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# Relationship between Pedagogical Leadership and Teachers' Job Performance as Mediated by Organizational Commitment

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**Abstract.** To facilitate an in-depth understanding of how leadership styles affect teachers' job performance, it is essential to understand mediating variables and their impacts on the performance of teachers. This research investigated the association between commitment, pedagogical leadership and teacher performance. It used a correlational research design involving the 539 teachers from Gozamin and Dembecha districts, Ethiopia. First, fitness of the models was confirmed via confirmatory factor analysis. There were a modest to high, significant and positive relationships between pedagogical leadership, teachers' performance, and their commitment. Pedagogical leadership positively predicted the commitment of teachers, which enhanced job performance. The study found that pedagogical leadership was a protective factor that had an indirect influence on indices of teacher job performance via commitment. This paper adds significantly to the theory and literature on teacher performance by associating it with leadership style and commitment in the Ethiopian situation. In a practical sense, the study results are anticipated to be important for school principals and policymakers to monitor teachers' job performance, thus, maximizing their contribution as experiential educators at schools, to ensure quality education for all (SDG 4).

**Keywords:** job performance; pedagogical leadership; mediation; organizational commitment

## 1. Introduction

Institutional missions depend on financial and technological capital, and competency of the workforce, but what matters most is competency of human capital. This study dealt with the way pedagogical leadership (PL) influences teacher job performance (JP) as mediated by organizational commitment (OC), so that institutions can devise a system of work performance measurement. Tehseen

and Hadi (2015) explain teacher performance as teachers' ability to produce quality outcomes and quality output, to produce what is expected on time, to be present at work and to work in collaboration with other teachers. Teacher JP is affected by several factors. For instance, teacher JP depends upon their OC (Ochoa Pacheco et al., 2023; Shao et al., 2022; Yao et al., 2022). It is the duty of the leadership teams to reinforce teachers and encourage their commitment to the school.

It has been found that JP is directly or indirectly related to leaders' leadership styles (Abu Nasra & Arar, 2020; Abu Nasra & Heilbrunn, 2015; Ul Haque et al., 2015; Hartiwi et al., 2020; Okoji, 2016; Saleem et al., 2020; Werang & Lena, 2014; Younas et al., 2022). Next to classroom instruction, school leadership is an important factor affecting student education and school improvement (Day et al., 2008; Leithwood et al., 2008; MacNeill et al., 2005). The principal plays an important role in leading development and adapting strategies of the school to meet the demands of various stakeholders. Gregory et al. (2010) found a direct relationship between people-organization fit, leadership style and JP. This means the job performance of employees is enhanced when leaders ensure a people-organization fit that emphasizes the necessity of matching an organization's values, objectives, and culture with the requirements and expectations of its staff members. Abu Nasra and Arar (2020) reveal that teachers' JP improves if they see their principal's practice is more transformational and less transactional.

Effective school principals are those who assist teachers to accomplish school objectives by using a suitable leadership style, or a mix of styles (Stevenson et al., 2016). PL is considered to be learning-centered leadership and leadership of learning, for both students and teachers (Peng & Chudy, 2021). According to Leithwood and Riehl (2009), PL focuses on organizing school stakeholders to attain the mutual goals of an education institution. Regarding the association between PL and JP, a study by Tirado-Calderón et al. (2021) found that PL constantly enhances the capacity and well-being of teachers. Even if PL is an important factor in good teaching performance (Tirado-Calderón et al., 2021), there are few studies on PL and its direct and indirect influences on teachers' outcome behaviors.

Leadership styles have an indirect influence on workers' performance, through job satisfaction and procedural justice (Abu Nasra & Arar, 2020; Ngodo, 2008; Nguni et al., 2006). The quoted studies were conducted outside Ethiopia, and we may wonder if the results are also applicable in an Ethiopian context. A few researchers (Ayele, 2014; Berhanu, 2023a) carried out studies in Ethiopia about job satisfaction and the commitment of teachers, and the association with PL and empowerment of teachers, respectively, though they did not investigate all the variables of the current study. The association between PL and teachers' JP as mediated by OC is an unexplored study area. There was a need for this study, because the 'Ethiopian Education Development Roadmap' clearly describes in its policy the need for a mechanism to examine teachers' JP and associated factors that distinguish high-performing teachers from low-performing ones (Ministry of Education, 2017). Moreover, in the roadmap, as a quality assurance mechanism,

fostering teachers' performance is taken as an input for teachers' career development.

Thus, due to this gap in knowledge and the urgency of the study in relation to the policy, this study aimed to investigate the untouched issue of the relationship between PL, teacher JP and OC in Ethiopia. To achieve the research aim, we pursued the following specific objectives, namely, to determine if:

- i) PL is positively correlated with OC;
- ii) Teachers' OC is positively correlated with their JP;
- iii) PL style is positively correlated with teachers' JP; and
- iv) Teachers' OC has a mediating effect on the association between PL and JP.

This paper can bridge the gaps identified between the policy and empirical studies in the context of Ethiopia and add value to literature on school leadership research. For the management of the education institutions under study, this research offers practical understandings of the status of associations that exist between PL, teachers' OC and JP. The study opens up a main topic for advanced studies, especially the need to take into account the impact of OC on the association between PL and teacher JP in Ethiopian circumstances.

## 2. Literature Review

### 2.1 Pedagogical Leadership Style and Organizational Commitment

Commitment has various meanings. For instance, Akanbi and Itiola (2013) define employees' OC as the extent to which workers acknowledge their institutions by identifying with the organization they work for, and adding value to achieving the vision of their institution. They classify OC into affective, normative, and continuance OC. Ibrahim and Perez (2014) link affective OC to the passionate affection of a worker for their institution. Continuance OC relates to a worker's internal obligations to continue working at an institution due to institutional socialization, while normative OC denotes a worker's option to continue with the institution or change their job. The association between leadership styles and OC has been studied, and various results have been reported (Abasilim et al., 2019). Empirical researchers found direct associations between leadership styles, for instance transformational or transactional, and OC, while laissez-faire leadership had a negative association with OC (Abasilim et al., 2018; Dariush et al., 2016).

Raja and Palanichamy (2011), Dariush et al. (2016), and Shao et al. (2022) found that there was a stronger association between a transformational leader and commitment than a transactional leader and commitment. In Turkey, Atas and Ayik (2017) found that the distributed leadership style is shaped by employee OC. Similarly, in South Africa, a study by Garg and Ramjee (2013) found a weak association between transformational leadership and OC, whereas laissez-faire and transactional leadership had a weak association with OC. In contrast, Dahie et al. (2016) found that staff OC was associated with other leadership styles, such as transformational and transactional leadership, in a positive way. The findings imply that various leadership styles would not have a similar correlation with OC. Based on previous empirical studies, the researchers proposed hypothesis 1:

*H<sub>1</sub>: Pedagogical leadership will be positively correlated with organizational commitment*

## 2.2 Organizational Commitment and Teacher Performance

The association between staff OC and their JP is indecisive, as empirical studies indicate both positive (Ochoa Pacheco et al., 2023; Shao et al., 2022, Sungu et al., 2020; Yao et al. 2022) and negative (Leiter & Maslach, 1988) relationships. Studies have found that JP is one of the main causes of OC, since highly committed workers will commonly exert a great deal of energy on a given task (Shao et al., 2022, Sungu et al., 2020; Yao et al., 2022). Sungu et al. (2020) found commitment (normative and affective) was positively related to JP, while the continuance dimension of commitment was not associated with performance. Other studies (Shao et al., 2022; Yao et al., 2022) report that OC has a direct correlation with JP. Yao et al. (2022) found that teachers who have a low level of proof of identity in their work at school are not motivated to add value to school goals or pursue their own needs and desires. This will lower teachers' degree of engagement with the work, which will lower their performance. In addition, Hendri (2019) found the OC of teachers had an impact on employee performance. The contradictory results confirm the necessity of further study of the variables. Wasti et al. (2016) recommended conducting further studies in non-Western settings to improve our understanding of the impact of organizational commitment on job performance.. As a consequence, hypothesis 2 was proposed:

*H<sub>2</sub>: Teachers' organizational commitment will positively correlate with job performance.*

## 2.3 Direct and Indirect Association Between Leadership Style and Teachers' Job Performance

Various studies indicate that the influence of principals' leadership styles on JP could be positive or negative, or have no effect in a number of different areas. (Parveen et al., 2022). Leadership styles such as autocratic, democratic, and laissez-faire are experienced in developing countries (Saleem et al., 2020). Chua et al. (2018) and Parveen et al. (2022) report that leadership styles such as democratic and autocratic influence the performance of teachers positively, while a laissez-faire style has a negative impact on teachers' JP. When leaders adopt an unfavorable leadership style, teachers' commitment to realizing shared objectives could be hindered (Bickmore & Sulentic Dowell, 2018). Some workers leave their jobs due to the antagonistic actions of their leaders (Bickmore & Sulentic Dowell, 2018). Luo and Huang (2023) reveal that inclusive leadership influenced teachers' JP significantly. However, Chua et al. (2018) report that a laissez-fair leadership style has no impact on performance.

The indirect effect of leadership styles on JP emphasizes various mediation variables, among which job satisfaction (Nguni et al., 2006), occupation perception (Abu Nasra & Arar, 2020), procedural justice (Ngodo, 2008), JP (Ambad et al., 2021; Gao et al., 2020); worker inspiration (Nuzul et al., 2022; Pada & Wahyudin, 2023); and teacher burnout (Kuen, 2022). Decisive elements are not reported by these studies, namely, teacher OC. Transformational leadership positively influences JP through commitment (Shao et al., 2022). The majority of empirical

studies emphasize leadership styles, such as transformational, inclusive, ethical, and transactional styles. None of them focused on PL.

In the Ethiopian context, education policy and guidelines set out the teacher role and responsibility clearly (Ministry of Education, 2017). Unfortunately, in the 'Ethiopian Education Development Roadmap', frequent changes to teacher modalities, leadership quality, and economic restrictions have been identified as serious handicaps for teacher performance (Ministry of Education, 2017). No study was found about the current issues that directly affect the Ethiopian context. Thus, this paper aimed to fill this gap in the theory by investigating the impact of principals' PL practice on teacher performance directly and indirectly through OC. On the basis of prior studies and gaps, the researcher proposed hypothesis 3 as follows:

*H<sub>3</sub>: Pedagogical leadership style will be positively correlated with teachers' JP*

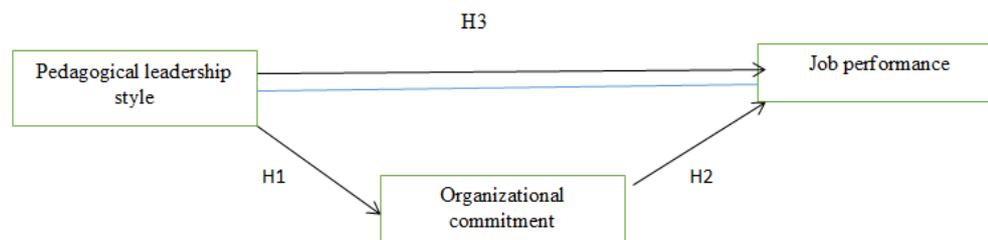
Based on hypotheses 1 and 2, the researcher proposed hypothesis 4:

*H<sub>4</sub>: Organizational commitment of teachers has a mediation effect in the association between PL and JP*

### **3. Theoretical Framework**

Theories that underpin the correlations among the variables are Bandura's (1977) social cognitive theory, the two-factor theory of Herzberg et al. (1959), Blau's (1964) social exchange theory, and the job demand-resources (JD-R) model of Demerouti et al. (2001). These theories argue that employee performance is influenced by intrinsic aspects, such as independence in the job, individual progress, and OC; and extrinsic aspects, such as salary and leadership style of managers. Considering these theoretical reflections, teachers' internal commitment is an aspect of teacher JP. These theories claim that the best performance can be accomplished if there are realistic expectations of fit, and reciprocal influences of behaviors between leaders and workers.

Social exchange theory argues that, if teachers feel entirely free and secure about articulating ideas at their school, teachers will be empowered psychologically and will display high JP. For a deeper and more thoughtful understanding of how principal PL affects teacher JP, it is necessary to understand the mediating variables and their effects on teacher JP. The paper tracks the XYM mediation effect (Igartua & Hayes, 2021). Testing whether a link between two variables, X and Y, may be mediated by a third intervening variable, or mediator, M, is made easier with the use of the XYM mediation model. Pedagogical leadership (X) is the initial variable, the job performance of teachers (Y) is the dependent variable, and organizational commitment (M) is the mediator, which is a variable that is typically considered to be important for transmitting the effect of X on Y. This model evaluates the indirect influence of PL (X) on teacher JP (Y) via OC (M). Moreover, the XYM model helps us to examine the topic from a universal lens and, hence, investigate the intercorrelations. The conceptual framework of the associations is presented in Figure 1. This conceptual model has a distinctive input to institutional theory by relating three major variables.



Note: The arrows show the indirect effect of PL (H<sub>4</sub>)

**Figure 1: Proposed Conceptual Framework**

## 4. Methods and Materials

### 4.1 Research Design

To investigate the association between variables, a quantitative design called a correlational design was used (Gall et al., 2007). The main reason for using this design was to obtain a suitable estimation of the relationships between principals' practice of PL, OC, and JP.

### 4.2 Participants

The study was conducted in Gozamin and Dembecha districts (*woredas*), which are in East and West Gojjam Administrative provinces, respectively. These districts were selected through purposive sampling because they are role model districts in their respective zones. According to Babbie (2010), purposive sampling permits researchers to choose participants on the basis of the researchers' own judgment and decisions. All 324 teachers from Dembecha district and 253 teachers from Gozamin district were included in the study via comprehensive sampling. In total 577 participants made up the study population of this study. From these, 539 (93.4%) completed the survey.

### 4.3 Instruments

To collect data from the teachers, three instruments were used, namely, the teachers' JP survey questionnaire, the PL scale, and teachers' OC survey questionnaire. A Likert scale was used to ascertain the extent to which teachers agreed or disagreed with the statements. A Likert scale is easy to construct; offers multiple response possibilities and is quick to complete. A description of each scale is given below. First, confirmatory factor analysis (CFA) was used to confirm the structural validity of the scales.

#### 4.3.1 Teachers' job performance questionnaire

The teachers' JP survey questionnaire was adapted from other studies (Berhanu, 2023a). It was validated in the Ethiopian context. The scale has seven items. To determine the fitness of the JP, the author carried out CFA. The findings of CFA indicate that the fitting values are 2.78, .073, .93, .99, .99, .99, .97, .9 and .86 for  $\chi^2/df$ , RMSEA, IFI, NFI (normed fit index), RFI, NNFI (non-NFI), CFI (comparative fit index), GFI (goodness of fit index) and AGFI, respectively. All values are in the acceptable range. Regarding reliability, Cronbach's alpha coefficient was applied. The alpha coefficient is .928, which shows that the scale had high reliability (Field, 2009).

#### 4.3.2 Pedagogical leadership scale

The PL scale was adapted from Berhanu's (2020) PL style scale that had been developed and validated in the Ethiopian context; it is answered with a Likert scale. The scale has 32 items (e.g., My principal creates a caring and supportive school culture) and four dimensions (social, academic, intellectual, and professional capitals). To examine the fitness of the PL style scale, the researcher conducted CFA. One basic way to check the GFI is chi-square  $\chi^2/df$ , which was found to be 3.19., since  $\chi^2/df < 5$ , it is a modest fit. RMSEA = .071, IFI = .98, NFI = .97, RFI = .97, NNFI = .98, and CFI = .98, which are representative of good fits. For reliability studies, Cronbach's alpha was used and its values for each dimension were social capital .92, intellectual capital .82, professional capital .89, and academic capital .88, in total the value was .89. Hence, the PL scale is highly reliable in all dimensions and for the whole scale (Field, 2009).

#### 4.3.3 Teachers' organizational commitment survey questionnaire

Teachers' OC was evaluated with the three-dimension Employee Commitment Survey, which has 16 items (sample item: I have faith in that the school image is my own image). The CFA results show that  $\chi^2/df = 2.74$ , CFI = .98, NNFI = .95, RMSEA = .081, and SRMR = .030, which are in the acceptable range (Schermelleh-Engel et al., 2003). The internal consistency coefficient is .92. The CFA of three scales is summarized in Table 1.

**Table 1. Goodness of fit indices of pedagogical leadership, organizational commitment, and performance**

Criteria	Acceptable Fit Criteria	Goodness of Fit Values			
		Pedagogical Leadership Style	Organizational Commitment	Job Performance	
$\chi^2/SD$	$\leq 5$ = Moderate fit	$\chi^2/SD = 3.19$	$\chi^2/SD = 2.74$	$\chi^2/SD = 2.5$	
GFI/A	$\geq .95$ = Perfect	GFI = .88	RFI = .96	GFI = .87	
GFI/NFI/N		RFI = .97	AGFI = .9	AGFI = .91	
NFI/IF		CFI = .98	GFI = .87		
I/RFI/CFI		IFI = .98	CFI = .98	NFI = .94	
	$\geq .9$ = Good fit	AGFI = .85	IFI = .9	RFI = .96	
		NNFI = .98	NNFI = .95	CFI = .98	
		NFI = .97	NFI = .96		
RMSEA	$\leq 0.05$ = Perfect	RMSEA = .071,	RMSEA = .081	RMR = .035	
A/RM	$\leq 0.08$ = Good			RMR = .058	RMSEA = .084
R/SRM	$\leq 0.10$ = Weak			SRMR = .043	SRMR = .051
R	fit				SRMR = .049

#### 4.4 Data Collection Procedures and Analysis

Prior to data collection, ethical clearance was secured from the review committee. A researcher visited a school to pretest the instruments. After obtaining informed consent from respondents, the researcher explained the purpose of the study and disseminated the final scales to teachers. The teachers offered their own answers for items independently. The data collectors assisted respondents closely, to

address misunderstandings. Lastly, the data were organized and entered to SPSS and prepared for data analysis. Both SPSS 25 and LISREL 8.7 were used to analyze the data. The collected data were analyzed by descriptive statistics (e.g., frequency, percentages, and means), and a Spearman correlation was done. In addition, the structural equation mode was employed to examine the mediation impact of the current sample of teachers.

## 5. Findings

### 5.1 Participant Profile

The personal features of participants are presented in Table 2.

**Table 2. Personal features of teachers**

Personal variables	Categories	Frequency	Percent
Gender	Male	424	78.7
	Female	115	21.3
Academic status	First degree	436	80.9
	Second degree	103	19.1
Teaching experience	< 10 years	121	22.4
	10–20 years	347	64.4
	> 20 years	71	13.2
Total		539	100.0

Table 2 shows that, out of 577 participants, 539 (93.4%) voluntarily provided complete data and agreed to participated in the study. However, 38 surveys were incomplete; hence, they were not included in the study. Regarding education, the majority of respondents held degrees. According to the 'Ethiopian Education Development Roadmap' (Ministry of Education, 2017), the qualifications of most teachers are insufficient, because an appointment at a secondary school requires a Master's degree.

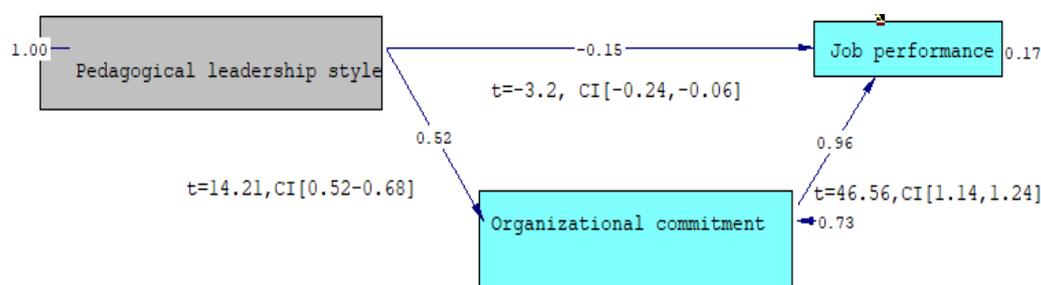
### 5.2 Teachers' Views about Secondary School Principals' Practice of Pedagogical Leadership, OC, and Teachers' JP

**Table 3. The association between pedagogical leadership, practice, OC and teachers' JP**

Variables	Mean	PL	JP	OC
Pedagogical Leadership (PL)	3.7640	1		
Teachers' Job Performance (JP)	3.6878	.435**	1	
Teachers' Organizational Commitment (OC)	3.7412	.537**	.891**	1

As shown in Table 3, teacher JP is at a medium level, and teachers' views of principals' PL, and teachers' commitment to their organization, as indicated by composite scores, are at a high level (Ebtesam, 2021). Table 3 also displays that there was a significant and moderate correlation between teachers' performance and principals' practice of PL ( $r = .435$ ,  $p < .01$ ). According to Cohen's (1998) Spearman correlation, all variables ha There is also a positive, high, and significant correlation between teachers' OC and principals' practice of PL ( $r = 0.537$ ,  $p < 0.01$ ) and between teachers' OC and teachers' JP ( $r = 0.891$ ,  $p < 0.01$ ).

There are moderate to strong levels of correlation, which means an increase of one study variable will lead to an increase in other variables.



**Figure 2: Verified Conceptual Framework**

Path analysis was used to verify the proposed conceptual framework. This method enables scrutiny of the impacts of principals' PL and teacher OC on teacher JP. Figure 2 shows the findings of the proposed conceptual framework provided in Figure 1 (using LISREL 8.7). The framework reveals a good fit to the data. The ratio between  $\chi^2$  and degrees of freedom (DF) in the framework is the basic, first test for examining the framework fit. If the model of  $\chi^2/df < 2$ , it is a perfect fit. In the present study,  $\chi^2/df = 0.28$ . The RMSEA/RMR/SRMR has to be lower than 0.5, that is, standardized RMR = 0.0032. Moreover, PGFI (parsimony goodness of fit index), GFI, AGFI (adjusted GFI), NFI, NNFI, and CFI have to be nearer to 1 is fit to the framework (Schermelleh-Engel et al., 2003). All these values range from 0.95 to 1, and all of them are model fit indices used in CFA to examine the goodness of fit of a model.

**Table 4. Path analysis on association between PL and teachers' JP as mediated by OC**

Effects	Direct	Indirect	Total effect
Pedagogical leadership style → Organizational commitment (H1)	0.52		0.52
Organizational commitment → Job performance (H2)	0.96		0.96
Pedagogical leadership style → Job performance (H3)	-0.15		-0.15
Pedagogical leadership style → Organizational commitment () → Job performance (H4)	0.05	0.45	0.5

Note: In all, P-values are lower than 0.5

The path analyses of structural equation modeling (SEM) are displayed in Figure 2 and Table 4. The results show that PL positively predicted OC ( $\beta = .52$ ,  $p < .05$ ,  $t = 14.21$ ,  $CI [.52, .68]$ ), and PL style negatively predicted JP ( $\beta = -.15$ ,  $p < .05$ ,  $95\% CI [.0, .012]$ ). OC predicted JP ( $\beta = 0.96$ ,  $p < 0.05$ ,  $t = 46.56$ , and  $CI [1.14, 1.24]$ ). The path coefficients revealed that the indirect influence of OC is 0.45. Therefore, the indirect and direct impact of total OC on JP (0.5) is higher than the direct impact (0.05), at  $p < 0.05$ . These findings reveal that OC has a mediating effect on the association between PL and JP, since the total value is higher than the direct

influence. In whole situations, the t statistic is not between -1.96 and 1.96, which is acceptable. Based on the findings, all hypotheses were accepted. That means

H<sub>1</sub>: PL is positively correlated with OC

H<sub>2</sub>: Teachers' OC is positively correlated with teachers' JP

H<sub>3</sub>: Pedagogical leadership style is positively correlated with teachers' JP

H<sub>4</sub>: OC of teachers has a mediation effect on the association between PL and JP

## 6. Discussion

This paper investigated the degree to which teachers' OC mediated the association between composite scores of PL and JP. The present study is aligned with the JD-R model, which offers an inclusive understanding of extrinsic demands, resources, and outcomes, and on the interplay of different antecedents. In the present study, in line with JD-R model, the outcome (teacher JP) is influenced by intrinsic properties (e.g., OC) and extrinsic properties (e.g., PL style of principals). This paper confirms the XYM mediation effect (a hypothesis that PL (X) has indirect effect on teachers' JP (Y) via OC (M) [Igartua & Hayes, 2021]).

Scores related to teachers' views about composite scores of principals' PL and their commitment to the organization and performance range from medium to high levels. In contrast to the present findings, the Ethiopian Education Development Roadmap (MoE, 2017) found the low levels of commitment of teachers and poor school leadership were the most serious challenges facing schools. In the Ethiopian context, studies found that school leaders lack leadership competencies (Afework, 2015; Oumer & Kejela, 2017). It has been reported that the performance of secondary schools in the Amhara National Regional State are not at the expected level, and teacher commitment was reported to be low (East Gojjam Zone Education Department, 2020). This finding could be related to leadership practice. According to Cohen's (1998) Spearman correlation interpretation, the positive correlations of relationships ranged from moderate to high, and were significant between PL, JP and OC. In this respect, it can be said that the increase of one study variable will lead to an increase in other variables.

This study's findings reveal that PL positively predicted OC. However, studies have revealed diverse results on the association between various leadership styles and OC (Abasilim et al., 2019). For instance, most empirical studies found a positive association between leadership and employees' OC (Abasilim et al., 2019; Dahie et al., 2016). In Turkey, Ataş and Ayik (2017) found that the distributed leadership styles of leaders are shaped by employees' OC. However, in Nigeria, a study by Abasilim et al. (2018) found a negative connection between leadership and OC. Wachira et al. (2017) also found leadership styles had an impact on OC. Based on the present empirical findings, hypothesis H<sub>1</sub> is supported.

PL style negatively predicted JP. Studies have found that leadership styles and JP are noticeably intertwined (Imhangbe et al., 2018; Saleem et al., 2020). Parveen et al. (2022) argue that the impacts of principal leadership on job performance differ in terms of context. Bickmore and Sulentic Dowell (2018) argue that an

unfavorable leadership style may hinder teachers from accomplishing shared goals. Joyce et al. (2020) and Parveen et al. (2022) found that leadership styles (both autocratic and democratic) influenced JP positively. Luo and Huang (2023) also found that inclusive leadership influenced teachers' JP positively.

This study found that teachers' OC predicted their performance. This result is congruent to several studies conducted elsewhere (Hendri, 2019; Ochoa Pacheco et al., 2023, Sungu et al., 2020; Wasti et al., 2016; Yao et al., 2022). However, in contrast to the present study, Leiter and Maslach (1998) found that teacher OC did not predict their performance and Yao et al. (2022) found that, when teachers had a low level of commitment, their degree of engagement and performance in their tasks will be diminished. As a consequence, hypothesis H<sub>2</sub> is supported.

The verified model shows that PL had indirect effects on JP through OC. Regarding the indirect impact of leadership styles on JP via OC, other studies also report the intermediating character of OC in the association between leadership styles and JP. For example, transformational leadership indirectly and positively influences JP through affective commitment (Shao et al., 2022). The empirical studies quoted emphasize leadership styles, such as transformational, inclusive, ethical, and transactional styles. The present study also confirmed the XYM model and Demerouti et al.'s (2001) JD-R model, which claims superior performance could be attained if a logical expectation fit exists and if there is a positive correlation between leaders and employees.

## 7. Limitations and Suggestions for Future Research

Even though this paper underlined a number of crucial factors that influence teachers' JP, this study has also certain limitations. This study was delimited to secondary schools of two districts in Ethiopia. Therefore, there is a desperate need for more research on the association between PL and JP in different contexts. The present study dealt only with PL style, conceptualized by Berhanu's (2023b) PL scale. If the future, scholars could incorporate other leadership styles in their studies, which could yield further insightful results. Second, the generalizability of the findings of this study is low, since it was carried out only in secondary schools of Gozamin and Dembecha districts, Ethiopia. The sample comprised mostly participants from two provinces and this lack of heterogeneity may limit its generalizability further. In the future, scholars could use a larger sample size to enhance generalizability to other institutions. Future scholars can also consider specific features of teachers, to gain a better understanding of current issues and to determine how the practice of PL affects the overall goals of schools.

## 8. Conclusion and Implications

The study reveals that there are correlations between PL, teachers' JP, and OC. PL predicted the OC of teachers positively, which enhanced their JP. PL was found to be a protective factor that has an indirect influence on indices of teachers' JP via OC. Accordingly, policymakers and management teams could play a proactive role in enhancing teachers' OC.

This paper has both theoretical and managerial benefits. First, the paper was expected to offer a better understanding of the practice of principals' PL and its direct and indirect influence on teachers' JP. Thus, the paper contributes to education and leadership literature. Furthermore, the findings are anticipated to be important for school leaders, teachers, policymakers, students, and parents. The result of this study could also assist Dembecha and Gozamen secondary schools and education bureaus to determine their teachers' JP. By analyzing the various factors that affect JP, the overall performance of students can be enhanced. Empowered and committed teachers can add value to students' academic performance, which would, in turn, enhance school stakeholders' satisfaction with and loyalty to the school. In addition, the study makes a contribution to the continuous effort to enhance teachers' JP. It may inspire other scholars to carry out in-depth and thorough analyses in this field of study, and may stimulate policy makers to revise the current working practices of school principals.

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