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MANAGEMENT

**AN ASSESSEMENT OF PRINCIPAL LEADERSHIP STYLES AND ITS IMPLICATION
ON TEACHERS' JOB COMMITMENT IN GOVERNMENT PRIMARY SCHOOLS
YEKA SUB CITY, ADDIS ABABA CITY ADMINSTRATIONS**

**A THESIS SUBMITTED TO ADDISABABA UNIVERSITY COLLEGE OF EDUCATION AND
BEHAVIORAL STUDIES DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
MASTER DEGREE OF ARTS IN EDUCATIONAL PLANNING AND MANAGEMENT**

By

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Dec, 2021

Addis Ababa, Ethiopia

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August, 2021

Addis Ababa, Ethiopia

DECLARATION

I, the undersigned, declare that this thesis entitled “an assessment of principal leadership styles and its implication on teachers’ job commitment in government primary school, yeka sub city, Addis Ababa city administration “is my original work, has not been presented for a degree in this or any other university, and all sources of materials used for the thesis have been fully acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any type of degree.

Declared By: Bethlehem Tamene

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Place: Addis Ababa University

Date of Submission: August 31, 2021

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

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CERTIFICATION

ADDIS ABABA UNIVERSITY DEPARTMENT OF EDUCATIONAL
PLANNING AND MANAGEMENT

This is to certify that the thesis prepared by Bethlehem Tamene entitled “an assessment of principal leadership styles and its implication on teachers’ job commitment in government primary school, yeka sub city, Addis Ababa city administration ” and submitted in partial fulfillment of the requirements for the master degree of arts in educational planning and management complies with the regulations of post graduate program of Addis Ababa university and meets the accepted standards with respect to originality and quality.

Signed by the examining committee:

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ABSTRACT

Teacher's job commitment is highly influenced by the leadership style used by the school principals and this creates a higher impact on student's way of learning. The main objective of this study was to assessment the principal leadership styles and its impact on teachers' job commitment in government primary school yeka sub city, Addis Ababa City administration. To accomplish its intended objective the study employed a descriptive and explanatory design. The study was carried in seven government primary schools and used simple random sampling techniques to get 249 teachers. Questioner was the main instrument of data collection. The instrument for the study was a five point Likert type. Principal leadership styles and Teachers job commitment were identified as independent and dependent variable respectively. Reliability and validity of instruments has been addressed through piloting in 2 schools in yeka sub city. After the data was obtained the researcher used SPSS for data analysis. Descriptive and inferential statistics (correlation and regression) was way of data analysis. As founded from SPSS analysis by the researcher the adjusted R^2 value for the leadership dimensions the independent variables accounts for 38.1 % of the variation in job commitment. While 61.9% accounts the other unexplored variables to explain the variation in the dependent variable (job commitment). Finally, Transformational leadership is the best style on leadership that could enhance high teacher's job commitment in government primary schools. So the researcher accepts only the first hypothesis and rejects the remaining three hypotheses. Based on the study finding it was recommended that head teachers should use effective leadership style that enhance collective responsibility and create conductive environment in schools.

Key words: Leadership, Principal, Commitment, Transactional, Transformational, Autocratic, Democratic

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Leadership style is a main and essential concern for every organization and institution in different countries. Leadership is a process of encouraging and helping others to work enthusiastically toward objectives (Okumbe, 2013). It is the human factor that binds a group together and motivates towards goals by transforming the groups' potentials into reality. The leader is in a position to shape, regulate, control and change the attitudes, behavior and performance of his group members.

In a school context, commitment is the extent to which teachers identify with their institution and desire to continue working or promoting the vision of the school. Tsui, (2007) Assert that, commitment of teachers to their job is an essential aspect in all efforts to enhance school education. Committed teachers are more likely to work toward school goals, invest more effort in their job, and are more willing to apply considerable effort in school reforms (Yousef, 2000). Always school education goals and success requires greater commitment from teachers. Studies noted that head teachers' leadership styles are significant factors affecting teachers' performance and commitment such as, decision making, employee relationships, and supportive organizational structure (Dannetta, 2002).

The Ethiopian training and education framework declared aim, vision and goals, which was to: produce educated man power to address the country social and economic development requirement, to produce peoples who empathize and honor the constitution, a citizen who respects human and democratic rights furthermore including the culture of hard work and ethics (Kashagate, 2013).

Due to the declaration stated above, the education sector has been made an essential agenda by the government of Ethiopia to address the preparation of quality education for all nations, which was implemented as a main nationwide educational plan to better its quality (MoE, 2010). So to address this, the school principal has crucial roles as a leader. Among this roles allowing for effective leadership in primary schools, which in turn enhancing better job performance by

teachers. In affirming this (Crum & Sherman, 2008) said that the principal could provide highly valued, perceptiveness's into their daily styles that foster an environment which is supportive of best teachers commitment.

These responsibilities are divided in creating personnel and fostering leadership duty delegation and endowing team, accrediting ultimate accountability, communicating and rapport, facilitating instruction, and managing change. But, the main challenging condition for the principals are making and advance the conducive atmosphere for the process of teaching and learning: decision making without considering teachers idea, changeless communication with teacher and deputation of tasks at schools is taken as the most important of the teachers commitment that not employing effective leadership styles (Dannetta, 2002).

A study in Ethiopia indicated that there is a strong sense of distance from regional and national-level decisions that are finally communicated to teachers as immutable decisions, often separated from their daily situations (UNESCO, 2006). Without timely communication and consultation teachers lose morale to perform hence low job commitment. The school principal has the ability to instill commitment, teamwork and build trust among staff. Teacher commitment is closely related to teachers' work performance and their ability to innovate and incorporate new notions into their own practice (Kashagate, 2013). It has been argued that the school principal is expected to provide expert leadership in all areas of the school programs to ensure quality education (Orodho, 2004).

Since almost 75% of young students in Addis Ababa attend their primary education in government owned public schools, it's wise to critically evaluate the status of implementation of the leadership style that lead best performance of teachers.

Throughout the study, the impact of the above mentioned issues on teacher's job commitment will be the central focus and shall be analyzed. Accordingly, this study attempts to assess the impact of leadership style implementation in Yeka Sub city administration public schools. The sub city is selected as a case instance because of the fact that a lot of public schools are available their and not many researches is available on this area in the Sub city.

1.2 Statement of the problem

All effective organizational activity is an output of creative leadership style towards some organizational mission and objectives. Moreover, organizations are places of determining the future fate of the national and that of its attendants and produce skilled and trained human power that could solve the problem of a country (Dinham, 2005). Also the main source of failures for organization including schools can be poor leadership. It is crucial to provide effective leadership in the school level as schools are the place for implementing educational programs. Ineffective leadership at the school level is the one that adversely affects the progress of education because success in any educational institution depends mainly on implementation of better leadership (Kashagate, 2013).

Currently, FDRE Government Ministry of Education had given much priority to improve the performance of teachers in the classroom and students' achievement. This issue needs to work a career-long process of improving knowledge, skills and attitudes of teachers on classroom practices and methods of teaching (MoE; 2005/16).

Teacher commitment leads to good performance, efficiency and effectiveness in schools and helps to realize the attainment of educational goals. Okwiror, (2006), observes the head teacher as the center of the school operations hence they require technical skills, human relation skills and conceptual skills on management of teachers and school in general. To address this the government of Ethiopia through the Ministry of Education encouraged capacity building as a means of equipping head teachers with requisite knowledge, skills and attitudes to enable them develop the right leadership styles for effective management of Public primary schools (MoE; 2005:16).

As Okwiror, (2006) noted that principals as a leader, should give an attention on helping teachers so as to better their commitment to job. (MoE ,2010) stated that principals could have the theoretical understanding, knowledge and experiences in academic leadership or should have a profile of attending various trainings on school leadership and management so as to apply effective leadership style on their school working environment improvement.

Addis Ababa Education Bureau identified that teachers' job commitment was declining as evidenced by teacher's failure to complete the syllabi on time, absenteeism of teachers, failure to

assess pupil's work, late arrival, leaving school before official time. Although there are other causes of the above, head teachers' leadership styles were taken as an upper hand in reducing job commitment (AAEB, 2010). Hence, the purpose of this research was to find out what type of leadership style applied by the principals can increase teacher's job commitment the significantly. Finding out this helps to reduce the above mentioned problems. As the researcher reviewed different study papers there is no enough research on the issue. The sub city is also ranked as weak performance among other sub city (AAEB, 2010). This study therefore try to investigating the above mentioned problems and propose possible solutions by investigating the influence of school principal leadership styles on public primary school teachers' job commitment in Yeka Sub city, Addis Ababa city Administration.

1.3 Objectives

1.3.1 General objective

The purpose of the study was to investigate the influence of schools' leadership styles on teachers' job commitment in government primary schools in Yeka Sub City, Addis Ababa City Administration.

1.3.2 Specific objectives

- ✓ To determine the influence of school principals Transformational Leadership, Transactional Leadership, Democratic Leadership and Autocratic Leadership Style on teachers' job commitment.

1.4 Research hypothesis

This study was tried to proof or disproof the following research hypothesis.

- I. School principal transformational leadership style has positive and significant influence teachers' job commitment.
- II. School principal transactional leadership style has positive and significant influence on teachers' job commitment.
- III. School principal democratic leadership style has positive and significant influence on teachers' job commitment.
- IV. School principal autocratic leadership style has positive and significant influence on teachers' job commitment.

1.5 Significance of the study

After performing this study, school principals could be equipped with helpful knowledge about enhancing their leadership style; this intern would help increase teachers commitment for their job.

Ethiopian Ministry of Education and students would be beneficial because of commitment of teachers to their job.

The Ministry of Education may use the research findings to identify areas that need corrective measures when preparing the management courses for school managers in order to improve school administrator's leadership styles. Since the right leadership style in the school can help to create a sense of belonging and acceptance of the school values, procedures and teachers working towards institutional goal attainment.

1.6 Scope of the study

1.5.1. Conceptual scope

The study focused on investigating the impact of principal's leadership styles on teacher's job commitment. All the literature reviewed by the researcher was on this area only. That means, in terms of conceptuality only leadership, selected leadership styles and job commitment issues was studied.

1.5.2. Geographical scope

As indicated on the introduction part for the purpose of this research in terms of geography the research was focused on Addis Ababa, in Yeka sub city. All the data that are important to this study were collected from Yeka Sub city, Addis Ababa city Administration.

1.5.3. Time scope

So as to finish this study it took Six months from March to August. Teachers in Yeka sub city on the seven selected schools that are active on work on this time period were randomly asked to fill the questioner.

1.5.4. Methodological scope

This research methodology covers explanatory and descriptive research design with probability random sampling method, which postulates that every individual in the population should have equal chance of being selected. The populations of this study was teachers on selected schools in Yeka Sub City and the target population was sampled randomly. In this research the impact of leadership style on teacher's job commitment was investigated. Data was collected from both secondary and primary source. For collecting the data that was analyzed through SPSS questioner method of data collection was used. Finally the limitation and organization of this study is presented on below sub topic.

1.7 Limitation of the study

According to (Orodho, 2004) a limitation of a research is an aspect of the study that the researcher knows may adversely affect the results or generalizability of the study, but over which the researcher has no direct control. The co-operation of respondents is one limitation.

This study is limited to assessing the impact of leadership style on teaches job commitment so the research does not study other factors that would impact teaches job commitment. Time and financial constraints are a factor in limiting sample size. Now a day especially Covid-19 was a great constraint while collecting the data. Also because of geographical emplacement, the research was bounded to some selected schools in Yeka Sub city.

The researcher takes the response of them take as to be honest and assured them of confidentiality of information they gave. This can be also a strong limitation.

1.8 Organization of the study

This study consists of five consecutive chapters. The first chapter included background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study, limitation of the study delimitation of the study and definition of key terms. The next chapter, chapter two, deals with review of related literature. The third chapter is concerned about research methodology; chapter four is about analysis of data and the last chapter, chapter five, deals with summary, conclusion and recommendation of the study. Finally, lists of reference materials used in the study and questionnaires were attached to the research document.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This chapter presents a theoretical knowledge of the phenomenon leadership styles and teachers job commitment. The chapter is organized in to different sections. Each section has been supposed to give strong necessary power of information to conduct the study effectively as well as to develop smart data collection instruments. The literature is helpful so as to goes the whole thesis on the assessment school administrator's leadership styles and its implication on teachers' job commitment. From the very beginning the concept of leadership and job commitment were explained. Next to this transformational leadership style were discussed, with respect to teacher's job commitment. Finally, the researcher reviewed transactional leadership style, democratic leadership style and autocratic leadership style respectively. A variety of sources such as textbooks, journals, official documents, seminar papers and websites were consulted.

2.1 The concept of leadership and job commitment

Leadership is the skill and art of inspiring a group of people to act toward reach a mutual goal. In a school setting, this can mean directing teachers, students and other school communities with a plan to meet educational excellence (Kashagate, 2013).

Leadership is a way of motivating and supporting others to work passionately towards realizing the organizational purposes (Armstrong, 2002). According to Koontz (2007), leadership is a position of power held by an individual in a group, which provides him with an opportunity to execute interpersonal influence on the group members for mobilizing and directing their energy towards goal attainment. The leader is in a position to shape, adjust, manage and change the attitudes, behavior, performance and commitment of his/her subordinates past the normal call of duty (Aziz, 2013). According Owen (2002) observed that good leaders should be able to influence their subordinates towards the achievement of the organizational goals.

Leadership style is the way in which a leader performs this role and directs the affairs of the organization. Luthans (2011) asserts that choosing the right style, at the right time in the right situation is a key element of leader effectiveness. According to Sahni (2004), a leader must have the ability to sway the behavior, attitude and belief of his subordinates. The success of a leader depends on the acceptance of his leadership by the followers. (Ezeuwa 2005), affirms that the act

of inspiring people so that they strive willingly and become committed. A leader must have subordinates and must influence, direct, carry along, sensitize and motivate them towards the achievement of the organizational goal.

Leadership style is the way in which a leader implements these activities and leads the affairs of the organization. Some leaders are more action-oriented and not able to consider the interests of the followers while others give more priority to their connection with the followers than the job. Whether a leader explain the job or personal relations is mandatory to leadership style.

Valuable school leaders offer a bright vision and sense of leading the school. The school leader give priority for the concentration of the employee on what is useful and do not allow them get abstracted and unfocused with plans that shall have a small effect on the activity of the students. The leaders have an idea about the class room progress and activity like who did which type of activities (Kashagate, 2013). They have absolutely known the negative and positive aspects of their staff. They identify how to develop their strengths and minimize the weaknesses. They can develop their programmed of staff enrichment on the actual needs of their employee and school. They grow this view through organized schedule of monitoring and evaluation. Their precision of thinking, sense of function and awareness of effective school leaders in order to get the best out of their staff, which is the one to influencing in the bases of classroom management and to increasing the values achieved by students (Yousef, 2000).

2.1.1 The challenges facing school leaders

School leaders face different challenges. These includes: providing permanently good teaching and learning environment; holding and mixing different basic teaching knowledge and skills within a wide and balanced curriculum; control the behavior and attendance of the students; systematically control school resources and external environment; developing the school as a qualified learning community; and creating partnerships in the school to promote parental support for learning and teaching process opportunities.

A leader is responsible for the overall activity of the organization and is also responsible for the improvement of organizational performance. As a result, (Ezeuwa, 2005), affirms that it was the way of motivating people so that they endeavor freely and become dedicated. A leader must have follower and must have authority, straight, holding tasks, empower and motivate them towards the accomplishment of the organizational goal. According to(Owens, 2007) looked that good

leaders should be able to influence their followers towards the accomplishment of the organizational goals.

2.1.2 Benefit of leadership

Every successful organization needs effective leaders. The presence of effective leaders is paramount to communicating and implementing an agreed-upon goal in order to boost total organization success. Effective leaders are invaluable when it comes to formulating strategies and communicating these strategies to their followers for their understanding and motivations to achieve the strategies-- thus in turn achieving the goals. The concept of job dedication or commitment among workers affects all organizations performance including educational organizations and the leadership capacities of school leader are important in developing schools and developing teaching and learning quality (Dinham, 2005). According to Dannetta, (2002), Teachers' dedication to their job is influenced by school leader and administrator's support and the connection between school leader and other teachers. Improving the level of teachers' job dedication is a precondition for school leader as per the research investigation that reveals that improving the quality of education is depends on teachers performing good at schools (Luthans, 2011).

As most researchers recommended that the success of a leader mostly depends on the recognition of his leadership style by the followers. The term leadership style is the way in which leaders influence their followers (Lunenberg, 2004). Based on the researcher (Ajayi, 2001) the behavior of the leader is acceptable to the followers only if they continue to see the leader as a means of personal chance to improve performance and satisfaction. Luthans,(2011), emphasize that choosing the correct style, at the correct time in the correct situation is a key element of leader effectiveness. Dinham, (2005), a leader must have the ability to influence the manners, feelings and belief of his followers. Therefore, it is important that school leaders learn and understand about leadership styles that move to job dedication and best performance in academic environment. Therefore, leadership style engages an important role in school as the school leaders who controls school's materials is predictable to use them to result in positive attainment of educational goals (Kashagate, 2013). Practicing a good leadership can also inspire and motivate team members, encourage employees, to hang in through challenging times, creating

enthusiasm an organization through times of challenge or difficult change, gaining the ability to negotiate complex contracts that benefits all sides.

2.2 Types of Leadership Styles

2.2.1 Transformational leadership style and job commitment

Transformational leader is a leader that performs his activity without the restriction of his follower's perception and they motivate their followers with a base of purpose and achievement create a vision of what they motive to be and communicate this idea to their followers(Bass, 2000). Leaders who employ this style would enable the followers to be active and dedicated for organizational goal achievement.

According to Tourish, (2002), implementing transformational leadership develop a suitable and helpful environment in which followers differences and needs are considered and this make better performance. School environment need leaders who are give priority to the needs of teachers and stand behalf of it; such leaders empower teachers and increase job performance (Dinham, 2005). According to (Bass, 2000), transformational leaders have a tendency to be psychologically intelligent, active and passionate. According to a study by Ross, (2006) in Ontario, Canada, transformational leadership lead to promote corporation among group members and is holds within wide based tendency to teacher empowerment, many stakeholders involvement in school decisions and state to support for top down change principles.

Transformational leadership involves for different elements, known today as the 4 I's that shown in

Figure 1: The 4 I's of Transformational Leadership (Dinham, 2005)

2. These factors are crucial for any leader who wants to inspire, nurture, and develop their employees.



Figure 1: The 4 I's of Transformational Leadership (Dinham, 2005)

The idealized influence means how Leaders exert their style of leading within a group. A transformational leader must serve as a role model for their followers. Instilling trust and respect of the leader evokes the followers to emulate this individual and internalize the leader's ideals.

The other element of Transformational leadership is intellectual stimulation. This means creating a diverse and open environment within the Transformation Leader's organization. The setting is a space open to innovation and forming new ideas both for the schools and for themselves.

When we see inspirational Motivation Transformational Leader must be able to motivate and inspire their team. This type of leadership can improve performance by encouraging their team's morale by motivational ways and showing themselves as role model that drive their organization's team members.

As an individualized consideration Transformational Leaders actively want to form a diverse and supportive space. In this workspace, all individuals and their differences are respected and celebrated.

According to Northouse, (2001) the following qualities of a successful transformational leader is described.

- Empowers staffs to do what is great for the company,
- This style was a strong role model with high values,
- Listens to all viewpoints to develop a spirit of cooperation,
- produce a vision, through people in the organization,
- work as a change agent in the organization through setting an example of how to influence and implement change,

The researcher Pihie, (2012) stated that transformational leadership applied through merging quality, behavioral, and possibility approaches. Northouse (2001) concurred with Pihie (2012) and recognized different scholars who added to the start of transformational leaders. Research findings stated that transformational leaders urge devotees to look past own self-interest. Likewise, the transformational leader endeavors to accomplish hierarchical objectives, set clear objectives, and span for exclusive standards (Antonakis, 2012; Northouse, 2001). Employees can without much of a stretch share their insight among them when organization utilized transformational leadership style (Behery, 2008). Antonakis, (2012) wrap up that transformational leader have high enthusiastic knowledge and they rise as pioneer amid gathering cohesiveness, it additionally inspires the resolve, inspiration, and ethics of their adherents (Bass, 1999). It additionally concentrates on more touchy side of authoritative communications like vision, society, values, improvement, cooperation, and administration (Fairholm, 2001). One can watch the blend of three systems in transformational leadership: leaders offer qualities to their subordinates, rouse their subordinates and influence in mounting or differing followers' needs (William, Richards, Steers and James, 1995). As indicated by Robbins (2003), the employee leave rate with transformational leadership is not exactly with transactional leadership. Enhancing the employees' working circumstances, satisfying their needs, and helping them perform better are emphatically identified with transformational leadership (Liu, 2003).

2.2.2 Transactional leadership style and job commitment

As Yousef, (2000), emphasizes on his study, transactional leaders order the followers by motivating through a mechanism of rewards and punishments to make workers do the work with the support of external motivators such as organizational rewards. Transactional leadership style observe the relationship between a leader and the follower as a business deal which focuses on the follower completing the expected tasks in exchange for monetary compensation (Woods, 2010).

Also Armstrong, (2002), emphasize that transactional leaders are not worried with the followers' personal development and prefer a teaching which is about controlling the current situation. Transactional leadership style creates visibly stated roles, workers know what they are needed to do and what they will be rewarded for work completion, it also keeps the leaders to offer a great deal of management and direction (Bass, 2000). Figure 3 show some of the most important characteristics of transactional leaders.



Figure 2: Transactional Leadership characteristics (Bass B.M., 2000)

- A. **Short-Term:** Transactional leadership focuses on achieving short term and immediate result goals.
- B. **Practical:** It propagates high levels of accuracy and is result oriented.
- C. **Corporate Structure:** Transactional leaders believe in maintaining structure, authority and rules at all costs.
- D. **Less Flexible:** Transactional leadership is slightly rigid with less scope of change.
- E. **External Motivation:** This method promotes motivating employees through external factors
- F. **Reward Performance:** Transactional leadership focuses on rewarding employees who have done well and penalize under performers.

2.2.3 Democratic leadership style and job commitment

Democratic leadership, also called as participative leadership or shared leadership, is a type of leadership style in which the followers take a more direct involvement role in the decision making process. According to Tourish, (2002), democratic leaders distribute authority and are characterized by consultation with the followers and their participation need for the formulation of plans and policies. People are committed to choose which they participated in formulating, they will practice self- control, self- direction and will be inspired to work and they feel that is

created by democratic leadership of employees have their own ideas in the organization, their commitment to their job equally keep up as they need to see their ideas succeed (Cole, 2002). Research has found that democratic leadership style is one of the most appropriate and develops higher performance. However, a study by Tourish (2002), points out that in organizations where tasks are complex or time is of the essence, democratic leadership can lead to communication errors and unproductively in projects.

Democratic leadership shows a condition of equal work among leaders and followers. Based on Goldman (2002), democratic organizations mainly have the following six properties: policies are determined by a group of organizations, technical and job performance measures are discussed so they are understood by all, leaders provide advice to members in regards to implementing tasks, members are free to choose with whom they work, the group determines the distribution of tasks, and leaders are mainly objective in giving praise and criticism. Goldman (2000) states that leaders using a democratic style of leadership build consensus through participation, but these leaders also expect a higher level of excellence and self-direction. From my own experience I have observed that these leaders have time to listen and share ideas with their followers. They also tend to be more flexible and are responsive to one's needs. They could motivate teachers to participate in decision-making and are respectful. The democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about organizational matters are arrived at after consultation and communication with various people in the organization. The leader attempts as much as possible to make each individual feel that he is an important member of the organization. Communication is multidirectional while ideas are exchanged between employees and the leader (Heenan and Bennis 1999). In this style of leadership, a high degree of staff morale is always enhanced (Mba, 2004). In other words, consultation, teamwork and participation are the common key characteristics of successful schools. House and Mitchell (2006), suggest that a leader can behave in different ways in different situations. The following are the four kinds of leaders' behavior.

Leaders practicing a democratic style of leadership develops build consensus through participation, but these managers also imagine a higher level of quality and self – direction (Okwiror, 2006). According to the writer, it said that, these leaders have time to listen and share ideas with their subordinates. They also tend to be more flexible and are considerate to one's needs. They are able to encourage teachers to participate in decision-making and are obedient.

The democratic leadership style emphasizes group and leader involvement in the policies formulation. Resolutions on organizational issues are arrived at after discussion and consultation with various stakeholders in the organization. The leader tries as much as possible to make each person feel that he is an important member of the organization. In this style of leadership, a high degree of staff confidence is always improved resulting to high levels of task commitment among teachers (Mba, 2004). Thus, discussion, collaboration and participation are the major key characteristics of successful schools.

2.2.4 Autocratic leadership style and job commitment

Autocratic leadership is a system that gives absolute power to the leader with limited participation from the followers. (Okumbe, 2013), points out that autocratic leadership is negative, it based on punishment and emphasize that job dedication is totally low; in most cases as workers work just to get their tasks and do not give attention to the institutions interest at heart. According to a study by Tsui (2007), on the relationship between school leaders leadership styles and teachers' are based on job dedication, the study exposed that school leaders who have used autocratic leadership without mixing with other leadership styles have unsuccessful a great deal. Kashagate (2013), indicate that a teacher who is highly motivated to evaluate or assess the students associations to the school community and subject matter well, prepares best lessons in order to generate good results.

Also Koontz (2007), established that autocratic leaders do not allow members of the organization in the decision-making process but the leader set all policies, decide the technique of work, decide the tasks of followers and identify technical and performance evaluation standards. Because this style of leadership always allow an individual leaders deciding, it leads to immediate decision-making and Autocratic style is relatively unacceptable but in certain circumstances it can be an effective approach when the leader does not have sufficient time and when followers are not experienced (Hersey, 2009).

As Ardichvil (2010), and Egwunyenga (2010), points out, an autocratic leader never considers an input from staff in decision making, and the leader is usually apart from followers. It is a leadership that is enforced on an organization and also this leadership style known as coercive leadership (Baughman, 2008). Decision making is conducted by autocratic leaders; but, inputs from followers may be attempted in the process, but hardly taken into consideration. This is

because they are benevolent autocrats. Autocratic leadership style opined Maqsood, Bilal and Baig (2013), is known for individual control over all decisions and little input from staff. Mainly autocratic leaderships made choices depending on their own perceptions and judgments and rarely use advice from their followers.

Autocratic leadership acts absolute, authoritarian control over followers. Some features of autocratic leadership as observed by Baig, (2015), include mainly little or no input from group members; leaders make the decisions; group leaders dictate all the work methods; group members are rarely trusted with decisions or important tasks. Autocratic leadership may be beneficial in some instances, such as when decisions need to be made quickly without considering input from a large group of people. This style can be used on staff to focus on performing specific tasks without worrying about making complex decisions and to become highly skilled at performing certain duties, which can be advantages to the organization. Autocratic leadership could be good at times, but there may be many occasions where this leadership style can be a reason for inactive and this is why leaders who abuse the use of autocratic leadership style are often viewed as dictatorial. Innovative ideas may escape organizations as a result of the use of autocratic style and this stems from the inability of staff to contribute because they are not consulted (Northouse, 2001). Some researchers have reported inadequate creative solution to problems in an autocratic environment. Autocratic leadership style is sometimes termed the classical style. It is a condition where the leader has all the power in terms of decision making and exercise of authority. The leader does not consult staff, nor are they allowed to give any input, but are expected to obey orders and instructions without receiving any explanations. This is due to the fact that motivation environment is produced by creating a structured set of rewards and punishments (Cherry, 2018). Autocratic leadership style has been greatly criticized during the past years and some studies informed that organizations with many autocratic leaders have higher turnover and absenteeism than other organizations (Cherry, 2015). In the reviewed literature, there are reported cases that autocratic leaders rely on threats and punishment to impact staffs; do not trust staff or allow for their input in decision making.

2.3 Theoretical and Conceptual Framework

2.3.1 Theoretical framework

School leadership has a primary responsibility in the improvement of school. Educational leadership improvement programs offer definite kinds of knowledge and skills about leading, managing and leadership practices. School leaders are front line managers in charge of leading their team to new levels of effectiveness. Leadership training is useful to build up skill and knowledge to the learners for future use. School leaders frequently deal with feeling come from violent or pleased students, parents, and staff members. This is a common practice in leader's school work environment. Hence school leaders training should include learning approaches to deal with the emotional problem of the leader's activities. Trained school leaders should combine learning and work, emphasizes task orientation, training of problem solving approaches; give priority for the development of teams; and be inclusive, rational, and continuous (Mojkowski, 1991).

The school leader is the one in a school who observe the whole program and take a great responsibility of his/her school. According to Bartch, (2001), state that the school leader is the last responsible body for whatever happens in the school. Taking responsibility rather than instructional leadership will regularly use for school leaders time and use his/her power, sharing him/her with the reaction that he/she is increase a little bit and even through the school leaders would like to be an educational leader he/she really cannot have the time to function as one. Elaborating the above idea, Sheldes (2004) states that, school leaders are expected to build up learning society, developing professional ability of teachers, take an input advise from parents keep in mutual and consultative decision making, avoid conflict, hold an effective educational leadership, and follow respectively, directly and appropriately to the needs and demand of families with various ethical, cultural, and socio economic background.

The school leadership quality includes own personalities, dream, vision extent of loyalty, human relation skills etc. According to Gorton (1983) state that the school leaders does have the right personal quality in carrying out leadership responsibilities correctly. The school leaders play an important role for the accomplishment of educational goal. But in taking out the job of leadership school leaders, usually face a lot of difficulties or there is factor that affects their leadership practice.

To be powerful in implementing their educational leadership responsibilities school leaders need to have skills and training that make them successful and capable leader. In line with this Glatter (1988), state that qualified knowledge, skills and approach have great important on the accomplishment of organizational goals and objectives and lack of skills will make an obstacle to the school leader. According to Bennars (1994), school leaders are chosen from teachers. All of them have leadership experience or previous training in school supervision and management. Verifying the idea, McEwan, (2003:12) state that while many organizations are reforming their management program to offer more opportunities to build up leadership skills.

Additional to academic knowledge, there is a gap that presents between the academic and external real world going to use conditional leadership theory model designed and formulated by Paul Hersey and Ken Blanchard. From the starting point this theory was first beginning as a 'Life Circle Theory' in 1969 of leadership in the mid-1970s. It was developed to conditional leadership model. This leadership model believes the relationship between leaders and followers and serves as a framework to analyze each condition based on supervision, direction or duty behavior, a leader offer socio-emotional support or association behavior.

According to Hersey, (2009), the principle of the conditional leadership theory is that there is no one best style of leadership. Suitable leadership is task-oriented and the most successful leaders are those who lead their leadership style on the act, capacity and willingness of the individual or a group they want to lead or control. Therefore, leaders should identify and realize the condition they are trying to control, rearrange and correct their behavior in relation to the results of the situation. Such leaders should competently motivate all feature of the organization and know when to be consistent and when to be flexible because leadership styles differ from condition to condition (Hersey, 2009). The theory is useful to the study as it has been dispute that school leaders and institutional leaders have huge number of people who observes to their leadership styles for successful performance. Leadership is connected by two-way communication where the leaders predetermine tasks of individual or group.

2.3.2 Conceptual Framework

A conceptual framework illustrates what you expect to find through your research. It defines the relevant variables for your study and maps out how they might relate to each other. A researcher should construct a conceptual framework before begin collecting data. It is often represented in a visual format. It depicts that the leadership style applied by the head teacher is the independent variable where as its influence on the teachers' job commitment is the dependent variable. Every leadership style applied by the principals has its own indicators such as inspiration, motivation, and transformation in transformational leadership style which has big impacts on teachers' job commitment at different stages of their performance. In democratic leadership for example, behaviors such as assisting of teachers by the head teacher, participation in essential decision making process among others can increase the teachers' job commitment. When we see transactional leadership in which when leaders adopt this it has a characteristic of reward and punishment to motivate teachers. In Autocratic leadership the principals control over all decisions and little input from teachers.

According to Cohen, (1994), conceptual framework is the relationship between variables in a study. The conceptual framework assisted the researcher to quickly detect the relationship revealed. This study's conceptual framework of represented as follow in 4 below.

Independent variables

Dependent variable

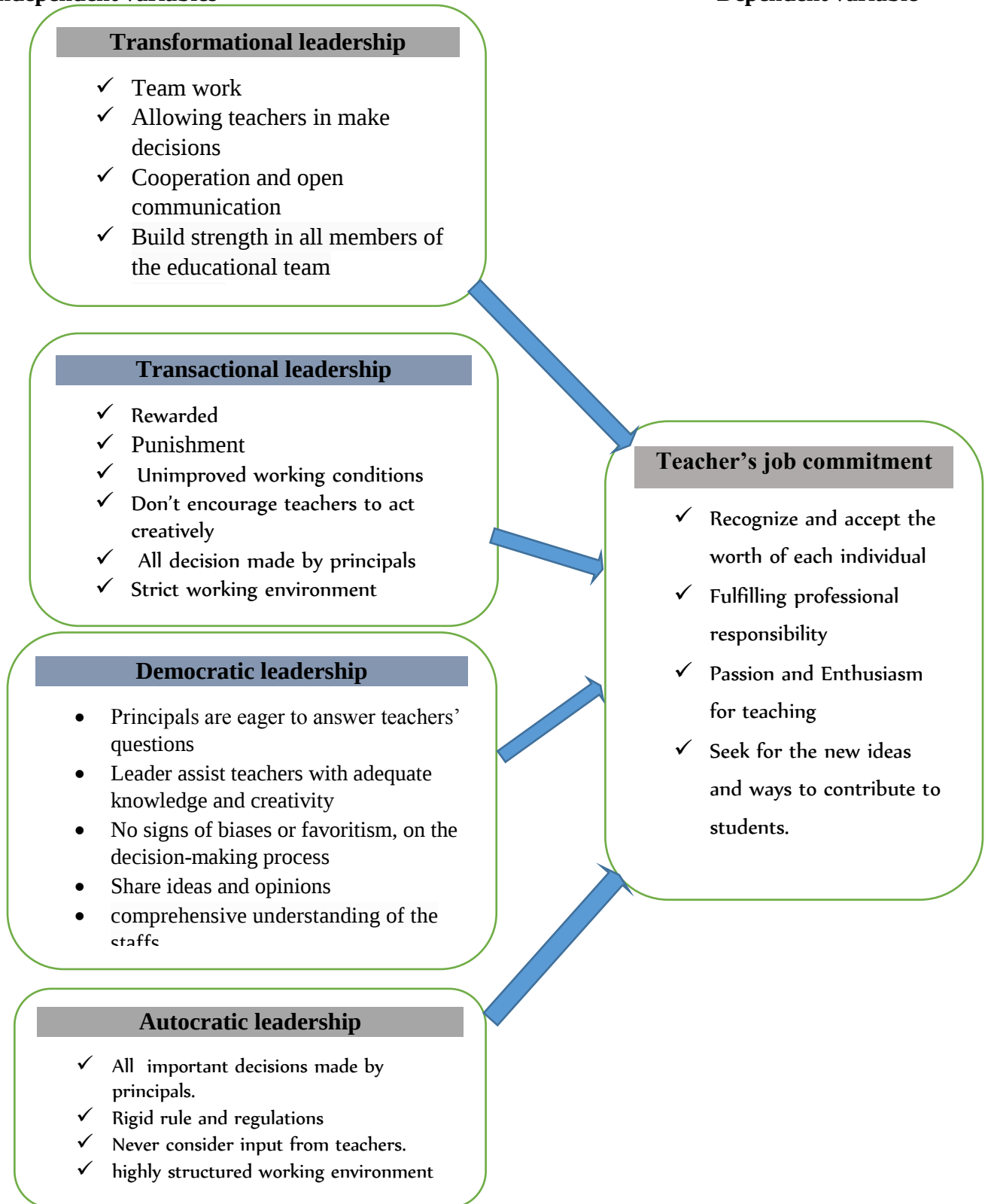


Figure 3: Conceptual framework (Researchers own development)

2.4 Related Work

According to Fikadu, (2018) his study result had shown that employees were not satisfied with their jobs. In his finding, which indicated that there was a significant association between the leadership styles and employees' job satisfaction and their received salary, nature of the job and work conditions? Another major finding, he was mentioned as the cause of employee job dissatisfaction was the lack of respect and recognition they receive from school principals, education bureaus the community and students' parents. He was concluded that Recognition from managers for good performance was vital in increasing job satisfaction and was central to boosting morale. A supportive management style, demonstrated through open communication, respect and recognition could greatly improve the satisfaction of employees on the job. Employees' job satisfaction was significantly correlated and was affected by leadership style of managers especially employee oriented dimension.

According to Reuben (2014), the objective of their study was twofold. First was to establish the leadership style adopted by head teachers in public primary schools in Bomet County. Second was to investigate the influence of head teachers' leadership style on teachers' commitment. There was also a positive correlation between transactional leadership style and affective commitment. The writers conclude that transformational leadership is central for successful management of public primary schools. Head teachers should therefore be encouraged to cultivate qualities of both transformational and transactional leadership such as motivation, stimulation, consideration, charismatic skills and social exchange. This will encourage and motivate teachers and possibly improve the performance of the school.

In the other study Ayhan, (2014), in their research aim was to investigate the impact of transformational leadership, transactional leadership and laissez faire stated in this model on job satisfaction and organizational commitment of teachers were analyzed. The research results showed that particularly, transformational leadership style affected job satisfaction and organizational commitment of teachers in a positive way. It was concluded that as the leadership style of administrator's changes from transactional to transformational, the level of job satisfaction and organizational commitment of teachers' rose.

According to Haruni, (2014), in their study reports on the kind of school leadership style that best suits for promoting teachers' job satisfaction in primary schools in Tanzania. It was found

that the democratic leadership style was the most dominant in best performing primary schools. Therefore, the writer suggested that there was much to be learnt with democratic leadership style as a copying strategy in least performing primary schools. Moreover, level of teachers' job satisfaction was reportedly high in best performing schools compared to least performing schools. The finding commended that democratic leadership style is the one which promotes high teachers' job satisfaction among teachers in primary schools.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research design

Research design is the overall plan for collecting data in order to answer the research question and also the specific data analysis techniques or methods that the researcher intends to use. Even if a lot of research design is available the researcher tried to employ explanatory and descriptive (mixed) research design. For gathering of information from the organization people's opinions and, descriptive research design is appropriate. Also it is the appropriate method for gathering original data from a population that is too large to be studied directly (Serem, 2013). And it would be explanatory, because it examines the relationships between four independent variables, which are transformational leadership, transactional leadership, democratic leadership, autocratic leadership, and the dependent variable teacher's job commitment. This design enables the researchers to diagnose the situation within the study area at the time of the study (Kothari.C, 2004).

3.2The Research Method

The research method that the researcher employed in this research was descriptive method. Descriptive research is a type of quantitative research that involves finding descriptions of educational phenomena, concerned primarily with determining an answer for the question "what is" (Gall and Borg; 2003). It is helpful to show the way how primary school principal leadership practices impact teacher's commitment to their job. Teachers in the selected schools filled a questioner and this data was used as a main source of information so as to conduct the research. Quantitative approach was emphasized because investigating; an assessment of principal leadership styles and its implication on teachers' job commitment in government primary school could better be understood by collecting large quantitative data, in a formal, structured and rigid manner.

3.3 Data source

This study employed a combination of a primary and secondary source of data. Primary sources are sources that bring firsthand information. This source was collected from 249 teachers found in seven government schools of Yeka Sub City because the respondents were selected as primary

sources of data based on the expectation that they had better information and experience regarding the issues. Secondary sources are also included as sources of data in this study. These sources of data include essential data, various books, reference materials, journal, and other published and unpublished written materials.

3.4 Population

Population is a group of individuals to which the researcher wants to generalize the results of the study. A population is a group of individuals who have the same characteristic. This population may be small or large in number mainly depends on in what are the study is going to be conducted. In this study since the number of population is high the researcher is going to take a representative population or target population.

According to Creswell(2016) a target population (the sampling frame) is a group of individuals with some common defining characteristic that the researcher can identify and study. The process of identifying target population is known as sampling. Sampling is the process of selecting a statistically representative sample of individuals from the population of interest the researcher will use (Kamangar, 2013).

3.5 Sampling size and Sampling Techniques

There are fifteen Primary schools in Yeka Sub City. But the researcher selected seven primary schools having the highest number of teachers. This study focused on seven government primary schools and teachers found in these schools were six hundred and fifty-five in number which is called the population of the study. It was impractical and unmanageable to include all the population in the study but was advisable to come up with the representative sample and generalized the finding to the population. Thus, seven government primary schools provided the sum of 249 teachers.

Table 1, of sample were taken by using simple random sampling method and by applying the slove in sample determination formula.

According to Cochran (1963) on a sample size when estimating a percentage or proportion the precision and the confidence level shall have to be specified and then work out the sample size. Therefore, the researcher took the maximum allowed error as 5% at a confidence interval level of

95%. So, the researcher distributed 249 questionnaires to have a better sample size. The sample size was determined by using the following formula:

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

Where

n = the total number of sample required

N = population,

e = sample error

$$n = \frac{N}{1 + N(e)^2} = n = \frac{655}{1 + 655(0.05)^2} = 249$$

Table 1: Sample size determination

No	School name	No of teacher (population)	Sample formula size	Sample/ number of teachers
1	Wondered Primary School	153	$n = \frac{N}{1 + N(e)^2}$ e=5/100=0.05 e ² =0.0025	58
2	Karalo Primary School	103		39
3	Salayesh Primary School	97		37
4	Kokebetsebha Primary School	81		32
5	Hibiret Firie Primary School	80		30
6	Miaza 23 Primary School	72		27
7	Tesfa Berhen Primary School	69		26

3.6 Data collection instruments

Questioners were used in the study to elicit data from the target population. According to (Orodho, 2004), a questioner is an instrument used to collect data, which gives measurement for

or against a specific viewpoint. He emphasizes that a questioner has the ability to collect a large amount of information in a reasonably quick space of time. The researcher develop questionnaire for the study since it is simple to administer, give respondents good time to answer questions and express their views.

3.7 Data Collection Procedures

According to Kothari (2004), data collection procedure entails steps and actions necessary for conducting research effectively. The researcher requested for permission from Addis Ababa University, Department of Educational Planning and Management this enabled the researcher to get a research permit in the target population and the researcher consult with the administrators of the schools sampled to request for permission to carry out the study in their schools. The sampling technique was used to represent the total population of the School. To select the sample unit, simple random method has been used. Questionnaires items were prepared and made a pilot survey the aim of pre-testing the survey questionnaire. In pre testing questionnaire, the main concern was to detect problems which may cause confusion to the respondents, which is to identify ambiguous or biased items in the questionnaire for the suitability of the data collection. After two weeks the respondents returned back the questionnaire and analysis had been made. Finally, all these collected data were organized, analyzed, interpreted and presented in statically and descriptive form.

3.8 Data Analysis Techniques

Depending on the nature of the basic questions to be addressed and variables to be treated, the following statistical tools were used. A percentage (%) and frequency distributions were used to determine the personal characteristics of respondents and analyze their responses. Mean value was used to see where the average of the response lies. Analysis involves preparing data for analysis, running the analysis, reporting results, and discussing them. After the quantitative data was collected through questioners it was entered into SPSS for analyzed. Frequencies, significance, Percentage, mean, standard deviation used to describe mean value difference of variables. The researcher used both descriptive (frequency and percentage) and inferential statistics in the analysis process. While person correlation, be used from inferential statistics. In addition, linear multiple regressions and inferential statistics was used. The items have been

grouped based on the responses given by the respondents and have been coded for easy usage of the excel software or statistical package for social science (SPSS). This method has been used because it is the best instrument to identify, compare, describe and reach a conclusion.

3.9 Validity and reliability

Validity shows the power of the research methodology to get precise realism. If a study is said valid this surely shows that what was proposed to be assessed has been evaluated accurately. If a researcher knows that his/her study is valid then it can be confident on the findings that really show some uniqueness in the issue being studied. If a study misses validity, then this shows there was a miss of accuracy on research findings Churton (2010). To address the issue of validity questionnaires items were prepared and a pilot study was conducted. In pilot testing questionnaires, the main concern was to detect problems which may cause confusion to the respondents, which is to identify ambiguous or biased items in the questionnaire. The researcher took the respondents' comment on the questions into consideration, made a change on ambiguous terms and tried to prepare easy and understandable questions. So the final questions were distributed after these changes were made.

Reliability entails that measure of consistency in producing similar results on different but comparable occasions. If research is said to be reliable that entails if it is replicated, similar or identical outcomes will be depicted. If a researcher is sure that his/her study is reliable then there will be low risk of accepting a chance pattern or trend demonstrated by his/her sample and using it to make assumptions about the population as a whole Bediako (2017).

Those Cronbach's alpha suits the most widely used indicators of internal consistency (reliability). Cronbach's alpha coefficient should be at minimum 0.70 and the higher the better, therefore, as depicted on Table 2 below, the outputs for reliability test of Cronbach's alpha coefficients are above 0.7.

Table 2: Measurement of Reliability Analysis

Variables	Number of items in the scale	Cronbach's Alpha value						
Transformational leadership	6	Reliability Statistics <table><tr><td>Cronbach's Alpha</td><td>N of Items</td></tr><tr><td>.833</td><td>6</td></tr></table>	Cronbach's Alpha	N of Items	.833	6		
Cronbach's Alpha	N of Items							
.833	6							
Transactional leadership	4	Reliability Statistics <table><tr><td>Cronbach's Alpha</td><td>N of Items</td></tr><tr><td>.828</td><td>4</td></tr></table>	Cronbach's Alpha	N of Items	.828	4		
Cronbach's Alpha	N of Items							
.828	4							
Democratic leadership	5	Reliability Statistics <table><tr><td>Cronbach's Alpha</td><td>N of Items</td></tr><tr><td>.879</td><td>5</td></tr></table>	Cronbach's Alpha	N of Items	.879	5		
Cronbach's Alpha	N of Items							
.879	5							
Autocratic leadership	5	Reliability Statistics <table><tr><td>Cronbach's Alpha</td><td>N of Items</td></tr><tr><td>.722</td><td>5</td></tr></table>	Cronbach's Alpha	N of Items	.722	5		
Cronbach's Alpha	N of Items							
.722	5							
Teachers job commitment	5	Reliability Statistics <table><tr><td>Cronbach's Alpha</td><td>N of Items</td></tr><tr><td>.708</td><td>5</td></tr><tr><td></td><td></td></tr></table>	Cronbach's Alpha	N of Items	.708	5		
Cronbach's Alpha	N of Items							
.708	5							

3.10 Ethical Considerations

Ethics has been defined as acknowledging and respecting the rights of others. This definition, related to the current research, suggests that “ethics is directly related to access and acceptance, as well as anonymity and confidentiality” Cohen, (1994). Furthermore, most of the time, ethics is linked to morals and deals with matters regarding right and wrong that exist among groups, society and communities (Babbie,2001). Therefore, it is recommended that anyone who participates in types of research should be conscious of the ethical issues pertaining to it.

CHAPTER FOUR

RESULT AND DISUCUSSION

This chapter presents various data obtained from the research participants analyzed though SPSS. It consists of characteristics of the respondents (demographic variables) in terms of their sex, age, educational qualification, work experience and number of school that the respondents teach. Besides, it contains data obtained by making use of questionnaire, and document analysis with detailed interpretation of all the collected data.

4.1 Response Rate

Two hundred fourth nine questionnaires were distributed to the respondents in the selected seven government primary schools in the Yeka Sub-City. The entire respondent returned back the questioner and they were different personal characteristics and background.

4.2 Demographic Data

The demographic characteristics include: gender, age, level of education and how long the teacher was employed. Also, in how many school the teacher worked presented too. These types of data analysis study the personal information of the respondents that fill the questionnaires. The diagram below presents the details of background information of the respondents.

Table 3: Characteristics of respondents

No	Characteristic	Frequency	Percentage (%)
1	Gender Male	132	53.01
	Female	117	46.99
	Total	249	100
2	Age 21-30	47	18.88
	31-40	160	64.26
	41-50	37	14.85
	51 and above	5	2.01
	Total	249	100
3	Education level 2 nd degree holders	24	9.7
	1 st degree holders	206	82.7
	Diploma holders	19	7.6
	Total	249	100
4	Work experience less than 4 years	40	16.1
	4-6 years	137	55
	7-9 years	61	24.5
	10 years and above	11	4.4
	Total	249	100
5	Number of school respondents work before their current school for 1 School	20	8.03
		57	22.9
	2 Schools	144	57.8
	3 Schools		
	Above 3 schools	28	11.7
	Total	249	100

4.3 Descriptive Data Analysis

In this sub topic, the researcher tries to examine the respondent's perception towards the selected leadership styles and job commitment. Therefore, the findings of the descriptive study after analyzing the data obtained through five scale question were presented and analyzed in this sub chapter. The developed question was in five Likert scale ranging from five to one; with 1 represent Strongly Disagree, 2 represent Disagree, 3 represent Neutral, 4 represent Agree, and 5

represent Strongly Agree. For the purpose of this research, 249 questionnaires were distributed to the teachers in the seven schools and all questionnaires were used for the data analysis. After the data was collected it was entered in to SPSS of actual examination. After this the researcher coded the teacher's response in every question. Every data obtained were coded by the researcher to SPSS. The teacher's perception towards the four leadership style and the dependent variable (job commitment) then analyzed quantitatively though frequency and percentage on the upcoming tables below. So as to show the Likert scale ranging from five to one the researcher used the following abbreviations.

SD= Strongly Disagree

D= Disagree

N=Neutral

A=Agree

SA=Strongly Agree

The researcher asked the respondents to give their opinions on the questionnaires that is mainly concerned with the four selected leadership styles (transformational leadership; Transactional leadership, Democratic leadership and Autocratic leadership).

Respondent's perception towards transformational leadership questions are depicted in the upcoming table.

Table 4: Respondent's perception towards transformational leadership

Transformational Leadership		SD	D	N	A	SA
The school principal work with teams to identify needed change, creating a vision to guide the change through inspiration	Frequency	-----	40	78	98	33
	%	-----	16.1%	31.3%	39.4%	13.3%
	Mean	3.49				
Your leader provides coaching and mentoring but allowing teachers to make decisions and take ownership of tasks.	Frequency	12	36	83	91	27
	%	4.8%	14.5%	33.3%	36.5%	10.8%
	Mean	3.34				
School principal hold an emphasis on authenticity, cooperation and open communication.	Frequency	-----	20	85	101	43
	%	-----	8.0%	34.1%	40.6	17.3%
	Mean	3.67				
The school principal tries to build strength in all members of the educational team rather than accruing too much power to themselves.	Frequency	----	-----	95	110	44
	%	----	-----	38.2%	44.2%	17.7%
	Mean	3.79				
Our school leaders foster change in education by evaluating problems in educational design.	Frequency	-----	11	96	101	41
	%	-----	4.4%	38.6%	40.6%	16.5%
	Mean	3.69				
The school administrators take symbolism as a critical issue in the school.	Frequency	----	30	54	109	56
	%	----	12.0%	21.7%	43.7%	22.5%
	Mean	3.76				

Transformational leadership is a leadership style that a leader executes his duty without the restriction of employee's perception and leaders who employ transformational leadership would enable the employees to be active and committed for organizational goal achievement. The number of respondents that rated in favor of the issue that in your school are leader's works with teams to identify needed change, creating a vision to guide the change through inspiration. Fourty teachers which are 16.1% Disagree, 78(31.3%) are neutral, the highest number of respondents 98(39.4%) of the teachers were Agee on the question. Finally, the remaining 13.3% of teachers were strongly agreed on their leader's attitude towards team work with their follows.

The issue that leader provides coaching and mentoring but allowing teachers to make decisions and take ownership of tasks. The output of the analysis shows that 12(4.8%) of the respondents were strongly disagree, 36(14.5%) disagree and 83 or 33.3% of teachers were neutral. This shows that 33.3% of teachers are not sure about whether or not their leader allowing teachers to make decisions and take ownership of tasks. The remaining 36.5% (the highest number of teachers) and 10.8% of teachers were agreed and strongly agree respectively.

From the total respondents 20(8.0%) of the respondents were disagree, 85(34.1%) of the respondents were neutral and 101(40.6%) agree on the emphasis of their leaders on authenticity, cooperation and open communication. But the remaining 43(17.3%) of the respondents were strongly agree. This shows that majority of the teachers are agreed on their leaders' emphasis on authenticity, cooperation and open communication. The issue that leader a school administrator should try to build strength in all members of the educational team rather than accruing too much power to themselves. The output of the data analysis implies there is no teacher who is strongly disagree or disagree on the question. While 95(38.2%) o teaches wee neutral, 110(44.2%) wee agreed and the remaining 44(17.7%) of the respondents were strongly agree and says school administrators should try to build strength in all members of the educational team rather than accruing too much power to themselves.

Transformational leadership was whether or not the school leaders (administrators) foster change in education by evaluating problems in educational design. The reason behind asking this question is to find out whether or not the school administrator's try to know the source of the problem as a transformational leader. The data analysis implies that 11(4.4%) of respondents disagree, 96(38.6%) were neutral and 40.6% (the highest number of respondents) Agree. While the remaining 41(16.5%) of teachers were strongly. The school administrator takes symbolism as a critical issue in the school. The highest number of teaches 109(43.8%) were agreed and the next highest respondents 56(22.5%) were strongly agree. But 54(21.7%) of teachers remain neutral while 30(12.0%) of teachers were disagree.

Table 5 : Respondent's Perception towards Transactional Leadership

Transactional leadership		SD	D	N	A	SA
Teachers are rewarded for behaving in an excellent way, and punished for any deviation.	Frequency	----	44	35	140	30
	%	----	17.7%	14.1%	56.2%	12.0%
	Mean	3.62				
The school leader wants everything to remain strictly as they are, and do not believe in improving working conditions to make things better.	Frequency	11	31	29%	148	30
	%	4. 4%	12. 4%	11.6%	59. 4%	12.0%
	Mean	3.623				
The school leaders do not encourage teachers to act creatively or think for themselves.	Frequency	---	---	40	173	36
	%	---	---	16.1%	69.5%	14.5%
	Mean	3.98				
The school administrator believes that it is up to him/her to make all the decisions, and teachers must simply follow their instructions.	Frequency	13	8	39	148	41
	%	5.2%	3.2%	15.7%	59.4%	16.5%
	Mean	3.78				

The next independent variable taken by the researcher was transactional leadership. The reason behind selecting this leadership style to study is that transactional leadership is well known and it is applied in many academic organizations and also preferred by many administrators. A transactional leader is one order his/her followers by prompting through a way of rewards and punishments to make followers do their task with an affirm of external inducements that is mainly rewards. The number of respondents that rated in favor of the issue that the teachers are rewarded for behaving in an excellent way, and punished for any deviation . From the total respondents 44(17.7%) were disagree, 35(14.1%) were neutral and 30(12.0%) of the respondents were strongly agree. The remaining teachers were 140(56.2%) and they agree on the question. This show in most schools there is reward for good wok and punishment for the revers. The issue that the school administrator want everything to remain strictly as they are, without improving working conditions to make things better. Majority of the teachers 148(59.4%) agreed that school administrators are rigid and want everything to remain strictly as they are. While

31(12.4%) of the respondents disagree, 11(4.4%) strongly disagree and 29(11.6%) were neutral. The remaining 30(12.0%) of respondents strongly said school administrator want everything to remain strictly as they are, without improving working conditions to make things better.

The issue that the school leaders do not encourage teachers to act creatively or think for themselves. The respondent's response towards this issue was that 40(16.1%) neutral, the highest 173(69.5%) agree and the remaining 36(1.5%). This shows most of the school administrators do not encourage teachers to act creatively or think for themselves since 69.5% of teaches wee agreed on this. The number of respondents that rated in favor of the issue that the school administrators believes that it is up to him/her to make all the decisions, and teachers must simply follow their instructions. Out of 249 teachers 13(5.2%) were strongly disagree, 8(3.2%) were disagree and 39(15.7%) were neutral. But 148(59.4%) of respondents say the school administrators believes it is up to him/her to make all the decisions, and teachers must simply follow their instructions. The remaining 41(16.5%) teaches were strongly agree to. This shows most of the school administrators believes that they are decision makes without taking impute and teaches are simply follows.

Table 6: Respondent's perception towards Democratic leadership

Democratic leadership		SD	D	N	A	SA
The school leaders are responsible for providing background information to answer teachers' questions.	Frequency	2	41	81	89	36
	%	0.8%	16.5%	32.5%	35.7%	14.5%
	Mean	3.46				
The school leader always assists teachers with adequate knowledge and creativity.	Frequency	18	37	65	86	43
	%	7.2%	14.9%	26.1%	34.5%	17.3%
	Mean	3.39				
You leaders show no signs of biases or favoritism, on the decision-making process.	Frequency	12	33	64	81	59
	%	4.8%	13.3%	25.7%	32.5%	23.7%
	Mean	3.57				
Teachers are encouraged to share ideas and opinions, although your leader retains the final say over decisions.	Frequency	15	36	82	63	53
	%	6%	14.5%	32.9%	25.3%	21.3%
	Mean	3.41				
The school leaders have a comprehensive understanding of the staffs and their strengths and weaknesses.	Frequency	12	48	95	68	26
	%	4.8%	19.3%	38.2%	27.3%	10.4%
	Mean	3.19				

In the democratic leadership the democratic process tends to focus on followers' equality and the ideas of the teacher run freely, the leader of the follower is still there only to guidance and control them. The number of respondents that rated in favor of the issue that the school leaders/administrator are responsible for providing background information to answer teachers' questions. On this regard 2(0.8%) of respondents strongly disagree, 41(16.5%) disagree and 81(32.5%) of respondents were neutral. But the highest number of teaches (35.7%) said school administrators/leaders should be providing detailed background information to answer each and every teachers' questions. Also the remaining 36(1.5%) of teaches we strongly agreed on this idea. The issue that the leader always assists teachers with adequate knowledge and creativity. 18 (7.2%) of respondent's strongly said my leaders did not assist at all (strongly disagree). Also 37(14.9%) of the respondents disagree and said my leader did not assist teachers with adequate knowledge and creativity. 65(26.1%) of respondents were neutral. On the other hand, 86(34.5%) of teacher said my leader always assists me with adequate knowledge and creativity. Also the remaining 43(17.3%) of teaches were strongly agreed to. The issue that your leaders show no signs of biases or favoritism, on the decision-making process. Out of 249 teachers, 81(32.5%) of teaches replied yes they did not show bias. But 12(4.8%) of teachers strongly said school administrator/ leaders show signs of biases and favoritism, on the decision-making process. While 64(25.7%) of respondents were neutral. When we see teacher's encouragement to share ideas and opinions, although leaders retain the final say over decisions, the highest number of teaches 82(32.9%) were neutral, 15(6.0%) were strongly disagree, 36(14.5%) were disagree. While the remaining 63(25.3%) and 53(21.3%) of teachers were agree and strongly agree respectively.

The number of respondents that rated in favor of the issue that the school leader's comprehensive understanding of the staffs, their strengths and weaknesses. Out of 249 teachers 48(19.3%) disagree and they said their leaders did not have comprehensive understanding of the staffs, their strengths and weaknesses. This makes the school leaders in a big question of their leadership ability since without comprehensive understanding of the staffs/teachers it is a big trouble to achieve the school's objective. But 68(27.3%) and 26(10.4%) of teachers agree and strongly agree respectively on their leaders comprehensive understanding of the staffs. This is still not good enough and leaders should develop ways that help them to understand their staffs' strengths and weaknesses.

Table 7 : Respondent's perception towards Autocratic leadership

Autocratic leadership		SD	D	N	A	SA
The school administrators make all the important decisions.	Frequency	-----	6	50	159	34
	%	-----	2. 4%	20.1%	63.9%	13.7%
	Mean	3.88				
The school admins never consider input from teachers.	Frequency	-----		66	145	35
	%		1.2%	26.5%	58.2%	14.1%
	Mean	3.85				
The school have highly structured working environment.	Frequency	10	13	48	134	44
	%	4.0%	5.2%	19.3%	53.8%	17.7%
	Mean	3.75				
The school admin want to instigate rules and make sure every teacher follow it.	Frequency	8	14	57	124	46
	%	3.2%	5.6%	22.9%	49.8%	18.5%
	Mean	3.74				
Discourage creativity and out-of-the-box thinking, in the school.	Frequency	4	2	46	146	51
	%	1.6%	0.8%	18.5%	58.6%	20.5%
	Mean	3.95				

The final independent variable studied by the researcher was autocratic leadership. Autocratic (authoritarian) leadership is a leadership style mostly characterized by the leader control almost all important decisions and small input from the followers. Autocratic leaders typically make decision based on their ideas and feeling. The number of respondents that rated in favor of the issue that the school administrators/leaders make all the important decisions. The highest number of teachers 159(63.9%) agree and 34(13.7%) strongly agree on this. This means all important decisions are decided by school leaders without any impute from staff.

On the other hand, 6(2. 4%) teachers replied as there is staff involvement in decision making and 50(20.1%) were neutral. From this the researcher conclude that in most of the schools there is no teaches involvement in important decisions. The issue that most of the time autocratic leaders never consider input from teachers. On this study 3 (1.2%) of respondents disagree because their leader takes input from staff. While 66(26.5%) were neutral. But most of the respondents agree

that their leaders never consider input from teachers. This is may be one of the reasons why most of the schools have weak educational achievement.

One of the advantage of autocratic leadership is it can help for immediate decision-making mainly in stress-filled situations give a direct chain of command. So if this leadership style is applied the school would have highly structured working environment. The output from the data analysis shows that 10(4.0%) teachers strongly disagree, 13(5.2%) disagree and 48(19.3%) were neutral. But the remaining 53.8% of teachers agreed that their school has good and structured working environment. The issue that The school have highly structured working environment is a best practice from these schools. Out of two hundred forty nine respondents 14 (5.6%) were disagree and 124(49.8%) were agree. This implies that leaders in some schools not only develop rigid rules and regulations without any input from teachers but also they follow strictly whether or not teachers follow and apply it.

The issue that leaders in the school discourage creativity and out-of-the-box thinking, in the school. Here no out of box thinking means a teacher do any jobs in the school only based on strict rules developed by the school administrators/leaders. The output from SPSS shows that 51(20.5%) were strongly agree, 146(58.6%) agree, and 4(1.6%) strongly disagree. While the other 46(18.5%) respondents were neutral and 2(0.8%) disagree.

Table 8 : Teacher's perception towards job commitment

Teachers Job commitment		SD	D	N	A	SA
I have the desire to become a good teacher.	Frequency	-----	28	72	95	54
	%	-----	11.2%	28.9%	38.2%	21.7%
	Mean	3.70				
	Std. Deviation	.93327				
I recognize and accept the worth of each individual in the school.	Frequency	-----	23	68	85	73
	%	-----	9.2%	27.3%	34.1%	29.3%
	Mean	3.83				
	Std. Deviation	.95514				
I fulfill my professional responsibility.	Frequency	-----	23	60	73	93
	%	-----	9.2%	24.1%	29.3%	37.3%
	Mean	3.94				
	Std. Deviation	.99256				
I have the passion and enthusiasm for teaching and learning not only my students but myself too.	Frequency	-----	----	46	155	48
	%	-----	----	18.5%	62.2%	19.3%
	Mean	4.00				
	Std. Deviation	.61560				
I always seek for the new ideas and ways to contribute to my students.	Frequency	-----	5	76	131	37
	%	-----	2%	30.5%	52.6%	14.9%
	Mean	3.80				
	Std. Deviation	.70527				

Commitment is the act of binding yourself (intellectually or emotionally) to a course of action. As a teacher he/ she should be committed to the profession of teaching so as to achieve vision and mission of the school individually and as a team. The number of respondents that rated in favor of the issue that the teachers have the desire to become a good teacher. Out of the total sampled teachers 28(11.2%) did not have the desire to become a good teacher and 72(28.9%) of teachers were neutral. On the other way 95(38.2%) of the respondents agree and the remaining 54(21.7%) of teachers have a great desire to become a good teacher. Secondly the researcher

wants to find out how many of the teachers recognize and accept the worth of each individual in the school.

From 249 total respondents' 23(9.2%) did not recognize and accept the worth of each individual in the school, while 68(27.3%) were neutral. Majority of the respondent's 85(34.1%) said that they recognize and accept the worth of each individual in the school. In addition to this the remaining 29.3% of desire have the same intention too.

he issue that a committed teacher can be able to fulfill professional responsibility . This includes accomplishing assigned tasks and duties as a teacher. The researcher found that 93(37.3%) of teachers had strongly fulfill their professional responsibility, 23(9.2%) did not fulfill their professional responsibility and 60(24.1%) of teachers was not sure about It. he issue that the passion and enthusiasm for teaching and learning not only students but yourself too . Out of the total sampled teachers 155(62.2%) of respondents agree on it. The remaining 46(18.5%), 48(19.3%) of respondents were neutral and strongly agree respectively.

The other characteristic of a committed teacher is always attempt for the new ideas and ways to contribute to their student. This means a teacher should be eagerness to acquire new ways on knowledge. The response from the teacher shows that 131(52.6%) agree on this issue. While 5(2.0%) of teachers did not totally attempt for the new ideas and ways to contribute to their student. Finally, the remaining 76(30.5%) teachers were neutral.

4.4 Inferential Statistics analysis

4. 4.1 Correlation Analysis

A correlation is one of the most known analysis method that tests the relationship between two variables on the basis of how weak or strong the relationship is and in which direction the relationship goes (Almquist, 2006). The strength of the relationship is given as a coefficient (Pearson's r) which can be anything between -1 and 1. This means, the coefficient can be either negative or positive. These terms, "negative" and "positive", simply reflect the direction of the relationship. In this study so as to determine the impact of the leadership style variable on teacher's job commitment, Pearson correlation analysis by using SPSS has been computed by the researcher. This Pearson correlation analysis was also used to determine the relationship between leadership style variable and teacher's job commitment and the table below shows the output of Pearson correlation.

First, the researcher had checked the data to be sure that the assumptions behind the correlation analysis was fulfilled. If the data "passes" these assumptions, a study would have a valid result. The first assumption is both variables should be continuous. Since the variable here is a rating (on a scale 1-5) that is possible to consider them as continuous variables. The second assumption is there should be no outlier. This means there should be no an extremely low or extremely high value in the data being analyzed. Since in this study all rating response is between 1 and 5, that is no extremely high or low value (the gap between the data is too narrow). As the researcher stated above the assumptions were hold so it was possible to conduct correlation analysis.

The table below, **Error! Reference source not found.**, shows the output correlation analysis from SPSS of the dependent variable (Teachers job commitment) and the four independent variables (Transformational leadership, Transactional leadership, Democratic leadership and Autocratic leadership). As it is stated above the main focus would be on the row called Pearson Correlation. The correlation between teacher's job commitment and teachers job commitment is perfect ($r=1$), and so is the correlation between a variable with itself. This is an increasing value for teacher's job commitment means that the teacher is more commitment with his or her job.

The correlation coefficient for transformational leadership and teacher's job commitment is 0.596, which is positive. In other words: as the transformational leadership is applied, teacher's job commitment would increase. Also the strength of 0.596 shows strong correlation between the

two variables. Sig. (2-tailed) implies the p value for the correlation. P-value smaller than 5% suggests that the correlation is statistically significant (with the 95 % confidence interval). The double asterisks (**) shows that the correlation is statistically significant at 99% confidence interval.

When we see the correlation between transactional leadership and teacher's job commitment the pears on correlation coefficient becomes -0.052., which is negative. In other words: as the transactional leadership is applied, teacher's job commitment would decrease. Also the strength of -0.052 shows that there is weak correlation between the two variables.

Table 9 : Correlation analysis

Correlations

		Transformational leadership	Transactional leadership	Democratic leadership	Autocratic leadership	Teachers job commitment
Transformational leadership	Pearson Correlation	1				
	Sig. (2-tailed)	0.000				
	N	249				
Transactional leadership	Pearson Correlation	.198**	1			
	Sig. (2-tailed)	.002				
	N	249	249			
Democratic leadership	Pearson Correlation	.754**	.119	1		
	Sig. (2-tailed)	.000	.061			
	N	249	249	249		
Autocratic leadership	Pearson Correlation	-.028	.685**	-.011	1	
	Sig. (2-tailed)	.664	.000	.860		
	N	249	249	249	249	
Teachers job commitment	Pearson Correlation	.596**	-.052	.408**	-.163**	1
	Sig. (2-tailed)	.000	.414	.000	.010	
	N	249	249	249	249	249

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

Source: Founded by the researcher (SPSS output)

As also shown in the table above the democratic leadership yielded the second highest positive and significant relationship with job commitment ($r = 0.408$, $p < 0.01$). In other words: as the democratic leadership is applied, teacher's job commitment would increase. But the strength of 0.408 shows moderate correlation between the two variables.

The last independent variable was autocratic leadership, yielded significantly negative relationship with teacher's job commitment with ($r = -0.163$, $p = 0.01$). In other words: as the autocratic leadership is applied, teacher's job commitment would decrease significantly.

So as to proof this relationship, the researcher was used multiple regression analysis and decided on the hypothesis.

4.4.2 Regression Analysis

Regression analysis is a measure of the relation between the mean values of variables. Even if there are many different types of regression analysis the researcher used multiple linear regression in this study. Multiple linear regression means there are more than one independent variable (leadership styles) and continuous dependent variable (teacher's job commitment).

Before conducting the multiple linear regression analysis, the researcher checks that the data that was analyzed is does not violate the basic assumptions under linear regression. The first precondition before conducting linear regression is normality test. The basic idea behind this test is that the independent variables should be normally distributed (they should be along with the normal curve). As it is shown in the histogram below the independent variables are distributed following the normal curve. This proof that the data is normally distributed in Figure 5

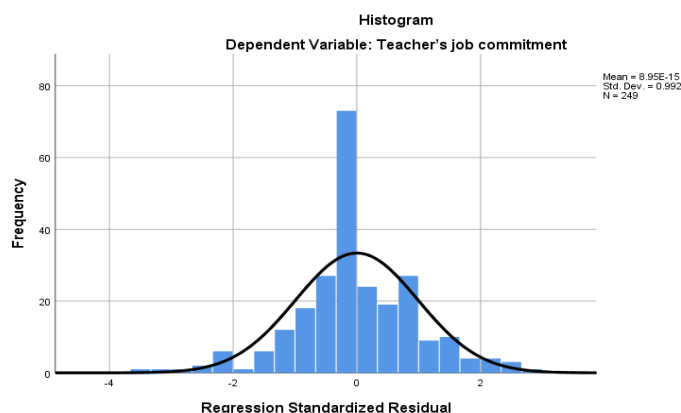


Figure 4: Normality test

The second assumption is homoscedasticity. This shows that the variance around the regression line should be constant in all values of the independent variables. This is an assumption that basically state a variation in the residuals (amount of error in the model) should be the same at every point of the model. The scatterplots shown in the below Figure 6, depict assumption of homoscedasticity the standardized values our model would predict, against the standardized residuals founded. As the predicted values increase, the variation in the residuals was roughly similar. So the assumption of homoscedasticity has been met.

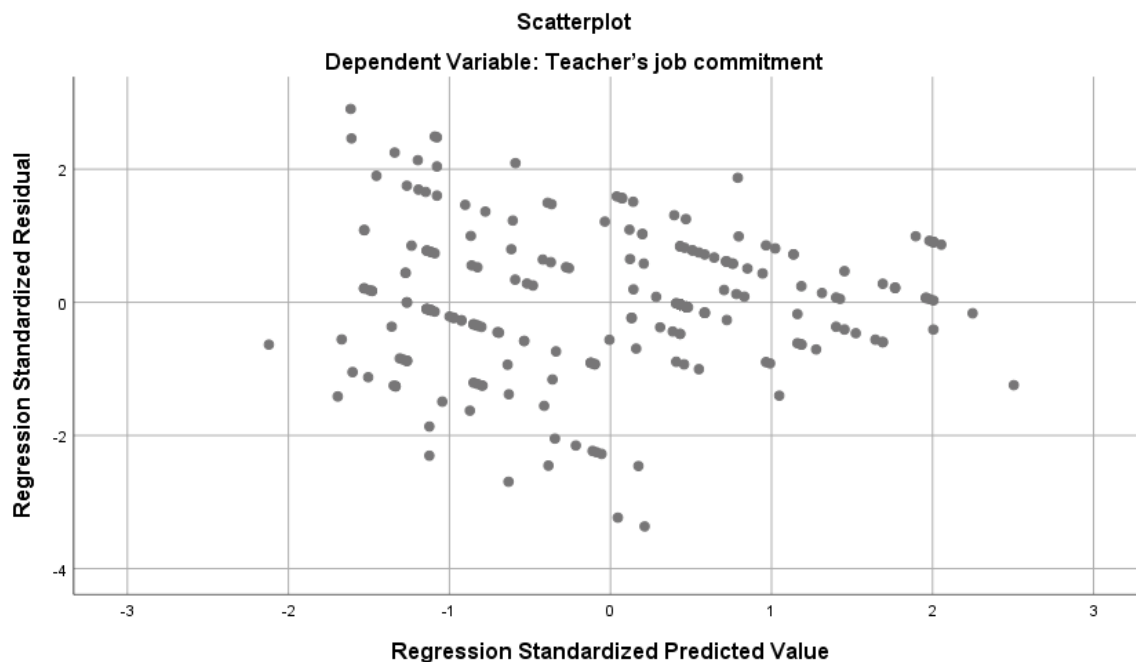


Figure 5: Homoscedasticity test

The other assumption is that there is should be no multi-collinearity in the data. One way of testing multi-collinearity is that the independent variables should be not too highly correlated. That is a correlation of more than 0.8 could be problematic. But the highest correlation is $r=0.754$, so the assumption of multi collinearity was hold.

The final assumption of multiple regressions is that the relationship between the independent and dependent variable can be characterized by a straight line. As the graph Figure 7 below shown in this paper assumption of linearity is met.

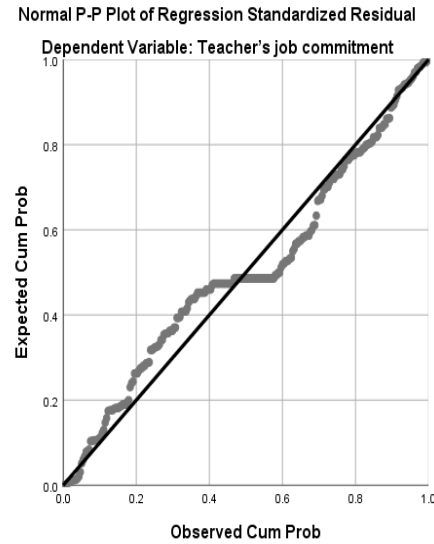


Figure 6: P-P plot

When we see the model summary of regression analysis focusing on the column for adjusted R square. The value in 8 here implies that how much of the variation in the dependent variable (teacher's job commitment) that is explained by the independent variables (Transformational leadership, Transactional leadership, Democratic leadership, Autocratic leadership). Accordingly, we see that the independent variables accounts for 38.1 % of the variation in job commitment. While 61.9% accounts the other unexplored variables to explain the variation in the dependent variable (job commitment).

Table 10: The regression model summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.625 ^a	.391	.381	.45635

a. Predictors: (Constant), Transformational leadership, Transactional leadership, Democratic leadership, Autocratic leadership

Table 11: Regression Analysis**Coefficients^a**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
	Transformational leadership	.631	.071	.704	8.939	.000	.492	.770
	Transactional leadership	-.124	.059	-.150	-2.082	.038	-.240	-.007
	Democratic leadership	-.069	.050	-.106	-1.392	.165	-.167	.029
	Autocratic leadership	-.044	.075	-.042	-.595	.553	-.191	.103

a. Dependent Variable: Teachers job commitment

Source: Founded by the researcher (SPSS output)

As it is presented on the above table, Table 11 as coefficients focusing on the column called B. As the name show linear regression analysis describes the linear relationship between the dependent and independent variable. The effect that the independent variable has on the dependent variable is estimated through a beta coefficient. The beta coefficient is simply interpreted as for every one-unit increase in independent variable the dependent variable increases/decreases by the beta coefficient. With regard to transformational leadership, we can see that the B coefficient is 0.631 and it is positive. This means that for every one-unit increase in transformational leadership i.e. changing from the category of agree to the category of strongly agree the teachers job commitment increases by 0.631. The column Sig. shows the p-value for transformational leadership and it is 0.000, which means that the association between transformational leadership and teacher's job commitment is statistically significant (at the 0.01 level or 99% confidence interval).

The B coefficient for transactional leadership was negative and it is -0.124, This means that for every one-unit increase in transactional leadership i.e. changing from the category of agree to the category of strongly agree the teachers job commitment decreases by -0.124. The column Sig. shows the p-value for transactional leadership and it is 0.038, which means that the association

between transactional leadership and teacher's job commitment is statistically significant (at the 5 % level or 95% confidence interval).

Similarly, the B coefficient for democratic leadership was negative and it is -0.069, This means that for every one-unit increase in democratic leadership i.e. changing from the category of agree to the category of strongly agree the teachers job commitment decreases by -0.069(the teacher will become less committed). The column Sig. shows the p-value for democratic leadership and it is 0.165, which means that the association between democratic leadership and teacher's job commitment is statistically insignificant (at the 1% level or 99% confidence interval).

The autocratic leadership resulted B value of -0.044 it is also negative. This shows for every one-unit increase in autocratic leadership i.e. changing from the category of strongly disagree to the category of disagree the teachers job commitment decreases by -0.044 (the teacher will become less committed). The p-value for autocratic leadership was 0.553, which means that the association between autocratic leadership and teacher's job commitment is statistically insignificant.

When we look at the last column on the table called 95 % Confidence Interval for B. This shows the lower confidence limits and the upper confidence limits. For transformational leadership and transactional leadership, the interval does not include null value; this implies the results are statistically significant at 95% confidence interval. But for democratic leadership and autocratic leadership the interval includes null value; this implies the results are statistically insignificant at 95% confidence interval.

4.5 Hypothesis Testing/ results

As it was already depicted in chapter one the researcher developed four hypotheses and this hypothesis was what the study was planned to test and answer the research objectives. Commonly the main aim of quantitative research is about finding out the relationships between variables (in this particular study the leadership styles were independent and teaches job commitment was dependent variables). The data analysis gave the researcher information about the direction of the relationship (i.e+/-) and how strong or weak the relationship (r-value). In addition to this from a quantitative research it is possible to study statistical significance (p-value) too. In most of literature statistical significance used as indicator of the reliability of a result. In this study this information was found out by using correlation and multiple linear

regressions. Finally, probability value (Beta-value) from multiple linear regressions helps the researcher to decide the hypothesis should be rejected/accepted. Based on this only the first hypothesis was accepted and the remaining was ejected as depicted on the table, Table 11, below shown.

Table 12: Hypothesis Result

Hypothesis	Statement	Approaches used	Result
H1	School principal transformational leadership style has positive and significant influence on government school teachers' job commitment in yeka sub city.	Multiple linear regression	Accepted
H2	School principal transactional leadership style has positive and significant influence on government school teachers' job commitment in yeka sub city.	Multiple linear regression	Not accepted
H3	School principal democratic leadership style has positive and significant influence government school teachers' job commitment in yeka sub city.	Multiple linear regression	Not accepted
H4	School principal autocratic leadership style influence has positive and significant influence on public government school teachers' job commitment in yeka sub city.	Multiple linear regression	Not accepted

4.6 Discussion of Major findings

The objectives of this study were to be to find out the assessment of principal leadership styles and its implication on teachers' job commitment in government primary school yeka sub city.. The collected data from teachers' led to the following finding.

The first objective of this study was to study the influence of school administrator's transformational Leadership style on teachers' job commitment on government primary schools. The findings of the correlation analysis regarding transformational leadership and teacher's job commitment revealed that the correlation coefficient is 0.596, which is positive. In other words: as the transformational leadership is applied, teacher's job commitment would increases. Also the strength of 0.596 shows strong correlation between the two variables. Sig. (2-tailed) implies the p value for the correlation. P-value smaller than 5% suggests that the correlation is statistically significant(with the 95 % confidence interval). The double asterisks (**) shows that the correlation is statistically significant at 99% confidence interval. With regard to regression analysis of transformational leadership, we can see that the B coefficient is 0.631and it is positive. This means that for every one-unit increase in transformational leadership i.e. changing from the category of agree to the category of strongly agree the teachers job commitment increases by 0.631. The p-value for transformational leadership was 0.000, which means that the association between transformational leadership and teacher's job commitment is statistically significant (at the 0.01 level or 99% confidence interval).

The second objective of this study was to study the influence of school administrator's transactional leadership style on teachers' job commitment on government primary schools. The findings of the correlation analysis regarding transactional leadership style revealed that ($r=-0.052, P=0.414$) which is negative and inverse relationship. In other words: as the transactional leadership is applied, teacher's job commitment would decreases. Also the strength of -0.052 shows that there is weak correlation between the two variables. With regard to regression analysis the B coefficient for transactional leadership was negative and it is -0.124, This means that for every one-unit increase in transactional leadership i.e. changing from the category of agree to the category of strongly agree the teachers job commitment decreases by -0.124. The p-value for transactional leadership was 0.038, which means that the association between

transactional leadership and teacher's job commitment is negatively statistically significant (at the 5 % level or 95% confidence interval).

With regard to democratic leadership, it yielded the second highest positive and significant relationship with job commitment ($r = 0.408$, $p < 0.01$) in correlation analysis. In other words: as the democratic leadership is applied, teacher's job commitment would increase. But the strength of 0.408 shows moderate correlation between the two variables. The regression analysis shows the B coefficient for democratic leadership as negative and it was -0.069, This means that for every one-unit increase in democratic leadership i.e. changing from the category of agree to the category of strongly agree the teachers job commitment decreases by -0.069 (the teacher will become less committed). The p-value for democratic leadership was 0.165, which means that the association between democratic leadership and teacher's job commitment is statistically insignificant (at the 1% level or 99% confidence interval).

The last objective of this study was to study the influence of school administrator's autocratic leadership style on teachers' job commitment on government primary schools. From the correlation analysis autocratic leadership yielded significantly negative relationship with teacher's job commitment with ($r = -0.163$, $p = 0.01$). In other words: as the autocratic leadership is applied, teacher's job commitment would decrease significantly. In regression analysis autocratic leadership resulted B value of -0.044, it was negative. This shows for every one-unit increase in autocratic leadership i.e. changing from the category of strongly disagree to the category of disagree the teachers job commitment decreases by -0.044 (the teacher will become less committed). The p-value for autocratic leadership was 0.553, which means that the association between autocratic leadership and teacher's job commitment is statistically insignificant.

CHAPTER: FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS OF THE STUDY

5.1 SUMMARY OF MAJOR FINDING

The major finding of this study mainly focused on the research hypothesis which is I stand for to answer and to meet the objective this research. Before explaining the finding of the research questions, it is better to see Leadership style. Thus, this research seeks to provide the current principal leadership styles on the improvement of teachers' performance. Therefore, the study is aimed on assessing principal leadership styles and its implication on teacher's job commitment in primary schools of Yeka Sub city, Addis Ababa city Administration. In order to meet this purpose, the following basic research hypothesis were designed.

- V. School principal transformational leadership style has positive and significant influence teachers' job commitment.
- VI. School principal transactional leadership style has positive and significant influence on teachers' job commitment.
- VII. School principal democratic leadership style has positive and significant influence on teachers' job commitment.
- VIII. School principal autocratic leadership style has positive and significant influence on teachers' job commitment.

The findings of the correlation analysis regarding transformational leadership and teacher's job commitment revealed that the correlation coefficient is positive. In other words: as the transformational leadership is applied, teacher's job commitment would increase. Also the strength shows strong correlation between the two variables. With regard to regression analysis the B coefficient for transformational leadership was positive, this means that for every one-unit increase in transactional leadership i.e. changing from the category of agree to the category of strongly agree the teachers' job commitment increases by positive value. The p-value for transformational leadership shows that the association between transformational leadership and teacher's job commitment is statistically significant.

Similarly the findings of the correlation analysis regarding transactional leadership style revealed that which is negative and inverse relationship. In other words: as the transactional leadership is applied, teacher's job commitment would decreases. Also the strength value is negative that shows there is weak correlation between the two variables. With regard to regression analysis the B coefficient for transactional leadership was negative, this means that for every one-unit increase in transactional leadership i.e. changing from the category of agree to the category of strongly agree the teachers job commitment decreases. The p-value for transactional leadership shows the association between transactional leadership and teacher's job commitment is negatively statistically significant.

Democratic leadership yielded the second highest positive and significant relationship with job commitment in correlation analysis. In other words: as the democratic leadership is applied, teacher's job commitment would increases. But the strength value shows moderate correlation between the two variables. The regression analysis shows the B coefficient for democratic leadership as negative. The p-value for democratic leadership shows that the association between democratic leadership and teacher's job commitment is statistically insignificant.

From the correlation analysis autocratic leadership yielded significantly negative relationship with teacher's job commitment. In other words: as the autocratic leadership is applied, teacher's job commitment would decreases. The resulted of the B value was negative. This shows for every one-unit increase in autocratic leadership i.e. changing from the category of strongly agree to the category of disagree the teachers job commitment decreases by negative (the teacher will become less committed). The p-value for autocratic leadership shown the association between autocratic leadership and teacher's job commitment is statistically insignificant.

Finally the findings of the research showed that there is positive and significant relationship only between transformational leadership style and teachers' job commitment in government primary schools. All in all, the study accomplished its intended objectives of determining the assessment of principal's leadership styles on teacher's commitment to their job in yeka sub city Addis Ababa Ethiopia.

5.2 CONCLUSION

The finding of this study therefore, leads to the conclusion that, head teachers leadership style is a critical variable in teacher job commitment in primary school. As a result, Transformational leadership is the best style on leadership that could enhance high teacher's job commitment in primary school. Head teachers should be encouraged to cultivate qualities of transformational leadership such as motivation, encourage, inspire, stimulation and consideration. This will encourage and motivate teachers and possibly improve the performance of the school. Schools that are well led generally have a happy community of students and teachers. Their performance could be attributed to a leadership of its managers which is responsive to the needs of the subordinates. On the contrary, schools which do not performed well could be attributed to poor leadership leading to lack of commitment of teachers. The head-teachers to create or establish structures of a functional organization, by providing leadership. Leadership is one of most important contributors to the success of any educational establishment. Good leadership will drive change in a positive direction by setting the vision, rallying the entire institution in a focused direction, motivate and inspire all, and setting the pace by being good role models. The head-teacher must balance the demands of management as seen in the administrative workload and the need to provide leadership to the team using different approaches of leadership in order to improve school performance in all aspects. This is the challenge the head-teachers are facing today in most public primary schools.

5.3 RECOMMENDATIONS

The following are the recommendations being made based on the findings from the study. From the studied four leadership styles principals highly recommended to use transformational leadership style so as to increase teachers job commitment. On the other hand principals recommended ton stop applying the other three leadership styles these are Autocratic, transactional and democratic styles of leadership. Principals can apply transformational leadership in the following ways.

- ✓ Principals should works with teams to identify needed change, creating a vision to guide the change through inspiration.
- ✓ Principals should provide coaching and mentoring but allowing teachers to make decisions and take ownership of tasks.
- ✓ Principals must hold an emphasis on authenticity, cooperation and open communication.
- ✓ Principals should try to build strength in all members of the educational team rather than accruing too much power to themselves.
- ✓ Principals could foster change in education by evaluating problems in educational design.

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APPENDIX I QUESTIONER

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATIONAL AND
BEHAVIORAL STUDY
DEPARTMENT OF EDUCATIONAL
PLANNING AND MANAGEMENT



TO BE FILLED BY TEACHERS

SCHOOL NAME _____

Addis Ababa University Postgraduate Program, Department Educational Planning and Management

Dear Respondent:

I am currently pursuing the degree of Masters of Arts in Educational planning and management from Addis Ababa University Postgraduate Program. As partial fulfillment towards the completion of my graduate degree, this research titled as “**an assessment of principal leadership styles and its implication on teachers’ job commitment in government primary school yeka sub city**” is undertaken. Hence, I kindly request you to fill this questionnaire while assuring you that the information that you provide will be treated with confidentiality and shall only be used for the purpose of this academic research. Your fair and impartial feedback will make this research a very successful one. If you need any clarification and information, you can use my e-mail berrygetu19@gmail.com and mobile number +251-911-120831. Thank you for your time, cooperation and assistance. Stay Safe!!!

General Instructions

- ✓ No need of writing your name.
- ✓ In all cases where answer options are available, please tick (✓) in the appropriate box.

Thank you for your cooperation and assistance!!

Part I. Demographical Information

1. Gender 1) Male 2) Female
2. Age 1) 18-30 2) 31-45 3) 46-60 4) above 60
3. Educational level 1) Diploma 2) First degree 3) Second degree

4) How long have you been employed as a teacher?

- 1) 1-3 year ago 2) 3-5 year ago 3) 6-8 year ago 4) 9 years ago and above

5) In how many schools have you been work?

- 1) Only this school 2) Two school 3) Three school 4) More than three schools

PART II: School Leadership Style and teachers Job Commitment information

The agreement alternative has been indicated using Likert scale. Please rate the extent you agree or disagree on the issues of leadership style and teachers job commitment. Use 5 scale of rating as **Strongly Disagree (SD)=1**

Disagree (D)=2

Neutral (N)=3

Agree (A)=4,

Strongly Agree (SA)=5

and put **tick “√” mark** in front of each statement of agreement alternative.

*	No	Particulars	SD	D	N	A	SA
			1	2	3	4	5
 Transformational leadership	1	In your school are leader's works with teams to identify needed change, creating a vision to guide the change through inspiration?					
	2	Your leader provides coaching and mentoring but allowing teachers to make decisions and take ownership of tasks.					

*	No	Particulars	SD	D	N	A	SA
			1	2	3	4	5
	3	Leaders in my school holds an emphasis on authenticity, cooperation and open communication.					
	4	The school administrators try to build strength in all members of the educational team rather than accruing too much power to themselves.					
	5	Our school leaders foster change in education by evaluating problems in educational design.					
	6	The school administrators take symbolism as a critical issue in the school.					
 Transactional leadership	7	Teachers are rewarded for behaving in an excellent way, and punished for any deviation.					
	8	The school leader wants everything to remain strictly as they are, and do not believe in improving working conditions to make things better.					
	9	The school leaders do not encourage teachers to act creatively or think for themselves.					
	10	The school administrators believes that it is up to him/her to make all the decisions, and teachers must simply follow their instructions.					

*	No	Particulars	SD	D	N	A	SA
			1	2	3	4	5
 Democratic leadership	11	The school leaders are responsible for providing background information to answer teachers' questions.					
	12	The school leader always assist teachers with adequate knowledge and creativity.					
	13	You leaders show no signs of biases or favoritism, on the decision-making process.					
	14	Teachers are encouraged to share ideas and opinions, although your leader retains the final say over decisions.					
	15	The school leaders have a comprehensive understanding of the staffs and their strengths and weaknesses.					
Autocratic leadership	16	The school administrators make all the important decisions.					
	17	The school admins never consider input from teachers.					
	18	The school have highly structured working environment.					
	19	The school admin want to instigate rules and make sure every teacher follow it.					
	20	Discourage creativity and out-of-the-box thinking, in the school.					
Teachers job commitment	21	I have the desire to become a good teacher.					
	22	I recognize and accept the worth of each individual in the school.					
	23	I fulfill my professional responsibility.					
	24	I have the passion and enthusiasm for teaching and					

*	No	Particulars	SD	D	N	A	SA
			1	2	3	4	5
		learning not only my students but myself too.					
	25	I always seek for the new ideas and ways to contribute to my students.					

26. If you have any suggestions and problems encountered in the Administrators leadership style in your school, please wright down on the space provided below:
