents rated (SA= 32.7 %, Agree= 30.7, Undecided= 3.0, Disagree= 6.9 % and Strongly Disagree= 26.7%). The result indicated that 33.6% of the teachers did not agree the support and supervision of the school principal in the high school; this is also one of characteristics of autocratic leaders. Therefore, the school principal must do additional works to create close supervision with their workers in order to improve their staff efficiency and effectiveness.

The item “principals alone make decision regarding school management” was rated by the respondents as (SA= 7.4 %, Agree= 25.2, Disagree= 35.1 % and Strongly Disagree= 32.2 %). This shows more than half (67.3%) of the respondents believe that their principals rely on group decision making rather than Top bottom decision-making approach.

Finally, the respondents rated (SA= 20.3%, Agree= 24.3% Disagree= 21.8% and Strongly Disagree= 33.7%) that principals rely much more on punishment and reward. More than half (55.5 %) of respondents don't agree that principals rely much more on punishment and reward. The result is in contrast with the characteristics of autocratic leader, so the principals in school are not autocratic leader, the finding supported by the literature Dubrin, 2007.

Table 4: Descriptive analysis of Democratic Leadership styles practiced by Principals

Variables	Category	Frequency	Percentage
Principals participate teachers and other staff in decision making process and take vote before making a decision	Strongly	12	5.9
	Disagree	6	3.0
	Disagree	75	37.1
	Agree		
	Strongly agree	109	54.0
Principals encourage open communication, initiative and cooperation and team work among the staff	Strongly	9	4.5
	Disagree	34	16.8
	Disagree	63	31.2
	Agree		
	Strongly agree	96	47.5
	Strongly	12	5.9
	Disagree	9	4.5
	Disagree	4	2.0
	Agree	177	87.6
	Strongly agree		
Principals consult teachers and provide advice in implementing their tasks	Strongly	48	23.8
	Disagree	39	19.3
	Disagree	5	2.5
	Undecided	30	14.9
	Agree	80	39.6
	Strongly agree		
Principals create and maintain work environment where teachers feel wanted and express their ideas and collaboratively work together	Strongly	41	20.3
	Disagree	33	16.3
	Disagree	5	2.5
	Undecided	46	22.8
	Agree	77	38.1
	Strongly agree		

Table 4 clearly shows that principals in the secondary schools in Fafan Zone practice democratic leadership style. Regarding principals' willingness to participate teachers in decision making (SA=54 %, A= 37.1 %, DA=3.0 % and SD=5.9 %), the result indicated that high number of respondents (91.1%) agreed on the principal in school follow democratic leadership style the result supported by the literature in the characteristics of democratic leader (democratic leaders involving workers in the decision making process) (Bushra, F., Ahmad, U., & Naveed, A. 2011).

Principals encourage open communication, initiative and teamwork (SA=47.5 %, A= 31.2, DA= 16.8 % and SD=4.5. % %), the finding indicated that high percentage of respondents (78.7%) agreed on the leaders in school encourage communication and team work; this is the characteristics of democratic leader stated in literature (Cherry, 2017)

Regarding to the statement the school Principals consult teachers (SA=87.6 %, A= 2.0 %, DA=4.5 % and SD=1.0 %). 89. 6 % of participants responded that the principals in the school consult teachers in the decision-making process. Principals act friendly and understand teacher problems and needs (SA=39.6%, A= 14.9, UD=2.5, DA, 19.3 and SD=23.8%). On this statement 54.5% of sampled respondents responded that the principals act friendly and support their organization workers this is also one of the characteristics of democratic leaders (Kane and Patapan, 2010).

Respondents opinion on the question principals create and Maintain Positive Work environment (SA= 38.1%, A= 22.8 %, UD=2.5, DA, 16.3 and SD=20.3%). Majority of participants (60.9%) of them agreed on the school principal work to create and maintain positive work environment in school. Based on the finding it can be concluded that the school principal shows the characteristics of democratic leadership style. (Table 4). From the above descriptive analysis in table 3, the researcher concluded that principals in Fafan Zone Secondary Schools practice democratic leadership styles but additional work is essential in order to fulfill the criteria and characteristics of democratic leader.

Table 5: Descriptive analysis of laissez-faire Leadership styles practiced by Principals

Laissez-faire Leadership Style	Category	Frequency	Percentage
Principals provide teachers full freedom to act as they think best in academic affairs	Strongly Disagree	72	35.6
	Disagree	36	17.8
	Strongly agree	94	46.5
Principals give teachers full autonomy in making decisions pertaining school activities	Strongly Disagree	69	34.2
	Disagree	49	24.3
	Agree	32	15.8
	Strongly agree	52	25.7

Principals allow teachers to plan and organize their work without interference.	Strongly Disagree	97	48.0
	Disagree	28	13.9
	Agree	34	16.8
	Strongly agree	43	21.3
There is free delegation of responsibilities and duties to teachers for school affairs in this school	Strongly Disagree	74	36.6
	Disagree	49	24.3
	Agree	27	13.4
	Strongly agree	52	25.7
Principals try to satisfy everyone in the school	Strongly Disagree	107	53.0
	Disagree	28	13.9
	Agree	34	16.8
	Strongly agree	33	16.3

Items in Table 5 were used to identify the practice of the principals in relation to laissez-faire Leadership Style. Regarding the statement Principals provide teachers full freedom to act as they think best in academic affairs (SA=46.5 %, DA=17.8% and SD=35.6 %), the result indicated that little more than half (53.4%) of respondents disagreed on the Principals provide teachers full freedom in academic affairs while the rest agreed on the statement. Therefore, the finding indicated that the principal in the school could not fulfill the characteristics of Laissez-faire Leadership Style, in laissez-faire Leadership Style freedoms are fully determined by group goals and objectives Mullins (2005).

Principals give teachers full autonomy in making decisions pertaining school activities (SA=25.7%, A= 15.8, DA= 24.3 % and SD=34.2%), the result indicated that (58.5%) of respondents disagreed on Principals give teachers full autonomy in the school. so, the finding indicated the leaders in the school lack the characteristics of laissez-faire leadership style (Mullins, 2005).

Regarding to the statement the school, Principals allow teachers to plan and organize their work without interference. (SA=21.3 %, A= 16.8 %, DA=13.9 % and SD=48.0 %). The result indicated 61. 9 % of participants didn't agree on the principals in the school allow teachers to plan and organize their work without interference. However, the result is in contrast with the characteristics of laissez-faire leadership style. (Oyetunyi 2006)

The respondent's opinions on Principals are free delegation of responsibilities and duties to teachers for school affairs in the school (SA=25.7 %, A= 13.4, SD=24.3, DA, and 36.0. On this statement 60.3% of the sampled respondents didn't agree on Principals is free delegation of responsibilities and duties to teachers for school affairs in the school. Therefore, the result indicated the principals did not follow the characteristics of laissez-faire leadership style.

Respondents' opinion on the question Principals try to satisfy everyone in the school (SA= 16.3, A= 16.8 %, SD=13.9, DA, = 53.0). More than half of participants (66.9%) of them disagreed on Principals try to satisfy everyone in the school. (Table 5). Generally, more than half of the sampled participants did not agree on the principals in school practice laissez-faire leadership style (Nsubuga, 2008). The research conducted on January 2014 in Ethiopia, entitled the leadership style and teacher's performances in secondary schools found out that, majority of the principals practiced democratic style of leadership. This according to Nsubuga (2008) was because democratic style of leadership promoted cooperation and hardworking among teachers which consequently enhanced their performance. So that the finding is supported by, other researchers conducted in the area.

Table 6: Mean Score and Standard Deviation of Principal Leadership Styles

Leadership Styles practiced by Principals	N	Mean	Standard deviation
Autocratic Leadership Style	202	0 2.8970	.84576
Democratic Leadership Style	202	0 3.9218	.59886
Laissez-Faire Leadership Style	202	0 2.6505	1.11758

Furthermore, to determine the leadership styles practiced at secondary schools in Fafan Zone, the study analyzed the mean score and standard deviation of principals' leadership styles. Based on the analysis of Table 6, the results indicated that principals practiced more democratic leadership style with a mean value of 3.9218 and SD .59886, Less Autocratic (Mean 2.8970 and Standard deviation .84576) and very less Laissez-Faire with (mean 2.6505 and SD 1.11758). This might indicate that the principal's styles were not purely autocratic and laissez – faire.

This finding is in line with the findings of Saleem, Batool and Khattak (2017) which found that democratic leadership was the dominant leadership style of school principals. Democratic leadership styles were sharing decision-making with employees. This type of leadership style

has a relationship with employees they show teamwork collaboration, creativity and include followers in various aspects of the decision process (Dubrin, 2015).

An analysis of the open-ended questions confirmed also that that Principals in their School practice mostly democratic leadership style followed by laissez-Faire and authoritarian leadership styles. From this it is evident that even though most of the time principals use democratic leadership style, other types of leadership styles are also practiced depending on the situation.

When interviews were conducted to principals on the manner, they involve their teachers in decision making of the schools they all responded by saying that

“Principals organize staff meetings in which teachers participate in decision-making, setting meeting agenda, exchange ideas and views of how to run the schools. This indicated that most of the principals practiced democratic style of leadership. This is because democratic style of leadership promotes unity, cooperation, teamwork and hardworking among teachers, which in turn enhances their Commitment.”

Similarly, key informant participants from students and parents informed that the

“Principals usually consult teachers, students, Parents and other staff by involving them in decision making and encourage communicating openly and freely.” Which are the characteristics of democratic leader?

According to Abwalla (2014) and Ayene (2016) there are various leadership styles such as democratic, Autocratic and laissez-faire that school leaders can exercise in different situations so as to influence their teachers with the ultimate aim of enhancing teacher's commitment. To sum up the critical analysis of data indicated in tables 2, 3, 4 and the above paragraph the researcher generalizes that the leadership styles of principals were more democratic (91.6%), less laissez-faire (66.9%) and very less Autocratic (30%). In General, school principals are therefore assessed teachers and Unit leaders based on application of these leadership styles that Principals practiced democratic leadership style.

In addition, they have also practiced laissez – faire and autocratic leadership styles in some instances. Further, the study got evidence that principals change their leadership styles according to the situation. Even though the study revealed all the principals perceive themselves as democratic leaders, they also believe at times they had autocratic and laissez - faire styles particularly in the context of school administration.

4.3. Teachers Commitment

Table 7: Descriptive analysis of Teachers commitment

	N	Mean	Standard deviation
Affective Commitment	202	0	3.2168
Normative Commitment	202	0	2.9723
Continuance Commitment	202	0	3.8772

15 items were used to assess teacher's commitment to schools. The first five items were related to teacher's affective commitment, the second five items were also related to normative commitment and the last five items were continuance commitment related questionnaire.

Table 7 indicated descriptive data valid N, mean and standard deviations for Affective Commitment, Normative Commitment and Continuance Commitment questionnaire. The responses for all teachers' commitment variables valid (N) was 202 by considering Teachers and Unit leaders. As indicated by the respondents the mean and standard deviation scores for each of the teacher commitment scales are ranked by respondents as affective commitment has 3.2168 and .79345, normative commitment has 2.9723 and 1.29815, and continuance commitment has 3.8772 and .82569 respectively.

Teachers' commitment results in table 7 indicated that teachers in Fafan Zone Secondary Schools had a higher mean level of continuous commitment than affective commitment (3.8772 & 3.2168) and higher level of affective commitment than Normative commitment (3.2168 & 2.9723), respectively. This suggests that teachers consider the disadvantages of leaving school, avoid quitting (Ogochi 2014), identify with the goals and values of the organization, and are dedicated to the school's progress. This implies that there is high continuance followed by affective commitment (Ibrahim, M., Ghavifekr, S., Ling, S., Siraj, S., & Azeez, M. 2013).

The study revealed that teachers in Fafan Zone secondary schools were highly committed to their work and their commitment is across the three components of organizational commitment. With this high level of commitment among teachers, individual teachers would more likely identify with the school and subject matter (Day, 2016), show more desire to carry out the goals of teaching, willing to take on the tasks assigned and to acquire knowledge necessary to do the job (Marshall, 2014)

According to Devos, G., Tuytens, M., & Hulpia, H. (2014), such committed teachers were likely also to develop sustained energy and efforts. Oguchi (2014) have also opined that commitment may also be a basic source of motivation. Thus, Fafan Zone Secondary Schools were most likely to benefit from teachers' commitment. Teachers' commitment to efficiency, productivity and effectiveness in teaching and learning would translate into better school examination results and higher pass rates for learners. It can be concluded that schools which seek to retain their teachers by building strong organizational commitment are in a better position to reap the benefits of a more dedicated, motivated, punctual and reliable teaching staff (Nazim and Mahmood, 2016).

4.4. Principal Leadership Styles Contribution on Enhancing Teachers Commitment

Table 8: Descriptive statistics of the extent Principal leadership styles contribute to teacher's commitment

Variables	N	Mean	Std. Deviation
Autocratic Leadership Style	202	2.8970	.84576
Democratic leadership Style	202	3.9218	.59886
Laissez-Faire Leadership Style	202	2.6505	1.11758
Affective Commitment	202	3.2168	.79345
Continuance Commitment	202	3.8772	.82569
Normative Commitment	202	2.9723	1.29815

In order to establish the extent Principal leadership styles, contribute to enhancing teacher's commitment, the respondents were asked to what extent the principal's leadership styles enhance teacher's commitment. From descriptive Statistics, the finding show (table 8) the mean scores of autocratic, democratic and laissez-faire leadership styles are (2.8970, 3.9218 and 2.6505), respectively.

According to Bass et al., (2003), scores for the most effective leaders include a mean score of 3.0. Whereas, Laissez-faire leadership style and means score relatively weak, in a sense, this is extremely passive type of leadership and the same to Autocratic leadership style mean score, which is low score of leadership. This finding also leads us to conclude that democratic leadership style greatly contributes to teacher's commitment in Fafan zone secondary schools (Nadarasa and Thuraisingam, 2014; Eboka, 2016 and Nazim and Mahmood, 2016).

The mean score of teacher's commitment (affective, continuance and normative) are 3.2168, 3.8772, and 2.9723, respectively. Affective commitment and continuance commitment had relatively the highest mean score from all teacher commitment dimensions. Nevertheless, normative commitment has relatively moderate score compared to others. This finding also leads to conclude that Continuance and affective commitment are highly enhanced by principal leadership styles practiced at Fafan zone secondary schools (Gorchan et al. 2017).

Table 9: Correlation between Leadership style and teacher's commitment

		Correlations			
		Teachers Commitment	Autocratic Leadership Style	Democratic leadership Style	Laissez-Faire Leadership Style
Teachers Commitment	Pearson	1	-.327**	.244**	.190**
	Correlation		.000	.000	.007
	Sig. (2-tailed)				
	N	202	202	202	202
Autocratic Leadership Style	Pearson	-.327**	1	-.209**	-.453**
	Correlation			.003	.000
	Sig. (2-tailed)	.000			
	N	202	202	202	202
Democratic Leadership Style	Pearson	.244**	-.209**	1	.362**
	Correlation	.000			.000
	Sig. (2-tailed)		.003		
	N	202	202	202	202
Laissez-Faire Leadership Style	Pearson	.190**	-.453**	.362**	1
	Correlation	.007	.000		
	Sig. (2-tailed)			.000	
	N		202	202	202
**. Correlation is significant at the 0.01 level (2-tailed).					

The research further identified the correlation between leadership styles and teacher's commitment and The Pearson correlation test result indicated that correlation is significant at 0.001 levels. So based on the result there is correlation b/n teacher's commitment and principal's leadership styles. When we see the finding, Autocratic leadership style showed negative significant relationship on teacher's commitment ($r = -0.327^{**}$ $P < 0.001$), but positive significant correlation between teacher's commitment and Democratic leadership style ($r = 0.244^{**}$ $P < 0.001$), and laissez-faire leadership style ($r = 0.190^{**}$ $P < 0.001$) is weak and positively significant correlated with teacher's commitment. Such findings clearly indicate the important role of democratic leadership, and the importance for organizations to nurture democratic leadership styles among their leaders.

Table 10: Correlation between Autocratic leadership style and teachers' commitment

		Correlations				
		Autocratic Leadership Style	Teachers Commitment	Affective Commitment	Normative Commitment	Continuance Commitment
Autocratic Leadership Style	Pearson	1				
	Correlation		-.327 ^{**}		-.288 ^{**}	.031
	Sig. (2-tailed)		.000	-.334 ^{**} .000	.000	.657
	N	202	202	202	202	202
Teachers Commitment	Pearson		1			
	Correlation	-.327 ^{**}			.742 ^{**}	.462 ^{**}
	Sig. (2-tailed)	.000		.674 ^{**} .000	.000	.000
	N	202	202	202	202	202
Affective Commitment	Pearson			1		
	Correlation	-.334 ^{**}	.674 ^{**}		.225 ^{**}	.219 ^{**}
	Sig. (2-tailed)	.000	.000		.001	.002
	N	202	202	202	202	202
Normative Commitment	Pearson				1	
	Correlation	-.288 ^{**}	.742 ^{**}	.225 ^{**}		-.100
	Sig. (2-tailed)	.000	.000	.001		.155
	N	202	202	202	202	202
Continuance Commitment	Pearson					1
	Correlation	.031	.462 ^{**}		-.100	
	Sig. (2-tailed)	.657	.000	.219 ^{**} .002	.155	
	N		202	202	202	202

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

As seen from the results presented in the table above, autocratic leadership style has relatively strong and significant negative correlation with teachers' commitment ($r = -.327$, $P < .001$). This correlation entails that overall teachers' commitment was negatively affected by the autocratic leadership style practice in the schools. This leadership style was also found to have strong relationships with the three types of teachers' commitment. Affective commitment and Normative commitment were significantly and negatively related to autocratic leadership style with ($r = -.334$, $P < .001$) and ($r = -.288$, $P < .001$) respectively. Whereas, Continuance commitment ($r = .031$, $P = 0.657$) is not significantly correlated to autocratic leadership style, hence has no relationship with autocratic leadership style.

These findings suggest that there were negative and moderate, relationship between the autocratic leadership style and both affective commitment and normative commitment. For affective commitment, this suggests that leadership behaviors which involve considering highly the accomplishment of tasks, closely supervising teachers and giving directions and orders, alone making decisions regarding school management, relying much on Reward and punishment and practicing Top bottom decision making approach is somewhat negatively related to how teachers feel about wanting to stay with the schools. For normative commitment, this finding suggests that these same leadership behaviors were negatively related to how teachers feel about having to stay with the schools by weighing the costs of leaving against the benefit of leaving.

Table 11: Correlation between Democratic leadership style and teachers' commitment

		Correlations				
		Democratic Leadership Style	Teachers Commitment	Affective Commitment	Normative Commitment	Continuance Commitment
Democratic Leadership Style	Pearson Correlation	1				
	Sig. (2-tailed)		.244** .000	.296** .000	.259** .000	-.137 .052
	N	202	202	202	202	202
Teachers Commitment	Pearson Correlation		1			
	Sig. (2-tailed)	.244** .000		.674** .000	.742** .000	.462** .000
	N	202	202	202	202	202
Affective Commitment	Pearson Correlation			1		
	Sig. (2-tailed)	.296** .000	.674** .000		.225** .001	.219** .002
	N	202	202	202	202	202
Normative Commitment	Pearson Correlation				1	
	Sig. (2-tailed)	.259** .000	.742** .000	.225** .001		-.100 .155
	N	202	202	202	202	202
Continuance Commitment	Pearson Correlation	-.137	.462**	.219**	-.100	1
	Sig. (2-tailed)	.052	.000	.002	.155	
	N	202	202	202	202	202
**. Correlation is significant at the 0.01 level (2-tailed).						

According to the analysis results, there was moderate, positive and significant relationship between Democratic leadership style and teachers' commitment, ($r = .244$, $P < .001$). This leadership style was also found to have moderate relation to the teachers' commitment. It has positive and significant correlation with affective commitment ($r = .296$, $P < .001$) and normative commitment ($r = .259$, $P < .001$). However, there is significant relationship between Democratic leadership style and continuance commitment ($r = -.137$, $P = .052$).

Table 12: Correlation between Laissez-Faire leadership style and teachers' commitment

		Correlations				
		Laissez-Faire Leadership Style	Teachers Commitment	Affective Commitment	Normative Commitment	Continuance Commitment
Laissez-Faire Leadership Style	Pearson Correlation					
	Sig. (2-tailed)		.190**	.143*	.396**	-.328**
	N	1 202	.007 202	.042 202	.000 202	.000 202
Teachers Commitment	Pearson Correlation		1			
	Sig. (2-tailed)	.190**				.462**
	N	.007 202		.674** 202	.000 202	.000 202
Affective Commitment	Pearson Correlation			1		
	Sig. (2-tailed)	.143*	.674**		.225**	.219**
	N	.042 202	.000 202		.001 202	.002 202
Normative Commitment	Pearson Correlation				1	
	Sig. (2-tailed)	.396**	.742**	.225**		-.100
	N	.000 202	.000 202	.001 202		.155 202
Continuance Commitment	Pearson Correlation					1
	Sig. (2-tailed)	-.328**	.462**	.219**	-.100	
	N	.000 202	.000 202	.002 202	.155 202	

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

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

Laissez-faire leadership style, according to the research data analysis results, was also found to have significant relationships with teachers' commitment and commitment dimensions. However, the laissez-faire leadership style has weak relationship with teachers' commitment dimensions. The teachers' commitment and Laissez-faire leadership style were correlated positively but with weak relationship ($r = .190$ $P = .007$). The continuance commitment, unlike the other two dimensions, has negative correlation ($r = .328$, $P < .001$). This existence of significant and negative correlation between laissez-faire leadership style and continuance commitment suggests the strengths of negative influence on the continuance commitment.

Therefore, leadership behaviors that involve providing full freedom to act, giving full autonomy, working without interference and free delegation of responsibilities and duties are negatively related to continuance commitment in schools.

The Laissez-faire leadership style has considerably strong relationship ($r = .396$, $P < .001$) with normative commitment and weak relationship ($r = .143$, $P = .042$) with affective commitment. Compared to autocratic and democratic leadership styles, laissez-faire leadership style has significant and negative correlation with continuance commitment. This positive and weak relationship found in the present study between laissez-faire leadership style and affective commitment was similar to that found by Limsila and Ogunlana (2007) observed that laissez-faire leadership correlated positively with affective commitment. Contrary to this, however, Bučiūnienė and Škudienė (2008) observed that laissez-faire leadership correlated negatively with affective commitment. In addition to this, the result was inconsistent with some previous study for example Temesgen (2011) who indicated that laissez-faire leadership behaviors have negative relationship with affective commitment.

4.5. Regression Analysis

Table 13: Inter-correlations among variables

		Correlations						
		Autocratic	Democratic	Laissez-Faire	Affective	Normative	Continuance	
Autocratic	Pearson Correlation	1						
	Sig. (2-tailed)							
	N	202						
Democratic	Pearson Correlation	-.209**	1					
	Sig. (2-tailed)	.003						
	N	202	202					
Laissez-Faire	Pearson Correlation		.362**	1				
	Sig. (2-tailed)	-.453**	.000	.000				
	N	202	202	202				
Affective	Pearson Correlation				.143*	1		
	Sig. (2-tailed)	-.334**	.000	.296**	.000	.042		
	N	202	202	202	202	202		
Normative	Pearson Correlation					.225**	1	
	Sig. (2-tailed)	-.288**	.000	.259**	.000	.396**	.001	
	N	202	202	202	202	202	202	
Continuance	Pearson Correlation	.031					-.100	1
	Sig. (2-tailed)	.657	-.137	.052	-.328**	.000	.002	.155
	N	202	202	202	202	202	202	202

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

This finding was necessary to compare results from the independent variable leadership styles and those from the dependent variables so as to determine which variable has a greater influence on teachers' organizational commitment. The results in Table 14 above indicate that the Rsquare, as computed using the regression, is 0.139 showing that the predictor variable, represented by leadership styles, contributes (13.9%) to teachers' commitment in secondary schools. Overall, all independent variable of Leadership styles were significant on

organizational commitment with $P < 0.001$ and together explained 13.9% on teachers Commitment. Other 86.1% factors are the extent to which extraneous variables like the teachers' salary, availability of school facilities, instructional materials and experience of school principals, school culture and nature of the students which contributes to teachers' commitment remain unexplained. This implies that the contribution of leadership style to teachers' commitment is below average. It takes more than leadership styles to have committed teachers. From the findings, it should be noted that leadership style alone couldn't influence teachers' commitment in secondary schools. It requires a combination of other factors, which are essential to commitment.

4.5.1. Regression Analysis on Leadership Styles and Affective Commitment

Table 14: Regression analysis result of leadership styles and affective commitment

Model	Model summary		Adjusted R Square	Std. Error of the Estimate
	R	R Square		
1	.415 ^a	.172		.72753

a. Predictors: (Constant), Laissez-Faire, Democratic, Autocratic

Autocratic Leadership style showed negative significant relationship on Affective commitment, with ($p < 0.001$), but positive significant correlation between democratic Leadership style and Affective Commitment with ($p < 0.001$); and positive significant correlation between laissez-faire Leadership style and Affective Commitment with ($p < 0.042$); Leadership styles only explained R-Square change of 17.2 % ($p < 0.0001$); on Affective Commitment which is very low. Relatively, even though this amount is significant, however it is observed that other factor contributes more than principals' Leadership styles in explaining the low Affective commitment in the secondary schools of Fafan zone.

In this scenario, it showed that Affective commitment is low when Autocratic Leadership style is high, but high when Democratic and Laissez-faire Leadership styles is high which may be explained perhaps by the literature that affective commitment depends on the attitude of the employees whether their personal goal are congruent with the organizational goals. In this

case, teachers who achieve affective commitment are most probably independent individuals who are confident enough to determine their future. Thus this finding explored that leadership style has minimum interactions on Affective commitment of teachers. Table 15 illustrates the regression analysis result of Leadership styles and Affective commitment.

In order to examine the relationship between the Leadership styles and Affective commitment, the analyses were performed using the Pearson Correlation Coefficient. The scores obtained on the independent variable (Democratic Autocratic and Laissez-faire leadership style) were correlated with the predicted variable Affective commitment (Please see Table 13).

4.5.2. Regression Analysis on Leadership Styles and Normative Commitment

Table 15: Regression analysis result of leadership styles and normative commitment

Model	Model summary			Std. Error of the Estimate
	R	R Square	Adjusted R Square	
1	.431 ^a	.185	.173	1.18051

a. Predictors: (Constant), Laissez-Faire, Democratic, Autocratic

Autocratic Leadership style showed negative significant relationship on Normative commitment, with ($p < 0.001$), but positive significant correlation between democratic Leadership style and Normative Commitment with ($p < 0.001$); and positive significant correlation between Laissez-faire Leadership style and Normative Commitment with ($p < 0.001$). Democratic, Autocratic and Laissez-Faire leadership styles showed significant explanation on Normative commitment with R-square change of 18.5 % ($P = 0.00$). This shows that teachers perceived the needs of having Democratic Autocratic and Laissez-faire Styles of leadership to be loyal in the secondary schools. However, there are other 81.5% unexplained factors that contribute to Normative Commitment. Table 16 above illustrated Regression analysis result between Leadership Styles and Normative commitment.

In order to examine the extent of the relationship between the Leadership Styles and Normative commitment, the analyses were performed using the Pearson Correlation Coefficient. The scores obtained on the independent variable (Laissez-fair, Autocratic,

Democratic leadership Style) were correlated with the predicted variable Normative commitment (Please see Table 13).

4.5.3. Regression Analysis on Leadership Styles and Continuance Commitment

Table 16: Regression analysis result of leadership styles and continuance commitment

Model	Model summary			
	R	R Square	Adjusted R Square	Std. Error of the Estimate
1.	.354 ^a	.126	.112	.77793

a. Predictors: (Constant), Laissez-Faire, Democratic, Autocratic

Laissez-faire Leadership style showed negative significant relationship on Continuance commitment, with ($p < 0.001$); however Autocratic and Democratic leadership style showed no significant interaction Continuance Commitment ($p < 0.657$) and ($p < 0.052$). Leadership styles only explained R-square change of 12.6 % ($P < 0.001$) on Continuance Commitment which is very low. Relatively, even though this amount is significant, however it is observed that other factor contributes more than principals' Leadership styles in explaining the low Continuance commitment in the secondary schools of Fafan zone. In this scenario, it showed that Continuance commitment is low when Laissez-faire Leadership style is high which may be explained perhaps by the literature that Continuance commitment depends on the attitude of the employees whether their personal goal is congruent with the organizational goals. In this case, teachers who achieve affective commitment are most probably independent individuals who are confident enough to determine their future.

Autocratic and Democratic leadership styles on the other hand, does not give any interactions with the needs of feeling Continuance in the secondary schools. Thus this finding explored that leadership style has minimum interactions on Continuance commitment of teachers. Table 17 illustrates the regression analysis result of Leadership styles and Affective commitment.

In order to examine the extent of the relationship between the Leadership Styles and Continuance commitment, the analyses were performed using the Pearson Correlation

Coefficient. The scores obtained on the independent variable (Democratic Autocratic and Laissez-faire Leadership Style) were correlated with the predicted variable Continuance commitment (Please see Table 13).

In the interview principals pointed out *“If the principal’s leadership style is bad or when there is no consultation with teachers in issues pertaining to teaching and learning in the school, it might be difficult for the school to achieve its objectives”*. The students and Parents in the interview were of the view that *poor leadership and a lack of communication and effective consultation might possibly cause strikes in schools and affect teacher’s commitment*. The findings from the students seem to be in agreement with D’Souza’s (1994) conclusion that building a strong sense of educational development in school ownership structures may lead to the realization of school improvement.

An analysis of the viewpoints of the participants revealed that in the school there was consultation among the stakeholders in matters concerning teaching and learning. Lastly, the KIIs revealed that *“where” the principal is conversant with the work in the school and involves others this would be reflected on the commitment of teachers. Therefore, the principal whose approach is bottom up is likely to be more successful*. From the above therefore it was shared that the democratic leadership style can enhance teachers’ commitment levels and yield better teacher commitment if democratic leadership is properly implemented.

4.6. How School Principals Can Enhance Teachers Commitment

Table 17: How school principals can enhance teachers’ commitment

	Frequency	Percent	Valid %	Cumulative %
School Culture and Environment	35	17.3	17.3	17.3
Appropriate Leadership style of principals	81	40.1	40.1	57.4
Motivation of teachers	35	17.3	17.3	74.8
Supervision of teaching learning process	17	8.4	8.4	83.2
Teachers professional Development	34	16.8	16.8	100.0
Total	202	100.0	100.0	

Respondents were asked how principals could enhance teacher's commitment and student academic achievement in the form of open-ended questionnaire. The responses were categorized in to themes/ categories namely Motivation, Appropriate leadership Style, School culture and Learning environment, Supervision of teaching learning Process and teacher's professional development.

The results show that 40.1 % of the respondents suggested that principal can enhance teacher's commitment by adopting appropriate leadership style that encourages teamwork, participatory decision making, collaboration, Mutual Respect and open communication. Similarly, 17.3 % of the respondents were on the view of creating supportive school culture and safe learning environment enhances teacher's commitment. Still others suggested Motivation (17.3 %), Teachers professional development (16.8 %) and Supervision of teaching learning process (8.4 %). The findings are consistent with findings of (Money, 2021, Mond, et.al, 2016 and Eboka 2016) which asserts that school leadership is a major factor that influences teacher's commitment.

According to Ogochi (2014), secondary school goals and objectives can hardly be achieved if head of schools do not provide effective leadership. Nyamubi (2018) argues that leadership qualities and practices; administration support and teachers' involvement in deciding on school issues contributes to enhancing teacher's commitment. KII responses also indicated that principal's personality traits / characteristics and qualities and a motivational skill enhances student academic achievement. *Principals should act friendly and approachable, show sincere appreciation of student performances, closely understand student needs and problems and create supportive learning environment to enhance student academic achievement* "Other KII participants from students and parents viewed that principals can enhance student academic achievement by "*considering the ideas and suggestions of teachers to improve academic achievement of students in the school, encourage teachers to attend workshops and training programs to update them with the current issues for the betterment of the schools and in turn students.*"

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. SUMMARY

The main purpose of this study was to analyze principals' leadership styles and their contribution to enhancing the commitment of secondary school teachers in Fafan Zone of Somali Regional State, Ethiopia. A semi-structured questionnaire was designed, consisting of 4 sections: demographic characteristics of respondents, leadership styles, teachers' commitment and how principal leadership styles can enhance teacher's commitment. The research was intended to get answers to the issues of the leadership styles being practiced by the principals, Teacher's commitment level, to what extent principals' leadership styles contributes to teachers' commitment and how school principals can enhance secondary schools teachers' commitment in Fafan Zone.

To get the answer to the above research questions, the data was gathered through questionnaires, interviews and document analysis. The research focused on 8 out of 25 schools that were selected by using purposive sampling technique. All 20 principals from the sample schools were selected by using available sampling technique, and 190 teachers out of 361 teachers were selected from the sample schools and 12 unit leaders out of 40 by using simple random sampling technique.

The data obtained through the above instruments were analyzed quantitatively using percentages and qualitatively using descriptive statements in Fafan Secondary Schools. While the extent principals' leadership styles contribute to teacher's commitment was analyzed by using both descriptive and correlation analysis in order to find out whether there is significant relationship between Principal leadership styles and teachers' commitment. The analyses of the data secured from those instruments have revealed the following findings.

To determine the leadership styles practiced at secondary schools in Fafan Zone, the study analyzed the mean score and standard deviation of principals' leadership styles. Based on the analysis of Table 6, the results indicated that principals practiced more democratic leadership style with a mean value of 3.9218 and SD .59886, Less Autocratic (Mean 2.8970 and

Standard deviation .84576) and very less Laissez-Faire with (mean 2.6505 and SD 1.11758). This might indicate that the principal's styles were not purely autocratic and laissez – faire.

As indicated by the respondents the mean and standard deviation scores for each of the teacher commitment scales are ranked by respondents as affective commitment has 3.2168 and .79345, normative commitment has 2.9723 and 1.29815, and continuance commitment has 3.8772 and .82569 respectively. Teachers' commitment results indicated that teachers in Fafan Zone Secondary Schools had a higher mean level of continuous commitment than affective commitment (3.8772 & 3.2168) and higher level of affective commitment than Normative commitment (3.2168 & 2.9723), respectively. This implies that teachers in Fafan showed high continuance and high affective commitment but relatively low normative commitment. The mean score of teacher's commitment (affective, continuance and normative) are 3.2168, 3.8772, and 2.9723, respectively. Affective commitment and continuance commitment had relatively the highest mean score from all teacher commitment dimensions. Nevertheless, normative commitment has relatively moderate score compared to others. This finding also leads to conclude that Continuance and affective commitment are highly enhanced by principal leadership styles practiced at Fafan zone secondary schools.

The research further identified the correlation between leadership styles and teacher's commitment and The Pearson correlation test result indicated that correlation is significant at 0.001 level. So based on the result there is correlation b/n teacher's commitment and principal's leadership styles. When we see the finding, Autocratic leadership style showed negative significant relationship on teacher's commitment ($r = -0.327^{**}$ $P < 0.001$), but positive significant correlation between teacher's commitment and Democratic leadership style ($r = 0.244^{**}$ $P < 0.001$), and laissez-faire leadership style ($r = 0.190^{**}$ $P < 0.001$) is weak and positively significant correlated with teacher's commitment. Such findings clearly indicate the important role of democratic leadership, and the importance for organizations to nurture democratic leadership styles among their leaders.

The finding of the regression analysis was necessary to compare results from the independent variable leadership styles and those from the dependent variables so as to determine which variable has a greater influence on teachers' commitment. The results in Table 14 above

indicate that the R-square, as computed using the regression, is 0.139 showing that the predictor variable, represented by leadership styles, contributes (13.9%) to teachers' commitment in secondary schools. Overall, all independent variable of Leadership styles were significant on organizational commitment with $P < 0.001$ and together explained 13.9% on teachers Commitment. Other 86.1% factors are the extent to which extraneous variables like the teachers' salary, availability of school facilities, instructional materials and experience of school principals, school culture and nature of the students which contributes to teachers' commitment remain unexplained. This implies that the contribution of leadership style to teachers' commitment is below average. It takes more than leadership styles to have committed teachers.

5.2. CONCLUSIONS

Based on the major findings of the study, it is reasonable to conclude the following. On the analysis of the data, the following major findings obtained from the study. The educational qualifications of the academic staffs were found to be unsatisfactory. The finding of the study shows that only 5.9 percent of teachers were MA holders in the sampled schools. This did not meet the required standards set by MoE (2006). As shown in the study, the majority of teachers (84.2 percent) have more than 5 years of teaching experience, which is promising for the levels of teacher's commitment and academic experience.

The results indicated that principals practiced more democratic leadership style with a mean value of 3.9218 and SD .59886, Less Autocratic (Mean 2.8970 and Standard deviation .84576) and very less Laissez-Faire with (mean 2.6505 and SD 1.11758). This might indicate that the principal's styles were not purely autocratic and laissez – faire.

Regarding the extent principal's leadership styles in the contribution to teacher's commitment, the finding indicated that all leadership styles are significant in enhancing teachers' commitment in secondary school which means that principals should be sensitive to the situation of the teachers before applying any style. Similarly, the Pearson correlation test result indicated that correlation is significant at 0.001 level and leadership styles positively contributed to teacher commitment. Autocratic leadership style showed negative significant relationship on teacher's commitment ($r = -0.327^{**}$ $P < 0.001$), but positive significant

correlation between teacher's commitment and Democratic leadership style ($r = 0.244^{**}$ $P < 0.001$), and laissez-faire leadership style ($r = 0.190^{**}$ $P < 0.001$) is weak and positively significant correlated with teacher's commitment. Such findings clearly indicate the contribution of democratic leadership, and the importance for organizations to nurture more democratic leadership qualities among their leaders.

Likewise the findings of the regression analysis conclude that overall, all independent variable of Leadership styles were significant on organizational commitment with $P < 0.001$ and together explained 13.9% on teachers Commitment. Other 86.1% factors are the extent to which extraneous variables like the teachers' salary, availability of school facilities, instructional materials and experience of school principals, school culture and nature of the students, which contributes to teachers' commitment, remain unexplained.

Concerning how principals can contribute to teacher's commitment and enhance student academic achievement it was found that Autocratic principal leadership style negatively influenced teachers' commitment because they adopt harsh leadership style which were highly detested by teachers. It implied the more autocratic style were used, the poor to influence teachers' commitment.

The study revealed that there was no significance influence of laissez-faire leadership style. Principals who used this style tend to fail to follow up on those they have delegated tasks to and consequently performance declined. This style may work well when trying to build team harmony, increase moral, and improve communication or repairing broken trust among the staff.

The result also indicated that participatory leadership style of the principal contributes to teacher commitment and enhances student academic achievement, followed by creating safe and supportive learning environment with adequate school facilities that enable to facilitate teaching learning process. The respondents closely also forwarded motivating / Rewarding teachers and students for good performance, teacher's professional development and Supervision of student work as a strategy for the principals to enhance student academic achievement. In addition, principal's personality traits / characteristics and qualities and

motivational skills contribute to teacher's commitment and enhance student academic achievement.

5.3. RECOMMENDATIONS

Based on the above conclusion, the following recommendations should be looked at critically by the concerned bodies to alleviate the problems of principals' leadership styles and its contribution on enhancing teachers' commitment of Fafan zone secondary schools. The researcher believes that there is fertile ground for further investigation into issues relating school leadership. Therefore, the following possible recommendations were made:

First, the educational qualifications of the majority of teachers were below the required standard set by MOE. Hence, the regional educational office should provide teachers either with sponsorship to upgrade their educational level in order to motivate teachers and alleviate the problems of principals.

Second, principal's leadership style is very essential for the delivery of quality training. Accordingly, continuous leadership in-service training must be provided for principals in order to fully implement democratic leadership styles and to apply the characteristics of quality leader in Fafan zone secondary schools

Third, Ministry of Education should enhance principals' leadership by providing enough resources for principals' professional development and in-service training of principals with more than five years teaching experience to allow them to go for professional training to renew their knowledge of their field. Such professional development programmes would boost principals and teachers to improve their leadership practices at school.

Fourth, the relationship between a school principal and those who follow him or her should be based on mutual trust and respect. School principals must work to build and maintain a trusting environment in which teachers feel comfortable and supported.

Fifth, leadership does not belong to a single principal or administrative team. Instead, leadership must be seen as the responsibility of everyone in the community. These include school principals, teachers, staff, students, parents and community members.

Sixth, administrators and policy makers alike should seek a plan for modalities of making teaching a more attractive career choice to produce sustainable school improvement and continuous teacher commitment.

Seventh, it is also important for stakeholders to know the aspect of the dimension that play an important role in boosting the commitment of teachers. Until this is done, their present commitment level may not be improved upon or sustained.

Eighth, the school principals should understand the needs of each teacher in secondary schools. This research also found that democratic, autocratic and laissez-faire leadership styles were found to be significant. Therefore, principals should not only base their styles to only one type of leadership style that they prefer rather should adopt appropriate leadership style according to the situation.

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7. APPENDIX

7.1 Appendix I. Questionnaire

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

QUESTIONNAIRE TO BE FILLED BY TEACHERS AND UNIT LEADERS

Dear Respondents

This questionnaire is designed to collect data from school teachers and unit leaders that will help in a research about, **“Principals Leadership Styles and their Contribution to Enhancing of Principals and Teachers’ Commitment in Fafan Zone Secondary Schools”**. Leadership styles and teachers commitment are part of this research. Be honest in giving your responses. Confidentiality will also be assured. Thank you in advance for accepting to be cooperative.

PART I: BACKGROUND INFORMATION

Please, tick (✓) mark on the most appropriate answer

- 1 Sex: Male ☐ ☐ Female
- 2 Age: 25 and below ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐ 41 ☐
and above
- 3 educational level: Diploma ☐ Degree ☐ Masters Degree ☐
- 4 Years of experience: 5 and below ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21 and above

PART II: LEADERSHIP STYLES

INSTRUCTIONS: The following statements are descriptions of leadership styles , , teachers commitment level, and the extent principals contribute on enhancing teachers commitment that may or may not reflect leadership in your school. Indicate the extent to which you agree with these statements by putting a check mark (✓) under the number that best reflects your opinion.

- 1 - Agree**, which means that you are happy with the condition most of the time.
- 2 -Undecided**, which means that you neither agree nor disagree.
- 3- Disagree**, which means that you are not happy with the condition most of the time.
4. **Strongly agree**, which means you are very satisfied with the statement
5. **Strongly disagree**, which means you don't totally accept the situation exists in your school.

No	Items	Ratings				
	Leadership Style	5	4	3	2	1
1	Principals consider highly the accomplishment of tasks by the staff					
2	Principals closely supervise teachers and give directions and orders.					
3	Principals alone make decisions regarding school management					
4	Principals rely much on Reward and punishment					
5	Principals practice Top bottom decision making approach					
6	Principals participate teachers and other staff in decision making process and take vote before making a decision					
7	Principals encourage open communication, initiative and cooperation and team work among the staff					
8	Principals consult teachers and provide advice in implementing their tasks					
9	Principals act in friendly and considerate manner and try to understand teachers problems and needs					

10	Principals create and maintain work environment where teachers feel wanted and express their ideas and collaboratively work together					
11	Principals provide teachers full freedom to act as they think best in academic affairs					
12	Principals give teachers full autonomy in making decisions pertaining school activities					
13	Principals allow teachers to plan and organize their work without interference.					
No	Items	Ratings				
	Leadership Style	5	4	3	2	1
14	There is free delegation of responsibilities and duties to teachers for school affairs in this school					
15	Principals try to satisfy everyone in the school					

2. Which leadership styles are practiced by principals in your school?

- A) Democratic Leadership Style
- B) Authoritarian Leadership Style
- C) Laissez-Faire Leadership Style
- D. All Leadership Styles;
- E. Others

If Others Please Specify_____

4. Teachers' Commitment level

The following statements are descriptions of teachers' commitment level. Please indicate the answer by putting a check mark (✓) under the number that best reflects your opinion.

Key: 5= Strongly Agree 4= Agree 3= Undecided 2= Disagree 1= Strongly Disagree

No	Items	Ratings				
	Teachers' Commitment level	5	4	3	2	1
1	I strongly accept values, mission and vision of my school and willing to exert efforts to remain with my school					
2	I work collaboratively and cooperatively with other teachers in the school to seek ways to promote school and teaching profession					
3	I feel emotionally attached to my school					
4	I would be happy to work at my school until I retire.					
No	Items	Ratings				
5	I feel a strong sense of belonging to my school.					
6	My school deserves my loyalty.					
7	I owe an on obligation to my school, so I have to stay					
8	It would be wrong to leave my school right now because of my obligation to the people in i					
9	Even if it were to my advantage, I do not feel it would be right to leave my school now.					
10	I would feel guilty if I left my school now.					
11	I want to work for my school as other organizations may not much the overall benefits I have here.					
12	If I get another job a job I will leave this school					
13	I am bored with my job because it doesn't offer me opportunities for long life satisfaction.					
14	Leaving this school would require a considerable personal sacrifice.					
15	I feel that I have too few options to consider leaving my school.					

19. Please indicate if you have other than these.

6. Please suggest how principals can enhance teachers' commitment and student achievement?--

Thank you

7.2 Appendix II. Interview guide

Interview Guide for School Principals, Student Council, Girls Forum and PTSA Representatives 1

Demographic Characteristics of Respondents.

- 1.1. Age
- 1.2. Sex
- 1.3. Educational Level
- 1.4. Years Of Experience

2: Leadership Styles

What typical leadership styles do you use in managing school?

3. Factors affecting principals' leadership styles.

3.1 What are the factors determining your leadership style as a principal in your school?

3.2 Why are the factors mentioned critical in determining principals' leadership style?

4. The extent principals leadership styles enhances teachers' commitment

4.1 How is the level of teachers' commitment in your school?

4.2 Which leadership style do use for enhancing teachers commitment?

4.3 To what extent your leadership styles (democratic, autocratic and laissez-faire) contribute to enhancing teachers' commitment?

5. Principals leadership styles contribution on enhancing teachers' commitment and student academic achievement.

What is your contribution as a principal in ensuring committed teachers who improve student academic achievement?

- (a) Why?
- (b) How