

INNOVATIONS

Content available on Google Scholar

Home Page: www.journal-innovations.com

Effects of Servant Leadership Practices on Teachers' Organizational Commitment in Secondary Schools of Addis Ababa

Corresponding Author: **Habtamu Menber Dilie**, PhD Candidate, Department of Education, Andhra University

Email: hmenber@gmail.com

Co-author: **Dr. D. Nagaraja Kumari**, Research Director, Department of Education, Andhra University

Email: dnagarajakumari255@gmail.com

Abstract: This study aimed to investigate the effects of servant leadership practices on teachers' organizational commitment in secondary schools of Addis Ababa. In order to carry out the research, a descriptive survey design was employed. A survey questionnaire was used to collect the data for the study. Thus, the questionnaires were distributed to the respondents selected in the twelve secondary schools (four from government and eight from private) through a stratified random sampling technique. Again, a total of 320 respondents, of which 108 from government and 212 from eight private, secondary schools were selected through a stratified random sampling technique. The strata were used to select respondents based on gender and position in the school. A quantitative approach was used so as to analyze the data. Hence, both descriptive (mean, standard deviation) and inferential (Pearson's correlation coefficient, linear regression) statistics were used to analyze the data. Accordingly, the results showed that servant leadership practices and teachers' organizational commitment were not in place; servant leadership practices were found inadequate in the sampled secondary schools. It was also found that there was a statistically significant positive relationship between servant leadership practices and the teachers' organizational commitment. Moreover, it was concluded that servant leadership practices significantly affect teachers' organizational commitment in secondary schools of Addis Ababa. Servant leadership was a significant predictor of teachers' organizational commitment. It was recommended that secondary school leaders apply servant leadership in the secondary schools of Addis Ababa to improve teachers' organizational commitment.

Keywords: 1. Servant Leadership 2. Organizational Commitment 3. Teachers 4. Secondary Schools
5. Addis Ababa

Introduction

In today's dynamic and globalized world, educational organizations, particularly schools, are looking for ways to generate, maintain and develop competitive citizens to remain in the competition. More importantly, educational quality and success mainly depend on teachers who carry out school tasks and educational activities (Tsui & Cheng, 2019). At this juncture, it is better to bear one thing in mind: since schools are considered as organizations, in this study, organization and school, employee/follower and teacher were used interchangeably. Bearing this in mind, Steers (2007) defined organizational commitment as embracing the organization's aims and values as a member of the organization with solid family member feelings. Mowday, Steers, and Porter (1982) also defined organizational commitment as an individual's identification with and involvement in the organization, characterized by a strong belief in and acceptance of the organization's goals and values and a willingness to exert considerable effort on behalf of the organization. According to Yousef (2020), organizational commitment is more closely related to achieving long-term organizational goals; that is, organizationally committed teachers are more likely to work toward school goals, invest more effort in their job, and are more willing to exert considerable effort in school reforms. Therefore, teachers are the critical factor for school success (Tsui & Cheng, 2019), and that success demands more outstanding commitment from teachers (Nguni, Slegers, & Denesen, 2016).

In this connection, school leaders are responsible for developing the strategies to develop competent citizens and making new strategies for retaining, developing, motivating, and engaging the teachers. They are the most significant assets that schools own to achieve their goals (Greenberg, 2011). Van et al. (2014) suggested that leaders develop their influence in the organizations using their leadership skills. This influence motivates the followers to follow the leaders' commands and develop a relationship within the organization.

Accordingly, Yoshida et al. (2014) suggested effective leadership is one wherein the leaders develop relationships with the teachers in the school. This bond of connection, sometimes emotional in nature, encourages the teachers to work towards a specific goal. Many researchers have well researched the relationship between the followers and the leaders. This fact was well documented by Choudhary, Akhtar, and Zaheer (2013), who suggested that the dictatorial form of leadership is no longer suitable and is not appreciated by the employees and leaders in the organization. The reason is, the organizations have changed as their structures are becoming more and more flat. In these situations, only a supportive form of leadership can help organizations in achieving their goals.

School leadership behaviors are essential factors affecting teachers' organizational commitment. Some of these leadership factors include decision-making participation, leader-employee relationships, and a supportive organizational structure. When these

factors are considered, it drives us to the issue of servant leadership style (Dessler, 1999). Spears (1995), Executive Director of the Robert K. Greenleaf Center for servant leadership, defines servant-leadership as a new leadership model, which puts serving others as the number one priority. Servant leadership emphasizes increased service to others, a holistic approach to work, promoting a sense of community, and sharing power in decision-making. In addition, the pioneering proponent of servant leadership, Greenleaf (1977) himself, defines servant leadership as a leadership philosophy in which the leader is servant first. It begins with the natural feeling that one wants to serve first. Then, conscious choice brings one to aspire to lead. The difference manifests itself in the care taken by the servant—first to make sure that other people's highest-priority needs are being served. Within servant leadership framework, empowering employees, increased service to others, emotional healing, and helping teachers (Laub, 1999), teacher organizational commitment increases. It is likely to be the case, especially in people-extensive organizations such as schools where servant leadership emphasizes the relationship between leaders and followers, empowerment, emotional healing of followers, and active listening to the workers, all of these variables might positively affect organizational commitment (Agarwala, 2013)).

In the twenty-first century, where organizations are looking to capitalize on competitive advantages and in developing those advantages, leadership based on openness, participation, and cooperation are favored. In this form of leadership, all employees are motivated to participate in the decision-making process. Hence, the role of leaders in an organization is crucial, and to lead by example, they are required to follow the servant leadership style wherein the prime purpose of the leader is to serve employees, understand their requirements, and empower them (Al-Qarioti & Al-Enezi, 2004).

It has been argued that employees' commitment increases with the focus on people (Agarwala, 2013). Conversely, employees' commitment does not develop in those organizations where leaders ignore the needs of organization members (Rowden, 1999). Examining the effects of servant leadership on organizational commitment is particularly important because it contributes to heightening the awareness of school leaders regarding the relationship between servant leadership and teachers' school commitment.

As per the close observations of the researcher, the entry of new players, such as private schools, has increased competition in the secondary schools of Addis Ababa in recent years. It is possible to increase teachers' organizational commitment by strengthening the relationship between school leaders and teachers and creating a sense of belonging. Teachers in secondary schools of Addis Ababa are known to leave their jobs early. In this regard, Hardin (2018) explained that for an effective organizational commitment of teachers and keeping them for a more extended period in the school they belong to, servant leadership plays a pivotal role and helps in the effective functioning of schools. There is a strict requirement for philosophies that can assist organizations in creating and

maintaining long-term competitive advantages in retaining teachers. According to Ja'afaru (2014), servant leadership and organizational commitment can help organizations sustain their human capital and lead to organizational commitment. Therefore, it is imperative to understand the effects of servant leadership on the organizational commitment of teachers.

Furthermore, there are many studies on servant leadership and organizational commitment in developed nations (Laub, 1999; Drury, 2017; Janssen, 2004; Letting, 2016; Perryer & Jordan 2005, Fuller et al. 2006) to mention a few, although it was hard to find out researches on the influence of servant leadership practices on organizational commitment within the context of secondary schools of Ethiopia, particularly Addis Ababa. Hence, there is a need to explore the effects of servant leadership on teachers' organizational commitment. Therefore, based on the aforementioned theoretical notions, and to answer this need, this study attempts to explain how servant leadership practices affect teachers' organizational commitment in these secondary schools of Addis Ababa. In doing so, this research attempted to answer the following basic research questions:

1. What is the level of servant leadership practices?
2. What is the level of organizational commitment of teachers in secondary schools?
3. Is there any significant statistical relationship between servant leadership practices and the organizational commitment of teachers?
4. To what extent do servant leadership practices predict the organizational commitment of teachers?

Objectives of the Study

The specific objectives of this study intended to:

- i. assess the level of servant leadership practices
- ii. assess the extent of organizational commitment of teachers
- iii. determine if there is a significant statistical relationship between servant leadership practices and organizational commitment of teachers
- iv. evaluate to what extent servant leadership practices predict the organizational commitment of teachers

Review of Related Literature

Servant Leadership

The term servant leadership was coined in a 1970 essay titled "The Servant as Leader" by Robert K. Greenleaf (1904-1990). In the 1970s, this concept became a corporate term and was known as servant leadership. The idea of a servant as a leader, or "servant leadership," as it has come to be known, is purposefully oxymoronic. The theory's creator, Robert K.

Greenleaf, purposefully sought a descriptor that would make people think and challenge any long-held assumption about the relationship between leaders and followers in an organization. Greenleaf challenges us to reconsider the very nature of leadership by combining two seemingly contradictory terms. Despite being aware of the negative historical connotations associated with the word “servant,” he felt compelled to flip established notions about the organizational pyramid on their heads and kick-start insight into a new view of leadership. Greenleaf’s decision to title his seminal essay “The Servant as Leader,” rather than the inverse, “The Leader as Servant,” demonstrates his concern for linguistic impact (Spears, 2005).

The words servant and leader are thought of as being opposites. A paradox is formed when two opposites are brought together in a creative and meaningful way. As a result, the words servant and leader have been combined to form the paradoxical concept of servant leadership. The fundamental concept of servant leadership is both logical and intuitive. Since the Industrial Revolution, managers have viewed people as objects, and institutions have viewed workers as cogs in a machine. We have seen a shift in that long-held belief over the last few decades. Robert Greenleaf’s writings on servant leadership aided in the formation of this movement, and his ideas have had a profound and growing impact on the lives of many. Greenleaf discussed the central meaning of servant leadership: a great leader is first experienced as a servant to others, and this simple fact is central to his or her greatness. True leaders are those whose primary motivation is a strong desire to help others. Greenleaf discusses the need for a better approach to leadership in his works, one that prioritizes serving others, including employees, customers, and the community. Servant leadership emphasizes increased service to others, emotional healing, empowerment of others, humility, authenticity, promoting a sense of community, and sharing decision-making power (Spears, 2005).

According to Laub (1999), a widely used definition in the literature that also serves as the foundation for this study, servant leadership is an understanding and practice of leadership that prioritizes the good of those led over the leader’s own self-interest. Servant leadership promotes the valuing and development of people, the buildup of communities, the practice of authenticity, the provision of leadership for the benefit of those led, and the sharing of power and status for the benefit of each individual, the organization as a whole, and those served by the organization. As to Dennis and Bocarnea (2005), the merits of servant leaders are defined as high morality or kindness in general, as well as the person’s moral virtue. Servant leadership is an understanding and application of leadership that focuses on leading for the sake of people rather than a leader’s egoism (Drury, 2017). Servant leaders improve people by assisting them in their work and development. They provide a vision, gain the confidence and trust of their followers, and influence others. Servant leaders may wield positional and individual power, but their motivation to act stems from a desire to serve (Miears, 2014).

Hardin (2018) stated that in servant leadership, great passion for improving individually and promoting school development has a primary place over all other needs within the organization. Spending the education day dealing with unnecessary issues is avoided by creating an environment in which individuals volunteer to give, rather than an environment in which egoism is accepted, and efforts toward dealing with desired educational issues are encouraged.

Who is a servant leader?

Greenleaf (1977) said that the servant leader is one who is a servant first. In "The Servant as Leader," he wrote:

It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. The difference manifests itself in the care taken by the servant—first to make sure that other people's highest priority needs are being served (p. 27).

Greenleaf's study described the characteristics of the servant leader as listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community (Spears, 2004). The primary change expressed by Laub (1999) is the increase in the tendency to create an environment to improve the staff and focus on staff happiness, namely supportive leadership used in a team approach. This tendency requires examining the effectiveness of leadership models based on traditional power and authority. Spears (2004) states that the traditional leadership approach focuses on the power concept. The traditional autocratic and hierarchic leadership has had to undergo a change to allow for a new model. This new approach aims to develop the organizational quality and improve the individual development of employees with the combination of effective supportive behavior, joint decision-making, and teamwork (Spears, 2004). This new leadership idea extols a different vision based on serving others instead of egoism and self-aggrandizement (Taylor, 2017). Based on the different theories of servant leadership addressed in the literature, this study tried to investigate the problems under study using the following dimensions of servant leadership practices: emotional healing, increased service to others, empowering others, clear vision, humility, authenticity, active listening, and trust.

Organizational Commitment

The second key construct of this study is organizational commitment. Steers (2007) defined organizational commitment as "embracing the organization's goals and values as a member with strong family member feelings." Organizational commitment is also defined as an individual's identification with and involvement in the organization, which is

characterized by a strong belief in and acceptance of the organization's goals and values and a willingness to exert significant effort on its behalf. Long-term organizational goals are more closely related to organizational commitment. Committed employees feel the need to go beyond the normal job requirements to make a significant personal contribution to the organization. Mowday et al. (1982) described three elements defining organizational commitment:

- 1) a strong belief in and acceptance of the organization's goals and values,
- 2) a willingness to exert considerable effort on behalf of the organization,
- 3) a definite desire to maintain organizational membership.

Organizational commitment is one of the essential activities and ultimate purposes of organizations seeking to preserve their existence because individuals with organizational commitment are more compatible, more satisfied, and more productive. Moreover, they work with more commitment and responsibility, so they cause less cost for the organization (Balci, 2003). Organizational commitment has become a vital issue for organizations because it is relevant to behavioral, affective, and cognitive aspects such as improving job satisfaction (Balay, 2011). Employees working in organizations with strong organizational commitment are empowered to serve common purposes (Al-Qarioti & Al-Enezi, 2004).

Organizational commitment refers to employees' commitment to the organizational workplace. Such commitment in schools reveals teachers' commitment to school and identification with school values and aims (Mowday et al., 1982). For schools, commitment means feeling committed to school rather than to an instrumental value in terms of roles and relations between purposes and the importance of teachers. Adopting school purposes and values integrates individual purposes and value systems and identification with the school. Teachers who fulfill their roles successfully can achieve the feeling of school commitment (Eren, 2011). True school commitment may be achieved by neglecting beneficial instrumental expectations to some extent because teachers who feel truly committed to school make this commitment continually for the sake and safety of the school and spend most of their time dealing with school issues (Wiener, 1982).

The Relationship between Servant Leadership and Organizational Commitment

The commitment of a qualified workforce will help ensure the use of all abilities and knowledge for the organization. Individuals will be successful at work as much as they feel committed to their organizations. Otherwise, they will seek an opportunity to get away from the organization and not be able to meet the expectations (Ozdevecioglu, 2013). Thus, school administrators need to increase organizational commitment among their employees. Doubtlessly, the concept of organizational commitment affects all

organizations, including educational institutions, such as schools. Teachers' commitment is also essential in terms of school effectiveness. As emphasized by Dinham (2005), the leadership abilities of school leaders are significant in developing schools and increasing teaching and learning quality.

The relationship between the teachers and the leader is vital at schools. Leaders need to understand human nature to lead effectively. This is important, particularly in educational institutions, which are dependent on a common purpose, trust, commitment, and cooperation. For this reason, the participation of all members, especially teachers, should be considered a vital aspect of educational leadership, and teachers will commit to working harder in a school that facilitates a higher level of interaction among the organization members (Turan, 1998). In this context, a servant leadership approach advocates creating a reliable and honest organizational environment tending to focus on the employees rather than the organization, emphasizing caring for them, esteeming and respecting employees, and realizing the importance of working with them (Letting, 2016), may contribute to improving employees' commitment to the organization.

Dannetta (2012) states that teachers' organizational commitment is affected by the support of school leaders and the relation between them. Schools with higher organizational commitment provide students' educational service, promote a school climate to help learn, and facilitate teachers in participating in the decision-making process more actively. According to Russel & Stone (2012) in this respect, a servant leadership approach, which focuses on serving teachers, acts to develop teachers, stimulates participation in decision-making, shares leadership, and suggests that effective and sincere communication will positively affect school performance.

Research Methodology

In carrying out this study, a descriptive survey research design and a cross-sectional research approach were employed. According to Cohen, Manion, and Morrison (2007), descriptive survey design is a study that aims to collect data and systematically describe the characteristics, features, or facts about a given population. The research was conducted in secondary schools found in the sub-cities of Addis Ababa – the capital city of Ethiopia. There were ten sub-cities in Addis Ababa during the study, of which four (Bole, Gulele, Kirkos, and Yeka sub-cities) were selected through a simple random sampling technique. Under the four sub-cities in Addis Ababa, there were 60 secondary schools, of which 20 were government and 40 were private during the study. Secondary schools fall under two homogenous groups (strata): government and private secondary schools. Each group consisted of schools nearly with similar characteristics in many aspects such as structures, infrastructures, staff profiles, and so on. In doing so, a stratified random sampling technique was employed to select the sample government and private secondary

schools. The target population of this study consisted of 60 secondary schools (20 government and 40 private) in the four sub-cities. The sample used for this study from 20 government and 40 private secondary schools was 4 and 8, respectively, based on proportion. So, a total of 12 secondary schools were selected from both groups of schools, from which 331 participants were taken out of 748. Again, out of 331 participants, 91 were school leaders, and 240 of them were teachers. Moreover, out of 91 school leaders, 30 were from government secondary schools, whereas 61 were from private secondary schools. On top of this, out of 240 teachers, 80 were government and 160 were from private secondary schools. Overall, a total of 110 government and 221 private secondary school respondents were selected through a stratified random sampling technique. The strata for selecting the individual respondents in the two categories of school was used to classify respondents based on sex and position in the school.

The researcher used a self-developed questionnaire as a data collection instrument designed based on Likert scales ranging from strongly disagree to strongly agree on the servant leadership dimensions and teachers' organizational commitment. A pilot study was conducted on 80 participants (26 from government and 54 from private secondary schools) who were selected randomly. Accordingly, the reliability of the questionnaire was calculated as 0.88 and 0.84 for servant leadership dimensions and organizational commitment scales, respectively. Therefore, it was suitable to use them.

To interpret the findings, the researcher used statistical techniques such as descriptive statistics (means and standard deviations) to determine the level at which secondary school leaders performed servant leadership dimensions and teachers' organizational commitment. Besides, inferential statistics such as Pearson correlation and linear regression were used. Pearson Correlation was used to determine the relationship between servant leadership and organizational commitment, and linear regression was used to assess the effect of servant leadership practices on organizational commitment. The significance level was taken as $\alpha = 0.05$.

Results

The study involved 331 school leaders and teachers from government and private secondary schools in Addis Ababa. Thus, 331 questionnaires were distributed to 331 respondents in both government and private secondary schools, of which 320 (95%) questionnaires were appropriately filled and returned to the researcher. Hence, the collected data were analyzed based on this figure, and the analysis of the data for each variable was indicated in the following tables below.

The Level of Servant Leadership Practices and Organizational Commitment of Teachers

Table 1: Descriptive Statistics for Servant Leadership Dimensions

School Type	EmotionalHealing	Increased Service	EmpoweringOthers	Other	ClearVision	Humility	Authenticity	Active Listening	Trust
Government	N	108	108	108	108	108	108	108	108
	Mean	2.55	2.59	2.62	2.86	2.57	2.56	2.62	2.60
	SD	.56	.44	.39	.74	.48	.55	.42	.52
Private	N	212	212	212	212	212	212	212	212
	Mean	2.98	2.99	2.96	2.92	2.94	2.78	2.89	3.19
	SD	.65	.50	.49	.81	.53	.69	.43	.56
Total	N	320	320	320	320	320	320	320	320
	Mean	2.84	2.86	2.85	2.90	2.81	2.71	2.80	2.99
	SD	.65	.52	.49	.79	.54	.66	.45	.61

The results in Table 1 indicates that as to the respondents from government and private secondary schools, the level of servant leadership practices as manifested through its dimensions were not adequate enough since the mean scores were lower than the midpoint of 3.0 on the rating scale, except trust in which its mean score was higher (Mean = 3.19) than the midpoint of 3.0 only in the sampled private secondary schools. However, for the same item, respondents of government secondary schools were in disagreement (Mean = 2.60) that this dimension of servant leadership practice was not in place.

As shown in Table 1, private secondary schools were somehow better than the government ones in implementing the servant leadership dimensions. We can observe the total mean scores for a closer look into the findings of servant leadership practices through its dimensions in both the sampled government and private secondary schools. The practices of servant leadership were not adequate in secondary schools in the study area.

Table 2: Descriptive Statistics for Teachers’ Organizational Commitment

School Type	N	Mean	Std. Deviation
Government	108	2.19	.38
Private	212	2.73	.48
Total	320	2.55	.51

The results in Table 2 show that the respondents from government and private secondary schools were in disagreement (Mean = 2.19) and (Mean = 2.73), respectively. The teachers

were not committed to their organizations/schools, but when we compare the practices between the groups, teachers of private secondary schools were somehow more committed than their government counterparts.

Table 3: Correlation Between Servant Leadership and Organizational Commitment Correlations

		SL	OC
SL	Pearson Correlation	1	.325**
	Sig. (2-tailed)		.000
	N	320	320
OC	Pearson Correlation	.325**	1
	Sig. (2-tailed)	.000	
	N	320	320

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

SL = Servant Leadership, OC = Organizational Commitment

The Pearson correlation coefficient results in Table 3 revealed that there was a significant and positive correlation, $r = .325$, $p = .000$, between the variables servant leadership and organizational commitment. But, based on Evans (1996) suggestion for the absolute value of r ($.00-.19 =$ very weak, $.20-.39 =$ weak, $.40-.59 =$ moderate, $.60-.79 =$ strong, $.80-1.0 =$ very strong), the correlation between the variables was weak. Accordingly, based on the result of the Pearson correlation coefficient, one can understand that as secondary school leaders implement servant leadership in their everyday leadership practices, they may ensure teachers’ organizational commitment in secondary schools. Linear regression analysis was conducted to examine the effects of servant leadership on teachers’ organizational commitment. The results of these analyses are presented in Table 4 below.

Table 4: Linear Regression on Servant Leadership and Organizational Commitment Model Summary

Model	R	R ²	Adjusted R ²	Std. Error	Beta	t	Sig
1	.325 ^a	.106	.103	.48737	.325	6.127	0.000

a. Dependent Variable: Organizational Commitment

According to the linear regression analysis conducted to examine the effect of servant leadership on teachers' organizational commitment as indicated in Table 4, servant leadership is a significant predictor of teachers' organizational commitment ($R = .325$, $R^2 = .106$, $p = .000$). The regression coefficient (R^2) indicated that servant leadership contributed 10.6% ($R^2 * 100\%$) to teachers' organizational commitment, whereas 89.4% ($1 - R^2$) * 100% were unexplained variables that contributed to the teachers' organizational commitment.

Discussions

The purpose of this study was to examine the effects of servant leadership practices on teachers' organizational commitment. A survey study was undertaken in secondary schools of Addis Ababa, where data were collected from a sample of secondary school leaders and teachers to explore the effects of servant leadership practices on teachers' organizational commitment. Firstly, the results in this study related to the level of servant leadership practices identified through its dimensions revealed that the practices were inadequate, except the trust dimension of servant leadership practices, which was a little bit higher than the midpoint in secondary schools of the study area. The level of servant leadership practices was somehow better in private secondary schools than in government ones in relative speaking. In the same way, teachers' organizational commitment was low in the secondary schools of Addis Ababa, though private secondary school teachers were somehow more committed than government secondary schools. Previous researches conducted in both non-educational and educational settings revealed that the support of leaders to employees and displaying servant leadership behaviors affected the organizational commitment of employees positively (Ozdevecioglu, 2013; Janssen, 2004; Perryer & Jordan, 2005; Fuller et al. 2006). These findings support the present study's results that teachers encouraged by school leaders affect teachers' commitment to school positively and significantly.

The results of this study also showed that servant leadership had a significant effect on teachers' organizational commitment. Unlike this study, in a study carried out by Drury (2017), it was found that there was a weak negative relationship between servant leadership and commitment. This research is similar to Drury (2017) because of the weak relationship between the variables. Servant leadership stimulates a democratic understanding (Crippen, 2015) requires the school to be administered in cooperation with teachers and by esteeming and caring teachers. These results support the finding of this study. Based on these findings, it can be said that secondary school leaders in Addis Ababa should lead the school with a democratic understanding to improve teachers' commitment to the school. In various studies (Agarwala, 2013), it is also emphasized that organizational commitment affects employee performance and organizational productivity positively, and leaders' behaviors are related to the organizational commitment of

employees. In this respect, teachers' organizational commitment can positively affect the achievement of success at schools, and the realization of objectives should be improved.

Conclusions

This study aimed to investigate the effects of servant leadership practices on teachers' organizational commitment in secondary schools of Addis Ababa, Ethiopia. Conclusions were drawn based on the findings of the study. The results showed that the calculated mean scores for servant leadership practices and teachers' organizational commitment in secondary schools were below the average or midpoint. However, private secondary schools were somehow better than the government ones. Thus, it can be concluded that school leaders in the sample secondary schools inadequately exhibited servant leadership, and teachers' organizational commitment was also low in the sample secondary schools. In addition, the results of the Pearson correlation coefficient also showed that servant leadership significantly and positively but weakly correlated with teachers' organizational commitment. Thus, one can understand that when the practice of servant leadership increases, teachers' organizational commitment also increases. Finally, this study also investigated the extent to which servant leadership practices predict or impact teachers' organizational commitment. Therefore, the result showed that servant leadership significantly predicts teachers' organizational commitment in secondary schools. It showed statistically significant effects on organizational commitment. Thus, it can be concluded that effective servant leadership practices contribute a lot to teachers' organizational commitment.

Recommendations

Based on the findings and conclusions of this study drawn, the following recommendations were forwarded:

- It is recommended that school leaders in secondary schools apply servant leadership vigorously so that they can render the required services and ensure the organizational commitment of teachers. Because the findings confirmed that the level of servant leadership practices and organizational commitment of teachers were inadequate in secondary schools of Addis Ababa though it is somehow better in private secondary schools.
- Through the application of servant leadership practices, school leaders should facilitate an environment that attracts teachers to stay long and value the activities and goals of the organization. Besides, school leaders should support all teachers' activities with less objection to their ideas so that these activities of teachers increase organizational commitment.
- This study was conducted only in secondary schools found in a single city in Ethiopia. Thus, it is recommended that other researchers conduct similar studies further in

secondary schools at the national level to develop a comprehensive understanding of the effects of servant leadership practices on teachers' organizational commitment.

References

1. Agarwala, T. (2013). *Innovative human resource practices and organizational commitment: an empirical investigation*. *International Journal of Human Resource Management*, 14(2), 175–197.
2. Al-Qarioti, M., & Al-Enezi, A. (2004). *Organizational commitment of managers in Jordan: a field study*. *International Journal of Public Administration*, 27(5), 331–352.
3. Balay, R. (2011). *Organizational Commitment among Administrators and Teachers (Ankara: Nobel)*.
4. Balci, A. (2003). *Organizational Socialization*. Ankara: PegemA.
5. Choudhary, A., Akhtar, S., & Zaheer, A. (2013). *Impact of Transformational and Servant Leadership on Organizational Performance: A comparative analysis* *Journal of business ethics*, 116(2), 433-440.
6. Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. (6th ed.), New York, NY: Routledge
7. Crippen, C. (2015). *The democratic school: first to serve, then to lead*. *Canadian Journal of Educational Administration and Policy*, 47(5), 1–17.
8. Danna, V. (2012). *What factors influence a teacher's commitment to student learning?* *Leadership and Policy in Schools*, 1(2), 144–171.
9. Dennis, R. S. and Bocarnea, M. (2005). *Development of the servant leadership assessment instrument*. *Leadership and Organization Development Journal*, 26(8), 600–615.
10. Dessler, G. (1999). *How to earn your employees' commitment*. *Academy of Management Executive*, 13(2), 58–66.
11. Dinham, S. (2005). *Principal leadership for outstanding educational outcomes*. *Journal of Educational Administration*, 43(4/5), 338–356.
12. Drury, S. (2017). *Employee perceptions of servant leadership: comparisons by level and with job satisfaction and organizational commitment*. *Dissertation Abstracts International*, UMI No. 3146724.

13. Eren, E. (2011). *Organizational Behaviour and Management Psychology*. Istanbul: Beta Basım Yayın Dairəsi.
14. Fuller, J., Hester, K., Barnett, T., Frey, L., & Relyea, C. (2006). Perceived organizational support and perceived external prestige: predicting organizational attachment for university, faculty, staff, and administrators. *Journal of Social Psychology, 146*(3), 327–347.
15. Greenberg, J. (2011). *Behavior in Organizations* (10th ed.). Prentice Hall.
16. Greenleaf, R. (1977). *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*. New York: Paulist Press.
17. Hardin, F. (2018). *Impacting Texas public schools through a student servant leader model: a case study*. *Dissertation Abstracts International, UMI No. 3033365*.
18. Ja'afaru, B. (2014). *Relationship between Servant Leadership and Organizational Citizenship Behaviors Review of Literature and Future Research Directions*. *Journal of Marketing & Management, 5*(1), 1-16.
19. Janssen, O. (2004). *The barrier effect of conflict with superiors in the relationship between employee empowerment and organizational commitment*. *Work and Stress, 18*(1), 56–65.
20. Laub, J. (1999). *Assessing the servant organization: Development of the servant organizational leadership assessment (SOLA) instrument*. *Dissertation Abstracts International, UMI No. 9921922*.
21. Letting, A. (2016). *The basis and praxis of servant leadership in Christian institutions of higher education*. *Dissertation Abstracts International, UMI No. 3124544*.
22. Mears, L. (2014). *Servant-leadership and job satisfaction: a correlational study in Texas education agency region X public schools*. *Dissertation Abstracts International, UMI No. 3148083*.
23. Mowday, R. T., Steers, R., & Porter, L. (1982). *Employee-Organization Linkages: The Psychology of Commitment, Absenteeism, and Turnover*. San Diego, CA: Academy Press.
24. Nguni, S., Slegers, P., & Denesen, E. (2016). *Transformational and transactional leadership effects on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior in primary schools: the Tanzanian case*. *School Effectiveness and School Improvement, 17*(2), 145–177.

25. Ozdevecioglu, M. (2013). *Relationship perceived organizational support and organizational commitment. Dokuz Eylül Üniversitesi İktisadi İdari Bilimler Fakültesi Dergisi, 18(2), 113–130.*
26. Perryer, C., & Jordan, C. (2005). *The influence of leader behaviors on organizational commitment: a study in the Australian public sector. International Journal of Public Administration, 28, 379–396.*
27. Rowden, R. (1999). *The relationship between charismatic leadership behaviors and organizational commitment. The Leadership and Organization Development Journal, 21(1), 30–35.*
28. Russell, R., & Stone, A. (2012). *A review of servant leadership attributes: developing a practical model. Leadership and Organization Development Journal, 12(3), 145–157.*
29. Spears, L. (1995). *Reflections on Leadership: How Robert K. Greenleaf's Theory of Servant Leadership Influenced Today's Top Management Thinkers. New York: John Wiley & Sons.*
30. Spears, L. (2004). *Practicing servant-leadership. Leader to Leader, 7, 7–11.*
31. Spears, L. (2005). *The understanding and practice of servant leadership. Practicing Servant Leadership: Succeeding through Trust, August, 9–24.*
32. Steers, R. (2007). *Antecedents and outcomes of organizational commitment. Administrative Science Quarterly, 22, 46–56.*
33. Taylor, T. (2017). *Examination of leadership practices of principals identified as servant leaders. Dissertation Abstracts International, 63(5), UMI No. 3052221.*
34. Tsui, K., & Cheng, Y. (2019). *School organizational health and teacher commitment: a contingency study with multi-level analysis. Educational Research and Evaluation, 5(3), 249–268.*
35. Turan, S. (1998). *Measuring organizational climate and organizational commitment in the Turkish educational context, paper presented at the Annual Meeting of the University Council for Educational Administration, St. Louis, MO, 30 October–1 November.*
36. Van, D., Stam, D., Boersma, P., De Windt, N., & Alkema, J. (2014). *Exploring the Differential Mechanisms Linking Servant Leadership and Transformational Leadership to Follower Outcomes. The Leadership Quarterly, 25(3), 544–562.*

37. Wiener, Y. (1982). *Commitment in organizations: a normative view. Academy of Management Review*, 7(3), 418–428.
38. Yoshida, D., Sendjaya, S., Hirst G., & Cooper, B. (2014). *Does Service Leadership Foster Creativity and Isthona Malb-level Mediation Maty of Identification and Prototypically* *Journal of Business Research*, 67(7), 13995-1404.
39. Yousef, D. (2020). *Organizational commitment: a mediator of the relationships of leadership behavior with job satisfaction and performance in a non-western country. Journal of Managerial Psychology*, 15(1), 6–18.