PRINCIPALS' LEADERSHIP BEHAVIOUR AND TEACHERS' ORGANIZATIONAL COMMITMENT: CASE OF SOME SECONDARY SCHOOLS IN MEZAM DIVISION

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ABSTRACT:
This study aimed at investigating the leadership behaviours of principals in secondary schools. In order to achieve obectives of this study, the researcher formulated a general and specific hypothesis as follows; there is a relationship between principals' leadership behaviour and teachers' organisational commitment. The population of the studies included ten (10) secondary schools in Bamenda 2 Sub Division of the Mezam Division which consisted of 180 teachers of government, mission and lay private secondary schools. Methodologically and scientifically collected data was done using questionnaires. The data collected was analysed through the use of frequency counts of views and rated in percentages (qualitative analysis) while in the verification of hypotheses, subjected the data to the Pearson product moment correlation (quantitative analyses). From the analyses, the following results were obtained: (1) There is a relationship between transformational leadership behaviour and teachers' organisational commitment. (2) A relationship exists between transactional leadership behaviour and teachers' organisational commitment. (3) Nurturant leadership behaviour has an influence on teachers' organisational commitment. (4) There exists a relationship between participative leadership behaviour and teachers' organisational commitment. Thus, we concluded that there is a relationship between principals' leadership behaviour and teachers' organisational commitment. The following recommendations were made; appointment of principals should be based on competences and practical experiences on the field and not on political, tribal or even punitive and above all regional balance bases. The principals should always motivate efficient and effective Teachers.

Key words: Principal, Leadership, Behaviour, Organisation

Introduction

Schools in Cameroon have a well structured and organised framework under which they function as well as they follow laid down principles to ensure effective running of the institution which leads them in achieving an expected outcome. This can be seen from law No 98/004 of 14th April 1998, which according to it, the Cameroon formal education system consist of pre-primary, primary, secondary, and the tertiary levels with two sub systems existing which are; the English-speaking sub system and the French speaking sub system. Also, section 4 of this same law No 98/004 of April 1998 stipulates that "the purpose of education shall be to train children for their intellectual, physical, civic and moral development and their smooth integration in the society bearing in mind the prevailing economic and socio-cultural, political and moral factors". The efficiency of our academic institutions is demanded by this law which can only be achieved in a harmonious, disciplined and peaceful environment which demands an effective leader to guide and direct the affairs of the institution. The commonwealth secretariat (1996) commented that, one of the key factors influencing school effectiveness is the nature and quality of leadership and management provided by each school. This is however true because the role of the principal as leader is in determining the successful implementation of school-based management techniques and teachers' organisational commitment. Good school- based management requires effective school leadership whereby school head teachers are capable of handling external operations as well as the school environment interaction (Lambert et al 2001). This is because leadership involves influence, exercised on others through communication process towards the attainment of certain goals (Akerele, 2007).

The problem of teachers' organisational commitment is attributed by some people to poor leadership behaviour of the principal while others attribute it to other factors such as salaries and availability of facilities. It is however important to note that it is the degree of teachers' organisational commitment that determines the improvement of an institution. The principal must provide a conducive atmosphere for teaching/ learning through his/her leadership behaviour. The behaviour has to be one that will inspire teachers and give them the zeal to work or co-operate peacefully with the principal.

Numerous studies in respect to leadership have consistently indicated that leadership behaviour is a critical factor in organizational performance and effectiveness which affects the organisational structure positively or negatively as well as its patterns of social interaction, members' beliefs, altitude and job behaviour (Shum and Cheng, 1997). In this

regard therefore, schools need effective leaders who have good leadership behaviour to give intended results, and improve teachers' organizational commitment. This will avoid wastage in the financial, human and material resources. The principals' leadership behaviour is categorized into transformational leadership behaviour, transactional leadership behaviour, nurturant leadership behaviour and participative leadership behaviour.

Statement of the Problem

Principals need strong leadership skills and good leadership behaviour to successfully lead the schools of the 21st century and address school improvement pressures. Leithwood (2004) argued the affective Principal leadership behaviour in terms of transactional and transformational leadership. They are of the view that "*the influence of a Principal on teachers' teamwork has an effect on the behaviour of teachers' regarding school improvements.*

When teachers are not committed because they are not motivated by their principals' leadership behaviour as is the case in most secondary schools in Mezam division, there is bound to be poor lesson preparation and presentation, poor evaluation of pupils as they will reflect high rates of class failure as well as late coming, absenteeism and indiscipline on the part of the teacher will be on the rise. Teachers' organisational commitment in most secondary schools in Mezam division in terms of lesson preparation and presentation, use of relevant teaching / learning materials, number of effective hours of teaching is still far below expectation. Their input is not commensurate to the amount of training received.

Specific Research Questions

➢ To what extent does transformational leadership behaviour influence teachers' organisational commitment?

➢ What relationship exists between transactional leadership behaviour and teachers' organizational commitment?

Specific Objectives

➢ To evaluate the relationship between transformational leadership behaviour and teachers' organizational commitment.

➢ To investigate the relationship between transactional leadership behaviour and teachers' organizational commitment.

Specific Hypotheses

Ha$_1$ There is a relationship between transformational leadership behaviour and teachers' organizational commitment.

Ho$_1$ There is no relationship between transformational leadership behaviour and teachers' organisational commitment.

Ha$_2$ A relationship exists between transactional leadership behaviour and teachers' organizational commitment.

Ho$_2$ No relationship exists between transactional leadership behaviour and teachers' organizational commitment.

Significance of the Study

The findings of this study will be of great importance to policy makers in the field of education as well as non-government organizations that operate in the domain of school administration and the ministries in charge of education as it paves the way for principals to become effective leaders.

Conceptual Review

Secondary School Principals

Secondary school principals as leaders bring various knowledge, experiences and expertise to their work each day. The understanding and appropriate application of emotional intelligence is key to effective leadership. As the challenges, complexities and demands of the principals' role increases, this knowledge will continue to be the foundation of dynamic, successful and effective leadership. The role of principals is largely defined by statute and by the terms and conditions of their employment and/or appointment. Set out below are the various roles of secondary school principals:

➢ **Responsibility Guidelines**

Here, the principal has the responsibility of maintaining order and discipline in the school. This order and discipline is both for teachers and students in the school. The principal has the power to reprimand or punish any teacher or student who is not discipline.

➢ **Student Safety**

The principals' role here is to ensure that all reasonable safety procedures are carried out in the course of activities for which the teacher is responsible. He/she reports to the appropriate agency when there are reasonable grounds to suspect child abuse and he also takes care of students and property.

➢ **Student Instruction**

The principal has as role to supervise instruction n the school, he can also arrange for home instruction for students in appropriate circumstances as well as he can also evaluate students.

➢ **Student Supervision**

The principal ensures supervision of students when the school buildings and play grounds are open. He/she also ensures supervision of students during the conducting of any school activity as well as also ensuring that teacher's carryout the supervisory duties and instructional program assigned by the principal and supply such information as the principal may require.

➢ **Staff Supervision**

The principal as the leader of the school supervises the instruction in the school. He assigns duties to vice principals who perform them as assigned by the principal. The principal also does administrative supervision by supervising the professional support staff as they perform their duties. The principal equally supervises teachers and assigns duties to them as well.

➢ **Staff Evaluation**

The principal has as role to conduct performance appraisal of new teachers as well as those of old teachers. He has also to write reports to the sub Divisional or Divisional delegations about unsatisfactory performance appraisals and provide feedback and recommendations to the teacher to help improve the teachers' performance.

➢ **Staff Cooperation**

The principal also ensures that he/she and the teachers display personal and professional qualities. He equally establishes and maintains mutually respectful relationships with students, staff and parents.

➢ **School Administration**

Another role of the principal is that he maintains student records including attendance, examines all data in a timely manner and enforces all local policy and codes of conduct.

➢ **Access to School**

The principal has as role to monitor visitors that get into the school. He/she equally directs a person to leave the school premises if he believes that the person is prohibited by regulation from being there.

➢ **Building Maintenance**

The principal is in charge of monitoring the condition and maintenance of school property. He inspects the school premises regularly and makes reports to the appropriate officials. He also provides appropriate facilities for instruction and other activities.

➢ **Cooperation with Community**

The principal promotes and maintains close cooperation with community and business as well as the parents and guardians of the students.

➢ **School Advisory Group**

The principal acts as a resource person to any school advisory groups and assists such groups in obtaining information. The principal solicits views with respect to local code of conduct, school policies respecting appropriate dress and school action plans for improvement based on data. He considers recommendations and advice when determining action to be taken in response.

➢ **Reports to Inspectors/Supervisors**

The principal is in charge of writing or giving all necessary reports of the school to inspectors/supervisors as required. These reports and recommendations are being transmitted by him/her to the sub divisional or divisional delegation through the appropriate inspector/supervisor.

The Principal as Instructional Resource

As instructional resource, the principal is actively engaged in the improvement of classroom circumstances that enhance learning. Through ongoing dialogue with the staff, the principal encourages the use of a variety of instructional materials and teaching strategies. The principal is sought out by teachers who have instructional concerns or innovative ideas. Clinical supervision complements teacher evaluation, with emphasis on continuing professional growth and development for every staff, including the principal. The principal and the staff consider evaluation, the highest level of cognition, to be cyclical. The most obvious role of the principal as an instructional resource is to facilitate good teaching. To facilitate productive teaching, the principal must stay abreast of new developments in materials and strategies for improving instruction. The principal maintains a personal development program that includes regular review of educational research, curriculum development, and new advances in understanding how children learn.

The most consistent finding in the majority of studies of school effectiveness is the crucial connection between expectation and achievement. These studies seem to say that teachers and students live up to principals expectations for them (Brookover and Lezotte 1977, Persell and Cookson 1982, Edmonds 1979, Rutter et al, 1979). Successful schools result when goals are clear, reasonable, uniform, and perceived as important, and when the staff is committed to them. In these and similar studies, researchers consistently emphasize the principal's important role in establishing the vision, expectations, and commitment to goals. The important point is that more effective schools have a shared vision, and a strong instructional leader is responsible for establishing and communicating that vision. The principal must attend to differences in staff members' attitudes about student ability to learn (Austin 1979, Edmonds 1979, Frederickson and Edmonds 1979) and to the feelings of both teachers and students that what they do makes a difference (Sergiovanni 1984). The effective principal is actively involved in all aspects of the instructional program, sets expectations for continuous improvement and collegiality, models the kinds of behaviours desired, participates in service training with teachers, and consistently gives priority to instructional concerns. The role of instructional resource requires the principal to be knowledgeable about teaching. Sapone (1985) maintains that any school can increase efficiency and effectiveness if the principal is able to demonstrate curriculum and instructional leadership. She suggests that the model used makes little difference; what is important is consistency in the use of a total curriculum plan/model as developed and implemented within the school and as advocated and endorsed by the staff and the school principal. In other words, the principal must ensure that teachers have a well-designed curricular program and that meaningful teaching is critical to that design. Similarly, Lipham (1981) suggests that the improvement of teaching and learning is the foremost function of the principal. He concludes that principals must do more than just "know about" the instructional program; they must be "intimately involved in its development, implementation, evaluation, and refinement." In exemplary schools, the principal shows strong knowledge of and participation in instructional activities (Austin 1979, Fullan 1981). Although a principal may not have specific knowledge of every curricular area taught in the school, his knowledge should at least embrace the general trends in each subject area. The effective principal must have sufficient knowledge to understand and evaluate curricular innovations and be familiar with effective teaching methods and the principles of learning. When principals know the basics of learning and instruction, they can help teachers improve, regardless of the subject matter.

Transactional Leadership and Teachers' Organizational Commitment

Transactional leadership is a leadership behaviour based on the setting of clear objectives and goals of the organization for the followers as well as the use of either reward or punishment in order to encourage compliance with these goals. It is a kind of give and take leadership. According to Bass (2000), transactional leadership is related to motivating the employees and making the m to do works with the help of external motivators such as organizational rewards. Tengilimoğlu (2005) emphasizes that transactional leaders generally work with focus on continuing the works of the past and transferring them to the future. According to Hoy & Miskel (2010), transactional leaders identify primary tasks of the followers; establish the structure and emphasis on planned and scheduled work. Followers are rewarded or punished to achieve organizational goals. Nguni, Sleegers and Denessen (2006) suggest that, transactional leaders are not interested in people's personal development; they prefer a policy which is about preserving the current situation.

Transactional leadership has four dimensions; contingent reward, management by exceptions (active), management by exceptions (passive) and laissez-faire (Bass 2000; Karip 1998).

➢ **Contingent reward**: It means a process of mutual transaction in which the leader is trying to motivate the followers by rewards and promises (Bass & Steidlmeier, 1998). The primary aim of the transactional leader is to achieve organizational objectives. In this context, the leader gives various awards to improve the performance and motiviations of his followers. His followers can get the award when fulfilling the mandate.

➢ **Management by exceptions (active)**: This is about the leaders observing employees performance and correcting their mistakes (Bass, 1985). Here, the leader closely monitors employee's performance watching out for slight deviations and quickly intervenes to take corrective action to prevent further mistakes.

➢ **Management by exceptions (passive)**: This means the leaders not intervening in the organizational problems until they acquire a stricter situation and not acting before kinds of mistakes occur. Hence, leaders wait until the emergence of errors and they pass actions to correct them.

➢ **Laissez faire**: This is a leadership style in which the leader never intervenes in the administrative processes and gives limitless freedom to the followers (Bass & Steidlmeier, 1999; Karip, 1998).

A principal who practices transactional leadership either by rewarding or punishing teachers to effectively carry out their pedagogic duties with a lot of commitment will only make teachers' to be affectively committed to their job as a result, they will perform their pedagogic duties with a lot of enthusiasm. Motivation is a very important aspect in ensuring that teachers in a school become more committed to their job. If the principal here motivates teachers with the help of external motivators, the teachers will become more committed to their jobs as teachers and to the school organization as a whole. Whereas, a principal who employs management by exception- intervention and correction can be viewed by teachers as punitive which can lead to negative emotions and poor performance on the part of teachers, thus, making them less committed.

Theoretical Review

The context of this study is Principals' Leadership Behaviour and Teachers' Organizational Commitment in some Secondary Schools in Mezam Division. The researcher in order to make this study clearer and meaningful used the Fiedler's Contingency Theory by Fred Fiedler (1958).

Fiedler's Contingency Theory

This theory was postulated by Fred Fiedler in the year 1958 in his work titled "Leader Attitudes and Group Effectiveness". Fiedler's contingency theory is one of the contingency theories that state that effective leadership depends not only on the style of leading but on the control over a situation. There needs to be good leader-member relations, task with clear goals and procedures, and the ability for the leader to either reward or punish. Lacking these three in the right combination and context will result in leadership failure. Fiedler created the Least Preferred Co-worker (LPC) scale, where a leader is asked what traits can be ascribed to the co-worker and which one the leader likes least.

Summarily, Fiedler contingency model proposes that effective group performance depends on relationship between the leaders' style and the degree to which the situation gives control to the leader. The model states that, there s no one best style of leadership, instead a leaders effectiveness is based on the situation. This is the result of two factors- "leadership style" and "situational control". He believes that the key factor for leadership success is the individual's basic leadership style and he is of the opinion that leadership styles are constant. Fiedler ascertains that leaders do not change their leadership styles, but they change situation. The main idea here is that a leader's effectiveness depends on the situation. This therefore emphasizes that a leader maybe effective in one situation or organization, but not in another. This theory is used to establish whether a person's leadership style is task oriented or relationship oriented and if the situation matches the leader's style to maximize performance. "Situational favourableness" here depends on three distinct factors:

➢ **Leader-member relations**- this is the level of trust and confidence that a team has in its leader. A leader who is more trusted and has more influence with the groups is in a more favourable situation than a leader who is not trusted.

➢ **Task structure**- this refers to the type of tasks you are doing: clear and structured or vague and unstructured. Unstructured tasks or tasks where the team and leader have little knowledge of how to achieve them are viewed unfavourably.

➢ **Leader's position power**- this is the amount of power a leader has to direct the group, and provide reward or punishment. The more power a leader has, the more favourable his/her situation. Fiedler identifies power as being either strong or weak.

In this study, this theory is useful and relevant because it explains the aspect of leadership with which this study is concerned. It ascertains that an effective leader should be one that is able and capable to change a situation and control that situation in his organization for best results. And it equally establishes whether a leader's leadership is task oriented or relationship oriented. This theory views that the LPC score in a given situation will be what determines an effective leader in that situation.

On the other hand, if a principal is one that has a good leader-member relation where he/she is liked and respected by his teachers in the school. The principal can be a task-oriented leader when working with teachers in carrying out an unstructured task which is highly creative, this is because of his position of power which is high and he/she is also in a management position of strength. The task focused leadership is effective here since the principal already has a good

working relationship with his teachers in the school and this relationship is what is going to make the teachers more committed in carrying out the task as well as other duties in the school.

Methodology

This study used the survey research method. According to Nworgu (1991) cited by Asenui 1996) a survey research is one in which a group of people or items are studied by collecting and analyzing data from only a few people or items considered as representatives and generalizing to the whole group. This design was chosen because of the fact that, it saves time as data is collected in a relatively short period of time.

Population of the Study

This population is that of secondary school teachers in the North West Region of Cameroon, these include individuals of both sexes, of different categories and from different cultural backgrounds. The results are generalized based on this population.

Target Population

The population from which the researcher drew his sample is from secondary school teachers in Mezam Division in the North West region of Cameroon. This study sample is made up of secondary school teachers' in Bamenda 2 sub division of Mezam Division , both men and women. The questionnaires were administered to this sample. These teachers are from various socio-cultural, religious and political backgrounds.

Sampling Techniques

 The sampling technique used for this study was the simple random sampling. The sample of this study is made up of 180 teachers. The following sampling procedure was used to obtain the required sample. A list of the secondary schools in Bamenda 2 sub division in Mezam Division of the North West Region was used. A simple random sampling technique where the names of all the schools were written on pieces of papers folded, shuffled and put inside a basket. From the basket the researcher randomly drew out paper balls where each one drawn constituted the sample. After each draw the paper balls were reshuffled and the name of the school recorded. The procedure was repeated until the ten schools were selected as presented on the table below.

RESULTS

The results of the data that were collected with the use of questionnaires are presented in this chapter. This data involves descriptive statistics and correlations. The data collected was analyzed with the use of the Pearson Product Moment Correlation. This data enables the researcher to determine the relationship between variables. Analysis of the background data constitutes the first part while the verification of hypothesis constitutes the second part.

➢ **Transformational Leadership Behaviour**

Table 1: Frequency Distribution According To Principal's Motivation of Teachers towards Work

Principals Motivation of Teachers Towards Work		Frequency	Percentage
Valid	Strongly Agree	49	27.2
	Agree	102	56.7
	Disagree	14	7.8
	Strongly Disagree	15	8.3
	Total	180	100.0

Figure 1: Frequency Distribution According To Principal's Motivation of Teachers towards Work
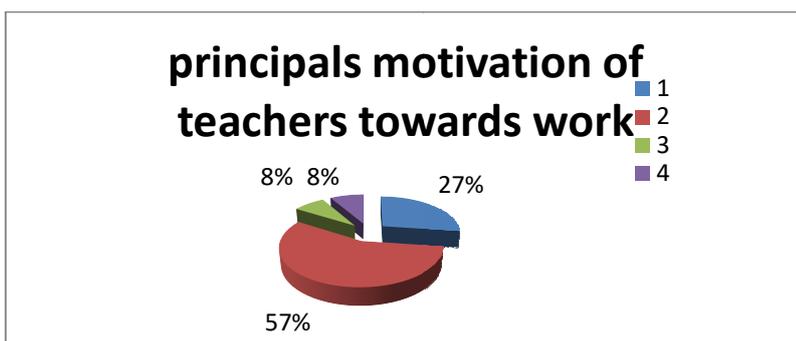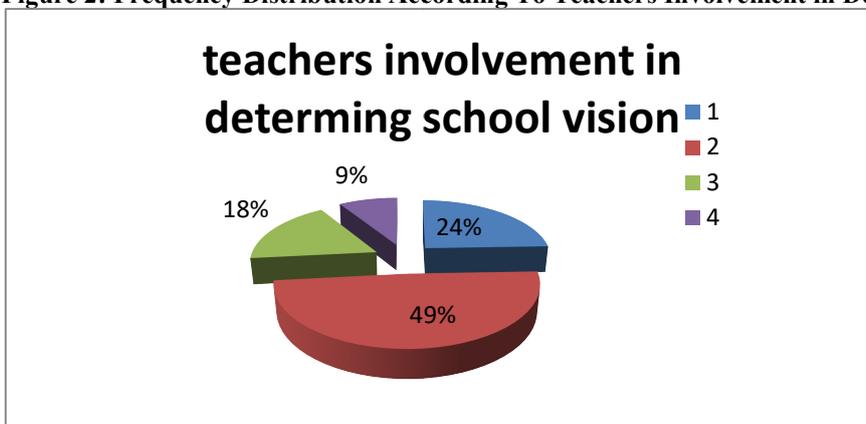
Table 1 above shows the frequency distribution according to principal's motivation of teachers towards work. 49 teachers strongly agree that their principal's motivate them towards work scoring 27.2%, 102 teachers agree that their principal's motivate them towards work scoring 56.7%, 14 teachers disagree to principal's motivating teachers towards work and 15 teachers strongly disagree to principal's motivation of teachers towards work. This shows that majority of Principals motivate teachers towards work which is a good indication of a good leader. The basic question to be asked here is whether the teachers are involved in determining the vision of the school.

Table 2: Frequency Distribution According To Teachers Involvement in Determining School Vision

Teachers Involvement in Determining School Vision		Frequency	Percentage
Valid	Strongly Agree	44	24.4
	Agree	88	48.9
	Disagree	32	17.8
	Strongly Disagree	16	8.9
	Total	180	100.0

Figure 2: Frequency Distribution According To Teachers Involvement in Determining School Vision

In order for a school system to function well and progress, its vision has to be determined and it is important to involve teachers in the determining of this school vision because when they are involved, they understand the vision better and will do everything within their power to achieve this vision. Table 5.7 above shows the frequency distribution according to teacher's involvement in determining school vision. 44 teachers strongly agree that they are involved in determining the school vision scoring 24.4%, 88 teachers agree that they are involved in determining school vision scoring 48.9%, mean while 32 teachers disagree about their involvement in determining school vision and 16 teachers strongly disagree about their involvement in determining school vision. This shows that majority of principal's involve teachers in determining the vision of the school which is an indicator of a good transformational leader and will equally lead to achievement of this vision.

Table 3: Frequency Distribution According To Existence of Effective Team Spirit in School

Existence of Effective Team Spirit		Frequency	Percentage
Valid	Strongly Agree	37	20.6
	Agree	97	53.9
	Disagree	37	20.6
	Strongly Disagree	9	5.0
	Total	180	100.0

Figure 3: Frequency Distribution According To Existence of Effective Team Spirit in School

Effective team spirit is very necessary in the achievement of the goals of every educational institution. If a principal of a school assures that there is effective team spirit in his/her school and acts as team leader, it will be very easy and possible for the goals of the school to be achieved easily and teachers and students performances will be increased. Table 3 above shows the frequency distribution according to existence of team spirit in school. Of the total of 180 teachers, 37 strongly agree that effective team spirit exists in their school scoring 20.6%, 97 agree that effective team spirit exists in their school scoring 53.9%, whereas, 37 disagree that effective team spirit exists in their school scoring 20.6% and 9 strongly disagree that effective team spirit exists in their school. The results here are indicative that effective team spirit does exist in schools which lead to goal achievement and increased performance in the schools.

➢ **Transactional Leadership Behaviour**

Table 4: Frequency Distribution According To Principal's Consultation of Teachers

Principals' Consultation of Teachers		Frequency	Percentage
Valid	Strongly Agree	24	13.3
	Agree	102	56.7
	Disagree	39	21.7
	Strongly Disagree	14	7.8
	Missing system	1	.6
	Total	180	100.0

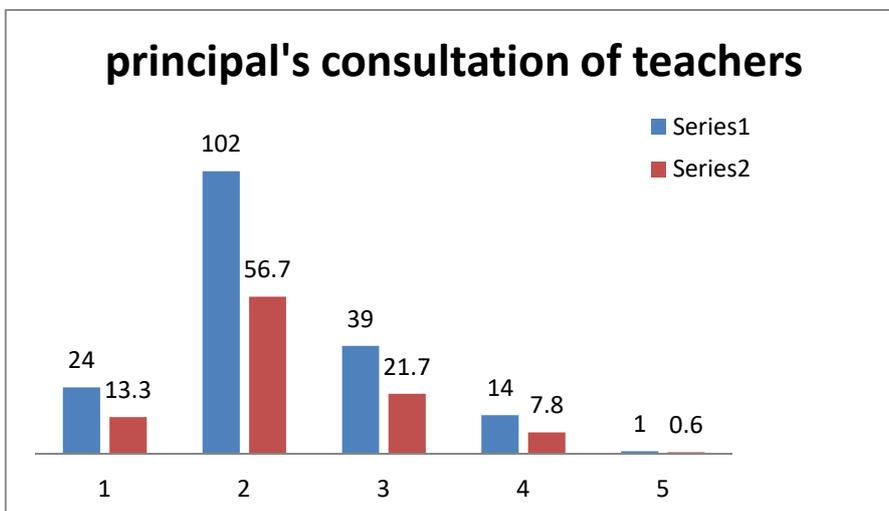**Figure 4: Frequency Distribution According To Principal's Consultation of Teachers**
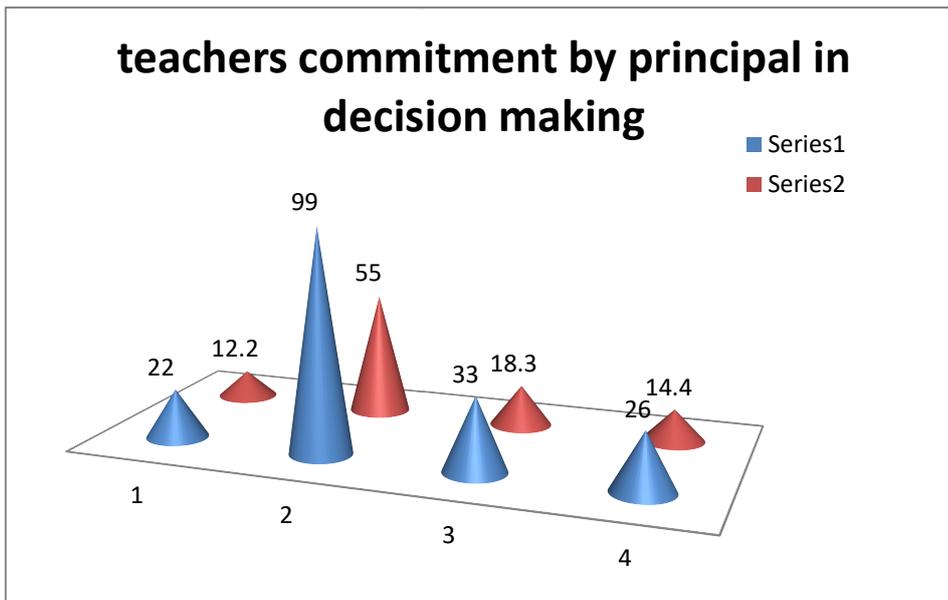
Table 4 represents the frequency distribution according to principal's consultation of teachers. 24 respondents strongly agree that principal consults teachers scoring 13.3%, 102 respondents agree that principal consults teachers scoring 56.7%, meanwhile, 39 respondents disagree to principals consultation of teachers scoring 21.7% and 14 respondents strongly disagree to principals consultation of teachers scoring 7.8%. This shows that majority of teachers are consulted by their principals on matters concerning the running of the school. This is a clear indication that most principals work in maximum collaboration with teachers and seek their opinions depending on the issue at stake. Consultation remains a very important skill which a principal should use to captivate teachers perform their pedagogic functions whole heartedly since it makes teachers know that their decisions and ideas count in the running of the school.

Figure 5: Frequency Distribution According To Teachers Commitment by Principal in Decision Making

The table above shows the frequency distribution according to teacher's commitment by principal in decision making. Out of the total of 180 respondents, 22, scoring 12.2% strongly agree to teachers commitment by principal in decision making, 99 respondents scoring 55.0% agree that teachers are committed by principal in decision making, whereas, 33 respondents scoring 18.3% disagree to teachers commitment by principal in decision making and 26 respondents scoring 14.4% strongly disagree to teachers commitment by principal in decision making. This shows that the greater skills and talents of most teachers are employed in arriving the best decision, which is beneficial even though the team leader is typically responsible for making the best final decision. The number of teachers who disagree may be those that might not have been involved in decision making simply because the matters had not been within their competences.

Verification of Hypothesis One

- **Ho_1:** There is no relationship between transformational leadership behaviour and teachers' organizational commitment.
- **Ha_1:** There is a relationship between transformational leadership behaviour and teachers' organizational commitment.

$Ho1: P=0$

$Ha1: P\neq0$

Non directional two tailed test

To verify this relationship, the hypothesis was tested with Pearson Correlation and the following table obtained.

Table 6: Correlations

		Teachers Organisational Commitment (TOC)	Transformational Leadership Behaviour (TLB)
TOC	Pearson Correlation	1	.351[**]
	Sig. (2-tailed)		.000
	N	180	180
TLB	Pearson Correlation	.351[**]	1
	Sig. (2-tailed)	.000	
	N	180	180

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

From the table above, we notice that the Pearson correlation index (r_{xy}) is 0.351 at 0.05 level of significance and (n-2); 180-2=178, degrees of freedom. Comparing this value with the critical value of 0.163(Amin 2005). We discover that the test value is higher than the critical value. We then reject the null hypothesis which states that there is no relationship between transformational leadership and teachers' organizational commitment and conclude that the correlation is significantly different from zero. That is we accept the research hypothesis that that there is a relationship between transformational leadership and teachers' organizational commitment. r_{xy} = 0.351 implying that there is a positive linear correlation between transformational leadership behaviour and teachers organisational commitment. The coefficient of determination r^2_{xy}= $(0.351)^2$= 12.3% implies that the proportion of common variance between transformational leadership and teachers' organizational commitment is 12.3%. That is, 12.3% of the variance of transformational leadership is explained by the variance teachers' organizational commitment. This further implies that transformational leadership behaviour determines teachers' organisational commitment.

Verification of Hypothesis Two

➢ **Ho$_2$:** No relationship exists between transactional leadership behaviour and teachers' organizational commitment.

➢ **Ha$_2$:** A relationship exists between transactional leadership behaviour and teachers' organisational commitment.

Ho2: P=0

Ha2: P≠0

Non directional two tailed test

To verify this relationship, the hypothesis was tested with Pearson Correlation and the following table obtained.

Table 7 Correlations

		Teachers Organisational Commitment (TOC)	Transactional Leadership Behaviour (TSLB)
TOC	Pearson Correlation	1	.329[**]
	Sig. (2-tailed)		.000
	N	180	180
TSLB	Pearson Correlation	.329[**]	1
	Sig. (2-tailed)	.000	
	N	180	180

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

From table 7 above, we notice that the Pearson correlation index r_{xy} is 0.329 at 0.05 level of significance and at (n-2) = 178 degrees of freedom, Comparing this calculated value with the critical value 0.163(Amin 2005). We discover that the test value is higher than the critical value, meaning that we reject the null hypothesis as stated above and conclude that, a relationship exists between transactional leadership and teachers' organizational commitment.

r_{xy} =0.329 implying that there is a positive linear correlation between transactional leadership behaviour and teachers' organisational commitment. The coefficient of determination r^2_{xy}= $(0.329)^2$=10.8%, implies that the proportion of common variance between transactional leadership and teachers organizational commitment is 10.8% which means 10.8% of the variance of one variable is explained by the variance of the other variable. This equally implies that transactional leadership behaviour determines teachers' organisational commitment.

DISCUSSION

This study was aimed at assessing the extent to which principals' leadership behavior can influence teachers' organizational commitment in secondary schools. As such the following findings were arrived at:

➢ There is a relation between transformational leadership behaviour and teachers' organizational commitment.

➢ A relationship exists between transactional leadership behaviour and teachers' organizational commitment.

IMPLICATION OF FINDINGS

From the above discussions all the four alternative hypotheses (Ha) were retained. The decision was based on the results from the Pearson product moment correlation was the statistical tool used for data analysis. This implies that the general research which states that; there is a relationship between principals' leadership behaviour and teachers' organizational commitment holds four all of our four modalities. The calculations from the Pearson product moment correlation show that the relationship between the two variables of the study is positive and the magnitude is high since the value of the Pearson index (r_{xy})for all the four modalities is higher than the critical value of 0.163 at 0.05 level of significance and (n-2); 207-2= 205 degrees of freedom. Hence all null hypotheses were rejected and it was concluded that the correlations were significantly different from zero as a result all the four research hypotheses were accepted.

CONCLUSION

The main objective of this study was to assess the extent to which principals' leadership behaviour influence teachers' organisational commitment in secondary schools in Mezam division. Methodologically, the questionnaire was used as an instrument of data collection to collect data form secondary school teachers. At the level of theoretical framework, Fiedler's contingency theory was used. The usage of the questionnaire was to enable the researcher collect data from secondary school teachers which was analysed using the Pearson product moment correlation and the findings were discussed. From the findings, it was observed that principals' leadership behaviour at the level of transformational leadership behaviour, transactional leadership behaviour, nurturant leadership behaviour and participative leadership behaviour had a relationship with teachers' organisational commitment in secondary schools in Mezam division. This is a clear indication that principals' leadership behaviour to a greater extent can influence the level of teachers' organisational commitment. Most teachers in secondary schools in Mezam division are not committed as a result of principals' leadership behaviour.

However, there are other factors besides principals' leadership behaviour that have an impact on teachers' organisational commitment. Some of these factors include; teachers job satisfaction, Job satisfaction is one of the most regularly measured organizational variables and frequently referred to as an employee's global attitudinal or affective response to their job. Makanjee et al. (2006) explained that job satisfaction was basically the way individuals thought and felt about their multifaceted work experience. Loui (1995) examined the relationship between job satisfaction and organizational commitment among 109 workers and reported that there is positive relationship between organizational commitment and job satisfaction. According to Sargent & Hannum (2005) teacher job satisfaction is linked with work performance, teachers' involvement, commitment, and motivation on the job. Low job satisfaction is the reason for losing qualified teachers in schools. Besides this, another factor that impacts on teachers' organizational commitment is teachers' job involvement. Literature review regarding job involvement provided evidence of job involvement as significant predictor of organizational commitment (Kanugo, 1982; Hafer &Martin, 2006; Wegge et al., 2007; Uygur & Kilic, 2009). Since job involvement is a strong predictor of organizational commitment, Higher Educational Division and school administrators must take action to increase job involvement of the teachers. The multidimensional model of job involvement by Yoshimura (1996), suggests that the individual variable which affect the job involvement can be divided into individual personality and organizational variables. Individual personality such as locus of control, growth needs, working values, way of being socialized, career stage and successful job experience whereas for organizational variables are like participation in decision making, job type and human resource management. Therefore, teachers who are very involved in their job will not feel the need to leave the organization. Thus, by increasing the degree of employees' self-esteem will enrich job involvement and may lead to higher commitment. Furthermore, teachers' perceived organizational support also has an impact on their level of commitment in the school. Several studies have provided evidence that perceived organizational support plays a critical role in enhancing organizational commitment. As perceived organizational support is related to organizational commitment, schools should find ways to promote higher perceived organizational support employees. Hence, the schools should always recognize the teachers' contributions and care for their well being in order to achieve mission of the school, so that the teachers' can be able to deliver high quality teaching and remain committed.

Recommendations;

The government through the ministry of secondary education should review her appointment and transfer policies of principals. Appointment of principals should be based on competences and practical experiences on the field and not on political, tribal or even punitive and above all regional balance bases.

More so, seminars and conferences on leadership and acquisition of good managerial skills should be organized for secondary school principals in order to make them understand and master good leadership and managerial skills as principals.

Again, competent pedagogic inspectors should regularly inspect and supervise both principals and teachers in secondary schools. This will improve teachers' commitment and equally improve on principals' leadership and managerial skills. The uncommitted teachers' and unserious principals should be properly checked in order to make them sit up, thereby avoiding wastage of states scarce resources.

The government should encourage in-service training of teachers in active service through pedagogic seminars. These pedagogic seminars, educational workshops should be handled by educational experts to avoid them being superficial.

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