

**EFFECT OF HEAD TEACHERS' LEADERSHIP
STYLES ON COMMITMENT OF TEACHERS AMONG
SECONDARY SCHOOLS IN UGANDA**

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ISSN 2277-7733

Volume 11 Issue 1,

June 2022

Abstract

This study aimed at investigating the effect of head teachers' leadership styles on the commitment of teachers among secondary schools in Uganda. The study employed correlational research design and data was collected on a sample of 212 using a questionnaire and an interview guide. Quantitative data were analysed using descriptive statistics, correlation and regression. The findings revealed that democratic, autocratic and laissez-faire had a positive and significant influence on commitment of teachers. Therefore, it was concluded that the democratic leadership style is imperative for commitment of teachers, and autocratic leadership style is a pre-requisite for commitment of teachers but laissez-faire is not a substantially leadership style for commitment of teachers. Thus, it was recommended that head teachers should make effort to employ the democratic leadership style to promote for commitment of teachers, head teachers should also use autocratic leadership style to promote commitment of teachers, and head teachers should give limited emphasis to use of laissez-faire leadership style to promote commitment of teachers.

Keywords: *Head teachers, Leadership styles, commitment, Teachers, secondary schools*

The degree to which teachers commit themselves to their schools, students, teaching activities, profession, colleagues and the society are very crucial. Therefore, teacher commitment is an important variable of teacher quality in schools (Peretomode & Bello, 2018).

The concept of commitment first received formal from analysis in 1960. Becker (1960) indicated that previously that there had been little formal analysis of the concept of commitment. Becker described commitment as an attitude of consistent behaviour that persists over time. He explained that commitment came into being because of side bets resulting from participation in social organisations. Side bets referred to gains made by an individual because of staying with an organisation for a time that constrained the individual from leaving for fear of losing the gains such as accumulated pension, seniority, connections, ease of doing work resulting from experience and stability of household among others (Mugizi, Bakkabulindi & Ssempebwa, 2016). In their analysis of the concept, Porter, Steers, Mowday and Boulian (1974) indicated that commitment comprised three factors that were namely the desire to remain in an organization, willingness to exert considerable efforts on its behalf and belief in and acceptance of its goals and values (Mete, Sökmen & Biyik, 2016). Nevertheless, Meyer and Allen (1991) basing on observations from several findings and types of organizations in 1990 they developed the multidimensional model of commitment comprising three components namely affective, continuance and normative (Peretomode & Bello, 2018). Continuance commitment describes those costs incurred when one leaves

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an organisation while and normative commitment looks at ones' commitment to support and remain as a member of an organisation (Mugizi, Bakkabulindi & Bisaso, 2015). According to Al-Jabari and Ghazzawi (2019), the conceptualisation by Allen and Meyer (1990) that identifies commitment as referring to affective, continuance and normative commitment is the popular description of the concept.

Globally, the commitment of teachers remains an outstanding challenge education practitioners and policymakers. Taking the example of USA, continuous commitment was low with a high share of public-school teachers are leaving their posts (13.8 percent) either leaving their school or leaving teaching altogether. Schools are having a harder time filling the vacancies that turnover, attrition, and other factors (like increasing student enrolment or broadened curriculums) create. The share of schools that were trying to fill a vacancy but could not tripled from the 2011–2012 to 2015–2016 school years (increasing from 3.1 to 9.4 percent), and in the same period the share of schools that found it very difficult to fill a vacancy nearly doubled (from 19.7 to 36.2 percent). Schools are also having a harder time retaining credentialed teachers (García & Weiss, 2019).). Still, many teachers have low affective commitment by being unsupportive to students and not being dedicated to their work (Banerjee, 2016).

In Africa, specifically in sub-Saharan Africa, teachers' commitment of teachers' is also a big quandary. In a country like Kenya, many teachers show low affective commitment to their jobs because of high laxity they exhibit (Karue & Amukowa, 2013). A study by Kimosop (2015) involving teachers from several public secondary schools in Kenya revealed that 48.6 percent of teachers never accomplished the learning objectives, 66.6% prepared schemes of work but majority of them 55.5% never referred to them often, and the majority percent (86.7%) never prepared lesson plans. In the schools, teachers are nearly acted as preachers because they did not give adequate preparation that it deserves for orderly teaching. The laxity of teachers seriously hampered teaching and learning in the schools. Therefore, the commitment of teachers in the sub-Saharan countries was low.

Since the introduction of formal education in Uganda first by Arab Muslim traders in 1844 who taught Islam and Arabic language, and later by the Church Missionary Society from 1877 and Roman Catholic White fathers from 1879 commitment of teachers has been a matter of concern for different stakeholders. Missionaries thus offered teachers incentives such as medical care, Christian medals and paid them salaries. In 1963 the government took over schools from missionaries after independence in 1962. During the 1970s and 80s, the political turbulence in the country deteriorated the working conditions in the education sector very much leading to a decline in teachers' commitment because of declining working conditions (Kjaer & Muwanga, 2016). To provide teachers comfort and enhance teacher's commitment, the government of Uganda built many teachers' houses in government schools and provided them satisfactory pay

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and led to high commitment among teachers (Tumusiime & Kasujja, 2020). While in the last two decades the government of Uganda has worked to improve the commitment of teachers through improved welfare by increasing salaries and supporting them with soft loans through Teachers' SACCOs, commitment of teachers in terms of affective, continuous and normative commitments remained low (Tumusiime & Kasujja, 2020). A report compiled by UNESCO IN 2014 revealed that only 16% of the teachers aspired to stay implying that 84% of wanted to quit, 47% of teachers were dissatisfied with their jobs, 59% wished not to stay in the profession if they were to start their career anew and 37% the teachers wished to resign within a year (Mugizi, Tumuhaise, Samanya & Dafiewhare, 2019). Therefore, commitment of teachers in schools in Uganda remained a big challenge.

Owing to the importance of commitment of teachers, a number of scholars (e.g. Abasilim, Gberevbie, Osibanjo, 2019; Aydin, Sarier, & Uysal, 2013; Lukeera, 2016; Mugizi, 2019; Muwagga & Genza, 2011; Obbo, Olema & Atibuni, 2018; Oboko & Wasswa, 2020; Yahaya & Ebrahim, 2016) have investigated factors relating to organisational commitment. However, those who have studied leadership styles and commitment of teachers such as Abasilim et al. (2019), Aydin et al. (2013), Obbo et al. (2018), and Yahaya and Ebrahim (2016) have studied the modern leadership styles of transformational, transactional and laissez-faire yet according to Bwiruka (2009) head teachers practice the traditional leadership styles that include democratic, autocratic and laissez-faire. Since this study is an earlier study done 12 years ago, it necessary to further examine the extent of this leadership in schools in Uganda and how it relates to commitment of teachers.

The Situational Leadership Theory (SLT) by Hersey and Blanchard (1969) informed this study. The Situational leadership stresses that leadership is composed of both a directive and supportive dimension, and each has to be applied appropriately in a given situation (Kaifi, Noor, Nguyen, Aslami & Khanfar, 2014). Khanfar, Harrington, Alkhateeb and Kaif (2013) consider task behaviour as the degree to which leaders define duties and responsibilities of individuals or groups of workers through directing and setting goals. On the other hand, relationship behaviour looks at the ability of a leader to involve followers in a two-way or multi-way form of communication, and how they are able to listen, encourage and coach others (Khanfar, Harrington, Alkhateeb & Kaif, 2013).

In the situational model, combinations of task and relationship behaviours are divided into four quadrants: *quadrant 1 - high task and low relationship*. In this category, the "telling" style is very directive since the leader is the overall commander who puts in a lot of energy though with minimum amount of relationship behaviour. The example in this case is an autocratic leader. *quadrant 2 - high task and high relationship*: Although the "telling" in this

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style is also very directive, it is somehow persuasive and guiding in manner. The leader gives considerable amount of input about the task to be accomplished and also considers human relations. This style combines all the three leadership styles. *Quadrant 3 - high relationship and low task.* The leadership under this style gives less direction but provides more collaboration between the leader and the group members. Examples of this style include consultative and consensus subtypes of democratic leadership. *quadrant 4—Low relationship and low task.* The leader in this style delegates responsibilities for tasks to group(s) members and is simply monitors progress. If carried to an extreme, this style would be classified as free-rein or as laissez-faire (Kolzow, 2014).

The theory of situational leadership proposes that that there is no single way of influencing members of a group. It says that effective leadership depends on how ready group members are to perform a given task (Tsolka, 2018). Readiness is divided into two: ability and willingness. *Ability* refers to the knowledge, experience, and skill possessed by individuals or group members in relation to the task at hand. On the other hand, *willingness* deals with the confidence, commitment, and motivation an individual or has in accomplishing a specific task. Situational leadership theory points out that as readiness among increases, the leader at this point should focus more on relationship behaviour and less on task behaviour (Kolzow, 2014). Under this theory, the leader at times can employ either democratic, autocratic and/ or laissez-faire styles. Therefore, Situational Leadership Theory was appropriate in this study since the study sought to examine how adopting those different leadership styles related to commitment of teachers.

Statement of the Problem

The level of commitment of teachers commit to their schools, students, teaching activities, profession, colleagues and the society is very paramount. Owing to the significance of commitment of teachers, the government of Uganda and management of schools devised mechanisms to enhance it. Besides, the government aided schools paid PTA allowances to teachers to supplement their salaries as a motivation for propping up their commitment. Nonetheless, commitment of the teachers remained low. The teachers in the schools have poor attitude to work, devote less time on performance of their job such as managing of extra-curricular activities, teaching preparation, and marking. There was deterioration in teachers' professional standard of conduct with teachers exhibiting misconduct at and outside of work.

Further, there was high absenteeism among teachers, late submission of evaluation of reports, low morale to perform, failure to finish the syllabus and failure to make students to fully interpret texts in textbooks (Kirungi, 2015). A large number of teachers report late and not execute their entire professional such as performing weekly duty (Bushenyi District Education Officer Report [DEO], 2018). Studies (e.g. Abasilim, Gbervbie, Osibanjo,

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2019; Aydin, Sarier, & Uysal, 2013; Lukeera, 2016; Mugizi, 2019; Muwagga & Genza, 2011; Obbo, Olema & Atibuni, 2018; Oboko & Wasswa, 2020; Yahaya & Ebrahim, 2016) have investigated factors relating to organisational commitment. However, those who have studied leadership styles and commitment of teachers such as Abasilim et al. (2019), Aydin et al. (2013), Obbo et al. (2018) and Yahaya and Ebrahim (2016) studied the modern leadership styles of transformational, transactional and laissez-faire yet according to Bwiruka (2009) head teachers practice the traditional leadership styles that include democratic, autocratic and laissez-faire. Therefore, it was imperative for this study to investigate the association between head teachers' leadership styles and commitment of teachers.

Purpose of the Study

This study investigated the relationship between head teachers' leadership styles and commitment of teachers among secondary schools in Uganda. It was guided by the following questions: What is the relationship between head teachers' democratic leadership style and commitment of teachers? What is the relationship between head teachers' autocratic leadership style and commitment of teachers? What is the relationship between head teachers' laissez-faire leadership style and commitment of teachers? It was hypothesised that: There is no significant relationship between head teachers' democratic leadership style and commitment of teachers; There is no significant relationship between head teachers' autocratic leadership style and commitment of teachers; There is no significant relationship between head teachers' laissez-faire leadership style and commitment of teachers.

Significance of the Study

This study is likely to make significant contribution for policy makers, organisations, management of schools and to the scientific community in a number of ways. To the policy makers that include bodies such as the executive and parliament, the findings of this study might provide a reference point for the developing of appropriate leadership policies that can enhance leadership skills of those involved in the management of organisations such as schools. This might help in promoting commitment of employees such as secondary school teachers. To organisations such as schools, the findings are likely to help head teachers and other school administrators to improve their leadership skills such that they are able to enhance commitment of the teachers. To school administrators and directors, they might use the findings of this study to establish mechanisms for enhancing commitment of among teachers. This will be based on the models developed suggesting how to enhance commitment of teachers using leadership styles. To scientific community, this study will hopefully provide researchers and scholars with new information on leadership styles and commitment of teachers. This might be useful in furthering research on the same to obtain more knowledge on the variables.

Literature Review

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Democratic Leadership Style and Commitment of Teachers: Democratic leadership, also known as participative leadership is a leadership style by which the leader offers guidance to group members participating in the group and encouraging member involvement in decision making (Kilicoglu, 2018). Although a democratic leader will make the final decision, he or she allows other members of the team to contribute to the decision-making process. This not only increases job satisfaction by involving employees or team members in what's going on, but it also helps to develop people's skills. Employees and team members feel in control of their own destiny, such as the promotion they deserve and so are motivated to become committed to their job (Bhatti, Maitlo, Shaikh, Hashmi & Shaikh, 2012). Democratic leadership is able to influence people in a consistent manner and conducive to basic democratic principles and processes, such as self-determination, inclusiveness, and participation and serious thought (Amini et al., 2019).

A number of scholars have examined the relationship between democratic leadership and commitment of employees. Amini et al. (2019) examined the impact of autocratic, democratic and laissez-fair leadership style on employee motivation and commitment using employees of the Afghan Wireless Communication Company. Their descriptive analysis revealed that democratic leadership style increased commitment of the workers with autocratic and laissez-faire leadership for having a very least increase on commitment of the workers. On their part, Angelis, Conti, Cooper and Gill (2010) in a study in the UK examined the role of specific work practices that influenced employee commitment of employees in assembling industries. Their regression analysis established that employee democratic had a significant positive relationship with employee commitment.

Further, Appelbaum et al. (2013) studied the influence of participation in decision making and employee commitment among production and administrative staff in the industrial and commercial training in a manufacturing company in a Quebec, Canada. Their results indicated that insufficient employee participation in decision making led to low level of employee commitment. Relatedly, Banjarnahor, Hutabarat, Sibuea and Situmorang (2018) studied the influence of participative leadership styles on organisational commitment of elementary school principal organizational commitments in Medan in Indonesia. The study used junior high school principals as units of analysis. Structural modelling results revealed that participatory leadership style had a significant positive effect on and organization commitment. Relatedly, Bhatti et al. (2019) tested the mediating role of affective and cognitive trust, and the moderating role of continuous commitment on participative leadership and organizational citizenship behaviour relationships using employees in the hotel industry in Pakistan. Their results indicated existence of a positive significant relationship between democratic leadership and continuance commitment.

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Investigating, the effects of participative leadership on organisational commitment among bank clerks in Alice and King William's Town in South Africa, Bell and Mjoli (2014) reported that democratic leadership positively and significantly affected total organisational commitment of employees. Also, Elele and Fields (2010) examined the relationship between the democratic leadership style aspect of participation in decision making and the organisational commitment of Nigerian and American employees working in the public sector which sought establish the extent to which cultural differences or similarities between Nigeria and the US impacted this relationship. Their results of correlation analysis revealed that with Nigerian employees, both actual levels of participation and desired participation influenced the affective and normative commitment. Nonetheless, neither measure of participation was related to continuance commitment. For Americans, only actual against desired levels of participation were positively related with affective and normative organisational commitment. For both Nigerian and American employees, actual levels of participation or democratic leadership style were negatively related to continuance commitment.

Using urban teachers in middle schools in one US state, Henkin and Holliman (2008) explored the association between the democratic leadership style in terms of participation on teachers and organisational commitment. Regression analysis the democratic leadership style marginally related to commitment. Lyndon and Rawat (2015) examined the relationship between leadership and organisational commitment in the Indian context using employees working in banking, higher education, Information Technology and manufacturing sectors. Leadership was conceptualised in terms of transformational (democratic) and transactional (autocratic). The research found a positive linkage between leadership styles and organisational commitment. Rai, Budhathoki and Rai (2020) investigated the effect of perceived democratic leadership style of the managers on the organisational commitment of the employees working in the private banks in Nepal. The study's findings revealed that the democratic leadership style of managers had a significant positive impact on organisational commitment.

The literature above shows that scholars had made significant effort to examine the relationship between the democratic leadership style and commitment of employees. Nonetheless, contextual and empirical gaps emerged. At contextual level, other than the studies by Banjarnahor et al. (2018) and Henkin and Holliman (2008), none of the other studies involved teachers. At empirical level, some studies producing controversial results. For example, while Henkin and Holliman (2008) found that the democratic leadership style of participation was marginally related to commitment. On the other hand, Elele and Fields (2010) reported that the democratic leadership style of participation related to affective and normative

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commitment but not continuance commitment of Nigerian workers. For Americans, participation was positively related with affective and normative organisational commitment and both Nigerian and American employees' participation was negatively related to continuance commitment. These controversies made it imperative for this study to further examine the relationship between the democratic leadership style and commitment of teachers to establish whether there was consistency in the relationship between the variables in the context of teachers in secondary schools in Uganda.

2.2 Autocratic Leadership Style and Commitment of Teachers: Autocratic leadership or authoritarian leadership refers to leader behaviour that exerts absolute authority and control over subordinates and demands for unconditional obedience. The leader expects subordinates to obey job demands without disagreement and to be socialised to accept and respect a strict and centralised hierarchy (Wang et al., 2019). Autocratic leadership style emphasises performance more than emphasis on people. The leader unilaterally exercises all decision-making authority by determining policies, procedures for achieving goals, work task, relationships, control of reward, and punishment. The basic assumption underlying autocratic leadership is that naturally, people are lazy, are not responsible, are untrustworthy meaning that putting the roles of planning, organizing, and controlling in the hands of subordinate would yield no tangible results and thus such roles should be performed by the leader without the involvement of people (Fiaz et al., 2017). Autocratic leaders highlight structure to their subordinates in accordance with the vision, make them aware of performance expectations, tell them what to do and how to accomplish task thus provide complete guidance in all aspects of work. This kind of leadership behaviour strengthens those employee behaviours which help in compliance to rules and formal processes and conduct decision making without much input from subordinates. Such leaders focus less on participation of subordinates (Rabbani, Imran & Shamoon, 2015).

There scholars that have attempted to examine the relationship between autocratic leadership and commitment of employees. For example, Amini et al. (2019) in a study on the impact of autocratic, democratic and laissez-fair leadership style on employee motivation and commitment found out that autocratic leadership led to a very least increase on commitment of the workers. Abasilim et al. (2019) in a study on the relationship between leadership styles transactional (autocratic) and employees' commitment, used employees in Lagos State Civil Service Commission of Nigeria as the study sample. Their results revealed that autocratic leadership had a negative and insignificant relationship with commitment of employees. Relatedly, Banjarnahor et al. (2018) examined the influence of the autocratic leadership in terms of directive leadership on organisational commitment using junior high school principals in Medan in Indonesia. The study found

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out that the autocratic leadership style had a significant positive effect on organisational commitment of the principals.

Further, Çokluk and Yılmaz (2010) analysed the relationship between teachers' organisational commitment and school administrators' leadership behaviour using teachers in Turkish primary schools. Their findings showed that autocratic leadership of school administrators had a moderate negative association with organisational commitment. Garg and Ramjee (2013) examined the influence of leadership style on employee commitment in the Parastatal companies in South Africa. The results indicated that transactional (autocratic) leadership behaviours had a positive relationship with normative commitment. This implies there is need to clarify goals and objectives and also provide recognition once goals are achieved. There should be specification of standards for compliance and also what constitutes ineffective performance, and those followers who don't comply with those standards be punished in addition to closely monitoring for deviances, mistakes, and errors and then taking corrective action as quickly as possible encouraged how employees felt about needing to stay with the organisation.

Mahdi, Mohd and Almsafir (2014) assessed the impact employees' perceptions of their immediate supervisors' directive (autocratic) leadership behaviour on their organizational commitment using employees working in plantation companies in Malaysia. The study findings indicated that directive leadership behaviours had a positive significant effect on organisational commitment. Öztekin, İşçi and Karadağ (2015) in a meta-analysis examined the effect of leadership on organizational commitment of employees. The findings showed that paternalistic (autocratic) leadership had a positive significant relationship with organisational commitment. Silva, Nunes and Andrade (2019) investigated how managers' leadership styles interfered with the commitment of their team members using professionals in different locations in Brazil. The results revealed a positive relationship between the autocratic leadership (task-oriented style) and the normative commitment and not the other aspects. This was because since the with the task-oriented style the leader places emphasis on structuring tasks and accomplishing goals, the normative commitment of the team member is warranted as this component of commitment takes into account the existence of a sense of obligation to accomplish the tasks, to show good job performance, and to attempt to achieve the best results.

The related literature above reveals that scholars had made significant effort relate autocratic leadership and commitment of teachers. However, the literature reveals contextual and empirical gaps. At contextual level, except for the study by Banjarnahor et al. (2018) done on junior high school principals, all the authors studies were outside the contexts of schools. Still, none of the studies was done in the context of Uganda. At empirical level, while Abasilim et al. (2019), Çokluk and Yılmaz (2010), and Rabbani et al.

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(2015) indicated that autocratic leadership had a negative influence on organisational commitment, others such as Banjarnahor et al. (2018) Mahdi et al. (2014), Öztekin et al. (2015) indicated that it had a positive one. These contextual and empirical gaps thus made it imperative to further carry out a study to further examine the relationship between autocratic leadership and commitment of teachers.

2.3 Laissez Faire Leadership and Commitment of Teachers: Laissez faire leadership is a leadership style characterised by the leader often being absent and less involved in the organisation's activities when needed to take critical decisions (Abasilim, Gberevbic & Osibanjo, 2019). Laissez faire leadership is also known as passive management-by-exception or hands-off style that describes a state involving a leader that does not get involved in his or her work, provides little or no direction and gives employees much freedom except when problems are very serious that his or her involvement is inevitable (Mugizi et al., 2019). The laissez-faire leadership style involves non-interference policy, allows complete freedom to all workers and has no particular way of attaining goals (Bhatti et al., 2012). A laissez-faire leader lacks direct supervision of employees and fails to provide regular feedback to those under his supervision. This leadership style is effective when an organisation has highly experienced and trained employees requiring little supervision (Amini et al., 2019).

There are a number of scholars that have examined the relationship between laissez-faire leadership and commitment of employees. Abasilim et al. (2019) studied the relationship between leadership styles and employees' commitment using employees in the Lagos State Civil Service Commission of Nigeria. The study findings indicated that laissez-faire leadership style had a positive but insignificant relationship with employees' commitment. Al-Daibat (2017) examined the impact of leadership styles on organisational commitment at Jordanian banks with employees as the units of analysis. Regression findings indicated that the laissez-fair leadership style had a negative and insignificant effect on organisational commitment. Amini et al. (2019) studied the impact of autocratic, democratic and laissez-fair leadership style on employee motivation and commitment using employees of the Afghan Wireless Communication Company. Using descriptive analysis, the study found out that laissez-faire leadership contributed very least increase on commitment of the workers.

Biza and Irbo (2020) examined the impact of leadership styles on commitment of academic staff in Madda Walabu University (MWU). The study revealed existence of a significant and positive correlation between laissez-faire leadership style and continuance commitment but insignificant and negative relationship between laissez-faire leadership style and affective commitment while but the relationship with normative commitment was not statistically significant. Bučiūnienė and Škudienė (2008) investigated the relationship between employees' organizational commitment dimensions

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and leadership styles in Lithuanian manufacturing companies. The study established that laissez-faire leadership style was negatively associated with employees' affective commitment. In a study done in South Africa, Garg and Ramjee (2013) examined the influence of leadership style on employee commitment in the Parastatal companies. Their analysis showed that laissez-faire had a negative weak correlation with all the commitment aspects of affective commitment, continuance and normative. This meant that some leaders tend not be involved when important issues arise and are not available when needed, do not want to make decisions and also delay to respond are absent when needed, avoid making decisions and who delay responding to urgent questions, negatively affect an employee's emotional attachment to the organisation, as well as their decision to remain with the organisation.

Silva and Mendis (2017) examined the relationship between transformational, transaction and laissez-faire leadership styles with employee commitment in the insurance sector of Sri Lanka. Their analysis showed that laissez-faire leadership had a negative and weak significant correlation with organizational commitment. The literature above showed that scholars had expended significant effort to examination the association between laissez-faire leadership and commitment of employees. However, contextual and empirical gaps emerged. At contextual level, none of the studies was carried out in the context of secondary schools in Uganda with peculiarities different from those of the countries where the studies were carried out. At empirical level, some studies also produced controversial results. For example, while all the other studies reported negative results of insignificant results with all the aspects of commitment, Biza and Irbo (2020) reported that the relationship was significant and positive correlation between laissez-faire leadership style and continuance commitment. These gaps made it necessary for this study to further test the relationship between laissez-faire leadership style and commitment using teachers this time in the context of Uganda.

Methodology

Research Design: The study employed correlational research design which collects data necessary for testing the relationships in the same population or between or among variables of interest (Asamoah, 2014). The basic focus of correlational research design is to determine the presence and degree of a relationship between two factors namely the independent and dependent variable. The purpose of correlational studies is to determine if a predictive relationship exists (Ellis & Levy, 2009). The correlational research design helped in establishing whether a relationship exists between leadership styles and job commitment of teachers. The study used both the quantitative and qualitative approaches. The quantitative approach involved collecting of data seeking to establish how the independent variables influence the dependent variables between the variables using regression

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analysis. This suggests that the study involved making of statistical inferences. For the qualitative data, this was collected using interviews for in-depth analysis of qualitative data. Therefore, the study carried out both inferential and in-depth analyses.

Scope of the Study

The study was carried out among secondary schools in Bushenyi-Ishaka Municipality. Specifically, the study was carried out in both government-aided and privately-owned schools and investigated the relationship between head teachers' leadership styles and commitment of teachers.

Population of the Study

The population for this study was 486 including 473 teachers and 13 head teachers. The teachers were 190 teachers in government aided schools and 283 in private schools (District Education Report, 2020). This population provided the necessary data on the study problem. The head teachers were 13 that is four from government aided and nine from privately owned provided qualitative data necessary to complement quantitative data.

Sample size

The sample of the study was 324 for the questionnaire survey determined using the Table for Small Sample Technique by Krejcie and Morgan (1970) (see Appendix A) for each category of teachers, that is either from government aided or privately owned schools. All the head teachers of the 13 schools will purposively provide interview data. The sample was as presented in Table 3.1:

Table 1: Population and Sample for Questionnaire Survey

Category	Teachers Population	Sample Size
Government Aided Schools	190	85
Private Schools	283	127
Total	473	212

Sampling Procedures: The selecting of the sample was based on simple random and purposive sampling methods. With simple random sampling, teachers specifically were chosen by chance from a sampling frame containing names of the teachers to ensure representativeness of the selected sample (Martínez-Mesa, González-Chica, Duquia, Bonamigo & Bastos, 2016). The use of simple random sampling made it possible to generalize the findings. Purposively sampling head teachers helped in obtaining in-depth information for this study since it permits the researcher to use a small number of rich cases that provide in depth information and knowledge of a phenomenon under study (Palinkas et al., 2015). The use of the sampling methods helped in collecting of data necessary for both quantitative and qualitative analyses. The sample for purpose sampling was head teachers.

Data Collection Instrument

Questionnaire: The data collection instrument was a self-designed and self-administered questionnaire (SAQ) comprising three sections, namely; A through C. Section A was on demographic characteristics of the

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respondents namely; gender, age, education level, experience and responsibility in the school. Section B is on commitment of teachers (DV) containing question items adapted from Allen and Meyer (1990). Sections C comprised of three subsections on each of the leadership styles, namely; democratic leadership style from Arnold et al. (2000), Goswami et al. (2014), and Mugizi and Bakkabulindi (2018), autocratic (Goswami et al., 2014; Kanste & Kyngäs, 2011; McGilton, 2010) and laissez-faire adapted from Kanste & Kyngäs (2011). The measurement was based on the five-point Likert Scale (Where 1 = strongly disagree 2 = disagree 3 = fairly agree 4 = agree 5 = strongly agree).

Interview Guide: The study also used an interview guide to collect qualitative data. An interview guide is a face-to-face data collection instrument. The design of the interview items was standardised open-ended interview that allow the participants to provide detailed information because of the probing questions it has a means of follow-up. Interviewing provided in-depth information pertaining to participants' experiences and viewpoints of a particular topic (Singer & Couper, 2017). Qualitative analysis from interviews added to the interpretation of data collected by survey. Interviewing was carried out because it helped in providing very complete responses since the respondents provided in depth information necessary for deep exploration and clarity (Boyce & Neale, 2006). Interviews were carried out on head teachers.

Research Procedure: The proposal was first presented to the Directorate of Postgraduate Studies and Research for approval and then to Institutional Research and Ethics Committee (IREC) for ethical clearance. The researchers explained the purpose of the study to the participants and there after sought their consent. The researches went ahead to personally administer the questionnaires and conducted the interviews with the respondents.

Quality Control of Instruments

Validity of the Instruments: Content validity of the instruments was obtained by the making sure that the constructed items of the main variables (independent and dependent variables) were in line with the study objectives and conceptual framework (see Figure 1). The two supervisors validated the instruments by providing their opinions on the relevance, wording and clarity of the items in the instruments. In addition, two other experts in the area of content were asked independently to rate the items in the study instrument (questionnaire). The items were rated on the rating scale of relevant and irrelevant. The items considered irrelevant were discarded or substituted with relevant ones. The formula used to calculate Content Validity Index (CVI) was;

$$CVI = \frac{n}{N}$$

Where: n = number of items rated as relevant

N= Total number of items in the instrument

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The benchmark for CVI of the questionnaire is 0.7 according to Liang, et al. (2019). Therefore, CIV for the questionnaire was considered at the benchmark level and above. The CVI results obtained were as follows:

Table 2 : Validity Indices

Items	Number of Items	Content Validity Index
Affective Commitment	7	0.79
Continuance Commitment	5	0.80
Normative Commitment	6	0.92
Democratic Leadership Style	13	0.85
Autocratic Leadership Style	11	0.86
Laissez-faire Leadership Style	8	0.75

Reliability of the instrument: Reliability was achieved both for the interview guided and the self-administered questionnaire. For the interview guide, the researcher used the methods of credibility, dependability and confirmability. Credibility aimed at ensuring that the research findings represent views of the interviewees (Korstjens & Moser, 2018). Dependability will seek to ensure the findings, interpretation and recommendations was supported by the data collected while confirmability will aim at establishing that data and interpretations of the findings are clearly derived from the data collected (Nowell, Norris, White & Moules, 2017). The reliabilities of items in the various constructs were tested using Cronbach's Alpha (α) method provided by SPSS. Cronbach's Alpha is used as the reliability coefficient to show how well the items in the instrument are positively correlated to each other. If Cronbach's Alpha is closer to 1, the reliability of the measures is high. Cronbach's alpha values higher than 0.70 are considered ideal (Souza, Alexandre, & Guirardello, 2017). Therefore, the data was able to attain reliability. The reliability results were as follows:

Table 1 : Cronbach's alphas

Items	Number of Items	Content Validity Index
Affective Commitment	7	0.783
Continuance Commitment	5	0.706
Normative Commitment	6	0.820
Democratic Leadership Style	13	0.883
Autocratic Leadership Style	11	0.700
Laissez-faire Leadership Style	8	0.865

Data Management and Analysis

Quantitative Data Analysis: After data was collected, it was then processed. Quantitative data was first coded, and then entered into the computer using the Statistical Package for Social Sciences (SPSS 24.0) Frequency tables were then obtained to identify errors and editing them to remove errors. Since all the objectives were directional objectives, they were all studied using the same data analysis methods. Data was analysed at univariate, bivariate and multivariate levels. At univariate level, data analysis involved calculating descriptive statistics, that is, frequencies, percentages and means. At bivariate and multivariate levels, correlation and regression analysis were respectively carried out to analyse the relationship between leadership styles

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(independent variable) and commitment of teachers (dependent variable). This helped in making statistical inferences for generalisation.

Qualitative Data Analysis: The qualitative data collected was coded and grouped according to the study objectives and emerging themes for through thematic methods and content analysis. Qualitative data supplemented quantitative data and helped in providing explanations. Using thematic analysis, texts with similar meaning was clustered. Content analysis involved distilling words into fewer content related categories to attain a condensed and broad description of the phenomenon and the outcome of the analysis is concepts or categories describing the phenomenon (Vaismoradi & Snelgrove, 2019). This ensured analysis of the qualitative data collected helping to provide explanations to quantitative data. In the presentation of qualitative data, the interviewees were identified using code P for participant.

Ethical Considerations

The researcher observed research ethics in carrying out the whole study. Research ethics that were emphasised included informed consent, anonymity, confidentiality, respect for privacy, honesty in reporting of data, and observing COVID standard operating procedures as follows:

Informed consent: To ensure informed consent of the respondents, the teachers were asked to ensure that they participate in the study out of their own volition. Thus, the teachers were asked to participate in the study if they are certain they want to do so.

Anonymity: Anonymity is about the participants in a study providing data without revealing their identities. Anonymity was maintained by protecting the identities of the respondents by not tagging their identities on their responses.

Confidentiality: Confidentiality involves the management of private information by the researcher in order to protect the subject's identity. This was maintained through ensuring the respondents provide responses in privacy and by not revealing their identities.

Balancing of risks and benefits: This is about handling of the risks and hazards involved in research. Balancing of risks and benefits was ensured by ensuring that the respondents provide responses in confidence for both students and teachers.

Dissemination plan: This involved disseminating of the results to different stakeholders including policy makers, schools, students and community. To disseminate the findings, the copy of the dissertation was submitted to the university library as well as a soft copy that was uploaded on the university website. In addition, publications will be made in open peer review journals for the different stakeholders to access the findings of the study.

COVID-19 Operating Procedures: For the Covid-19 risk, for some of the respondents, data was collected using online platforms including WhatsApp and emails while social distancing was ensured during data collection for those

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who provided data physically.

Data Presentation, Analysis and Interpretation

This section presents, analyses and interprets study findings on head teachers' leadership styles and commitment of teachers among secondary schools Uganda. The findings include descriptive statistics which are supplemented by qualitative data that provide explanations to descriptive statistics data. Inferential statistics in terms of correlation and regression results follow.

Response Rate

This study planned to collect data from 212 teachers for the questionnaire survey but complete data were collected from 206 teachers for the questionnaire survey. This was response rate of 97.2%. This was considered a sufficient response rate because Mellahi and Harris (2016) indicate that a response rate of 50% is good in humanity studies. Out of the anticipated 13 head teachers for interviews, six provided interview data after data saturation.

Background Characteristics: This section is a presentation, analysis and interpretation of facts about the respondents' background characteristics that are gender, age categories, highest level of education attained, working experience and responsibility. The data on the same follow in Table 4.

Table 4 : Respondents' Background Characteristics

Item	Categories	Frequency	Percent
School ownership	Government aided	81	39.3
	Private	125	60.7
	Total	206	100.0
Gender	Male	99	48.1
	Female	107	51.9
	Total	206	100.0
Age Categories	Up to 30 years	25	12.1
	30 – 40 years	100	48.5
	40 years and above	81	39.3
	Total	206	100.0
Highest level of education attained	Diploma	26	12.6
	Bachelors	143	69.4
	Post graduate	37	18.0
	Total	206	100.0
Responsibility of the teacher	Subject teacher only	61	29.6
	Class teacher	73	35.4
	Head of department	72	35.0
	Total	206	100.0
Teaching experience	Less than 5 years	16	7.8
	5 - 10 years	89	43.2
	Above 10 years	101	49.0
	Total	206	100.0

The results on school ownership showed that the larger percentage (60.7%) of the respondents was from private schools while 39.3% were from government aided secondary schools. While the number of teachers from the private schools was more, still teachers from both categories of schools

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were proportionately represented because the population of teachers from government aided schools was 40.2% of the population (Table 3.1). Therefore, the responses obtained were representative of the views of teachers from both school categories. The results gender categories of the respondents indicated that the larger percentage (51.9%) was of males with females being 48.1%. These results implied that the higher percentage of the respondents were males. Nonetheless, views representative of both gender groups were collected because the population of female teachers was equally high since the difference between the two gender groups was only 3.8%.

The results on age categories of the respondents in years showed that the larger percentage (48.5%) was of the respondents was of those between 30-40 years followed by 39.3% that were 40 years and above while the least group was of up to 30 years that 12.1%. These results suggest that teachers from different age groups participated in the study. Hence, the responses obtained represented the perceptions of teachers of various age groups. The data obtained could be generalised on teachers of different age groups. The results on highest level of education attained by the respondents showed that the majority percentage (69.4) of the respondents had bachelor's degree followed 18.0% who had postgraduate qualifications and the remaining 12.6% had diplomas. These results suggest that the teachers had appropriate qualifications for teaching in secondary schools. These results all the teachers were qualified hence proficient in English which is the language that was used in this study. Therefore, the respondents gave correct responses as they could easily understand the question items.

The results on the responsibilities of the respondents revealed that the larger percentage (35.4%) were class teachers, 35.0% were heads of departments and 29.6% were subject teachers only. The results implied that teachers who participated in the study held different responsibilities. Therefore, the data obtained was represented of perceptions of teachers about the study variables according to different responsibilities. The findings on experience of the respondents indicated that the majority percentage (49.0%) of the respondents had taught for 10 years and above, 43.2% had taught for 5 to 10 years while 7.8% had worked for less than 5 years. With data collected from teachers with different work experiences, this suggested that the findings were representative of views of teachers with different teaching experiences. The results on experience could thus be generalised on different teachers.

Descriptive Analysis of the Variables: Descriptive analysis covers statistical descriptive data from the teachers and qualitative responses from the head teachers. The results are on commitment of teachers in terms affective, continuance and normative commitment. The results on leadership styles are on democratic, autocratic and laissez faire.

Affective Commitment: Affective commitment was considered as the first

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aspect of commitment of teachers. The concept was studied using seven question items. The results on the same follow here under.

Table 2 : Descriptive Results for Affective Commitment

Affective Commitment	D	MO	A	SA	Mean
I am very happy being a member of this school	-	79 (38.3%)	92 (44.7%)	35 (17.0%)	3.79
I enjoy discussing about my school with the people outside it	8 (3.9%)	38 (18.4%)	85 (41.3%)	75 (36.4%)	4.10
I really feel as if this school's problems are my own	39 (18.9%)	52 (25.2%)	67 (32.5%)	48 (23.3%)	3.60
I am deeply attached to this school	10 (4.9%)	52 (25.2%)	103 (50.0%)	41 (19.9%)	3.85
I am part of the family of this school	9 (4.4%)	104 (50.5%)	66 (32.0%)	27 (13.1%)	3.54
I feel emotionally attached to this school	26 (12.6%)	37 (18.0%)	132 (64.1%)	11 (5.3%)	3.62
This school has a great deal of personal meaning for me	23 (11.2%)	47 (22.8%)	81 (39.3%)	55 (26.7%)	3.82

The results in Table 5 about teachers being very happy as members of their schools showed that cumulatively, the majority percentage (61.7%) of the teachers agreed while 38.3% moderately agreed. The high mean = 3.79 close to code 4 which on the scale used corresponded with agreed implied that the teachers agreed that they were very happy to be members of their schools. The teachers revealed that they enjoyed discussing about their schools with the people outside them. This was because the majority percentage (77.7%) of the teachers agreed while 18.4% moderately agreed and 3.9% disagreed. The mean = 4.10 was also high.

As to whether teachers really felt as if the problems of the schools were their own, cumulatively the larger percentage (55.8%) of the teachers agreed while 25.2% moderately agreed and only 18.9% disagreed. The high mean = 3.60 close to code 4 meant that the teachers indicated that they really felt as if the problems of the schools were their own. With respect to whether the teachers were deeply attached to their schools, cumulatively the majority percentage (69.9%) of the teachers agreed while 25.2% moderately agreed and only 4.9% disagreed. The high mean = 3.85 close to code 4 suggested that the teachers agreed that they were deeply attached to their schools.

About whether the teachers felt they part of the family of their schools, cumulatively the larger percentage (50.5%) of the teachers moderately agreed while 45.1% agreed and only 4.4% disagreed. The high mean = 3.54 close to code 4 revealed that the teachers concurred that teachers felt they part of the family of their schools. Regarding whether the teachers felt emotionally attached to the schools, cumulatively the majority percentage (69.4%) of the teachers agreed while 18.0% moderately agreed and 12.6% disagreed. The high mean = 3.62 close to code 4 meant that the teachers felt emotionally attached to the schools.

As to whether the schools had a great deal of personal meaning for the teachers, cumulatively the majority percentage (66.0%) of the teachers

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agreed while 22.8% moderately agreed and 11.2% disagreed. The high mean = 3.82 close to code 4 implied that the schools had a great deal of personal meaning for the teachers. To find out if results on affective commitment were normally distributed and an average index for the seven items measuring affective commitment was calculated. A histogram drawn from the same showed the normality of the results as in Figure 1.

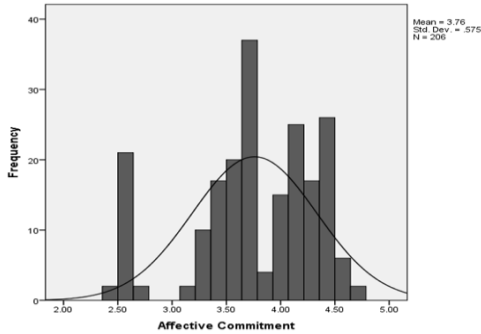


Figure 1: Histogram for Affective Commitment

The results in Figure 1 show an overall high mean = 3.76 which indicates that the respondents agreed that their affective commitment was high. With the low standard deviation (0.575) and the curve in the figure showing normality, it can be stated the results on affective commitment were normally distributed. Thus, the data on affective commitment could be subjected to linear correlation and regression and appropriate results obtained.

In the interviews with head teachers, they were asked to give their opinions on the affective commitment of teachers in the schools. Several responses were given pointing to varied affective commitment between different teachers. P1 stated;

Majority of the show great attachment to the school because the teachers participate in all activities of the school enthusiastically, support students and speak well about the school. Of course, there are some few teachers who are less enthusiastic in doing school activities and more interested in hopping from school-to-school part-timing by tut the majority are affectively committed to the school. Most teachers show love for the school.

In relation to the above, P3 said that: My teachers love their work and are always on duty. This can be seen in how teachers make effort to ensure that students perform well in national examinations. Most of the teachers are willing to working extra time even when they are not facilitated. They put in extra effort on their own.

Further, P4 revealed that; Majority of teachers are firmly attached to the school. Some of the teachers have taught in this school for more than 10

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years and they are not ready to be transferred. They still love working in the school and are positive when involved in school activities. I am happy with most of my teachers and those who show counterproductive behaviours normally apply for transfer.

However, P6 stated, “Some teachers are in the school because they have failed to get better opportunities elsewhere. Nonetheless there are many teachers that have deep affective commitment to their jobs. These teachers work with zeal and put in effort to ensure that the school succeeds” Generally, the views above suggest that affective commitment was high. This finding from the qualitative views of the respondents was consistent with the descriptive statistics results which showed that affective commitment was high. Therefore, teachers had high levels of affective commitment.

Continuance Commitment: Continuance commitment was considered as the second aspect of commitment of teachers. The concept was studied using five question items. The results on the same follow here under.

Table 3: Descriptive Results for Continuance Commitment

Continuance Commitment	D	MO	A	SA	Mean
I am afraid of what might happen if I quit my job in this school without having another one lined up	- (0.0%)	40 (19.4%)	133 (64.6%)	33 (16.0%)	3.97
It would be very hard for me to leave my job in this school right now, even if I wanted to	13 (6.3%)	35 (17.0%)	135 (65.5%)	23 (11.2%)	3.82
Too much in my life would be disrupted if I decided to leave my job in this school now	2 (1.0%)	37 (18.0%)	114 (55.3%)	53 (25.7%)	4.06
It would be too costly for me to leave this school now	8 (3.9%)	37 (18.0%)	112 (54.4%)	49 (23.8%)	3.98
Right now, staying on my job in this school is a matter of necessity	1 (0.5%)	27 (13.1%)	144 (69.9%)	34 (16.5%)	4.02

The results in Table 6 about teachers being afraid of what might happen to them if they quit their jobs in the school without having another one lined up showed that cumulatively, the majority percentage (80.6%) of the teachers agreed with 19.4% moderately agreeing. The high mean = 3.97 close to code 4 which on the scale used corresponded with agreed implied that the teachers were afraid of what might happen to them if they quit their jobs in the school without having another one lined. The teachers revealed that it would be very hard for them to leave their jobs in the schools right then, even if they wanted to. This was because the majority percentage (76.7%) of the teachers agreed 17.0% moderately agreed and 6.3% disagreed. The mean = 3.82 was also high.

As to whether too much in the lives of the teachers would be disrupted if they decided to leave their jobs in the schools at the time, cumulatively the larger percentage (81.0%) of the teachers agreed while 18.0% moderately agreed and only 1.0% disagreed. The high mean = 4.06 close to code 4 meant that the teachers indicated that too much in the lives of the teachers would be disrupted if they decided to leave their jobs in the schools at the time. With respect to whether it would be too costly for the teachers to

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leave the schools at the time, cumulatively the majority percentage (78.2%) of the teachers agreed while 18.0% moderately agreed and only 3.9% disagreed. The high mean = 3.98 close to code 4 implied that the teachers agreed that it would be too costly for them to leave the schools at the time. As to whether right then, staying on their jobs in the school was a matter of necessity, cumulatively the majority percentage (86.4%) of the teachers agreed while 13.1% moderately agreed and 0.5% disagreed. The high mean = 4.02 close to code 4 implied that the staying in the schools by the teachers was a matter of necessity. Ascertain if results on continuance commitment were normally distributed and an average index for the five items measuring affective commitment was calculated. A histogram drawn from the same indicated the normality of the results as in Figure 2.

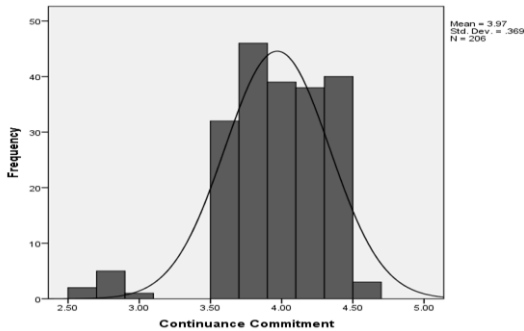


Figure 2: Histogram for Continuance Commitment

The results in Figure 2 show an overall high mean = 3.97 which indicates that the respondents agreed that their continuance commitment was high. With the low standard deviation (0.369) and the curve in the figure showing normality, it can be stated the results on continuance commitment were normally distributed. Thus, the data on continuance commitment could be subjected to linear correlation and regression and appropriate results obtained.

In the interviews with the head teachers about continuance commitment, they were asked to comment on the extent of continuance commitment of teachers in the schools. Several responses were given pointing to existence of continuance commitment among teachers. P2 stated; These days there are very many unemployed teachers because universities and National Teachers Colleges are producing very many teachers that outnumber schools. Therefore, those that have jobs are not read to leave them. This being a private school, teachers in this school work hard to prove that they are worth retaining.

P3 stated; This is a first world school in the country that provides good working conditions to the teachers and better pay in teacher of PTA allowances and other incentives. Therefore, my teachers have continuous commitment with most of teachers being in service in this school for more

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than 10 years. Many teachers resist being transferred from this school when they receive transfers.

In relation to the above, 4 said; “I am blessed to have a good team of teachers in the school. They are cooperative, good listeners, and always ready to support the school in every possible way. This has helped this school to grow. The teachers show commitment to stay in the school.” Similarly, P5 reported that; “Teaching in a secondary school is flexible and offers teachers’ opportunities to be involved in different income generating activities especially since majority of the teachers are natives. Therefore, the teachers want to continue working in this school.” In the same vein, P6 remarked; Most of my teachers have been with the school for a long period. One of the major reasons they continue to work for the school is that leaving would require considerable personal sacrifice because most of teachers are natives hence the teachers are able to maintain their homes as they continue to work. Most teachers show continuance commitment because they do not want to work in schools far from their homes. Most of teachers live in their homes and come to school to work.

The responses above imply that continuance commitment was high. This finding from the qualitative views of the respondents was concurred with the descriptive statistics results which showed that continuance commitment of teachers was high. Therefore, teachers were found to have high levels of continuance commitment.

Normative Commitment: Normative commitment was considered as the third aspect of commitment of teachers. The concept was studied using six question items. The results on the same follow here under.

Table 4 : Descriptive Results for Normative Commitment

Normative Commitment	SD	D	MO	A	SA	Mean
I think that people these days rarely move from job to job too often	22 (10.7%)	25 12.1%)	55 (26.7%)	91 (44.2%)	13 (6.3%)	3.23
I believe that a person must always be loyal to his or her Institution	-	-	94 (45.6%)	96 (46.6%)	16 (7.8%)	3.62
Jumping from this school to another seems unethical to me	47 (22.8%)	13 (6.3%)	51 (24.8%)	89 (43.2%)	6 (2.9%)	2.97
One of the major reasons I continue to work in this school is that I feel a sense of moral obligation to remain	-	25 (12.1%)	21 (10.2%)	133 (64.6%)	27 (13.1%)	3.79
Even if I got another offer of a better job else-where I would feel it is right to stay in this school	31 (15.0%)	51 (24.8%)	56 (27.2%)	57 (27.7%)	11 (5.3%)	2.83
Things were better in the days when people stayed in one institution for most of their career	46 (22.3%)	36 (17.5%)	34 (16.5%)	67 (32.5%)	23 (11.2%)	2.93

The results in Table 7 about teachers thinking that these people rarely moved from job to job too often showed that cumulatively, the larger percentage (50.5%) of the teachers agreed while 26.7% moderately agreed and 22.8% disagreed. The moderate mean = 3.23 close to code 3 which on the scale used corresponded with moderately agreed implied that the

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teachers agreed that fairly, teachers thought that people rarely moved from job to job too often. The teachers revealed that they believed a person must always being loyal to his or her Institution. This was because the larger percentage (54.4%) of the teachers agreed while 45.6% moderately agreed. The mean = 3.62 was also high.

As to whether jumping from one school to another seemed unethical to the teachers, cumulatively the larger percentage (46.1%) of the teachers agreed with 29.1% disagreeing and 24.8% moderately agreed. The just below average mean = 2.97 close to code 3 meant that the teachers indicated that to a lesser extent, jumping from one school to another seemed unethical to the teachers. With respect to whether one of the major reasons teachers continued to work in their schools was because they felt a sense of moral obligation to remain, cumulatively the majority percentage (77.7%) of the teachers agreed while 12.1% disagreed and 10.2% moderately agreed. The high mean = 3.79 close to code 4 suggested that one of the major reasons teachers continued to work in their schools was because they felt a sense of moral obligation to remain.

About whether even if they got another offer of a better job else-where they would feel it is right to stay in the schools, cumulatively the larger percentage (39.8%) of the teachers moderately disagreed while 33.0% agreed and 27.2% moderately agreed. The just below average mean = 2.83 close to code 3 revealed that to a lesser extent, the teachers concurred that even if they got another offer of a better job else-where they would feel it is right to stay in the schools. As to whether things were better in the days when people stayed in one institution for most of their career, cumulatively the larger percentage (43.7%) of the teachers agreed while 39.8% disagreed and 16.5% moderately agreed. The just below average mean = 2.93 close to code 3 implied that the teachers indicated that to a lesser extent, things were better in the days when people stayed in one institution for most of their career. To establish if results on normative commitment were normally distributed and an average index for the six items measuring affective commitment was calculated. A histogram drawn from the same showed the normality of the results as in Figure 3.

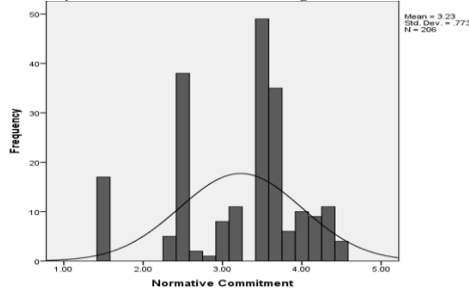


Figure 3: Histogram for Normative Commitment

The results in Figure 3 show an overall moderate mean = 3.23 which

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indicates that the respondents indicated that their normative commitment was moderate or fair. With the low standard deviation (0.773) and the curve in the figure showing normality, it can be stated the results on normative commitment were normally distributed. Thus, the data on normative commitment could be subjected to linear correlation and regression and appropriate results obtained.

In the interviews with the head teachers, they were asked to give their assessment of normative commitment of teachers in the schools. Several responses were given pointing to varied normative commitment. P1 expounded that;

Most teachers have stayed for a long time in this school except for some few ones. Many of them joined the school when they were still young graduates but most of them have matured with us. Therefore, those teachers have become part and parcel of the school.

In agreement with the above, P2 stated that; “Most of the teachers are committed to their work. They arrive at work early and even perform the assigned duties well. And they always present for work. This has been instrumental in enabling growth of this school and successful performance in UNEB examinations.” Further, P3 indicated that; “Most of my teachers have continued to work with the school because they believe loyalty is important and want to seek the school succeed.” Lastly, 5 said; “Most teachers in this school are normatively commitment because they exhibit professional behaviours, support one another doing both times of joy and sorrow, and respect the school rules and regulations.” The responses above suggest that normative commitment was high. However, the views of head teachers showed that teachers were more normatively committed than the teachers pointed out. This is because the while the head teachers indicated that normative commitment was high; the teachers indicated that it was fair. Therefore, it can be deduced that normative commitment of teachers was generally okay.

Commitment of Teachers Index In the previous section, results were presented on the three aspects of commitment of teachers that affective, continuance and normative commitment. Nevertheless, for further analyses, an average index for the measure of commitment of teachers was calculated from the items of the four aspects measuring it. The histogram (Figure 4) shows that the overall mean and standard deviation of all the items measuring the aspects of teachers’ commitment.

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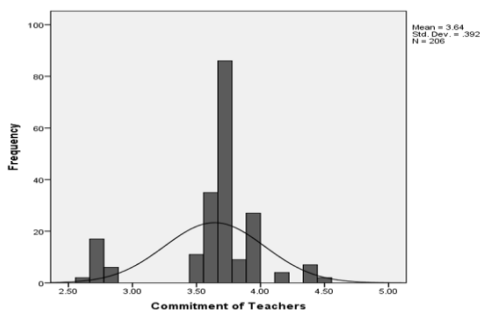


Figure 4: Histogram for Commitment of Teachers

The curve in Figure 4 shows normal distribution of the responses on commitment of teachers with a low standard deviation = 0.392. This suggests that the data obtained on commitment of teachers could be subjected to linear correlation and regression and appropriate results obtained. Still, the figure shows that the teachers rated their teacher commitment (Mean = 3.64) as being high. In the subsections that follow data on leadership styles (IV) is presented, analysed and interpreted.

Leadership Styles: Leadership styles the independent variable was conceived in terms of democratic, autocratic and laissez-faire. The results on the same variables follow here under with descriptive results for each of them presented and finally inferential analysis involving hierarchical analysis.

Democratic Leadership Style: Democratic leadership was studied as the first component of leadership styles. The results on the same that are descriptive statics followed by qualitative explanations follow.

Table 5 : Descriptive Results for Democratic Leadership Style

Democratic Leadership Style	SD	D	MO	A	SA	Mean
My head teacher encourages work group members to express ideas/suggestions	-	24 (11.7%)	73 (35.4%)	104 (50.5%)	5 (2.4%)	3.44
My supervisor listens receptively to subordinates' ideas and suggestions	-	55 (26.7%)	62 (30.1%)	56 (27.2%)	33 (16.0%)	3.33
My head teacher uses my work group's suggestions to make decisions that affect us	17 (8.3%)	23 (11.2%)	61 (29.6%)	88 (42.7%)	17 (8.3%)	3.32
My head teacher gives all work group members a chance to voice their opinions	1 (0.5%)	59 (28.6%)	75 (36.4%)	59 (28.6%)	12 (5.8%)	3.11
My head teacher considers my work group's ideas even when he/ she disagrees with them	22 (10.7%)	15 (7.3%)	105 (51.0%)	64 (31.1%)	-	3.02
My head teacher takes decisions that are based only on his/her own ideas	43 (20.9%)	51 (24.8%)	107 (51.9%)	5 (2.4%)	-	3.15
My supervisor consults with subordinates when facing a problem	44 (21.4%)	56 (27.2%)	86 (41.7%)	20 (9.7%)	-	3.40
My supervisor asks for suggestions from subordinates concerning how to carry out assignments	22 (10.7%)	85 (41.3%)	69 (33.5%)	30 (14.6%)	-	3.52

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My supervisor asks for suggestions on what assignments should be given	-	-	72 (34.9%)	110 (53.4%)	24 (11.7%)	3.77
The head teacher makes every member of staff equitably involved in the activities of the school	-	22 (10.7%)	65 (31.6%)	99 (48.1%)	20 (9.7%)	3.57
The head teacher encourages staff members to participate in problem solving matters in the school	-	36 (17.5)	59 (28.6%)	97 (47.1%)	14 (6.8%)	3.43
The head teacher promotes open and honest self-expression in the school	-	22 (10.7%)	68 (33.0%)	89 (43.2%)	27 (13.1%)	3.59
The head teacher involves staff members in different administrative activities	-	22 (10.7%)	23 (11.2%)	136 (66.0%)	25 (12.1%)	3.80

The results in Table 8 on whether head teachers encouraged work group members to express ideas/suggestions showed that cumulatively, the larger percentage (52.9%) of the teachers agreed while 35.4% moderately agreed and 11.7% disagreed. The average mean = 3.44 close to code 3 which on the scale used corresponded with moderately agreed implied that the teachers indicated that fairly, head teachers encouraged work group members to express ideas/suggestions. Concerning whether supervisors listened receptively to subordinates’ ideas and suggestions, cumulatively the larger percentage (43.2%) of the teachers agreed while 30.1% moderately agreed and 26.7% disagreed. The average mean = 3.33 close to code 3 which on the scale used corresponded with moderately agreed implied that the teachers indicated that fairly, supervisors listened receptively to subordinates’ ideas and suggestions.

As to whether head teachers used work groups suggestions to make decisions that affected teachers, cumulatively the larger percentage (51.0%) of the teachers agreed while 29.6% moderately agreed and 19.4% disagreed. The average mean = 3.32 close to code 3 meant that the teachers indicated fairly, head teachers used work groups suggestions to make decisions that affected teachers. About head teachers giving all work group members a chance to voice their opinions, cumulatively the larger percentage (36.4%) of the teachers moderately agreed while 34.4% agreed and 29.1% disagreed. The average mean = 3.11 close to code 3 meant that the teachers concurred that fairly, head teachers giving all work group members a chance to voice their opinions.

With respect to whether head teachers considered teachers work groups’ ideas even when they disagreed with them, cumulatively the larger percentage (51.0%) of the teachers moderately agreed while 31.1% agreed and 18.0% disagreed. The average mean = 3.02 close to code 3 meant that the teachers revealed that fairly, head teachers considered teachers work groups’ ideas even when they disagreed with them. As to whether head teacher took decisions that were based only on their own ideas, cumulatively the larger percentage (51.9%) of the teachers moderately

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agreed while 45.7% disagreed and only 2.4% disagreed. The average mean = 3.15 close to code 3 meant that the teachers indicated that fairly, head teacher took decisions that were based only on their own ideas.

Regarding whether supervisors consulted with subordinates when facing problems, cumulatively the larger percentage (48.6%) of the teachers disagreed while 41.7% moderately agreed and 9.7% disagreed. The average mean = 3.40 close to code 3 meant that the teachers indicated that fairly, supervisors consulted with subordinates when facing problems. With respect to whether supervisors asked for suggestions from subordinates concerning how to carry out assignments, cumulatively the majority percentage (52.0%) of the teachers disagreed while 33.5% moderately agreed and 14.6% disagreed. The high mean = 3.52 close to code 4 suggested that supervisors asked for suggestions from subordinates concerning how to carry out assignments.

About supervisors asking for suggestions on what assignments should be given, cumulatively the majority percentage (64.1%) of the teachers agreed with 34.9% disagreed. The high mean = 3.77 close to code 4 suggested that supervisors asking for suggestions on what assignments should be given. With regard to whether head teachers made every member of staff equitably involved in the activities of the school, cumulatively the larger percentage (57.8%) of the teachers agreed while 31.6% moderately agreed and 10.7% disagreed. The high mean = 3.57 close to code 4 suggested that head teachers made every member of staff equitably involved in the activities of the school.

Regarding whether head teachers encouraged staff members to participate in problem solving matters in the school, cumulatively the larger percentage (53.9%) of the teachers agreed while 28.6% moderately agreed and 17.5% disagreed. The average mean = 3.43 close to code 3 meant that the teachers indicated that fairly, head teacher encouraged staff members to participate in problem solving matters in the schools. About whether the head teachers promoted open and honest self-expression in the schools, cumulatively the larger percentage (56.3%) of the teachers agreed while 33.0% moderately agreed and 10.7% disagreed. The high mean = 3.59 close to code 4 revealed that head teachers promoted open and honest self-expression in the schools.

As to whether head teachers involved staff members in different administrative activities, cumulatively the majority percentage (78.1%) of the teachers agreed while 11.2% moderately agreed and 10.7% disagreed. The high mean = 3.80 close to code 4 implied that head teachers involved staff members in different administrative activities. To find out if results on democratic leadership style were normally distributed and an average index for the thirteen items measuring democratic leadership style was calculated. A histogram drawn from the same showed the normality of the results as in Figure 5.

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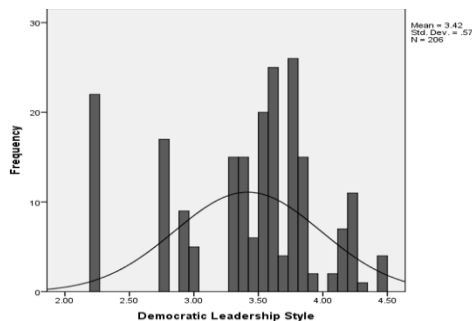


Figure 5: Histogram for Democratic Leadership Style

The results in Figure 4.5 show an overall average mean = 3.42 which indicates that the respondents indicated their head teachers use of democratic leadership style was moderate or fair. Nonetheless, with the low standard deviation (0.57) and the curve in the figure showing normality, it can be stated the results on democratic leadership style were normally distributed. Therefore, the data on democratic leadership style could be subjected to linear correlation and regression and appropriate results obtained.

In the interviews with the head teachers about their use of democratic leadership style, they were asked to tell how they involved teachers in decision making in the schools. Several responses were given suggesting that teachers made effort to use democratic leadership. For example, P2 explained that; “I make effort to be friendly to my teachers, be supportive and mentor them. I ensure that teachers freely speak in meetings, are delegated responsibilities and contribute ideas for success of the school.” In relation to the above, P3 said; I regularly communicate to the teachers what is expected from them. In our weekly meeting, teachers are told what they are supposed to do and areas of weakness pointed out. I use participatory leadership and ensure that every teacher participates in the activities of the school.

P4 remarked that; I make effort to encourage and motivate teachers so that they can work harder to achieve the set goals and objectives. This involves ensuring regular meeting in which I ensure teachers participate, delegating them responsibilities and supporting those who need support such as going for further studies. I also hold workshops in which teachers are inspired to participate effectively in the activities of the school.

In relation to the above, P5 said; I have put in place a system that involves rewarding of best performing teachers. Teachers are also empowered to carry out their responsibilities without having to refer to their supervisors or the head teacher when necessary. With this, teachers actively participate in the activities of the school.

Further, P6 pointed out that; I always encourage my teachers to remain

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positive and carry out their duties without fear as long as they are doing the right thing. Therefore, teachers actively get involved in the different activities of the school.” The responses above generally show that head teachers made effort to involve teachers in these activities of the school. These results are close to the descriptive statistics results which indicated that use of democratic leadership styles in the schools was fair.

Autocratic Leadership Style: Autocratic leadership was studied as the second component of leadership styles. The results on the same that are descriptive statics followed by qualitative explanations follow.

Table 9 : Descriptive Results for Autocratic Leadership Style

Autocratic Leadership Style	SD	D	MO	A	SA	Mean
My head teacher makes me understand what is expected of them	-	12 (5.8%)	74 (35.9%)	117 (56.8%)	3 (1.5%)	3.54
My head teacher lets teachers know about what needs to be done	-	-	83 (40.3%)	120 (58.3%)	3 (1.5%)	3.61
My head teacher makes teachers know how a role should be performed	-	17 (8.3%)	52 (25.2%)	136 (66.0%)	1 (0.5%)	3.59
My head teacher lets subordinates know the level of performance he/she expects from them	-	8 (3.9%)	56 (27.2%)	90 (43.7%)	52 (25.2%)	3.90
My head teacher sets goals for subordinates to achieve	-	-	47 (22.8%)	130 (63.1%)	29 (14.1%)	3.91
My head teacher tracks and monitors mistakes of teachers	-	-	21 (10.2%)	174 (84.5%)	11 (5.3%)	3.95
My head teacher enforces rules strictly	-	-	95 (46.1%)	30 (14.6%)	81 (39.3%)	3.93
My head teacher searches for my mistakes	43 (20.9%)	-	22 (10.7%)	138 (67.0%)	3 (1.5%)	3.28
My head teacher resists expression of views of other staff	42 (20.4%)	1 (0.5%)	7 (3.4%)	135 (65.5%)	21 (10.2%)	3.45
My head teacher sets standards for us to follow while carrying out work	-	-	50 (24.3%)	95 (46.1%)	61 (29.6%)	4.05
My head teacher establishes work agreements to help us accomplish our assignments	-	-	71 (34.5%)	79 (38.3%)	56 (27.2%)	3.93

The results in Table 9 on whether head teachers made teachers understand what was expected of them showed that cumulatively, the larger percentage (58.3%) of the teachers agreed while 35.9% moderately agreed and 5.8% disagreed. The average mean = 3.54 close to code 3 which on the scale used corresponded with agreed implied that head teachers made teachers understand what was expected of them. Regarding whether head teachers let teachers know about what needed to be done, cumulatively the larger percentage (59.8%) of the teachers agreed while 40.3% moderately agreed. The average mean = 3.61 close to code 4 which on the scale used corresponded with agreed meant that head teachers let teachers know about what needed to be done.

With respect to whether head teachers made teachers know how role should be performed, cumulatively the majority percentage (66.5%) of the

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teachers agreed while 25.2% moderately agreed and 8.3% disagreed. The average mean = 3.59 close to code 4 which on the scale used corresponded with agreed suggested that head teachers made teachers know how role should be performed. Regarding whether head teachers let subordinates know the level of performance expected from them, cumulatively the majority percentage (68.9%) of the teachers agreed while 27.2% moderately agreed and 3.9% disagreed. The high mean = 3.90 close to code 4 which on the scale used corresponded with agreed implied that head teachers let subordinates know the level of performance expected from them.

As to whether head teacher set goals for subordinates to achieve, cumulatively the majority percentage (77.2%) of the teachers agreed while 22.8% moderately agreed. The high mean = 3.90 close to code 4 which on the scale used corresponded with agreed meant that head teacher set goals for subordinates to achieve. As regards whether head teachers tracked and monitored mistakes of teachers, cumulatively the majority percentage (89.8%) of the teachers agreed and 10.2% moderately agreed. The high mean = 3.95 close to code 4 which on the scale used corresponded with agreed meant that head teachers tracked and monitored mistakes of teachers.

With respect to whether head teachers enforced rules strictly, cumulatively the majority percentage (53.9%) of the teachers agreed and 46.1% moderately agreed. The high mean = 3.93 close to code 4 which on the scale used corresponded with agreed suggested that head teachers enforced rules strictly. Regarding whether head teacher searched for my mistakes, cumulatively the majority percentage (68.5%) of the teachers agreed while 10.7% moderately agreed and 20.9% strongly disagreed. The average mean = 3.28 close to code 4 which on the scale used corresponded with moderately suggested that fairly, head teacher searched for my mistakes.

About whether head teachers resisting expression of views of other staff, cumulatively the majority percentage (75.7%) of the teachers agreed while 20.9% disagreed and 3.4% moderately agreed. The average mean = 3.45 close to code 3 which on the scale used corresponded with moderately implied that fairly, head teachers resisting expression of views of other staff. As to whether head teacher set standards for teachers to follow while carrying out work, cumulatively the majority percentage (75.7%) of the teachers agreed while 24.3% moderately agreed. The average mean = 4.05 close to code 4 head teacher set standards for teachers to follow while carrying out work.

With regards to whether head teachers established work agreements to help us accomplish their assignments, cumulatively the larger percentage (65.5%) of the teachers agreed with 34.5% moderately agreeing. The average mean = 3.93 close to code 4 suggested that head teachers established work agreements to help us accomplish their assignments. To ascertain if results on autocratic leadership style were normally distributed

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and an average index for the 11 items measuring autocratic leadership style was calculated. A histogram drawn from the same showed the normality of the results as in Figure 4.6.

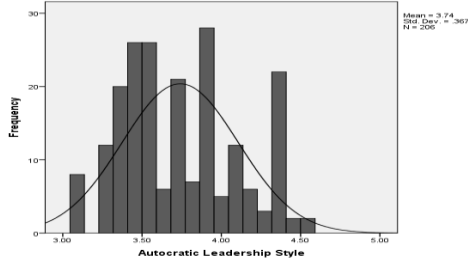


Figure 6: Histogram for Autocratic Leadership Style

The results in Figure 6 show an overall high mean = 3.74 which indicate that the respondents indicated their head teachers were autocratic leadership. Nevertheless, with the low standard deviation (0.376) and the curve in the figure showing normality, it can be stated the results on autocratic leadership style were normally distributed. Therefore, the data on autocratic leadership style could be subjected to linear correlation and regression and appropriate results obtained.

In the interviews with head teachers, they were asked to tell the measures they used to ensure that teachers carried out high task performance. In response to the question item, P1 stated; My focus if to ensure that work hard. I therefore compile teacher performance records and communicate to teachers to see how well they are faring in terms of performance. Where possible I also provide rewards to the teachers with the only challenge being limited funds of the school.

In relation to the above P2 said; I ensure that with the school administrative team we supervise work performance of teachers. Regular appraisal is carried out to establish the level of teacher performance and provide feedback such that teachers can improve or maintain good performance. Effort is also made to provide incentives for good work performance by the teachers.

Further, P3 said; I thoroughly explain objectives of the school each year to the teachers in meeting and to individual teachers as I supervise the. I make effort to encourage teachers to remain focused on the goals and objectives of the school. I provide teachers guidance on achieving better work performance.

The response from P4 was that; I monitor my teachers to ensure that they remain focussed on what they are supposed to do. I make work agreements with teachers to help them accomplish their assignments. Good performance of teachers especially in national examinations by their students is well rewarded.

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Further, P6 said. “I give my teachers instructions on what they are required to do. I ensure that my teachers do not drool in the dark. I give feedback to my teachers after appraising their performance.” In relation to the responses above, head teachers made effort to ensure that teachers carried out high task performance. Therefore, this was consistent with the descriptive statistics which indicated that the use of autocratic leadership style was high.

Laissez Faire Leadership Style: Laissez faire leadership was studied as the third component of leadership styles. The results on the same that are descriptive statics followed by qualitative explanations follow.

Table 10 : Descriptive Results for Laissez Faire Leadership Style

Laissez faire Leadership Style	SD	D	MO	A	SA	Mean
My head teacher rarely takes action	45 (21.8%)	41 (19.9%)	83 (40.3%)	37 (18.0%)	-	2.54
My head teacher avoids deciding	65 (31.6%)	26 (12.6%)	41 (19.9%)	74 (35.9%)	-	2.60
My head teacher reacts to problems only if serious	29 (14.1%)	79 (38.3%)	68 (33.0%)	16 (7.8%)	14 (6.8%)	2.55
My head teacher reacts to problems, only if chronic	31 (15.0%)	61 (29.6%)	41 (19.9%)	71 (34.5%)	2 (1.0%)	2.77
My head teacher reacts to failure	24 (11.7%)	14 (6.8%)	55 (26.7%)	77 (37.4%)	36 (17.5%)	3.42
My head teacher delays to respond to situations	13 (6.3%)	71 (34.5%)	41 (19.9%)	67 (32.5%)	14 (6.8%)	2.99
If not broken do not fix is the approach my head teacher employs	1 (0.5%)	30 (14.6%)	54 (26.2%)	117 (56.8%)	4 (1.9%)	3.45

The results in Table 10 on head teachers rarely took action showed that cumulatively, the larger percentage (41.7%) of the teachers disagreed while 40.3% moderately agreed and 18.0% agreed. The just below average mean = 2.54 close to code 3 which on the scale used corresponded with moderately agreed implied that the teachers indicated that to a lesser extent head teachers rarely took action. Concerning whether head teachers avoided deciding, cumulatively the larger percentage (44.2%) of the teachers disagreed while 35.9% agreed and 19.9% disagreed. The just below average mean = 2.60 close to code 3 which on the scale used corresponded with moderately agreed implied that the teachers indicated to a lesser extent head teachers avoided deciding.

As to whether head teachers reacted to problems only if serious, cumulatively the larger percentage (52.4%) of the teachers disagreed while 33.0% moderately agreed and 14.6% agreed. The just below average mean = 2.55 close to code 3 meant that to a lesser extent head teachers reacted to problems only if serious. About head teacher reacted to problems only if chronic, cumulatively the larger percentage (44.6%) of the teachers disagreed while 36.5% agreed and 19.9% moderately agreed. The average mean = 3.42 close to code 3 meant that the teachers concurred that fairly, head teacher reacted to problems only if chronic.

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With respect to whether head teacher reacted to failure, cumulatively the larger percentage (54.9%) of the teachers agreed while 26.7% moderately agreed and 18.5% disagreed. The average mean = 3.42 close to code 3 meant that the teachers revealed that fairly, head teacher reacted to failure. As to whether head teachers delayed to respond to situations, cumulatively the larger percentage (40.9%) of the teachers disagreed while 37.4% agreed and 19.9% moderately agreed. The just below average mean = 2.99 close to code 3 meant that to a lesser extent head teachers delayed to respond to situations.

Regarding whether if not broken do not fix was the approach head teachers employed, cumulatively the larger percentage (58.7%) of the teachers agreed while 26.2% moderately agreed and 15.1% disagreed. The average mean = 3.45 close to code 3 meant that the teachers indicated that fairly, if not broken do not fix was the approach head teachers employed. To find out if results on laissez faire leadership style were normally distributed and an average index for the seven items measuring laissez faire leadership style was calculated. A histogram drawn from the same showed the normality of the results as in Figure 7.

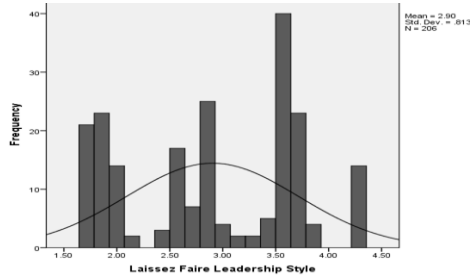


Figure 7: Histogram for Laissez Faire Leadership Style

The results in Figure 7 show an overall average mean = 3.42 which indicates that the respondents indicated their head teachers use of laissez faire leadership style was moderate or fair. Nonetheless, with the low standard deviation (0.57) and the curve in the figure showing normality, it can be stated the results on laissez faire leadership style were normally distributed. Therefore, the data on laissez faire leadership style could be subjected to linear correlation and regression and appropriate results obtained.

In the interviews with head teachers, they were asked to tell what activities they left to the teachers to carry out without their interference. In response to the question item, P1 stated; “Each teacher has a job description specifying what they are supposed to carry. However, still the work is carried out under the supervision of different administrators.” In relation to the above, P2 said;

Teachers know their responsibilities because they are outlined in their contracts. Teachers have to carry out activities such weekly duty, teaching,

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supervise extra-curricular activities and be delegated responsibilities. Nonetheless, teachers are not left to operate on their own and have to be supervised by the different administrators in the school.

Further, P4 remarked, “Teachers have the liberty to carry out their activities as they deem fit especially with respect to classroom teaching. However, they have to operate within the school policies, rules and regulations.” Relatedly, P5 expounded that; “Teachers in this school freely carry out their activities as long as they are within the limits of their job description.” The responses above suggest that why teachers had some liberty to carry out their duties, they were still being supervised. This finding means that largely, head teachers did not carry out laissez-faire leadership. This finding concurs with the descriptive statistics which indicated that head teachers use of laissez faire leadership style was moderate.

Inferential Analyses

To establish whether there was a relationship between head teachers leadership styles and commitment of teachers, inferential analyses namely; correlation and regression were carried out respectively and results are presented here under.

Correlation of Head Teachers Leadership Styles and Commitment of Teachers

To establish whether head teachers’ leadership styles aspects namely; democratic, autocratic and laissez-faire related to commitment of teachers, correlation analysis. The results were as given in Table 11.

Table 11 : Correlation Matrix for Head Teachers Leadership Styles and Commitment of Teachers

	Commitment of Teachers	Democratic Leadership Style	Autocratic Leadership Style	Laissez Faire Leadership Style
Commitment of Teachers	1			
Democratic Leadership Style	0.206** 0.003	1		
Autocratic Leadership Style	0.600** 0.000	-0.328** 0.000	1	
Laissez Faire Leadership Style	0.356** 0.000	-0.120 0.086	0.124 0.075	1

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

The results in Table 11 suggest that all the components of leadership styles namely; democratic ($r = 0.206, p = 0.003 < 0.05$); autocratic ($r = 0.600, p = 0.000 < 0.05$) and laissez faire ($r = 0.356, p = 0.000 < 0.05$) had a positive and significant relationship with commitment of teachers. This means that the hypotheses (H_1-H_3) were supported. However, hypothesis Two (H_2) and Three (H_3) was more significant.

Regression Model for Leadership Styles and Commitment of Teachers in Secondary Schools: At the confirmatory level, to establish whether leadership styles namely; democratic, autocratic and laissez-faire predicted to commitment of teachers, a regression analysis was carried out. The results were as in Table 12.

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Table 62 : Regression of Commitment of Teachers and Leadership Styles

Leadership Styles	Standardised Coefficients	Significance
	Beta (β)	(p)
Democratic	0.481	0.000
Autocratic	0.718	0.000
Laissez-faire	0.324	0.000
Adjusted R ² = 0.641 F = 122.765, p = 0.000		

a. Dependent Variable: Commitment of Teachers

The results in Table 12 show that the components of leadership styles namely; democratic, autocratic and laissez-faire explained 64.1% of the variation in commitment of teachers (adjusted R² = 0.641). This means that 35.9% of the variation was accounted for by other factors not considered under this model. All the components of leadership styles namely democratic ($\beta = 0.481, p = 0.000 < 0.05$), autocratic ($\beta = 0.718, p = 0.000 < 0.05$) and laissez-faire ($\beta = 0.324, p = 0.000 < 0.05$) had a positive and significant influence on commitment of teachers. This means that all the hypotheses (H₁-H₃) were supported. The magnitudes of the respective betas suggested that autocratic leadership style was a highly significant predictor of commitment of teachers while democratic was moderate and laissez-faire weakly significantly respectively.

Discussion, Conclusions and Recommendations: We present the discussion of the findings, conclusions and recommendations derived from data presentation, analysis and interpretation. The results are on the relationship between head teachers’ leadership styles in terms of democratic leadership, autocratic and teachers’ laissez-faire leadership styles with commitment of teachers.

Discussion of the Findings

This section of the study discusses the findings on the relationship between head teachers’ leadership styles and commitment of teachers established during the investigations of the study. The discussion is presented following the order of the study objectives.

Question One: What is the relationship between head teachers’ democratic leadership style and commitment of teachers?

The first objective of the study sought to find out the relationship between head teachers democratic leadership style and commitment of teachers. Therefore, the first hypothesis (H1) was to the effect that there is no significant relationship between head teachers’ democratic leadership style and commitment of teachers. Regression analysis revealed that the hypothesis was supported. This finding is consistent with the findings of previous scholars. For instance, Angelis et al. (2010) reported that democratic leadership had a significant positive relationship with employee commitment. Relatedly, Appelbaum et al. (2013) indicated employee participation in decision making led to employee commitment. Also,

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Relatedly, Banjarnahor et al. (2018) revealed that participatory leadership style had a significant positive effect on and organization commitment. Similarly, Bhatti et al. (2019) indicated existence of a positive significant relationship between democratic leadership and continuance commitment. Consistent with the finding of the study, Bell and Mjoli (2014) also reported that democratic leadership positively and significantly affected total organizational commitment of employees. In the same vein, Lyndon and Rawat (2015) found a positive linkage between leadership styles and organisational commitment. Also, Rai et al. (2020) revealed that the democratic leadership style of managers had a significant positive impact on organisational commitment. On the contrary, Elele and Fields (2010) revealed that with Nigerian employees, both actual levels of participation and actual against desired participation were related to affective and normative commitment. Nonetheless, neither measure of participation was related to continuance commitment. For Americans, only actual against desired levels of participation were positively related with affective and normative organisational commitment.

For both Nigerian and American employees, actual levels of participation or democratic leadership style were negatively related to continuance commitment. This meant democratic leadership had variations in the way it affected commitment of employees in terms of affective, continuance and normative commitment. On their part, Henkin and Holliman (2008) reported that democratic leadership style marginally related to commitment. Nevertheless, with most scholars consistent with the finding of the study, it can be inferred that democratic leadership style has a positive and significant relationship with commitment of teachers.

Question Two: What is the relationship between head teachers' autocratic leadership style and commitment of teachers?

The second objective of the study sought to establish the relationship between head teachers' autocratic leadership style and commitment of teachers. Therefore, the second hypothesis (H2) was to the effect that there is no significant relationship between head teachers' autocratic leadership style and commitment of teachers. Regression analysis revealed that the hypothesis was accepted. This finding concurred with the findings of a number of previous scholars. For example, Banjarnahor et al. (2018) found out that the autocratic leadership style had a significant positive effect on organisational commitment of the principals. Also, Garg and Ramjee (2013) indicated that autocratic leadership behaviours had a positive relationship with normative commitment. Relatedly, Mahdi et al. (2014) found out that directive leadership behaviours had a positive significant effect on organisational commitment.

Further, concurring with the finding of the study, Öztekin et al. (2015) established that paternalistic (autocratic) leadership had a positive significant relationship with organisational commitment. Also, Silva et al.

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(2019) revealed existence of a positive relationship between the autocratic leadership (task-oriented style) and the normative commitment although with not the other aspects. Nevertheless, the finding was contrary to Amini et al. (2019) who reported that autocratic leadership led to a very least increase on commitment of the workers. On the other hand, Abasilim et al. (2019) revealed that autocratic leadership had a negative and insignificant relationship with commitment of employees. Also, Çokluk and Yılmaz (2010) reported that autocratic leadership of school administrators had a moderate negative association with organisational commitment. The discussion above generally suggests that largely, autocratic leadership style positively related to commitment of teachers. This is because the higher number of previous scholars concurred with the finding of the study.

Question Three: What is the relationship between head teachers' laissez-faire leadership style and commitment of teachers.

The third question of the study sought to determine the relationship between head teachers' laissez-faire leadership style and commitment of teachers. Therefore, the third hypothesis (H3) was to the effect that is a significant relationship between head teachers' laissez-faire leadership style and commitment of teachers. Regression analysis revealed that the hypothesis was accepted although the relationship was weak. This finding agrees with the finding by Amini et al. (2019) that laissez-faire leadership contributed very least increase on commitment of the workers. Also, the finding agrees with Biza and Irbo (2020) who revealed existence of a significant and positive correlation between laissez-faire leadership style and continuance commitment. Nonetheless, the finding was in disagreement with the findings of most previous scholars. Abasilim et al. (2019) indicated that laissez-faire leadership style had a positive but insignificant relationship with employees' commitment.

In relation to the above, Al-Daibat (2017) reported that the laissez-faire leadership style had a negative and insignificant effect on organisational commitment. Further, Bučiūnienė and Skudienė (2008) established that laissez-faire leadership style was negatively associated with employees' affective commitment. Also, in disagreement with the finding of the study, Garg and Ramjee (2013) reported that laissez-faire had a negative weak correlation with all the commitment aspects of affective commitment, continuance and normative. Further, Silva and Mendis (2017) revealed that laissez-faire leadership had a negative and weak significant correlation with organisational commitment. Overall, the discussion above shows that largely previous scholars did not concur with the finding of the study. Although weak showed that there was a positive significant relationship with commitment of teachers. However, with the relationship being weak, it can be surmised that laissez-faire leadership weakly relates to commitment of teachers.

Conclusion

The discussion above, led to the drawing of following conclusions with respect to head teachers' leadership styles and commitment of teachers;

The democratic leadership style is imperative for commitment of teachers. This is so is head teachers always ask for suggestions from subordinates concerning how to carry out assignments, ask for suggestions on what assignments should be given and make every member of staff equitably involved in the activities of the school. In addition, democratic leadership style is imperative for commitment of teachers if head teachers promote open and honest self-expression in the school, and involve staff members in different administrative activities.

The autocratic leadership style is a pre-requisite for commitment of teachers. This especially when head teachers make teachers understand what is expected of them, lets teachers know about what needs to be done, makes them know how a role should be performed, let them know the level of performance expected from them, and sets goals for them to achieve. Further, autocratic leadership style is a pre-requisite for commitment of teachers when the head teacher track and monitor mistakes of teachers, enforce rules strictly, set standards for teachers to follow while carrying out work, and established work agreements to help teachers accomplish our assignments.

Laissez-faire is not a substantially leadership style for commitment of teachers. This is especially when the head teacher rarely takes action, avoids deciding reacts to problems only if serious, reacts to problems only if chronic, and delays to respond to situations.

Recommendations

The conclusions above lead to the suggesting of following recommendations with respect to head teachers' leadership styles and commitment of teachers;

Head teachers should make effort to employ the democratic leadership style to promote for commitment of teachers. This should involve head teachers always asking for suggestions from subordinates concerning how to carry out assignments, ask for suggestions on what assignments should be given and make every member of staff equitably involved in the activities of the school. Further, head teachers have to promote open and honest self-expression in the school, and involve staff members in different administrative activities.

Head teachers should also use autocratic leadership style to promote commitment of teachers. This should involve making teachers understand what is expected of them, letting teachers know about what needs to be done, making them know how a role should be performed, letting them know the level of performance expected from them, and setting goals for them to achieve. Also, head teachers should track and monitor mistakes of teachers, enforce rules strictly, set standards for teachers to follow while

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carrying out work, and establish work agreements to help teachers accomplish our assignments.

Head teachers should give limited emphasis to use of laissez-faire leadership style to promote commitment of teachers. Head teacher should avoid rarely taking action, avoiding deciding, reacting to problems only if serious, reacting to problems only if chronic, and delaying to respond to situations.

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