



**Principals' Leadership Styles and Teachers' Organizational
Commitment: The Mediating Role of Teachers' Job Satisfaction in
Addis Ababa Government Secondary Schools**

By: Tigist Metaferia Endalu

**Addis Ababa, Ethiopia
June, 2024**

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**A Dissertation Submitted to: The School of Graduate Studies of Addis Ababa
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Declaration

I confirm that this dissertation is my own work and all the materials I referred were duly acknowledged.

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Abstract

This study explored the relationship between principals' leadership styles and teachers' organizational commitment as mediated by teachers' job satisfaction. A convergent parallel mixed research method employing a correlational research design was used to achieve the objective of the study. A total of 385 teachers were selected from 931 using simple random sampling techniques and took part in filling out the study questionnaire, and 39 purposively chosen school principals from 54 took part in key informant interviews. The study adopted and used three standardized questionnaires: MLQ, TJSQ, and OCQ for the quantitative data collected from teacher respondents and self-developed semi-structured interview guides to collect qualitative data from principals. The findings of the study showed that secondary school principals are practicing transformational leadership by pushing their staff members to consider new thoughts, use a variety of technologies, and organize training to fill gaps in their knowledge. Transactional leadership is also applied in schools through provision of incentives and rewards for teachers' accomplishments. But, laissez-faire leadership style is rarely employed. Transformational and transactional leadership styles were positively and significantly related to teachers' organizational commitment. Despite principals striving to take into account the needs of each teacher and function as role models in all of their activities, their practice of transformational and transactional leadership does not operate to its fullest potential in schools due to challenges related to teacher engagement in routine activities rather than creating new methods and ideas, multiple responsibilities of school principals, COVID-19-related activities, and a poor school environment. It was also found that the relationship between transformational leadership style and teachers' organizational commitment is partially and significantly mediated by teachers' job satisfaction. Enhancing the exercise of transformational and transactional leadership through improving the school environment and delegating principals' authority to the department heads, teachers, and student representatives is suggested to escalate the teachers' organizational commitment. In addition, schools should establish a public relations department that can help information sharing including school goals and related activities between school management body, students, students' family, and other stakeholders. Besides, Ministry of Education should collaborate with Addis Ababa education bureau and Universities to develop transformational leadership training programs to school principals in order to help them increase teachers' organizational commitment. Further research should be conducted on the topic using larger sample sizes and demographic mediators like sex, age, and work experience.

Key Words: Job Satisfaction, Leadership, Mediating variable, Organizational Commitment, Leadership Styles.

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Abbreviations and Acronyms

AAEB	Addis Ababa Education Bureau
ESDP	Education Sector Development Program
ETP	Education and Training Policy
FDRE	Federal Democratic Republic of Ethiopia
MoE	Ministry of Education
MoFED	Ministry of Finance and Economic Development
UNESCO	United Nation Education Scientific and Cultural Organization

CHAPTER ONE

1. INTRODUCTION

This study explored the link between school principals' leadership styles and teachers' organizational commitment with teachers' job satisfaction serving as a mediating variable. The introductory chapter of the study covers background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, organization of the study, operational definition of key terms, conceptual framework of the study, and basic research questions which are subsequently discussed in the next sections.

1.1. Background of the Study

Any school success depends on the leader's leadership practice and the teachers' job satisfaction and commitment. Principals' leadership in school is a system that affects and directs teachers, other staffs, and students towards a shared educational goal (Chirchir et al., 2014). It has been argued that transformational leadership approach fosters group effort in schools (Hallinger, 2003), and engage stakeholders to realize the educational institution goals in accordance with the decision made (Bush, 2007). Transformational leaders collaborate with the team to encourage high morale and motivation by inspiration, individual consideration, and idealized influence; and necessary to change employees' complex behavior (Aydin et al., 2013; Bass & Riggio, 2006). Bass and Riggio (2006) argued that transformational leaders assist their staff members in acquiring critical thinking abilities and appropriate behavior in order to be successful in the long run. This mean that transformational leaders are the most effective at involving all parties in the achievement of organizational goals, coordinating team expectation with those of individual employees, and build a lasting relationship with their followers.

On the other hand, transactional leaders and followers choose to exchange resources in order to fulfill their own goals. The leader may specify and decide on the goals they can achieve in the form of a contingent reward. Or it could resemble active management, with the exception that the boss keeps performance on how well the team is doing in order to make adjustments (Bass, 1999). Once the aim has been attained, transactional leaders must combine the organizational goal with the accomplishments of the individual employees. This is representative of the work environment in many firms, especially educational institutions (English, 2006).

Transformational leadership will be more productive if it is combined with transactional leadership since transactional leadership helps the leaders to support and supervise employees. Bass (1985) argues that transformational and transactional leadership complement each other. Bass and Riggio (2006) states that transformational leadership augments transactional leadership approach. Transactional leadership should enable workers to obey rules and regulations in carrying out organizational activities by offering incentives and taking action if problem exist in the working process (Bass, 1990; Bass & Riggio, 2006).

Furthermore, laissez-faire leaders help followers choose their own careers (Avolio et al., 1999). It gives followers the freedom to make their own decisions and accomplish their own objectives (Dessler & starke, 2004; Uduak & Mercey, ND). Therefore, this strategy places a lot of emphasis on the idea that workers should make decisions and operate independently with minimum interference from their supervisor (Dessler & Starke, 2004; Khan et al., 2015).

Accordingly, different policies and reforms have been introduced to enhance school leadership in Ethiopian schools. For instance, the 2023 education and training policy (ETP) gives due attention to enhancing educational leadership by providing continued professional training (FDRE, 2023); Education Development Roadmap suggested schools to increase their potential

for transformational school leadership (Teferra, et al, 2018); and the Ethiopian civil service reform plans incorporated the transformational leadership approach in order to achieve the growth and transformational plan for various sectors (Duressa &Asfaw, 2014). Ethiopian school leaders were unable to maximize their transformational leadership to bring about significant results to the education sector (MoE, 2021). Emphasis also has been paid by the ten year development plan 2021- 2030 for development of various sectors including education so that proper leadership to manage development in the long-term perspective (FDRE Planning & Development Commission, 2020).

However, local studies conducted in public service organization revealed inadequate implementation of elements of transformational leadership (Duressa & Asfaw, 2014); presence of moderate transformational leadership in schools (Lerra, 2021); and lacked of providing personalized consideration as the responsibility of the principals (Beyene, 2016). Recently introduced, Education Development Roadmap also identified weak practice of transformational leadership in Ethiopian schools (Teferra, et al., 2018).

Though, scholars (e.g., Aydin et al., 2013; Bass, 1990; Bass & Riggio, 2006; Cogaltay, Yalcin & Karadag, 2016; Dou, Devos & Valcke, 2017; Elmazi, 2018; Kieres & Gutmore, 2014, Hallinger & Heck, 1998; Koh, Steers & Terborg, 1995; Ma'ruf, Annisa & Akmal, 2020; Podsakoff, et al. 1990) confirm existence of a significant association between transformational leadership and teachers' job satisfaction. Notably, the job satisfaction of teachers is positively affected by transformational leadership characteristics, such as idealized influence, inspirational motivation, individual consideration, and intellectual stimulation in secondary schools (Ghanbari & Eskandarin, ND). Similarly, teachers' job satisfaction is positively correlated with their leaders' recognition of their roles (Chapman & Lowther, 1982; Shah et al., 2012). It has also

been argued that teachers satisfied with leaders who specifically consider individual well-being by applying individual consideration and intellectual stimulation (Nyenyembe et al., 2016).

Transformational leadership has a strong and positive relationship with the job satisfaction in schools (Koh, Steers, and Terborg, 1995; Nguni, Slegers & Denessen, 2006; Schwartz, 2017).

Teachers' organizational commitment in turn is positively correlated with their job satisfaction (Levis in Yusoff et al., 2013; Munir & Khatoon, 2015). Employee loyalty and achievement of organizational goals are influenced by commitment (Cohen, 2003; Kessler, 2013; Shruti, Lamba & Choudhary, 2013) while the level of commitment of an organization's employees to its system is greatly influenced by its leaders and leadership process. The principals inspirational motivation and intellectual stimulation are strongly linked to teachers' commitment in secondary schools (Raman et al., 2015); and teachers are motivated by transformational leadership to show a strong dedication to their students' academic success (Basu, 2016; Leithwood et al., 2004). Transformational leaders motivate employees to support the shared objective of the organization (Bass & Riggio, 2006); and have a positive impact on the affective organizational commitment of teachers in schools through their idealized influence (Feizi, Ebrahimi & Beheshti, 2014; Lai, Luen, Chai & Ling, 2014). Corroborating the above ideas, study by Getahun et al. (2016) identified a statistically significant positive association between teachers' organizational commitment and job satisfaction in Ethiopian schools. As a result, scholars (e.g., Long et al., 2014) claimed that school leaders to exercise transformational leadership in order to have satisfied and productive employees.

However, transformational leadership is less practiced in Ethiopia's government schools, which leads to low teachers job satisfaction (Mengistu, 2012; MoE, 2015), and affective commitment (Tolla, 2015), and less respect and support for secondary school teachers (Eneyew,

2018; Mengistu in Tadele, 2014). School leaders' capacity to motivate teachers at their job is affected by waiting higher official for many of their actions (Mohammed & Handiso, 2018; Seid & Serawit, 2018); and their engagement in several activities than leading teachers' is one of the main reasons distressing teachers' job satisfaction (Aweke, 2017).

Similarly, Berhanu's (2016) study on roles of transformational leadership in secondary schools of SNNP indicates that principals' individual consideration was rated low. The other study by Gedefaw on factors influencing job satisfaction of teachers in secondary school teachers of Ethiopia and its effect on teachers commitment shows that teachers were dissatisfied by the working environment, their salary and fringe benefits (Gedefaw, 2012). Endale's (2019) investigation on teachers' organizational commitment in secondary schools of Addis Ababa indicates that affective and normative commitment of teachers were low. Desta (2014) study on the link between teachers job satisfaction and organizational commitment in general secondary schools of Hadiya zone indicates that the affective, normative and continuance commitment of teachers were low while, other study by Teferi et al. (2016) is on teacher's job satisfaction and its association with organizational commitment in Ethiopian primary schools found out that teachers job satisfaction has significant positive relationship with their commitment .

Though the majority of the research done in Ethiopia focused on the effectiveness of school leadership, their findings indicate that few sectors are employing transformational leadership and have poor vision sharing with their employees (Duressa & Asfaw, 2014), a weak link between transformative leadership and teachers' job satisfaction (Tesfaw, 2014), low practice of transformational leadership that has negative impact on teachers' affective commitment (Tolla, 2015), and teachers have poor affective, normative and continuance organizational commitments (Ayele, 2022; Endale, 2019).

Transformational leadership has not been properly implemented in Ethiopian schools (Beyene, 2016; Tadle, 2014; Duressa & Asfaw, 2014). As a result, teachers' organizational commitment and job satisfaction are low (Ayele, 2022; Endale, 2019; Getahun, et al., 2016; Mengistu, 2012). Most previous local studies on leadership employed descriptive survey research design that highlighted the elements of transformational leadership, teacher job satisfaction, and organizational commitment, and a small sample sizes.

Furthermore, various link researches conducted using job satisfaction as the mediating variable. For instance, job satisfaction successfully mediates the relationship between human resource practices and employee turnover intentions (Dasilveira et al., 2020), perceived organizational support and training in public service organization (Terefe & Tadese, 2019), and partially mediates the relationship between academic advancement and employees job performance (Berhanu, 2023).

Few studies examined the link between transformational leadership and teachers' organizational commitment in Ethiopia. However, no study was conducted on the mediating role of teachers' job satisfaction in investigating the link between transformational leadership and teachers' organizational commitment in Addis Ababa government secondary schools. Therefore, this study aimed to investigate the link between transformational leadership and teachers' organizational commitment as mediated by teachers' job satisfaction with special focus on government secondary schools in Addis Ababa City Administration. The finding of the study is supposed to contribute to the existing body of knowledge about the link between school leaders' transformational leadership to teachers' organizational commitment with a mediating variable teachers' job satisfaction in Ethiopian secondary schools. It also believed to serve the education sector and school leaders as an input to enhance teachers' job satisfaction that in turn foster

teachers' organizational commitment through increasing the practices of transformational leadership in secondary schools.

1.2. Statement of the Problem

Theoretical and empirical research in educational organizations consistently support that principal leadership is a crucial element in improving teachers' commitment. However, several studies have come to indicate that poor practice of principals' leadership has led to lower commitment. Among the problems that principal leadership addresses are the negative attitude of teachers to their profession and the poor relationship between principals and teachers. According to a study conducted in Nigeria, poor salary, poor working condition and low commitment of teachers are the challenges facing school principal leadership (Abdulrasheed, Hussin & Kasa, 2016). Furthermore, due to limited leadership training programs, school leaders lack theoretical knowledge of their leadership position in Bangladesh (Salahuddin, 2012); unable to decide on time on teacher related issues such as pay and development opportunities since they rely on senior officials to receive orders in Egyptian high schools (Alalfy, 2015).

Even though research supports that transformational leadership contributes to teachers' job satisfaction, there are mixed results on the relative effects of transformational leadership aspects on specific dimensions of teachers' job satisfaction. For example, Nyenyembe (2016) argued that teachers were more satisfied by the leader who considers their personal wellbeing specifically by applying individual consideration and intellectual stimulation but negatively related to laissez-faire leadership in Tanzania. A study conducted in Cameroon secondary schools shows that inspirational motivation and idealized influence dimensions of transformational leadership positively related to teachers' job satisfaction (Ngale, 2019). Tadele (2014) found that there are variations in magnitude for the effects of transformational leadership

factors on teachers' job satisfaction construct in Ethiopia. According to him idealized influence, inspirational motivation and individual consideration affects teachers job satisfaction at high level while intellectual stimulation related to job satisfaction at moderate level.

With similar notion, studies on the relationship between school principals' transformational leadership and teachers' commitment appear to show mixed results. Transformational leadership has a positive impact on the affective commitment of teachers in Malaysia's schools (Lai, Luen, Chai & Ling, 2014). The idealized influence of transformational leadership has a greatest positive effect on teachers' commitment of Germi, Iran, secondary school (Feizi, Ebrahimi & Beheshti, 2014). On the other hand Ling and Ibrahim (2013) study in secondary schools of Sarawak, Malaysia indicated that the practice of transformational leadership was not found to heighten teacher's commitment to students. High practice of laissez-faire leadership in school leads to lower teachers' commitment in elementary and high schools of Iran (Sayadi, 2016).

In Ethiopia, a study conducted by Civil Service University on transformational leadership and its implementation in public service organizations, especially in the social sector (education), economic sector (agriculture) and governance sector (civil service) at Oromia, Benshangul and Addis Ababa Regions shows that insufficient implementation of elements of transformative leadership in the sampled sectors (Zerihun & Melesse, 2014). Eneyew in his study argues that (2018) government school leaders in Addis Ababa specifically in Kirkos sub city were little transformational. As stated in the Ethiopian Education development road map as well, transformational school leadership capacity in Ethiopian schools is low (MoE, 2018).

Furthermore, most of the studies conducted in Ethiopia focused on the effectiveness of school leadership. For instance, study on transformational leadership and its implementation in

the public service organizations of Ethiopia (Zerihun & Melesse, 2014), the relationship between transformational leadership and teacher's job satisfaction in government secondary schools of Ethiopia (Tadele, 2014), transformational leadership in secondary schools of SNNP (Berhanu, 2016), factors influencing job satisfaction of teachers in secondary school teachers of Ethiopia and its effect on teachers commitment (Gedefaw, 2012), factors related to teachers' organizational commitment in secondary school of Addis Ababa (Endale, 2019) and the link between teachers job satisfaction and organizational commitment in general secondary of Hadiya zone (Desta, 2014) while, other study by Teferi et al. (2016) is on teacher's job satisfaction and its association with organizational commitment in Ethiopian primary schools.

Previous researches show mixed results on the relative effects of leadership features on particular aspects of teachers' job satisfaction. For instance, Nyenyembe (2016) suggested that leaders who specifically regard their employees' personal wellbeing by applying personalized concern and intellectual stimulation are more likely to make their employees happy, as opposed to leaders who are more laissez-faire. There is positive relationship between teachers' job satisfaction and aspects of transformational leadership such as inspirational motivation and idealized influence (Ngale, 2019; Tesfaw's, 2014), and individual consideration (Tesfaw's, 2014). Even though studies show that transformational and transactional leadership styles have a significant relationship with teachers' job satisfaction, transformational leadership has been reported as having greatest positive effect on the overall job satisfaction in East Tennessee schools (Schwartz, 2017). Aydin et al.,(2013) claimed that transformational and transactional leadership are highly related to teachers' job satisfaction and commitment while laissez-faire is negatively related to them in Turkish school.

Others claimed that though transformational leadership contributed to high employees' job satisfaction, transactional leadership has negative impact on it in Singapore schools (Koh, Steers & Terborg, 1995). Cansoy (2019) study on the relationship between school principals' leadership behaviors and teachers' job satisfaction his review of twenty seven studies of different countries similarly found out negative relationship between laissez-faire leadership and teachers' job satisfaction. Components of transformational leadership (idealized influence, inspirational motivation, individual consideration and intellectual stimulation) positively contributed to the job satisfaction of teachers in secondary schools of Hamadan, Iran (Ghanbari & Eskandarin, ND). Transformational and transactional leadership affected significantly teacher's job satisfaction and commitment in Tanzania (Nguni, Slegers & Denessen, 2006).

There are also contradictory research findings on the link between the schools principals' transformational leadership and teachers' organizational commitment. For example, transformational leadership has a positive effect on the teachers' organizational commitment (Feizi, Ebrahimi, & Beheshti, 2014), and affective commitment (Lai, Luen, Chai, & Ling, 2014). However, for Ling and Ibrahim (2013) no evidence indicating the role of transformational leadership practices in increasing teachers' commitment.

However, most of the researches were descriptive survey which shows the factors related to leadership and commitment. Furthermore, the researchers used few samples of the study. For example, Tadele (2014) used only teachers as samples of the study to investigate link between transformational leadership and teachers' job satisfaction. Teferi, Bekalu and Abebe (2016) sampled teachers simply on their study the relationship between teachers' job satisfaction and commitment. In addition, the link between transformational leadership with job satisfaction and commitment of teachers' were not much investigated. Hence, the researcher argues that effective

leadership can improve teacher's job satisfaction and commitment in Addis Ababa government secondary schools.

So far, no researches have been conducted on the relationship between school principals' transformational, transactional and laissez-faire leadership styles and teachers' organizational commitment mediated by teachers' job satisfaction in Ethiopian school settings in general and in Addis Ababa city Administration in particular, where government schools operate in a competitive climate that requires principals to play a role in retaining highly qualified teachers. Motivated with the above facts, this research intended to identify the influence of school leaders' leadership styles on teachers' organizational commitment using teachers' job satisfaction as mediating variable.

1.3. Research Questions

To achieve its purposes, the study sought to answer the following basic questions.

1. What is the relationship between school leaders transformational, transactional and laissez-faire leadership styles and teachers job satisfaction?
2. To what extent transformational, transactional and laissez-faire leadership styles related to teachers organizational commitment?
3. What is relationship between teachers' job satisfaction and teachers' organizational commitment?
4. To what extent job satisfaction mediate the relationship between leadership styles and teachers commitment?
5. How school leaders practice transformational leadership in schools?

1.4. Objectives of the Study

1.4.1. General objective

This study aimed to investigate the link between school leaders' transformational leadership and teachers' organizational commitment with teachers' job satisfaction serving as a mediating variable.

1.4.2. Specific objectives

Specifically, the study has the following objectives:

- To find out the relationship between school leaders transformational, transactional and laissez-fair leadership styles and teachers job satisfaction.
- To examine the extent of relationship between transformational, transactional and laissez-faire leadership styles to teachers' organizational commitment.
- To explore the relationship between teachers' job satisfaction and organizational commitment.
- To investigate the mediating role of teachers' job satisfaction between transformational, transactional and laissez-fair leadership leadership styles and teachers organizational commitment.
- To explore how school leaders practice transformational, transactional and laissez-fair leadership styles in schools.

1.5 Significance of the Study

1.5.1. Academic significance

There are no researches on the relationship between transformational leadership style and teachers' organizational commitment with teachers' job satisfaction serving as a mediating variable in the Ethiopian context. Therefore, this study may contribute to our understanding of

how school leaders' transformational leadership affects teachers' organizational commitment, with teachers' job satisfaction as a mediating variable in Addis Ababa government secondary schools. The findings of this study may help to development transformational and transactional school leadership strategies, which may lead to increased teachers organizational commitment. The study might also be useful to other scholars as a starting point for more research on the topic of the study.

1.5.2. Policy significance

The results of this study may help educational experts, principals, and supervisors in better understanding of the relationship between teachers' organizational commitment and the transformational leadership style of the school principal, as well as the role of teachers' job satisfaction as a mediating factor in this relationship. In addition, it will assist educational leaders in formulating sensible policy for the teacher-reward system, which will afterwards boost job satisfaction and their willingness to provide better services and, in turn, raise teachers' commitment to their school. Such a policy may reduce issues with school leadership, particularly the costs associated with teachers' turnover and low job satisfaction.

1.5.3. Awareness significance

Ethiopian school administrators spend much of their time performing regular duties and have little opportunity to motivate teachers' to increase their commitment and job satisfaction. Hence, the findings of this study may assist school leaders to find new methods to solve the problems with the current leadership approaches in order to increase teachers' organizational commitment to school. The findings of this study may also help different groups in the educational hierarchy, such as principals, department heads, and educational experts, recognize

their areas of weakness with regard to the topic under investigation and then collaborate on developing methods to improve it.

1.6. Delimitation of the Study

This study was carried out in Addis Ababa government secondary schools. It covers the five sub-city education offices in the city administrations. Although there are a variety of methods to school leadership, this study focuses on transformational leadership and how it relates to organizational commitment using teachers' job satisfaction as a mediating variable. To recognize the relationship between school leaders' transformational leadership practices to teachers' organizational commitment, commitment variables such as affective commitment, normative commitment and continuance commitment were included. The study used teachers' job satisfaction variables such as supervision, pay, advancement, colleagues, responsibilities, security, working condition, work itself and recognition. School principals and teachers were used as samples of the study.

1.7. Operational Definition of Key Terms

To make some key words and phrases in the study more understandable, the following terminologies have been operationally defined.

Government secondary schools: Specify government-funded and run schools that provide education to students from grade 9-12.

Job satisfaction: is the internal and external feeling of teachers towards their job and its various aspects.

Leadership: is an influential process of school leaders on teachers' to accomplish school goal.

Commitment: refers to teachers' commitment to their school, their profession, their coworkers, and their students as well as their readiness to invest their time and knowledge in these areas.

Mediating variable: is an intervening variable which helps to explain the relationship between teachers' organizational commitment and principals' transformational leadership.

Leadership styles: is a leadership technique that involves motivating and inspiring teachers.

1.8. Organization of the Study

This study consists of five chapters. The first chapter addresses about the introduction of the research problem and background of the study, statement of the problem, significance of the study, scope of the study, definition of key terms and organization of the study. The second chapter discusses review of the related literatures which include basic concepts of leadership, definition of job satisfaction, components of job satisfaction, and organizational commitment of teachers. The third chapter covers research design, sampling techniques, data gathering tools, data sources, and methods of data analysis. While, the fourth chapter includes presentation, analysis, and interpretation of the data collected, and the fifth chapter provides summaries that focus on the study's key findings, conclusions drawn on the major findings, and suggestions forwarded to improve the study problem.

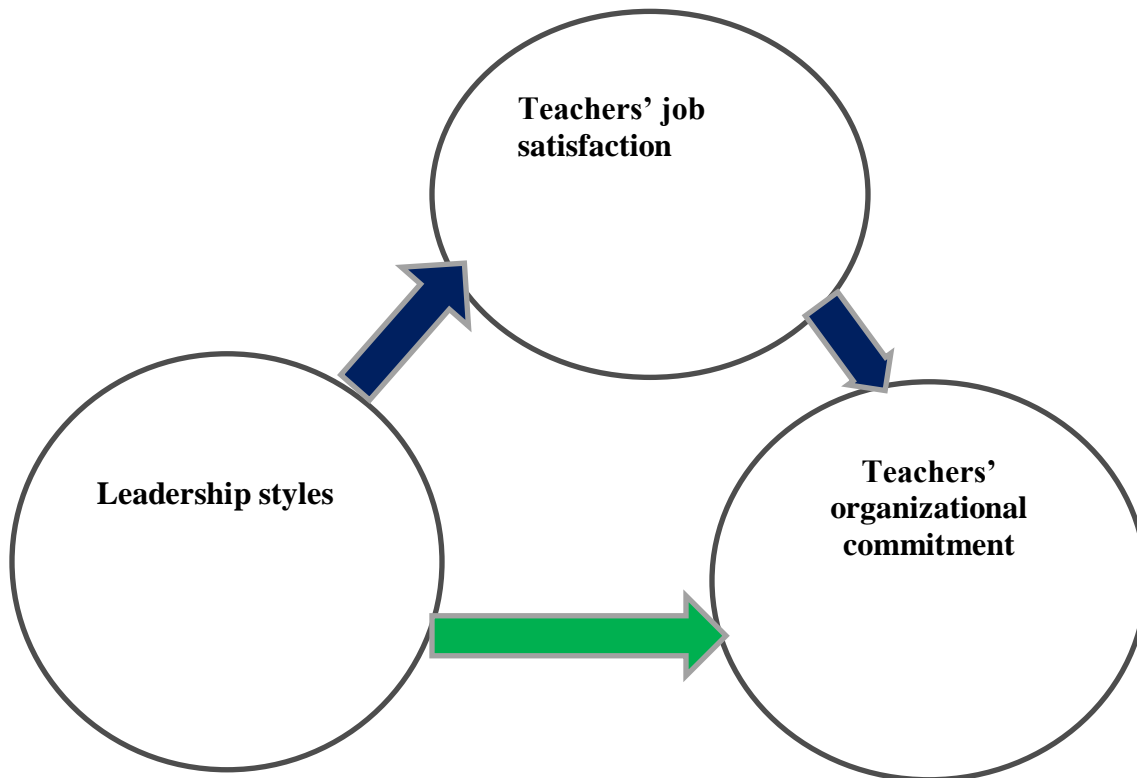
1.9. Conceptual Framework of the Study

This study employed Baron and Kenny hypothesis of mediation analysis. As shown on figure 1 below, a mediator variable, teachers' job satisfaction, exists between leadership styles and teachers' organizational commitment (Baron & Kenny, 1986; Preacher & Hayes, 2004).

Taking the model in to consideration, this study investigated a relationship between the transformational, transactional and laissez-faire leadership styles of school leaders and teachers job satisfaction, a relationship between the leadership styles and organizational commitment of teachers, and a relationship between job satisfaction and organizational commitment of teachers.

It is also further hypothesized that there is a relationship between the principal leadership and teachers' organizational commitment, with teachers' job satisfaction as the mediating variable.

Figure 1: Mediating role of teachers' job satisfaction between transformational leadership and teachers' organizational commitment



1.10. Limitation of the Study

This study has several limitations. Teachers responded closed-ended questionnaires while their open feelings were not revealed in the study. Frequent meetings imposed difficulty of accessing school principals full open feelings and opinions. The data was collected during COVID-19 outbreak. Hence, it was unable to access principals full open feelings of the non-verbal of study participants. As the study was carried out only in Addis Ababa city administration, its finding could not be generalized to all secondary schools in Ethiopia.

Furthermore, the transformational leadership only accounts for a small percentage of the variance in continuous organizational commitment; therefore, additional variables are required to create a better model.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This section includes related literature on school leadership, teachers' job satisfaction and organizational commitment. The first part discusses the definition of leadership, theories of leadership and styles of leadership. The second part explains basic concepts of job satisfaction and theories related to teachers' job satisfaction. The third part explores the concepts of teachers' organizational commitment, and while, the last part deals with the link between transformational leadership, teachers' job satisfaction and organizational commitment.

2.1. Definition of Leadership

Many scholars have made an effort to describe leadership from their own experience and study area because it has been a key field of inquiry for many decades. However, the majority of definitions state that it is a process where leaders persuade their followers to accomplish a goal. (For instance, Stogdill, 1981) asserted that leadership is a process of developing and maintaining personnel standards and interaction to achieve objectives. In order to achieve organizational goals, one person may exert influence over another person or group of people (Keller, 2006; Northouse, 2007). As a result, the findings of several studies indicate that it is crucial to successful bond building between leaders and followers in any organization (Judge & Piccolo, 2004).

According to Mukhtar et al. (2017), leadership is a process whereby leaders use various management approaches to influence, interact, and inspire tasks in order to accomplish organizational goals. It is an influencing process of working with individuals or groups to accomplish a predetermined set of organizational goals (Bush, 2007; Harter, 2000; Robbins & Judge, 2013; Yukul, 2010) are an influencing technique. As a result, a leader's leadership may

consistently inspire and motivate employees to learn and implement organization policies (Blair, 2002; Northouse, 2015; Robbins, 2003; Yukul, 2010). Effective leaders may therefore motivate and increase staff job satisfaction (Mulford, 2008; Peleg, 2012).

Uduak, Emo and Mercey (ND) confirmed that job performance of leaders can be demonstrated by their subordinates. Kouzes and Posner (2003) also noted that leadership has always been, is currently, and will continue to be a result of how well individuals get along with one another. The ability to create and maintain those interpersonal connections that allow for consistently extraordinary actions by people will consequently be the sole determinant of leadership success.

Correspondingly, in educational leadership, teachers and other employees are persuaded to uphold the mission of the school and this process is well known in the early 21st century due to the idea that effective school leadership can significantly help schools accomplish better goals (Bush, 2007). Tarnve (2002) confirmed that educational leadership is the ongoing task of inspiring people to believe and takes action in support of a common goal that produces high achievement for every student. It is an opportunity to encourage people to inquire honestly about the outcomes of their employment, free from guilt or condemnation. To improve educational results for all learners, education leadership, in other words, primarily focuses on educational goals (Liyod, 2009). It does this through directing and guiding teaching and learning. Additionally, it influences and manages priorities and expectations for teaching that obstruct teaching processes.

School leadership is a system that influences and guides teachers, other staff members, and students toward a common educational goal. In order to raise students' expectations and success, school leaders oversee every aspect of the institution. Any school's success, like that of

all other institutions, depends on the dedication of all of its constituents and the leadership style of school administrators (Chirchir et al., 2014). It takes policymakers' priority agendas because it has a significant impact on the teachers' working conditions, developing the capacity of the teachers, and their motivation.

Furthermore, school leadership can improve the effectiveness and efficiency of the school goal (Pont et al., 2008). Each school teacher believes that successful school leaders should appreciate their work and achieve results through their efforts. Such leaders will encourage teachers to take part in the school governance and confident in accepting shortcomings from his subordinates (Thompson, ND). They are flexible in their decision-making and primarily interested in learning. In addition, they can use a variety of strategies to motivate and develop their workforce (National College for School Leadership, 2006). Therefore, leadership in education refers to a principals' capacity to direct teachers and other staff members toward achieving both personal and institutional objectives (Goddey, 2017).

In addition, a variety of parties from both inside and outside the schools are participating in the leadership process. School directors, department heads, club coordinators, and various inside-school committees will be regarded as parties involved in the process of school leadership. The department heads, coordinators for various committees, and club officers each have a leadership role in school-related activities (Pont et al., 2008). However, school principals and vice- principals were included in this study

Leadership is an effective behavioral strategy used by leaders to influence their followers and accomplish organizational goals. Accordingly, the leaders should know many styles of leadership to select the best in order to increasing employees' job satisfaction (Goncalves, 2013; Lester, 1987). Bass and Riggio argued that transformational leadership is preferred for increasing

organizational commitment and employee job satisfaction (Bass & Riggio, 2006). By making their followers aware of the goal they intend to reach, leaders who practice transformational leadership aspire to, admire, and respect their followers (Bass, 1985). It motivates the workers to go above and beyond what was initially expected of them.

Hence, school leadership is the process by which a principal influences teachers and other stakeholders to accomplish a school goal. In accordance with this, if principals use transformational leadership, it will be via inspiration, thoughtfulness, and encouragement of teachers and other stakeholders to coordinate a clear vision and adopt school goals, which may boost their commitment and satisfaction.

2.2. Leadership Theories

A theory is a series of presumptions, hypotheses, or proven facts that make an effort to rationally or plausibly explain the connections between various groupings of observed occurrences. A number of leadership theories have been developed to investigate leadership factors. It seeks to interpret leadership and follower traits in certain situations. According to English (2006), leadership theories use logically ordered data to describe how leaders behave. The earlier theories, place a greater emphasis on a person's inherent physical, mental, and intellectual talents. Later research, however, focused on the leadership traits that can be taught to address complex organizational leadership issues. In addition, several research findings indicate that the majority of leadership theories place a strong emphasis on the actions of leaders, their subordinates, and the environment in which they work (Yukul, 2010). In order to demonstrate how their vision was formed, many academics sought to systematize and clarify it. Yukul (2010), for instance, named trait, behavior, situational, power-influence, and integrative as the main approaches to leadership.

The trait approach focuses on the qualities of leadership that come naturally, whereas the behavior approach explains the qualities of leadership that can be learnt through a variety of channels. The situational approach stresses leadership techniques that can be used in a variety of circumstances. The power influence technique stresses how leaders can persuade their followers to take action on behalf of their organization by using their position of authority. Successful leaders have the ability to persuade followers to work toward the same objectives across all organizational functions.

Yukul (2010) asserts that leaders encourage followers to accomplish their objectives. Power, however, is concentrated primarily in the hands of a small number of carefully chosen people at high hierarchical levels. According to Zogjani and Elmazi (ND), power is concentrated in the hands of a select few managers in Albanian organizations, allowing them to exercise greater powers. Workers are not allowed to make their own decisions and are instead expected to obediently carry out orders given to them by their representatives.

Individual leadership, employee leadership, and organizational leadership are all included in the integrative leadership approach. According to Yukul (2010), an integrative leadership strategy combines personal leadership, leadership of workers, and leadership of processes. Power, interaction, management, motivation, community, conflict, and change are the unique behavioral characteristics that real-life leadership managers deal with on a daily basis. The integrative approach to (Hede, 2001) is a framework that seeks to explain these behavioral dimensions.

In his contribution, Northhouse identified a number of leadership philosophies that will be used in various organizations, including trait approach, skills approach, style approach, situational approach, contingency theory, path-goal theory, leader-member exchange theory,

transformational leadership, servant leadership, authentic leadership, and team leadership (Northhouse, 2013).

In general, there are two types of leadership theories: early and modern. The early theory comprises trait, behavior, and contingency theory in light of this. The modern era includes charismatic, transactional, and transformative leadership styles. The major leadership theories were covered below.

Early Theories of Leadership

A. Trait approach

One of the key theories of leadership looks for traits that distinguish leaders from non-leaders and come from personal feelings and ideas that can be expressed externally while leading. This approach to leadership personality focuses on finding these traits. It emphasizes inborn traits of leaders like personality, intentions, beliefs, and abilities. According to this theory, people are born with certain traits that make them suitable for leadership roles (Amanchukwu, Stanley, & Ololube, 2015; Robbins & Judge, 2013; Yukul, 2010). As a result, the leader's innate qualities, which come to him naturally, are what determine if such an organizational aim is achieved.

The trait approach, according to Yukul (2010), is one of the first approaches in leadership theory. He emphasizes leadership traits including personality, motives, values, and abilities. This strategy was based on the presumption that some people have specific traits that make them natural leaders but not others. English (2006) declared that, this approach primarily emphasizes the leaders' personalities, social skills, and physical attributes.

As a result, numerous studies were carried out throughout the 1930s and 1940s to pinpoint the subtle aspects of leadership attributes. The main goal of the strategy is to identify

the substantial link between a leader's personal traits and his effectiveness as a leader. Trait theory studies have shown that this theory can be used at any level and in any organization. According to Northouse (2013), among the most important leadership qualities are intelligence, self-confidence, tenacity, honesty, and sociability.

The above discussions show that how the approach to trait leadership is very dependent on the qualities of leaders that came naturally to them. These leaders are thought to possess qualities like trust in taking on responsibilities, a better mind for dominating others, higher physical quality than others, and the ability to complete duties under pressure.

B. Behavior approach

The behavior approach was first appeared in 1950 (Yukul, 2010). In line with this view, effective leadership requires the creation of a team, the choice and development of its members, and collaborative decision-making. It is important for managers to understand the task behavior that can be modified to fit their management style. The theory takes into account quantifiable behaviors and reactions from both the leader and his followers. The idea behind this method is that a leader should act on what he has learnt rather than on his inherent habits. Amanchukwu, Stanley, and Ololube (2015) claimed that, the behavior approach emphasizes on knowledge and learnable leadership qualities. It implies that several techniques, including education and the observation of other leaders, are used to build leaders.

Hence, the behavioral leaders are typically adaptable in learning many leadership philosophies that may be used to various circumstances. It helps leaders evaluate and recognize their leadership style to influence followers' organizational involvement, interpersonal relationships, and ability to accomplish organizational objectives.

C. Contingency theories of leadership

The theory of contingency leadership assumes, the leadership employs many leadership philosophies depending on the circumstance (Northouse, 2007; Yukul, 2010). During the 1970s and 1980s, these beliefs were widely accepted. This aims to encourage leaders to select from many leadership styles depending on the situation in which they face decision-making (Amanchukwu, Stanley & Ololube, 2015). It primarily focuses on the degree of followers' willingness to carry out a specific task and leaders' capacity to select the optimal leadership style to utilize for those employees (Robbins & Judge, 2013). To promote the development of his followers for a certain working environment, the goal is to use the right leadership style and make the decision-making process flexible (Cote, 2017).

Cote (2017) further argues that, situational leadership also depends on a leader's readiness to employ both directive and supporting leadership techniques. This focuses mostly on the elements that influence the leadership process, such as the participant's behavior, the leadership group's job qualities, the structure of the company, and the work environment outside of the organizational system (Yukul, 2010). According to situational leadership theory, effective leaders should take on management and leadership responsibilities. In order to succeed in contexts with a variety of organizational duties, leaders must be in a state where they assess the circumstances (Northouse, 2007).

The path-goal theory, which emphasizes how leaders use different leadership styles to motivate their followers while taking into account employee characteristics and working conditions, situational leadership, which focuses on the implementation of different leadership styles based on subordinate levels of skill, and the multi-linkage model, which explains how

variables like employee effort and ability interact with task structure, teamwork, and resourcefulness.

LPC model is another dimension that describes task and relationship oriented leadership behavior, while the cognitive resource theory focuses on the interaction between leadership experience and intellect and pressure during decision-making (Northhouse, 2013). On the other hand, the LMX of the contingency model represents the interaction between leaders and followers. According to Robbins and Judge (2013), LMX deals with the presence of a strong relationship between the leader and employees in order to enable employees to obtain bonuses or other incentives that achieve the goal, whereas employees who have no relationship with the leader may be penalized.

Thus, situational leadership stresses challenging tasks and adapting followers' capacity to attain objectives in light of the situation. Situational leaders are capable of reacting to varied conditions and changes in organizational systems. They can assist their followers in acquiring the information and abilities needed to support them in achieving the organization's objectives.

D. Contemporary approaches to leadership

Transformational and transactional are among the modern approaches to educational leadership. Transformational school leadership is the contemporary approach of leadership that can influence teachers' job satisfaction and commitment. Its major intension is on development of various aspects of employees (Burns, 1978). Yukul (2010) confirms that this style of leadership works on employees' higher order needs. Transformational leadership refers to giving employees a clear direction and inspiring them to work hard. Leaders also serve as role models for job performance by acting in an ethical manner. As a result, he or she works to make a clear vision for the organization's future concrete (Jensen, 2019). He/she works to convince the

organization's staff to cooperate in the direction of the vision, tries to make them accept shared goals for the company, and clarifies for them how they may help to accomplishing those goals (Jensen, 2019).

While transactional leadership approach primary focus is on the resource and information exchange between him and his followers (Bush, 2007; Chirchir et al., 2014; Yukul, 2010). The relationship between the leader and their followers is seen as an exchange process by transactional leaders. As a result, the interactions between school administrators and teachers are centered on resource sharing and rewards for goal achievement. In exchange for their efforts, they are rewarded for a shorter amount of time of engagement that is restricted to the achievement of the employees' goals (Miller & Miller, 2001 in Bush, 2003).

2.3. Types of Leadership Styles

A leader's leadership style with their team members determines how well they can inspire and direct them to reach organizational objectives, depending on the circumstances. It entails a leader's overall behavior, actions, and interactional patterns when directing others toward corporate or individual goals (English, 2006). Adeyemi in Goddey (2017) supported the idea that a leadership style can be used to persuade teachers and other administrative employees while utilizing a variety of strategies and tactics. Depending on his attitude and the culture of the organization, the leader can employ various combinations of leadership styles. Others expressed that a variety of elements, including organizational size, employee commitment level, employee personality, continuity of goals, and decision-making levels, would play a role in selecting between various leadership styles that suit the organizational structure (Amanchukwu, et al., 2015). Some of the leadership philosophies, including autocratic, democratic, bureaucratic, laissez-faire, etc., are mentioned below.

Laissez-faire Leaders

According to Bass and Avolio (2004), these leaders typically provide their staff members the flexibility to make the best judgments on their own. Similarly, Goddey (2017) conceptualizes laissez-faire leaders as non-directional figures that provide their subordinates little to no direction or influence. While they can keep an eye on their actions, leaders offer their staff members the freedom to do their own tasks. However, this kind of leadership works best when workers are equipped with the necessary knowledge and abilities for the position they will fill, and when managers give them autonomy while still keeping an eye on their work and regularly reporting the outcomes.

Transactional Leaders

Employees will choose when to respect their leader's transactional leadership style in the course of their work. Workers should be paid for the things they complete to make up for their energy. Leaders, however, will dismiss workers who didn't perform tasks in accordance with the correct procedure (Al-Mahayreh, 2016; Amanchukwu et al., 2015; Chirchir et al., 2014). This kind of leadership approach, according to Goddey (2017), is centered on immediate goals. Three main elements of transactional leadership are contingent compensation, active management by exception, and passive management by exception.

Bush (2003) adds that this style of leadership is primarily focused on resource exchange, meaning that leaders anticipate better performance rewards and harsher punishment for subpar performance. A leader assigns tasks to be performed and rewards employees with promotions, raises in pay, and other perks for doing a good job. However, the bond only lasts for a limited time, and such leaders are unable to forge long-term ties.

When leaders use contingent rewards, they link employee performance to awards for good work and penalties for subpar work (Bass, 1990; Yukul, 2010). Leaders communicate priorities and reward those who will benefit from them (Bass, 1990). On the other side, active management by exception relies on leaders acting in response to their employees' performance outcomes. They follow the organization policy that calls for remedial action to be taken if employees deviate from the rules and regulations (Avolio et al., 1999; Bass, 1999). Those who practice passive management by exception, on the other hand, will hold off until there are issues with the organizational structure (Avolio et al., 1999; Bass, 1990). When something goes wrong, they react to the situation.

Transformational Leaders

Transformational leaders focus on the fundamental aspect of leadership, which emphasizes vision as a crucial component of leadership. This leadership develops as a result of organizational leaders attempting to broaden and boost workers' commitment and motivation while also raising understanding and fostering acceptance of the objectives and vision of the organization system by looking beyond their interests (Bass & Avolio, 2004; Bush, 2003). These managers may be excited to support, motivate, and meet the emotional needs of each staff. ND (Bass).

Transformational leadership development was related with the work of Downton in 1973 (Niphadkar & Kuhil, 2017). The origin of this notion, which Bernard Bass has further developed, was when leaders empowered their workforce to embrace organization goals as their own personal goals and devote all of their resources to achieving those goals (Bass, 1990). Workers are inspired to perform better than previously when transformational leadership is present (Yukul, 2010; Bass & Riggio, 2006).

In order to accomplish the educational institution's objective in accordance with the decision made, transformative school leaders involve stakeholders. The leader and the team members get along well. Instead of guiding his followers, this strategy focuses on influencing leaders to improve student performance (Bush, 2007). The author also held the view that such leaders are the most effective at enlisting the help of all parties in accomplishing organizational goals by coordinating organizational and individual employee expectations and forging lasting bonds with their followers.

According to Bass & Avolio (2004), transformation leadership attempts to enhance the effectiveness of individuals or groups of employees on the job as well as the organizational structure. According to Harris and Hartman (2002), this method of leadership is directing people or groups toward greater performance standards. The circumstance is the first thing the leaders assess to determine how daily change is occurring. Then he makes an effort to raise the quality to higher standards. According to Bass and Avolio (1999), a leader who engages their followers in transformational leadership moves them beyond their immediate self-interest. By coordinating organizational and personal objectives, this leadership is consequently particularly beneficial in motivating staff to perform duties at a higher level. It is a method of motivating staff members to do more duties.

Yukul (2010) asserted that, followers of transformative leaders have the leader's trust, gratitude, loyalty, and respect and are motivated to go above and beyond what they had planned to achieve. Those leaders place a strong emphasis on understanding the requirements of each employee and collaborating with them to help them reach their greatest potential. This process gives leaders the chance to connect with their staff and determine their strengths and weaknesses in order to set up development programs for their employees through coaching and mentoring

(Bass & Riggio, 2006; Jensen et al., 2019). To Bass (1990), transformational leaders inspire their followers and motivate them by idealized influence, intellectual stimulation, or personal care that goes beyond short-term self-interest. It also raises the follower's maturity level, values, and worries for success, self-realization, and the welfare of others.

Therefore, effective transformational leaders should involve team members and other stakeholders in accomplishing objectives. They try to communicate the right vision and objectives so that employees can understand them and feel strongly about them. By involving the team in the decision-making process, they frequently acquire power. According to the notion those leaders' actions are founded on an organization's social, ethical, and equal treatment of everyone, transformational leaders motivate their followers to learn about the organization's goal. As a result, the leader and employees discussed their vision (Goddey, 2017).

A clear vision is presented by transformational leaders, also explain how the vision may be realized and act with confidence (Yukul, 2010). They develop the organization's vision to motivate staff to share responsibilities and enthusiastically convey it to the workforce. The interaction between the leaders and the employees is very close. As a result, leaders depend on their team members' expertise and abilities to accomplish organization objectives (Bass & Riggio, 2006; Nyenyembe et al., 2016).

Furthermore, transformational leadership places a strong emphasis on boosting people' capacities and commitment to realize organizational goals at the highest level (Leithwood, Jantzi & Steinbach in Bush, 2003). In this type of leadership, the leader serves as both a mentor and a coach for the team (Bass & Riggio, 2006). It is also required to improve the level of job satisfaction among teachers (Bush, 2003). In order for employees to agree on the duties they will complete, leaders are working to include all stakeholders in the attainment of the school goal. By

putting together a variety of learning activities at their school, transformational leadership has started to support school improvement (Hallinger, 2003).

To sum up, transformational leadership aims to increase teachers' intrinsic satisfaction for their profession and encourages them to use their creativity to problem-solving in the workplace. According to Bass and Avolio (1998) and Yukul (2010), it comprises the actions of leaders such idealized influence, inspirational motivation, individual consideration, and intellectual stimulation. The actions of these leaders have the potential to increase employees' commitment.

Leaders who use idealized influence work to satisfy their followers' needs by keeping displaying moral standards and establishing goals for their followers and make others feel good (Balyer, 2012). His supporters think highly of him because of the way he behaves himself (Bass & Riggio, 2006; Judge & Piccolo, 2004; Yukul, 2010). In a similar vein, Bass (1985) noted that his supporters respect and trust these leaders, and that the team members are actively helping him to accomplish the objective. Everyone respects, admires, and has faith in the leaders who exhibit the aforementioned attributes. These leaders' followers are glad to be linked with them.

Inspired leaders encourage teamwork to accomplish objectives and aid staff in appreciating the importance of their work. Leaders emphasize the duties they have been given and encourage their followers to be positive about future accomplishments (Bass & Riggio, 2006; Judge & Piccolo, 2004). Individual and organizational requirements are being matched by these leaders in an effort to instill a strong sense of purpose in their workforce (Barbuto & Cummins-Brown, 2007). These managers put their staff members to the test and work to foster a sense of team spirit within the organizational system (Bass, 1985). They are interested in introducing improvements and developing fresh, previously unheard-of methods of doing things.

They see visual representations of their potential outcomes, which motivates him and his team (Kouzes & Posner, 2003).

Leaders who value individual attention make constant attempts to see each employee as a unique individual with the capacity to learn and grow and use that potential to the organization's goals (Balyer, 2012; Judge & Piccolo, 2004). Individualized, considerate leaders build relationships with their team members, construct teams gradually, and search for better options for the advancement of their staff (Barbuto & Cummins-Brown, 2007; Bass, 1985).

Individualized consideration comprises the leader's readiness to treat each follower as an individual and provide them with individualized care and feedback. These leaders are considerate of the requirements of their staff members, sensitive to their feelings, and grateful for their contributions.

According to Balyer (2012) and Barbuto & Cummins-Brown (2007), leaders that support intellectual stimulation inspire followers to be more creative and imaginative in finding new ways to solve organizational process challenges. A leader who intellectually stimulate thinks creatively. He is attempting to increase employees' creativity by challenging the status quo and coming up with new approaches. These managers take risks and connect with staff members through several communication channels

From the above discussion we may infer that leaders may combine one, two, or more leadership styles depending on the skill level of the employees, the work environment, the amount of time available and other elements pertaining to both the leaders and the employees. Therefore, it is important for school leaders to make an informed decision on the appropriate leadership style to use.

2.4. Secondary Schools Leadership Development in Ethiopia

Ethiopia has long embraced education as a tool for national development because both traditional and modern education contributed to the country's development. Prior to the adoption of modern education, the Church plays a significant role in the dissemination of traditional education in Ethiopia. The fundamental goal, then, was to prepare young men for church service while also preparing young people for civil service (Joshi & Verpoor, 2013).

Ethiopia adopted modern education in 1908, when Menelik II School was established in Addis Ababa, the country's capital (Beauregard, 1976; Joshi & Verpoor, 2013; Pankhurst, 2010; Seyoum, 2005). This school, which was operated by Copts and was intended to serve as a model for other societies in the nation, started off with 100 upper class students. The establishment of Teferi Makennon School in 1925 came after the founding of this institution, which was one of the most significant moments in the history of modern education in the nation. Following the opening of Teferi Mekonnon, more schools, including Dessie, Diredawa, Nekemt, Asebe Teferi, Ambo, Jimma and DebreMarkos, Jiggiga and Yirga Alem, have also been opened in various regions of Ethiopia (Seyoum, 2005).

Another ages for contemporary Ethiopian education occurred during Haillessellassie's reign, with high salaries for senior officials and staff. In this period, the education system had a significant impact on Ethiopian society (Tekeste, 2006). There are numerous schools that provide the younger generation with food and shelter. Better learners have the option of enrolling in vocational schools. According to Tekeste (Tekeste, 2006), the Ethiopian educational system in operation from 1941 to 1970 was structured to produce academics most proficient at performing clerical duties. But from 1936 until 1941, this educational system was severely disrupted by the Italian invasion.

Through several reform initiatives, the Derg government attempted to enhance Ethiopians' access to education, and many Ethiopians received free education. Education strategy under this socialist administration places a strong emphasis on rural people as a way to boost their economic production (Joshi & Verpoor, 2013; Tekeste, 2006). On the other hand, only English and Amharic were used as the primary languages of instruction, schools did not adhere to basic standards, and teachers lacked the necessary teaching abilities. The civil war and the country drought have an impact on the educational system (Bishaw & Lasser, 2012; Joshi & Verpoor, 2013).

The 1994 Education and Training Policy is one of the top priorities for improving the quality and accessibility of education for Ethiopians through decentralization of school management is to which was implemented during the Ethiopian People's Revolution Democratic Front era (FDRE, 1994).

In relation to Ethiopian school leadership, Tesfaye (2018) study revealed that leadership is a component of the overall constructs of traditional education. It is demonstrated through the behaviors of formulating and implementing educational activities, and the leadership of church teachers is equated with that of schools. Families and neighbors took an active part in organizing the informal education.

Teachers were authorized to manage their students, coordinate, and supervise the teaching-learning process throughout the Church era of education (Tesfaye, 2018). To give one example, Tesfaye (2018) noted that Hanna Saleb was the first Ethiopian school to be led by a Coptic instructor.

The country's educational system employed Coptic and French headmasters up to 1935 and no Ethiopian served as a school principal during the Italian invasion (Alemyehu, 2012).

Following the Italian invasion, British and Indian administrators ran Addis Ababa schools, with the British heading the Ministry of Education (Tesfaye, 2018).

Ethiopian primary and secondary schools were run by Indians in the 1930s and 1940s (MOE, 2002). Ethiopians were given school principal position starting in the 1960s based on their experience and educational background, whereas BA graduates with pedagogy were given secondary school position (MOE, 2002).

All of the government's secondary schools are currently run by Ethiopians. Accordingly, various professional development programs that go beyond one-off training courses and incorporate a wide range of workshops, courses, and other training-related events along with the provision of support and guidance materials were developed to upgrade the existing skills and competencies of school leaders at various times during the implementation of Ethiopian education policy (MoE, 2010). One of the programs currently being used across the nation to train school principals is the PGDSL program. School leaders can receive training for more than 15 months, including the two summers and the two semesters in between.

The literature mentioned above reveals that school leadership evolved through an upward and downward process that engaged many expatriates. However, nowadays, many Ethiopian school leaders have access to opportunities through various regular and in-service training modalities to work for school.

2.5. The Concept of Job Satisfaction

Job satisfaction is the feeling that employees have toward their jobs and all of its elements (Spector, 1997; Robbins, 2009). Employee satisfaction at work refers to employees' favorable emotional attitudes regarding a given position. The positive mental health that employees experience at work is a result of their work (Luthans, 2011; Robbins, 2003). It refers

to the extent to which an employee's basic requirements, such as safety, trust, relationships with coworkers, security, and food, are addressed as a result of the duties (Munir & Khatoun, 2015). It may be connected to how employees feel about the work they do and how the nature of the work affects their performance. In order for an employee to feel satisfied at work, they must perform duties that are not an end. It concerns the employee perceptions of the workplace and the variables influencing them are discussed (Basu, 2016).

Job satisfaction may also be defined as an employee's overall attitude towards their job, which includes interactions with coworkers, remuneration, the working environment, supervision, the type of work and fringe benefits (Badmapriya & Bharathi, 2018). As a result, it is connected to the workplace environments (working conditions, tasks, benefits, pay, job security), general employee traits (interests, attitudes, values, skills, needs, values, and others), and the outcomes of the interaction between employee traits and the working environment, such as tension, concord, competitiveness, co-operation, looseness, and rigidity (Rajeswari & Adhimoolam, 2015). According to Kaliski (2007), job satisfaction contributes to rewards and benefits, success, and recognition for employees by making them feel accomplished and well-being.

Thus, the literature shows that job satisfaction is a favorable attitude that employees have toward their work and that it is a very important factor for them to commit themselves, to devote energy to the completion of their tasks, and to have incentives for their accomplishments.

2.5.1. Job satisfaction theories

Several theories were used to study employee job satisfaction in the work place. The Herzberg (1966) worker satisfaction hypothesis under various circumstances is where the theory of job satisfaction originates. The intrinsic aspect of the job generally makes employees happy.

As a result, factors such as success, acknowledgement, the actual work, responsibility, and opportunities for promotion are viewed as job-satisfiers, while factors such as business policy, supervision, salary, interpersonal relationships, and working conditions are viewed as factors that make employees dissatisfied.

Others have divided theories of job satisfaction into two broad categories: process and content (Gruenberg, 1979; Luthans, 2011). The goal of content theories is to pinpoint the variables that influence job satisfaction. According to this notion, employees tried to address similar requirements during the course of their work. While theories of processes link an individual's interest, values, and preferences to the workplace to promote job happiness. Concepts related to employee happiness are crucial for leaders to motivate their following. Accordingly, the content and process theories were primarily researched by different researchers.

2.5.1.1. Content theories of motivation

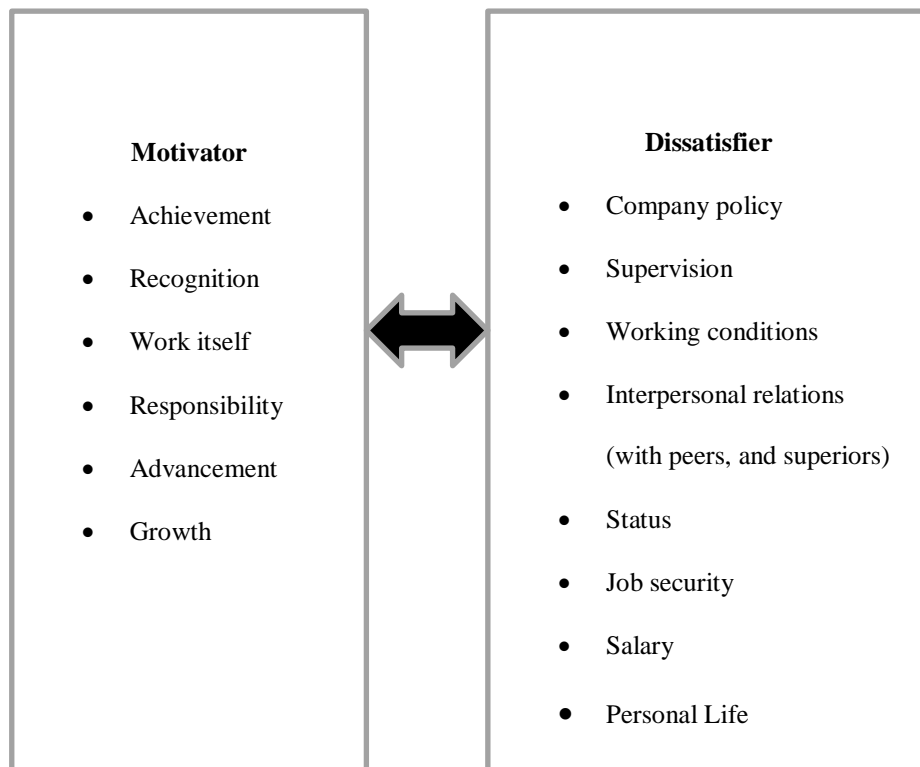
A content theory makes an effort to describe the inner motivations that motivate workers to complete tasks and feel satisfied. One of the main content theories of motivation and satisfaction is the Maslow need hierarchy (Thiagaraj &Thangaswamy, 2017). Maslow's hierarchy of needs, serves as the foundation for theories that aim to explain job satisfaction from top to bottom which includes physiological requirements, security needs, social needs, status needs, and self-actualization needs in that order of hierarchy,. Therefore, each person has unique biological, psychological, and social needs. According to a hierarchy that progress from fundamental physiological needs to higher social and psychological needs and these needs differ from person to person (Huitt, 2007).

Therefore, teachers have needs that must be met, just like other workers. Along with the necessities of food, clothing, shelter, and safety from danger and social interaction, they also

require the help and appreciation of their colleagues. To accomplish the school need, it is necessary to meet the psychological, basic, and self-actualization needs of teachers.

Herzberg developed the motivation hygiene theory following Maslow's need hierarchy theory in 1966 (Herzberg, 2003). According to him, factors that contribute to intrinsic (development) or motivation, such as acknowledgement, extra responsibility, prospects for progress, and the work itself, are what make employees happy at their jobs. Employees are compelled to fulfill their duties with enthusiasm as part of their job. On the other side, the extrinsic (hygiene factor) related to organizational strategy or policy, work environment, remuneration, salary, status, and interpersonal interactions that do not satisfy employees.

Figure 2: Herzberg two factor theory



Bogler (2001), on his part, stated that both internal and external factors contributed to employee satisfaction. The intrinsic is connected to respect, admiration, job accomplishment, and personal and professional progress while the extrinsic is linked to the income, salaries, and working circumstances of the employees, Similarly, Kondalkar (2007) made the argument that a

disparity between a worker's actual salary or bonus and their expectations of receiving it can cause absenteeism and turnover.

Therefore, the work, including advancement, recognition, opportunity for growth, more responsibility, and success, is a source of satisfaction for employees. In contrast, hygiene elements are related to the workplace setting, including working situations, job safety, supervision, organizational policy, employee status, and interpersonal networks between employees and leaders.

By modifying the Maslow hierarchy's need theory, Alderfer too created the ERG (existence, relatedness, and growth) theory (Alderfer in Huitt, 2007). A comparable hierarchy to Huitt (2007) growing demands motivates employees to create new products or services utilizing their expertise, whereas relatedness is about forming connections with people to share information and resources and win over other corporate leaders. Regarding the existence of people's financial and non-financial desires if distributed among people one may gain while the other may lose because of the world's scarce resources.

2.5.1.2. Process theories of motivation

Process theory is concerned with the relationship between factors that motivate employees, and employees are expected to select from a range of behavioral options in order to allocate their resources and meet their needs (Thiagaraj & Thangaswamy, 2017).

Among the theories of process theory are equity and expectancy theory. One of the motivational theories, the expectation theory, contends that workers will invest time and effort in a task if they believe it will result in better personal outcomes (Thiagaraj & Thangaswamy, 2017). It has to do with people's expectations to join the organization and work well. According to this theory individuals join organizations based on their own preferences and the motivation

they have for the tasks they will perform. They anticipate getting good rewards in the form of a salary and other benefits for their work.

On the other hand, on the equity theory of job satisfaction, people required that benefits and salary be compared to those of other employees. If they are equal, it will empower and reward employees; if not, discrimination and low satisfaction may result (Mowday, nd). The motivation factor covers achievement, recognition, the work itself, responsibility, advancement, and growth whereas the hygiene factor includes organization policies, supervision, interpersonal connections, working conditions, job security, salary, and status. In order to boost teachers' job satisfaction, school leaders should endeavor to balance the inputs of teachers such as hard work, using their abilities efficiently, devoting their energy to their work, etc. with the outcomes like compensation, reward, recognition, etc.

Accordingly, the purpose of this study is to examine the relationship between transformational leadership and teachers' organizational commitment using teachers' job satisfaction as a mediating variable and it will make use of Herzberg's two-factor theory of job satisfaction. The theory is worthwhile to investigate how teachers' are satisfied with their jobs in the study area. As a result, factors that affect teachers' job satisfaction at work in schools that are external or tangible include pay, supervision, relationships with coworkers, organizational policies, working conditions, status, salary, and job security. Furthermore, intrinsic job satisfaction factors include things like achievement, recognition, the work itself, progress, responsibility, and staff development.

2.5.2. Teachers' job satisfaction

Teachers' job satisfaction is a crucial component in the education sector for greater school goal achievement. In order to provide any county with a high-quality education and ultimately

increase teacher and student participation, job satisfaction in the teaching profession is crucial. Teachers' mentality and behavior are influenced by the attitude they adopt toward their line of work. Werang and Agung (2017) contend that teachers' feelings about teaching ultimately influence their engagement and work effectiveness. Relationships between teachers and their principals and coworkers have an impact on it as well. Mukhtar et al. (2017) asserted that teachers are satisfied with their work if the teacher's expectations are met and the teacher enjoys his or her job and the teacher will feel that the work is enjoyable in light of what he or she has learned and experienced.

However, research findings show that there is a lack of job satisfaction among teachers worldwide, particularly in developing nations. (For instance, Nyamubi, 2017) contends that the poor compensation, remuneration, and allowances for secondary school teachers in Tanzania are the cause of their low level of satisfaction. They were hence less devoted to their careers. The same study demonstrates that the lack of timely teacher promotion has decreased their satisfaction. Ololube (2005) found out that factors like working environment, employee connections with their coworkers, and progress can have an impact on teachers' job satisfaction

Ansah-Hughes (2016) revealed that teachers are less satisfied with their jobs due to their low professional status, unfavorable working conditions, low pay, a lack of motivation, inadequate supply of teaching materials, the failure to pay allowances, the preparation of lesson plans, and the lack of accommodations in Ghana. In contrast to the aforementioned findings, Serbian teachers are quite happy with their jobs (Josanov-Vrgovic & Pavlovic, 2014).

Nyamubi (2017) discussed that, teachers' job satisfaction is influenced by the lack of teaching resources, particularly when it comes to the difficulties that natural science instructors in secondary schools have accessing chemicals and laboratory equipment. Poor working

conditions, such as high workload demands and low pay, are other factors that lower teachers' job satisfaction and cause them to leave the teaching profession (Jokthan, 2013).

Scholars pointed out that, promotion should be given to workers in order to boost morale and improve job performance. The teaching task varies on the teaching context, hence teachers may not be subject to the same norm as other civil servants (UNESCO, 2006). The responsibilities of teachers have a significant impact on their job satisfaction since they give them more possibilities to participate in difficult school assignments. Teachers' job satisfaction is positively impacted by the higher service quality and pay (Bishay, 1996; Shah et al., 2012). Others contend that pay and promotion have had a positive impact on teachers' job satisfaction (Anghelache, 2015).

Thus, the quality of education that teachers will deliver to students will be improved by helping them to fulfill their potential (Evans, 1999). The development of schools that function as professional learning communities and the provision of teachers with high-quality professional learning opportunities are priorities in the effort to establish teachers as professionals (US Department of Education, 2000). Runhaar (2017) suggested that, teaching involves continual professionalization, schools should offer their instructors opportunities for training and growth after they have been hired.

Studies in Ethiopia have similarly shown that there are few benefits and rewards offered to teachers. For instance, Ayalew (2009) discovered that the county's insufficient economic and financial rewards impede teacher deployment. As a result, the teaching profession as a whole, experiences poor economic and financial benefits. Fekede and Tynjälä (2015) further noted low compensation and a lack of a link between performance and reward affected teachers' job satisfaction.

Mengistu (2012) noted that teachers have lower job satisfaction because of the lack of fringe benefits and unfavorable interactions between teachers and school principals. He further stated that ineffective school leadership is another factor that lowers teachers' job satisfaction. Similarly, as revealed in ESDP V MoE (2015) Ethiopian teachers are less satisfied in their job due to the poor leadership of school principals, low pay, and unfavorable social attitudes toward their job.

Low possibilities for teacher development may have also an impact on a teacher's job satisfaction. Teachers' professional development is budget-restricted, and school administrators and teachers are less aware of available options for professional growth. For instance, because teaching has a poor social status, trainees have little interest even to enter the field (Aweke et al., 2017; Workneh, 2012; Workneh & Tassew, 2013).

Fekede, on the other hand, asserted that despite the use of a continuous professional development program in schools, Ethiopian teachers are unable to advance their careers. He claims that the collaboration between the teachers and the school principals is lacking in the program. Instead, there are fewer useful actions and only misleading reporting. Fekede also argue that teachers were complaining about their starvation instead of focusing their professional development even CPD is planned (Fekede, 2015).

Consequently, a variety of issues, including poor leadership in the educational system, poor working environment, less pay, ineffective supervision, and low growth processes, are associated to the low job satisfaction of teachers.

2.5.2.1. Dimensions of teachers' job satisfaction

Different elements of employees' job satisfaction are evident, according to research studies conducted by various researchers. Sousa-posa (2000) theorizes that employee satisfaction

may be affected by contrasting work-role inputs with work-role outputs. Luthans (2011) listed three dimensions recognized for occupational happiness.

First and foremost, job satisfaction is an emotional reaction to a work environment. It can only be inferred; it cannot be seen as such. Second, whether or not results meet or exceed expectations frequently determines job delights. For instance, organizational members who feel that they put in more effort than other members of the group but receive lower rewards are more likely to be unsatisfied with their jobs, their managers, and their coworkers. On the other side, if people feel they are being treated properly and are being paid appropriately, they are more likely to have a good attitude towards the task. They'll be happy with the work they're doing. Third, there are numerous mindsets that are connected to job satisfaction.

To Luthans (2011), the work that employees undertake will give them stimulating assignments, educational opportunities, and the capacity to assume responsibility. High level or low level staffs can both be satisfied with the work's content. In particular high-level employees will be happier with fascinating and challenging work than with monotonous chores. Similar to how the payment connected to the quantity of monetary compensation greatly contributes to the employees' satisfaction.

Therefore, managers should work effectively to improve employee pay and benefits in order to increase their effectiveness in attaining the aim. Additionally, the likelihood of the organization succeeding, the supervisor's willingness to offer psychological and technical support to subordinates and the degree to which coworkers are technically competent and sociable all have a greater impact on employees' job satisfaction.

AliAbadi et al. (2014) identified eight variables of employee satisfaction, including advancement, income, the job itself, coworkers, the prohibiting process, and communication

system. The sources mentioned above define job satisfaction for teachers as being satisfied with their colleagues, the work itself, their colleagues' supervision at school, their pay, the school's accountability, and their safety. Pepe et al. (2017) discovered three aspects, including satisfaction with colleagues, parents, and students, as significant factors influencing teachers' satisfaction. There are two key categories intrinsic and extrinsic that defines teachers' job satisfaction.

Intrinsic job satisfaction (motivator) includes achievement, recognition, the work itself, responsibility, and progress (Bogler, 2001; Herzberg, 2003). This classification referred to the teachers' own knowledge and experience as well as task accomplishments using the learned skills and knowledge of the employees and relationships with other employees. Participation in decision-making processes and the ability to influence decisions within an organizational system are also included. Intrinsically satisfied employee will work as hard as possible for their organization to meet its objectives (Bektas, 2017).

Extrinsic job satisfaction (hygiene) is related to rewards, benefits, and the workplace environment. Working conditions, supervision, employment policy, salaries, and interpersonal interactions are some examples of lower-order (unsatisfied) needs that are involved (Bogler, 2001; Herzberg, 2003). As a result, it is intimately tied to the working conditions for teachers and the rewards they receive for their efforts. Extrinsic job satisfaction will fundamentally enable the employees to be satisfied intrinsically. Receiving rewards and taking pleasure in the sense of safety at work are the major goals. Therefore, organizational leaders ought to take an active role in creating a system of rewards that ranges from low to high levels of hierarchy (Bektas, 2017).

Spector (1997) pointed out that job satisfaction has nine components which includes pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication. Lester (1987) recognized nine dimensions of the satisfaction

of teachers at work, such as satisfaction with supervision at school, satisfaction with their colleagues, satisfaction with working conditions, satisfaction with pay, satisfaction with responsibility at school, satisfaction with work itself, satisfaction with progress, satisfaction with safety, and satisfaction with recognition by their work on which this study rely on.

Providing employees with emotional support and assistance in their jobs is a function of supervision (Robbins, 2003). It has a long history in educational history and involves social and supervisory interactions between teachers and their leaders (Lester, 1987). Hamzah et al. (2013) and Naseem & Salman (2015) noted that, the supervisory process in schools has a direct and positive association with teachers' job satisfaction. Similar findings were made by Shah et al. (2012) who exposed a strong association between supervision and job satisfaction. Although supervision has more influence over the process of enhancing education and educator work satisfaction, if it is implemented ineffectively in schools, it results in low teacher job satisfaction. Therefore, employee satisfaction with supervision is a process connected to employee satisfaction with their supervisor.

Therefore, various researches show that supervisory activities in schools have an impact on teachers' job pleasure. For instance, Tien (2018) found out that teachers in Vietnam are dissatisfied with the supervision system. Incongruously, a different study done in Pakistan found that teachers were happy with the ways in which their supervisors behaved (IqbaL et al., 2016). This suggests that if supervisors and leaders do their jobs well and give employees the support they need, employees will be delighted at work, be able to perform better, show interest in their professional development, collaborate with others, and be more committed to their organization and careers.

On the other hand, teachers' satisfaction with their coworkers takes into account the workplace environment where team members get along, share resources and information, and the relationships with one another (Danish & Usman, 2010). The group members encourage one another and focus on team outcomes (Lester, 1987). Naseem and Salman's (2015) found out that, teachers' interaction with their supervisors, superiors, and coworkers has an impact on how satisfied they were with their careers. Therefore, the school principal would actively encourage interactions between teachers and their peers so that each teacher can have access to resources, gain expertise, and collaborate with others to achieve a common objective.

An external aspect that may support or hinder the instructional work done in and around the school is the degree to which teachers are satisfied with their working conditions (Lester, 1987). It might be situated close to employees, which could interfere with their ability to carry out their professional duties (Siagian cited in Amin, 2015). It might also involve how teachers feel about the things they encounter at work (Gökyer, 2018).

Different work settings have the potential to affect teachers' job satisfaction. Studies from several nations reveal various working conditions. Teachers report varying levels of job satisfaction across different nations. For instance, Amin (2015) study result reveals that teachers' job satisfaction in Serang, Banten, Indonesia is relatively high because of a pleasant working environment.

Safe workplaces, effective organizational management, collegial cooperation, and enough learning resources can all help employees perform better at work, which will increase their satisfaction at work (Abdu & Nzilano, 2018). According to Leithwood et al. (2004), factors like visibility of new roles, high levels of perceived support from school administrators, teachers' broader participation in educational decisions, opportunities to be rewarded with more pay and

career opportunities, teacher incentive structures, collaboration with coworkers, increased teacher leadership opportunities, and opportunities for professional growth can all have an impact on teachers satisfaction with their jobs.

The amount of money teachers make from teaching affects how satisfied they are with their salary (Lester, 1987). Payment, according to Greenburg and Baron in Abdu and Nzilano (2018), refers to the quantity and fairness of monetary rewards that an individual receives. Pay, wages, and salaries are examples of remunerations and earnings that are acknowledged as having a substantial impact on how committed employees are to their work. Be aware that money serves as a tool for meeting higher level demands in addition to assisting people in meeting their basic needs. Employees, on the other hand, frequently regard remuneration as a reflection of how management views their value to the company, leading to a commitment to the latter.

One type of payment for employees working in various organizational systems is salary, which is often provided on a set timetable. The Rynes et al. (2004) study found that teacher pay has the ability to favorably encourage and satisfy employees. However, various study result shows that it lowers the job satisfaction of educators in many nations. For instance, teachers in Punjab, Pakistan, are less satisfied with their pay for the job (IqbaL et al., 2016). The results of the Ololube (2005) study indicate that salary in Nigeria has a detrimental impact on the job satisfaction of teachers.

Teachers' satisfaction with their level of responsibility in school includes accountability for one's own work, student relationships with teachers, and participation in formulating school policies (Lester, 1987). Teachers are required to help students. In addition, they ought to broaden their scope of assistance by establishing a public relation program to engage with the neighborhood and parents of the students (Kanika, 2016).

Teachers ought to be responsible to the neighborhood where they work. Since they serve as a link between school and schoolwork, they will develop services for the school community to engage the general public in the educational process. Therefore, they should not just focus their efforts on helping students learn in the classroom. They should also make every effort to participate in learning outside of the classroom by coming up with a variety of ways.

On the other hand, the everyday responsibilities of teachers, creativity used in their instruction, and autonomy in carrying out their duties all contribute to their satisfaction with their job (Lester, 1987). According to Greenburg and Baron in Abdu and Nzilano (2018), job satisfaction itself provides opportunities for learning, performing exciting tasks, taking ownership of one's employer, as well as challenging duties for employees who can accept and complete them.

The ability to advance their careers through various means and raise their standing is what makes instructors happy about promotions (1987). Ololube (2005) stated that among the elements affecting teachers' job satisfaction in Nigeria are possibilities for advancement and learning. He added that the teachers' satisfaction with their career advancement was low.

The degree to which teachers feel secure in the educational system depends on how well-functioning or poorly-functioning (Lester, 1987). Naseem and Salman's (2015) pointed out that, teachers who feel secure in their jobs are more likely to be satisfied and attracted to their career. In Vietnam, job security affects how satisfied teachers are with their jobs (Tien, 2018). Ansah-Hughes (2016) stated, teachers at Ghana's Techiman Municipality high schools were less happy with their sense of professional security.

Employee recognition is the art of using planned or unplanned initiatives to show appreciation to employees for achieving the goal (World at Work, 2017). Similarly, teachers'

satisfaction with the recognition of their efforts indicates that their school administrators, coworkers, and students honor and appreciate their accomplishments in the teaching profession (Lester, 1987).

Danish and Usman (2010) noted that recognition is the act of allowing a person within an organization a particular status. Recognition explains how an employee's performance is assessed and how much the organization values them. It explains how an organization rewards and elevates its employees for their contributions and actions. For a job to be successful, employees require respect. They also want their management to see them objectively so they can advance in their careers. Additionally, managers must commit to allocating resources for this system (Daniel & Metcalf, 2005). Workers must express their thankfulness and appreciation for their accomplishments (Tessema et al., 2013). The greatest recognition is given to people or organizations that excel in their fields. It focuses on the areas that have the biggest impact on an individual's or group's overall success.

When choosing the appropriate type of recognition, employers must take into account the diverse beliefs, habits, wants, and aspirations of their workforce. Not everyone will be motivated in the same way by every form of acknowledgment. Recognition programs must adapt to the needs of individuals and require good planning and execution. Even if it is crucial to give thanks, an organization shouldn't always do so.

Other significant factors influencing employees' job satisfaction are contingent rewards (material rewards) and fringe benefits (Spector, 1997). The overall incentive program, or reward process, outlines how the organization will give both monetary and non-monetary rewards to its employees. The potential to attract better workers who contribute more to the accomplishment of the organizational objective makes a competitive compensation system crucial to an organization

(Chew & Chan, 2008; Oppong, 2017; Runhaar, 2017). Therefore, offering teachers financial and non-financial advantages can improve their level of job satisfaction. The job satisfaction of teachers can also be benefited from contingent rewards that are connected to the provision of monetary and psychological benefits, such as appreciation and awards for their successful completion of duties.

As a result, the literature reviewed above shows that there are numerous components to teachers' job satisfaction and that each component needs to be satisfied in order to achieve objectives maximally. Teachers who are happy with their jobs are motivated to work toward educational goals, proactive in implementing changes to school procedures, willing to commit their energy to school activities, easy to get along with coworkers, optimistic, and more likely to be around for a longer amount of time in the organizational system.

2.6. Employee Organizational Commitment

2.6.1. Basic concepts of organizational commitment

One of the key elements of any organization that helps it make the greatest use of the knowledge and abilities of its employees is organizational commitment. As a result, organizational commitment is the kin strength of a person's identifications with and participation in a specific organization made up of a tough commitment to continue a member, a deep trust in and appreciation of the organization's values and goals, and a willingness to contribute one's knowledge and resources to the organization.

Therefore, commitment is the psychological attachment that each individual has to their organization, and this devoted relationship may help the organization achieve its objectives. For people to be willing to contribute to the success of the organization, it is necessary for them to

have an active relationship with it (Armstrong, 2006; Fornes & Rocco, 2004; Lamba & Choudhary, 2013). It is the employees' dependability and fidelity to their employer (Bello, 2012).

Employees who have emotional commitment help them develop and provide goods or services that offer a lasting competitive advantage (Katzenbach in Fornes and Rocco, 2004). Getting the task done is crucial because without workers, the target would be less likely to be met and there may be barriers that cause us to miss an opportunity. However, as they serve as role models for their staff, leaders bear the bulk of the responsibility for true organizational commitment.

2.6.2. Teachers organizational commitment

Emotional ties to teaching are necessary for teachers to be committed. Teachers that are dedicated to their work can help their students learn in a way that is beneficial to them. Dedicated teachers are always looking for new teaching techniques to improve student learning. They constantly reflect on knowledge that is pertinent to their subject matter (Maiyani, 2017). Altun (2013) added that, commitment gives teachers the freedom to experiment with novel teaching methods and design engaging learning opportunities for their teachers. Committed teachers have the capacity to provide students innovative instructional methods that may result in enhanced performance. Therefore, motivated educators will develop active students who can participate in their education.

There are a variety of factors that can have an impact on teachers' organizational commitment, including limited opportunities for advancement, a lack of respect for teachers' work, poor job quality, few opportunities to learn from the experiences of outside staff, and a gap in knowledge between school leaders and teachers regarding school policy (Ayele, 2022).

Teachers' commitment is therefore influenced by variables such as poor working conditions, a lack of opportunity for training and growth, and a lack of rewards.

Therefore, appropriate actions such as employee safety, security, and health services should be set up to create a welcoming working environment for teachers. School leaders must guarantee the staff's comfort in order to attain the best and most successful objective. This can be achieved by offering the proper compensation and fostering a secure and healthy work environment. Therefore, decisions to continue working and make additional commitments to a job could be influenced by a positive work environment.

2.6.3. Components of organizational commitment

Different scholars have categorized organizational commitment to different dimensions. Organizational commitment is divided into three main categories, according to O'Reilly and Chatman (1986), including compliance, identification, and internalization. The employees invested in the company's work in order to receive remuneration or to avoid being disciplined for their subpar performance. While identification takes place when employees stay with the organization because they are proud of their work or the organizational structure and think that goals can be met by delegating responsibility to other team members. Finally, internalization engagement involved employees making a commitment to think the organization's goal as their own and putting more effort to accomplishing it.

Meyer and Allen (1997) and da Costa (2008) argue that the three elements of organizational commitment are affective, normative, and continual commitments. Organizational commitment therefore defined by a strong belief in the organization's goals, a strong commitment to attaining those goals, and a strong desire to stay with the organization.

Affective commitment is favorable attitudes or emotional ties to the organization's pursuit of its objective. Affective commitment among employees is increased through organizational support (Badmapriya & Bharathi, 2018; Meyer & Allen, 1991), which leads to improved service. Positive outcomes will thus be obtained if employees show an affective interest, which will lead to lower turnover and absenteeism. They will be very well integrated into the organization.

Normative commitment is connected to the tasks and obligations that bind employees to continue participating in the organizational process. According to Meyer and Allen (1997), this commitment develops when employees depend on social norms or expected standards of behavior to continue functioning inside the organizational system. Because they feel a feeling of duty, employees who have a normative commitment participate in the organizational process of ethical involvement. The organization can advance if it offers rewards and perks to its workers. This commitment has nothing to do with personal gain; rather, it has to do with their obligation to the organization to continue using the organization's system.

Continuance commitment occurs employees become committed to the organization's system as a result of the rewards they will receive for their efforts and the risks they would run if they left. Employees put more effort into higher incentive standards and identify themselves with pay profit and reward (Jayarathna, 2016; Meyer & Allen, 1997). They will consider the financial impact of quitting their company, which means that if the cost of doing so is large, they will likely stay.

2.6.3.1. Components of teachers' commitment

Celep (2000) recognized four aspects of a teacher's organizational commitment: dedication to the school, the teaching profession, the teaching job, and the working group. The

commitment of teachers to the school was evaluated by factors like their efforts on behalf of the students, their sense of pride in attending such a school, their motivation for better working conditions at the school, their interest in the school's future, their perception of the school as the best among other schools, their lack of appreciation for teacher-relevant applications at the school, and their satisfaction with the interactions between people there (Celep, 2000)..

On the other hand, factors like the pressure to get the class on time to complete the task with enthusiasm, finding out about the student's family life, doing your best for the ineffective students, enjoying teaching, spending time with the students on topics (activities) related to the lesson outside of the classroom, and looking for additional courses were used to test commitment to the task (Celep, 2000).

Commitment to teaching profession is the desire to be well established in the teaching profession and to continue teaching without the need for financial support, the desire to be proud of being a teacher, the belief that choosing to become a teacher was the best decision of their lives, and giving more weight to their opinions on the values of the teaching profession (Celep, 2000). According to Basu (2016) and Fresko et al. (1997), a person's professional commitment to teaching is a reflection of their belief in the standards of their profession and desire to remain in it.

When teachers commit to a working group, they play together during breaks, appreciate one another, and believe that they are close friends (Celep, 2000). Teachers can readily acquire information and resources from their friends for their teaching duty if they are committed to their coworkers. Since teachers work together to impart knowledge, skills, and attitudes to their pupils through a variety of strategies, discussions with their colleagues will generally increase the effectiveness of their instruction.

Others agreed, saying that a teacher's commitment to their students includes making an attempt to build relationships with them in order to improve their learning (Thien et al., 2014). In other words, building strong relationships with students and instructors is crucial to increasing teachers' commitment and job satisfaction (Graham, Hudson, and Willis, 2014). It also has to do with all the efforts teachers make to help their students succeed (Altun, 2017).

Incentives are essential for increasing instructors' dedication to their jobs. In order to make teaching a desirable career, instructors should be rewarded and given specific advantages. Accordingly, Omebe (2014) argued that school administrators should implement teacher benefits and rewards with considerable caution. According to a report by UNESCO, inadequate pay and job possibilities are among the biggest problems facing the education sector for nations in Latin America and the Caribbean and contribute to low commitment of teachers'. Due to their low pay and benefits, teachers were forced to work two or three jobs to provide for their families (UNESCO, 2005).

From the literature mentioned above, we can recognize that numerous elements of teachers' commitment have been recognized by various academics, and each construct is important for achieving objectives successfully in schools. However, as it is the organizational commitment strategy that has been the subject of the greatest research, this study will use the Meyer and Allen classification of organizational commitment.

2.7. School Leadership, Teacher's Job Satisfaction and Commitment

Few scholars have studied the relationship between a leadership behavior, employees' job satisfaction, and their commitment. Bass and Riggio (2006) noted, followers of transformational leaders are typically more devoted and committed. Furthermore, transformational leadership practices are more closely associated with teachers' job satisfaction and organizational

commitment in schools (Aydin et al., 2013). There are various researches on the relationship between a school leaders' leadership style with teachers' job satisfaction and commitment as discussed below;

2.7.1. School leaders' leadership style and teachers' job satisfaction

A leader's leadership style is the way how they direct their team members. Task planning and encouraging staff to perform their jobs more effectively and satisfactorily may be included. The leadership style of the school leaders also has an impact on teachers' job satisfaction, which has been studied by a number of scholars.

Consequently, Robbins and Judge (2013) stated that employee job satisfaction is closely connected to transformational leadership. Josanov-Vrgovic and Pavlovic (2014) noted that people-focused school principals had a good impact on teachers' satisfaction with their ability to work in teams and form strong connection with their coworkers. However, the task-focused principal has a detrimental effect on the delightness of the teachers in Serbia's elementary and secondary schools. According to Nyenyembe et al. (2016), active management by exception, individual consideration and intellectual stimulation by school leaders, accessibility of rewards, and professional development opportunities are all factors that affect teachers' job satisfaction. However, there was a negative correlation between it and the school principals exercising passive management by exception.

On the other side, Bogler (2001) identified that the leadership behaviors of school principals, such as trying to promote teachers' careers and work toward their professional development, are strongly correlated with the job satisfaction of teachers. Similarly, Hui et al. (2013) found a positive and significant correlation between the school principals' leadership style and teachers' satisfaction in China's primary and secondary schools.

Similar study result was found in Ethiopian context. For instance, the job satisfaction of teachers in Addis Ababa secondary schools is impacted by each component of transformational leadership activities (Tesfaw, 2014). Every facet of teachers' job satisfaction can be positively impacted by transformational leadership, resulting in greater success than expected.

Consequently, the manner in which school administrators provide guidance and motivation, as well as the availability of incentives and other rewards, has a greater impact on teachers' job satisfaction. In particular, the transformational dimension is closely related to the job satisfaction of teachers.

2.7.2. School leadership and teachers commitment

The leadership process of school leaders can have an impact on teachers' commitment to their students and the teaching profession (Razak et al., 2009). Employee organizational commitment is strongly correlated with leadership behaviors including compensation, recognition, and working on demanding assignments (Chew & Chan, 2008; Fiorito et al., 2007).

As a result, numerous studies show that school leaders' transformational leadership has a significant impact on teachers' organizational commitment and job satisfaction. For instance, Nyenyembe et al. (2016) found out that transformational leadership has positively associated to teachers' job satisfaction in schools. Teacher job satisfaction and organizational commitment are significantly impacted by a range of transformative leadership factors (Nguni, Slegers, & Denessen, 2006).

Training and development initiatives in various Jordanian enterprises have a good impact on the affective, normative, and continual commitment of employees (Aladwan, Bhanugopan, & D'Netto, 2015). Performance evaluation, awards, and bonuses have little effect on employees' organizational commitment (Aladwan, Bhanugopan, & D'Netto, 2015). According to research by

Bal, Bozkurt, and Ertemsir (2014), there is a high correlation between affective and normative organizational commitment and employee involvement in decision-making processes, working conditions, and performance evaluation processes.

According to Bass and Riggio (2006), characteristics of a transformative leader may aid in boosting workers' job satisfaction. For instance, if a leader exhibits highly idealized authority, the teacher will imitate and behave likewise with modification. Teachers will be creative in problem-solving and use their knowledge, experience, and imagination to attain school goals if leaders use intellectual stimulation, but leaders utilizing inspirational motivation will engage teachers in goal-achieving with a strong commitment. A variety of reward systems can be used by transactional leaders to inspire their workforce.

A study by Celep (2000) in Turkey's high schools shows that teachers have a right sense of school pride and contributed to the achievement of relevant important school goals, but due to their poor pay and low status in the profession, they were less motivated to stay in the field.

As clearly mentioned above, principals' leadership style has a significant impact on teachers' commitment to their organization. Thus, school principals should use the right leadership techniques to encourage teachers to be committed to the teaching and learning process, to participate in various clubs, and to serve on various committees.

2.7.3. Teachers job satisfaction and commitment

Employees' job satisfaction may be influenced by work-related inputs such as educational accomplishments, effort and time devoted into achieving work-related results like pay, work-related conditions, and status (Sousa-Poza & Sousa-Poza, 2000). Studies show that employees' organizational commitment, which includes teachers, closely correlates with their level of job satisfaction. In schools, organizational commitment is inversely correlated with

teachers' job satisfaction, and teachers' job satisfaction forecasts their commitment (Yucel & Bektas, 2012).

Williamson, Colvin, and McDonald (2008) found out that employee benefits which can include free transportation to and from work, flexible work schedules, learning opportunities, and personal use of office equipment have the power to stimulate employees. These benefits also include medical coverage, provision for death in service, retirement provision, various types of leave, and retirement benefits. An organization that offers more benefits may have workers who are more engaged to the organizational structure and its goal since compensation for workers enables them to be more dedicated to it (Vance ,2006),.

On the other hand, teachers' organizational commitment is influenced by their job satisfaction. For instance, Mkumbo (2012) found that teachers' organizational commitment to schools was decreased by poor working conditions. Furthermore, organizational commitment affects how employees behave (Meyer et al., 2012). As a result, stronger organizational commitments to education contribute to higher teacher job satisfaction (Rusu & Bălcescu, 2013; Shann, 2001). Moreover, teachers' job satisfaction has been researched by numerous scholars, including Khan et al. (2017) and Malik et al. (2017), who found out that job satisfaction has a mediating role between transformational leadership style and the organizational commitment.

Studies in Ethiopia similarly reveal that the dedication of teachers greatly contributes to school improvement and teacher satisfaction. Getahun et al. (2016) and Ayele's (2022) research highlighted the fact that teachers' dedication in Ethiopia is favorably correlated with their job satisfaction. The three organizational commitment subscales (affective, normative, and continuation commitment) and teachers' job satisfaction as a result have a statistically significant

positive association. As a result, job satisfaction is positively correlated with teachers' commitment.

In general, the literature reviewed above by different researchers illustrates the significance of employees various job satisfaction characteristics to their commitment. More significantly, motivated instructors can focus their efforts on supporting students and successfully attaining school goals as a whole. As a result, among the available possibilities, organizational leaders should choose the best one and implement it as necessary.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter provides detail discussion of research methodology, research design, sources of data, population and samples of the study, data gathering instruments, data collection procedures, ethical consideration in data collection, study variables, and methods of data analysis.

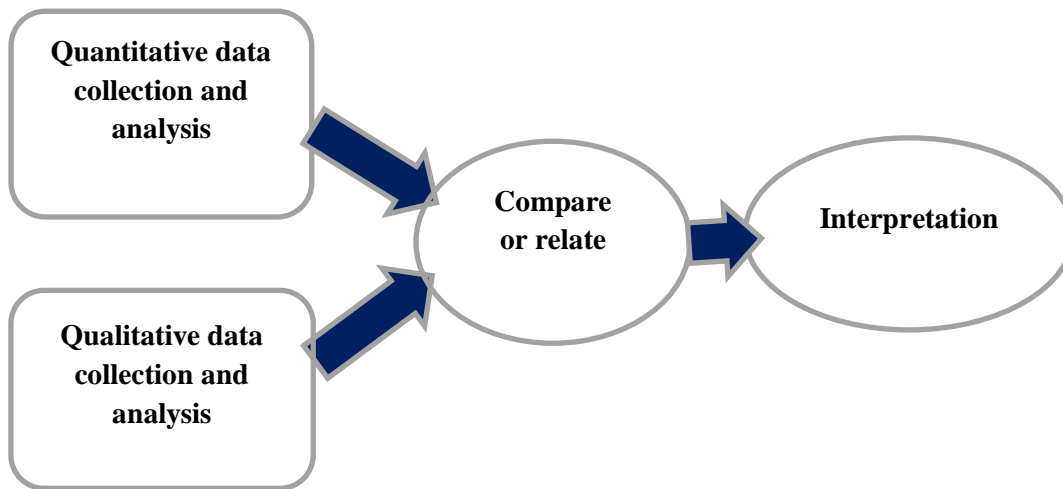
3.1. Research Methodology

Different studies conducted using different research methods depending on the nature of the problem to be studied. Some researchers employed quantitative approach; others utilized qualitative one or combination of both quantitative and qualitative methods. Quantitative research method is an empirical study of social phenomena that gathers measurable information and applies statistical analysis techniques. Scholars (e.g., Creswell, 2012; Gay, Mills & Airasian, 2012) argued that quantitative method is beneficial to examine the problems of current condition and how it interacts with other variables. On the other hand, qualitative research technique examines the human problem using qualitative data collecting and analysis techniques. Such research method provides a detailed narrative description of the research problem in its own context (Gay, Mills & Airasian, 2012).

Using a mixed research approach on the other hand can help researchers collect and analyze data from both quantitative and qualitative sources to explore a problem (Creswell, 2009; Creswell, 2012). This study employed a mixed-method approach in which both quantitative and qualitative data were collected, analyzed and interpreted on the relationship between school principals' transformational leadership and teachers' organizational commitment, with teachers' job satisfaction serving as a mediating variable (Creswell, 2009; Creswell, 2012;

Walliman, 2011). The study was conducted using the convergent parallel research approach that helped the researcher to simultaneously collect both quantitative and qualitative data, analyzed separately and which was merged during conclusion (Wolgemuth & Agosto, 2019).

Figure 3: Convergent parallel mixed research design



3.2. Research Design

The relationship between principals' leadership styles and teachers' organizational commitments with a mediating variable teachers' job satisfaction in government secondary schools of Addis Ababa was explored by employing a correlational research design. Such a design is useful for associating two or more variables using statistical techniques (Creswell, 2012; Walliman, 2011). It helps to investigate the relationship between school principals' leadership styles and teachers' organizational commitments with mediating variable teachers' job satisfaction. For the purpose of the study, more quantitative data was obtained while qualitative data collected to support and substantiate the findings of quantitative data and finally both data were integrated (Creswell, 2012; Terrell, 2011).

3.3. Sources of Data

The current study employed primary sources of data that were collected from teachers using standardized questionnaire and school principals using interview guides.

3.4. Population and Samples of the Study

3.4.1. Population of the study

The populations of this study were all secondary schools, principals and teachers of secondary schools in Addis Ababa City Administration for which the finding of the study is generalized.

3.4.2. Sample size and sampling techniques

Five sub-cities of Addis Ababa City Administration (Akaki Kaliti, Bole, Gulele, Kirkos, and Yeka) were randomly chosen from eleven sub-cities using simple random sampling technique (lottery method). Simple random sampling technique was employed to provide each sub city with an equal chance to be included in the sample selection.

There are 29 secondary schools in the sample five sub-cities. While, Akaki Kaliti, Bole, Gulele, and Yeka sub cities each has 6 secondary schools, Kirkos sub city has 5 secondary schools (Addis Ababa education bureau annual abstract, 2017\2018). Including all secondary schools found in the sample sub cities is difficult due to scarcity of resources and manageability of the size. A total of 14 secondary schools (3 from each Akaki Kaliti, Bole, Gulele, and Yeka sub-cities, and 2 from Kirkos sub city) were chosen using simple random sampling technique (Creswell, 2012). Of the total of 931 teachers in 14 sample secondary schools, 385 (41%) were selected using simple random sampling and took part in filling the study questionnaires. These sample secondary schools have 54 principals (except two schools with each two principals, the remaining 12 sample schools each have 4 principals). A total of 39 principals who served for

more than three years in principalship were purposively selected and took part in key informant interviews with the hope that they have a greater understanding of transformational leadership, teachers' organizational commitment and job satisfaction in school. The sample size was determined by a simplified sample size determination formula developed by Yemane (1967).

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

i.e. $\frac{931}{1+931(0.05*0.05)} = 278$ Where N is the population size and e is the level of precision and

assuming non-responses, some additional samples were included. (See table 1).

Table 1: Type and size of sample respondents

No.	Name of respondents	Population	Sample		Sampling technique
		No.	No.	%	
1	Sub city	11	5	45	Simple random sampling
2	Schools	29	14	48	Simple random sampling
3	School principals	54	39	72	Purposive sampling
4	Teachers'	931	385	41	Simple random sampling

3.5. Data Gathering Instruments

This study employed questionnaire and key informant interviews as key data gathering tools. While greater emphasis was given to data collected using questionnaires, data collected through key informant interviews was used to support and substantiate quantitative data.

3.5.1 Questionnaire

The most popular method for acquiring organized quantitative data from study samples is a questionnaire (Cohen, Manion & Morrison, 2007; Gay, Mills & Airasian, 2012). Three

standardized questionnaires such as a multifactor leadership questionnaire (MLQ), an organizational commitment questionnaire (OCQ), and teachers' job satisfaction questionnaire (TJSQ) were used to collect quantitative data from sample teachers. Among 385 questionnaires distributed, only 335 (87%) were properly filled and returned for data analysis.

The MLQ 5X-short was employed in a number of studies. For instance, it was used by Howell and Avolio (1993) to explore transformational leadership, transactional leadership, locus of authority, and support for innovation in the Canadian financial sector; Avolio, Bass, and Jung (1999) to reexamine the elements of transactional and transformational leadership; Balyer (2012) to identify school principals' transformational leadership characteristics; Bass and Riggio (2006) to investigate the elements of transformational leadership; Bass (1990) to study the transition of leadership from transactional to transformational, and Nguni et al. (2006) to look into how teachers' job satisfaction, organizational commitment, and organizational citizenship behavior were affected by transformational and transactional leadership in primary schools.

In Ethiopia, authors (e.g., Teshome & Tilahun, 2013; Tewodros, 2019) employed MLQ to carry out comparable studies and reported that the tool is reliable and valid for the context. Ayana, Dessalegn and Getachew (2021) also used the same instrument in studying school principals' leadership behavior and teachers' commitment in secondary schools of Buno Bedele Zone, Ethiopia and found it useful for the Ethiopian high schools.

The MLQ was designed in the form of a five point Likert scale ranging from not at all (0), ones in a while (1), sometimes (2), fairly often (3) and frequently (4) (Avolio & Bass, 1995; Bass & Avolio, 2004). Its validity was tested. The alpha value for the majority of the items is higher than the cutoff value, which was indicated in numerous researches (Antonakis et al., 2003; Avolio & Bass, 1990; Avolio et al., 1999). The internal consistencies were as stated above

a score of .70 for each element of transformational leadership except for management by exception (.63) such as intellectual stimulation (.83), individualized consideration (.79), contingent reward (.80) and management by exception passive (.84) (Avolio et al., 1999).

The short form of MLQ-5x contains 36 items with rater form. Moreover, it has five subscales of transformational (idealized influence attributed-IIA, idealized influence behavioral-IIB, inspirational motivation-IM, intellectual stimulation-IS and individual consideration-IC, three for transactional such as contingent reward-CR, management by exception active-MBEA, and management by exception passive-MBEP. Finally the non-leadership contains subscale laissez-faire.

Idealized influence "encompasses influence over ideology, influence over ideas, and influence over issue." According to Bass (1999) transformational leaders display behaviors that make it possible for their followers to look up to them. People look up to, respect, and trust the leaders. Leaders are admired by their followers for their outstanding qualities, perseverance, and dedication. Followers identify with their leaders and desire to be like them. Thus, idealized influence has two facets: the behaviors of the leader that need to change through inspiration and motivation, and the qualities given to the leader so that followers perceive him or her as a powerful role model.

Inspirational motivation is the process of giving employees a clear direction and inspiring them to work hard. Leaders also serve as role models for job performance by acting in an extremely ethical manner. As a result, the team members follow him or her to complete the task. He or she inspires and motivates the workers by giving them difficult tasks, and they establish goals that are obvious and demonstrate the workers' commitment to achieving them successfully (Bass & Riggio, 2006).

The goal of intellectual stimulation likewise is to encourage staff members to contribute their thoughts and look for solutions to problems and also challenges their ideas, offers encouragement to develop new solutions to organizational problems on their own, and refrains from publicly criticizing staff members for their mistakes (Bass & Riggio, 2006).

From the literature reviewed above, transformational leaders who inspire their followers to be creative and innovative through influence on their ideologies, through sharing their own personal experiences, by serving as role models in all of their performances, by demonstrating the proper direction of the work process, and by taking into account the needs of each employee and any gaps in their work.

In contrast, leaders and followers in a transactional leadership model choose how to exchange resources in order to fulfill their own goals first. The leader may specify and decide on the goals they can achieve in the form of a contingent reward. Or it could be active management, with the exception that the boss keeps checks on how well the team is doing in order to make adjustments (Bass, 1999). Once the aim has been attained, transactional leaders must integrate the organizational goal with the accomplishments of the individual employees. This is representative of the work environment in many firms, especially schools (English, 2006). Three main elements of transactional leadership are contingent reward, active management by exception, and passive management by exception.

Leaders that use contingent rewards link employee performance to rewards for outstanding work and penalties for poor performance (Bass, 1990; Bass & Avolio 2004; Yukul, 2010). Leaders inform employees of the priorities and reward that will be given to them accordingly (Bass, 1990).

Active management by exception relies on leaders acting in response to their employees' performance outcomes. They adhere to the organizational policy that requires corrective action to be taken if employees depart from the organization's policies and guidelines (Avolio et al., 1999; Bass, 1999). Avolio et al. (1999; Bass, 1990) argue that leaders who practice passive management by exception will hold off until issues arise in the organizational structure. But by taking the necessary steps, management by exception could aid leaders in resolving issues within the organization.

Furthermore, confirmatory factor analysis of multifactor leadership questionnaire was examined with 335 teachers of the sample schools using the statistical tool AMOS 23 to explore the link between latent and measurable variables. The model contains 81 variables that are 36 observed variables and 45 unobserved variables. The estimates' standardized factor loading ranged from .53 to .87, which is higher than the threshold value of .5 used in most social science studies (Hair et al, 2010). The AVE estimates are likewise above .5, which shows the existence adequate convergence in the nine dimensions of the multifactor leadership questionnaire and most of the variance shared by these dimensions. The construct reliability rating ranged from .77 to .91, indicating the high internal consistency of the constructs. Therefore, the model is suitable for assessing the transformational leadership behavior of secondary school principals in Addis Ababa city administration.

Table 2: Model fit summary of multifactor leadership questionnaire

Values	GFI (goodness of fit index)	NFI (normed fit index)	CFI (comparative fit index)	RMSEA (root mean square error of approximation)	χ^2/DF (Normed chi-square)	P – value
Result	.92	.93	.95	.06	2.53	.00
standardized value	.90 or greater (Pituch & Stevens, 2016)	.90 or greater (Pituch & Stevens, 2016)	$\geq .90$ (Bentler, 1992)	.08 or less (Hair et al, 2010)	< 5 (Hair et al, 2010)	P< .005 Pituch & Stevens, 2016)

The second questionnaire used to collect data on the key aspects of teachers' job satisfaction in order to study teachers' perceptions of their job satisfaction in their schools was the TJSQ which was developed by Lester (Lester, 1987). Teachers from elementary, junior secondary and senior high schools served as study samples for the tool's development in New York City. The instrument was used to conduct various studies (Josanov-Vrgovic & Pavlovic, 2014; Nguni et al., 2006; Werang & Agung; 2017) and found reliable and valid. In Ethiopia, Tesfaw (2014), Mengistu (2018) and Sebseb (2017) used the instrument for their study and found it reliable and valid for the context.

The items in the questionnaire is designed with a five point likert scale ranging from totally disagree to totally agree and respondents will be asked to select one of the options with the values 5 (strongly agree), 4 (agree), 3 (neutral), 2 (disagree), or 1 (strongly disagree) (Lester, 1987). He added that there are nine factors that make up job satisfaction for teachers, including how supervision in school, how well they get along with their coworkers, how well they are paid, how well they handle their responsibilities in the classroom, how well they feel about their work

itself, how well they feel about their prospects for advancement, how secure they feel, and how well they feel about receiving recognition for their efforts.

The reliability of the items was tested by Lester. Accordingly, the total alpha coefficient of the items was (.93). While, the reliability of each items as presented below is high. Satisfaction with the supervision in school (.92), satisfaction with their colleagues(.82), satisfaction with the working conditions(.83), satisfaction with pay(.80), satisfaction with responsibility in school(.73), satisfaction with work itself (.82), satisfaction with advancement(.81), satisfaction with security (.71), and satisfaction with getting recognition by their work(.74).

The link between latent and measurable variables was also tested using statistical package AMOS 23 software with 335 teachers from the sample schools utilizing the confirmatory factor analysis of the teachers' job satisfaction questionnaire. 141 variables total, including 66 observed and 75 unobserved, exist in the model. The data, however, does not support the model because there are few opportunities for advancement in teaching load .168, which falls below average. Similarly, the model fit summary metrics GFI, CFI, and NFI fall below the expected level. In order to create a better model, second order CFA was performed and the model has 139 variables, 65 of which are observed and 74 of which are not. The standardized factor loading of estimates ranged from.52 to.84, exceeding the cutoff value .5. The AVE estimates also greater than.5, which shows that the nine dimensions of the teachers' job satisfaction questionnaire have sufficient convergence and that these factors account for the majority of the variance. The construct reliability rating ranged from.67 to.92, indicating that the constructs has good internal consistency (Hair et al., 2010). Hence, the model is appropriate to measure teachers' job satisfaction in secondary schools of Addis Ababa city administration.

Table 3: Model fit summary of teachers' job satisfaction questionnaire

Values	GFI (goodness of fit index)	NFI (normed fit index)	CFI (comparative fit index)	RMSEA (root mean square error of approximation)	χ^2/DF (Normed chi-square)	P – value
Result	.97	.94	.96	.05	2.47	.00
standardized value	.90 or greater (Pituch & Stevens, 2016)	.90 or greater (Pituch & Stevens, 2016)	$\geq .90$ (Bentler, 1992)	.08 or less (Hair et al, 2010)	< 5 (Hair et al, 2010)	P< .005 (Pituch & Stevens, 2016)

The third questionnaire used to collect data on teachers' organizational commitment variables was developed by Meyer and Allen (Meyer & Allen, 1991). The shortened form of the questionnaire by Allen and Meyer (1996), with 6 items per dimension was applied. A similar questionnaire was also used in the Ethiopian context by Ayele (2022) and found it reliable and valid for the same purpose. The questionnaire was designed using a 5-point Likert scale, ranging from "strongly disagree" to "strongly agree," and respondents were asked to select from value alternatives 5=strongly agreed, 4= agreed, 3= neutral, 2= disagreed and 1= strongly disagreed (Meyer & Allen, 1991). The employee commitment scale consists of three components, including items on the affective commitment scale, items on the normative commitment scale, and items on the continuance commitment scale. The reliability of the instrument was tested and alpha coefficients of three components were found: ACS (0.87), CCS (0.75), and NCS (0.79).

Confirmatory factor analysis of organizational commitment questionnaire was also examined with 335 teachers of the sample schools to test the relationship between latent and measured variables using statistical package AMOS 23 software. The model contains 39

variables that are 18 observed variables and 21 unobserved variables. The standardized factor loading of estimates fell between .53 and .86 which is greater than the cut off value .5 in most social science researches (Hair et al, 2010). The AVE estimates is $\geq .5$ and this indicates the existence of adequate convergence in the three dimensions of organizational commitment questionnaire and most of the variance shared by these dimensions. The construct reliability value fell between .84 and .86 which indicates high internal consistency of the constructs. Hence, the model is acceptable to measure teachers' organizational commitment in secondary schools of Ethiopia, Addis Ababa city administration.

Table 4: Model fit summary organizational commitment questionnaire

Values	GFI (goodness of fit index)	NFI (normed fit index)	CFI (comparative fit index)	RMSEA (root mean square error of approximation)	X²/DF (Normed chi-square)	P – value
Result	.97	.91	.97	.062	2.41	.00
standardized value	.90 or greater (Pituch & Stevens, 2016)	.90 or greater (Pituch & Stevens, 2016)	$\geq .90$ (Bentler, 1992)	.08 or less (Hair et al, 2010)	< 5 (Hair et al, 2010)	P< .005 (Pituch & Stevens, 2016)

Interview

Interviews provide the direct responses of the study participants and help to collect verbal and nonverbal data utilizing different human senses (Cohen, Manion, & Morrison, 2007). This study employed key informant interviews to get in-depth information about the study problem. Semi structured interview guides were developed and used to collect in-depth qualitative data from 39 purposively selected principals of sample secondary schools. The semi-structured

interviews were mainly focused on practices of transformational leadership, how transformational leadership influences teachers' job satisfaction and organizational commitment in sample secondary school principals. Each interview was conducted on face to face bases using Amharic language and took an average of 45 minutes. In addition to micro SD voice recorder, field note was used to capture interview data.

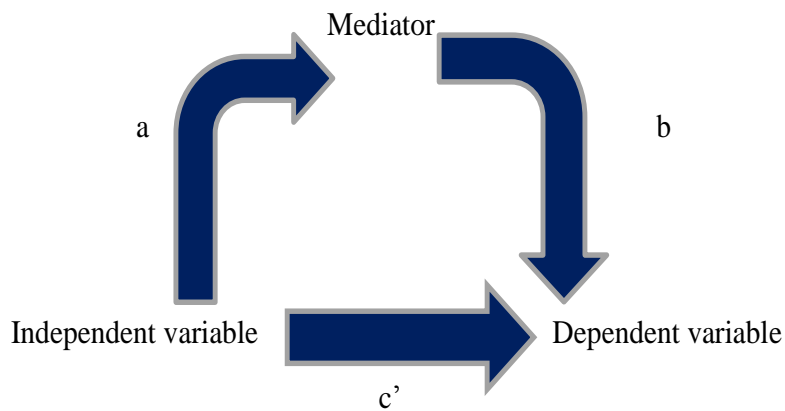
3.6. Mediation Role of Teachers' Job Satisfaction

Numerous researches have employed mediation analysis to clarify the relationship between dependent and independent variables (Sim, Kim, & Suh, 2022). Through the process of mediation, a third variable can have an impact on an independent variable (Baron & Kenny, 1986; Preacher & Hayes, 2004). A mediator may fully or partially explains the effect of an independent variable on a dependent variable. Full mediation exist when mediating variables are fully controlled, which completely eliminates the indirect effect of the independent variable on the dependent variable. Partial mediation results when mediating variables are partially controlled, which may result in a reduced indirect effect of the independent variable on the dependent variable (Gogineni et al., 1995). Baron and Kenney method was applied with the help of regression analysis and the Sobel test was employed to test the significance of mediation analysis utilizing the SPSS macros developed by Preacher & Hayes (Preacher & Hayes, 2004). To Baron and Kenny (1986), certain requirements must be met in order to show the mediation effect of a variable, such as significant correlation between independent, dependent, and mediating factors. Additionally, the relationship between independent and dependent variables should be significantly weakened when the effect of mediating variables is controlled.

Various researchers have examined the mediating role of job satisfaction. It has a mediating role between transformational leadership style and the organizational commitment (Khan et al.,

2017), affective and normative commitments, and job performance (Dinc & Sait, 2017), teachers' perceptions of supervisor support and job performances (Uzun & Ozdem., 2017), and transformational leadership components and organizational commitment (Malik et al., 2017). As a result, job satisfaction may act as a mediating factor in several studies.

Figure 4: Relationship between mediator, independent and dependent variables



3.7. Procedures

To gather relevant and reliable information on the link between transformational leadership and organizational commitment with a mediating variable teachers' job satisfaction in government secondary schools of Addis Ababa City Administration, first various literatures were reviewed to have background information on the study variables. Next, three standardized questionnaires were selected directly related to the study variables and reliability was checked from various scholars stand point. In the third stage, contact was made with the sample school leaders' to get their consent for the study through explaining the purpose of the study and its ethical issues. After permission was guaranteed from each sample secondary school principals,

sample teachers who took part in filling the study questionnaire were recruited and briefed about the objectives and ethical issues of the study, which was followed by distribution of the study questionnaires. Interview data was collected from each principal while waiting for the return of the distributed questionnaires. Data collection process was followed by data editing, cleaning and coding. While the edited, cleaned and coded quantitative data was entered to SPPSS version 26 and analyzed using appropriate statistical tools, qualitative data was transcribed, translated and thematically categorized and summarized. Finally, the results of both qualitative and quantitative studies were integrated and validated with previous studies from which summary, conclusions and recommendation were drawn.

3.8. Ethical Consideration

One of the requirements for conducting research is getting informed consent. For the purpose of this study, the researcher obtained a formal letter from Addis Ababa University, college of education and behavioral studies that request the cooperation of sample schools and participants. Full information was provided to the study participants before the commencement of actual data collection (Bogdan & Biklen, 2007). Name of schools were coded and the anonymity and confidentiality of the study participants was also properly addressed through using pseudonym in the analysis of qualitative data and informing the participants about the objectives of the study and their right to voluntary participation without expectation of any financial benefit.

3.9. Study Variables

This study is intended to explore the link between transformational leadership of school principals' and teachers' organizational commitment with a mediating variable teachers' job satisfaction. Hence, transformational leadership is an independent variable to predict the

dependent variable i.e. teachers' organizational commitment with a mediating variable teachers' job satisfaction.

3.10. Methods of Data Analysis

In the current study, descriptive statistics such as percentage, mean, standard deviation and inferential statistics like multiple regressions, One-way ANOVA and independent sample t-test were employed to analyze data collected using questionnaire and interview data were analyzed using narrative analysis. Data collected through questionnaire was edited, tallied and organized according to the objectives of the study stated and was entered in to computer for analysis. Statistical package for social science software (SPSS-26) was used for both descriptive and inferential statistics data analysis.

While percentage was employed to analyze various background characteristics of the respondents, mean and standard deviation were used to find out the dominant leadership style implemented in government secondary schools. Mean and standard deviation were used identify the job satisfaction and organizational commitment components which is high relative to the other factors.

Multiple regression analysis was performed to predict the value of the dependent variables (teachers' organizational commitment) based on the value of the independent variables (transformational, transactional and laissez-faire leadership styles) of the study. Regression analysis is the one which can help to forecast the influence of multiple variables on outcome variable. In this study, multiple regression analysis was performed to predict the effect of school leaders' transformational leadership styles on organizational commitment with a mediating variable teachers' job satisfaction. Multicollinearity was also examined, and the value inflation

factor falls between the accepted range of 1 to 10 (Kim, 2019) and the tolerance value was above 0.2 (Daoud, 2017).

To test the strength of association between the leadership styles, teachers' job satisfaction and organizational commitment Karl Pearson's product momentum correlation analysis was applied. Based on the recommendations Cohen, Manion and Morrison (2007), the analysis of this study considered correlation value as a slight relationship or the relationship that is slightly statistically significant for 100 or more participants ($r= 0.20 -0.35$); an average correlation that used for limited prediction ($r=0.35 -0.65$); very good prediction ($r=0.66 -0.85$); and typically high prediction ($r=0.86$ and above).

Analysis of variance (ANOVA) employed to investigate the impact of independent variables on the dependent variables. It indicates the potential range of variation in the dependent variables caused by differences in the means of the independent variables. Similarly, an independent t-test was employed to determine whether there is a significant association between the independent and dependent variables. It is used to assess the independent variable's (school principals transformational) maximal impact on the dependent variable (teachers' organizational commitment and job satisfaction). Furthermore, it reveals the role played by each independent variable in predicting the dependent variables.

Qualitative Data Analysis

Audio data collected through semi-structured interviews was transcribed, translated from Amharic to English, coded, and categorized into themes based on their similarities (Creswell, 2009). Then thematic analysis was used for qualitative data gathered from school principals to get their experience on principals' leadership practice and its effect on teachers' organizational commitment (Wolgemuth & Agosto, 2019).

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Chapter four provides detail presentation, analysis and interpretation of general characteristics of the respondents, school leaders' leadership style, teachers' job satisfaction, teachers commitment; influence of transformational leadership on teachers internal job satisfaction; the link between transformational, transactional and laissez-fair leadership styles and teachers external job satisfaction; the link between transformational leadership and teachers' external job satisfaction; the influence of school leaders transformational leadership to teachers commitment, and the link between transformational leadership and teachers' organizational commitment mediated by teachers' job satisfaction.

4.1. General Characteristics of the Respondents

Demographic characteristics of the study respondents was presented and analyzed in terms of sex, age, educational qualification, and work experience (see table 5, 6 and 7).

Table 5: Respondents by sex and age

No.	Items	Respondents			
		Teachers		School Leaders	
		No.	%	No.	%
1	Sex				
	a. Male	257	77	38	97
	b. Female	78	33	1	3
	Total	335	100	39	100
2	Age				
	a. 25-35	132	39	1	3
	b. 36-45	162	48	31	79
	c. 46-50	29	9	4	10
	d. Above 50	12	4	3	8
	Total	335	100	39	100

Table 5 above demonstrates that, 257 (77%) of the teachers and 38 (97%) of the principals who participated in the study were men. This shows that men are more likely than women to lead and teach in secondary schools.

Regarding the age of the study respondents, 132 (39%) teachers and 1 (3% school leaders were in the 25–35 age group, while 162 (48%) teachers and 31 (79%) school leaders were in the 36–45 age group. On the other hand, 41 (13%) of the teachers and 7 (18%) of the school administrators who participated in the study were 46 years or older. This reveals that the majority of school administrators and teachers who took part in the study were mature enough to participate in school leadership and teaching to successfully progress the objective of the schools.

Table 6: Respondents by educational qualification and field of study

No	Items	Respondents			
		Teachers		School Leaders	
		No.	%	No.	%
1	Educational qualification				
	a. BA/BSc.	249	74	26	67
	b. MA/MSc.	86	26	13	33
	Total	335	100	39	100
2	Field of Study				
	a. School leadership	-	-	10	25
	b. Social science				
	c. Natural science	128	38	13	32
	d. Language	124	37	13	34
		83	25	3	9
	Total	335	100	39	100

As depicted on table 6 above, 249 teachers (74%) and 26 school leaders (67%) who took part in this study were BA/BSc graduates, whereas 86 teachers (26%) and 13 school leaders

(33%) were MA/MSc graduates. As a result, the study sample of respondents has the qualifications needed to be involved in secondary school teaching and leadership.

Regarding the study participants' fields of study, 10 (25%) school leaders were school leadership graduates; 128 (38%) teachers and 13 (32%) school leaders were graduates in social science; 124 (37%) teachers and 13 (34%) school leaders were natural science graduates; and 83 (25%) teachers and 3 (9%) school leaders were graduates in language. As a result few school principals receive the educational leadership training which is required for their position.

Table 7: Respondents by years of service

No	Items	Respondents			
		Teachers		School Leaders	
		No.	%	No.	%
1	Work experience				
	a.1-10	28	8	5	12
	b.11-15	134	40	24	63
	c.16-20	93	28	6	15
	d. Above 20	80	24	4	10
	Total	335	100	39	100

Pertaining the study participants' experiences, table 7 above reveals that 134 (40%) teachers and 24 (63%) school leaders served for 15 years, whereas 28 (8%) teachers and 5 (12%) school leaders served for 1 to 10 years, and 10 (25%) of the school administrators and the rest 173 (52%) teachers who participated in the study held their positions for more than 15 years. As a result, the majority of sample respondents have extensive experience, which may be crucial for the implementation of transformational leadership in schools, which might raise organizational commitment and increase job satisfaction

4.2. School leaders' Leadership Style as rated by Teachers

To identify leadership styles practiced by principals, teachers were asked to rate their leaders exercise of transformational, transactional, and laissez-faire leadership styles and the results were analyzed on table 8 below.

Table 8: Perception of teachers on their principals leadership style

Leadership Styles	N	Mean	Std. Deviation
Transformational	335	2.50	1.32
Transactional	335	2.44	1.20
Laissez-faire	335	2.32	1.14
Valid N (listwise)	335		

As seen on table 8 above, teachers believe that their leaders practices transformational (mean=2.5; SD=1.32), transactional leadership (mean=2.44; SD=1.2), and laissez-fair (mean=2.32; SD=1.14) leadership styles. This indicates that compared to transactional and laissez-fair leadership styles, transformational leadership is the dominant style of leadership practiced by secondary school leaders in Addis Ababa City Administration. However, it was not at high level. Consistent with this finding, the practice of both transformational and transactional leadership styles was at low level in Ethiopian schools (Duressa & Asfaw; 2014; Yohannes & Wasonga; 2021); the practice of transformational leadership is low in Oromia (Tolla, 2015).

4.3. Teachers Job Satisfaction

This part of the analysis gives due attention to teachers' internal and external job satisfaction. The internal job satisfaction measured in terms of recognition, work itself, advancement and responsibility while the external job satisfaction was measured in terms of pay, supervision, relationship with coworker, working condition and security with their job (Herzberg, 1966: Herzberg, 2003). Thus, teachers' job satisfaction was measured in terms of the nine dimensions and table 9 below presents the mean and standard deviation of teachers' responses.

Table 9: Mean score of teachers on their job satisfaction

Teachers Job Satisfaction	N	Mean	Std. Deviation
Satisfaction by the supervisory process	335	2.55	0.79
Satisfaction with colleagues	335	2.69	1.16
Satisfaction by the working condition	335	2.39	1.18
Satisfaction with responsibility	335	2.36	0.87
Satisfaction by the work itself	335	2.81	1.18
Satisfaction with advancement	335	2.47	0.98
Satisfaction with recognition	335	2.01	0.71
Satisfaction with security	335	2.44	0.92
Satisfaction with pay	335	2.17	0.78
Valid N (listwise)	335		

Table 9 above depicts that, teachers' job satisfaction with supervision process (mean= 2.55; SD=0.79), their colleagues (mean= 2.69; SD= 1.16), the working condition (mean=2.39; SD=1.18), responsibility (mean= 2.36; SD=0.87), the work itself (mean=2.8; SD=1.18), the existing advancement opportunity (mean=2.47; SD=0.98), teachers' job satisfaction with recognition (mean= 2.01; SD.0.71), job security (mean=2.44; SD=0.92), and pay (mean=2.17; SD=0.78). This indicates that compared to other dimensions of job satisfaction, teachers' with the work itself and their colleagues have highest means. However, teachers' were not as such happy with their working conditions, responsibilities, advancement opportunities, recognition, security and pay (Anghelache, 2015; Ayele, 2022; Bishay, 1996); teachers' low job satisfaction results from poor working conditions and low salaries (Jokthan, 2013). Similarly, Yohannes and Wasonga (2021) also identified poor level of teachers' job satisfaction in Ethiopian secondary schools.

4.4. Teachers Commitment

In this study teachers' commitment was measured in terms of the three dimensions of organizational commitment such as affective, normative, and continuance commitments. The mean and standard deviation of teachers' response against each type of commitment was presented as follow:

Table 10: Teachers commitment

Teachers Commitment	N	Mean	Std. Deviation
Affective Commitment	335	2.18	0.91
Normative Commitment	335	2.17	0.84
Continuance Commitment	335	2.11	0.66
Valid N (listwise)	335		

As shown on table 10 above, teachers' organizational commitment) was rated low as measured by affective commitment (mean= 2.18; SD= 0.9), normative commitment (mean= 2.17; SD= 0.84), and continuance commitment (mean= 2.11; SD= 0.66. Hence, secondary school teachers in Addis Ababa government City Administration are less enthusiastic to achieve schools' goals, less interested to stay in schools, and work with their peers. Supporting this finding, the study by Tolla (2015) and Anwar et al. (2016) reported that secondary school teachers in Ethiopia had low organizational commitment; low affective and normative organizational commitment (Endale, 2019).

4.5. Influence of School Leaders Transformational Leadership to Teachers Job

Satisfaction

This part of the analysis explores the influence of school leaders' transformational leadership to teachers' job satisfaction in government secondary schools of Addis Ababa, which is subsequently presented as follows:

4.5.1. Influence of transformational leadership on teachers internal job satisfaction

This section assesses the major predictor of teachers' internal job satisfaction in government secondary schools of Addis Ababa through seeking answers to the following questions:

1. What is the relationship between school leaders transformational, transactional and laissez-fair leadership styles and teachers internal job satisfaction?
 - 1.1. Does transformational leadership style influence teachers' internal job satisfaction?
 - 1.2. Does transactional leadership style influence teachers' internal job satisfaction?
 - 1.3. Does laissez-faire leadership style influence teachers' internal job satisfaction?

As depicted in table 11 below, the result of the regression analysis shows that transformational, transactional and laissez-faire leadership styles of school principals explain 37% of the variance in teachers internal job satisfaction that implies all independent variables provide an effective predictive model. The analysis of the variance form the SPSS regression procedure generate results ($F= 64.27, p<0.05$). Hence, teachers' internal job satisfaction dependent on the transformational, transactional and laissez-faire leadership styles of school principals. This finding supports the findings of the Ali and Dahie (2015) study, which revealed that secondary school teachers' work satisfaction was positively and significantly related with the transformational, transactional and laissez-faire leadership styles of their principals. Nyenyembe et al. (2016) also found a significant association between transformational leadership and teachers' job satisfaction.

Table 11: Link between transformational leadership and teachers' internal job satisfaction

ANOVA ^a							R ² =0.37
Model		Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	98.831	3	32.94	64.27	0.00	
	Residual	169.670	331	.51			
	Total	268.501	334				
Coefficients ^a							
Model		r	Unstandardized Coefficients		Standardized Coefficients	t	sig.
			B	Std. Error	Beta		
1	(Variables)		2.58	0.09		28.82	0.00
	Transformational	0.27	0.32	0.05	0.23	4.07	0.00
	Transactional	0.23	0.15	0.06	0.10	1.94	0.04
	Laissez-faire	-0.44	-0.59	0.04	-0.47	-12.40	0.00

a. Predictors: Transformational, Transactional, Laissez-faire leadership styles

Hypothesis testing

Ha1: There is significant relationship between transformational leadership style and teachers internal job satisfaction.

Ha2: There is significant relationship between transactional leadership style and teachers internal job satisfaction.

Ha3: There is significant relationship between laissez-faire leadership style and teachers internal job satisfaction.

According to regression analysis result in table 11, the strongest predictors in this model is transformational leadership (beta=0.32, t=4.07, $p<0.05$) followed by transactional leadership style (beta=0.15, t= 1.94, $p<0.05$). The regression analysis result also indicates that laissez-fair leadership style is significant but inversely related to teachers internal job satisfaction (beta=-0.59, t= -12.40, $p<0.05$).

The results of this study proposed that teachers' internal job satisfaction tends to increase when school leaders adopt transformational and transactional leadership styles. However,

applying a laissez-faire leadership style may reduce teachers' internal job satisfaction. This study's findings are in line with those of several other studies, which found a strong correlation between transformational leadership and teachers' job satisfaction in schools (Aydin et al. 2013; Cogaltay, Yalcin & Karadag; 2016), Elmazi, 2018; Koh, Steers & Terborg; 1995; Ma'ruf, Annisa & Akmal, 2020; Schwartz, 2017). Nyenyembe et al (2016) study reveals that principals who employ transformational leadership are better at keeping their employees happy, while leaders who practice laissez-faire leadership have the opposite effect.

The results of the correlation analysis in the same table 11, also reveals school leaders transformational leadership and teachers internal job satisfaction is statistically significant ($r=0.27, p<0.05$). The correlation between transactional leadership and teachers internal job satisfaction is slightly significant ($r=0.23, p<0.05$). While, the relationship between laissez-faire leadership with teachers internal job satisfaction is moderately significant but negative ($r=-0.44, p<0.05$). The results of this study support the findings of previous studies by Aydin et al. (2013), Cansoy (2019), Yohannes and Wasonga (2021), which suggested that transactional and transformational leadership are strongly correlated with teachers' job satisfaction. Furthermore, Aydin et al. (2013) and Cansoy (2019) assert that teachers' job satisfaction is inversely correlated with laissez-faire leadership.

4.5.2. Link between transformational, transactional and laissez-fair leadership styles and teachers external job satisfaction

This section presents the influence of transformational leadership on teachers' external job satisfaction. It also assesses the major predictor of teachers' external job satisfaction in government secondary schools of Addis Ababa through seeking answers to the following questions:

1.4. How school leader’s transformational leadership style is related to teachers’ external job satisfaction?

1.5. How school leader’s transactional leadership style is related to teachers’ external job satisfaction?

1.6. How school leader’s laissez-faire leadership style is related to teachers’ external job satisfaction?

As portrayed in table 12 below, the finding of the study shows that the three predictor variables explain 35% of the variance in teachers external job satisfaction implies that all independent variables provide an effective predictive model.

As revealed in the same table 12 below, the analysis of the variance from the SPSS regression procedure generate results ($F=58.62, p<0.05$). Hence, teachers’ external job satisfaction dependent on the transformational, transactional and laissez-faire leadership styles of principals.

Table 12: Link between transformational leadership and teachers’ external job satisfaction

ANOVA ^a							R ² =0.35
Model		Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	94.06	3	31.35	58.62	0.00	
	Residual	177.05	331	0.54			
	Total	271.10	334				
Coefficients ^a							
Model		r	Unstandardized Coefficients		Standardized Coefficients	t	sig.
			B	Std. Error	Beta		
1	(Variables)		2.59	0.09		28.31	0.00
	Transformational	0.25	0.29	0.05	0.21	3.66	0.00
	Transactional	0.20	0.14	0.06	0.10	1.84	0.05
	Laissez-faire	-0.44	-0.58	0.04	-0.46	-12.03	0.00

a. Dependent Variable: Teachers external job satisfaction

Hypothesis testing

Ha4: There is significant relationship between transformational leadership style and teachers external job satisfaction.

Ha5: There is significant relationship between transactional leadership style and teachers external job satisfaction.

Ha6: There is significant relationship between laissez-faire leadership style and teachers external job satisfaction.

As presented in table 12 above, the regression analysis result shows, the strongest predictors in this model is transformational leadership ($\beta=0.29$, $t=3.66$). Correspondingly, the regression analysis result also indicates that transactional leadership style is significantly related to teachers' external job satisfaction ($\beta=0.14$, $t=1.84$, $p<0.05$) but laissez-faire leadership is significant but inversely related to teachers external job satisfaction ($\beta=-0.58$, $t=-12.03$, $p<0.05$). This means that transformational, transactional and laissez-faire leadership styles are significantly associated with teachers' external job satisfaction.

The correlation analysis similarly shows that, school leaders transformational leadership style and teachers external job satisfaction is significantly correlated ($r=0.25$, $p<0.05$). The relationship between transactional leadership and teachers external job satisfaction is significant ($r=0.20$, $p<0.05$) and the relationship between laissez-faire leadership with teachers external job satisfaction is significant but negative ($r=-0.44$, $p<0.05$).

4.6. Transformational leadership Influence to Teachers Commitment

4.6.1. School leaders transformational leadership influence to teachers affective commitment

This part of the analysis contains the influence of school leaders' transformational leadership to teachers' commitment. Hence, the influence of transformational, transactional and laissez-faire leadership styles on affective, normative and continuance commitments will be seen using the following questions.

2. To what extent transformational, transactional and laissez-faire leadership styles related to teachers commitment?

2.1. To what extent transformational leadership style is related to teacher's affective commitment?

2.2. What is the relationship between school leader's transactional leadership style and teachers' affective commitment?

2.3. Does laissez-faire leadership style influence teachers' affective commitment?

As depicted in table 13 below, the results of the study show that the three predictor variables explain 43% of the variance in the affective organizational commitment of teachers at Addis Ababa secondary schools, which implies that with all independent variables, provide an effective predictive model. As clearly shown is the same table, the analysis of the variance from the SPSS regression procedure generate results ($F=68, p<0.05$). Hence, teachers' affective commitment is dependent on the transformational, transactional and laissez-faire leadership styles of school leaders.

Table 13: Influence of school leaders transformational to teachers' affective commitment

R ² =0.43							
ANOVA ^a							
Model		Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	93.28	3	31.09	68.00	0.00	
	Residual	151.36	331	0.46			
	Total	244.64	334				
Coefficients ^a							
Model		r	Unstandardized Coefficients		Standardized Coefficients	t	sig.
			B	Std. Error	Beta		
1	(Variables)		1.93	0.09		22.76	0.00
	Transformational	0.39	0.56	0.05	0.38	7.18	0.00
	Transactional	0.36	0.12	0.05	0.12	2.31	0.04
	Laissez-faire	-0.30	-0.51	0.04	-0.39	-10.91	0.00

a. Predictors: Transformational, Transactional, Laissez-faire leadership styles

Hypothesis testing

Ha7: There is significant relationship between transformational leadership style and teacher's affective organizational commitment.

Ha8: There is significant relationship between transactional leadership style and teacher's affective organizational commitment.

Ha9: There is significant relationship between laissez-faire leadership style and teacher's affective organizational commitment.

According to the regression analysis result seen in table 13, the strongest predictors in this model is transformational leadership (beta=0.56, t=7.18, p<0.05). Transactional and laissez-fair leadership styles are also significantly related to teachers affective organizational commitment (beta=0.12, t=2.31, p<0.05) and (beta=-0.51, t=-10.91, p<0.05) respectively. But

laissez-fair leadership style is inversely related to teachers' affective organizational commitment. It is therefore, transformational, transactional and laissez-faire leadership styles of leadership significantly related to teachers' affective organizational commitment.

The result of this study is in parallel with some scholars findings for example, a local research shows a positive relationship between transformational leadership and teachers' commitment (Lerra, 2021; Tewodros, 2019). Gyeltshen (2019), Lai, Luen, Chai and Ling (2014) and Feizi, Ebrahimi and Beheshti (2014) confirmed that transformational leadership has a positive impact on the affective teachers commitment.

The results of the analysis correspondingly reveals school leaders transformational leadership and teachers' affective organizational commitment are positively related ($r=0.39, p<0.05$). Similarly, there is a fairly significant positive relationship between transactional leadership and teachers' affective commitment ($r=0.36, p<0.05$) while, there is a significant inverse relationship between laissez-faire leadership with affective commitment ($r=-0.30, p<0.05$). Hence, transformational, transactional, and laissez-faire leadership styles are significantly related to teachers' organizational commitment.

The findings indicated that while an improvement in our practice of transformational and transactional leadership improves our affective commitment, an increase in our practice of laissez-faire leadership style may minimize our affective commitment and vice versa. Ayana, Dessalegn and Getachew (2021) also showed that laissez-faire leadership style is significantly and negatively associated with teachers' affective commitment. However, the current finding contradicts to the results of Ayele, where he found laissez-faire style of leadership showing positive relationship with affective commitment (Ayele, 2022). This difference might be because Ayele's study was conducted in a regional area and the current

study is carried out in the capital city of the country where the needs and challenges of the teachers can be quite different from the region.

4.6.2. Influence of school leaders transformational leadership to teachers normative commitment

2.4. To what extent transformational leadership style is related to teacher's normative commitment?

2.5. What is the relationship between school leaders' transactional leadership style and teachers' normative commitment?

2.6. Does laissez-faire leadership style influence teachers' normative commitment?

As depicted in table 14 below, the finding of the study shows that the three predictor variables explain 38% of the variance in normative organizational commitment of teachers in government secondary schools of Addis Ababa due to the practice of transformational, transactional and laissez-faire leadership styles of school principals.

As clearly shown in the same table, the analysis of the variance from the SPSS regression procedure generate results ($F=67.96, p<0.05$). Hence, teachers' normative commitment is dependent on the transformational, transactional and laissez-faire leadership styles of school leaders.

Table 14: Transformational leadership and teachers' normative commitment

ANOVA ^a							
$R^2=0.38$							
Model		Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	110.62	3	36.87	67.96	0.00	
	Residual	179.04	330	0.54			
	Total	289.65	333				
Coefficients ^a							
Model		r	Unstandardized Coefficients		Standardized Coefficients	t	sig.
			B	Std. Error	Beta		
1	(Variables)		1.92	0.09		20.68	0.00
	Transformational	0.40	0.43	0.06	0.32	5.56	0.00
	Transactional	0.38	0.16	0.05	0.11	2.11	0.04
	Laissez-faire	-0.31	-0.50	0.04	-0.42	-10.73	0.00

a. Predictors: Transformational, Transactional, Laissez-faire leadership styles

Hypothesis testing

Ha10: There is significant relationship between transformational leadership style and teacher's normative organizational commitment.

Ha11: There is significant relationship between transactional leadership style and teacher's normative organizational commitment.

Ha12: There is significant relationship between laissez-faire leadership style and teachers' normative commitment.

As revealed in table 14 above, the strongest predictors in this model is transformational leadership (beta=0.43, t=5.56, $p<0.05$). Correspondingly, the regression analysis result also indicates that transactional and laissez-faire leadership styles are significantly related to teachers' normative commitment (beta=0.16, t= 2.11, $p<0.05$ and beta=-0.50, t= -10.73, $p<0.05$ respectively). However, laissez-faire leadership style is inversely related to teachers' normative organizational commitment. Therefore, transformational, transactional and laissez-faire styles of leadership are all significantly related to teachers' normative organizational commitment.

Hence, there is a moderate positive relationship between school leaders' transformational leadership and teachers normative organizational commitment ($r=0.40, p<0.05$). However, the research study of Ayana, Dessalegn & Getachew (2021) in the secondary schools of Buno Bedele Zone (Ethiopia) shows no relationship between normative commitment and transformational leadership style. This may be due to the difference in study areas; that is, teachers of rural versus urban schools.

The relationship between transactional leadership and teachers normative organizational commitment is moderately positive ($r=0.38, p<0.05$) while, the relationship between laissez-faire leadership with teachers normative organizational commitment is significant but negative ($r=-0.31, p<0.05$). Similarly, Ayele (2022) found out an inverse relationship between laissez-faire leadership and normative commitment.

4.6.3. Influence of school leaders transformational leadership to teachers continuance commitment

2.7. To what extent transformational leadership style is related to teacher's continuance commitment?

2.8. What is the relationship between school leader's transactional leadership style and teachers' continuance commitment?

2.9. How laissez-faire leadership style influence teachers' continuance commitment?

As shown in table 15 below, the finding of the study shows that the three predictor variables explain 14% of the variance in continuance organizational commitment of teachers in government secondary schools of Addis Ababa. As shown in the same table, the analysis of the variance from the SPSS regression procedure generate results ($F=4.68, p<0.05$). Hence, teachers'

continuance commitment is dependent on the transformational, transactional and laissez-faire leadership styles of school leaders.

Table 15: Link between transformational leadership and continuance commitment

R ² =0.14							
ANOVA ^a							
Model		Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	5.97	3	1.99	4.68	0.01	
	Residual	140.58	331	0.43			
	Total	146.55	334				
Coefficients ^a							
Model		r	Unstandardized Coefficients		Standardized Coefficients	t	sig.
			B	Std. Error	Beta		
1	(Variables)		1.90	0.08		23.34	0.00
	Transformational	0.15	0.17	0.05	0.09	2.77	0.04
	Transactional	0.17	0.29	0.05	0.15	3.07	0.00
	Laissez-faire	0.11	0.10	0.03	0.06	1.63	0.10

a. Dependent variable. Continuance commitment

Hypothesis testing

Ha13: There is significant relationship between transformational leadership and teacher's continuance commitment.

Ha14: There is significant relationship between transactional leadership and teacher's continuance commitment.

Ha15: There is significant relationship between laissez-faire leadership style and teacher's continuance commitment

According to regression analysis result seen in table 15 above, the strongest predictors in this model is transactional leadership (beta=0.29, t=3.07, $p < 0.05$). Transformational leadership is also a significant predictor of teachers' organizational commitment (beta=0.15, t=2.77, $p < 0.05$). But, laissez-faire leadership style is not significantly related to teachers continuance organizational commitment in government secondary schools of Addis Ababa ($p > 0.05$).

The results of the analysis similarly disclosed school leaders transactional leadership and teachers continuance commitment is weakly correlated ($r=0.17, p<0.05$). The relationship between transformational leadership and teachers continuance commitment is significant ($r=0.15, p<0.05$). The relationship between laissez-faire leadership with teachers continuance commitment is positive ($r=0.11$) but not significant ($p>0.05$). Hence, transformational and transactional leadership styles are significantly related to teachers' continuance organizational commitment. This result is consistent with the findings of Ayana, Dessalegn and Getachew (2021) where they found a positive relationship between transformational leadership behaviors and teachers' continuance commitment variable.

4.7. Influence of Teachers Job Satisfaction to Teachers Commitment

4.7.1. Influence of teachers job satisfaction to teachers affective commitment

3. What is relationship between teachers' job satisfaction and teachers' organizational commitment?

3.1. What is relationship between internal job satisfaction and teachers' affective organizational commitment?

3.2. What is relationship between external job satisfaction and teachers' affective organizational commitment?

As depicted in table 16 below, the finding of the study shows that the two predictor variables explain 52% of the variance in affective organizational commitment of teachers in government secondary schools of Addis Ababa. This implies that teachers internal and external job satisfaction provide an effective predictive model while other variables constitute 48% of variance in teachers' affective organizational commitment. As also clearly shown in the same table, the analysis of the variance from the SPSS regression procedure generate results

($F=181.15$, $p<0.05$). It is therefore, teachers' affective organizational commitment dependent on internal and external job satisfaction.

Table 16: Link between affective commitment and internal and external job satisfaction

ANOVA ^a							R ² =0.52	
Model		Sum of Squares	Df	Mean Square	F	Sig.		
1	Regression	127.66	2	63.83	181.15	0.00		
	Residual	116.98	332	0.35				
	Total	244.64	334					
Coefficients ^a								
Model		r	Unstandardized Coefficients		Standardized Coefficients	t	sig.	
			B	Std. Error	Beta			
1	(Variables)		0.36	0.10		3.46	0.00	
	Internal job satisfaction	0.72	0.65	0.04	0.62	13.54	0.00	
	External satisfaction	0.51	0.11	0.05	0.10	2.20	0.03	

a. Dependent Variable: Affective Commitment

Hypothesis testing

Ha16: There is significant relationship between teachers' internal job satisfaction and affective organizational commitment.

The regression analysis result depicted in table 16 above shows that the strongest predictor in this model is internal job satisfaction ($\beta=0.65$, $t=13.54$, $p<0.05$). Correspondingly, the regression analysis result also indicates that external job satisfaction is significantly related to teachers' affective organizational commitment ($\beta=0.11$, $t=2.20$, $p<0.05$). Hence, the internal job satisfaction has more influence on teachers' affective commitment than external job satisfaction.

This study's findings consistent with previous studies (e.g., Ayele, 2022; Dinc & Kocyigit, 2017; Getahun, et al., 2016; Tindowen et al., 2020; Werang and Agung, 2017) that argued job satisfaction has a significant and positive impact on their affective commitment. In

contrary, for Ayele (2022) external job satisfaction has more influence on secondary school teachers.

The results of the analysis shows that teachers' affective commitment and internal job satisfaction is correlated very good ($r=0.72$, $\text{sig}=0.00$). Similarly the relationship between teachers affective commitment and teachers external job satisfaction is correlated ($r=0.51$, $p<0.05$). This result is consistence to Tentama and Pranungsari (2016) and Shila and Sevilla (2015) study finding, which stated that teachers' job satisfaction is significantly related to their organizational commitment.

4.7.2. Influence of teachers job satisfaction to teachers normative commitment

3.3. What is relationship between internal job satisfaction and normative organizational commitment?

3.4. What is relationship between external job satisfaction and normative organizational commitment?

As depicted in table 17 below, the finding of the study shows that the two predictor variables explain 57% of the variance in normative organizational commitment of teachers in government secondary schools of Addis Ababa implies that all independent variables provide an effective predictive model while other variables constitute 43% of variance in teachers' normative organizational commitment. The analysis of the variance form the SPSS regression procedure generate results ($F=31.45$, $p<0.05$). It is therefore, teachers' normative organizational commitment was determined by internal and external job satisfaction.

Table 17: Link between teachers job satisfaction and teachers normative commitment

$R^2=0.57$							
ANOVA ^a							
Model		Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	189.36	2	94.68	312.45	0.00	
	Residual	100.30	331	0.30			
	Total	289.65	333				
Coefficients ^a							
Model		r	Unstandardized Coefficients		Standardized Coefficients	t	sig.
			B	Std. Error	Beta		
1	(Variables)		0.36	0.10		3.46	0.00
	Internal job satisfaction	0.71	0.64	0.04	0.53	13.54	0.00
	External job satisfaction	0.45	0.10	0.04	0.09	2.20	0.02

a. Dependent Variable: Normative Commitment

Hypothesis testing

Ha18: There is significant relationship between teachers' internal job satisfaction and normative commitment.

Ha19: There is significant relationship between teachers' external job satisfaction and normative commitment

The regression analysis result presented in table 17, the strongest predictors in this model is internal job satisfaction (beta=0.64, t=13.54, $p<0.05$). Correspondingly, the regression analysis result also indicates that external job satisfaction is significantly related to teachers' normative organizational commitment (beta=0.10, t=-2.20, $p<0.05$). It is therefore; the two alternative hypotheses were accepted and this implies external and internal job satisfaction of teachers significantly related to their normative organizational commitment.

The results of the analysis reveals teachers' normative organizational commitment and internal job satisfaction is correlated very good ($r=0.71$, $p<0.05$). Similarly, the relationship between normative commitment and teachers external job satisfaction is good ($r=0.45$, $p<0.05$).

This finding is supported by research conducted by Rusu and Bălcescu (2013) and Tindowen et al. (2020), which found a positive correlation between normative organizational commitment and teachers' job satisfaction.

4.7.3. Influence of teachers job satisfaction to teachers continuance commitment

3.5. What is relationship between internal job satisfaction and continuance organizational commitment?

3.6. What is relationship between external job satisfaction and continuance organizational commitment?

As depicted in table 18 below, the finding of the study shows that the two predictor variables explain 5% of the variance in continuance organizational commitment of teachers in government secondary schools of Addis Ababa. The analysis of the variance from the SPSS regression procedure generate results ($F=9.41, p<0.05$). It is therefore, teachers' continuance organizational commitment dependent on their internal and external job satisfaction.

Table 18: Link between teachers job satisfaction and continuance commitment

ANOVA ^a							R ² =0.05
Model		Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	7.86	2	3.93	9.41	0.00	
	Residual	138.69	332	0.42			
	Total	146.55	334				
Coefficients ^a							
Model		r	Unstandardized Coefficients		Standardized Coefficients		sig.
			B	Std. Error	Beta	t	
1	(Variables)		1.69	0.11		15.05	0.00
	Internal job satisfaction	0.23	0.19	0.05	0.25	3.74	0.00
	External job satisfaction	0.03	-0.03	0.05	-0.04	-0.56	0.57

Dependent variable: Continuance commitment

Hypothesis testing

Ha21: There is significant relationship between teachers' external job satisfaction and continuance commitment.

According to regression analysis result clearly depicted in table 18, the strongest predictors in this model is internal job satisfaction ($\beta=0.25$, $t=3.74$, $p<0.05$). On the other hand, the regression analysis result indicates that external job satisfaction is not significantly related to teachers' continuance organizational commitment ($p>0.05$). It is therefore; internal job satisfaction of teachers is significantly related to their continuance organizational commitment.

The results of the analysis portrays teachers' internal job satisfaction and their continuance organizational commitment is slightly correlated ($r=0.23$, $p<0.05$). However, the relationship between teachers external job satisfaction and continuance commitment is not significant ($r=0.12$, $p>0.05$). On the other hand, Alsiewi (2016) study result revealed that teachers' job satisfaction has a negative effect on their continuance commitment.

4.8. Mediating Role of Teachers Job Satisfaction in the link between School Leaders

Transformational leadership and Teachers Organizational Commitment

4. Does job satisfaction of teachers' has a mediating role on the relationship between transformational leadership styles and teachers organizational commitment?

Ha22: There is significant relationship between leadership styles and teachers organizational commitment with a mediating variable job satisfaction.

To test the mediation effect of job satisfaction between transformational leadership styles and teachers' organizational management Baron and Kenny (1986) four step approaches was followed.

As shown below in table 19, the result of the regression analysis shows that transformational leadership is significantly related to teachers' organizational commitment score with (beta=0.26, t=4.93, $p<0.05$). Step one of Barron and Kenny (1986) was fulfilled. This result is consistent with research by Kouni and Panta (2018) and Hussein and da Costa (2008), which demonstrated a strong correlation between transformational leadership and teachers' organizational commitment.

Table 19: Relationship between principals' transformational leadership and teachers' organizational commitment

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	sig.
		B	Std. Error	Beta		
1	(Variable)	1.81	0.08		22.80	0.00
	Leadership	0.26	0.04	0.17	4.93	0.00

a. Dependent Variable: Organizational commitment

As depicted in table 20 below, the result of the regression analysis shows that leadership is significantly related to teachers' job satisfaction score with (beta=0.22, t=3.35, $p<0.05$). Step two of Barron and Kenny (1986) was satisfied.

Table 20: Relationship between principals' transformational leadership and teachers' job satisfaction

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	sig.
		B	Std. Error	Beta		
1	(Variables)	2.55	0.16		17.10	0.00
	Leadership	0.22	0.07	0.18	3.35	0.00

a. Dependent Variable: Job satisfaction

As presented below in table 21, the result of the regression analysis indicates that job satisfaction is significantly related to teachers' organizational commitment score with (beta=0.35, t=15.75, $p<0.05$). Hence, step three of Barron and Kenny (1986) was satisfied. This result was supported by the findings of a study by Griffith (2004), which states that

transformational leadership is an effective leadership style in educational settings that has a positive impact on teachers' job satisfaction.

Table 21: Relationship between job satisfaction and teachers' organizational commitment

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	sig.
		B	Std. Error	Beta		
1	(Variables)	1.41	0.06		25.91	0.00
	Job satisfaction	0.35	0.02	0.26	15.75	0.00

a. Dependent Variable: Organizational commitment

As depicted in table 22 below, the result of the regression analysis shows that transformational leadership is significantly related to teachers' organizational commitment with a mediating variable teacher's job satisfaction score with (beta=0.16, t=10.76, $p<0.05$). It is therefore, step four of Barron and Kenny (1986) was fulfilled.

Table 22: Relationship between transformational leadership and teachers' organizational commitment with a mediating variable teachers' job satisfaction

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	sig.
		B	Std. Error	Beta		
1	(Variables)	0.81	0.07		10.99	0.00
	Leadership	0.16	0.02	0.14	10.76	0.00
	Job satisfaction	0.52	0.02	0.39	19.91	0.00

a. Dependent Variable: Organizational commitment

As revealed in table 22 above, the regression weight value between leadership and organizational commitment (direct effect of transformational leadership on teachers' organizational commitment) decreased from 0.26 to 0.16 with the introduction of a mediating variable teachers' job satisfaction. The relationship is also significant ($p<0.05$). Hence, teachers'

job satisfaction is a significant mediator between school principals' transformational leadership and teachers' organizational commitment. This is supported by Khan et al.(2017) study result, which states that employees job satisfaction has a mediating role between transformational leadership style and organizational commitment. Similarly, Malik et al. (2017) discovered that job satisfaction plays a mediating function between teachers' organizational commitment and transformational leadership components.

To decide on whether partial or full mediation exist between these two variables as indicated clearly in table 22, the coefficient estimate or beta weight is greater than zero after the mediating variable is included. It is therefore, job satisfaction partially mediate the relationship between school leaders transformational leadership and teachers organizational commitment.

To test the significance of the mediating variable (teachers' job satisfaction) effect between school leaders' transformational leadership and teachers' organizational commitment Sobel test was performed as shown below in table 23. It was calculated from the association and standard error of a and b values Sobel (1982).Where:

a is the association between the independent variable and the mediating variable.

b is the association between the mediator variable and the dependent variable.

s_a is standard error of a.

s_b is standard error of b.

Table 23: Sobel test result on the significance effect of job satisfaction

	Input		Test-statistics	Std.Error	P-value
A	0.22	Sobel test	3.29	0.02	0.00
B	0.35	Aroian test	3.29	0.02	0.00
s_a	0.07	Gooman test	3.30	0.02	0.00
s_b	0.02	Reset all	Calculate		

$$Z = \frac{a*b}{\sqrt{b^2 * sa^2 + a^2 * sb^2}}$$

$$Z = \frac{.22*.35}{\sqrt{.12 * .01 + .05 * .0004}}$$

Z=2.75 which is out of ±1.96 critical regions with p value <0.05. Hence, the sobel test result in table 23 reveals that, the indirect effect of teachers’ job satisfaction between school leaders’ transformational leadership and teachers’ organizational commitment was statistically significant (Sobel, 1982).

Link between transactional leadership style and teachers’ organizational commitment with teacher’s job satisfaction as a mediating variable

As presented below in table 24, transactional leadership style and teachers’ organizational commitment is significantly related score with (beta=.34, t=13.28, p<0.05). Hence, step one of Barron and Kenny (1986) was satisfied.

Table 24: Relationship between principals’ transactional leadership and teachers’ organizational commitment

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	sig.
		B	Std. Error	Beta		
1	(Variables)	.52	.08		19.02	.00
	Transactional leadership	.34	.02	.25	13.28	.00

a. Dependent Variable: Organizational commitment

As shown below in table 25, transactional leadership style and teachers' job satisfaction is significantly related score with (beta=.45, t=15.75, $p<0.05$). Hence, step two of Barron and Kenny (1986) was satisfied.

Table 25: Relationship between principals' transactional leadership and teachers' job satisfaction

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	sig.
		B	Std. Error	Beta		
1	(Variables)	1.41	0.06		25.91	0.00
	Job satisfaction	0.45	0.02	0.26	15.75	0.00

a. Dependent Variable: Organizational commitment

As depicted below in table 26, teachers' job satisfaction and teachers' organizational commitment is significantly related score with (beta=.52, t=25.44, $p<0.05$). Hence, step three of Barron and Kenny (1986) was satisfied.

Table 26: Relationship between organizational commitment and teachers' job satisfaction

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Variable)	.03	.09		.26	.79
	Job satisfaction	.52	.04	.81	25.44	.00

a. Dependent Variable: Organizational commitment

As presented below in table 27, transactional leadership and teachers’ organizational commitment is not significantly related with a mediating variable teachers’ job satisfaction score with (beta=.41, t= 11.17, $p>0.05$). Hence, step four of Barron and Kenny (1986) was not satisfied. Accordingly, teachers’ job satisfaction is not a significant mediator between transactional leadership style and teachers’ organizational commitment.

Table 27: Relationship between transactional leadership and teachers’ organizational commitment with teachers’ job satisfaction as a mediating variable

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Variables)	-.05	.11		-.46	.65
	Transactional leadership	.41	.03	.04	11.17	.24
	Job satisfaction	.63	.04	.82	24.74	.00

a. Dependent Variable: Organizational commitment

Link between laissez-faire leadership style and teachers’ organizational commitment with teacher’s job satisfaction as a mediating variable

As shown below in table 28 below, laissez-faire leadership style and teachers’ organizational commitment is not significantly related score with (beta=.15, t=-6.06, $p>0.05$). Hence, step one of Barron and Kenny (1986) was not satisfied. Accordingly, teachers’ job satisfaction is not a significant mediator between laissez-faire leadership style and teachers’ organizational commitment.

Table 28: Link between laissez-faire leadership style and teachers’ organizational commitment with teacher’s job satisfaction as a mediating variable

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Variables)	.38	.07		11.478	.12
	Laissez-faire leadership	-.15	.03	-.19	-6.06	.06
	Job satisfaction	.41	.03	.44	17.63	.00

a. Dependent Variable: Organizational commitment

4.9. Qualitative Results on Principals Leadership Practices and Its Influence to Teachers’ Satisfaction and Commitment

This section provides results and discussion of data collected through face-to-face interviews with school principals of the sample schools. Structural coding was used to pull similar ideas together. The coded data were systematically organized to extract significant statements, and then five main themes were identified.

Table 29: Themes and sub themes

Themes	Sub themes
Transformational and transactional leadership practices by school leaders	<ul style="list-style-type: none"> ➤ Inspire, motivate, consider and stimulate teachers ➤ Provide incentives to teachers’
Challenges to leadership in schools	<ul style="list-style-type: none"> ➤ School principals multiple responsibilities ➤ COVID-19 related activities ➤ Poor school environment
Link between school leaders leadership style and teachers job satisfaction	<ul style="list-style-type: none"> ➤ Effective leadership practice raises teachers' commitment and satisfaction

Theme 1: Leadership approaches by school leaders

Theme 1.1. Inspire, motivate, consider and stimulate teachers

Encourage the teaching staff to consider of new ideas and make plans for it are among the approaches to transformational leadership practice in school. **Aster**, the deputy principal at XYZ, said that her school practice transformational leadership and she made an effort to encourage teachers to think critically, come up with innovative thoughts, and make plans for their future endeavors in collaboration with their colleagues. She added that department heads and vice principals assisted teachers in identifying areas for improvement in their work. **Deribe** similarly stated that he assists teachers in preparing yearly, monthly and weekly plans as well as organizing inputs such as course materials, books, and other supporting resources. He added that the school administration organizes training sessions to fill in teachers' knowledge gaps about how to prepare and carry out plans. **Deribe** further noted that department heads, vice principals, and supervisors supported and monitored the plan's progress. He also evaluates teachers' works together with department heads twice a year and used results to improve teachers' work better than before. (**YST secondary school principal**)

Kassa, the vice principal of XBI secondary school, claimed that the principals and teachers' made an effort to foster growth in their school. He added that he received assistance from organizational vice principal such as (Organizing clubs and social committee), teaching-learning vice principal (facilitate planning, examination, supervision e.t.c) and teachers development vice principal (assess teachers' need, arrange short term training and follow teachers' continuous professional development programs). The teaching-learning vice principal seek to identify and address the serious challenges faced by students on their teaching - learning process. As a result, guidance and counseling club helps students with a variety of issues such as

academic, gender and familial issues. Kassa added that he encouraged his teachers to grow professionally by participating in a variety of teacher development events and joining various clubs to broaden their horizons.

Moreover, school principals stated that when given the chance at the sub-city or woreda communication office, they try to present a bigger picture of the school through media, displaying noteworthy accomplishments on the school's notice board and using platforms like Telegram, Facebook e.t.c. School opportunities to publicize their works are also provided by student creative works. In this regard, **Yacob**, the principal of WTZ secondary school said that he made an effort to enhance the value of each teachers work so that it might contribute to the overall school goal. In an effort to alter teachers' perceptions of what is crucial, he inspires them to adopt new ideas on their own situations as well as the chances and difficulties they face. He also tries to inspire teachers' to be devoted to the school. He added that ICT lab activity was expanding in order for teachers to assist pupils using ICT and he encouraged them to do so.

YXC secondary school principal **Kebede** reported his experience on how to inspire teachers' as follows: As a principal, he is responsible for addressing school issues, motivating, influencing and supporting teachers on their classroom teaching. He told his teachers to set goals at the beginning of each academic year. Besides, he encourages teachers to apply their potential and creativity in the teaching-learning process. Similarly, **Mulat**, the principal of XDF secondary school, gave the following insights into the transformational leadership in his school as follows:

Since I became principal, I need to motivate and influence teachers. I am accountable for conducting assessment of teachers' to fill gaps available for future improvements. I also have prepared plans for future direction, write reports and conduct meetings for the administrative and teaching staffs. Furthermore, I took

part in many meetings at the school, sub-city, and regional levels. (**XDF secondary school principal interviewee**)

However, they reported that the low degree of teacher readiness to change the process made it difficult for their schools to reach the necessary level. Especially some teachers' preference to keep the status quo was reportedly imposing serious problem to implement transformational leadership in school. **Kebede** stated his experience as follows

Yet, none of my efforts were successful because some school principals and teachers prefer to maintain the status quo. A few other teachers have a negative attitude towards change in the school because they associate it with politics. I also observed that while some other teachers' bodies were at work, their minds were elsewhere some others also expressed to me a desire to leave the job rather than alter educational practices. (**YXC secondary school interviewee-1**)

The XYZ School principal, Yonas, claimed that he prepared a BSC plan for his school work with the help of concerned parties, including parents and teachers, assuming improvement and change in his school overall process. He also stated that he encourages teachers to challenge the current situation in their teaching and other school-related activities. However, about half of the teachers did not committed to improve student learning or change school activities. He said teachers just perform the activities to meet some requirements of the teaching and learning process. They run away from school when they finish their class lesson instead of working to change the school system. Few teachers' were also frequently absent from class room teaching. So, it is hard to state that my school engages in high-level transformational leadership is exercised. (**XYZ secondary school interviewee**)

The respondents reported that the school principals serve as role models in all of their endeavors. **Solomon**, vice principal of YXC secondary school, for instance, believed that his actions serve as an example for his teachers. For example, he is punctual and shows confidence in all of his actions. Additionally, he trusts his teachers and tries to perform all of his tasks with ethics.

Yacob, the principal of WTZ secondary school, confirmed that principals tried to be role model for teachers by wearing guan before beginning work. Every administrator in every school wears it during the day. They added that they meet with six management bodies (including the four principals, the financial director, and the human resource manager twice a month) to review work accomplishments and challenges, as well as to come up with new solutions to the problems they encounter. Principals also believe that they should serve as an example for how to treat stakeholders, including teachers, administrators, and students. They also mentioned that there is gardening done in schools, and that principals and teachers' work together to build a planting culture to students that will allow them to have access to organic foods.

The result of this study are in line with those of Dolebo (2021), who found that school leaders often meet with their teams to stay in touch and encourage their members to create their own goals and objectives. Duressa and Asfaw (2014) and Tsehaye and Fekadu (2021) further noted that transformational leadership is practiced in the Ethiopian schools even though it is scant.

Theme 1.2. Stimulate and Provide incentives to teachers'

The study's participants stated that school leaders take into account each teacher's needs and encourage professional growth in schools and out school activities. For instance, school administrators acknowledge teachers' who achieve better results, such as better teaching, better

action research, and better engagement in clubs, and offer prizes in line with those achievements.

Yacob, the principal of WTZ secondary school, expressed his experiences as follows:

I encourage my teachers' to select a research topic and do individual or group study to address problems with teaching and learning. Accordingly, many studies have been conducted by my teachers. In order to fill my teachers' gap through training and experience sharing, I also strive to find out their needs and aspiration in collaboration with the department head. As a result, teachers at my schools received short term training on a variety of topics. In addition, experienced teachers offered assistance to newly recruited teachers on how to plan lessons, write lesson notes, and prepare exams. I also strive to foster relationships among teachers' by involving them in various committees and clubs so that they may support one another. Budget restrictions, however, had an impact on my school's short-term training.

Participants in the study reported that school principals encourage teachers to develop new methods in order to teachers' experiment with new teaching strategies and methods for carrying out all of other duties. They also assist teachers in creating more effective assignments for students. **Ashenafi**, the vice principal of XDF school, stated that he encourages teachers to give learners well-prepared assignments that will aid in their study, experimentation, or creation of new concepts or products e.t.c. He generally made an effort to assist teachers in creating assignments for students that could influence their conduct or go beyond the traditional teaching-learning process.

The results of this study shows that transformational leadership is being practiced in Addis Ababa government secondary schools. However, there have been challenges related to the

declining interest of teachers. In addition, teachers are mostly engaged in routine activities than creating new ideas.

This study result is consistent with Starratt (2005) domain of school leadership and found out that school leaders are responsible for many activities in and out of school such as responsibility as a human being, responsibility as a public servant, responsibility as an educator, and responsibility as an educational leader to engage in transformational process. Similarly, Aweke (2017) argued that poor leadership practice by school principals in Ethiopian schools since engage in several activities other than leading the teachers.

Theme 2: Challenges related to transformational leadership in schools

Theme 2: 1. Multiple responsibilities

Addis Ababa secondary school principals were involved in a variety of daily activities as well as motivating, inspiring and influencing teachers. Study participants reported that their responsibilities, both in and out of school, imposing challenges to fully achieving the required level of transformational leadership success.

Correspondingly, XYZ's deputy principal, **Aster**, reported that the presence of multiple responsibilities were a major problem she is encountering at her principalship. Thus, her many school responsibilities and participation in various in- and out-of-school meeting posed serious challenges to her transformational leadership practice.

Jemal, a school principal of CXT, has similar ideas to share. He reported that roles confusion in his school to bring change or participate in day-to-day operations. He has been compromising his leadership activities for routine activities. He was occupied of routine activities such as managing students' behavior, managing teachers and discusses with students family, e.t.c. instead of concentrating on developing new concepts and working methods.

Therefore, he cannot focus his attention on fully engaging in transformational leadership efforts. (**Entot Amba secondary school interviewee**).

This study result is consistent with Starratt (2005) domain of school leadership and found out that school leaders are responsible for many activities in and out of school such as responsibility as a human being, responsibility as a public servant, responsibility as an educator, and responsibility as an educational leader to engage in transformational process. Tsehaye and Fekadu (2021) also found out that the school principals' transformational leadership was hampered by the sub-city educational bureau's needless interference in academic matters and imposition of political duties, little involvement of stakeholders, a lack of resources (teaching materials, lab space, and libraries), limitation of teachers' to collaborate and prepare plan, a lack of parental involvement, conflict of interest caused by teachers' involvement in other private schools during school hours on behalf of the public and disciplinary problems of students.

Theme 2: 2. COVID-19's effects on transformational school leadership

Respondents reported that another obstacle preventing school leaders from achieving transformational leadership at a high level is the obligation to meet preventive practices of COVID-19. According to their report, rather than coming up with new ideas to inspire, stimulate and idealize influence of teachers to work for a change in school leadership, the purchase of soap and the construction of taps in several locations throughout the school compound for a large number of students require some amount of budget. For instance, **Kassa**, the principal of XBI secondary school, shared the following insights from his experiences:

Teachers at my school share the virus by drinking and eating together, get sick, and miss classes for days. Similarly, many students were sick by the virus since they eat and play together. I therefore work to raise students' and teachers'

awareness. Therefore, I cannot, therefore, limit my attention to transformational leadership. **(Principal of XBI secondary school interviewee)**

Similar to **Kassa, Deribe** reported that his teachers', administrative workers and students' were sick due to COVID-19 for a few days, this virus made him ill, but he has since recovered. As result of his and the teachers' are involved in assignments related to the routine teaching-learning process and assignments related to COVID-19 there is little transformational leadership practice in school. He claimed that a large budget had been allocated for this pandemic, at least to give students access to running water and soap. **(YST secondary school principal)**

Respondents also expressed that teachers were absent from their teaching task by taking advantage of COVID-19. Respondents too expressed that teachers were absent from their teaching by taking advantage of COVID-19. For instance, **Abayneh**, principal of ZBD secondary school shared his experiences of what he has been facing. For occurrence, **Abayneh**, principal of ZBD secondary school shared his encounters of what he has been confronting. As he reported some were not coming to class repeatedly even when they have mild cough or other minor cases.

This result is similar to Ramos-Pla, et al. (2021) study's findings which states that principals were overloaded during the COVID-19 period, having to handle many routine activities and using more resources than before. He stated that some laissez-faire teachers' would frequently miss class when they had a cough or some minor illness. Similarly, the study finding of Menon's (2023) revealed that school principals during COVID-19 were unable to engage in transformational leadership at a high level because they were unable to inspire and motivate their staff members and some teachers' miss classes as well for trivial reasons.

Theme 2: 3. School environment

Classrooms are usually overcrowded since some participants asserted that there are many students in one classroom. Teachers in this situation are teaching many students. In this case teachers' are teaching too many students in one class room. Teachers, however, struggled to do it properly. **Mulat**, the principal of XDF secondary School, for example, described the challenges he has faced as a school leader as follows:

Due we have few classrooms in my school; the majority of our classrooms are congested with students. I also observed that teachers didn't have enough time to assist many students. So, the relationship between teachers and students is deteriorating. Teachers prefer to help few students who have extreme behavioral and academical problems. **(Principal of XDFsecondary school interviewee)**

Principals also claimed that their school's narrow compound prohibited students from playing sports like football and led to misbehavior when teachers weren't there. Particularly, students did not feel comfortable at the following narrow secondary schools: YXC Secondary School, XYZ Secondary School, XDF Secondary School, WTZ Secondary School, and BYZ Secondary School.

Corresponding to **Mulat's** explanation **Kebede** reported that the misconduct of students at school had an impact on their leadership activity. He reported that teachers were usually interrupted by misbehaving students in the classroom. They make an effort to offer counseling both within and outside of the classroom. Nonetheless, little progress was made and teachers' were forced to use certain corporal punishment to students. But, some of those students quarrel with the teachers'. For instance, a student who had previously been disciplined by a chemistry teacher punched that teacher. **(YXC secondary school interviewee-1)**

Similarly, **Yihun** noted the following mentioned by most of the study participants,Ah, students' misbehavior is common in my school. It is part of my daily routine. When teachers made them leave the classroom, some of them came to my office. Some even attempt to leave the school while classes are in session. I was supporting those students with all what happens. But, the process takes excessive time of my leadership activity specially to consider new ideas to school leadership. (**XFE secondary school interviewee**)

On the other hand, **Mulat**, principal of XDF secondary school explained that his school is at Chichinya back to Zerihun building and so many trade activities are taking place. He further asserted that several of his students left the classroom, particularly in the afternoons, to go to places where they could smoke shisha and chew chat.

Similar to **Mulat**, **Sirak**, vice principal of CXT, claimed that because of his school's proximity to the Shiro Meda Market and some of the students' are involved in local business activities, student absenteeism is common there.

This result is consistent with the findings of a study by Edvik and Muhonen (2022) which revealed that school principals were unable to manage everyday tasks and other developmental activities because of poor working environment in schools. Ololube (2005) study result also reveals that teachers' were dissatisfied by the payment and benefits.

Theme 3: Influence of leadership to teachers' commitment and job satisfaction

The study's participants claimed that transformational and transactional leadership practices in schools have an impact on teachers' job satisfaction and they agreed that transformational leaders are useful for enhancing teachers' job satisfaction. **Kassa**, the principle of XBI secondary school, believed that effective transformational leadership leads to high

teachers' job satisfaction. As he reported he understands the importance of satisfied teachers' to attain school goal and try to show his respect for teachers and acknowledged their greater accomplishments. He added that he collaborates with universities, sub-city education offices, Woreda education offices, and other organizations to design training programs for teachers that could help to improve their job satisfaction. He further indicated that the use of a continuous feedback system to monitor teachers' development and identify any problems they may be having in their work. However, he stated that the poor implementation of transformational and transactional leadership practices in schools contributes to lower levels of job satisfaction among teachers. **Yacob**, the principal of WTZ secondary school, shared his experiences of what he has been facing as follows:

I have a lot of things to get done. I have to address issues at school and make plans for them. In addition, I should help, guide and reward my teachers'. Yet, because I have too many responsibilities, I am unable to provide my teachers with high-level support. The reward systems are also less. Few teachers received rewards due to budget constraint. Hence, the job satisfaction of teachers in my school is low. (**WTZ secondary school principal interviewee**)

Similar thoughts are shared by **Lemma**. He made an effort to increase teachers' job satisfaction by allocating appropriate work load to teachers', offering incentives, providing 20 birr daily subsistence allowance for tea and bread, assigning mentors for the new teachers', and supporting the social committee so that they could connect in various social life activities. He further noted that at the end of the academic year, few high-performing teachers provided a little encouragement in the form of incentive like mobile, certificate, and word-of-mouth praise. He reported that even though he plays numerous roles at school to maximize teachers' job

satisfaction it is impossible for him to increase teachers' job satisfaction as he assumes. Furthermore, he has been sacrificing his transformational leadership school activities with routine responsibilities instead of idealized influence, inspirational motivation, intellectual stimulation, and individual consideration of teachers' in their schools. (**EXG secondary school interviewee**)

Solomon, YXC secondary school vice principal participant also explained his ideas as follows:

I made an effort to assist teachers through giving materials in order to help them enhance their teaching-learning, and relationships with their coworkers because I noticed that they were more interested on those activities than the others. As a result, I can assert that teachers enjoy their work and interactions with their colleagues. Even though I want to increase my teachers' job satisfaction, I am unable to give rewards for their better tasks accomplishments except few. As a result there is low teacher job satisfaction in my school. They frequently leave because of low pay and a lack of housing services. (**YXC secondary school principal interviewee-2**)

Correspondingly, **Mulat**, XDFsecondary school principal, indicated that he tried to serve as a positive role model to teachers' and made an effort to offer incentives, motivate teachers to improve their teaching-learning process by applying new methods of teaching. However, he is unable to significantly increase teachers' job satisfaction due to budgetary constraints, a lack of support from the Addis Ababa Education Bureau, and his routine school works.

This finding is in line with Nyenyembe et al. (2016), Bogler (2001), and Hui et al. (2013) finding that suggested transformational leadership was related to teachers' job satisfaction.

Similarly, Tesfaw (2014) claimed that transformational leadership influences every aspect of teachers' job satisfaction.

According to the study participant, transformational leadership has the potential to increase teachers' commitment to their schools if it is used successfully. **Mulat**, the principal at XDF secondary School, has the opinion that strong transformational leadership increases teachers' organizational commitment. According to him, he tried to enhance teachers' commitment by involving them in decision-making, create goals for the school, and rewarding for their superior performance. However, he claimed that the limited use of transformational leadership at his school has resulted in a low level of teacher commitment.

Gutema, the principal of BYZ secondary school, similarly shared his experiences of what he has been facing as follows:

I attempted to improve teachers' organizational commitment by allowing my teachers to discuss their experiences in groups and involve them in the decision-making process and by providing rewards to few teachers'. However, the majority of teachers were not willing to participate in decision-making, in extra co-curricular tasks or exchanging colleague experiences. Even some of them are not pleased with their regular teaching and learning process. In my opinion, their commitment to the school and its objectives is lacking. From my experience most of them would leave the school if they have the chance for a better pay and benefits. (**BYZ secondary school principal interviewee**)

The same study outcome was obtained by Kouni (2018) and Aydin et al (2013): transformational leadership techniques in schools have an effect on teachers' organizational

commitment. As a result, school leaders should make the best use of their transformational leadership skills to improve teachers' commitment to the school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with summary of the key findings of the study, conclusions drawn and recommendations forwarded based on the study results.

5.1. Summary of the Major Findings

This study deals with the link between school leaders' transformational leadership and teachers' organizational commitment, with teachers' job satisfaction serving as a mediating variable in Addis Ababa government secondary schools. Mixed research methodology was employed to carry out the study. 385 teachers of 14 secondary schools located in five Sub-cities of Addis Ababa City Administration selected using simple random sampling technique and 39 principals chosen using purposive sampling were involved in the study. Both quantitative and qualitative data were collected to seek answers to the basic questions and hypothesis of the study. While quantitative information was gathered from teachers using standardized questionnaires like the MLQ, TJSQ, and OCQ and was then analyzed using percentage, mean, and regression, qualitative information from school principals was obtained through semi-structured interviews and was thematically categorized, narrated, and merged with quantitative results during conclusion. To achieve its objectives, the study sought answers to the following basic questions and hypothesis:

1. What is the relationship between school leaders transformational, transactional and laissez-fair leadership styles and teachers job satisfaction?
2. To what extent transformational, transactional and laissez-faire leadership styles related to teachers organizational commitment?

2. What is the relationship between teachers' job satisfaction and teachers' organizational commitment?
4. How job satisfaction of teachers' has a mediating role on the relationship between school principals transformational, transactional and laissez-faire and teachers' organizational commitment?
5. How school leaders practice transformational, transactional and laissez-faire leadership in schools?

This summary is divided into sections that address the respondents' general background, teachers' perceptions of leadership styles, teachers' job satisfaction and organizational commitment, the relationship between school leaders' transformational leadership and teachers' job satisfaction, the impact of school leaders' transformational leadership on teachers' organizational commitment, and the mediating role of teachers' job satisfaction in the relationship between transformational leadership and teachers' commitment.

5.1.1. General background of the respondents

The study findings show that the majority of the study participants 257 (77%) teachers and 38 (97%) school principals were males. As a result, there is a little percentage of female leaders and teachers in secondary schools. The study findings also indicate that the majority of teachers and school principals had a BA or BSc, while only a small proportion had an MA or MSc. Moreover, the majority of teachers and school leaders had degrees in social or natural sciences, while a much smaller proportion of school principals had degree in school leadership.

5.1.2. Teachers perception of leadership style, teachers' job satisfaction and organizational commitment

The result of the study shows that teachers' perceive that school leaders in Addis Ababa government secondary schools primarily employ transformational leadership than transactional and laissez-faire. Regarding teachers' job satisfaction, teachers have better satisfaction with their jobs and relationships they have with their colleagues. However, they are less satisfied with their working condition, responsibility, opportunity for promotion, level of recognition, sense of security, and salaries. Teachers' organizational commitment was rated low when explained in terms of affective commitment, normative commitment, and continuance commitment.

5.1.3. Link between school leaders leadership to teachers job satisfaction

The study identified transformational leadership as the strongest predictors in the model of the link between leaders transformational leadership to teachers internal job satisfaction. The transformational, transactional, and laissez-faire leadership styles of school principals account for 37% of the variance in teachers' internal job satisfaction. The finding of the study shows a statistically significant correlation between school principals' transformational leadership and teachers' internal job satisfaction. However, the internal job satisfaction of teachers is significantly but negatively correlated with a laissez-faire leadership style.

The results of the regression analysis indicate that transformational leadership is one of the strongest predictors in the model of the relationship between external job satisfaction and leadership styles. School leaders' transformational, transactional, and laissez-faire leadership styles account for 35% of the variation in teachers' external job satisfaction. Accordingly, the regression analysis result shows a positive and significant relationship between transformational

and transactional leadership styles and teachers' external job satisfaction, but a negative relationship between laissez-faire leadership and external job satisfaction.

This study finding is in line with those of Aydin et al. (2013), Schwartz's (2017) and Tesfaw (2014) research findings, which shows that teachers' job satisfaction is significantly influenced by both transactional and transformational leadership styles and Cansoy (2019), who found that transformational and transactional leadership have a strong positive relationship with teachers' job satisfaction whereas laissez-faire leadership has a negative relationship.

The study result further shows principals believe that they are exhibiting both transformational and transactional leadership, but not a high level. They further claimed that there was a lack of willingness among teachers to introduce new concepts and skills into the educational system.

The school principals' involvement in many meetings, routine activities in school, involvement in political activities, and COVID-19 preventative practice impend them from engaging in high-level transformational leadership practice. They added that the school environment, particularly crowded classrooms and students' misbehavior, had an impact on their transformative leadership. They believe that less transformational leadership is being practiced at Addis Ababa government secondary schools, which has a negative impact on teachers' job satisfaction and organizational commitment.

5.1.4. Influence of school leaders leadership to teachers commitment

The study reveals that 43% of the variance in teachers' affective organizational commitment is explained by transformational, transactional, and laissez-faire leadership styles of school principals. This study finding are consistent with Lai, Luen, Chai, and Ling (2014) and Feizi, Ebrahimi, and Beheshti (2014), which support the idea that transformational leadership

enhances teachers' affective commitment. On the other hand, Chirchir et al. (2014) study finding suggested that transactional leadership was positively connected to teachers' affective organizational commitment.

The study finding further reveals that, 38% of the variation in teachers' normative organizational commitment may be attributed to transformational, transactional, and laissez-faire leadership styles. According to the results of the regression analysis, the transformational leadership score ($\beta=0.4310$, $t=5.56$, $p<0.05$) is the best predictor in this model. In this regard, Chirchir et al. (2014) discovered that normative organizational commitment among teachers is positively influenced by transformational leadership style.

According to the study finding, transactional leadership score ($\beta=0.28$, $t=3.074$, $p<0.05$) is the model highest predictor of continuance commitment, followed by transformational leadership. However, a laissez-faire leadership style is not significantly related to teachers' continuance organizational commitment. In this context, Cemalolu et al. (2012) discovered a significance correlation between teachers' continuance organizational commitment and principals' transformational and transactional leadership styles.

5.1.5. Influence of teachers job satisfaction to teachers organizational commitment

The finding of this study shows that teachers' affective organizational commitment is predicted by both internal and external job satisfaction. The finding of the study shows that the two predictor variables explain 52% of the variance in affective organizational commitment of teachers. The results of the analysis, confirms a strong correlation between teachers' affective organizational commitment and their internal and external job satisfaction, suggest that raising teachers' job satisfaction will raise their affective organizational commitment.

Regarding teachers' normative organizational commitment, the study's findings show that internal and external job satisfaction account for 57% of the variation in teachers' normative organizational commitment. Therefore, teachers' internal and external job satisfaction is related to their normative organizational commitment. Nevertheless, the normative organizational commitment of teachers is more strongly correlated with internal job happiness than external job satisfaction.

The study's findings in relation to continued organizational commitment indicate that internal and external work satisfaction account for 5% of the variation in continued organizational commitment among teachers. The result of the regression analysis shows a positive and significance relationship between internal job satisfaction and teachers' commitment to staying in the profession. On the other hand, external job satisfaction is not significantly related to teachers' continuance organizational commitment.

5.1.6. Mediating role of teachers job satisfaction in the link between school leaders leadership style and teachers organizational commitment

The study finding reveals, job satisfaction partially mediates the relationship between transformational leadership style and teachers' organizational commitment. The Sobel test result also shows that the z value was statistically significant ($p < 0.05$).

5.2. Conclusion

The finding of this study revealed that transformational and transactional leadership styles were positively and significantly related to teachers' organizational commitment. Hence, teachers' organizational commitment may be maximized if such leadership behaviors fully exercised by school principals (Yohannes & Wasonga; 2021; Duressa & Asfaw, 2014). The finding of this study indicated that transformational and transactional leadership styles are

significant predictors of teachers' internal and external job satisfaction (Ma'ruf, Annisa & Akmal, 2020; Podsakoff, et al. 1990) (Bass & Riggio, 2006; Raman et al., 2015). Therefore, school principals should praise, recognize and motivate teachers in order to meet their needs. The study further disclosed the relationship between principals' transformational leadership and teachers' organizational commitment is significantly mediated by teachers' job satisfaction. It was also found that teachers' job satisfaction has a partial mediating effect and significant mediator between school leaders' transformational leadership and teachers' organizational commitment. Accordingly, more efforts required to maximize teachers' organizational commitment through improving transformational and transactional leadership practice in Addis Ababa city administration.

5.3. Recommendation

1. The result of the study reveals that transformational and transactional leadership styles positively and significantly related to teachers' organizational commitment and job satisfaction. Hence, provision of training on transformational and transactional leadership styles for school principals' on how they can effectively use transformational and transactional leadership styles in their day-to-day leadership duties that could help them to give high priority to teachers' need and work towards meeting those requirements that ultimately boost teachers' organizational commitment. Furthermore, school principals' should adopt transformational leadership to increase teachers' organizational commitment.
2. The findings of this study show that school principals were overloaded with routine responsibilities, meetings both inside and outside of the school, and COVID-19-related activities. In order to improve their transformational leadership practice in the schools, they should delegate their authority to school leadership bodies like the

parent-teacher association, teachers, administrative staffs, and students to play some additional responsibility. Furthermore, a working unit that can handle COVID-19-related tasks should be developed in schools.

3. School to undergo improvements on the transformational and transactional leadership they should establish a public relations department that can help information sharing including school goals and related activities between school management body, students, students' family, and other stakeholders.
4. The study finding suggested that teachers were less motivated to make changes in the schools and this affected the transformational leadership process in schools. Therefore, principals should establish a friendly and professional relationship with teachers so that they feel free to identify their needs. They ought to encourage others to adopt a transformational leadership style. Moreover, schools should take steps to enlighten their staff members of the inevitable change in school leadership.
5. This study examines the relationship between leadership styles and teachers' organizational commitment, utilizing job satisfaction as a mediating factor. Thus, this research topic needs to be further studied, taking variables such as sex, work experience, age, and school environment as a mediating variable between the relationship of leadership styles and teacher's organizational commitment with more and diverse study samples.

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Appendices

Annex A: Questionnaire
Addis Ababa University
College of Education and Behavioral Sciences
Department of Educational Planning and Management
School of Graduate Studies

Questionnaire to be filled by Secondary School Teachers

Dear Teachers: This questionnaire is designed to collect data for the research study on the “**Link between Principals Leadership style, Teachers Job Satisfaction and organizational Commitment**”. Your response is so vital for the success of the study. Hence, you are kindly requested to give genuine response on the ideas mentioned on the questionnaire. The items in the questionnaire are organized in to four parts: Background information of respondents, major dimensions of principals’ leadership style, teacher’s satisfaction and commitment in secondary schools.

Note

1. You are not expected to write your name on the questionnaire
2. Put a tick mark to your response (“✓”) for likert scales of questions on the box
3. The information you provide for this study will be strictly confidential and used for an academic purpose only.

Thank you in advance for your cooperation

Part One: Background Information of Respondents

1.1. Name of your school _____

1.2. Educational status _____

1.3. Your field of study _____

1.4. Age

a. 20-25 b. 26-30 c. 31-35 d. 36-40 e. 41-45 f. 46 and above

1.5. Sex _____

1.6. Years of service _____

Part Two: Multifactor Leadership Questionnaire (MLQ) Rater Form (5x-Short)

The following are the items related to school principals’ leadership styles in schools. Please indicate your response by one of the box indicated below by putting a tick mark (“✓”) on the following rating scales. **Not at all (0), Once in a while (1), Sometimes (2), fairly often (3) and frequently (4).**

No	Leaders in my school	4	3	2	1	0
1.	Provides me with assistance in exchange for my efforts					
2.	Re-examines critical assumptions to question whether they are appropriate					
3.	Fails to interfere until problems become serious					
4.	Focuses attention on irregularities, mistakes, exceptions, and deviations from standards					
5.	Avoids getting involved when important issues arise					
6.	Talks about their most important values and beliefs					
7.	Is absent when needed					
8.	Seeks differing perspectives when solving problems					
9.	Talks optimistically about the future					
10.	Instills pride in me for being associated with him/her					
11.	Discusses in specific terms who is responsible for achieving performance targets					
12.	Waits for things to go wrong before taking action					
13.	Talks enthusiastically about what needs to be accomplished					
14.	Specifies the importance of having a strong sense of purpose					
15.	Spends time on teaching and coaching					
16.	Makes clear what one can expect to receive when performance goals are achieved					
17.	Shows that he/she is a firm believer in “If it isn’t broken, don’t fix it					
18.	Goes beyond self-interest for the good of the group					
19.	Treats me as an individual rather than just as a member of a group					

20.	Demonstrates that problems must become chronic before taking action					
21.	Acts in ways that builds my respect					
22.	Concentrates his/her full attention on dealing with mistakes, complaints, and failures					
23.	Considers the moral and ethical consequences of decisions					
24.	Keeps track of all mistakes					
25.	Displays a sense of power and confidence					
26.	Articulates a compelling vision of the future					
27.	Directs my attention toward failures to meet standards					
28.	Avoids making decisions					
29.	Considers me as having different needs, abilities, and aspirations from others					
30.	Gets me to look at problems from many different angles					
31.	Helps me to develop my strengths					
32.	Suggests new ways of looking at how to complete assignments					
33.	Delays responding to urgent questions					
34.	Emphasizes the importance of having a collective sense of mission					
35.	Expresses satisfaction when I meet expectations					
36.	Expresses confidence that goals will be achieved					

Part Three: Dimensions of Teachers Job Satisfaction

The following are the dimensions of teachers’ job satisfaction. Please indicate your response by one of the box indicated below by putting a tick mark (“✓”) on the following rating scales.

Strongly disagree (1), Disagree (2), Undecided (3), Agree (4), strongly agree (5).

No	Items	5	4	3	2	1
1.	My immediate supervisor gives me assistance when I need help					
2.	My immediate supervisor praises good teaching					
3.	My immediate supervisor provide assistance for improving instruction					
4.	I receive recognition from my immediate supervisor					
5.	My immediate supervisor does not back me up					
6.	My immediate supervisor explains what is expected of me					
7.	My immediate supervisor is not willing to listening suggestions					
8.	My immediate supervisor treats individuals equitably					
9.	My immediate supervisor makes me feels uncomfortable					
10.	When I teach good lesson , my immediate supervisor notices					
11.	My immediate supervisor offers suggestions to improve my teaching					
12.	My immediate supervisor makes available the material I need to do my best					
13.	My immediate supervisor turns one teacher against another					
14.	I receive too many meaningless instruction from my immediate supervisor					
15.	I like the people with whom I work					
16.	I dislike the people with whom I work					
17.	My colleagues seems unreasonable to me					
18.	I get along well with my colleagues					
19.	I do not get cooperation from the people I work with					
20.	My colleagues stimulate me to do better work					
21.	My colleagues are highly critical of one another					
22.	I have made lasting friendships among my colleagues					
23.	My interest are similar to those of my colleagues					
24.	My colleagues provide me with suggestions about my teaching					
25.	Working condition in my school are good					
26.	Working condition in my school are comfortable					
27.	Physical surroundings in my school are unpleasant					
28.	The administration in my school does not clearly define its policies					
29.	The administration in my school communicates its policies well					
30.	Working condition in my school could not be worse					
31.	Working condition in my school could be improved					

32.	Teachers income barely enough to live on								
33.	Teachers income is adequate for normal expenses								
34.	Teaching provides me with financial security								
35.	I am well paid in proportion to my ability								
36.	Teacher income is less than I deserve								
37.	Insufficient income keeps me from living the way I want to live								
38.	Pay compares with similar jobs in other school districts								
39.	I get along well with my students								
40.	I try to be aware of the policies of my school								
41.	I am not interested in the policies of my school								
42.	I do not have responsibility for my teaching								
43.	My students respect me as a teacher								
44.	I am responsible for planning my daily lessons								
45.	Teaching provides me the opportunity to help my students learn								
46.	I am not responsible for my actions								
47.	Teaching discourages originality								
48.	Teaching is very interesting work								
49.	Teaching encourages me to be creative								
50.	Teaching does not provide me the chance to develop new methods								
51.	The work of teachers consist of routine activities								
52.	Teaching provides an opportunity to use a variety of skills								
53.	I am different toward teaching								
54.	I do not have the freedom to make my own decisions								
55.	The work of a teacher is very pleasant								
56.	Teaching provides a good opportunity for advancement								
57.	Teaching provides an opportunity for promotion								
58.	Teaching provides me an opportunity to advance professionally								
59.	Teaching provides limited opportunity for advancement								
60.	I am not getting ahead in my teaching position								
61.	I am afraid of losing my teaching job								
62.	Teaching provides for a secure future								
63.	I never feel secure in my teaching job								
64.	I receive full recognition for my successful teaching								
65.	No one tells me that I am a good teacher								
66.	I receive too little recognition								

Part Four: Dimensions of Teachers Commitment

The following are the dimensions of teachers’ commitment. Please indicate your response by one of the box indicated below by putting a tick mark (“✓”) on the following rating scales.

Strongly disagreed (1), Disagreed (2), Undecided (3), Agreed (4), strongly agreed (5).

No	Items	5	4	3	2	1
1.	I would be very happy to spend the rest of my career in this organization.					
2.	I really feel as if this organization’s problems are my own.					
3.	I do not feel like “part of my family” at this organization (R).					
4.	I do not feel “emotionally attached” to this organization (R).					
5.	This organization has a great deal of personal meaning for me.					
6.	I do not feel a strong sense of belonging to this organization (R).					
7.	It would be very hard for me to leave my job at this organization right now even if I wanted to.					
8.	Too much of my life would be disrupted if I leave my organization.					
9.	Right now, staying with my job at this organization is a matter of necessity as much as desire.					
10.	I believe I have too few options to consider leaving this organization.					
11.	One of the few negative consequences of leaving my job at this organization would be the scarcity of available alternatives elsewhere.					
12.	One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice.					
13.	I do not feel any obligation to remain with my organization (R).					
14.	Even if it were to my advantage, I do not feel it would be right to leave.					
15.	I would feel guilty if I left this organization now.					
16.	This organization deserves my loyalty.					
17.	I would not leave my organization right now because of my sense of obligation to it.					
18.	I owe a great deal to this organization					

Annex B: Interview guide to school principals
Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management

An Interview Questions to School Principals in Government Secondary Schools of Addis Ababa on the link between Transformational Leadership and Teachers Organizational Commitment in Addis Ababa Government Secondary Schools

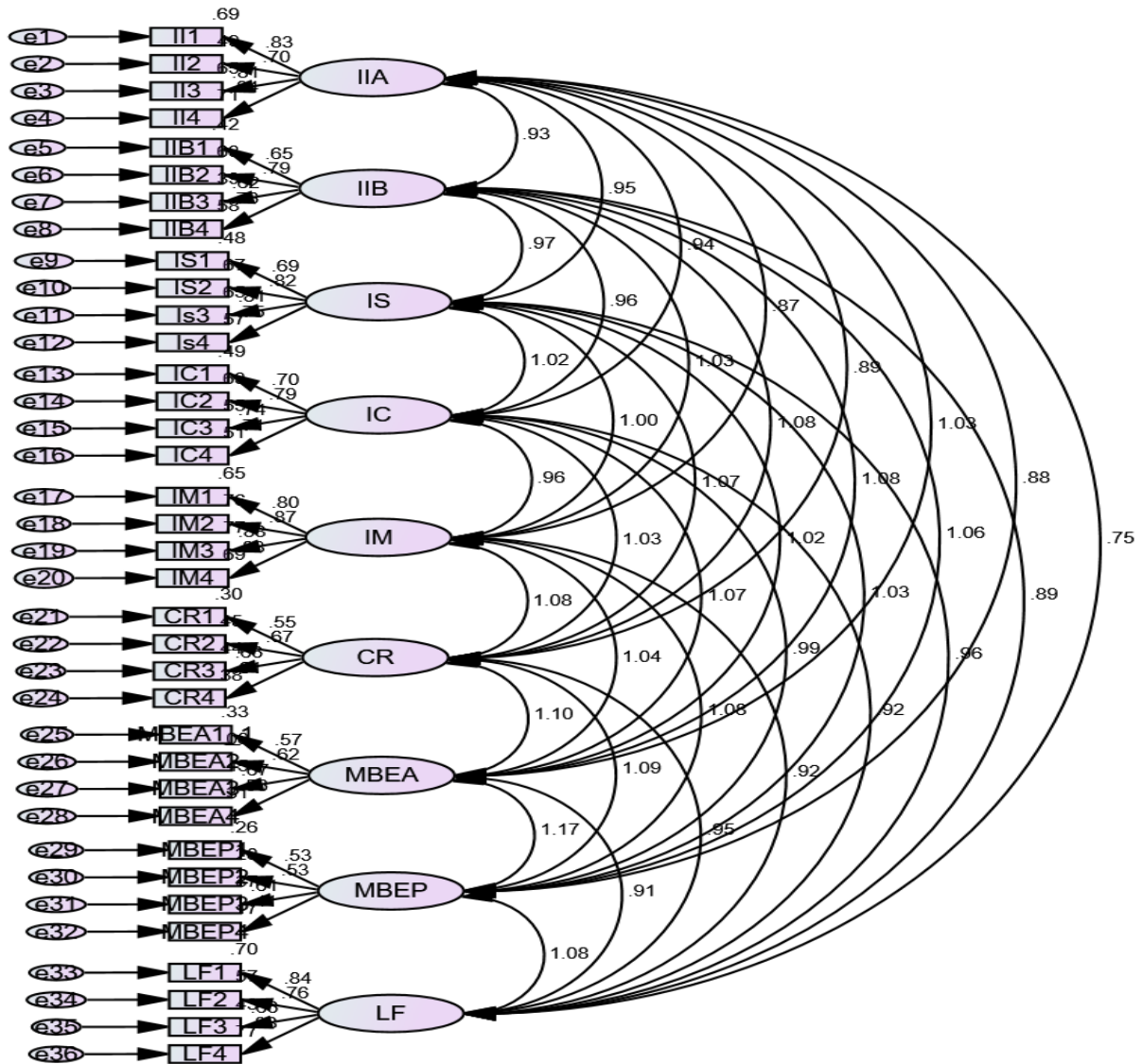
1. Name of School: _____
2. Interviewee Current Position: _____
3. Interviewee Sex: _____
4. Age: _____
5. Field of Study _____
6. Educational Level: _____
7. Years of service in the current position _____

The following semi structured questions were prepared to school principals to gather data on the link between school principals' leadership style with teachers' job satisfaction and organizational commitment.

1. What kind of leadership styles you mostly applied in your leadership position (Transformational, Transactional or laissez-faire)? Why?
2. What are the current challenges you encountered in implementing this leadership style?
3. How do you describe the role of your leadership style in achieving high teachers' job satisfaction?
 - 3.1. How teachers' internal job satisfaction affected by your leadership? (Recognition, Work itself Promotion).
 - 3.2. How teachers' external job satisfaction affected by your leadership? (Salary, Benefits, Rewards, School policy, School environment).
4. Do you think your leadership style affect teachers' commitment?
 - 4.1. How you were engaged in increasing teachers' school commitment?
5. What leadership strategies have you employed to increase teachers' job satisfaction and commitment in your school?
6. What problems you were encountered in leading teachers? Explain.

Annex C: Model summary on the relationship between latent and measured variables of transformational leadership

The Relationship between Latent and Measured variables of leadership

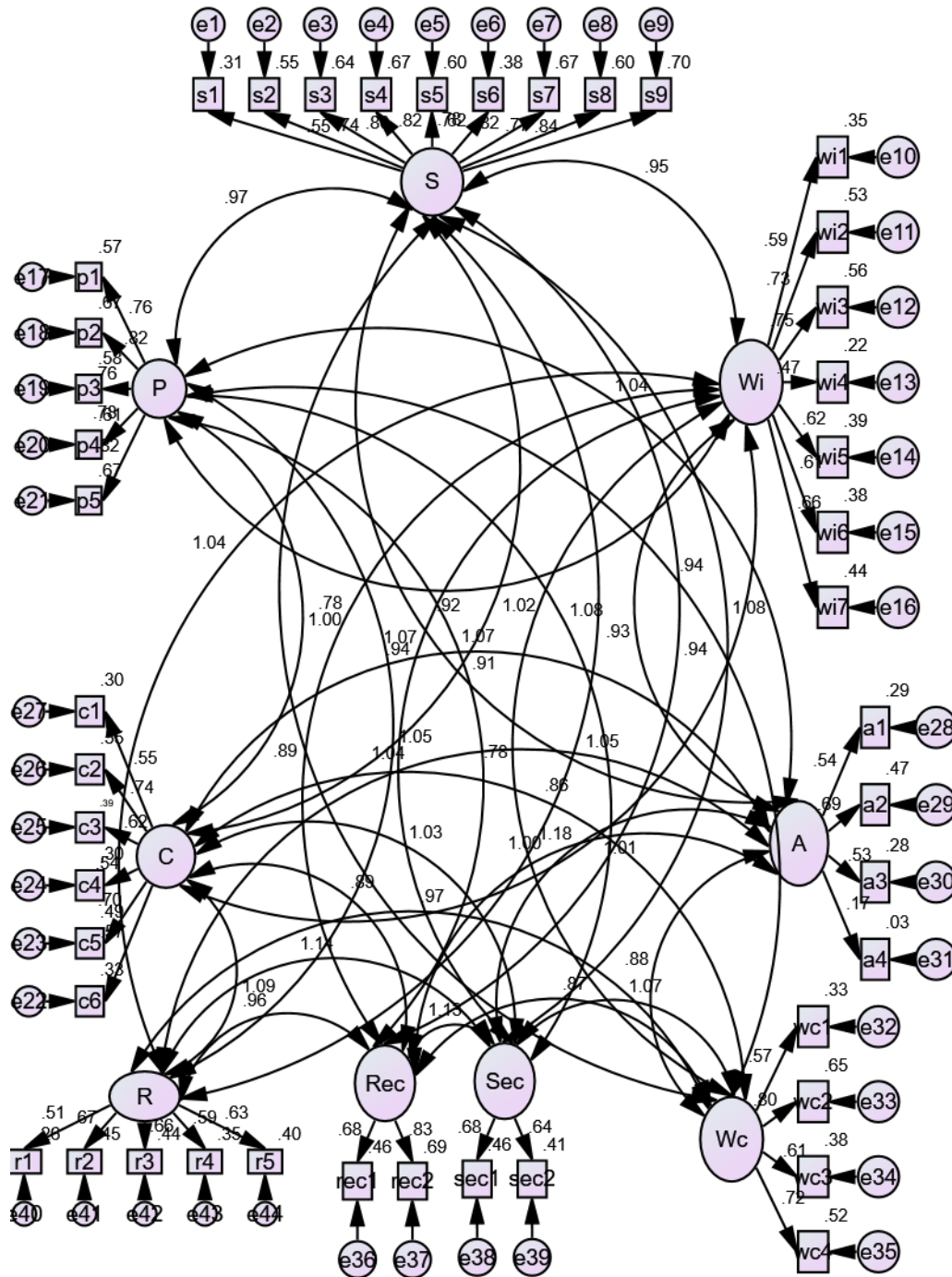


Standard Regression Weights, Average Variance Explained and Construct Reliability

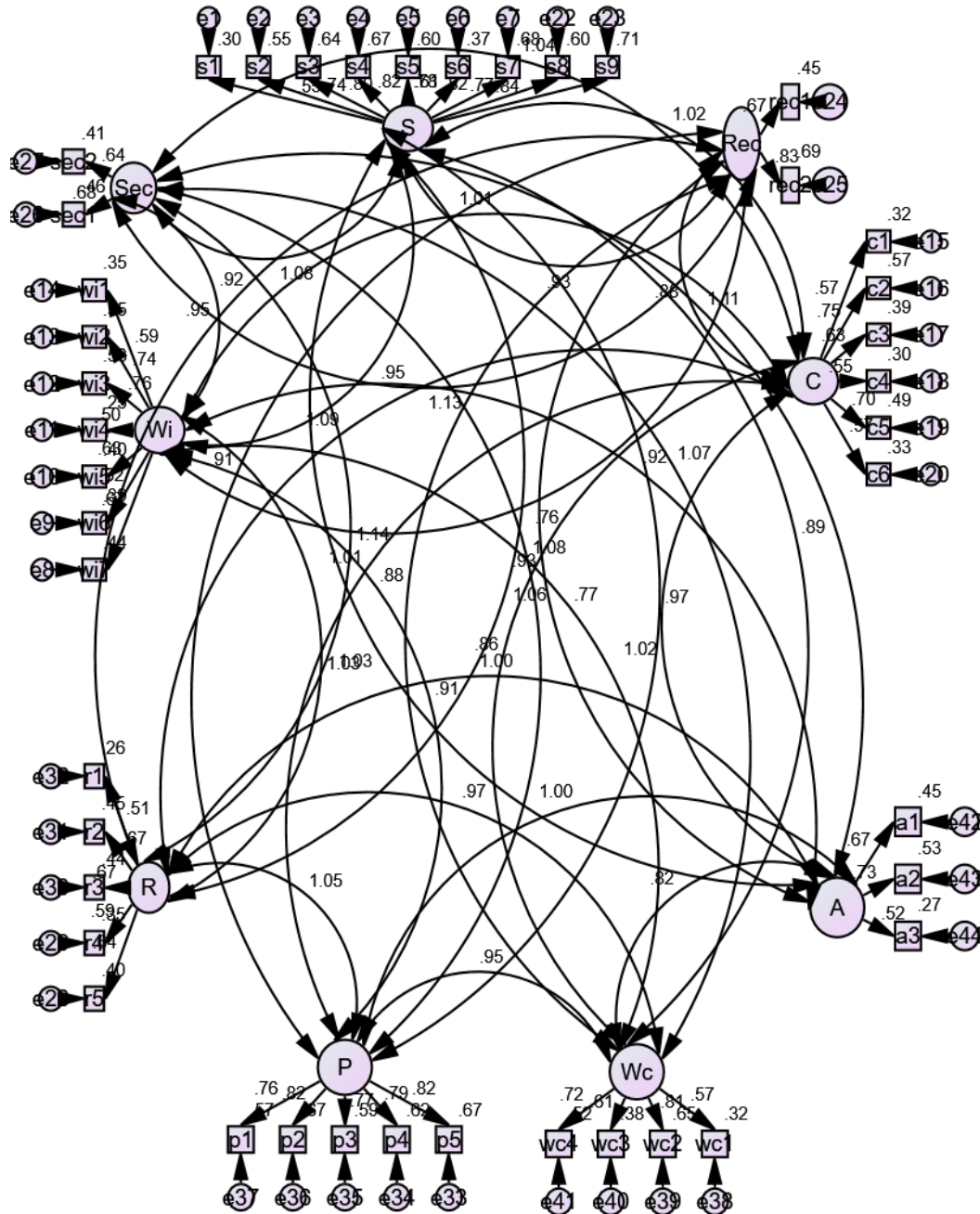
Items	Constructs	Standard loading	Square of loading	CR	AVE
IIA4	Idealized Influence (Attributed)	.841	.707	.874	.635
IIA3		.809	.654		
IIA2		.699	.489		
IIA1		.829	.687		
IIB4	Idealized Influence (Behavior)	.760	.578	.800	.503
IIB3		.621	.386		
IIB2		.792	.627		
IIB1		.647	.419		
IM4	Inspirational Motivation	.755	.570	.853	.593
IM3		.806	.650		
IM2		.819	.671		
IM1		.693	.480		
IS4	Intellectual Stimulation	.711	.506	.826	.543
IS3		.739	.546		
IS2		.793	.629		
IS1		.701	.491		
IC4	Individual Consideration	.828	.686	.910	.716
IC3		.875	.766		
IC2		.874	.764		
IC1		.805	.648		
CR4	Contingent Reward	.615	.378	.771	.503
CR3		.664	.441		
CR2		.672	.452		
CR1		.749	.561		
MBEA4	Management by Exception (Active)	.691	.477	.782	.511
MBEA3		.670	.449		
MBEA2		.720	.518		
MBEA1		.670	.449		
MBEP4	Management by Exception (Passive)	.762	.581	.791	.500
MBEP3		.686	.471		
MBEP2		.634	.402		
MBEP1		.706	.498		
LF4	Laissez-faire	.877	.769	.866	.620
LF3		.658	.433		
LF2		.758	.575		
LF1		.838	.702		

Annex D: Model summary on the relationship between latent and measured variables of job satisfaction

The Relationship between Latent and Measured variables TJSQ



The Relationship between Latent and Measured variables TJSQ

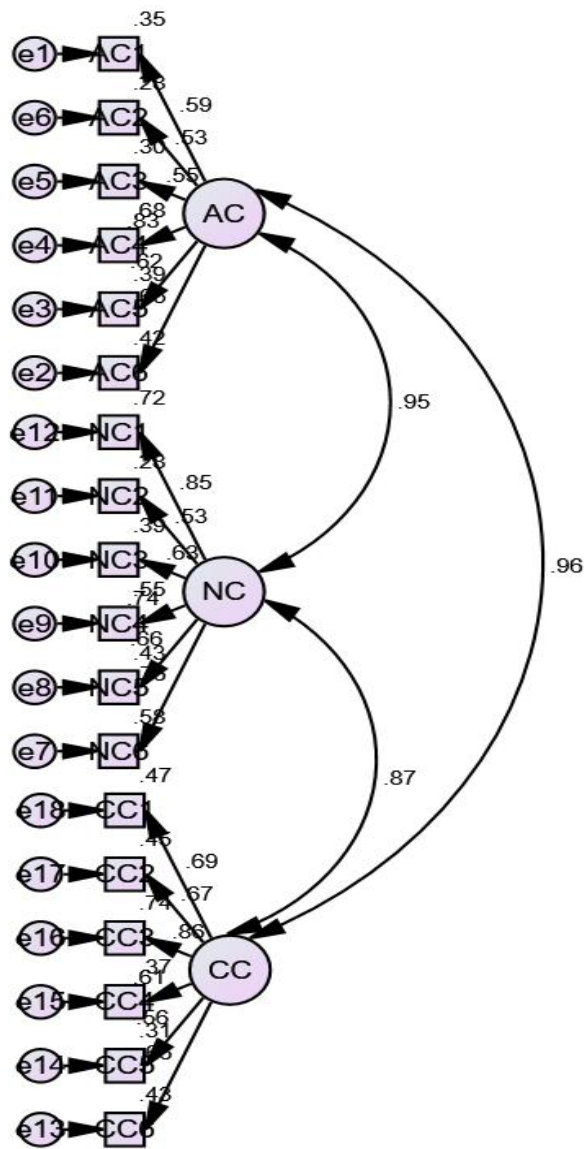


Standard Regression Weights, Average Variance Explained and Construct Reliability

Items	Constructs	Standard loading	Square of loading	CR	AVE
S1	Supervision	.549	0.301	.921	.568
S2		.739	0.546		
S3		.797	0.635		
S4		.819	0.671		
S5		.776	0.602		
S6		.610	0.372		
S7		.822	0.676		
S8		.774	0.599		
S9		.844	0.712		
Wi1	Work Itself	.586	0.343	.852	.511
Wi2		.742	0.551		
Wi3		.762	0.581		
Wi4		.796	0.634		
Wi5		.629	0.396		
Wi6		.669	0.448		
C1	Work with Colleagues	.566	0.320	.838	.512
C2		.752	0.566		
C3		.626	0.392		
C4		.846	0.716		
C5		.700	0.490		
C6		.573	0.328		
R1	Responsibility	.514	0.264	.754	.500
R2		.673	0.453		
R3		.666	0.444		
R4		.590	0.348		
R5		.636	0.405		
Rec1	Recognition	.674	0.454	.724	0.57
Rec2		.828	0.686		
Wc1	Working Condition	.568	0.323	.775	.501
Wc2		.805	0.648		
Wc3		.615	0.378		
Wc4		.723	0.523		
A1	Advancement	.670	0.449	.786	.552
A2		.730	0.533		
A3		.821	0.674		
Sec1	Security	.676	0.457	.671	.506
Sec2		.744	0.554		

Annex E: Model summary on Organizational commitment

The Relationship between Latent and Measured variables OCQ



Standard Regression Weights, Average Variance Explained and Construct Reliability of OCQ

Items	Constructs	Standard loading	Square of loading	CR	AVE
A1	Affective Commitment	.592	0.351	.839	.469
A2		.726	0.527		
A3		.551	0.304		
A4		.826	0.682		
A5		.621	0.386		
A6		.752	0.566		
N1	Normative Commitment	.848	0.719	.849	.504
N2		.492	0.242		
N3		.625	0.391		
N4		.776	0.602		
N5		.659	0.434		
N6		.747	0.558		
CC1	Continuance Commitment	.687	0.472	.861	.518
CC2		.667	0.472		
CC3		.859	0.738		
CC4		.610	0.372		
CC5		.561	0.315		
CC6		.860	0.740		

Appendix F: Multi Collinearity Statistics

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Transformational	.506	1.975
	Transactional	.418	2.394
	Laissez-faire	.491	2.038

a. Dependent Variable: Internal job satisfaction

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Transformational	.338	2.957
	Transactional	.310	3.229
	Laissez-faire	.856	1.168

a. Dependent Variable: External job satisfaction

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Transformational	.251	3.979
	Transactional	.242	4.127
	Laissez-faire	.604	1.655

a. Dependent Variable: Affective commitment

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Transformational	.251	3.978
	Transactional	.242	4.127
	Laissez-faire	.600	1.667

a. Dependent Variable: Normative commitment

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Transformational	.251	3.979
	Transactional	.242	4.127
	Laissez-faire	.604	1.655

a. Dependent Variable: Continuance commitment

Annex-G Cooperation Letter

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ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND
BEHAVIORAL STUDIES
Addis Ababa, Ethiopia

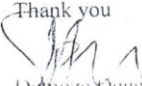
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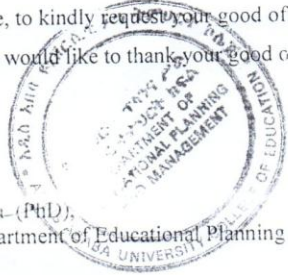
TO: _____

_____ is a PhD student in Department of Educational Planning and Management. He/she is currently writing on the title:

This is therefore, to kindly request your good office to offer him/in with the requested information. The department would like to thank your good office in advance for your cooperation. Providing.

Thank you


Demozie Degefa (PhD),
Chairman, Department of Educational Planning and Management



☎ 239780

✉ A.A.U.1176

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E.Mail