

The Link and Effect of Leadership Style on Teacher Organizational Commitment in South Ethiopia: A Case of Wolaita Zone

Mulatu Dea Lerra*

Wolaita Sodo University, Department of Educational Planning and Management

Email: mulatudea83@yahoo.com

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Abstract

This study was conducted with the objective of assessing the link and effect of leadership style on teachers' commitment in secondary schools in Wolaita Zone, SNNPR. To this end, descriptive survey method was used. Simple random and purposive sampling techniques were used to select sample respondents from each sample school of seven woredas and two city administrations. Questionnaires were prepared and administered to 128 principals and vice principals. Quantitative data was collected by using survey tools. The quantitative data were analysed using inferential statistical techniques such as correlation and regression analyses. The study revealed that there was positive correlation between transformational leadership and teachers' commitment. In addition, leadership style was found to have positive and significant impact on teachers' commitment. However, there was negative correlation between laissez-faire leadership style and teachers' commitment. It was recommended that combination of both transformational and transactional leadership attributes should be used in order to bring about positive influence on teachers' commitment. Also, to motivate workers, school leadership should use appropriate strategies in the form of giving recognitions to their better job, arranging short training, promoting experience sharing culture among them, and providing various supports that might help to develop their self-confidence and build team-spirit in creating a positive relationship.

Key Words: Leadership, Commitment, Transformational Leadership, Transactional Leadership and Laissez-faire Leadership

Introduction

Effective leadership in an organization is vital as far as making vision, mission, assurance, and foundation of objectives, planning methodologies, policy arrangements, and techniques to accomplish the hierarchical goals adequately and proficiently, alongside coordinating and organizing the endeavours and authoritative exercises, is concerned (Xu & Wang, 2008). In this regard, a school principal is considered as a notable individual in ensuring the effectiveness of the school (Ahmad, 2004). Typically, his/her leadership styles are founded in his/her practices and in the ways in which he/she interrelate with instructors, students, guardians, and other school staff. If he/she has successful leadership style, then he/she can induce festive atmosphere in the school. Subsequently, instructors and policymakers have the same look for a structure for decisive leadership that can create sustainable school improvement and nonstop educator responsibility (Lambertz, 2002).

Leadership can significantly affect staffs' participation inside the organization, which enhances their organizational commitment. Representative participation in institutional affairs serves to make a feeling of having a place among the labourers just as an agreeable climate in which both the administration and the labourers will fully add to stable institutional relations (Noah, 2008). Nonetheless, in Africa, research on the impacts of leadership on organizational execution has generally overlooked the effect of leadership style on the effectiveness of an organization.

Leadership style is the overall way that a leader carries on towards his/her subordinates for accomplishing the goals of an organization. It has been identified as the blend of attributes, qualities, aptitudes, and practices that a leader uses when he/she works with his/her subordinates and leads the organization. It is significant for the accomplishment of any school development because it is through it that a leader encourages supporters' dedication towards the school progress. In his/her leadership, he/she inspires teachers to enhance their performance (Nazim & Mahmood, 2016). Bizhan (2013) sees it as an

example of administrative conduct that is intended to incorporate individual or organizational premium and impact, in the quest for specific goals.

On the other hand, duty is essentially dedication and connection to the organization (Bello, 2012 cited in Reuben et al., 2014). In the school setting, it is the degree to which the educators identify with their organization and want to keep working or advancing the vision of the school. In this regard, the level of duty consciousness is legitimately affected by the principal's leadership. Responsibility has been appeared to prompt expanded occupation fulfilment, execution, diminished employee turnover, diminished aim to leave, diminished goal to look for substitute jobs, and decreased absenteeism (Cohen, 1991 cited in Reuben et al., 2014). In literature, the agreement is that conceptualization of instructor duty has integrated as a multidimensional development that is reflected in four measurements: commitment to students, commitment to instruct, commitment to class, and commitment to the profession (Thien, Razak, & Ramayah, 2014).

Statement of the Problem

Principals need to have hypothetical information, aptitude, and good encounters in school leadership to play a functioning and viable influential administration in school improvement programs. The Ethiopian government introduced various policy initiatives and supportive documents that strengthen the leadership development in secondary and primary schools (ETP, 1994; ESDP-1-5; Governance reform document 2002, New Education Development Road Map, 2018). Despite such different policy directives and initiatives introduced by the Ethiopian government, still school leadership is facing severe challenges.

Empirical findings of the Education Development Roadmap (2018-2030) indicated significant problems related to school leadership in the education sector: weak leadership capacity and restricted administrative limits of educational specialists at the regional, zonal, woreda, and school levels. As the findings revealed, leaders had no the autonomy to effect school leadership on their own. Leaders and chiefs of academic organizations were named or designated to leadership roles irrespective of their expertise and experience.

Despite the fact that the FDRE government has put a strategy course concerning the administration and association of the schools, which expressed that it would be proficient, facilitated, effective, and compelling coordination of the vote based initiative (MoE, 1994); the clashing, ambiguous, practice of authority, and missing assessment based instructive initiative improvement is massive troubles to public auxiliary schools of Ethiopia. This was because of the absence of duties of the obligations concerning educators and understudies (MoE, 2018).

Therefore, this study was conducted with the objective to examine the link between leadership styles and teacher organizational duty. It also attempted to examine the way how leadership styles affect teacher organizational commitment in public secondary schools.

Leadership and Organizational Commitment: Theoretical Overview

Various studies have been conducted to analyse the association between leadership styles and organizational commitment (Dunn et al., 2012). The majority of the studies focused on transformational and transactional leadership.

Transformational leadership depends on the connection amongst leaders and followers. In this leadership style, leaders urge adherents to expand their levels of inspiration. However, transactional leadership depends on the trade connection amongst leaders and supporter. It was indicated that leadership style is considered as precursor of organizational commitment. This was led by different investigation on leadership style in that there is a solid and positive connection amongst organizational commitment and leadership (Sabir et al., 2011). Earlier research proposes that work encounters and individual and organizational variables fill in as predecessors to organizational commitment (Eby et al., 1999).

Leadership is one of the organizational factors that is viewed as basic determinant of organizational commitment in an organization (Mowday et al., 1982). Transformational leadership connects essentially with organizational commitment, as it was discovered with tests of innovative work proficient in Singapore by Lee (2004). Organizational commitment does not

have noteworthy association with transformational leadership. There is no connection between transformational leadership and affective, normative, and continuance commitment, as it was discovered by Hayward, Goss and Tolmay (2004). Transformational leadership is the most appropriate leadership style which is generally received and ended up for Thai people (Limsila&Ogunlana, 2007). Moreover, transformational style produces commitment from subordinates while transactional and laissez-faire are definitely do not (Limsila&Ogunlana, 2007).

Salehi and Gholtash (2011) analysed the connections that exist between execution evaluations, sales representative hierarchical responsibility, and occupation fulfillment. In the event that different attributes of execution examinations that assemble duty and fulfillment could be distinguished, supervisors might be more equipped for utilizing execution evaluations that yield positive outcomes. Job Satisfaction and Organizational Commitment Numerous examinations utilize distinctive features of fulfillment to anticipate worker characteristics such as performance, organizational commitment, and service quality (Oshagbemi, 2000).

It is a debatable issue whether job satisfaction is the indicator of organizational commitment or the other way around. When an employee leaves, organizations incur hiring, orientation, and decreased productivity costs as well as temporary replacement costs. The present study intends to gauge the relationship between job satisfaction and organizational commitment. Organizational commitment, organizational culture, job satisfaction, and organizational adequacy have broad writing that focuses on the relationship that exists among them. Leadership is known to be one of the determinants of organizational commitment. Such a relationship mirrors the leadership quality of the association (Stum, 1999). The investigation by Kent and Chelladurai (2001) showed that individualised consideration and intellectual stimulation, the two sub-developments of transformational leadership, have positive relationship with both affective commitment and normative commitment. There is no connection between transactional leadership and affective, normative, and continuance commitment while there is a direct positive relationship between transformational leadership and three parts of the organizational commitment (Hayward, Goss, & Tolmay, 2004).

Method and Materials

Research Design

Descriptive survey design with cross-sectional nature was used in the study. This design is more advantageous to test objectives and answer research questions related to group's beliefs, attitudes, behaviour, and demographic composition (Gay et al., 2009). In this regard, the design helped the researcher to explore issues about the problems under the current research.

Sources of Data

Different sources of data were used in triangulated form in an attempt to enhance the reliability and validity of the study. From this perspective, the relevant data were collected from both primary and secondary sources. Primary data were collected from teachers, students, principals, supervisors, and educational officers. However, national education proclamations, Education and Training Policy, (1994), General Education Quality Improvement Program (GEQIP), Quality Education Strategic Support Program (QESSP), EFA documents, Education Sector Development Program VI & V (ESDP1-5), and education reform documents were used as sources of secondary data.

Sample and Sampling Technique

In order to determine the sample size, the standard table for sampling, using the certainty level of 95% and 5% certainty span, was used. To minimize error, 10% of the complete populace has been added to each sample. For this study, a sample size of 128 from a population size of 640 was taken from ten sample secondary schools. The sample size was measured by using the sample size determination formula that was adopted by Yemane (1967). He gives a rearranged equation to ascertain test sizes. In this study, this equation was used to determine the sample sizes of the respondents.

$$n = \frac{N}{1 + N(e)^2} = \frac{640}{1 + 640(0.05)^2} = \frac{640}{1 + 4.624} = 113.79 \approx 114 + 10\% \text{ } 128$$

where n is the sample size, N is the total sample frame (640), and e is an acceptable level of error (0.05).

Therefore, using this equation, 128 respondents (teachers and department heads) were selected as samples in the study. To draw sample respondents from the total population, simple random sampling technique and purposive sampling methods were used. Simple random sampling technique was used to select department heads and teacher. This was done to offer each teacher and department head an equivalent and independent possibility to be chosen as a sample. However, purposive sampling was used to choose principals and vice principals.

Instruments

Two sets of questionnaire were developed and used: one set for teachers whereas the other for principals. Both sets consisted of open- and closed-ended items. They were developed by the researcher himself.

Materials

SPSS version 20 and STATA version 13, were used to analyze the quantitative data. Image analysis software, Arc-GIS version 10.1, was used in mapping the study area. \

Procedures

The study portrays all the means in gathering the data, from start to finish, in the request wherein they happened. Accordingly, it comprised of the portrayal of the method to be used to choose study members, develop and test the instrument, and gain entry to the research sites for the pilot and actual studies. Therefore, once the the population and corresponding samples were determined, questionnaires were prepared and piloted on limited number of respondents from each group of the population. Then, necessary amendments and improvements on the questionnaire were done based on the pilot test. Then, data were collected from the actual samples for the actual study. Finally, data were presented and analysed quantitatively, leading to draw conclusions and forward recommendations.

Data Analysis

2.6.1

Data were analysed quantitatively. Measures of central tendency such as mean, standard deviation, and dispersion were used to analyse the quantitative data. To investigate the correlation between a set of predictor and dependent factors, correlation (Pearson correlations) was used. Because the nature of the measurement scale was continuous, ordered logistic regression analysis, with the help of a Statistical Package for Social Sciences (SPSS) form 20 programming and STATA version 12, was used. This was because it was vital to see the impact of the independent variable on the dependent variable.

Reliability Test

Table 1: Coefficients of Internal Consistency Using Cronbach's Alpha

No.	Categories of Leadership	No of items	Cronbach's Alpha (α)
1	Teacher Commitment	8	.885
2	Transformational Leadership	12	.894
3	Transactional Leadership	8	.883
4	Laissez-faire leadership	5	.894

Source: Survey Data -2020

The reliability coefficient was found to be >0.070 to all variables, hence reliable which was regarded as excellent and strong correlation coefficient as supported by scholar (Creswell, 2013). Supporting this, Creswell (2012) also suggests that the Cronbach's alpha result >0.9 excellent, >0.8 good, >0.7 acceptable, <0.6 questionable, and <0.5 poor. Thus, the instrument was found to be excellent and reliable.

Inferential Statistics

Correlation

1. Relationship between Leadership Style and Teachers' Commitment

Pearson correlation (r) was used to check the relationships between the continuous factors of the transformational, transactional, laissez-faire leadership styles and teacher commitment.

Table 2: Relationship between Leadership Style and Teachers' Commitment

Correlations					
Categories of Leadership Style		1	2	3	4
Teachers' Commitment (1)	Pearson Correlation	1	.764**	.715**	-.732**
	Sig. (2-tailed)		.000	.000	.000
Transformational Leadership Style (2)	Pearson Correlation	.733**	1	.772**	-.891**
	Sig. (2-tailed)	.000		.000	.000
Transactional Leadership Style (3)	Pearson Correlation	.813**	.772**	1	-.839**
	Sig. (2-tailed)	.000	.000		.000
Laissez faire Leadership Style (4)	Pearson Correlation	-.718**	-.891**	-.839**	1
	Sig. (2-tailed)	.000	.000	.000	

Source: Survey Data, 2020. Note: **. Correlation is significant at the 0.01 level (2-tailed).

Table 2 presents the results of the correlation calculation between leadership style and teachers' commitment. As it can be seen from the Table, substantial positive relationship was found between transformational leadership style and teacher commitment ($r = 0.733$; $p < 0.01$). This is in line with a research finding by Omer, Göknur, and Atılhan (2014), that asserts teachers' commitment increases when the leadership is transformational. This finding is also consistent with the observational investigation by Omer et al., (2014). When it comes to the correlation between transactional leadership style and teacher commitment, it was found to be moderately high, positive ($r = 0.813$; $p < 0.01$) and critical. This implies that the apparent transactional leadership style used by principals in secondary schools impacted straightforwardly teachers' commitment. In line with this finding, there is an investigation that demonstrated a linear correlation between transactional leadership and teacher commitment (Clinebell, 2013). But there was negative and strong connection between Laissez-faire leadership and teachers' commitment ($r = -0.718$; $p < 0.01$) which is low and huge. In addition, the apparent Laissez-faire leadership style utilized by principals in secondary schools impacted straightforwardly on teachers' commitment. The low scores on teachers' dedication imply that teachers had low thankfulness and enthusiastic connection to the academic responsibility or the school, as Allen and Meyer (1991) stated.

Regression Analysis

2. Effect of Leadership Style on Teachers' Organizational Commitment

This section presents how the independent variable influences the dependent variable. Accordingly, Table 3 presents regression investigation with leadership style as the independent factor and teachers' responsibility as the dependent variable.

Table 3: Model Summary or Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.878 ^a	.771	.764	.448

^a Predictors: (Constant), Laissez faire Leadership Style, Transactional Leadership Style, Transformational Leadership Style
ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	71.444	3	23.815	118.813	.000 ^b
	Residual	21.247	106	.200		
	Total	92.691	109			

a. Dependent Variable: Teachers' Commitment

b. Predictors: (Constant), Laissez faire Leadership Style, Transactional Leadership Style Transformational Leadership Style

Coefficients

Model Predictors	Unstandardized Coeff.		Standardized Coeff.	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.238	.654		3.422	.001
Transformational Leadership Style	.459	.088	.554	5.217	.000
Transactional Leadership Style	.132	.090	.130	1.463	.146
Laissez faire Leadership Style	-.208	.103	-.230	-2.030	.045

^a Dependent Variable: Teachers' Commitment

Source: Survey Data-2020)

Table 3 shows the aftereffects of regression coefficients (β) of the two factors. The regression coefficient of the transformational leadership is low ($\beta = 0.554$), which shows that one unit change of transformational leadership will cause 0.55 unit changes in teacher organizational duty in a positive way. Also, the regression coefficient of transactional leadership is low ($\beta = 0.130$) and not critical. It implies that one unit change in transactional leadership will cause a 0.130 unit change in organizational responsibility. The regression coefficient for Laissez-faire is low ($\beta = -0.230$) and not huge, implying that the effect of this development is negligible.

Conclusion

Based on the findings, the following conclusions were drawn.

The study indicated that transactional leadership behaviour have correlation to teachers' organizational duty. It showed that transformational leadership characteristics are significant elements of the social setting in improving the degree of educator responsibility in schools. It can be said that principals who practice transformational leadership cause more responsibility of teachers than those who practice transactional leadership. A mix of both transformational and transactional leadership may draw out positive effect on responsibility among teachers. As far as commitment is concerned, there was high degree of identification and involvement by teachers.

A substantial positive relationship was found between transformational leadership attributes and commitment among teachers. Also, non-significant but positive relationship was found between transactional leadership attributes and commitment among teachers. These positive linear relationships show that principals who practice transformational leadership cause more duty of educators than those who practice transactional leadership. This implies that teachers need leaders who are straightforward, capable, forward-looking, and motivating.

Recommendations

Based on the findings, the following recommendation were forwarded.

School principals should be well qualified and experienced to achieve the desired learning outcomes. Also, they ought to have the expertise in delivering school visions. They should work intimately with the staff in developing school missions, objectives, goals, and appropriate methodologies that serve to improve the teaching-learning processes and increase teachers' organizational commitment. In addition, they should set models for staff to follow. Moreover, they should work in collaboration with other stakeholders for more effectiveness in their leadership endeavours.

In order to make them effective and efficient, they should be given courses and trainings on transformational leadership. For this, transformational leadership training and improvement programs should be developed and arranged.

Decidedly ready principals know how to choose compelling proficient advancement for their school, assess top-notch guidance, and comprehend and uphold educators as they battle to learn better approaches to reach students. Then, the school leaders have to execute the appropriate strategies to motivate their workers in giving recognitions to their better job via arranging short term training, and experience sharing culture among them. Subsequently, the various rational supports to develop their self-confidence and building team-spirit in creating a positive relationship and increasing organizational commitment of the teachers. Furthermore, school leaders should be clarifying the school vision and mission for teachers and other stakeholders to implement efficiently and attend the educational goal of the school.

Building connections and a mutual feeling of direction, the aggregate limit of staff, and accentuation on teaching-learning all these work together to guarantee the best students achievement. By building boundaries and giving staff possession and contribution of the activity of the organization, instructors are more fulfilled, motivated, and committed, which prompts better, strengthening, and the atmosphere inside which teachers pursue student development and accomplishment.

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