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**The Relationship Between Principals' Leadership Styles and Teachers
Commitment in Secondary Schools of East Shoa Zone**

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Approved by Board of Examiners

As members of Thesis Approval Board of Examiners we certify that we have read the Thesis prepared by FikaduEresoGemado entitled “*The Relationship Between Principals Leadership Style and Teachers Commitment in Secondary School of East Showa Zone, Oromia Regional State, Ethiopia*” and submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Educational Leadership complies with regulation of the university and meets the accepted standards with to originality and quality.

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Acronyms and Abbreviations

FRLM	Full Range Leadership Model
MLQ	Multifactor Leadership Questionnaire
OCQ	Organizational Commitment Questionnaire
SPSS	Statistical Package for Social Science
TL	Transformational Leadership

ABSTRACT

The main purpose of this study was to assess the commonly practiced leadership styles and investigate the relationship between principals' leadership styles (transactional, transformational, and laissez-faire) and teachers' commitments (affective, continuance, and normative commitment) in Secondary Schools of East Shoa Zone of Oromia Regional State, in Ethiopia. Total participants in the research were 110, included 94 teachers and 16 principals, with a non response rate of 13.3% from 6 secondary schools of East Shoa, Oromia Region. Correlational descriptive survey research design was used. Two separate instruments, namely Multifactor Leadership Questionnaire (MLQ) and Organizational Commitment Questionnaire (OCQ), were used to measure principals' leadership styles and teachers' commitment respectively. The obtained quantitative data were processed using SPSS (Version 20) and descriptive statistics like frequency, percentage, mean and standard deviation. The findings of the study revealed that most of the principals found in East Shoa, Zone of Oromia Regional State, adopt from most to least, Laissez-faire, Transactional and Transformational Leadership Styles, principals Transformational Leadership style has significant and positive correlations with affective and continuance teachers commitments while principals transactional leadership style has significant and positive correlation with only normative commitment. The principals' laissez-faire leadership style was found to be significantly and negatively associated with teachers' affective commitment. Finally, based on the findings of the study, recommendations like enhancing interaction of principals' transformational and transactional leadership styles in affecting attitudes towards commitment to the school and principals of secondary schools needs to pay more attention in developing efficient team work and express warm concern and trust to teachers through transformational leadership styles were recommended.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

1. Introduction

This chapter consists, background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study, limitations of the study, ethical considerations, and definition of basic terms and organization of the study.

1.1. Background of the Study

Education equips the leading power to promote the well-being of society by enhancing economic growth, creating wealth and development. It is the biggest instrument in the era of globalization with which the world can compute, explore new technologies and findings. According to Sergiovani (2001), Education today is at the forefront of global conversation and decision making. It has impacts upon politics, economy and technology. Keeping pace with a challenging world and preparing students for the workforce is indispensable. There are a number of factors that account for success of education. This includes effective principal's leadership style, the content taught, teacher's commitment, and community participation.

Leadership is one of the most pressing issues and one of the least understood concepts in the corporate world. As a universal activity, leadership is fundamental for effective organizational and social functioning. The very nature of leadership is its influencing process and its resultant outcomes. Such process is determined by the leaders and followers characteristics, dispositions, behavior perceptions, attributions and the context wherein the process of influencing occurs. The moral purpose of leadership is to create an empowered follower that leads to moral outcomes that are achieved through moral means (Hersey & Blanchard, 1984)

Leadership is at the forefront of education because it is a search for understanding the thoughts and actions of leaders and investigations in to the improvement of performance and motivations of individuals and groups. According to Lewis, et al, (1998), School administrators are expected to cope with rapidly changing world to be effective at their schools. For this

reason, they require abilities such as team orientation, strong communication, team playing, problem solving, change making and transforming.

The Full Range Leadership Model describes a full range of influencing styles from 'non-leadership' to powerful transformational leadership styles. The model captures different kinds of styles which make a difference to outcomes for associates of the principal. In other words, the range of styles starts with transformational leader styles to transactional leader styles reaching to the lowest leader interaction of laissez-faire leader styles (Bass *et al.*, 2003).

According to Bass *et al.*, (2003), transformational leaders motivate subordinates to perform beyond desired expectation by inspiring, stimulating, and developing a higher collective purpose, mission, and vision. Northouse (2004) postulates that effective educational leaders are seen as change agents who are good role models and who can create and articulate a clear vision for an organization. Effective educational leaders embrace a vibrant and didactic learning environment, one that promotes personal responsibility and innovative thought processes.

Transformational leaders do more with followers and colleagues than transactional leaders do. Instead of a simple exchange and agreement, transformational leaders provide a vision and a sense of mission, inspire pride, and gain respect and trust through charisma (Bass *et al.*, 2003).

According to Bass *et al.* (2003), transformational leaders exhibit various types of behavior: (1) Idealized influence (attributed/behavior): the leader is trusted and respected. He/she maintains high moral standards and the followers seek to emulate him/her. Idealized influence can be attributed (coming from followers) and/or the result of the leader's behavior. (2) Inspirational motivation: The leader expressly and characteristically emphasizes to subordinates the need to perform well and helps to accomplish the organizational goals. (3) Intellectual stimulation: The leader stimulates the subordinates' understanding of the problems and an identification of their own beliefs and standards. (4) Individualized consideration: the leader treats followers as individuals but all are treated equitably. Individual's needs are recognized and assignments are delegated to followers to provide learning opportunities.

Transactional leadership is based more on "exchanges" between the leader and follower, in which followers are rewarded for meeting specific goals or performance criteria (Trotter *et al.*,

2008; Bass *et al.*, 2003). Rewards and positive reinforcement are provided or mediated by the principal. Thus transactional leadership is more practical in nature because of its emphasis on meeting specific targets or objectives (James & Collins, 2008).

Transactional leaders display behaviors associated with constructive and corrective transactions. The constructive style is labeled Contingent Reward and the corrective style is labeled Management-by-Exception (active and passive). Transactional leadership defines expectations and promotes performance to achieve these levels. Contingent Reward and Management-by-Exception are two core styles associated with 'management' functions in organizations

James and Collins (2008) describe the laissez-faire leader as an extreme passive leader who is reluctant to influence subordinates' considerable freedom, to the point of handing over his/her responsibilities. In a sense, this extremely passive type of leadership indicates the absence of leadership.

The term teachers' commitment is mainly defined as a psychological state that binds teachers to the school. In many schools there is a growing commitment gap – a widening split between the expectations of school principals and what teachers are prepared to do. There are a number of reasons for this erosion of teachers' commitment; the most common one being a failure of principals leadership style in some way or another. To be effective, the skills of committed teachers' management must be installed in schools so they become part of its culture. In this way there will be consistency and equity with respect to how teachers are managed from the top down (Allen & Meyer, 1990).

As part of their research, Allen and Meyer (1990) developed a framework that was designed to measure three different types of teachers' commitment: (1) Affective commitment refers to teachers' emotional attachment, identification with, and involvement in the school. Teachers with a strong affective commitment stay with the school because they want to. (2) Continuance commitment refers to teachers' assessment of whether the costs of leaving the school are greater than the costs of staying.

Teachers who perceive that the costs of leaving the school are greater than the costs of staying remain because they need to. (3) Normative commitment refers to teachers' feelings of

obligation to the school. Teachers' with high levels of normative commitment stay with the school because they feel they ought to.

Researchers recognize that teachers' commitment (Brockner, *et al*, 1992, Allen and Meyer, 1990) and principal's leadership styles (Bass, 2003; and TrottierT. *et al.*, 2008) are of major factors to the educational success or failure. Allen & Meyer (1990) also suggested that the continued interest is a result of the belief that if properly managed, teachers' commitment can result in benefits such as principal's leadership style effectiveness, improved teachers' performance, reduced turnover and absenteeism.

Education needs skilled, competent and committed teachers' as an effective team member to succeed.

Failure to ensure this by school principals or supervisors can lead to the loss of valued teachers' who place a premium on the success of school. Teachers' behavior on the job is influenced by his or her principals' leadership style.

Positive influences are essential to strengthen teachers' commitment. Therefore, the first step in building commitment is to improve the quality of principals' leadership style (Hunt & Morgan, 1994; Meyer et al., 2004). What is now apparent is that teacher's commitment will be largely influenced by the interactions that occur between teachers and with their principals and supervisors. Commitment is complex and continuous, and requires school principals to discover ways of enhancing the work life of their teachers' (Meyer et al., 2004).

Thus, the commitment of competent teachers' is critical to the success of the school. Therefore, to achieve the objectives of education in government secondary schools of Ethiopia in general and in East Shoa Zone of Oromia Regional State in particular, it is very important to carry out research in such a way to assess the commonly practiced leadership styles and investigate to what extent principals' leadership style used to increase teachers' commitment.

1.2. Statement of the Problem

Principals need to have effective leadership styles, theoretical knowledge, skill and adequate experiences in school leadership so as to play active and effective leadership role in enhancing teachers' commitment for the success of education sector. It is also stated that principals should have a profile of possession in various trainings and on school leadership and management

(MoE, 1999). The success or failure of any project can nearly always be traced directly back to the vision and will of the leadership. Therefore, having effective principals' leadership styles for the school to retain competent teachers' is crucial to its survival. Brockner et al. (1992) recommended that the ability of a school, to successfully implement educational strategies, to gain competent teachers and optimize teachers' capacity, largely depends on the principals' leadership styles that encourage teachers' commitment.

James and Collins (2008), suggest that teachers develop global beliefs of perceived organizational and perceived supervisor support. Due to the norm of mutual relationship, this support makes the teacher feel obligated to exhibit beneficial organizational attitudes (commitment). Also Awan and Mahmood (2009) depict that teachers' commitment reflects the quality of the leadership in the school. Therefore, it is logical to assume that principals' leadership styles would have a significant relationship with the development of teachers' commitment.

Many of the previous researches have suggested a positive direct relationship between principal's leadership styles and teachers' commitment. To mention some of these, Buciuniene and Skudiene (2008) identified positive relationship between principal leadership styles and teachers' commitment. Ponnu and Tennakoon (2009) also indicated that principals' leadership style has a positive association with teachers' commitment.

Although there have been studies that have identified principals' leadership styles as vital component to and determinant of teachers' commitment (Brockner et al., 1992; Buciuniene and Skudiene, 2008) in one hand, and examining the relationship between principals' leadership styles and teachers' commitment (Awan and Mahmood, 2009; Ponnu and Tennakoon, 2009) on the other hand, the number of studies conducted in educational organizations is lacking, more so in the case of Ethiopia and particularly in East Shoa, Oromia Regional State. Additionally, my participation in school leadership in Meki Catholic School in East Shoa, Dugda Woreda, since September 2010 initiated me to think critically about principals leadership styles that could enhance teacher' commitment.

Hence this study aimed to assess the dominantly practiced leadership styles and investigate the relationship between principals' leadership styles and teachers' commitment. To this end, the study attempted to obtain reliable responses for the following basic questions.

1. What are the dominantly practiced principals' leadership styles in secondary schools of East Shoa?
2. Is there significant relationship between principals' leadership styles (transformational, transactional, and laissez-faire) and teachers' commitments (affective, continuance, and normative commitment)

1.3 Objectives of the study.

1.3.1. General Objective

The general objective of the study was to assess the commonly practiced leadership styles in secondary schools using MLQ, and explore the relationship between principals' leadership styles and teachers' commitment in selected government secondary schools of East Shoa Zone.

1.3.2. Specific objectives

1. To assess the commonly practiced principals' leadership styles in East Shoa Zone.
2. To examine the relationship between principals' leadership styles (transformational, transactional, and laissez-faire) and teachers' commitments (affective, continuance, and normative commitment)

1.4 Significances of the Study

Principal's leadership style is one of the most important factors in enhancing teachers' commitment that contribute to the success of the school (MoE, 2006). It is therefore, important to ensure that Ethiopia develops the best school leadership and management possible. Hence, in order to contribute to the success of schools mission, goal and objectives by enhancing teachers' commitment, the significance of principals' leadership styles is very important.

Therefore the results of the study have the following significances:

1. Its result is important to create awareness to school principals about the most determinant leadership styles that can enhance the commitment level of their teachers.
2. It may help policy makers, education office experts, secondary school teachers and others to recognize the most effective principals' leadership styles that increase teachers' commitment.
3. It may serve as a source of information for individuals who want to conduct further studies in related topics.

1.5. Delimitation of the study

The study was delimited to assess the dominantly practiced principals' leadership styles and the examination of its relationship with teachers' commitment in selected government secondary schools in East Shoa Zone, Oromia Region. If additional zones were included in the study; it might be difficult to manage. Therefore, geographically the study was confined to government secondary schools of East Shoa Zone, Oromia Regional State.

Conceptually, the study was confined to the commonly practiced principals' leadership styles and the examination of relationship between principals' leadership styles (transformational, transactional, and laissez-faire) and teachers' commitments (affective, continuance, and normative commitment) in the selected government secondary schools.

1.6. Limitation of the study

The limitations of this study were attributed to the sample size. Since some teachers and principals gave incomplete answers to principals' leadership style and teachers' commitment, incomplete responses were rejected. Hence, this to some degree may have affected the sample size which in turn was likely to have negligible impact on the finding.

There was also a difficulty of getting easy access to publications of prominent scholars on principals' leadership styles and teachers' commitment. As the result indirect quotations have been common through the whole paper. This, to some extent may have influenced the possible explanations given to the findings as the scholar's original work may lose credibility due to paraphrasing and rephrasing.

1.7. Definition of Key Terms

Affective commitment: refers to teachers' perceptions of their emotional attachment to or identification with their school(Williams,2004).

Teacher commitment:Apsychological state that binds the teachers to the school(Allen & Meyer, 1990).

Continuance commitment:is defined as the teacher's positive emotional attachment to the School(Allen & Meyer, 1990).

Normative commitment: refers teachers feeling of obligation to continue employment(Williams, 2004).

Leadership: is creating a sense of direction, empowerment and motivation in persons when they are doing something to achieve it worthwhile (Gill, 2006)

Leadership Styles:is a **leader's style** of providing direction, implementing plans, and motivating people(Williams, 2004).

Laissez-faire leadership: is leadership style that advocates minimal supervision involvement in the instructional process (Bass and Avolio, 1989)

Transformational leadership: is leadership style that enhances the motivation, morale, and job performance of teachers through a variety of mechanisms (Bass and Avolio, 1989).

Transactional Leadership: is leadership style that move teachers to enact their roles as agreed up on with the principal in exchange for reward or the avoidance of punishment(Bass and Avolio, 1989)

Woreda: Administrative district in the context of Ethiopia

1.8. Organization of the Study

The study is organized in five chapters.Chapter one deals with the problem and its approach. The review of the related literature treated in chapter two. The third chapter deals about methodologies of the study. Analysis and interpretation of the data presented in chapter four. Finally, in chapter five summary, conclusions and recommendations are presented.

CHAPTER TWO

Related Literature

2.1 Introduction

The existing educational leadership research suggests that the leadership style of principals can lead to higher measures of teachers' commitment. There is a significant body of literature that implies the relationship of principals' leadership style to teachers' commitment. Some of these researches (Avolio, 2004; and Lo, 2009) have demonstrated positive relationships between numerous principals leadership styles and teachers' attitudes, motivation and performance; all of which can affect to teachers' commitment levels.

Committed teachers' are more likely to develop patterns of punctuality or to be chronically present at work (Brockner *et al.*, 1992; Hunt & Morgan, 1994). Teachers that are committed are also less likely to leave the organization to explore other opportunities (Allen and Meyer, 1990). Teachers' commitment has also been shown to positively affect motivation, organizational citizenship, and job performance (Meyer & Becker, 2004).

2.2 The Concept of Leadership

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 technology, economic, social, political and legal conditions and internal processes, flexibility is required in resource utilization and in the promotion of continuous learning (James & Collins, 2008).

Therefore, there is a need for principals in schools to contribute not only in terms of knowledge or ideas but also in making right decisions and responding to the changes. Leadership has existed for as long as people have interacted, and it is present in all cultures no matter what their economic or social makeup. Although leadership is an age-old concept, it remains a complex term that researchers and scholars grapple with continuously. One of the main reasons is the extensive number of definitions for this term. It is commonly punned that there are nearly as many definitions of leadership as there are researchers and commentators.

As cited in Trottier *et al.*, 2008, some researchers rely on narrow definitions for ease of communication (e.g., leadership is the act of getting other people to do what they would not

otherwise willingly do or for specific research interests (e.g., the investigation of power relationships).

Leadership can be defined as a complex social process, rooted in aspects of values, skills, knowledge as well as ways of thinking of both leaders and followers. Thus, it is all about the continuous process of establishing and maintaining a connection between who aspire to lead and those who are willing to follow (Hersey & Blanchard, 1984). Furthermore, it has been the focal point of many academic research projects and of more than dozen journals in the market.

Many academicians and researchers have made vital contributions in the different theories as well as practices of leadership, and after of extensive research, the subject of leadership has emerged as a legitimate discipline. However, there is still agreement about what leadership actually is. Many of scholars and researchers agreed that leadership is a combination of skills and behavior which exhibits those skills (Bass *et al.*, 2003).

Hersey and Blanchard (1984) define leadership as the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation. Similarly, Bass (1997) defined leadership in different terms from earlier to the recent times.

The earlier definitions identified leadership as a focus of group process and movement, personality in action. The next type considered it as the art of inducing compliance. The more recent definitions conceive leadership in terms of influence relationships, power differentials, persuasion, influence on goal achievement, role differentiation, reinforcement, initiation of structure, and perceived attributions of behavior that are consistent with what the perceivers believe leadership to be. Finally, he concluded that as leadership may involve all these things.

Therefore, leadership in the organizational context in this study is related to the person who is appointed by the organization or owner to follow up the whole or sub activities of the organization as well as the subordinates report to whom in the context of a work place relationship.

2.3 The Emergence of Leadership Theories

The earliest theories of leadership focused on the performance of great men. For instance, “without Moses, the Jews would have remained in Egypt and without Winston Churchill the British would have given up in 1940” (James & Burgoyne, 2001). Analysis of such heroic tributes gave rise to the Great Man Theory of Leadership, which contends that leaders are born, not made. This theory posits that certain individuals are endowed with leadership traits that cannot be learned (Perren & Burgoyne, 2001).

A review of the leadership literature reveals an evolving series of 'schools of thought' from “Great Man” and “Trait” theories to “Transformational” leadership. Whilst early theories tend to focus upon the characteristics and behaviors of successful leaders, later theories begin to consider the role of followers and the contextual nature of leadership.

2.3.1 Great Man Theories: Based on the belief that leaders are exceptional people, born with innate qualities, destined to lead. The use of the term 'man' was intentional since until the latter part of the twentieth century leadership was thought of as a concept which is primarily male, military and western. This led to the next school of Trait Theories.

2.3.2 Trait Theories: The lists of traits or qualities associated with leadership exist in abundance and continue to be produced. They draw on virtually all the adjectives in the dictionary which describe some positive or virtuous human attribute, from ambition to zest for life.

2.3.3 Behaviorist Theories: These concentrate on what leaders actually do rather than on their qualities. Different patterns of behavior are observed and categorized as 'styles of leadership'. This area has probably attracted most attention from practicing managers.

2.3.4 Situational Leadership: This approach sees leadership as specific to the situation in which it is being exercised. For example, whilst some situations may require an autocratic style, others may need a more participative approach. It also proposes that there may be differences in required leadership styles at different levels in the same organization.

2.3.5 Contingency Theory: This is a refinement of the situational viewpoint and focuses on identifying the situational variables which best predict the most appropriate or effective leadership style to fit the particular circumstances.

2.3.6 Transactional Theory: This approach emphasizes the importance of the relationship between leader and followers, focusing on the mutual benefits derived from a form of 'contract' through which the leader delivers such things as rewards or recognition in return for the commitment or loyalty of the followers.

2.3.7 Transformational Theory: The central concept here is change and the role of leadership in envisioning and implementing the transformation of organizational performance, (Bass *et al.*, and 2003). Each of these theories takes a rather individualistic perspective of the leader, although a school of thought gaining increasing recognition is that of "dispersed" leadership. This approach, with its foundations in sociology, psychology and politics rather than management science, views leadership as a process that is diffuse throughout an organization rather than lying solely with the formally designated 'leader'. The emphasis thus shifts from developing 'leaders' to developing 'leader full' organizations with a collective responsibility for leadership (Bass *et al.*, 2003).

2.4 Full Range Leadership Model (FRLM)

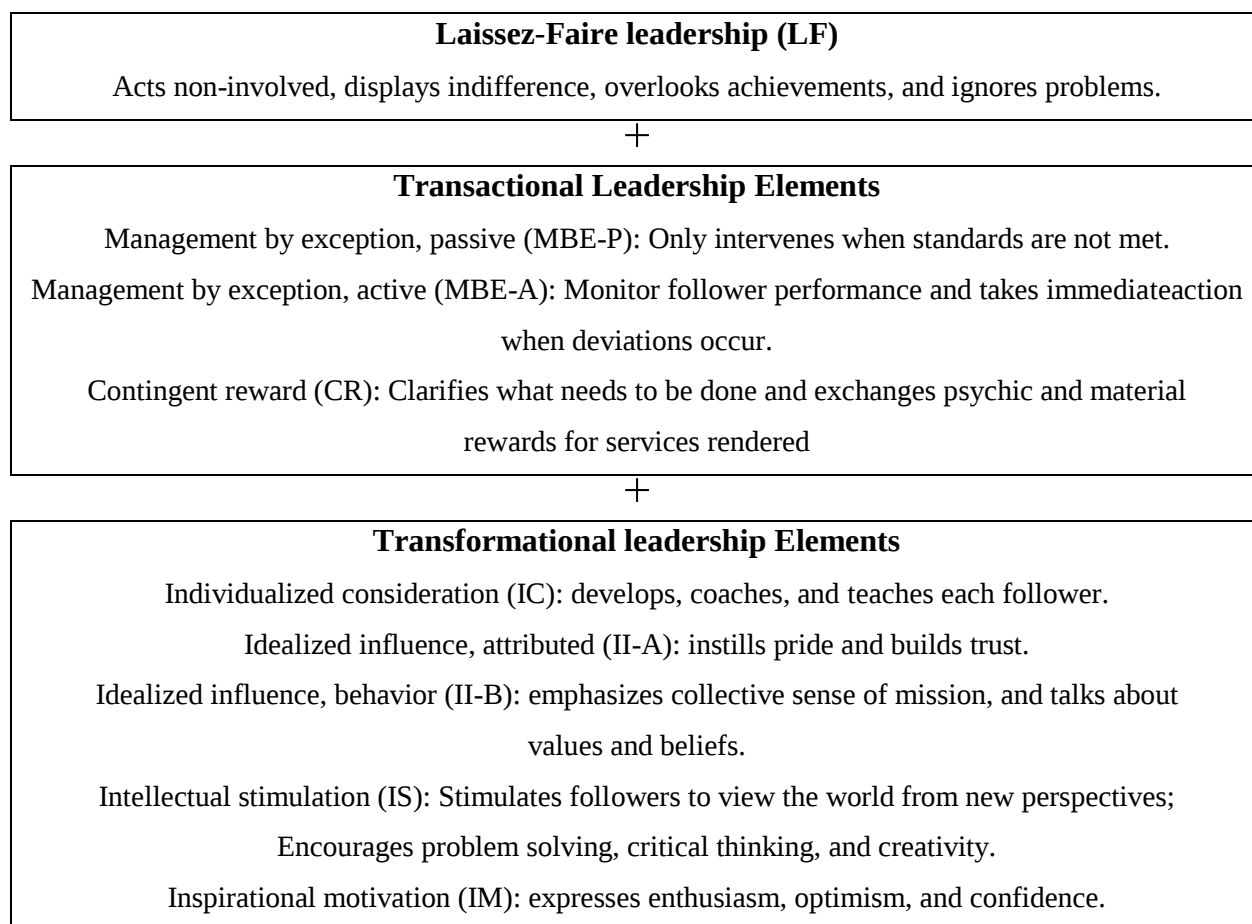
The FRLM describes a full range of influencing styles from 'non-leadership' to powerful transformational leadership styles. The model captures different kinds of styles which make a difference to outcomes for associates of the leader. In other words, the range of styles starts with transformational leader styles to transactional leader styles reaching to the lowest leader interaction of laissez-faire leader styles (MLQ, undated; Bass *et al.*, 2003).

As we can describe an ideal or "pure" transactional leadership styles and a "pure" transformational one, it is clear that schools are likely to have cultures that are characterized by both styles of leadership. A principal may employ both styles at different times or in differing amounts at the same time. Considerable recent research provides evidence that shows transformational leadership as eliciting extra effort and performance from teachers, over and above that expected in an exchange relationship with a purely transactional principal.

The authors' argument is that schools should move in the direction of more transformational qualities in their cultures while also maintaining a base of effective transactional qualities (Bass & Avolio, 1993; Bass *et al.*, 2003). Trottier *et al.* (2008) suggest that Full Range Leadership theory of Bass is a strategic organization development intervention, designed to enhance the impact of principal leadership on teachers' commitment. Also the same authors emphasized that as Bass's full range leadership model is an important part of the leadership research as well as it presents researchers with a theory that can be empirically tested and provides insight into the duality that leaders face in current organizational settings.

Although multifactor theory is probably the most widely cited and comprehensive theory, leadership is often conceptualized within behavioral domains varying from non-leadership, or laissez-faire, to transactional leadership, which hinges on rewards and punishments, to transformational leadership, which is based upon attributed and behavioral charisma (Bass and Avolio, 1993 as cited in Buciuniene & Skudiene, 2008).

Figure 2.1 Bernard Bass's Revised Full Range Leadership Model



2.4.1 Transformational Leadership

Transformational leadership is a process of influencing in which leaders change their associates' awareness of what is important, and move them to see themselves and the opportunities and challenges of their environment in a new way. Transformational leaders are proactive: they seek to optimize individual, group and organizational development and innovation, not just achieve performance "at expectations". They convince their associates to strive for higher levels of potential as well as higher levels of moral and ethical standards.

Transformational leadership does not replace transactional leadership, but augments it in achieving the goals of the group (Bass, 1997; Hall *et al.*, 2002). In a transformational style, there is generally a sense of purpose and a feeling of family. Leaders and followers share mutual interests and a sense of shared fates and interdependence.

They go beyond their self-interests or expected rewards for the good of the team and the good of the organization. The inclusion of transformational assumptions, norms, and values does not preclude individuals pursuing their own goals and rewards. Superiors serve as mentors, coaches, role models, and leaders, socializing members into the culture, not necessarily because they are expected to do so but because they feel a personal obligation to help new members assimilate into the culture. There is a rich set of norms which cover a wide range of behaviors, norms that will adapt to and change with external changes in the organization's environment (Bass and Avolio, 1993.).

According to Bass *et al.* (2003), transformational leaders will focus on developing their followers by tapping them of their potentials, inspiring them, promoting collaboration, motivating them, and by reinforcing positive behaviors. The employees often develop a high level of trust and confidence in such a leader. The employees are proud to identify themselves with the leader and develop a strong sense of loyalty to them. Similarly, Bass (1997) argues that transformational leaders are pertinent especially during turbulent times when rapid changes and globalization takes place.

Transformational leadership fosters capacity development and brings higher levels of personal commitment amongst 'followers' to organizational objectives. According to Bass & Avolio (1993) transformational leadership occurs when principals broaden and elevate the interests of

their teachers, when they generate awareness and acceptance of the purposes and mission of the group, and when they stir teachers to look beyond their own self-interest for the good of the students. Together, heightened capacity and commitment are held to lead to additional effort and greater achievement (Lok& Crawford, 1999.).

According to Bass (1997), the goal of transformational leadership is to ‘transform’ people and organizations in a literal sense – to change them in mind and heart; enlarge vision, insight, and understanding; clarify purposes; make behavior congruent with beliefs, principles, or values; and bring about changes that are permanent, self-perpetuating, and momentum building. Bass *et al.* (2003) and Trottieret *al.* (2008) preferred to explain transformational leadership based on five factors. The five components as suggested by the above authors are: individualized considerations, intellectual stimulation, inspirational motivation, idealized influence (attributes) and idealized influence (behavior).

2.4.2 Transactional Leadership

A "pure" transactional style focuses on everything in terms of explicit and implicit contractual relationships. All job assignments are explicitly spelled out along with conditions of employment, disciplinary codes, and benefit structures. Self-interests are stressed. Employees work as independently as possible from their colleagues. Cooperation depends on negotiations not problem solving or a common mission. There is little identification of the employees with the organization, its mission or vision. Superiors primarily are negotiators and resource allocators (Bass and Avolio, 1993).

Transactional leadership is based more on "exchanges" between the leader and follower, in which followers are rewarded for meeting specific goals or performance criteria (Trottieret*al.*, 2008; Bass *et al.*, 2003). Rewards and positive reinforcement are provided or mediated by the leader. Thus transactional leadership is more practical in nature because of its emphasis on meeting specific targets or objectives (James & Collins, 2008; Sosik& Dinger, 2007). An effective transactional leader is able to recognize and reward followers' accomplishments in a timely way. However, subordinates of transactional leaders are not necessarily expected to think innovatively and may be monitored on the basis of predetermined criteria. Poor transactional leaders may be less likely to anticipate problems and to intervene before problems

come to the fore, whereas more effective transactional leaders take appropriate action in a timely manner (Bass *et al.*, 2003).

Transactional leaders display behaviors associated with constructive and corrective transactions. The constructive style is labeled Contingent Reward and the corrective style is labeled Management-by-Exception (active and passive). Transactional leadership defines expectations and promotes performance to achieve these levels. Contingent Reward and Management-by-Exception are two core behaviors associated with 'management' functions in organizations. Full range leaders do this and more (MLQ, undated; Bass *et al.*, 2003).

When we compare transactional and transformational leadership styles, a transactional leadership style is appropriate in many settings and may support adherence to practice standards but not necessarily openness to innovation and risk taking. A transformational leadership style creates a vision and inspires subordinates to strive beyond required expectations, whereas transactional leadership focuses more on extrinsic motivation for the performance of job tasks (Trottieret *al.*, 2008; Bass *et al.*, 2003).

Thus it is likely that transformational leadership would influence attitudes by inspiring acceptance of innovation through the development of enthusiasm, trust, and openness, whereas transactional leadership would lead to acceptance of innovation through reinforcement and reward.

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

2.4.3 Laissez-Faire leadership

Both the transformational and transactional leaders are described as leaders who actively intervene and try to prevent problems, although they use different approaches. When researching these two active forms of leadership, one finds that they are often contrasted with the third style of leadership, called laissez-faire leadership (Bass, 1990 as cited in Buciuniene&Skudiene, 2008). James & Collins (2008) describe the laissez-faire leader as an extreme passive leader who is reluctant to influence subordinates' considerable freedom, to the point of handing over his/her responsibilities. In a sense, this extremely passive type of leadership indicates the absence of leadership.

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

Researchers have consistently reported that laissez-faire leadership is the least satisfying and least effective style of leadership. That is because these leadership behaviors are accompanied by little sense of accomplishment, little clarity, little sense of group unity, and followers do not hold as much respect for their supervisors (Trottieret *al.*, 2008; Lok& Crawford, 1999).

It is probably for these reasons that many researchers choose to exclude laissez-faire leadership from their research involving only transformational and transactional leadership. Bass (1990), uses the following statement to differentiate laissez-faire leadership from other types of leadership behaviors and styles: Laissez-faire leadership should not be confused with democratic, relations oriented, participative, or considerate leadership behavior. Nor should it be confused with delegation or management by exception. Delegation implies the leader's active direction of a subordinate to take responsibility for some role or task. The leader who practices management by exception allows the subordinate to continue on paths that the subordinate and the leader agreed on until problems arise or standards are not met, at which time the leader intervenes to make corrections.

2.5 The Concept of Teachers' Commitment

Teachers' commitment has been studied in the public, private, and non-profit sector, and more recently internationally. Early research focused on defining the concept whereas current research continues to examine teacher commitment through two popular approaches, commitment-related attitudes and commitment-related behaviors. A variety of antecedents and outcomes have been identified in the past thirty years (Shore & Wayne, 1993; Hunt & Morgan, 1994).

Furthermore, Bateman and Strasser (1984), state that the reasons for studying teacher commitment are related to "teacher behaviors and performance effectiveness; attitudinal, affective, and cognitive constructs such as job satisfaction; characteristics of the teachers' job and role such as responsibility; personal characteristics of the teacher such as age, job tenure." Multiple definitions of teacher commitment are found in the literature. The way teacher commitment is defined depends on the approach to commitment that one is adhering to.

Hunt and Morgan (1994) state that teacher commitment has been operationally defined as "multidimensional in nature, involving a teachers' loyalty to the school, willingness to exert effort on behalf of the school, degree of goal and value congruency with the school, and desire to maintain membership." When looking at teacher commitment within a school, it is the relative strength of an individual's identification with and involvement in a particular school.

In relation to this, Allen & Meyer (1990), define teacher commitment as a psychological state that characterizes the teacher's relationship with the school and has implications for the decision to continue employment with the school. Similarly, Meyer & Becker (2004) define a committed teacher as being one "stays with a school, attends work regularly, puts in a full day and more, protects corporate assets, and believes in the school goals". This teacher positively contributes to the organization because of its commitment to the school.

Research shows that teacher and schools are adversely affected when commitment is low, and that both benefit when commitment is high (Brockner *et al.*, 1992). Teacher commitment is associated with increased satisfaction, performance, and school adaptability (Lok & Crawford,

1999; Meyer & Becker, 2004), as well as decreased absenteeism and employee turnover (Lo *et al.*, 2010).

2.6 The Dimensions of Teachers' Commitment

The most basic theory of teacher commitment is Allen and Meyer's conceptualization. This theory differs from others in the nature of the psychological state being described. They identified three dimensions of teacher commitment: affective, continuance, and normative commitment. Normative commitment is a relatively new aspect of organizational commitment having been defined after the former ones (Allen & Meyer, 1990).

Affective commitment refers to a teacher's emotional attachment to, involvement in, and identification with the school and its goals. Affective commitment involves three aspects such as the formation of an emotional attachment to a school, identification with, and the desire to maintain organizational membership. In this context, affective commitment reflects the identification and commitment situation where the teachers stay in the organization with their own will (Allen & Meyer, 1990; Meyer *et al.*, 2004).

Affective commitment is also attitudinal based and in this situation the teacher sees him/herself as a part of the school. Teachers with high levels of affective commitment continue teaching because they *want to*. Therefore, it is very important for the schools to have teachers feeling affective commitment since strong affective commitment means teachers willing to stay in the school and accepting its objectives and values (Allen & Meyer, 1990).

Continuance commitment is a commitment situation originating from the needs of teachers to stay in the school considering the costs of leaving. It refers to an awareness of the costs associated with leaving the school as well as the willingness to remain in a school because of the investment that the teacher has with "nontransferable" investments. Nontransferable investments include things such as retirement, relationships with other teacher, or things that are special to the school (Allen & Meyer, 1990; Brockner *et al.*, 1992). Continuance commitment also includes factors such as years of employment or benefits that the teacher may receive that are unique to the school (Hunt and Morgan, 1994).

In continuance commitment, the teachers consider the disadvantages of leaving the school and avoid quitting. Moreover, continuance commitment is not a negative situation though it is considered to be a negative commitment type by the schools. Those with high levels of continuance commitment stay with the schools because they *need to*. Thus, the teacher keeps his school membership thinking it might cost him too much to leave the school (Allen & Meyer, 1990).

The third dimension of teacher commitment is normative commitment, which reflects a feeling of obligation to continue employment. Those with high levels of normative commitment stay with a school because they feel they *ought to remain* (Allen & Meyer, 1990). It has argues that normative commitment is only natural due to the way we are raised in society. Normative commitment can be explained by other commitments such as marriage, family, religion, etc. Therefore, when it comes to one's commitment to their place of employment, they often feel like they have a moral obligation to the school (Meyer *etal.*, 2004).

The three components of teacher commitment are a psychological state that either characterizes the teacher's relationship with the school or has the implications to affect whether the teacher will continue with the school. An individual can have similar or different levels of all types of commitment. They are not mutually exclusive. Thus, regardless of the definition, "committed" teachers are more likely to remain with the teaching profession (Allen & Meyer, 1990).

Meyer & Allen (1997) found that teachers that have a good relationship with their immediate work group have higher levels of commitment to the overall school will be higher. Accordingly, they argue that teacher must be given numerous opportunities throughout the workplace to feel committed to the profession. Moreover, Ugboro (2006) concluded that teachers' commitment is significantly correlated to their perceived job security.

2.7 The Relationship between Principals Leadership Styles and Teacher Commitment

Previous researches have devoted a great deal of attention to the relationship between principals' leadership styles and teacher commitment. They have shown that organizational commitment is greater for teacher whose principals encourage their participation in decision

making (e.g., Ugboro, 2006), who treat them with consideration (e.g., Shore & Wayne, 1993), fairness (e.g., Brockner *et al.*, 1992; Allen & Meyer, 1990) and are supportive of them (e.g., Allen & Meyer, 1990). Also, Ponnu & Tennakoon, 2009, has indicated supervision as one of the critical school factors that can influence teacher commitment to the school.

A relationship between teacher commitment and principals' leadership style has been reported in the educational leadership literatures. Several studies found a positive relationship between the two variables. For instance, Lo *et al.* (2010) concluded that the principals' leadership styles are important dimensions of the social context because they shape teachers' commitment in various important ways. Likewise, Ponnu and Tennakoon (2009) indicate that ethical leadership behavior has a positive impact on teachers' commitment and teacher trust in leaders.

On the other hand, the study results on the relationship among leadership style, organizational culture and teacher commitment in university libraries by Awan & Mahmood (2009) show that the leadership style (in their case, autocratic or laissez-faire) has no effect on the commitment of teachers in university libraries. Instead, most of the library professionals seemed to be highly committed with their organizations i.e., they favored result-oriented culture. Similarly, Lok & Crawford (1999) reported that the leadership style variable, a bureaucratic environment, often resulted in a lower level of teachers commitment and performance, whereas Buciuniene & Skudiene, 2008 discovered a negative association between these two variables.

In another study, Lo *et al.* (2009) examined principals' leadership styles and teachers' commitment in schools to ensure the successful management of teachers and to improve quality and achievements of education. They discovered that several dimensions of transactional principal and transformational principal have positive relationship with teachers' commitment but the impacts are stronger for transactional leadership style. Similarly, Marmaya *et al.* (2011) investigated the teachers' perceptions of principals' leadership style among education office workers and its impact on teachers' commitment and then found that leadership tends to be more transformational than transactional.

The study by Buciuniene and Skudiene (2008) has investigated the relationship between teachers' commitment dimensions and principals' leadership styles and found positive

correlations between a transformational leadership style and affective and normative teacher's commitments whereas a laissez-faire leadership style was found to be negatively associated with teacher's affective commitment. Gay et al. (2000) also measured the relationship between leadership style and organizational commitment as moderated by follower's locus of control and reported that suggests that separately leader style and locus of control are important drivers of organizational commitment.

Research findings have consistently highlighted the positive influence of transformational leadership on school outcomes. For instance, transformational leadership was found to result in lower teachers turnover, increased school citizenship behavior (Mannheim&Halamish, 2008) and lead to stronger organizational commitment (Bucinniene&Skudiene, 2008). Likewise, Ponnu&Tennakoon, (2009) examined how transformational leadership and transactional leadership affected teachers levels of affective commitment, continuance commitment, and normative commitment. Findings revealed that transformational leadership was a better predictor of affective, continuance, and normative commitment than transactional leadership.

Consistent with previous studies, Avolio *et al.* (2004) found a positive association between transformational leadership and organizational commitment. Contrary to the previous research, they found that transformational leadership at the indirect senior level had a more positive relationship with teachers' level of organizational commitment as compared to the relationship between commitment and ratings of transformational leadership of the followers' immediate supervisor.

As cited in Buciniene&Skudiene (2008), Simon (1994) studied the impact of transformational leadership on organizational commitment and found that transformational leadership has a positive linkage with normative and affective commitment. On the other hand, a negative relationship was found between transformational leadership and continuance commitment. Bass and Avolio (1993) claimed that organizations have a kind of culture, which is represented by the leaders who use transactional or transformational leadership styles.

According to their findings, transactional culture creates only short-term commitment, whereas transformational culture creates long-term commitment. Mannheim &Halamish (2008) argued

that when transformational leadership is enacted, members of organizations no longer seek merely self-interest, but that which is beneficial to the organization as a whole.

The findings of Brown and Dodd (2003), indicated a strong correlation between transformational leadership dimensions and affective commitment, a weaker but still strong positive correlation with normative commitment and no relationship with continuance commitment. A negative relationship was found between transactional leadership dimensions and affective and normative commitments, and a statistically significant correlation found with continuance commitment.

Principals' leadership styles can influence the commitment level of teachers. Avolio *et al.*, 2004, argue that principals and the organization must reward and support their teachers for the work that they do because this perceived support allows for more trust in the school. They discuss that those teachers who feel that they are cared for by their school and principals also have not only higher levels of commitment, but that they are more conscious about their responsibilities, have greater involvement in the school, and are more innovative.

To sum up, as we have seen in this chapter there is plenty in the literature that describes leadership styles and commitment from a multitude of angles and views. Many articles also repeat the same topics and findings and the author chose to include just to show that the findings are similar but from a wide range of domains.

In many researches in the literature it was determined that there was a strong relationship between principals leadership styles and teachers commitment (Lo *et al.*, 2009; Lo *et al.*, 2010; Avolio *et al.*, 2004; Buciuniene&Skudiene, 2008; Awan&Mahmood, 2009; Ponnu&Tennakoon, 2009). The majority of these studies were conducted in business organizations, yet there have been few researches conducted in education organizations specifically in Ethiopia. Thus, the aim of this research is to assess the commonly practiced principals' leadership styles and to determine the relationship between principals' leadership styles and teachers' commitment in secondary schools of East Shoa, Oromia Regional State.

CHAPTER THREE

3. The Research Methodology

The purpose of the study is to assess the commonly practiced principals' leadership styles and analyze the relationship between principals' leadership style and teachers' commitment in selected government secondary schools of East Shoa Zone of Oromia Region. Under this section research design, sources of data, sample population and sampling techniques, data gathering tools, procedures of data collection, and method of data analysis were discussed.

3.1 The Research Design

The research design used in this study was correlational descriptive survey design, in order to describe the commonly practiced leadership styles and discover relationships among principals' leadership styles and teachers' commitment by surveying the current state of principals' leadership style and teachers.

Regarding correlational descriptive survey method of research, Frankel and Wallen (2003) stated that, many educational researches are concerned primarily with determining "what is", how and what relation exists. To this end, the researcher preferred correlational descriptive survey design for this study to describe commonly practiced leadership styles and discover relationships among principals' leadership styles and teachers' commitment. Furthermore, it helps the researcher to describe the issues under the study quantitatively and qualitatively using the data collected through questionnaire and interview.

3.2. Sources of Data

Relevant data was gathered from primary and secondary sources. The primary data sources were obtained from secondary school principals, teachers, unit leaders and department heads. And the closed ended questionnaires which are designed on an ordinal scale of measurement basis were used to collect primary data, so that the variables were ranked to measure the degree of their strength or the agreement or the disagreement of the respondents with the variables.

The secondary data of this study was compiled from many sources like e-sources, library books, and journals/ articles. This data was used to get better insight on the research topic, to

establish the viable platform for the theoretical framework constituting the bases of this research, and to design the sample frame and questionnaire for retrieving the primary data. Another advantage of using secondary data was its comparability character. The researcher has used it to validate and compare the data obtained through questionnaire to existing literature and articles.

3.3. Sample and Sampling Techniques

The sample of the study comprises principals, assistant principals, teachers, unit leaders, and department heads. As per information obtained from the East Shoa Education Office, there were about **28** government secondary schools consisting **28** principals, **28** vice principals, and **882** teachers in the study area, as of September, 2013. Among these schools, six (Batu, Bora, Dugda, Mojo, Dembela and Goro secondary schools) were selected by the procedure of cluster sampling technique. The schools were grouped into three clusters based on the year of establishment and experience (old, middle and new schools) and then two schools from each cluster taken by simple random sampling so they can represent the remaining other.

In the selected six sample schools there are **6** principals, **8** vice principals and **356** teachers. Among this total population the proportional number of sample of teachers was selected by the procedure of simple random sampling technique while school principals were selected by availability sampling technique. Accordingly, there were six (**100%**) principals, eight (**100%**) vice principals and **106(29.77%)** teachers, selected from the **six** sample schools.

Generally, a combination of cluster sampling, simple random sampling and availability sampling techniques were used to select samples. This is to ensure that target groups within a population are equally and adequately represented in the sample, and to improve efficiency by gaining greater control on the composition of the sample.

Table 3.1 Summary of Sample Size

No	Name of schools	Total population		Sample		Responses	
		Principals	Teachers	Principals (100%)	Teachers (30%)	Principals	Teachers
1	BatuSecondary school	3	70	3	21	2	19
2	Bora Secondary School	2	24	2	7	2	7
3	DembelaSecondary School	2	49	2	14	2	12
4	GoroSecondary School	3	104	3	31	2	27
5	Mojo Secondary School	2	73	3	22	2	21
6	OdaBokotaSecondary School	2	36	3	11	2	10
	Total	14	356	16	106	12	94

3.4. Data Gathering Tools

The data gathering tools in this study were focused on the importance of primary and secondary data collection, with the intension to find reliable information for the study. Both quantitative and qualitative data were used for the purpose of getting relevant information from different data sources. For the purpose of this study, the instruments used as data collection tools were questionnaire and interview.

3.4.1. Questionnaires

Two separate instruments, namely multifactor leadership questionnaire (MLQ) and organizational commitment questionnaire (OCQ), were used in this research to obtain data on principals' leadership style and teachers' commitment respectively.

3.4.1.1. Multifactor Leadership Questionnaire (MLQ Form 5X)

The Multifactor Leadership Questionnaire (MLQ) has been improved and tested since 1985 with the result that many versions of the questionnaire have been developed. It is formulated from the Full Range Leadership Model consisting of transformational, transactional, and laissez-faire leadership behaviors with nine subscales. Bass & Avolio (1995), presented the MLQ Form 5X with nine subscales of leadership styles. Participants will be asked to judge the extent to which their leader engaged in specific behaviors measured by the MLQ. The MLQ Form 5X is self-scoring and will be used 36 items to measure the three leadership styles (transformational, transactional, and laissez-faire leadership styles with their nine subscales) in this study. These items will be rated using a 5-point Likert scale labeled as **0** = not at all, **1** = once in awhile, **2** = sometimes, **3** = fairly often, **4** = frequently, if not always. High score shows high effectiveness of principal's leadership style while low score implies low effectiveness principal's leadership style in the scale.

3.4.1.2 Organizational Commitment Questionnaire (OCQ)

Although there is another identically-named Organizational Commitment Questionnaire (OCQ) developed by Porter et al. (1974), it does not specify a clear delineation among the types of employee commitment. Also, comments by the authors caused concern about the Allen & Meyer OCQ's usefulness as a measure of employee commitment. For these and other reasons, the Allen & Meyer's (1990) OCQ was selected as the measure of teachers' commitment for this study. This Organizational Commitment Questionnaire consists of three dimensions such as "Affective commitment", "Continuance commitment" and "Normative commitment".

The selected OCQ is a self-scoring questionnaire and the responses to each of the **12** items (**4** items for each dimension) was rated using a 5-point Likert scale labeled as **0** = strongly

disagree, 1 =disagree, 2 = neither agree nor disagree, 3 = agree, 4 = strongly agree. High score shows highteachers organizational commitment perception while low score implies low perception inthe scale.

3.4.2. Interview

In addition to the questionnaire used for quantitative data collection semi structured interview was used to supplement the questionnaire in order to supplement the data obtained by questionnaire and make the study more dependable and complete. To this end the researcheremployed interview (semi-structured interview) for vice principals, department heads and unit leaders.

3.5. Procedure of Data Collection

The data gathering activities was administered by the researcher himself. The questionnaires (MLQ and OCQ) were reshaped by the researcher and presented to the adviser. After improvement the questionnaires were distributed to target respondents by explaining the purpose. Then, the distributed questionnaires were collected. In addition the interview session were conducted by the researcher on face to face bases in the rooms arranged at target schools.

3.6 Method of Data Analysis

Data collected through questionnaires was analyzed by descriptive statisticsusing Statistical Package for Social Science(SPSS)version 20 software. First the relevant data wascoded, summarized and then transferred toSPSS to be analyzed and presented.Frequency tables wereused to summarize the respondents profile in the form of frequencyand percentages whereas the descriptive statistics such as mean and standard deviations ofteachers' answers toprincipals' leadership style andteachers' commitment scales werecalculated in order to determine teachers' perceptions of principal's leadership style and teachers' commitment.

In addition to this, descriptive statistics wasused to calculate mean and standard deviations ofleaders' answers to principals' leadership style in order to determine their perceptions.Subsequently, the researcher has used two-tailed Pearson correlation analysis to investigatethe relationship between principals' leadership style and teachers' commitment

dimensions. The correlation analysis has supported in determining both the form and degree of the relationship between the principals' leadership style and teachers' commitment. Also T-test was used to compare the Multi leadership questionnaire of principals and teachers responses (Independent samples).

3.7. Ethical Considerations

The researcher addressed ethical considerations of confidentiality and privacy. A guarantee was given to the respondents that their names should not be revealed in the questionnaire and research report. Moreover, the researcher informed the participants about the purpose, procedures and confirmed that the researcher for the educational research purpose to fulfill his Master's thesis in educational leadership. Lastly, the respondents received a verbal and written description of the study, and consent of respondents was obtained before the survey.

CHAPTER FOUR

Presentation, Analysis and Interpretation of Data

This chapter presents and discusses the results of the study. Several key findings emerged that shed light on principals' leadership styles and its association with teachers' commitment. Findings about the demographics study of participants and the statistical analyzes used to answer the research questions also presented. This helped to interpret and understand the results. As stated in chapter one, the purpose of this study was to assess the commonly practiced leadership styles and investigates the relationship between principals' leadership styles (transactional, transformational, and laissez-faire) and teachers' commitments (affective, continuance, and normative commitment) in Secondary Schools of East Shoa Zone of Oromia Region state, in Ethiopia.

To achieve this purpose attempt was made to answer the following basic questions: What are the commonly practiced principals' leadership styles in Secondary schools of East Shoa, to what extent principals' leadership styles enhance teachers' commitment and is there significant relationship between principals' leadership styles and teachers' commitment? To this end the data required for this study were collected using questionnaire (MLQ and OCQ) and interview.

The MLQ and OCQ questionnaires were distributed to 120 teachers and principals, 14 principals and 106 teachers, who selected from six (6) secondary schools within East Shoa zone. The principals' category includes secondary principals and all assistant principals. Among these respondents 14(13.3%) teachers and principals did not returned the questionnaire. Therefore the analysis and the interpretation made in this chapter were based on the response of 106(86.7%) teachers and principals. Additionally, the results of an interview administered with unit leaders and department heads of the selected six secondary schools were also used in the analysis of the data in this chapter.

4.1 Demographic Characteristics of the Participants

Table 4.1 Summary of Principal's and Teachers' Profile

		Principals (N = 14)		Teachers (N=106)	
Items	Variables	Frequency	Percent (%)	Frequency	Percent (%)
Sex	Female	0	0.00	11	11.7
	Male	14	100	83	88.3
Age group	Under 26 years	2	16.6	31	32.9
	B/n 26 - 35	10	83.3	50	53.1
	B/n 36 – 45	0	0.00	9	9.5
	B/n 46 - 55	0	0.00	4	4.2
Educational Backgrounds	Diploma	0	0.00	16	15
	BA/BSC/B.ed	13	93	86	81.1
	MA/MSc/M.ed	1	7	4	3.7
Marital status	Married	8	66.7	42	44.6
	Unmarried	4	33.3	48	51
	Other	-	-	4	4.2

Table 4.1 reveals the summary of the principals and teachers data results related to sex, age, educational background and marital status respectively. In the principal's sample, all are males (100%) and there are more males (88.3%) than females in the academic staffs' sample. From the academic staff participants, the majority's age group was between 26 to 35 years (53.2%) followed by under 26 years old (32.9 %) whereas most of the principals falling in the range of 26 to 35 years of age (83.3%) followed by those under 26 years old (12.7%). The data related to sex shows that the participation of female teachers in leadership is very low with compared to male teachers. Furthermore, from the total participants, most of the principals are married (66.7%) whereas almost half of the academic teachers are single (51 %) followed by 46.8% married.

Regarding, education levels of principals and teachers varied, with 15% & 0% having some college diploma, 81.1% & 93% having Bachelor's degree, and 7% & 3.7% having Master's degree respectively.

Table 4.2: Work Experience of Respondent Teachers and Principals

	Variable	year	Frequency	
			N	%
Principal	Experience as a principal	1-3	7	50
		4-6	5	35.7
		7-9	1	7.2
		Above 10	1	7.2
	Experience as a principal in current school	1-3	10	71.4
		4-6	2	21.42
		7-9	1	7.2
		Above 10	0	0.00
Teacher	Experience as a teacher	1-3	35	37.2
		4-6	29	30.8
		7-9	13	13.8
		Above 10	10	10.6
	Experience as a teacher with current principal	1-3	67	71.2
		4-6	15	15
		7-9	13	13
		Above 10	0	0.00

Table 4.2, portrays that, as the majority of principals have 1 to 3 years (50%) Of experience as the principal or vice principal. And five (35.7%) of the principals were worked for 4 to 6 years as the principal. While one (7.2%) of principal served for 7 to 9 years. Similarly, the majority of principals have 1 to 3 years (71.4%) of work experience for the current school. This shows that the majority of principals have more experience in the current school, as the minimum requirement was 3 years, for their current school principals.

Most of the teachers have worked from 1 to 3 years (37.2%). And 29(30.8%) of teachers have worked from 4 to 6 years and 13 (13.8%) of teachers have experience of 7 to 9 years. Besides, the majority of teachers 67(71.2%) have worked with the current principal of the school for 1 to 3 years.

Generally table 4.2, reveals as the majority of principals have less experience in the current school they are working.

4.2 Descriptive Statistics for Principals Leadership Styles and Teachers Commitment

The descriptive statistics was used as a way to examine the mean, standard deviation and other information which are not apparent in the raw data. It was needed to determine the teachers' perception to principals' leadership style and teachers' commitment. Table 4.3 below contains descriptive data (mean and standard deviations) for the five transformational leadership subscales, three transactional leadership subscales, one laissez-faire subscale, and three teachers' commitment scales as indicated by the respondents. In all cases, the distribution of scores for the sample contained reasonable variance and normality for use in subsequent analyses.

4.2.1 Teachers Perception to Principals Leadership Styles

Table 4.3: Mean and Standard Deviations of Principals Transformational Leadership Styles for teachers Responses

Variables	Teachers		
	N	Mean	Std. Deviation
Idealized Influence (attributed	94	2.12	1.09
Idealized Influence (behavior	94	2.53	0.93
Inspirational Motivation	94	2.52	0.99
Intellectual Stimulation	94	2.18	0.96
Individualized Consideration	94	2.13	0.88
Transformational Leadership	94	2.31	0.99

Note: N=94

Table 4.3, depicts the mean values for each of the transformational leadership subscales that are calculated between 2.12 to 2.53 and having the standard deviation value of nearly 1. It also reveals the total mean value ($m=2.31$) and standard deviation value ($SD=0.99$) for principals transformational leadership style.

The total scores of data for the principals transformational subscales ($m=2.31$) are, in some cases, slightly less than what Bass & Avolio (1997) [as cited in Bass *et al.*, 2003] consider

“ideal” levels for effective principal transformational leadership. The suggested scores for the most of effective transformational principal include a mean value of **3.0** or higher for idealized influence (attributed), idealized influence (behavior), inspirational motivation, intellectual stimulation, and individualized consideration. But the mean scores for the subscales in this study ranged from 2.12 to 2.53, which is below the expected standard.

Table 4.4: Mean and Standard Deviations of Principals Transactional Leadership Styles for teachers Responses

Variables	Teachers		
	N	Mean	Std. Deviation
Contingent Reward	94	2.31	0.99
Management-by-Exception (active)	94	1.86	1.05
Management-by-Exception (passive)	94	1.66	1.05
Transactional Leadership	94	1.96	0.48

Note: N=94

Table 4.4, illustrates the mean values for each of transactional leadership scales that ranges from 1.66 to 2.31 and standard deviation of nearly 1. It also shows the total mean and standard deviation values of principals’ transactional leadership which are 1.96 and 0.48 respectively.

The total scores of data for the principals transactional subscales is 1.96 which is slightly less than what Bass & Avolio (1997) [as cited in Bass *et al.*, 2003] consider “ideal” levels for effective principal transactional leadership. The same authors suggested a mean score of 2.0 for contingent reward while this study’s sample data mean score is 2.31, which is slightly higher than the suggested one. The score for management-by-exception (active) and management-by-exception (passive) in this study is 1.86 and 1.66; which is found within the suggested range of **1.0** and **2.0**.

Table 4.5: Mean and Standard Deviations of Principals Laissez-Faire Leadership Styles for Teachers Responses

Variables	Teachers		
	N	Mean	Std. Deviation
Laissez-Faire	94	1.75	1.02

Note: N=94

Table 4.5, portrays the mean and standard deviation values for laissez-faire which are 1.75 and 1.02, respectively. In the same way, the suggested scores for laissez-faire are between **1.0** and **0.0**, but mean scores for my study have higher mean value of 1.75 which is slightly higher than the suggested mean value.

Generally, the aforementioned patterns of scores for this study suggest that some teachers perceived their principals as one that has not exhibited the “ideal” levels of transformational leadership leaders. These behaviors included instilling pride, inspiring a shared vision, talking optimistically, encouraging creativity, and placing much importance in coaching or training.

On the contrary, the mean score of contingent reward implies that some of the teachers perceived their principals as performing beyond expected average job of recognizing accomplishments and clarifying expectations. This is also similar for the management-by-exception (active) mean, which entails that some teachers perceived their principals as taking corrective action immediately when deviations occur.

Furthermore, the mean scores of management-by-exception (passive) and laissez-faire proposes as some teachers perceived that their immediate supervisors tended not to take corrective action or make decisions as soon as problems occur. From the leadership subscales, laissez-faire has the highest standard deviation approximately 1.02 followed by management-by-exception (passive) which scored approximately 1.05 standard deviation.

In addition to this, interview results show that as principals and assistant principals were weak in practicing the elements of transformational leadership such as building trust, inspiring a shared vision, encouraging creativity, and emphasizing development and can not take corrective actions immediately as deviations occur.

As the results of this study indicate, teachers perceived principals leadership style to be slightly more transformational ($M = 2.31$) than to that of transactional ($M = 1.94$) and laissez-faire ($M = 1.75$). Therefore, this supports the finding by Trottieret *al.* (2008) that shows transformational leadership variables are slightly more important in terms of their overarching concept of leadership effectiveness in followers' perceptions of importance.

4.2.2 Teachers' Perception to their Commitment

In addition to the scores of principals' leadership styles, the mean and standard deviations of the teachers' commitment to their schools are presented in Table 4.3 as indicated by the respondents.

Table 4.6: Mean and Standard Deviations of teachers Commitment for Teachers Response

Variables	Teachers		
	N	Mean	Std. Deviation
Affective Commitment	94	2.41	0.83
Continuance Commitment	94	1.51	0.88
Normative Commitment	94	2.07	0.72
Total teachers commitment	94	1.99	0.81

According to table 4.6 the mean and standard deviation scores for each of the teachers' commitment scales are ranked by respondents as affective commitment has 2.41 and 0.83, continuance commitment has 1.51 and 0.88, and normative commitment has 2.07 and 0.72, respectively.

When we see from highest to lowest mean scores, respondents ranked their "Affective commitment" with highest mean of 2.41 whereas their "Continuance commitment" having lowest mean of 1.51 from total. From standard deviation scores, continuance commitment has the highest value of all, i.e., 0.88.

In describing the application of their Organizational Commitment Questionnaire (OCQ) scales, Allen & Meyer (1990) do not provide guidance about average, required, ideal, or expected means for affective, continuance, and normative commitment. Instead, Allen & Meyer (1990) and other researchers (Brockneret *al.*, 1992; Shore & Wayne, 1993; Hunt & Morgan, 1994;

Meyer *et al.*, 2004) studied to identify what was a relationship between the different types of organizational commitment and the outcomes that are being examined, as well as the pattern for those findings , and their level of influence. Many of them proposed that the required pattern to be ranked starting from highest to lowest scores in the following manner such as affective commitment, normative commitment, and then continuance commitment.

The results of this study reflect that the pattern for mean scores is consistent with the abovementioned ones by presenting that affective commitment has highest score followed by normative commitment, and then continuance commitment has the least score.

This indicates that some of the teachers have strong affective commitment towards their schools where they would consider themselves as belonging to these schools. However, lowest mean of continuance commitment implies as the teachers felt that the school principals are not paying enough attention to the rewards in exchange of efforts they provide to the school compared to others.

4.3 Comparisons between Principal and Teachers Responses on Principals Leadership Styles

The standard deviations and standard error mean of the two samples (teachers and principals) are compared to determine whether their perception is similar or different to leadership styles based on the dimensions of the questionnaires.

Table 4.7: Comparisons between Principal and Teachers Responses on Principals Leadership Styles

Variables	Participants	N	Mean	Std. Deviation	Std. Error
Idealized Influence (attributed)	Teachers	94	2.12	1.9	0.11133
	Principals	14	2.75	0.73	0.16379
Idealized Influence (behavior	Teachers	94	2.53	0.93	0.09550
	Principals	14	2.88	0.77	0.17147
Inspirational Motivation	Teachers	94	2.52	0.99	0.10183
	Principals	14	3.25	0.64	0.1428
Intellectual Stimulation	Teachers	94	2.18	0.96	0.09886
	Principals	14	3.10	0.54	0.12115
Individualized Consideration	Teachers	94	2.13	0.88	0.09012
	Principals	14	2.77	0.66	0.14730
Transformational Leadership	Teachers	94	2.31	0.80	0.08254
	Principals	14	2.95	0.38	0.08389
Contingent Reward	Teachers	94	2.31	0.99	0.10141
	Principals	14	3.43	0.43	0.09703
Management-by-Exception (active)	Teachers	94	1.86	0.89	0.09151
	Principals	14	2.30	0.95	0.21344
Management-by-Exception (passive)	Teachers	94	1.66	1.05	0.10757
	Principals	14	1.15	1.11	0.24836
Transactional Leadership	Teachers	94	1.94	0.48	0.04969
	Principals	14	2.29	0.55	0.12206
Laissez-Faire	Teachers	94	1.75	1.02	0.10490
	Principals	14	0.87	0.74	0.16473

According to the results shown in the Table 4.7, the mean score for teachers responses on each of the transformational leadership subscales are ranged from 2.12 to 2.53 with the standard deviation values from 0.88 to 1.09 whereas for those of principals has mean scores ranged from 2.75 to 3.25 with standard deviation values from 0.54 to 0.77. If we consider the mean and standard deviation scores of the principals transformational leadership scales taken as a whole for both groups, teachers' group has 2.30 and 0.80 respectively whereas principals' group has 2.95 and .38 respectively.

On the other hand, the mean and standard deviation scores for each of principals transactional leadership subscales ranges from 1.66 to 2.31 mean and standard deviation of nearly 1 for teachers responses while it ranges from 1.15 to 3.43 mean and 0.43 to 1.11 standard deviation values for principals responses. When taken as a whole, the principals' responses on the principals' transactional leadership scale presents higher mean with slightly higher standard deviation to that of teachers response. But the mean and standard deviation values of the principals responses for laissez-faire leadership scale are lower and slightly lower than to that of teachers one, respectively.

For some of the principals transformational leadership subscales such as inspirational motivation ($m=3.25$) and intellectual stimulation ($m=3.10$), principals responses indicate that as current study has slightly higher mean score to that of Bass & Avolio (1997) suggested one for the most effective principals ($m \geq 3.0$) whilst the teachers responses for all subscales has slightly less than to the suggested benchmark. In the case of contingent reward, the mean scores for both groups are higher than the suggested mean score of 2.0 compared with teachers mean score of 2.31 and with 3.43 mean score of leaders.

Similarly, the mean scores of both teachers and principals for management-by-exception (active) are found within and above, respectively, the suggested ranges of 1.0 and 2.0. The mean scores of teachers response for management-by-exception (passive) and laissez-faire are found above the suggested ranges of 1.0 and 0.0 whereas for those of principals it is slightly higher than and within the suggested ranges respectively.

As the whole values of the mean implies for all principals subscales with an exception of management-by-exception (passive) and laissez-faire, the principals responses has higher mean

scores than to those of teachers responses. The values of standard deviation on all leadership subscales with an exception to management-by-exception (active) and management-by-exception (passive) indicate higher standard deviation scores for teachers' responses than to the principals' responses.

The variations in both cases can be triggered to different reasons. In particular, the difference in mean values may be due to the difference in the size of the two samples or due to the considerable difference between perception of both groups about principals leadership styles or principals are considering themselves as practically exercising what is required in theoretical leadership styles without convincing their teachers.

Likewise, the differences in the values of the standard deviations show that there is more difference in variability for the scores of teachers' responses than to those of the principals. This is an indication of major differences between leadership styles which are being practiced and styles which are being perceived by the teachers.

When we consider the standard error mean, the results indicate that teachers responses have smaller standard error mean than that of the principals almost in all variables. The great difference in the size of the two samples (teachers = 94, principals = 14) could be considered as a possible reason. Another reason may be as the standard error depends on both the standard deviation of the samples and the sample size. Berenson *et al.* (2002) explain that as the size of the sample increases the standard error decreases. Thus, it is obvious that as the sample size increases, the higher the possibility will be that the samples mean is not too far from the population mean.

4.4 The Relationship between Principals Leadership Styles and Teachers Commitment

The relationship between principals leadership styles and teachers commitment was investigated using two-tailed Pearson correlation analysis. This provided correlation coefficients which indicated the strength and direction of relationship. The p-value also indicated the probability of this relationship's significance. These findings are presented below.

Table 4.8: Pearson Correlation Matrix between Principal Leadership Styles and Teachers' Commitment Dimensions

Teachers' commitment	Affective commitment	Continuance Commitment	Normative Commitment	Total teachers' commitment
<i>Leadership styles</i>				
Transformational leadership style	0.306**	0.238*	0.053	0.303**
Transactional leadership style	0.075	0.177	0.222**	0.229**
Laissez-faire leadership style	-0.340**	-0.046	0.024	-0.189

Note: N=94

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

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

4.4.1 Correlations between Principals Transformational Leadership Style and Teachers Commitment Dimensions

As seen from the results, transformational leadership has relatively weak, but significant positive correlation with affective commitment (0.305**) and very weak, but significant positive relationship with continuance commitment (0.238*) whereas no relationship with normative commitment (0.053). It can also be said that 9% of the variance in affective commitment and 6% of the variance in continuance commitment originate from the transformational leadership behaviors when coefficient of determination ($r^2=0.09$ & 0.06 , respectively) are taken into consideration.

These findings suggest that there is a positive, although not very strong, relationship between the transformational leadership style and both affective commitment continuance commitment. For affective commitment, this suggests that leadership behaviors which involve building trust, inspiring a shared vision, encouraging creativity, emphasizing development, and recognizing

accomplishments is somewhat positively related to how teachers feel about *wanting to* stay with the schools. For continuance commitment, this finding suggests that these same leadership styles are related to how teachers feel about *having to* stay with the schools. Continuance commitment is more likely related to transferability of skills, education, retirement money, status, and job security, and alternative employment opportunities (Allen & Meyer, 1990; Shore & Wayne, 1993; Hunt & Morgan, 1994; Meyer et al., 2004).

However, the rate in the relationship between transformational leadership style and continuance commitment is rather lower than the rate in the relationship with affective commitment, because continuance commitment is about the costs of leaving the school and is largely affected by the variables such as gender, age, seniority, career opportunities, salary, and marital status (Allen & Meyer, 1990).

As for the lack of statistically significant correlations between the transformational leadership and continuance and normative commitment, my findings suggest that this same leadership style may not be related to how teachers feel about their *obligation to* stay with schools. The finding that transformational leadership style has no relationship with continuance and normative commitment is also appropriate since teachers who stay with a school because they feel *obligated to* do may not exhibit the same enthusiasm and involvement as teachers who stay with a schools because they *want to* stay and *need to* stay (Allen & Meyer, 1990; Brooks et al., 2006). This is also in line with the argument of Mannheim & Halamish (2008) that reveals as transformational leadership is enacted, members of organizations no longer seek merely self-interest, but that which is beneficial to the organization as a whole. As such, transformational Leadership style may not be related to continuance and normative commitment as to affective commitment.

This study, therefore, supports the suggestions by Buciuniene&Skudiene, 2008, that transformational leadership and affective commitment are correlated but not that of having with normative commitment and not having correlation with continuance commitment. Consistent with the finding of Buciuniene&Skudiene (2008), transformational leadership has positive relationship with affective and continuance commitment but different for that of normative commitment. Similarly, this study does not support suggestions made by Simon

(1994) that a transformational leadership style has a positive relationship with normative commitment and a negative correlation with continuance commitment.

Similar to the findings of Buciuniene&Skudiene (2008), transformational leadership, according to the results of this research, has a negative relationship with teachers' continuance commitment. The finding of this study also coincides with the findings of Ponnu&Tennakoon, 2009, that revealed transformational leadership was a better predictor of affective, continuance, and normative commitment than transactional leadership. Another consistent finding was that by Lok& Crawford (1999) which revealed the leadership style variable, consideration, had relatively stronger relationship with commitment when compared with other variables.

Generally, the present study has exhibited that transformational leaders have a more significant positive relationships with teachers' commitment in psychological, value, and economic terms. This is consistent with previous studies by Lo *et al.* (2009) and Lo *et al.* (2010), who elucidated that transformational leadership styles have a more significant positive correlation with teachers' commitment dimensions. Given that a transformational leadership style is often associated with emotional aspects, it is not surprising that transformational leadership has the greatest correlation with affective teacher commitment.

Consistent with the study of (Avolio *et al.*, 2004), the result of my study indicated significant and positive associations between transformational leadership and teachers commitment dimensions. Accordingly, it can be said that there is a significant relationship between teachers' commitments and transformational leadership behaviors of schools. As a transformational principal helps teachers develop beyond their potential and satisfy their higher order needs, he/she is likely to gain their teachers' commitment to the school (Bass, 1997).

4.4.2 Correlations between Principals Transactional Leadership Style and Teachers Commitment Dimensions

According to the analysis results, there is very weak, but positive and significant relationship between transactional leadership style and normative commitment (0.222*), has no significant relationship with affective commitment (0.075) and continuance commitment (0.177). It can also be said that 5% of the variance in normative commitment originates from the transactional leadership styles when coefficient of determination ($r^2=0.05$) is taken into consideration.

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

This finding verifies with the finding of Buciuniene & Skudiene (2008) that identified significant and positive correlation between transactional leadership style and normative commitment though it does not confirm the relationship with that of affective and normative commitment by the same authors. Taken together, the finding also supports the studies of Ponnu & Tennakoon, 2009, Lo *et al.* (2009) and Lo *et al.* (2010) those indicated that transactional leadership has positive relationship with teachers' normative commitment only.

The significant positive correlation of transactional leadership style and normative commitment contradicts with finding by Marmaya *et al.* (2011) which showed that transactional leadership style is positively related to affective commitment. It also contradicts the findings by Brown & Dodd (1999), whose empirically supported arguments stated that transactional leadership has a negative association with affective and normative commitments.

4.4.3 Correlations between Principal Laissez Faire Leadership Style and Teachers Commitment Dimensions

Laissez-faire leadership style, according to the research data, is negatively related to affective commitment (-0.340) though it is relatively weak. It can also be said that 12% of the variance in affective commitment originates from the laissez-faire leadership behaviors when coefficient of determination ($r^2=0.12$) is taken into consideration. But it has no relationship with both continuance commitment (-.046) and normative commitment (.024). This existence of significant and negative correlation between laissez-faire leadership style and affective commitment suggests the strengths of negative influence on the affective commitment. Therefore, leadership behaviors that involve ignoring problems, displaying indifference, and overlooking achievements are negatively related to affective teachers' commitment in schools.

However, laissez-faire leadership does not have any statistically significant correlations with continuance and normative commitments. These almost nonexistent correlations suggest that leadership behaviors involving ignoring problems, acting non-involved, displaying indifference, and overlooking achievements may not be related to how teachers feel about *need to stay* and *having to stay* with the school. Laissez-faire leadership, given its non-intervening nature, has negative consequences on affective teachers' commitment dimension but nothing on others.

The results are consistent with the literature indicating that laissez-faire leadership is negatively related to affective commitment and has no relationship with continuance commitment though it contradicts the significant negative relationship with normative commitment (Buciuniene&Skudiene, 2008). Likewise, the nonexistent correlations of laissez-faire leadership with both continuance and normative commitments confirms the finding by Awan&Mahmood (2009) that depicted as the leadership style (in their case, autocratic or laissez-faire) has no effect on the commitment of teacher in university libraries.

4.4.4 Comparisons of Overall Correlations among the Variables

The findings of this study reveal that principals' transformational leadership has positive associations with the dimensions of teachers' commitment, and that principals' transformational and transactional leadership are important in relation to teachers' commitment.

Such findings clearly indicate the important role of transformational leadership, and the importance for schools to nurture transformational leadership qualities among their principals.

When compared to principals transformational leadership, transactional leadership is effective in affecting only teachers' normative commitment whereas transformational leadership is effective in affecting both teachers' affective and continuance commitments without having any effect on normative commitment. Compared to transformational and transactional leadership, laissez-faire leadership has significant and negative correlation with affective teachers' commitment but not has any significant correlation to both continuance and normative commitments.

Generally, the present study has exhibited that transformational principals have a more significant and stronger relationship with teachers' commitment. This is consistent with previous studies by Bass & Avolio (1993) who claimed that transactional culture creates only short-term commitment, whereas transformational culture creates long-term commitment as well as with that of Lok & Crawford (1999) who elucidated that the principals' leadership style variable, a bureaucratic environment that resembles transactional characteristics, often resulted in a lower level of teachers' commitment and performance. Similarly, Mannheim & Halamish (2008) revealed that principals who exhibit transformational leadership styles are more effective in achieving significantly higher commitment levels than transactional principals.

CHAPTER FIVE

Summary, Conclusions and Recommendations

5.1 Summary of Findings

The main objective of this research was to examine the relationship between principals' leadership styles and teachers' commitment in secondary schools of East Shoa, Oromia Region. In order to achieve this, basic questions were raised which addressed the commonly practiced principals' leadership styles in Secondary Schools of East Shoa, the extent of principals' leadership styles that enhance teachers' commitment and the significant relationship between principals' leadership styles and teachers' commitment.

The study was conducted in five (5) towns and six (6) schools selected on the basis of cluster sampling methods. Simple random sampling was used for selecting teachers from the selected schools, whereas the selection of school principals was done through availability sampling methods. The subjects of the study were: 106 teachers' and 14 principals.

Most of the teachers have worked from 3 to 5 years (37.2%), as the minimum requirement was 1 year, for their current school and from 1 to 3 years under current principal (73.7%). The majority of principals have worked from 3 to 5 years, as the minimum requirement was 3 years, for their current school (50%).

Two separate instruments, namely multifactor leadership questionnaire (MLQ) and organizational commitment questionnaire (OCQ), were used to measure principals' leadership styles and teachers' commitment respectively.

The data obtained were analyzed by descriptive statistics (mean, standard deviation, standard error, t test and correlation) using Statistical Package for Social Science (SPSS) version 20 software.

The patterns of mean scores for transformational leadership subscales suggest that some teachers perceived their principals as one that has not exhibited the "ideal" levels of transformational leadership behaviors as well as some need for improvement. The mean for contingent reward and management-by-exception (active) of transactional subscales proposes that some teachers perceived their principals as performing beyond expected average job of recognizing accomplishments and taking corrective action immediately when deviations occur.

Consistent to other findings, affective teachers' commitment has highest mean score followed by normative teachers' commitment, and then continuance teachers' commitment has the least score. Therefore, it can be said that teachers' perceptions of their commitment are positive. These mean scores suggest that some teachers felt more about *wanting to* stay followed by *obligation to* stay and less about *having to* stay with the schools. The lowest mean score of continuance teachers' commitment suggests that teachers of the schools perceived that they get much lesser than the effort they are required to exert on performing their jobs.

Regarding the comparison between teachers and principals responses to principals' leadership styles of secondary schools in East Shoa, teachers group has mean of 2.50 whereas principals group has mean of 2.68 on transformational leadership scale. Similarly, the principals' responses on the transactional leadership scale presents higher mean with slightly higher standard deviation to that of teachers' response. But the mean and standard deviation values of the principals responses for laissez-faire leadership scale are lower and slightly lower than to that of teachers' one, respectively.

This indicates that principals of secondary schools in East Shoa perceive more than what teachers perceive as they adopt, from most to least, a transformational leadership style, transactional leadership style, and the laissez-faire leadership respectively. Almost in all leadership variables, the standard error mean of teachers' responses is smaller than that of the principals. Analysis of the T-test for equality of mean scores revealed significant differences between the two samples on all dimensions of leadership with an exception to idealized influence (behaviors), management by exception (active), and management by exception (passive).

The findings have indicated that transformational leadership is effective in affecting significantly both teachers' affective and continuance commitments without having any significant effect on normative commitment whereas transactional leadership is effective in affecting significantly teachers' normative commitment. Compared to transformational and transactional leadership, laissez-faire leadership has significant and negative correlation with affective teachers' commitment but does not have any significant correlation to both continuance and normative commitments.

5.2. Conclusions

According to the analysis results and discussion of the study, conclusions are made on the nature and relationship of principals' leadership styles and teachers' commitment.

1. Principals of secondary schools in East Shoa perceive themselves as they employed a transformational leadership, transactional leadership, and the laissez-faire leadership styles effectively. But the mean value and interview results obtained from teachers, unit leaders and department heads reveals that, principals adopt from **least to most**, a transformational leadership, transactional leadership, and the laissez-faire leadership styles respectively.
2. The important finding of this study is that principals' transformational leadership style has a greater significant influence on affective teachers' commitment than on continuance teachers' commitment. It can be suggested that principals transformational leadership styles which involve building trust, inspiring a shared vision, encouraging creativity, and emphasizing development explains some of the variation in whether teachers *want to* or *do not want to* stay with the high schools. For continuance teachers commitment, these same principals transformational leadership activities explain a little less of the variation in whether teachers feel *needed to* or *do not feel needed to* stay with the schools. This finding also led us to conclude that principals' transformational leadership is a better indicator of teachers' commitment.
3. According to the results of the research, there is a positive and significant relationship between principals' transactional leadership style and normative teachers' commitment. This reflects that principals' leadership styles, which involve recognizing accomplishments taking immediate action or waiting for problems to become chronic before taking action, explain positive variations in how teachers feel about *having to* stay with the school. In other word, it can be said that teachers' feeling of *having to* stay in the school increases as principals transactional leadership styles increases.
4. Principal's laissez-faire leadership was found to be significantly and negatively associated with teachers' affective commitment but has no significant relationship with others. This predicts that principal's leadership styles which involve ignoring problems, displaying indifference, and overlooking achievements will negatively affect how teachers feel about *wanting to* stay with the schools. Thus, it can be said that this principals' leadership style

may intervene in the work affairs of principals -teacher interaction or inhibit the successful development of a school

5.3.Recommendations

Based on the findings of this study, the researcher suggests the following points to school principals, government (policy makers) and for future researchers.

It is suggested that the interaction of principals' transformational and transactional leadership styles are potentially important point of influence in affecting attitudes towards commitment to the school.

It is better if principals of secondary schools pay more attention to developing efficient team work and express warm concern and trust to co-workers through transformational leadership styles. This is because principals can play a role in building commitment by assuring that the school makes effort to address both the work content and the work context by engaging in management practices to increase psychological attachment of teachers to the schools.

There are considerable differences in mean scores between principals and teachers' perception to principals' leadership styles, principals' **needs to** be found as practical as what they say theoretically to their teachers. To improve the lowest mean score of continuance commitment, government **needs to** improve the payments and other benefit systems to develop teachers' commitment otherwise they *need not* stay there.

From the managerial perspective, this study implies to the policy makers and principals at the schools that they can focus in developing their teachers professionally, by tapping their potentials, inspiring them, promoting collaboration, motivating and reinforcing positive attitudes towards commitment to profession. Because both principals' transformational and transactional leadership styles has been found to have a significant and positive relationship with teachers commitment, the principals **needs to** maintain these leadership styles within their schools as committed teachers are most desirable. For principals' transactional leadership, recognizing accomplishments and expectations, and taking immediate action rather than waiting for problems to become serious.

Since the principals' laissez-faire leadership has significant and negative correlation with affective teachers' commitment, principals **needs to** avoid such leadership styles like displaying

indifference, overlooking achievements, and ignorance of problems to improve the commitment levels of teachers. In other word, principals may be able to improve their laissez-faire leadership styles by giving positive feedback in a timely manner and using language that is both clarifying and encouraging.

In future research, it would be interesting to involve a nationwide survey covering samples from the whole population of the high schools in Ethiopia. Future studies can benefit by including principals leadership styles and other variables such as loyalty or self efficacy beliefs in determining teachers' commitment.

Generally, it is imperative to establish a sound system of benefits, promotion, and development in order to increase teachers' commitment and then raise productivity by reducing teacher turnover.

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Appendices

Appendix A: Principals Operationalization of Leadership Styles and Teachers

Commitment

Principals Transformational Style Operationalization

1. Idealized Influence (attributed): instills pride and builds trust.
2. Idealized Influence (behavior): emphasizes collective sense of mission, and talks about values and beliefs.
3. Inspirational Motivation: expresses enthusiasm, optimism, and confidence.
4. Intellectual Stimulation: encourages problem solving, critical thinking, and creativity. Individualized Consideration: develops, coaches, and teaches.

Principals Transactional style Operationalization

1. Contingent Reward: recognizes accomplishments and clarifies expectations.
2. Management-by-Exception (active): takes immediate action to correct problems and highlights mistakes or errors.
3. Management-by-Exception (passive): waits for problems to become chronic or serious before correcting.

Principals Laissez-Faire style Operationalization

1. Laissez-Faire: acts non-involved, displays indifference, overlooks

	Key	
No.	Raw Factors	# # #
1	Transformational Idealized Influence (Attributed)	10, 18, 21, 25
2	Transformational Idealized Influence (Behaviors)	6, 14, 23, 34
3	Transformational Inspirational Motivation	9, 13, 26, 36
4	Transformational Intellectual Stimulation	2, 8, 30, 32
5	Transformational Individualized Consideration	15, 19, 29, 31
6	Contingent reward	1, 11, 16, 35
7	Management by exception Active	4, 22, 24, 27
8	Management by exception passive	3, 12, 17, 20
9	Laissez faire Leadership	5, 7, 28, 33
	Teachers commitment	
1	Affective Commitment	1, 4, 9, 10
2	Continuance Commitment	2, 3, 5, 6
3	Normative Commitment	7, 8, 11, 12

Appendix B: Multifactor Leadership Questionnaire (MLQ) Form 5X Scoring Key

Adama Science and Technology University

School of Educational Sciences and Technology Teachers Education

Department of Educational Planning and management

Dear Respondents:

I am graduating class MA student in **Educational leadership and Management** at Adama Science and Technology University at 2014. I am conducting a research entitled “*Principals leadership styles and teachers commitment in Secondary Schools of East Shoa Zone*”.

To obtain the necessary data questionnaire is prepared into **two parts** to be filled by **teachers**. Thus, you are kindly requested to participate in a survey to provide your school with leadership styles related information that will help improve the working condition for teachers. Participation in this survey is voluntary and no individual data will be reported. If you are unsure or do not know the answer, leave the answer blank. Please indicate the extent of your agreement or disagreement with each statement about your principal's leadership style in **part I** and your level of commitment to the school you are working now in **part II**, by **circling** a number from **0 to 4**. Whatever information you give me is strictly confidential and could be used for academic purpose only.

Note: Use the rating scale:

For part I For part II

0 = Not at all,

1 = Once in a while,

2 = Sometimes,

3 = Fairly Often,

4 = Frequently, if not always.

0 = Strongly Disagree

1 = Disagree

2 = Neutral

3 = Agree

4 = Strongly Agree

I would like to thank you in advance for your indispensable cooperation.

Fikadu Ereso

MA candidate (ASTU)

Part I:

Teachers Opinion Survey- Multifactor Leadership Questionnaire (MLQ)

Use the following rating scale

Rating

1. Provides others with assistance in exchange for their efforts..... 0 1 2 3 4
2. Re-examines critical assumptions to question whether they are appropriate.... 0 1 2 3 4
3. Fails to interfere until problems become serious..... 0 1 2 3 4
4. Focuses attention on irregularities, mistakes, exceptions, and deviations from standards..... 0 1 2 3 4
5. Avoids interfering when important issues arise..... 0 1 2 3 4
6. Talks about his most important values and beliefs 0 1 2 3 4
7. Absent when needed..... 0 1 2 3 4
8. Seeks differing perspectives when solving problems..... 0 1 2 3 4
9. Talks optimistically about the future..... 0 1 2 3 4
10. Instills pride in others for being associated with me..... 0 1 2 3 4
11. Discusses in specific terms that is responsible for achieving performance targets.. 0 1 2 3 4
12. Waits for things to go wrong before taking action..... 0 1 2 3 4
13. Talks strongly about what needs to be accomplished..... 0 1 2 3 4
14. Specifies the importance of having strong sense of purpose 0 1 2 3 4
15. Spends time teaching and coaching..... 0 1 2 3 4
16. Makes clear what one can expect to receive when performance goals are achieved
.....0 1 2 3 4
17. Shows that he/she is a firm believer in “if it isn’t broke, don’t fix it”..... 0 1 2 3 4
18. Goes beyond self-interest for the good of the group..... 0 1 2 3 4
19. Treats others as individuals rather than just as a member of a group..... 0 1 2 3 4
20. Demonstrates that problems must become chronic before he/she take action..... 0 1 2 3 4
21. Acts in ways that build others’ respect for him/her..... 0 1 2 3 4
22. Concentrates his/her full attention on dealing with mistakes, complaints and failures..... 0 1 2 3 4
23. Considers the moral and ethical consequences of decisions..... 0 1 2 3 4
24. Keeps track of all mistakes..... 0 1 2 3 4

25. Displays a sense of power and confidence 0 1 2 3 4
26. Articulates a compelling vision of the future.....0 1 2 3 4
27. Directs his/her attention toward failures to meet standards.....0 1 2 3 4
28. Avoids making decisions.....0 1 2 3 4
29. Consider an individual as having different needs, abilities, and aspirations from others.
.....0 1 2 3 4
30. Gets others to look at problems from many angels..... 0 1 2 3 4
31. Helps others to develop their strengths..... 0 1 2 3 4
32. Suggests new ways of looking at how to complete assignments.....0 1 2 3 4
33. Delays responding to urgent questions.....0 1 2 3 4
34. Emphasizes the importance of having a collective sense of mission.....0 1 2 3 4
35. Expresses satisfaction when others meet expectations..... 0 1 2 3 4
36. Expresses confidence that goals will be achieved..... 0 1 2 3 4

Appendix C: Organizational Commitment Questionnaire (OCQ) Scoring Key Part II
Teachers Opinion Survey- Organizational Commitment Questionnaire (OCQ)

Please indicate the extent of your agreement or disagreement with each statement as Objectively as you can by circling a number from 0 to 4.

Use the following rating scale:

Rating

1. I feel like part of the family at this school..... 0 1 2 3 4
2. Too much of my life would be disrupted if I decided that I wanted to leave this school
now.....0 1 2 3 4
3. I would not leave this school right now because of what I would stand to lose..... 0 1 2 3 4
4. This school has a great deal of personal meaning for me..... 0 1 2 3 4
5. It would be very costly for me to leave this school right now..... 0 1 2 3 4
6. For me personally, the cost of leaving this school would be far greater than the
benefit.....0 1 2 3 4
7. Even if it was to my advantage, I do not feel it would be right to leave my school
now..... 0 1 2 3 4
8. I would violate a trust if I quit my job with this school now.....0 1 2 3 4
9. I feel a strong sense of belonging to this school 0 1 2 3 4
10. I feel emotionally attached to this school 0 1 2 3 4
11. I would feel guilty if I left my school now.....0 1 2 3 4
12. I would not leave this school right now because I have a sense of obligation to the people in
it.....0 1 2 3 4

Appendix D: Demographic Questions (principals and teachers)

Part III

Demographic Questions (Teachers)

The following questions concern your position and other personal information. Completion of this information is voluntary and its confidentiality is assured. No individual data will be reported.

1. What is your Sex? ☐ Male, ☐ Female
2. What is your Job Title? _____
3. How long have you worked for the current school? _____Years _____Months
4. What is your Age Group?
☐ Under 26, ☐ 46 to 55, ☐ 46 to 55, ☐ 26 to 35, ☐ 56 to 65, ☐ 36 to 45, ☐ 66 or older
5. What is your highest level of Education?
☐ Some College,
☐ no degree Master's degree
☐ Bachelor's degree some post-master's credits, no degree
☐ Some master's credits, no degree Doctorate degree or professional degree
6. What is your marital status?
☐ Married ☐ Single ☐ Other

THANK YOU!

Adama Science and Technology University
School of Educational Sciences and Technology Teachers Education
Department of Educational Planning and management

Dear Respondents:

I am graduating class MA student in **Educational leadership and Management** at Adama Science and Technology University at 2014. I am conducting a research entitled “***Principals leadership styles and teachers commitment in secondary schools of East Shoa Zone***”. To obtain the necessary data questionnaire is prepared to be filled by **principals**.

This questionnaire is designed to help you describe your leadership style as you perceive it. Please answer items below by **circling** a number from **0 to 4** that best reflects your perception. Judge how frequently each statement fits you. If you are unsure or do not know the answer, leave the answer blank. Whatever information you give me is strictly confidential and could be used for academic purpose only.

Note: Use the rating scale

0 = Not at all,
1 = Once in a while,
2 = Sometimes,
3 = Fairly Often,
4 = Frequently, if not always.

I would like to thank you in advance for your indispensable cooperation.

FikaduEreso

MA candidate (ASTU)

Part I

Principal Opinion Survey- Multifactor Leadership Questionnaire (MLQ)

Use the following rating scale:	Ratings
1. I provide others with assistance in exchange for their efforts.....	0 1 2 3 4
2. I re-examine critical assumptions to question whether they are appropriate.....	0 1 2 3 4
3. I fail to interfere until problems become serious.....	0 1 2 3 4

4. I focus attention on irregularities, mistakes, exceptions, and deviations from standards.....0 1 2 3 4
5. I avoid interference when important issues arise..... 0 1 2 3 4
6. I talk about my most important values and beliefs 0 1 2 3 4
7. I am absent when needed..... 0 1 2 3 4
8. I seek differing perspectives when solving problems..... 0 1 2 3 4
9. I talk optimistically about the future..... 0 1 2 3 4
10. I instill pride in others for being associated with me..... 0 1 2 3 4
11. I discuss in specific terms who is responsible for achieving performance targets... 0 1 2 3 4
12. I wait for things to go wrong before taking action..... 0 1 2 3 4
13. I talk strongly about what needs to be accomplished..... 0 1 2 3 4
14. I specify the importance of having strong sense of purpose0 1 2 3 4
15. I spend time teaching and coaching 0 1 2 3 4
16. I make clear what one can expect to receive when performance goals are achieved
..... 0 1 2 3 4
17. I show that I am a firm believer in “if it isn’t broke, don’t fix it” 0 1 2 3 4
18. I go beyond self-interest for the good of the group..... 0 1 2 3 4
19. I treat others as individuals rather than just as a member of a group..... 0 1 2 3 4
20. I demonstrate that problems must become chronic before I take action..... 0 1 2 3 4
21. I act in ways that build others’ respect for me.....0 1 2 3 4
22. I concentrate my full attention on dealing with mistakes, complaints and failures..... 0 1 2 3 4
23. I consider the moral and ethical consequences of decisions..... 0 1 2 3 4
24. I keep track of all mistakes..... 0 1 2 3 4
25. I display a sense of power and confidence 0 1 2 3 4
26. I articulate a compelling vision of the future..... 0 1 2 3 4
27. I direct my attention toward failures to meet standards..... 0 1 2 3 4
28. I avoid making decisions..... 0 1 2 3 4
29. I consider an individual as having different needs, abilities, and aspirations from others.
..... 0 1 2 3 4
30. I get others to look at problems from many angels..... 0 1 2 3 4

31. I help others to develop their strengths..... 0 1 2 3 4
32. I suggest new ways of looking at how to complete assignments..... 0 1 2 3 4
33. I delay responding to urgent questions..... 0 1 2 3 4
34. I emphasize the importance of having a collective sense of mission..... 0 1 2 3 4
35. I express satisfaction when others meet expectations..... 0 1 2 3 4
36. I express confidence that goals will be achieved..... 0 1 2 3 4

Part II

Demographic Questions (Principals)

The following questions concern your position and other personal information. Completion of this information is voluntary and its confidentiality is assured. No individual data will be reported.

1. What is your Sex? Male ☐ Female ☐
2. What is your Job Title?_____
3. How long have you worked for the current school? _____Years _____Months
4. How long have you worked on the current position? _____Years _____Months
5. How long is your previous work experience on the same position _____Years?

THANK YOU