

The Role of Principals' Practice of Servant Leadership Style in Promoting Teachers' Commitment to their Jobs: The Case of Enebisie Sarmidir Wereda Primary Schools, Ethiopia

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Abstract

The main objective of this study was assessing the role of principals practice of servant leadership style in promoting teachers' commitment to their jobs at primary schools of Enebisie Sarmidir Wereda. The researchers formulated three research questions on the level of servant leadership style practice, the level of teachers' commitment to their jobs and the contribution of servant leadership style practices to teachers' commitment for their jobs to achieve the objective of this study. Quantitative research approach and correlational research design were employed. Simple random sampling technique was used to select 223 teachers among 505 primary teachers by giving all teachers equal chances to be selected. The data collected through questionnaire which was analyzed using quantitative data analysis techniques one sample t-test, correlation and simple linear regression. The result of this study revealed that the level of servant leadership practice and teachers' commitment for jobs were medium. This study further indicates that servant leadership style has a significant positive contribution to teachers' commitment for their jobs. Hence, the researchers have concluded that the practice of servant leadership style positively contributes to teachers' commitment for their jobs; the more servant leadership is practiced at schools, the better teachers' commitment for their jobs becomes. This research considerably contributes to the theory and literature on teacher commitment to their work by linking it to leadership style in the Ethiopian context. Thus, the researchers have recommended that primary School principals of Enebisie Sarmidir Wereda should exercise servant leadership style so as to promote teachers' commitment for their jobs.

Keywords: *Quality education, primary schools, servant leadership style, teachers' commitment*

Introduction

Research on leadership styles and other factors has been conducted by numerous scholars (Dimmock & Walker, 2005; Northouse, 2019; Hoy & Miskel, 2014). Leadership style is a pattern of behavior used by leaders to influence followers to

accomplish their own objectives as well as those of the organization (Moses et al., 2022; Panezai and Shah (2021), for example, examined leadership styles in relation to teachers' professional commitment and coaching, delegating, facilitating, and directing. Research on transformational, transactional, and laissez-faire leadership styles was conducted by Xirasagar (2008) and Quang & Thanh (2022). Furthermore, other people (Makhdoom et al., 2020) have also classified leadership as autocratic, democratic, bureaucratic, and laissez-faire in their studies. In Ethiopia, Bethlehem (2021) examined autocratic, democratic, transactional, and transformational leadership styles in the context of our nation.

Scholars from around the world have used several terms and expressions to explain different forms of educational leadership. Instructional (Aziz et al., 2017; Hallinger, 2005), transformational (Dantley, 2003; Khumalo, 2019; Zhang et al., 2022), and other forms of leadership (such as collective, distributed, ethical, servant, and many more (Grogan & Shakeshaft, 2010; Rahayani, 2010 Spillane et al., 2004) were used studied in education contexts. However, these different leadership typologies used to explain educational leadership that might differentiate one from the other and the educational leadership in particular. Nonetheless, different educational leadership styles have been studied together with several school-based characteristics (such as teachers' job satisfaction, teachers' commitment, school effectiveness, students' academic achievement and teachers' performances).

According to Bilge and his colleagues (2021), servant leadership is a style of leadership that emphasizes teamwork, involves others in decision-making, is firmly grounded in moral and compassionate behavior, and aims to improve the quality of institutions while also fostering employee personal development. The key to servant leadership is focus. The leader places a strong focus on followers, and his or her actions and demeanor reflect this focus. In stark contrast, transformational leadership places the leader's attention on the organization. Regarding this follower focus, servant leadership is unique (Patterson, 2003). Another leadership style is called "Servant Leadership and the Workplace," which is demonstrated by giving followers' individual needs and interests top priority one-on-one and by refocusing their self-interest on others inside the company and the community at large (Russell, 2016). Furthermore, servant leaders ensure that the institution and their followers are logically developed and nurtured to promote the overall well-being of the greater community and wider organizational stakeholders (Russell, 2016).

Although there are numerous studies on the subject, there are differences in the findings regarding the practice of leadership and the issues that arise as educational leadership develops. Bush (2014), for instance, carried out a groundbreaking review to broaden understanding and close the gap in the literature on leadership in Africa as opposed to the Western-dominated literature. Bush emphasized the dangers of "stealing" Western policies for the African context, which is distinct from other regions. Bush and Glover (2016) pointed out that school principals in West African countries do not receive specialized training, which may help with future research. Furthermore, school governance bodies and principals' poor leadership and management are contributing factors to the dysfunction of schools, according to Mahlangu (2018). Additional research is still needed, but some of these results are also reflected in some of the studies conducted in Ethiopia. For example, in Ethiopian schools, a study conducted at Buile Hora University demonstrated that servant leadership significantly enhances organizational performance among university employees. It is plausible to infer that similar dynamics could manifest within primary and secondary educational settings (Adamu, 2024).

Effective school leaders place a great importance on the followers' continuous motivation and personal development, claim Mahmood and Nazim (2016). In the process, they highlight how the objectives and requirements of followers should align with the desired outcomes for the school's development. Effective school leaders inspire their staff to perform better and are more committed to the organization (Omidifar, 2013). According to Gordon (2018), teachers' commitment is directly impacted by leadership, and the use of transformational leadership practices significantly improves teachers' organizational performance (Choudhary et al., 2013). The practice of servant leadership and teachers' job satisfaction are also strongly positively correlated (Alfayd, 2017; Mesfin, 2021). Furthermore, servant leadership and teachers' work satisfaction are strongly positively correlated (Alfayd, 2017; Mesfin, 2021).

In their individual investigations, a number of academics tried to understand the connections between various leadership typologies and the level of commitment demonstrated by instructors. The term "affective commitment" describes a worker's identity, involvement, and emotional tie to the company (Nyhan 1999). According to Caillier (2013), normative commitment refers to an employee's sense of duty to continue being a member of the business. The perceived costs to the employee of leaving the company, such as the breakup of professional ties and the non-transferability of acquired job skills, are referred to as continuity commitment (Allen & Meyer 1990). The Abasilim et al (2019), Abu-Saad and Haj (2020), Al-Daibat

(2017), and Clinebell et al. (2019). Lyndon and Rawat (2015), Talib et al. (2015) looked at the effectiveness of leadership typologies and the OC employees of instructors in schools and other companies. Most of this research support the idea that devotion and leadership are related. However, there are variations across research about their methods, the forms of leadership they incorporate, the samples they employ, the technique of analysis, and the environment. Abasilim et al. (2019) used a cross-sectional survey research design in 2019 to sample 97 employees of the Lagos State Civil Service Commission of Nigeria in order to provide some examples of variability. However, Abu-Saad and Haj (2020) and Mwamatandala and Muneja (2020) examined the relationships between leadership styles, teachers' OC, and other demographic characteristics at eleven alternative Arab high schools in northern Israel using samples of 307 instructors. Additionally, there were variations in the results. To fully comprehend the anticipated contextual disparities between our country and Western nations, more research appears to be necessary.

The connections between teachers' OC and leadership beliefs in our setting were examined by researchers from various regions of Ethiopia. The majority of these studies were carried out in higher education settings and by other business groups (e.g. Temesgen, 2011; Eyasu, 2009; Aschalew and Pandean, 2020). However, some recent studies were conducted in schools in Addis Ababa (e.g. G. Girma, 2020; Thewodros, 2019; Asrat, 2018). Moreover, the Amhara region was the site of very few of these investigations (Eyasu, 2009; Getaneh, 2020). Stated differently, Mulatu (2021) investigated the relationship between the leadership style and OC of teachers in the southern Ethiopian region of Wolaita. In secondary schools in the Southern Nations, Nationalities, and People's Regional State, Mengistu et al (2020) also looked at the relationships and practical difficulties between leadership ideologies, teacher commitment, and principal power sources. These studies differ from each other in terms of the issues they address, the methodologies they use, the sample techniques they employ, and the environment or locations in which they are conducted.

Hence, researchers were so motivated to look into how servant leadership style influences teachers' commitment to their work in order to fill in the existing study gaps. In addition, although teachers' commitment is essential to students' academic performance, academic outcomes, and teachers' professional and pedagogical practice, the researchers came across a community rumor that instructors at primary schools of Enebsie Sarmidir Wereda lacked this commitment. Additionally, the researchers heard the community berating these primary school principals for their subpar servant leadership techniques. The interruption of the teaching-learning process by these institutions was criticized by local educators and students. The teachers were not

promoting the pupils' academic performance and results. They weren't promoting their teaching professions or educational strategies. The researcher thought that low teacher commitment was associated with poor servant leadership practices at Enebsie Sarmidir Wereda Primary Schools. Therefore, the purpose of the study was to determine how demographic characteristics, such as age, gender, education, and job experience, predicted the impact of principals' servant leadership style on teachers' dedication. The following research questions were developed in order to achieve this.

1. What is the level of servant leadership style practice at primary schools of Enbise Sar midir Wereda?
2. What is the level of teachers' commitment to their jobs at primary schools of Enbise Sar midir Wereda?
3. To what extent do principals' servant leadership style practices predict teachers' commitment for their jobs?

Theoretical and conceptual framework

The two-factor theory of Herzberg et al. and Bandura's (1977) social cognition theory are the theories that back up the correlations between the variables. Demerouti et al.'s job demand–resources (JD–R) model, Blau's (1964) social exchange theory, and (1959) in 2001. According to these theories, employee performance is influenced by both intrinsic (such as professional autonomy, personal development, and OC) and extrinsic (such as compensation and management style) elements. Considering these theoretical factors, internal commitment is one aspect of teacher JP. These theories suggest that when leaders and employees have fair expectations of fit and reciprocal behavioral influences, the best outcomes can be obtained. Social exchange theory (SET) outlines how constructive leader actions, similar to those seen in servant leadership, can enhance follower dedication and positive behaviors at work. In particular, when leaders extend support and instill trust, followers develop a sense of duty to reciprocate with actions that benefit the organization, including organizational commitment. This theory indicates that servant leadership creates a feeling of obligation among teachers, which results in heightened organizational commitment.

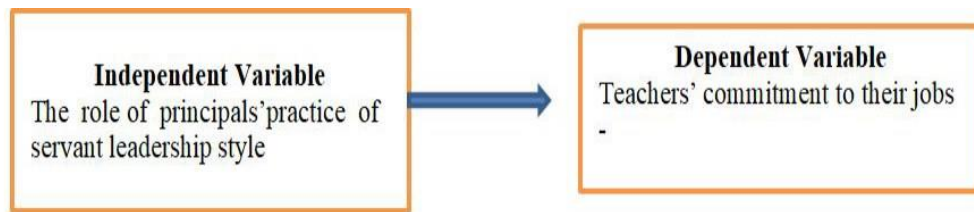


Figure 1: Conceptual Framework of the Study

Methods

Research design

The research approach this study employed was quantitative research approach because the researcher used only quantitative data collection and data analysis techniques in order to answer the basic questions and in order to achieve the research objectives formulated in the first chapter of this proposal. Since the purpose of this study is to examine the contribution of servant leadership style to teachers' commitment for their jobs, the research design this study employed was correlational research design.

Population, Sample and Sampling Techniques

This study was conducted at primary schools of Enebsie Sarimidir Wereda in East Gojjam Administrative Zone Amhara Region, Ethiopia in 2024/2025 academic year. There are 76 primary schools organized into 22 clusters in the study site. Out of these 22 clusters, 4 clusters were selected using a simple random sampling technique. In these 4 clusters, there were 6 schools in which 505 teachers were teaching during the study time. To determine samples the total number of teachers (N=505) were the target population.

The number of teachers at each Primary School has been displayed in the table below.

Table 1: Population and sample of teachers

<u>No</u>	Primary School	No. of Teachers	Male	Female	Samples
1	Abrha Woatsibha Primary School	172	100	72	76
2	Alusha Primary School	66	38	28	29
3	MertuleMariam Primary School	61	27	34	27
4	Tenta Primary School	65	33	32	29
5	Debo Primary School	84	47	37	37
6	Debie-Medhanit Primary School	57	32	25	25
	Total Number of teachers	505	277	228	223

As shown in Table 1, the samples of this study were 223 teachers who were selected from the six primary schools using sample size determination formula of Yemane (1973). Appropriate numbers of teachers were selected from each sample school in accordance with the population of teachers in each of the six Primary Schools of Enebissie Sarmidir Wereda using proportionate stratified sampling methods.

Data collection instruments

The researchers used questionnaire which contains 42 closed ended items to collect data from primary school teachers. The questionnaire contains 42 close-ended questions comprised of 26 servant leadership related questions and 16 teacher commitment related questions. On the basis of this fact, servant leadership scale was adapted from Gelan (2025) and teachers' commitment to their job scale was adapted from Berhanu (2023). After that, researchers gave for 2 experts for content validity. Then, the reserachers pilot tested the questionnaire on 22 sample teachers at Toramada primary school before it was distributed to final samples in the study area. The reliability (Cronbacck alpha) of servant leadership scale was 0.79 while teachers' organizational commitment scale was 0.83, which is acceptable in social and education sciences.

Data Analysis

To examine the data received by questionnaire, the researchers used methods for quantitative data analysis. The data were analyzed using both descriptive and inferential statistics in order to answer and achieve the study goals. The researchers used simple descriptive statistics (mean and standard deviation) and a one-sample t

test to analyze data about servant leadership practice and teacher commitment, while Pearson correlation and regression were used to analyze data about the contribution of servant leadership style to teachers' job commitment.

Ethical Consideration

Attention to ethical considerations is relevant in carrying out a scientific study. To that effect, respecting the rights of participants in particular and the research setting in general, are the ethical concerns that are most frequently raised (Creswell, 2012). Thus, the identity and well-being of participants were secured both before and throughout the data-collecting process from any sort of harm and improper use of the collected data (Teddlie & Tashakkori, 2009). Data was supplied anonymously to achieve that. The expected ethical standards for research were carefully considered during the entire procedure of the investigation.

Results

Demographic Characteristics of Respondents

As indicated in the table 2, the sex/gender of respondents, the age categories, educational status, and the work experiences of teachers were included.

Table 2: Demographic characteristics of respondents (N=223)

No	Demographic Characteristics	No	%	
1	Sex/gender	Male	122	54.7
		Female	101	45.3
2	Age in years	25 years and below	11	4.9
		26-30	46	20.62
		31-35	50	22.42
		36-40	71	31.83
		41 and above	45	20.2
3	Educational status	Diploma	179	80.3
		BA/BSc	37	16.6
		Others	7	3.14
4	Work experience in years	Below 5 years	25	11.21
		6-10	74	33.9
		11-15	76	34.1
		16-20	34	15.25
		21 and above	14	6.3

As shown in the table 2, a total of 223 teachers responded as required to each of the dispatched questionnaires of which 122 (54.7%) males and 101 (45.3%) women. Sample teachers were divided into age groups ranging from 25 to 41 and older. That is to say, 11 teachers (4.9%), 46 teachers (20.62%), 50 teachers (22.42%), 71 teachers (31.83%), and 45 teachers (20.2%) were assigned to the age groups of 25 years and under, 26 to 30 years, 31 to 35 years, 36 to 40 years, and 41 years and above, respectively. As a result, it was discovered that the majority of teachers were between the ages of 26 and 41 years and above.

Teachers were asked about their educational backgrounds, and 179 (80.3%), 37 (16.6%), and 7 (3.14%) of them stated that they had a diploma, a BA/BED degree, or another level of certification. According to these statistics, the majority of the teachers had a diploma, then followed by first-degree holders. If other resources are available, it would appear that schools were close to having enough staff to complete their job to the minimum standard. However, as long as people who were labeled as others (perhaps holding certificates) continued to work in primary schools, there seems a mismatch in meeting the expected standard stated in the education policy about teachers at the primary level (MoE, 2023). Regarding the current work experience of the sample teachers, the majority of the teachers have worked for more than ten years, which may have given them enough experience to comprehend the leadership style of the administrators and to assess their level of commitment to their schools. So that they might react properly to the items included to collect data from as needed.

The data obtained from questionnaire indicate three consecutive categories of the issue under study. These categories are the level of servant leadership style practice, the level of teachers' commitment to their jobs and the contribution of servant leadership style to teachers' commitment for their jobs.

Research question 1- The Level of servant leadership style practice

The researchers employed simple descriptive statistics (Mean and Standard Deviation) to determine the level of servant leadership style practices at Primary Schools of Enebissie Sarmidir Wereda. To determine this level, the researchers also employed scoring system that Oxford (1990) suggested to be used in case five Likert scale questionnaire. According to this scoring principle, mean score of observations 1 - 2.4 shows low performance; mean score 2.5 - 3.4 shows medium level and mean score 3.5 - 5.00 shows high level of performance.

Table 3: The Level of Servant Leadership Style Practices at Primary Schools of Enebissie Sarmidir Wereda (t–test value 3)

	Mean	SD	t	Df	P
Servant Leadership Style Practices	2.68	1.41	32.11	223	.000

As shown in Table 3, the researchers employed one sample t-test to determine the level of servant leadership practice. The one-sample t-test yielded a t-value of 32.11 with 223 df, and the result was highly significant ($p < .001$). This indicates that the observed mean is significantly different from the test value, suggesting that servant leadership practices are notably present among the school principals. The researchers also employed scoring system of Oxford (1997, 2001) to determine whether servant leadership style has low, medium or high level of practice at primary schools of Enebissie Sarmidir Wereda. According to this scoring system, score 1-2.4 shows low practice, 2.4-3.5 shows medium practice 3.5-5 shows high practice of servant leadership practice. The data shown in Table 3 above indicates that the level of practice of servant leadership style at primary schools of Enebissie Sarmidir Wereda is medium because the overall mean and standard deviation of practice of all aspects servant leadership are ($M=2.68$ and $SD=1.41$).

Research Question 2- Level of Teachers' Commitment to their Jobs

Table 4: One sample t-test result on teachers' organizational commitment along its domains and average

	Mean	SD	T	Df	P
Affective commitment (AC)	2.59	1.03639	37.439	223	.000
Normative commitment (NC)	2.49	1.09690	33.913	223	.000
Continuance commitment (CC)	2.45	1.18248	31.000	223	.000
Average commitment level	2.51	1.1052	34.117	223	.000

As can be seen in table 4, the one sample t-test was used to calculate the average score and the level of OC among teachers across the areas of affective, normative, and CC. To that effect, the one-sample t-test resulted in the mean from the data was compared

to the predicted mean (3.00) for each domain. As a result, there was a significant mean difference between the expected and obtained means in the affective domain ($t(223) = -37.439, p = .000$). In other words, the sample mean ($M = 2.59, SD = 1.03639$) was far below the expected mean ($M = 3.00$). This suggests that the affective domain of the teachers was below the expected level. The NC of teachers also showed a significant mean difference ($t(223) = 33.913, p = .000$). This means that the data's obtained mean ($M = 2.49, SD = 1.09690$) was lower than the expected mean (3.00), indicating that teachers' NC was lower than the anticipated. A similar result seems to be attained about the CC to the organization. In other words, there was a significant mean difference between the expected and obtained means ($t(223) = 31.000, p = .000$). The actual mean was lower than the predicted mean (3.00); ($M = 2.45, SD = 1.18248$). This demonstrates that the commitment to teacher retention was lower than anticipated. The organizational commitment of teachers also showed a significant mean difference ($t(223) = 34.117, p = .000$), indicating that teachers' school commitment was lower than the anticipated.

Research question 3 - Relationship between principals practice of servant leadership and teachers' commitment

Table 5: Pearson correlation between servant leadership styles and teachers' commitment (N=223)

	Affective commitment	Normative commitment	Continuance commitment	Overall teachers' commitment
Servant leadership	.785**	.763**	.778**	.777**

As can be seen in Table 5, the relationship between principals' servant leadership style and teachers' AC was significant, ($r(223) = .777, p < 0.01$). Similarly, positive significant relationship was obtained between servant leadership and NC ($r(223) = 0.763, p < 0.01$), CC ($r(223) = 0.778, p < 0.01$) and AC ($r(223) = 0.785, p < 0.01$).

The Role of principals of Servant Leadership Style Practice in promoting Teachers' Commitment for their Jobs

The researchers run simple linear regression to examine whether servant leadership style practice has a statistically significant contribution to teachers' commitment for

their jobs. Accordingly, the following regression table displays the possible contribution of servant leadership practice to teachers' commitment for their jobs.

Table 6. Regression analysis of the possible contribution of servant leadership practices to teachers' commitment for their jobs

	B	St. error	Betta	t	p	R ²	adjusted R ²	F	Sig.
Constant	.437	.110		3.981	.000	.65	.655	421.840	.000 ^b
Servant Leadership	.730	.036	.810	20.539	.000	.6			

a. dependent variable: commitment

b. predictors: (constant), servant leadership practice

The model summary in table 6 indicated how servant leadership influenced teachers' commitment. This means 66% of teachers' commitment for their jobs was influenced by servant leadership practice while the remaining 34% of teachers' commitment for their jobs was by other factors. In addition, the overall regression model is significant and that servant leadership practices are a meaningful predictor of teachers' commitment ($f(1,222) = 421.84, p < 0.01$). The coefficient table shows how much the dependent variable (teachers' commitment) is influenced by the independent variable (the practice of servant leadership style practice).

Discussion

The result found from the analysis of data collected through questionnaire indicates that the level of practice of servant leadership style at primary schools of Enebissie Sarmidir Wereda is medium. The one-sample t-test yielded a t-value of 32.11 with 223 df, and the result was highly significant ($p < .001$). This indicates that the observed mean is significantly different from the test value, suggesting that servant leadership practices are notably present among the school principals. In the present study, the organizational commitment of teachers was lower than the anticipated. This study showed that the level of teachers' commitment for their jobs at primary schools of Enebissie Sarmidir Wereda was moderate. This is supported by Sarwar et al (2022) who found that teachers were not committed to schools to the expected level. In same vein, in our context Ethiopia, Endale (2019) also reported a low level of secondary school teachers' affective and NC and, but their CC was encouraging and senior and experienced teachers specifically showed low commitment levels. In contrast to the

findings obtained in the present study, Shamma-Israel (2018) found a very great degree in the level of OC among the teachers in Arab Israeli schools.

The finding of the current study indicates that the practice of servant leadership style has a statistically significant contribution to teachers' commitment for their jobs. This finding is similar to the findings of the study by Gordon (2018), Palta (2018) and Mahmbe and Engelbrecht (2013) who indicated that there is a positive relationship between servant leadership and team commitment. The result of the present study was like the finding of the study by Ramli and Desa (2013) who found positive relationship between servant leadership and organizational commitment in Malaysian. Schools in general and school leaders in particular have to strive to motivate their employees to keep pace with the existing changes and developments and to achieve their goals in different ways (Yilmaz & Kiliç, 2017). The push for more complex, intellectually demanding approaches to teaching suggests that teacher commitment will continue to be important for effective education (Firestone & Pennell, 1993). Even if it is not related to servant leadership, Abu-Saad and Haj (2020) claimed that there is a connection between teachers' OC and leadership styles. In their research, Abu-Saad and Haj (2020) discovered that AC had a negative correlation with transactional leadership and a positive correlation with transformational leadership. Talib et al. (2015) and Marshall (2015) noted a strong correlation between leadership behavior and favorable organizational commitment. In our local context, Mulatu (2021) carried out a study to look into the relationship and impact of leadership style on teachers' OC in the Wolaita zone of southern Ethiopia. Although there was a negative link between teachers' commitment and a laissez-faire leadership style, this study indicated that transformational and transactional leadership style had a positive and significant impact on teachers' commitment.

The analogies and variations between research demonstrated that the influence of leadership on teachers' organizational commitment varies depending on the leadership style used. Liden et al. (2008) used social exchange theory (Blau 1964) to explain why servant leadership increases subordinates' organizational commitment. Because supervisors are frequently described as the 'face' or 'representative' of the company, responsible for enforcing organizational policy, favorable treatment by leaders ought to prompt subordinates to reciprocate in the form of desired work attitudes such as organizational dedication. By offering subordinates support and opportunities to learn new skills, improve themselves, and participate in decision-making, servant leaders should lead subordinates to reciprocate by heightening their emotional attachment to and identification with the organization, in the form of higher levels of affective

commitment. Furthermore, because the principal is the organization's primary spokesperson, obtaining warm consideration from a servant leader is likely to instill deeper sentiments of responsibility to the organization, shown as higher levels of normative commitment. Though there has been little study on the interaction between servant leadership and affective and normative commitment, recent studies have found a link between servant leaders' activities and these dimensions of dedication at Enbsie Sarmeder Worda Primary School. The researchers found that the practice of servant leadership positively contributes to teachers' commitment to their employment; the more servant leadership is practiced in schools, the greater teachers' commitment to their jobs. The less servant leadership is practiced at schools, the lower teachers' commitment for their jobs becomes. The researchers have also concluded that better practice of servant leadership style is very crucial for better teachers' commitment for their jobs at primary schools.

Conclusions, implications and Limitations

This study found that the level of servant leadership style at Primary Schools of Enebissie Sarmidir Wereda is moderate with overall means and standard deviations ($M=2.68$ and $SD=1.41$). Hence, stakeholders like Wereda, Zonal and Regional Education Bureau and Zone Education Office should coordinate with aiding agencies and facilitate in-service capacity building training for principals so as to promote level of servant leadership practice at primary schools of Enebissie Sarmidir Wereda. This study also found that the level of teachers' commitment for their jobs is medium with overall means and standard deviations ($M=2.53$ and $SD=1.39$) at primary schools of Enebissie Sarmidir Wereda. Therefore, primary school teachers should improve their commitment to their jobs.

This study practical and theoretical implications. Theoretically, this study contributes to literature in the field of education leadership and organizational commitment. Practically, this study further found that servant leadership style has a significant positive contribution to teachers' commitment for their jobs. Thus, primary school principals should fully exercise servant leadership style in order to promote teachers' commitment for their jobs. Moreover, the researchers of this study feel that the findings of this study would benefit teachers, students, school principals and other researchers. It might help the teachers to know the level of the practices of servant leadership style and to enhance their commitment for their jobs. The result of this study would also help the school principals to know the level of the practice of servant leadership style and to exercise servant leadership style to promote the performance

of the school as well as teachers' motivation and commitment to their jobs for teaching learning practices. The findings of this study would again help the students to be beneficiaries from quality education that may result from better practice of servant leadership style and teachers' commitment to their jobs. Besides, the result of this study might help other researchers as initial for further studies on related issues

As limitations, this study was confined only to examining the contribution of servant leadership style to teachers' commitment for their jobs at primary schools of Enebissie Sarmidir Wereda. Therefore, future researchers should conduct further studies on the contribution of other leadership styles to teachers' commitment for their jobs. The findings of this research would also possess greater significance had the inquiry encompassed secondary schools; however, the investigation was exclusively limited to primary schools within the Enebissie Sarmidir Wereda. Furthermore, the outcomes of this study would have yielded increased relevance had it assessed the impact of various leadership styles on teachers' commitment to their professional responsibilities; instead, it was restricted to an examination of the principals' implementation of servant leadership practices in relation to teachers' job commitment. The generalizability of this study's findings would have been enhanced had the research been conducted at the Zonal and Regional levels; nevertheless, the scope of the study was confined solely to the Wereda level

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