

The Challenges and Practice of Principals' Leadership Styles in Government and Private Selected Secondary Schools of Mekelle City

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Abstract

The purpose of this study was to assess and describe the Challenges and practice of principals' leadership styles and teachers' organizational commitment at government and private secondary schools in Mekelle Administrative zone of Tigray Region. Four research questions related to practice of principals' leadership styles and teachers' organizational commitment were formulated to guide the study. In order to answer the research questions, descriptive survey research design was employed. The data was collected in 12 secondary schools from which 7 of them were government schools and the remaining 5 schools were Private schools. From these sample schools 120(20.16%) teachers, 120(15.5%) students, and 19(79.16%) principals were selected by multistage stratified sampling. Data from the participants was collected using questionnaires and FGD guiding questions. The data obtained from the above sources were analyzed by using both descriptive and inferential statistical methods. The major descriptive statistics used were frequency count, percentage, mean, and standard deviation and the major inferential statistical used was independent sample t-test and Pearson correlation. The results of the study revealed that Majority of teachers and students taken from both government and private schools and participated in this research perceived that generally their principals have more frequently exercised transactional leadership style than transformational leadership style even though government school principals exercised transformational leadership style in somewhat better frequency than their counterpart private school principals. The analysis has also shown that from different kind of transformational leadership styles Idealized Influence and Inspirational Motivation styles were practiced more frequently than Individualized Consideration and Intellectual Stimulation in government schools. Generally the practiced leadership style and the teachers' commitment level were found to be weakly correlated nevertheless its correlation was positive. This indicates that teachers' commitment is a multivariate issue that could be influenced by other factors other than practices of leadership style. From the above findings, the conclusion drawn was that the dominant leadership style practiced in both government and private secondary schools of Mekelle zone was transactional leadership style. Government schools teachers' commitment was found to be lower than private schools. Based on the findings of the study and the conclusions drawn, the recommendations were forwarded to improve school leadership style practices for betterment of teachers' commitment level of Mekelle zone secondary schools in particular and other school leadership practice in all school in general.

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Introduction

Background of the Study

Tigray is one of the regional states in Ethiopia with an area of 531,638 sq.km (PPTR; 1998) and 5,316,988 populations [1]. It is located at the northern part of the country. Its borders are Afar region on the east, Sudan on the west, Eritrea on the north and Amhara region on the South. The region is currently divided into seven administrative Zones namely; North West Zone, Western zone, Central zone, Eastern zone, Southern zone, South East zone and Mekelle zones. All zones are divided in to fifty three woreda. Mekelle town also, lies at 780 Km north direction of Addis Ababa

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in the high way road from Addis Ababa Dessie and 520 KM from Bahr Dar. It is the capital city of Tigray Regional state. Although there are minorities like Kunama (4,860) and Irobe (33,372) in some particular areas of the region, the population size is very small as compared with Tigrians, as the majority of the population in the region.

Concerning the infrastructure and Social Services like roads, Mekelle has different directions of high way roads. The city has internal high way roads. The city has 24 hours sufficient telephone (mobile and fixed line, internet and hotels), electrical power services and adequate access of safe health with potable water. Health and education are also the basic social services which are indispensable tool towards development in the city. The city has 15 government and 14 private Secondary schools.

Educational institutions like other organizations are established to serve specific purposes and to carry out designed mission. Moreover, they provide resources, infrastructure, and necessary training to their faculty to enable teachers to accomplish goals and objectives directed towards the greater mission. It is important that the employees share the vision of their organization that is committed to its mission and goals (Chae, 2016).

Teachers are the main agents to achieve educational goals. One report stated that teachers play a decisive role in the fulfillment of educational goals. Miles continued that whatever curriculum change is introduced and whatever reforms are made, all will be of little or no avail without qualified and committed teachers. Good curricula, creative instructional materials, efficient organization and management, modern facilities and equipment contribute to the effectiveness of education a lot. However, all of them depend upon the skill, the wisdom and the commitment of teachers for their full realization [2].

In addition, Mwesiga (2018) stated that teachers' commitment is crucial as they are not only responsible for insuring that they achieve the educational goals and mission but equally important in their role in providing quality education and at the same time producing students who are well equipped with the required skills to meet the needs of rapidly developing industries as well as to help the state achieve a competitive edge in the challenging global market.

According to Kebbi, less committed teachers may create difficulties and cause the deviations in respect of the educational aims of the school [3]. It is possible to state that teachers who have committed to the school exert great efforts for their schools are proud of their school and willing to have responsibilities for the achievement of the school. Solomon, research result confirmed that the high levels of organizational commitment would lead to higher levels of performance and effectiveness of both the individual and the organizational level [4].

On the other hand teachers' commitment is influenced by the styles and efforts of their principals. In this regard Moses, Cited in Solomon, explained that regardless of the efforts of the most capable leaders in a school, accomplishing school goals depends largely on a better understanding of the sources, nature and development of teachers' commitment [4,5].

Similarly, according to Ramjee highlighted that leadership styles that encourages commitment are essential in order for an organization to successfully implement organization strategies, achieve their goals, gain competitive advantage and optimize human capital [6]. As such committed employees are more motivated and dedicated towards meeting and achieving organizational goals.

Nowadays, the world is rapidly changing as a result of which the schools need suitable leadership styles to enhance teachers organizational Commitment. This idea is supported by Makhbul argued that organizations need both transactional and transformational leadership [7]. That means leaders or schools principles use transactional and transformational leadership styles to lead the schools in a different frequency of practice. Because transactional leadership improves organizational efficiency whereas, transformational leadership steers an organization in to a better course of action.

In addition, Turpin research results suggested that transformational leaders tend to have more committed and satisfied followers [8]. They have the ability to motivate followers to exceed expected or intended performance by setting more challenging expectations, empowering their followers, and paying attention to their individual needs and personal development. Through coaching, mentoring, Challenge, and support transformational leaders have the capacity to inspire followers to commit to a shared vision and goals for an organization, and challenge them to be innovative, problem solvers, and help followers to develop leadership capacities.

In line with this, according to Bass Bass cited in Kao explained that transactional leaders use rewards as their primary source of power [9,10]. Followers obey the leader when the exchange meets the followers' needs. The relationship continues as long as the reward is desirable to the follower, and both the leader and the follower see the transaction as means of advancing toward their personal goal.

According to Ross the essence of transformational leadership is dedicated to fostering the growth of organizational members and enhancing their commitment by elevating their goals [11]. In contrast, transactional leaders accomplish organizational goals without attempting to elevate the motives of followers or the human resources of the organization. Ross and Gray research finding suggested that transformational leadership could influence teachers' commitment to school more than transactional leadership.

In this regard, Avolio stated that transformational leaders are able to influence followers organizational commitment by promoting higher levels of intrinsic value associated with goal accomplishment, emphasizing the linkages between follower effort and goal achievement, and by creating a higher level of personal commitment on the part of the leader and followers to a common vision, mission and organizational goals [12]. Lo reseated result revealed that transformation leadership style correlates significantly with organizational commitment, whereas transactional leadership does not have significant relationship with organizational commitment [13].

When we come to the Ethiopia context, the ministry of education has designed the quality assurance package to improve the quality of education in all education level since 1999 E.C. In order to improve quality education, it demands the participation of different stakeholders for the implementation of school programs. Principals and teachers are the main stakeholders to improve quality education. In this Regard, Barnett et al, in this research results confirmed that lack of teachers' commitment, lack of substantial knowledge and support from educational leaders are some of the problems and challenges of teachers in the process of implementing school improvement programs [14]. Therefore, this study was aimed at assessing principals' leadership styles and teachers' commitment to their government and private secondary schools from transformational and transactional perspectives.

Statement of the Problem

Teachers' commitment is one of the key elements in education and is arguably becoming an increasingly important factor influencing the teaching learning process. The work of teachers engage in a daily basis is complex and demands and requires a level of personal engagement and commitment Crosswell [15]. Besides, Erdem research findings revealed that organizational commitment has been identified as a predictor of behavior of teachers and principals within the organizations [16]. In educational organizations, however, the level of teachers' commitment to their schools task accomplishment is influenced by principals' leadership styles. In this regard, Ibrahim et al. (17) noted that school leadership is highly significant in determining teachers' levels of commitment and engagement with new initiatives and reforms. School Principals are considered to be the interpreter and the connector between the schools task accomplishment and the systems goals achievement priorities setting and specific teacher practice improvement. On the other hand, Perceived failures by teachers can cause a reduction in commitment but effective schools which have a strong principal who can help teachers learn more from failures and celebrate success.

Avolio also stated that transformation leaders influence followers' organizational commitment by encouraging them to think critically by using novel approaches, involving followers in decision making process, inspiring loyalty while recognizing and appreciating the different needs of each follower to develop his/her personal potential [12].

With regard to the Ethiopian situation, even though research reports regarding teachers' commitment have not been available, the researcher as principal has the opportunity to observe the actual situation of working conditions at secondary schools. According to the researcher's observations and experience, teachers' commitment in accomplishing their school tasks is poor. This is explained in terms of lack of commitment for change, resisting accepting the school goals and values, a feeling of dissatisfaction, ineffective use of working time, increased teachers' absenteeism, increased teachers' turnover, and Poor performances are among the work related problems.

Researcher's experience shows that principals do not give attention to teachers' low commitment which can influence the psychological situation of teachers. Instead, they mostly give attention to inspecting and controlling teachers' activities. It seems that unless the intervention programs which aimed at improving the existing situation are designed and implemented, it might be a great challenge to achieve educational goals effectively.

This initiates the researcher to assess the challenges and practice of principals' leadership styles and teachers' organizational commitment of government and private selected secondary school of Mekelle City. Moreover, comparative studies between government and private high schools were not studied yet. Therefore, the main intent of this study is to compare the practices of principals' leadership styles and teachers' commitment in government and private secondary schools in Mekelle administrative zone of Tigray with the following basic questions that must be addressed. The purpose of this study was to assess and describe the challenges and practice of principals' leadership styles and teachers' organizational commitment at government and private selected secondary schools of Mekelle City.

The data was collected in 12 secondary schools from which 7 of them were government schools and the remaining 5 schools were Private schools. From these sample schools 120 teachers, 120

students, and 19 principals were selected by multistage stratified sampling. The instruments were designed in order to collect relevant information about principal's practical application of leadership styles and perceived teachers commitment level as a result of practices of the leadership styles as judged by students and principals as well as teachers self-evaluation. In effort of achieving this purpose of the study four basic research questions were developed as frame of reference.

Basic Research Questions

- What is the dominant leadership styles currently practiced in Mekelle Secondary schools?
- To what extent are teachers' committed to achieve their school goal?
- Is there any statistically significant difference between government and private schools in terms of leadership style and teachers' commitment level?
- Is there a link between leadership style and teachers' commitment level?

Objectives of the Study

General Objective

The general objective of this study is to investigate the challenges and practice of principals' leadership styles and teachers' organizational commitment at government and private selected secondary schools of Mekelle City.

Specific objectives

- To investigate the dominant leadership styles currently practiced in Mekelle Secondary schools.
- To determine the extent to which teachers are committed in achieving their school goals in both government and private schools.
- To examine the difference practices of leadership style and commitment levels of teachers in both government and private schools.
- To examine the influence of leadership styles on teachers' commitment.

Significance of the Study

Organizational leaders can play a great role in the development of a country, and give appropriate and integrated service to the society members' as well as to the workers in the organization in particular. Moreover, principals' leadership styles affect teachers' organizational commitment in the school areas. Unless fruitful and appropriate leadership style is used, the achievement of organizational goal would be in vain. The concerned bodies and leaders' awareness and alertness about the existence of different types of leadership styles take the large part in implementing the school goals. The teachers perform well and might not perform effectively because of the leadership style employed on them.

It is expected that from the finding of this study, educational leadership of secondary schools and other co-managerial bodies got some important information about the effects of leadership style on teachers' commitment.

Thus, this study is thought to be important for the following point:

- The study was provide information for higher officials of the Regional, Zonal and woreda level, on their effort to capacitate principals of different schools for the effectiveness of the schools by increasing teachers' level of commitment.

- The study will helping the teachers under study in showing how their level of organizational commitment is influenced by the leadership styles of principals.
- The study will help the principals of the schools to determine the type of leadership styles to adopt in order to induce and maintain high level organizational commitment from their teachers.
- The study will contribute to the design of intervention mechanism which enhances teachers' commitment to schools.
- The study will help the concerned bodies or stakeholders like governmental as well as non-governmental organizations to have information about the principals' leadership styles and teachers' organizational Commitment.

Limitation of the Study

It is obvious that research work cannot be totally free from limitations. During conducting the research, the researcher, used mostly questionnaire rather than interviewee because of limitation of time and budget. This played greater role in limiting the depth of the study. Besides, most of secondary school principals, vice principals, teachers might be very busy and have no enough time to respond to questionnaires and interviews because of continual meeting. In spite of all this, the researcher tried to make study as complete as possible.

Operational Definition of Important Terms

- **Leadership:** refers to the process of influencing individual and staff in the activity of goal setting and attaining of school goals.
- **Leadership styles:** are the ways in which the functions of leadership are carried out the behavior adopted by manager towards subordinate Staff.
- **Organizational commitment:** is a persons' emotional attachment to identification with, and involvement in a particular organization
- **School leader:** is a person (principal or vice principal) who is in a position to influence teachers towards school goals attainment.
- **Secondary School:** refers to the school system established to offer two years of general education (9 -10) and extra two years of pre- collage preparation (preparatory).
- **Transformational leadership:** involves and engagement between leaders and followers bound by common purpose to higher level of motivation and morality
- **Transactional leadership:** is influencing followers through an exchange of something valued by both the leader and follower

Organization of the Study

The study is composing of five chapters. The first chapter presents introduction to the study. The second chapter focuses on the review of the related literature. The third chapter treats the research design and methodology whereas the fourth chapter asserts data presentation, analysis and interpretation of the major findings. The last chapter provides summary of findings, conclusions reached and recommendations made on the basis of conclusions drawn from the analyzed data.

Research Design and Methodology

This chapter deals with the research method, source of data, sampling techniques, Instruments of data collection, procedure

of data collection and method of data analysis.

Research Methodology

This research was designed to investigate the challenges and practices of principals' leadership style and teachers' organizational commitment in government and private secondary schools. In this section, research design, source of data, sample and sampling technique, data collection instruments, data collection procedure, and method of data analysis have been comprised.

Research Design

A research design of a study is nothing but a strategy or plan of investigation to obtain answer to research questions or problems [18]. The main purpose of this study was to assess the effect of principals' leadership practices on teachers' organizational commitment. To achieve this purpose a descriptive survey research design was employed. Thus, the study has employed both quantitative and qualitative methods of data collection and analysis. According to Creswell (2003) each of the paradigms, which is qualitative and quantitative methodology, have their own limitations. However, according to him, one can benefited much from by mixing them. Hence the researcher preferred to mix the two methods in order to cross- validate the findings obtained by each of the methods.

In light of this, oeb et al. expressed that "descriptive survey method of research is more appropriate to gather several kinds of data such broad sized." To this end most of the quantitative data were collected using both cloths – ended and open – ended questionnaire while the quantitative data were collected through focus group discussions of member of selected targets [19]. Methodology is somewhat better than using a single method; therefore, the researcher found that descriptive survey is appropriate to mix both qualitative and quantitative methods.

Sources of Data

The data sources for this research were teachers, principals, students. These data sources were selected from both government and private schools. From these sources a primary data was gathered using questionnaires and FGD guide questions which was relevant and useful to answer the developed research questions of the study. The variables which we are used in measuring full range of leadership behaviors were considered separately as independent variables. On the other hand, the dependent variable, teachers' organizational commitment was measured by using teachers' organizational commitment questionnaire to investigate the extent of teachers' level of organizational commitment variation with respect to leadership style variability.

Sample and Sampling Technique

The determination of sample schools was determined based on 2009 E.C annual statistical report of the Tigray education Bureau and 2010 E.C first semester report of the Mekelle Administrative Zone Statistics department. According to these reports there were 9 government secondary schools and 15 private secondary schools in 7 woreda (sub city) of Mekelle zone. In these schools there were 24 principals, 33 vice principals, 759 teachers, and 22816 students. In order to select appropriate samples of participants for the study, the frame of sampling or population of all data sources should be defined [20].

Therefore, in this study the target populations were: students, principals and teachers of Mekelle zone government and private secondary schools. From the population a total of 12 schools were selected by using stratified sampling technique.

Before selection schools were categorized in to government and private school categories then proportionally schools were selected from each category by using stratified random sampling technique. Following the sample school selection, the next step was selection of the respondents (students, teachers and principals) from each sampled school. The respondents of this study comprised of 4 sub-groups. These were principals, vice principals, teachers and students. Principals and vice principals were selected by using available sampling techniques while teachers and students were selected by multistage stratified sampling techniques. The detail of the sampling procedure was as presented in table 1 below.

Table 1 School, Sample Size and Response Rates

| No | Sample schools | Main Principal | | Vice Principal | | Teachers | | Students | |
|--------------|------------------------|----------------|-----------|----------------|-----------|------------|------------|--------------|------------|
| | | P | S | P | S | P | S | P | S |
| 1 | Kesatie-Brhan-Salama | 1 | 1 | - | - | 9 | 10 | 120 | 10 |
| 2 | Nicolas Robinson | 1 | 1 | - | - | 21 | 10 | 438 | 10 |
| 3 | Mersi Paradise Academy | 1 | 1 | 1 | 1 | 24 | 10 | 757 | 10 |
| 4 | Daero | 1 | 1 | 1 | 1 | 25 | 10 | 680 | 10 |
| 5 | Sheba | 1 | 1 | 1 | 1 | 24 | 10 | 817 | 10 |
| 6 | WelduNiguse | 1 | 1 | 2 | 2 | 82 | 10 | 2026 | 10 |
| 7 | AtseYohannes | 1 | 1 | 2 | 2 | 76 | 10 | 2235 | 10 |
| 8 | Hawelti Sr. | 1 | 1 | 2 | 2 | 66 | 10 | 1217 | 10 |
| 9 | Adihaki | 1 | 1 | 2 | 2 | 100 | 10 | 2092 | 10 |
| 10 | Mesebo/sewhiNgus | 1 | 1 | 2 | 2 | 73 | 10 | 1886 | 10 |
| 11 | Ayder | 1 | 1 | 2 | 2 | 40 | 10 | 1052 | 10 |
| 12 | Adiha | 1 | 1 | 2 | 2 | 55 | 10 | 1506 | 10 |
| Total | | 12 | 12 | 17 | 17 | 595 | 120 | 14826 | 120 |

Questionnaires

Key: P – population, S –sample,

The number of sample teachers from selected sample school was again determined by probability proportion to size (PPS) sampling technique. Thus, each sample school contributed the sample subject proportional to its size. Therefore, 20.16 percent of the teachers from the total population were included in the study. A multistage stratified sampling technique was used to select a particular teacher or student from each sample school. The stratifying variables were school type, kind of respondent, sex and grade level. After stratification a systematic random sampling was used. This had involved choosing a starting point in the sampling frame at random in the teachers name list from 1 to 5, and then choosing every *n*th teacher respondents were take place from each sample secondary schools.

Data Gathering Instruments

In order to collect reliable and valid data from the participants, two types of data collecting instruments were employed. These were a structured close ended questionnaires and FGD guide questions. The content of the questioners and FGD was mainly focused on the transformational and transactional leadership styles and the variables measure the level of teachers' commitments. After the development the research tools the researcher has given them to experts in the area of educational leadership so as to evaluate their content and construct validity. The questionnaire has three parts: The first part of the questionnaire was used to collect data about information of respondents and principals appointment. In this part, the questionnaire elicit about sex, age, qualification, work experience, in addition to principal appointment in sample schools.

The second part of the questionnaire was used to seek information from the teachers and students about secondary school principals' leadership style practice in sample schools. The first survey instrument Multifactorial leadership Questionnaire

(MLQ) developed by Williams (2018) was adopted for this study to measure principals leadership styles as perceived by teachers. 32 items were used to measure each of the components or sub scale of transformational and transactional leadership. This items required the respondent to answer each item on a 4 point likert scale ranging from (not at all, sometimes, fairly often, and frequently / if not always and all the time). Five subs-scales consisting of four items each of which assesses the characteristics of transformational leadership include, idealized influence attributes, idealized influence behaviors, inspirational motivation, intellectual stimulation, and individual consideration. Three sub-scales of four items each of which measures the transactional leadership components of contingent rewards, management by exception active, and management by exception passive were use.

The third part of the questionnaire was used to collect information about the organizational commitment of the teachers from principals and students in sample school. The second, instrument of choice for assessing teachers' organizational commitment, the organizational commitment questionnaire (OCQ) developed by Yousef, was adopted in this research. Accordingly, this instrument used to measure teachers' commitment in the study [21]. This 15 items requires the respondent to answer each item on a 5 point likert scale rating from strongly disagree to strongly agree. The measure is created with commitment being a generally affective reaction to the school.

Before developing the questionnaire, relevant and related literature was thoroughly examined, selected, and arranged, based on the information obtained for related literature, questions having close items. Before the administration of questionnaire to the actual subjects in the study, pilot test had been conducted to check the relevance of each of the items in the questionnaire, in order to avoid ambiguities, and misunderstanding.

The subjects in the pilot study were 2 principals, 6 randomly selected teachers and 5 students all from a government and non-government (Private) schools. This was not included in the sample schools. After the pilot study modification was made on few items, and then the questionnaires were administered to the actual subject in the study. The administration of the questionnaires was undertaken by the help of principals, vice principals and teachers.

The reliability of principals' leadership behavior (styles) instrument was measured by Hancock Mcneish calculated crocronbach's alpha coefficient values [22]. It was found reliable with the value 0.85. Reliability refers to the level of dependability of the items in the research instrument, and the consistency of the research instruments.

The reliability of teachers' organizational commitment instrument was also measured by Reber, calculated cronbach'salphe coefficient value 0.90 [23]. The items were tested on 2 principals, 6 randomly selected teachers and 5 students all from a government and non-government (Private) schools during a pilot study. This administered how consistent they were in responding to questions using the pilot study schools. These schools were not part of the study. Having collected the questionnaire, Cranach coefficient alpha was used to test the reliability coefficient for each variable were as follows. The reliability coefficients of principals' leadership styles (MLQ) and teachers' organizational commitment (OCQ) instrument were 0.84 and 0.76 respectively.

The feedback for face validity of the instruments was given by the researcher two friends who were graduated in curriculum Enquiry and developmental studies. Both the face validity and the content validity were checked. In order to triangulate the

date obtained through questionnaire, semi-structure interview was conducted with sample school secondary schools principals. For this, an interview guide (a written list of close - ended) with 5-items were prepared by the researcher and presented to the school principals in face to face interaction to strengthen the respondent obtained from questionnaire. The interview was conducted in Tigrigna language and then translated to English. This was done to avoid misunderstanding between the informant and interviewer. Spaces under each interview questions were also used to record the information provided by the informants.

Data Collection Procedure

Before distributing the questionnaire, conducting interview and focus group discussion the researcher contacted Mekelle Administrative Zone Education Department. To get necessary statistical data and information about the population, the woreda education principals, teachers and students to obtain necessary data about the number of respondents and to ask permission to conduct the research in sample secondary school. Principals of sampled schools were asked their consent in order to the research to be conducted in their school and to participate in orienting selecting respondents based on the sampling procedures.

During the FGD the researcher asked the consent to the group of participants and introduced him-self, before raising any issue of discussion. Then the researcher started by mentioning the purpose of the study, and following rising of each question of the focus group discussion. Finally, the researcher gave his heartfelt thanks to all members of the sample schools for their immeasurable witness help.

Data Analysis Techniques

The data collected by the above mentioned research tools were analyzed using both quantitative and qualitative data analysis methods. The qualitative data was analyzed thematically in a way to answer research questions by providing explanation to the results obtained from quantitative data analysis. The data collected by questionnaire were analyzed by using both descriptive and inferential statistics methods of analysis. The main descriptive statistical methods employed were: percentages, frequency count, mean scores value and standard deviation. Similarly some of the inferential statistics used were mainly independent sample t-tests and Pearson correlation.

Frequency count and percentage distribution were used to analyze various characteristics of sample collection such as sex, age, experience, qualification of the respondents. The researcher use statistical techniques. Among these, mean and standard deviation, Pearson product moment correlation coefficient and independent sample t-test were used. To examine the significant difference among principals leadership styles and teachers commitment in private and government schools one samplet-test was used and so as to investigate teachers level of organizational commitment, one sample t-test was used. In addition, to investigate the relationships between principals' leadership styles and teachers' organizational commitment, Pearson product moment correlation coefficient was completed.

The survey data was tallied and coded for analysis using SPSS (Statistical package for social science version, 6) software. A content analysis technique was used to analyze the questions of focus group discussion.

Presentation, Analysis and Discussion of Data

The main purpose of this study was to assess and describe the practice of leadership style and teachers' commitment in both government and private secondary schools of Mekelle zone. The data was collected in seven government and five private schools.

The results of data analysis were presented and discussed in the way to answer research questions raised in the process of this research and the research objective set for the research question. The response rate of sample respondents was 100%, that is, all sampled teachers, students and principals had given their responses by filling the questionnaires presented to them. During the field work the researcher act according to the local culture all ethical considerations were applied and respondent's consent was asked when they were selected to participate in the interview and focused group discussion. In the analysis, both the quantitative and qualitative data collection and analysis procedures were used.

To this end, in this chapter, the researcher has tried to present and analyze both quantitative and qualitative data through triangulation and organized the results and discussions in two sections. The first section has focused on the presentation and analysis of participant's background information in line with the research objectives. The second section has focused on presentation and analysis of the data collected by questionnaire and focus group discussion on the key variables of the study.

Analysis of Participants' Background

This section deals with presentation and explanation of the background characteristics of respondents. The purpose of this section's analysis was mainly focused on the discussion of distribution of respondents by certain independent variables such as sex, age, quantification, experience and current position.

Analysis of Background Information of Respondents

In order to see the types of respondents' of this research background information was asked during data collection. The main purpose of this analysis was to see type of participants based on the following characteristics such as sex, age, experience, and qualification and position.

Distribution of Respondents by Sex, Qualification & Experience

Table 2: Distributions of Respondents by Sex Qualification & Experience

| Type of respondents | Sex | | | | Total | |
|---|-----------|------|------------|------|-------------|------|
| | Male | | Female | | frequency | % |
| | frequency | % | frequency | % | frequency | % |
| Teachers | 80 | 66.7 | 40 | 33.3 | 120 | 44.4 |
| Principals | 27 | 90 | 3 | 10 | 30 | 11.1 |
| Students | 60 | 50 | 60 | 50 | 120 | 44.4 |
| Total | 167 | 61.9 | 103 | 38.1 | 270 | 100 |
| Teachers and principals by years of experience | | | | | | |
| | <6years | | 6-12 years | | 13-20 years | |
| Experience | frequency | % | frequency | % | frequency | % |
| Teachers | 37 | 30.8 | 35 | 29.2 | 20 | 16.7 |
| Principals | 3 | 10 | 8 | 26.7 | 7 | 23.3 |
| Total | 40 | 26.7 | 43 | 28.7 | 27 | 18 |
| Teachers and principals by Qualification | | | | | | |
| | Diploma | | Degree | | MA | |
| Qualification | F | % | F | % | f | % |
| Teachers | 3 | 2.5 | 114 | 95 | 3 | 2.5 |
| Principals | 2 | 6.7 | 15 | 50 | 13 | 43.3 |
| Total | 5 | 3.3 | 129 | 86 | 16 | 10.7 |

Source: own survey, March 2019

According to table 2, total numbers of respondents for this study were 270. Sexes wise analysis shows us that from the total 167 (62 %) were male and 103 (38.1%) female. On the other hand, when respondents were categorized in their current status (position) 120 (44.4 %) were teachers and 30 (11.1 %) were principals. From total respondent teachers 80 (66.7 %) were male and 40 (33.3 %) were female. Similarly from total respondent principals 27 (90 %) were male and 3 (10%) were

female. In both cases female respondents were sampled in relatively lower proportion than male counterparts for that they were found in a lower proportion secondary schools both as teacher and principal. However, equal number of male and female students was sampled from each sample schools taken.

As indicated in table 2, from a total number of 37 (30.8%) of them were found to have a work experience of less than 6 years. The remaining 35 (29.2%) and 20 (16.7%) were found to have a range work experience 6-12 years and 13-20 years respectively. Regarding principals work experience 3 (10%), 8 (26.7%) and 7 (23.3%) of the them were found to have 6 years, 6-12 years, and 13-20 years respectively. Thus from this work experience category analysis one can infer that most of teachers and principals were found concentrating in the work experience category of 6-12 years. This implies that teachers and principals in Mekelle secondary schools' work experience both in government and private schools could be considered as moderate and the data collected from their judgmental evaluation about practice of leadership style might be valid as they stay in the system for reasonably longer time. As can be seen in table 2, of the total respondents', qualification of the respondents shows that 129 (86%) of them were having first degree and only 5 (3.3%) were found having diploma and 16 (10.7%) MA holders.

Analysis Collected Data in Line with the Research Objectives

The second section's analysis has focused on presentation and analysis of the data collected by questionnaires & focus group discussion on the key variables of the study so as to answer the research questions raised in the process of this research. In this section of the analysis both descriptive and inferential statistical procedures were used in order to respond to the research questions raised and the objectives set by the researcher.

The Main Leadership styles Exercised in Sample Secondary schools

Practices of Transformational Leadership Styles in Government and Private Secondary Schools

Transformational leadership is a style of leadership that involves inspiring followers to commit to a shared vision and goals for an organization or unit; challenging them to be innovative, problem solvers, and developing followers, leadership capacity via coaching, mentoring and provision of both challenge and support. Therefore, this study focused on transformational leadership on the five factors, such as idealized attributes,

idealized behaviors, inspirational motivation, individual consideration, and intellectual Consideration. The transactional leadership can encompasses contingent reward, management by exception (active), and management by exception (passive) behavior.

Practice of Idealized Influence or Charisma Kind of Transformational Leadership Style When a leader practices this kind of transformational leadership style he/she provides a sense of vision and mission instills pride, gains respect, and trust and increase optimism. This kind of leaders excites and inspires follower or subordinates. This is to mean that this dimension of transformational leadership style measures the extent to which followers admire and respect their leaders [24].

The secondary government schools respondents answered in percent in item questions of Principal's Leadership Behaviors (Styles) from Q1 – Q12, the Likert scale of Strongly Agree were 38.8, 33.4%, 34.3%, 28.3%, 33.2%, 46.4%, 40.6%, 42.4%, 29.1%, 28.3%, 48.4% and 44.3% respectively.

The secondary government schools respondents responded in percent in item questions of setting and defining vision, mission and goals from Q1 – Q12, the Likert scale of Agree were 48.6%, 56.4%, 56.9%, 59.2%, 43.2%, 42.9%, 51.4%, 38.5%, 46.0%, 12.5%, 42.4% and 35.8% respectively.

The secondary government school respondents reacted in percent in item questions of setting and defining vision, mission and goals from Q1 – Q12, the Likert scale of Neutral were 12.8%, 10.2%, 8.5%, 10.0%, 21.2%, 10.7%, 5.8%, 9.0%, 12.0%, 21.4%, 10.2%, and 9.5% respectively. The secondary government schools respondents replied in percent in item questions of Principal's Leadership Behaviors (Styles) from Q1 – Q12, the Likert scale of Disagree were 0.0%, 0.0%, 0.4%, 1.5%, 1.5%, 0.0%, 1.2%, 8.1%, 12.0%, 37.8%, 0.0 and 10.4% respectively. And the secondary government school respondents answered in percent in item questions of Principal's Leadership Behaviors (Styles) from Q1 – Q12, the Likert scale of Strongly Disagree were 0.0 %, in eight item questions 1.0%, in three item questions 2.0% in one item question.

Whereas, The secondary private schools respondents responded in percent in item questions of Principal's Leadership Behaviors (Styles) from Q1 – Q12, the Likert scale of Strongly Agree were 2.1%, 1.3%, 0.4%, 0.7%, 1.0%, 0.0%, 8.6%, 2.6%, 11.7%, 1.0%, 10.3% and 2.4% respectively.

The secondary private schools respondents answered in percent in item questions of from Principal's Leadership Behaviors (Styles) Q1 – Q12, the Likert scale of Agree were 38.4%, 8.3%, 8.9%, 28.2%, 10.2%, 13.9%, 10.6%, 5.8%, 10.4%,

Table 3: The Frequencies and Percentages of Respondents in Percent for each of the 12 Sets of Item Questions for Principal's Leadership Behaviors (Styles)

| | Government | | | | | Privet | | | | |
|--|----------------|-------|-----------|----------|-------------------|----------------|-------|-----------|----------|-------------------|
| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
| | % | % | % | % | % | % | % | % | % | % |
| 1. Provides with assistance in exchange for school effort. | 38.8 | 48.6 | 12.8 | 0 | 0 | 2.1 | 38.4 | 53.4 | 5.7 | 0.4 |
| 2. Re-examines critical assumptions to Question whether they are appropriate. | 33.4 | 56.4 | 10.2 | 0 | 0 | 1.3 | 8.3 | 52.7 | 35.6 | 2.1 |
| 3. Fails to interfere until problems become serious. | 34.3 | 56.9 | 8.5 | 0.4 | 0 | 0.4 | 8.9 | 58.9 | 29.6 | 2.1 |
| 4. Focuses attention on irregular, mistakes, exceptions and deviations from standards. | 28.3 | 59.2 | 10 | 1.5 | 1 | 0.7 | 28.2 | 56.2 | 12.1 | 1.8 |
| 5. Talks about his/her most important values and beliefs. | 33.2 | 43.2 | 21.2 | 1.5 | 0 | 1 | 10.2 | 45.8 | 42.9 | 0.1 |
| 6. Innovate and use different ideas to solve school problems. | 46.4 | 42.9 | 10.7 | 0 | 0 | 0 | 13.9 | 40.4 | 35.7 | 10 |
| 7. Talks optimistically about the future. | 40.6 | 51.4 | 5.8 | 1.2 | 1 | 8.6 | 10.6 | 30.4 | 48.3 | 2.1 |
| 8. Instill pride in teachers for being associated him/her. | 42.4 | 38.5 | 9 | 8.1 | 2 | 2.6 | 5.8 | 31.7 | 40.6 | 19.3 |
| 9. Focuses on discussion for achieving specific goels. | 29 | 46 | 12 | 12 | 1 | 11.7 | 10.4 | 26.7 | 28.7 | 22.5 |
| 10. Waits for things to go wrong befor taking action. | 28.3 | 12.5 | 21.4 | 37.8 | 0 | 1 | 8 | 26 | 59 | 6 |
| 11. Talks devotedly about what needs to achieve school goels. | 47.4 | 424 | 10.2 | 0 | 0 | 10.3 | 8.3 | 43.6 | 35.6 | 2.2 |
| 12. Spends greater time teaching and coaching | 44.3 | 35.8 | 9.5 | 10.4 | 0 | 2.4 | 7.9 | 48.9 | 38.6 | 2.2 |

8.0%, 8.3%, and 7.9% respectively. The secondary school private respondents answered in percent in item questions of Principal's Leadership Behaviors (Styles) from Q1 – Q12, the Likert scale of Neutral were 53.4%, 52.7%, 58.9%, 56.2%, 45.8%, 40.4%, 30.4%, 31.7%, 26.7%, 26.0%, 43.6% and 48.9% respectively.

The secondary private schools respondents responded in percent in item questions of Principal's Leadership Behaviors (Styles) from Q1 – Q12, the Likert scale of Disagree were 5.7%, 35.6%, 29.6%, 12.1%, 42.9%, 35.7%, 48.3%, 40.6%, 28.7%, 59.0%, 35.6% and 38.6% respectively. And the secondary private schools respondents reacted in percent in item questions of Principal's Leadership Behaviors (Styles) from Q1 – Q12, the Likert scale of Strongly Disagree were 0.4%, 2.1%, 2.1%, 1.8%, 0.1%, 10.0%, 2.1%, 19.3%, 22.5%, 6.0%, 2.2% and 2.2% respectively.

The secondary private school respondents replied in percent in item questions of teachers organizational commitment from Q1 – Q11, the Likert scale of Strongly Agree were 31.4%, 2.1%, 24.7%, 19.8%, 39.2%, 1.8%, 27.3%, 13.1%, 54.8%, 12.0% and 36.4% respectively

The secondary private school respondents responded in percent in item questions of teacher's organizational commitment from Q1 – Q11, the Likert scale of Agree 34.7%, 0.0%, 58.7%, 58.3%, 30.7%, 62.1%, 83.7%, 45.2%, 72.8% and 62.5% respectively. The secondary private school respondents replied in percent in item questions of teacher's organizational commitment from Q1 – Q11, the Likert scale of Neutral were 21.9%, 1.8%, 2.1%, 20.8%, 1.1%, 64.3%, 10.6%, 3.2%, 0.0%, 15.2% and 1.1% respectively. The secondary private school respondents answered in percent in item questions of teacher's organizational commitment from Q1 – Q11, the Likert scale of Disagree were 12.0%, 13.9%, 0.0%, 0.7%, 1.1%, 3.2%, 0.0%, 0.0%, 0.0%, 0.0% respectively. And the secondary private school respondents reacted in percent in item questions of teacher's organizational commitment from Q1 – Q11, the Likert scale of Strongly Disagree were 0.0% in ten item questions and 52.2%, 0.4% in two item questions.

Whereas, the secondary government school respondents responded in percent in item questions of teacher's organizational commitment from Q1 – Q11, the Likert scale of Strongly Agree were 10.4%, 1.6%, 0.4%, 0.0%, 0.4%, 3.9%, 0.0%, 0.0%, 7.1%, 0.0%, and 0.0% respectively.

The secondary government school respondents responded

in percent in item questions of teacher's organizational commitment from Q1 – Q11, the Likert scale of Agree were 12.4%, 2.7%, 0.7%, 5.3%, 19.6%, 35.6%, 16.4%, 4.6%, 41.3%, 2.5%, 2.1% respectively.

The secondary government school respondents answered in percent in item questions of teacher's organizational commitment from Q1 – Q11, the Likert scale of Neutral were 40.5%, 36.5%, 33.5%, 44.5%, 37.0%, 32.7%, 68.0%, 57.3%, 50.9%, 33.8%, and 65.5% respectively. The secondary government school respondents replied in percent in item questions of teacher's organizational commitment from Q1 – Q11, the Likert scale of Disagree were 36.0%, 50.4%, 51.6%, 43.1%, 35.9%, 18.9%, 14.9%, 36.3%, 0.0%, 60.1% and 31.0% respectively. And the secondary public school respondents responded in percent in item questions of teacher's organizational commitment from Q1 – Q11, the Likert scale of Strongly Disagree were 0.7%, 8.8%, 13.9%, 7.1%, 7.1%, 8.9%, 0.7%, 1.8%, 0.7%, 3.6% and 1.4% respectively.

As indicated in table 3 above, the composite mean of this particular type of transformational leadership style for government and private schools was found to be **2.91 with SD 1.26 and 2.7 with SD of 1.30 respectively**. This indicates that Idealized Influence or charisma kind of transformational leadership style was fairly often practiced style of leadership in both government and private schools. To see the significant difference about the practice of idealized influence or charismatic leadership style in government and private schools independent t-test was computed. As can be seen in table 3 above, the mean of this specific item of inspirational motivation of the government schools was 3.2 but that of private schools was 2.7. And, the result was found to be statistically significant for that $t=3.2$ at $P<0.05$. Variables such as teachers feeling to be led by the principal and the principal interest to give attention for group work was also found to be statistically significant mean difference between government and private secondary schools. In line with this fact the result of focus group discussion also revealed that teachers feel proud as being led by their principal and the principals also go beyond self – interest for the good of the group which perfectly supports the result of the survey at both schools. In sum, government secondary schools emphasize on collective sense of mission and talks about values and beliefs of their schools.

Table 4: The frequencies and percentages of respondents in percent for each of the 11 sets of item for teachers' organizational commitment.

| | Private | | | | | Government | | | | |
|---|----------------|-------|-----------|----------|-------------------|----------------|-------|-----------|----------|-------------------|
| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
| | % | % | % | % | % | % | % | % | % | % |
| 1. The teachers are working highly devoted to achieve the goals of school. | 31.4 | 34.7 | 21.9 | 12 | 0 | 10.4 | 12.4 | 40.5 | 36 | 0.70% |
| 2. In the school teachers have not firm trust. | 2.1 | 0 | 1.8 | 43.9 | 52.2 | 1.6 | 2.7 | 36.5 | 50.4 | 8.80% |
| 3. In order to make school success, teachers carry out any kind of task to them by the school leadership. | 24.7 | 73.1 | 2.1 | 0 | 0 | 0.4 | 0.7 | 33.5 | 51.6 | 13.90% |
| 4. Teachers have made the principals of school ethics their personal identity other than realizing them. | 19.8 | 58.7 | 20.8 | 0.7 | 0 | 0 | 5.3 | 44.5 | 43.1 | 7.10% |
| 5. During their stay in the school, teachers are more dissatisfied than satisfied by the school leadership. | 39.2 | 58.3 | 1.1 | 1.1 | 0.4 | 0.4 | 19.6 | 37 | 35.9 | 7.10% |
| 6. It is difficult for the teachers to carry out any sort of task given to them by the school leadership. | 1.8 | 30.7 | 64.3 | 3.2 | 0 | 3.9 | 35.6 | 32.7 | 18.9 | 8.90% |
| 7. There are not any administrative Problems that drive the school teachers are to leave. | 27.3 | 62.1 | 10.6 | 0 | 0 | 0 | 16.4 | 68 | 14.9 | 0.70% |
| 8. The leadership of the school helps to motivate the work spirit of teachers and to improve their performance. | 13.1 | 83.7 | 3.2 | 0 | 0 | 0 | 4.6 | 57.3 | 36.3 | 1.80% |
| 9. Teachers have firm trust in their school. | 54.8 | 45.2 | 0 | 0 | 0 | 7.1 | 41 | 50.9 | 0 | 0.70% |
| 10. Teachers take great care to see good change of the school and to preserve its continuity. | 12 | 72.8 | 15 | 0 | 0 | 0 | 2.5 | 33.8 | 60.1 | 3.60% |
| 11. Teachers believe that the school may not show progress because the school leadership is not participatory. | 36.4 | 62.5 | 1.1 | 0 | 0 | 0 | 2.1 | 65.5 | 31 | 1.40% |

Table 5: Idealized Influence Type of Transformational Leadership Style

| S/N | Idealized Influence Indicators | School Type | N | Mean | SD | MD | t | Sig (2-tailed) |
|-----|---|-------------|-----|------|------|------|------|----------------|
| 1 | He/she talks optimistically about the future /he or she is Visionary. | Gov.scho | 140 | 2.91 | 1.3 | 0.2 | 1.1 | 0.3 |
| | | Priv.scho | 101 | 2.91 | 1.3 | | | |
| 2 | I feel proud as I am being led by him/she. | Gov.scho | 140 | 3.07 | 1.3 | -0.5 | -2.8 | 0 |
| | | Priv.scho | 101 | 3.54 | 1.3 | | | |
| 3 | He/she stress on the importance of having a strong sense of purpose. | Gov.scho | 140 | 3.16 | 1.2 | 0.1 | 0.6 | 0.5 |
| | | Priv.scho | 101 | 2.38 | 1.3 | | | |
| 4 | He/she goes beyond self- interest for the good of the group . | Gov.scho | 140 | 2.91 | 1.3 | 0.8 | 4.9 | 0 |
| | | Priv.scho | 101 | 2.7 | 1.4 | | | |
| 5 | He/she initiate me to think and act for the good of the group. | Gov.scho | 140 | 2.39 | 1.3 | 0.2 | 1.1 | 0.3 |
| | | Priv.scho | 101 | 2.07 | 1.2 | | | |
| 6 | He/she leads me in a ways to give my respect to him/her. | Gov.scho | 140 | 2.91 | 1.2 | 0.3 | 1.9 | 0.1 |
| | | Priv.scho | 101 | 2.93 | 1.3 | | | |
| 7 | He/she emphasizes the importance of having a collective sense of mission. | Gov.scho | 140 | 3.02 | 1.1 | 0 | -0.1 | 0.9 |
| | | Priv.scho | 101 | 2.54 | 1.2 | | | |
| | Composite Mean of Idealized Influence. | Gov.scho | 140 | 2.91 | 1.26 | 0.5 | 3.2 | 0 |
| | | Priv.scho | 101 | 2.91 | 1.31 | | | |

Key: Mean<2.0= Not at all; Mean between 2.0-2.5 = Some times; mean between 2.5-3.0= Fairly Often; Mean between 3.0-3.5 = frequently; Mean >3.5 All the time.

Practice of Inspirational Motivation Kind of Transformational Leadership Style in Government and Private Secondary Schools

Under this kind of transformational leadership style the leader acts as role model for subordinates, communicate or articulate vision, mission, values and beliefs. Application of this kind of transformational leadership style measures the ability of a leader to provoke or create confidence in the leader's vision and values. Cognizant of this operational definition the researcher had developed relevant items that can measure this variable and the result found from respondents of government and private schools was as depicted in the following table.

As indicated in table 4 above, statistically significant mean differences was observed between government and private schools with regard to practice of inspirational motivation leadership style. This is because that, respondents replied that their school leaders were practicing leadership practices they consider the moral and ethical consequences of their decisions because the mean difference of government and private school response for this theme of IM was found to be statistically significant at= 4.2; $p < .01$. They similarly replied that when their leaders practice their leadership role they articulated a compelling vision of the future to followers and stakeholders because the mean difference of government and private school response for this theme of IM was found to be statistically significant at $t = 4.20$; $p < .001$. In both case the positive value indicates that government schools' mean for these theme of IM were greater than that of private schools' mean. From this value

one can infer that government school principals considered the moral and ethical consequences of their decisions and they articulated a compelling vision of the future to their followers and stakeholders more frequently than their private school counterparts.

The researcher also noted similar idea in the focus group discussion with regard to practice of leadership practice of government and private schools. During the focus group discussion the researcher noted that even though both private and government schools are considering the moral and ethical consequences of their decisions that of government school leaders focus on this issue is by far greater than the private ones for that in government schools there is more participatory and democratic leadership and accountability. However, compelling vision of the future to followers and stakeholders were found more in the government schools as compared to the private schools.

Practice of Individualized Consideration Kind of Transformational Leadership Style in Government and Private Secondary schools

Under this kind of transformational leadership style the leader coaches, mentors, provide continuous feedback and links individual member's needs to organizational mission and vision. This kind of transformational leadership style measures the extent to which the leader cares the individuals concern and developmental and psychological needs [24]. Therefore, based on this operational definition of Individualized Consideration

Table 6: Inspirational Motivation type of Transformational Leadership Style

| No | Inspirational Motivation Group Statistics | School Type | N | Mean | SD | Std. Error Mean | Mean Difference | t | Sig.(2-tailed) |
|----|---|-------------|-----|------|------|-----------------|-----------------|-------|----------------|
| 1 | He/she Talks about his/her most important values and beliefs (IM) | Gov. sch | 140 | 2.64 | 1.14 | 0.10 | 0.18 | 1.17 | 0.24 |
| | | Priv.sch | 101 | 2.46 | 1.24 | 0.12 | | | |
| 2 | While practicing leadership he/she considers the moral and ethical consequences of his/her decisions (IM) | Gov. sch | 140 | 2.82 | 1.24 | 0.10 | 0.64 | 4.28 | 0.00 |
| | | Priv.sch | 101 | 2.18 | 1.07 | 0.11 | | | |
| 3 | He/she articulates a compelling vision of the future to followers and Stake holders (IM). | Gov. sch | 139 | 3.34 | 1.15 | 0.10 | 0.64 | 4.02 | 0.00 |
| | | Priv.sch | 101 | 2.70 | 1.28 | 0.13 | | | |
| 4 | He /she expresses confidence that goals will be achieved (IM). | Gov. sch | 140 | 2.85 | 1.19 | 0.10 | 0.08 | -0.47 | 0.64 |
| | | Priv.sch | 101 | 2.93 | 1.48 | 0.15 | | | |
| | Composite mean of Inspirational Motivation. | Gov. sch | 140 | 2.91 | 1.18 | 0.10 | 0.02 | 1.20 | 0.28 |
| | | Priv.sch | 101 | 2.57 | 1.27 | 0.13 | | | |

Key: Mean<2.0 = Not at all; Mean between 2.0-2.5 = Some times; mean between 2.5-3.0 = fairly Often; Mean between 3.0-3.5 = frequently; Mean >3.5 All the time.

the researcher developed relevant items that could measure the variables related to the practice of this kind of leadership style in government and private secondary schools and the result found from respondents is as depicted in the following table 5 below.

As can be seen in table 5 above, government and private school respondents believed that leaders practiced Individualized Consideration kind of transformational leadership style relatively in lower frequency than the other leadership styles for that the composite mean for this theme of leadership style was 2.70 at SD 1.2 and 2.50 SD 1.15. This was lower than the composite mean of the former two kind's leadership styles. Thus, comparatively speaking leaders in case government and private schools, the principals were not adequately coaching, mentoring and providing support to their Followers and they did not also care the individual's concern and developmental needs. However a statistically significant difference was observed between government and private secondary schools with regard to spending greater time on supporting, teaching and coaching instruction for that $t=2.74$; at $p<0.01$. Similarly, with regard to building up the strengths by improving weaknesses a statistically significant difference was observed between government and private secondary schools at $t=3.27$; $p,0.001$. The positive value of t-test in both cases indicates that government school leaders have spent slightly greater time on supporting and coaching teaching and instruction as compared with private school leaders.

Practice of Intellectual Stimulation Kind of Transformational Leadership Style in Government and Private Secondary Schools

Under this kind of transformational leadership style the leader stimulates followers to rethink old way of doing things, reassess old values and beliefs the institution and encourage their followers to solve problems in their own way through provision of challenging and interesting tasks Christensen [25]. Therefore, based on this operational definition of Intellectual stimulation the researcher developed relevant items that could measure the variables related to the practice of this kind of leadership

style in government and private secondary schools and the result found from respondents is as depicted in the following table 6 below.

As indicated in table 6 above, the mean value of opinion of respondents on Intellectual Stimulation style of transformational leadership practice was not showing significant difference between government and private schools except one item related to it. From this one can infer that both government and private schools respondents had the same opinion on intellectual stimulation style of transformational leadership practice. The analysis results of the T-test for equality of mean scores are presented in the Table 6 above. This test measures whether the difference is significant or not between the mean scores of the two samples of private and government schools. The result indicates that, government school leaders made teachers to look problems by using different angles or perspective (IS) as compared with private school leaders. However a statistically significant mean difference was observed for the item say that the leader helped followers to look problems by using different angles or perspective because the mean for government and private schools was found to be 2.9 with SD 1.3 and 2.3 with SD of 1.1 respectively.

Average value of the four transformational leadership style dimensions

In order to interpret the values depicted in table 7 above, the researcher has categorized the mean value as follow. Based on the above conventional rule, Composite mean value of transformational leadership style of government schools was found slightly greater (3.03) than private schools mean which was 2.98. That is transformational leadership style of government was believed to be fairly often exercised in private school. On the other hand, this kind of leadership style was believed to be frequently exercised in government schools. Generally speaking Idealized Influence and Inspirational Motivation types of transformational leadership style were practiced more frequently than Individualized Consideration and Intellectual Stimulation in government schools.

Table 7: Individualized Consideration Type of Transformational Leadership Style

| NO | Individualized consideration | School Type | N | Mean | SD | Std. Error Mean | Mean Difference | t | Sig. (2-tailed) |
|----|---|-------------|-----|------|-------|-----------------|-----------------|--------|-----------------|
| 1 | Following up Providing support, and continuous feedback (IC) | Gov. sch | 140 | 2.48 | .956 | .081 | -0.007 | -0.054 | 0.957 |
| | | Priv.sch | 101 | 2.49 | .912 | .091 | | | |
| 2 | He/she Spends greater time on supporting teaching and coaching instruction (IC). | Gov. sch | 140 | 2.47 | 1.359 | .115 | 0.462 | 2.740 | 0.007 |
| | | Priv.sch | 101 | 2.01 | 1.187 | .118 | | | |
| 3 | He/she considers my personal needs, abilities and aspirations while he provides me support and leadership (IC). | Gov. sch | 139 | 2.95 | 1.218 | .103 | -0.172 | -1.055 | 0.293 |
| | | Priv.sch | 99 | 3.12 | 1.264 | .127 | | | |
| 4 | He/she helped me to build up my strengths and improve my weakness (IC) | Gov. sch | 140 | 2.91 | 1.267 | .107 | 0.538 | 3.274 | 0.001 |
| | | Priv.sch | 101 | 2.38 | 1.248 | .124 | | | |
| | Composite Mean of Idealized Consideration. | Gov. sch | 140 | 2.70 | 1.20 | 0.10 | 0.21 | 1.23 | 0.31 |
| | | Priv.sch | 101 | 2.50 | 1.15 | 0.12 | | | |

Key: Mean <2.0 = Not at all; Mean between 2.0-2.5 = Some times; mean between 2.5-3.0 = fairly Often; Mean between 3.0-3.5 = frequently; Mean >3.5 All the time.

Table 8: Intellectual Stimulation Type of Transformational Leadership Style

| No | Intellectual Stimulation | School Type | N | Mean | SD | MD | t | Sig. (2-tailed) |
|----|---|-------------|-----|------|-------|-------|-------|-----------------|
| 1 | Critical examination and re-examination of issues/matters to find out the truth (IS) | Gov. sch | 140 | 2.81 | 1.129 | -0.18 | -1.23 | 0.220 |
| | | Priv.sch | 101 | 3.01 | 1.187 | | | |
| 2 | He/she Innovate and use different ideas or perspectives when solving school problems (IS) | Gov. sch | 140 | 2.76 | 1.215 | -0.13 | -0.84 | 0.403 |
| | | Priv.sch | 101 | 2.94 | 1.310 | | | |
| 3 | He/she helped me to look at problems by using different angles or perspective (IS) | Gov. sch | 140 | 2.96 | 1.305 | 0.68 | 4.23 | 0.000 |
| | | Priv.sch | 101 | 2.30 | 1.136 | | | |
| | Composite Mean of Intellectual Stimulation | Gov. sch | 140 | 2.85 | 1.22 | 1.08 | 6.49 | 1.43 |
| | | Priv.sch | 101 | 2.75 | 1.21 | | | |

Key: Mean <2.0 = Not at all; Mean between 2.0-2.5 = Some times; mean between 2.5-3.0 = fairly Often; Mean between 3.0-3.5 = frequently; Mean >3.5 All the time.

Table 9: Average Value of the Four Transformational Leadership Style Dimensions

| Dimensions of Transformational Leadership style | Gov.Sch | | Priv.sch | | Average value | |
|---|---------|-------|----------|-------|---------------|------|
| | Mean | SD | Mean | SD | Mean | SD |
| Idealized Influence (Inf) | 2.91 | 1.26 | 2.7 | 1.31 | 2.81 | 1.29 |
| Inspirational Motivation (IM) | 2.91 | 1.18 | 2.57 | 1.27 | 2.74 | 1.23 |
| Individualized Consideration (IC) | 2.7 | 1.2 | 2.5 | 1.15 | 2.60 | 1.18 |
| Intellectual Stimulation (IS) | 2.85 | 1.22 | 2.75 | 1.21 | 2.80 | 1.22 |
| Composite mean of Transformational Leadership style | 2.8425 | 1.215 | 2.63 | 1.235 | 2.74 | 1.23 |

Mean < 2.0 = very rarely exercised; Mean between 2.0-2.5 = rarely exercised; mean between 2.5-3.0 = fairly often exercised; Mean between 3.0-3.5 = frequently exercised; Mean > 3.5 = always (regularly) exercised.

Table 10: Contingent Reward Type of Transactional Leadership Style

| No | Contingent Reward | School Type | N | Mean | SD | MD | t | Sig. (2-tailed) |
|----|--|-------------|-----|------|------|-------|-------|-----------------|
| 1 | He/she focuses on discussion for achieving specific performance targets/goals (CR). | Gov. sch | 140 | 3.46 | 1.20 | -0.44 | -2.71 | 0.64 |
| | | Priv.sch | 101 | 3.9 | 1.32 | | | |
| 2 | He/she Makes clear what one can receive when he/she achieved the set performance targets/ goals (CR) | Gov. sch | 140 | 2.94 | 1.24 | -0.46 | -2.70 | 0.17 |
| | | Priv.sch | 101 | 3.39 | 1.36 | | | |
| 3 | He/she expresses his satisfaction when I met expectations (CR) | Gov. sch | 140 | 2.83 | 1.30 | -0.37 | -2.23 | 0.166 |
| | | Priv.sch | 101 | 3.2 | 1.23 | | | |
| | Composite mean of contingent Reward | Gov. sch | 140 | 3.07 | 1.24 | -0.42 | -2.55 | 0.01 |
| | | Priv.sch | 101 | 3.5 | 1.3 | | | |

Key: Mean < 2.0 = very rarely exercised; Mean between 2.0-2.5 = rarely exercised; mean between 2.5-3.0 = fairly often exercised; Mean between 3.0-3.5 = frequently exercised; Mean > 3.5 = always (regularly) exercised

Table 11: Active Management by Exception Type of Transactional Leadership Style

| No | AMBE | School Type | N | Mean | SD | Std. Error Mean | Mean Difference | t | T-test for Equality of Means Sig. (2-tailed) |
|----|---|-------------|-----|------|-------|-----------------|-----------------|--------|--|
| 1 | He/she focuses attention on irregularities, mistakes, exceptions and deviations from the standards (AMBE.) | Gov. sch | 140 | 3.21 | 1.255 | .106 | -0.513 | -3.180 | 0.002 |
| | | Priv. sch | 101 | 3.72 | 1.198 | .120 | | | |
| 2 | He/she believes doing mistake while at work is humanity. Human is not perfect & can learn from his mistakes | Gov. sch | 140 | 3.16 | 1.250 | .106 | -0.106 | -0.624 | 0.533 |
| | | Priv. sch | 101 | 3.27 | 1.355 | .135 | | | |
| 3 | He/she always uses power to accomplish tasks (AMBE). | Gov. sch | 140 | 3.42 | 1.255 | .107 | -0.691 | -4.471 | 0.000 |
| | | Priv. sch | 101 | 4.11 | 1.049 | .105 | | | |
| 4 | He/she directs my attention towards improving my failures so as to meet standards (AMBE) | Gov. sch | 140 | 3.37 | 1.202 | .102 | -0.489 | -3.092 | 0.002 |
| | | Priv. sch | 101 | 3.86 | 1.215 | .121 | | | |
| 5 | He/she suggests to use different technical methods so as to improve my performance (AMBE) | Gov. sch | 140 | 3.19 | 1.160 | .098 | -0.451 | -2.890 | 0.004 |
| | | Priv. sch | 101 | 3.64 | 1.224 | .123 | | | |
| | Composite mean of Active management by exception | Gov. sch | 140 | 3.27 | 1.22 | 0.10 | -0.45 | -2.85 | 0.11 |
| | | Priv. sch | 101 | 3.65 | 1.21 | 0.12 | | | |

Key: Mean < 2.0 = very rarely exercised; Mean between 2.0-2.5 = rarely exercised; mean between 2.5-3.0 = fairly often exercised; Mean between 3.0-3.5 = frequently exercised; Mean > 3.5 = always (regularly) exercised

Practices of Transactional Leadership Styles in Government and Private Secondary Schools

A pure transactional style focuses on everything in terms of explicit and implicit contractual relationships. All job assignments are explicitly spelled out along with conditions of employment, disciplinary codes, benefit structures and self-interests are stressed. In this types of leadership style teachers work is done as independently as possible. In this case cooperation depends on negotiations not on problem solving or a common mission of the institution. In transactional leadership there is little identification of the employees with the organization, its mission or vision. Superiors are primarily negotiators and resource allocators [9]. The transactional leadership encompasses three kinds of styles namely contingent reward, management by exception (active), and management by exception (passive) behavior. To determine the staffs' perception to the practice of transactional leadership style and organizational commitment the data was computed appropriate statistics. Mainly descriptive statistics was used to examine the

mean, standard deviation and other information which were related with them.

Contingent Reward

As can be seen in table 8 above, views of respondents on the composite mean of contingent reward indicators was 3.07 and 3.5 for government and private secondary schools respectively. To see the statistically significant difference independent sample t- test was computed for each of the items categorized under contingent reward. The result of the t- test revealed that there was no statistical difference between private and government secondary schools in terms of contingent reward. That is relating to the practice of this kind of their leadership style in their schools both private and government school respondents have shown similar opinion.

Active Management by Exception

As indicated in table 9 above, the composite mean of private secondary school and government secondary school with regard

to practice of active management by exception was found to be 3.27 and 3.65 respectively. To see the statistically significant difference independent sample t- test was computed for each of the items categorized under active management by exception. The result of the t- test revealed that there was no statistical difference between private and government secondary schools in terms of active management by exception for most of the items except one. The only mean difference observed between Private and Government secondary school respondents was about uses power of leaders so to accomplish tasks. As can be seen in table 9, respondents view was found to be statistically significant difference because the mean of Government schools was 3.42 while that of private schools 4.11. Moreover, results of the focus group discussion also indicated confirmed that private schools have used more power to accomplish tasks than government schools because private schools are highly connected with profit maximization and used to exercise power in managing their work force.

Passive Management by Exception

As shown in table 11 above, statistically significant mean differences was observed between government and private schools participants views regarding passive management by exception style leadership practice. This is the difference observed concerning to the intention of solving problems if and only if they are chronic problems of the school. The mean difference was significant at $t = -2.099$; $p < .05$. In this case the negative t value indicated that government schools' mean were less than private schools' mean value. From this value one can infer that private school leaders intend to solve problems if and only if they are chronic problems as compared to government school leaders.

Average Value of Transactional Leadership

Based on the above conventional rule, the average value of government schools opinion on the practices of transactional leadership style in their school was found to be somewhat lower than private school's opinion to the same issue. As can be seen on table 12 above, the mean value of government

Table 11: Active Management by Exception Type of Transactional Leadership Style

| No | AMBE | School Type | N | Mean | SD | Std. Error Mean | Mean Difference | t | T-test for Equality of Means Sig. (2-tailed) |
|----|---|-------------|-----|------|-------|-----------------|-----------------|---------|--|
| 1 | He/she focuses attention on irregularities, mistakes, exceptions and deviations from the standards (AMBE.) | Gov .sch | 140 | 3.21 | 1.255 | .106 | - 0.513 | - 3.180 | 0.002 |
| | | Priv .sch | 101 | 3.72 | 1.198 | .120 | | | |
| 2 | He/she believes doing mistake while at work is humanity. Human is not perfect & can learn from his mistakes | Gov .sch | 140 | 3.16 | 1.250 | .106 | - 0.106 | - 0.624 | 0.533 |
| | | Priv .sch | 101 | 3.27 | 1.355 | .135 | | | |
| 3 | He/she always uses power to accomplish tasks (AMBE). | Gov .sch | 140 | 3.42 | 1.255 | .107 | - 0.691 | - 4.471 | 0.000 |
| | | Priv .sch | 101 | 4.11 | 1.049 | .105 | | | |
| 4 | He/she directs my attention towards improving my failures so as to meet standards (AMBE) | Gov .sch | 140 | 3.37 | 1.202 | .102 | - 0.489 | - 3.092 | 0.002 |
| | | Priv .sch | 101 | 3.86 | 1.215 | .121 | | | |
| 5 | He/she suggests to use different technical methods so as to improve my performance (AMBE) | Gov .sch | 140 | 3.19 | 1.160 | .098 | - 0.451 | - 2.890 | 0.004 |
| | | Priv .sch | 101 | 3.64 | 1.224 | .123 | | | |
| | Composite mean of Active management by exception | Gov .sch | 140 | 3.27 | 1.22 | 0.10 | -0.45 | - 2.85 | 0.11 |
| | | Priv .sch | 101 | 3.65 | 1.21 | 0.12 | | | |

Key: Mean < 2.0 = very rarely exercised; Mean between 2.0-2.5 = rarely exercised; mean between 2.5- 3.0 = fairly often exercised; Mean between 3.0-3.5 = frequently exercised; Mean > 3.5 = always (regularly) exercised

Table 12: Passive Management by Exception Type of Transactional Leadership Style

| No | PMBE | School Type | N | Mean | SD | MD | t | Sig. (2-tailed) |
|----|---|-------------|-----|------|-------|--------|--------|-----------------|
| 1 | Fails to interfere until problems become serious (PMBE). | Gov. sch | 140 | 3.48 | 1.238 | -0.471 | -2.945 | 0.004 |
| | | Priv.sch | 101 | 3.95 | 1.201 | | | |
| 2 | He/she Waits things to grow worse before taking any corrective leadership action (PMBE). | Gov.sch | 140 | 2.42 | 1.489 | 0.087 | 0.449 | 0.654 |
| | | Priv.sch | 101 | 2.33 | 1.471 | | | |
| 3 | He/she intends to solve problems if and only if they are chronic problems of the school (PMBE). | Gov. sch | 140 | 2.79 | 1.313 | -0.376 | -2.099 | 0.037 |
| | | Priv.sch | 101 | 3.16 | 1.434 | | | |
| 4 | He /she always stress on applying guide lines rules and regulations (PMBE). | Gov. sch | 140 | 3.15 | 1.268 | -0.759 | -4.659 | 0.000 |
| | | Priv.sch | 101 | 3.91 | 1.207 | | | |
| | Composite Mean of Passive management by exception | Gov. sch | 140 | 2.96 | 1.33 | -0.38 | -2.31 | 0.17 |
| | | Priv.sch | 101 | 3.34 | 1.33 | | | |

Key: Mean < 2.0 = very rarely exercised; Mean between 2.0-2.5 = rarely exercised; mean between 2.5- 3.0 = fairly often exercised; Mean between 3.0-3.5 = frequently exercised; Mean > 3.5 = always (regularly) exercised

Table 13: Average Value of Transactional Leadership

| Dimensions of Transformational Leadership style | Gov.Sch | | Priv.sch | | Average value | |
|---|---------|------|----------|------|---------------|-----|
| | Mean | SD | Mean | SD | Mean | SD |
| Contingent Reward | 3.07 | 1.24 | 3.5 | 1.3 | 3.3 | 1.3 |
| Active Management by Exception | 3.27 | 1.22 | 3.65 | 1.21 | 3.5 | 1.2 |
| Passive Management by Exception | 2.96 | 1.33 | 3.34 | 1.33 | 3.2 | 1.3 |
| Average Value of Transactional Leadership | 3.1 | 1.3 | 3.5 | 1.3 | 3.3 | 1.3 |

Mean < 2.0 = very rarely exercised; Mean between 2.0-2.5 = rarely exercised; mean between 2.5-3.0 = fairly often exercised; Mean between 3.0-3.5 = frequently exercised; Mean > 3.5 = always (regularly) exercised.

schools was 3.1 which was less than private schools mean (3.5). From this analysis one can infer that transactional leadership style was believed to be fairly exercised in private school than government schools.

To what Extent Teachers' Commitment Rose in Mekelle Secondary Schools in Terms of School Goal Achievement

According to Eleswed the reasons for studying organizational commitment are related to "employee behaviors and performance effectiveness; attitudinal, affective, and cognitive constructs such as job satisfaction; characteristics of the employee's job and role such as responsibility; personal characteristics of the employee such as age, job possession [26].

Based on the above conventional range of mean value based on the grand mean government schools' teacher commitment was found to be lower than that of private school mean value because their grand mean value was 2.8 and 3.0 respectively. When we look the mean value of each item the result is as follow. For the item teachers of this school are highly committed to do their tasks so as to achieve their school targets private schools mean was 4.26 and it was found to be greater than government schools mean which was 3.26. This implies that private schools commitment to do their tasks so as to achieve their school targets was very high. Because private schools mean value was fall under the category of high commitment based on the conventional range of mean value set by the researcher. Beside to this result focus group discussion also supported that teachers working in private high schools have got better salary based on negotiation as compared to teachers working in government schools and this might put its own contribution on exerting more effort towards achieving organizational goal.

On the other hand for the negatively stated item which says that "this school's decisions don't involve teachers, as a result teachers' commitment is low" government schools 'means was 3.11 which was higher than the private schools' that was 2.74. As the item was negatively stated item the larger value indicates low commitment but smaller value high commitment. Therefore, the result implied that government schoolteachers' commitment was lower than private school teachers. Moreover, to see the significant difference between view of principals and students about teachers' level of commitment an independent sample t-test was computed. As depicted in table 12, in all the items except two items a significant difference between views of principals and students were observed in most of the cases because t-test was not valid for that $p < .05$.

On the other hand views of principals and students for the statement "Teachers of this school are highly committed to do their tasks so as to achieve their school targets" have shown significant mean difference at $t = -5.823$, $p < .001$. The negative value illustrate that the mean of principals view in this particular item was found to be lower than that students' mean. That is principals believed that teachers commitment is lower as compared with views of students.

The Relationship between Leadership Style and Teachers Level of Commitment 4.5.1 Relationship of Transformational Leadership Style and Teachers commitment Level

In this section of the analysis the researcher has tried to transform and compute the kinds of transformational leadership styles practiced and correlate them with teachers commitment level of the schools which was measured by views of the teachers themselves, views of principals and students. As can be seen from table 13 above, the average value of transformational leadership style value was correlated positively transformational

leadership style but it was weak for the reason that the coefficient of correlation of transformational leadership style average value and average teachers commitment level was 0.312** at the 0.01 level (2-tailed) statistical significant level. This implies that being other factors kept constant the strength of relationship of transformational leadership style average value and average teacher's commitment level was correlated 31.2%. This value lied under weak correlation as it was below 0.4 or 40%.

On the other hand as we extend the analysis of Pearson's correlation of each kind of transformational leadership style's and average teachers commitment level the order of strength of correlation was that idealized influence was greater than intellectual stimulation. And intellectual stimulation was greater than individualized consideration. As well individualized consideration was greater than inspirational motivation. In spite of its weak correlation all of the transformational leadership styles have shown positive and statistically significant correlation with average teachers commitment level for that p-value was less than 0.05 in each the cases. From this weak correlation value one can infer that transformational leadership style was not the only way to raise teachers' commitment level. That is based on the context of leadership other styles of leadership and even factors other than leadership style could affect the level of teachers commitment.

For instance in government schools even though transformational leadership style was exerted more frequency than private schools the overall commitment level of private school teachers was found to be better than government schools. This indicates that teachers' commitment level is a multivariate issue. This findings idea was strengthened by the teachers, students and principals views raised in the focus group discussion. The main idea stated by the participants of the focus group discussion was the following:

"Of course teachers commitment is affected by school based factors such as leadership style, work condition, peer influence etc. In addition to this teachers' commitment is also affected by out of school factors such as salary (economical), social, political and technological environment. Thus teachers commitment in current situation is by large affected by external factors than with in the school factors." Reflection of participants of FGD 6/10/2014 mekele zone.

Therefore in general the effect of leadership style to raise teachers' commitment level of teachers seems low and it was particular very low to government school teachers.

Relationship of Transactional leadership Style and Teachers' Commitment Level

Unlike the transformational leadership style, the transactional leadership style was correlated positively with teachers commitment level however the strength of relationship was moderate because the coefficient of correlation of transactional leadership style average value and average teachers commitment level was 0.413** at the 0.001 level (2-tailed) statistical significant level. This implies that being other factors kept constant the strength of relationship of transactional leadership style average value and average teachers' commitment level was 41.3%. This value lied under moderate correlation as it was between 0.4 and 0.59. As can be seen in table 14 above, each of the kinds of transactional leadership style has correlated positively at a significant level $P < .000$ level (2-tailed). However, when the correlation of each of the transactional leadership style with teacher's average commitment was analyzed separately all of them correlated positively even though it was at relatively weak strength of relationship than their average value. Based on their strength of relationship they

Table 14: Teacher's Commitment in Government and Private Secondary Schools

| NO | Items | School Type | Mean | Std. Deviation | t | Sig. (2-tailed) | Std. Error Mean |
|----|--|----------------|------|----------------|--------|-----------------|-----------------|
| 1 | Teachers of this school are highly committed to do their tasks so as to achieve their school targets. | Gov. school | 3.26 | 1.143 | -5.823 | .000 | .172 |
| | | Priv. school | 4.26 | .768 | 1.775 | .078 | .210 |
| 2 | This school's decisions don't involve teachers; as a result teachers' commitment is low. | Gov. school | 3.11 | 1.233 | -5.257 | .000 | .217 |
| | | Priv. school | 2.74 | 1.261 | -3.743 | .000 | .236 |
| 3 | Teachers of this school shouldered the responsibilities given by the school leaders so as to improve their school. | Gov. school | 2.68 | 1.281 | 3.750 | .000 | .197 |
| | | Priv. school | 3.82 | 1.297 | .558 | .578 | .213 |
| 4 | Teachers of this school have greater conviction on their school. | Gov. school | 2.71 | 1.276 | 4.311 | .000 | .204 |
| | | Private school | 3.60 | 1.568 | 2.756 | .007 | .199 |
| 5 | Teachers can not apply the values of the school properly because of the undemocratic and autocratic leadership. | Gov. school | 3.14 | 1.131 | -2.421 | .017 | .196 |
| | | Priv. school | 2.40 | 1.223 | 2.154 | .033 | .214 |
| 6 | Teachers know the values of the school and they are good models while teaching. | Gov. school | 3.24 | 1.158 | -3.302 | .001 | .210 |
| | | Priv. school | 3.12 | 1.415 | -2.587 | .011 | .204 |
| 7 | Teachers of this school refuse to accomplish any responsibility given by the school leadership. | Gov. school | 2.85 | 1.229 | -2.699 | .008 | .208 |
| | | Priv. school | 1.96 | 1.180 | 3.332 | .001 | .218 |
| 8 | Teachers of this school are willing to leave this school. | Gov. school | 2.46 | 1.214 | -2.625 | .010 | .221 |
| | | Priv. school | 1.91 | 1.123 | 3.505 | .001 | .217 |
| 9 | Teachers of this school are extremely glad to work in this school. | Gov. school | 3.21 | 1.150 | 2.670 | .008 | .222 |
| | | Priv. school | 3.68 | 1.183 | -5.823 | .000 | .172 |
| 10 | Most teachers of this school expressed that the leadership motivates their working conditions and improves their performance. | Gov. school | 2.93 | 1.225 | 1.775 | .078 | .210 |
| | | Priv. school | 3.46 | 1.537 | -5.257 | .000 | .217 |
| 11 | Teachers do not have self-devotion to accomplish their activities because the leadership doesn't treat them well. | Gov. school | 2.93 | 1.237 | -3.743 | .000 | .236 |
| | | Priv. school | 2.47 | 1.311 | 3.750 | .000 | .197 |
| 12 | Teachers of this school have great ambition to realize and see the continuous improvement of their school. | Gov. school | 3.34 | 1.360 | .558 | .578 | .213 |
| | | Priv. school | 4.04 | 1.034 | 4.311 | .000 | .204 |
| 13 | Teachers of this school tell teachers that there is no any school leadership problems in their school | Gov. school | 2.47 | 1.148 | 2.756 | .007 | .199 |
| | | Priv. school | 3.00 | 1.296 | -2.421 | .017 | .196 |
| 14 | The teachers are happy because they improve their professional skills given by the school leaders. | Gov. school | 2.91 | 1.208 | 2.154 | .033 | .214 |
| | | Priv. school | 3.47 | 1.269 | -3.302 | .001 | .210 |
| 15 | In this school the teachers' dissatisfaction is greater than their satisfaction. | Gov. school | 3.21 | 1.295 | -2.587 | .011 | .204 |
| | | Priv. school | 2.48 | 1.265 | -2.699 | .008 | .208 |
| 16 | Most of the time teachers apply the school decisions in to practice because the school leadership is participatory in passing decisions. | Gov. school | 2.95 | 1.233 | 3.332 | .001 | .218 |
| | | Priv. school | 3.53 | 1.428 | -2.625 | .010 | .221 |
| 17 | The school teachers are unable to accomplish the targets of the school since the leadership does not empower them. | Gov. school | 2.90 | 1.283 | 3.505 | .001 | .217 |
| | | Priv. school | 2.14 | 1.288 | 2.670 | .008 | .222 |
| 18 | Most teachers of this school believe that the school leadership is dictator (undemocratic). | Gov. school | 2.48 | 1.324 | -5.823 | .000 | .172 |
| | | Priv. school | 1.89 | 1.242 | 1.775 | .078 | .210 |
| | Grand Mean | Gov. school | 2.8 | 1.2 | -5.257 | | |
| | | Priv. school | 3.0 | 1.3 | -3.743 | | |

Key: Mean < 2.0 = very low commitment; Mean between 2.0-2.5 = low commitment; mean between 2.5- 3.0 = Moderate Commitment; Mean between 3.0-3.5 = High commitment; Mean > 3.5 = very high commitment.

were in the order of that passive management by Exception was greater than Contingent reward and Contingent reward was greater than Active Management by Exception.

As can be seen in table 15 above, item level Pearson correlation

confidants shows that most teachers put in a great deal of effort beyond normally expected as a result of transactional leadership practices of the principals leadership style because the coefficient of correlation for this item was found to be

0.521**. Similarly, most of the teachers were glad to work in their respective school as a result of practices of transactional leadership because the coefficient of correlation for this item was 0.527**.

From these findings of correlation the researcher inferred that leadership style though it exhibited a positive relationship with teacher's commitment the weakness of the relationship can be accounted for multivariate nature of teacher's commitment. That is exercising only one style of leadership is not a sufficient condition to raise the commitment of teachers. Instead using contextual means of raising the commitment of teachers' might bring better solution for raising the commitment of teachers than applying only one means that is leadership style.

Summary, Conclusion and Recommendation

Summary of Major Findings

The purpose of this study was to assess and describe the Challenges and practice of principals' leadership styles and teachers' organizational commitment at government and private secondary schools in Mekelle City. The data was collected in 12 secondary schools from which 7 of them were government schools and the remaining 5 schools were Private schools. From these sample schools 120 teachers, 120 students, and 19 principals were selected by multistage stratified sampling. The instruments were designed in order to collect relevant information about principal's practical application of leadership styles and perceived teachers commitment level as a result of practices of the leadership styles as judged by students and principals as well as teachers self-evaluation. In effort of achieving this purpose of the study four basic research questions were developed as frame of reference. The essence of the basic questions includes:-

- What was the dominant leadership styles currently practiced in Mekelle Secondary Schools?
- To what extent were teachers' committed to achieve their school goal?
- Was there any statistically significant difference between government and private schools in terms of leadership style and teachers' commitment level?
- Was there a link between leadership style and teachers' commitment level?

In line with the above stated raised research questions the specific objectives of the study were:-

- To investigate the dominant leadership styles currently practiced in Mekelle Secondary schools.
- To determine the extent to which teachers are committed in achieving their school goals in both government and private schools.
- To examine the difference practices of leadership style and commitment levels of teachers in both government and private schools.
- To examine the influence of leadership styles on teachers' commitment.

In order to answer the stated research questions and specific objectives of the study descriptive survey research design was employed therefore the researcher has applied both quantitative and qualitative Research methods data analysis.

To this end, the data collecting instruments used questionnaires and FGD guiding questions. The data obtained from the above

sources were analyzed by using both descriptive and inferential statistical methods of data analysis. The major descriptive statistics used were frequency count, percentage, mean, and standard deviation and the major inferential statistical used were t-test and Pearson correlation. In addition to this the qualitative data obtained from FGD was analyzed thematically using qualitative method and presented and discussed in triangulation with quantitative data.

Major findings of the Study

- In both government and private schools Idealized Influence or charisma kind of transformational leadership style was fairly often practiced style of leadership because the government and private schools mean was found to be 2.91 with SD 1.26 and 2.7 with SD of 1.30 respectively.
- Inspirational Motivation kind of transformational leadership style was fairly often practiced style of leadership in both government & private schools because in the composite mean of government and private schools was found to be 2.9 and 2.57 respectively. Even though government schools' mean was greater than private schools' the t- test revealed that there was no significant difference between them for that $p > 0.05$.
- There was no statistically significant difference between government and private schools regarding the practice of individualized consideration kind of transformational leadership style because the t-test result showed us that $p > 0.05$. However as the value of the composite mean for both government and private schools fall in the range of 2.5-3.0 then individualized consideration kind of transformational leadership style was practiced family often in both cases.
- There was no statistically significant difference between government and private school practice of intellectual motivation kind of transformational leadership style because t-test result showed us that $p > 0.05$.
- In sum based on average value transformational leadership style was practiced more frequently exercised in government than in private school. Generally speaking from different kind of transformational leadership styles Idealized Influence and Inspirational Motivation style were practiced more frequently than Individualized Consideration and Intellectual Stimulation in government schools.
- Generally speaking transactional Leadership style was found to be practiced more frequently in private schools than government schools. However from transactional leadership styles active management by exception and contingent reward were practiced more frequently than passive management by exception in both private and government secondary schools.
- Based on the grand mean of teachers commitment level as it was rated by students and principals the government school teachers' commitment was found to be lower than private school teachers' commitment because their grand mean value was 2.8 and 3.0 respectively.
- The average value of transformational leadership style practice value was correlated positively with average teacher's commitment level. However the magnitude correlation was weak because the coefficient of correlation of transformational leadership style average value and average teachers commitment level was 0.312** at the 0.01 level (2-tailed) statistical significant level. This implies that being other factors kept constant the strength of relationship of transformational leadership style average value and average teacher's commitment level was 31.2%. This value has been

Table 15: Correlations of Transformational Leadership Style Average

| Leadership Style | Teachers' Commitment average value | |
|-----------------------------------|------------------------------------|-----------------|
| | Pearson Correlation | Sig. (2-tailed) |
| Idealized Influence | .331** | .000 |
| Inspirational Motivation | .149* | .021 |
| Individualized Consideration | .188** | .004 |
| Intellectual Stimulation | .232** | .000 |
| Transformational Leadership style | .312** | .000 |

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

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

Table 16: Correlations of Transactional Leadership Style Average

| Leadership Style | Teachers' Commitment average value | |
|--|------------------------------------|-----------------|
| | Pearson Correlation | Sig. (2-tailed) |
| Contingent reward Average | .358** | .000 |
| Active Management by Exception | .344** | .000 |
| Passive Management by Exception | .371** | .000 |
| Transactional Leadership style average | .413** | .000 |

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

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

Table 17: Correlations of Average Transactional Leadership Style and Average Teachers' Commitment Variables

| NO | Teachers commitment variables | Pearson Correlation | |
|----|--|--|-----------------|
| | | Average Transactional Leadership style | Sig. (2-tailed) |
| 1 | I put in a great deal of effort beyond normally expected. | .521** | .000 |
| 2 | I talk up about this organization to my friends as a great school to work for. | .272** | .000 |
| 3 | feel very little loyalty to this school | .020 | .764 |
| 4 | I would accept almost any type of job assignment in order to keep working for this school. | -.107 | .101 |
| 5 | I find that my values and the school's values are very similar. | .227** | .000 |
| 6 | I am proud to tell others that I am part of this school. | .403** | .000 |
| 7 | This school really inspires the very best in me in the way of job performance. | .148* | .024 |
| 8 | I am extremely glad that I chose this school to work for over others. | .527** | .000 |
| 9 | Often, I find it difficult to agree with this school's policies on important matters relating to its teachers. | -.143* | .027 |
| 10 | I really care about the fate of this school. | .438** | .000 |
| 11 | For me this is the best of all possible schools for which to work. | -.121 | .061 |
| 12 | Deciding to working for this school was a definite mistake on my part. | -.038 | .562 |

categorized under weak correlation as it was below 0.4. This could be accounted that teachers commitment level is a multivariate attribute of teacher characteristics and it could not be completely determined by the study practices of leadership styles only.

- The analysis of Pearson's correlation of each kind of transformational leadership style's and average teachers commitment levels revealed that the order of strength of correlation was that idealized influence was greater than intellectual stimulation. And intellectual stimulation was greater than individualized consideration. As well individualized consideration was greater than inspirational motivation.
- In spite of its weak correlation all of the transformational leadership styles had shown positive and statistically significant correlation with average teachers' commitment level for that p- value was less than 0.05 in each the cases. From this weak correlation value one can infer that transformational leadership style was not the only way to raise teachers' commitment level. That is based on the context of leadership other styles of leadership and factors other than practices of leadership styles could affect the level of teachers commitment.
- Like the transformational leadership style, the transactional leadership style was correlated positively but with moderate strength because the coefficient of correlation of transactional leadership style average value and average teachers' commitment level was 0.413** at the 0.001 level

(2-tailed) statistical significant level. This implies that being other factors kept constant the strength of relationship of transactional leadership style average value and average teachers' commitment level was 41.3%.

Conclusion

Based on the summary of major finding the following conclusions have been drawn. As can be seen in the major findings of this study the dominant leadership style practiced in both movements and private secondary schools of Mekelle zone was transactional leadership style. In contrast to transactional leadership style in both management and private secondary schools transformational leadership style was practiced less frequently.

However in relative sense transformational leadership style was practiced more frequently in government secondary schools than private schools. Generally the relationship of leadership style actual practices and the teachers' commitment level was found to be weak nevertheless it was correlated positively. This indicates that teacher's commitment is a multivariate issue that could be influenced by other factors other than practices of leadership style.

On the other hand, a significance difference was observed between government and private schools regarding practices of leadership styles and teachers' commitment levels. That is to say those private schools dominantly practiced the transactional leadership styles more frequently than transformational leadership style. On the other hand even if government schools

also dominantly practiced transactional leadership style, but relatively speaking the transformational leadership style was practiced more frequent in government schools than private schools.

Recommendations

Based on the findings of the study and the conclusions drawn above, the researcher forwarded the following recommendations to improve school leadership style practices for betterment of teachers' commitment level of Mekelle zone secondary schools in particular and other school leadership practice in all school in general.

- As one can be inferred from the data analysis and conclusion drawn transformational leadership was not adequately practiced leadership in both government and private schools. This might be due to lack capacity of principals in applying different kinds of transformational leadership based on their school context. Therefore principals in both government and private secondary schools need to take transformational leadership training program in an organized and compressive way both in the in-service and pri-service modality. To do this the regional education bureau should closely work with the university to design the courses to be given to secondary school principals.
- As teachers' commitment was found to be low in government schools, additional attempts should be made by focusing on the other factors in proportion to the improvement of leadership style to raise teachers' commitment. This might be achieved by studding other attributes that affect teachers' commitment levels and designing contextual solution to each of the school. For instance, in Mekelle city most teachers have no transport service and house allowance so if such kind of local specific attributing factors are going to be solved teachers commitment might be raised from what is observed in this research.
- The teachers 'commitment depends largely on principals' leadership role performance effectives. In addition to equipping principals with appropriate leadership knowledge, skill and attitudes proper support should be given from the regional and woreda level educational leaders. Therefore like principals' regional and woreda level educational leaders should proper and adequate training. To you surprises most of the regional and woreda level educational leaders have lower than or equal qualification as compared with secondary principals. Therefore the technical instructional leadership support is not adequate and not to the standard. Thus, the Woreda and zone Educational training case team (TDP core process) have to be functional to prepare short training for principals specially for newly assigned principals so as to lead their schools properly and principals have to be initiated to read different books enhance their skills and to upgrade their profession on similar manner.
- The zone Educational department, Woreda Educational office and the School itself should give Special attention to Private Schools to the issue of leadership during the time of planning.
- Finally, since the principals leadership style and teachers commitment is the critical issue for realizing goals of quality education of the country, the researcher recommended further research in this area with broader scope and depth including how can be increased the principal leadership style and teachers school organization commitment.

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