



Influence of Principals' Autocratic Leadership Style on Teachers' Levels of Job Commitment in Public Secondary Schools in Kitui County

Dorcus Nthenya Kimuyu¹ & Susan Chepkonga² & Jeremiah M. Kalai³

¹ Postgraduate Student, University of Nairobi, Kenya

² PhD, Lead Supervisor and Associate Professor, Faculty of Education, University of Nairobi, Kenya

³ PhD, Supervisor and Professor, Faculty of Education, University of Nairobi, Kenya

Correspondence: Dorcus Nthenya Kimuyu, University of Nairobi, Kenya

Email: kdorcus82@gmail.com

DOI: 10.53103/cjess.v6i5.580

Abstract

Job commitment is critical for nurturing learners as they foster values, competency and skills making better citizens of the 21st century. This study aimed to examine the influence of principals' autocratic leadership approach on teachers' job commitment levels in public secondary schools in Kitui County. The research was guided by Authoritarian Personality Theory. This research incorporated both descriptive and phenomenological research approaches. The study targeted 410 public secondary schools; 410 principals, 410 deputy principals, and 2,417 teachers. The Taro Yamane formula was used in sampling 243 schools, 243 principals, and 343 teachers. The research instruments were Multi Factor Leader questionnaire and interview guides. Descriptive statistics, including mean and standard deviation, crosstabulations as well as inferential statistics like regressions, were analyzed with SPSS Version 28. The data comprised both descriptive and inferential statistics. Findings indicate that autocratic leadership significantly influences affective commitment ($M = 3.14$, $SD = 0.94$, $F(4,304) = 4.346$, $p = .000$) and has a considerable effect on continuance commitment ($M = 4.23$, $SD = 0.90$, $F(4,304) = 4.872$, $p = .000$). Findings also indicate that autocratic leadership has no significant effect on normative commitment ($M = 2.52$, $SD = 0.99$, $F(4,304) = 1.137$, $p = .311$). Autocratic leadership has a statistically significant positive effect on teacher job commitment ($B = 0.723$, $\beta = .497$, $t = 7.717$, $p < .001$). The study recommends that; the quality assurance and standards officers should also devise strategies to assess and understand the principals' leadership styles and teachers job commitment.

Keywords: Autocratic Leadership Style, Teachers' Job Commitment, Affective Commitment, Normative Commitment, Continuous Commitment

Introduction

Autocratic leadership is a style where the leader retains authority by giving

commands and directions on task completion, while subordinates are restricted to express their opinions. An authoritarian leader governs by giving orders and disregarding input from their supporters (Bans-Akutey, 2021). As stated by Maqbool et al. (2024), autocratic leaders display various distinctive characteristics: they formulate all policies, predetermined work methods, define the roles of followers, set standards for technical performance and achievement assessments, and decide without seeking input from organizational members. This leadership approach allows for rapid decision-making as it centralizes power in one individual. In an authoritarian leadership approach, the leader holds total power and makes all decisions independently without involving followers or considering their views. Benefits of autocratic leadership include the ability to maintain structure and order in an organization, make swift decisions, and offer consistent direction (Asadullah et al., 2025). During crises when swift action is essential, autocratic leaders often prove to be efficient. Kiliç (2022) states that an autocratic principal neither assigns tasks nor seeks input from others during decision-making. Consequently, teachers might experience feelings of humiliation, inadequacy, and pressure to conform, which diminishes their dedication to their roles.

Aradom, Habtemichael, and Vilas (2021) suggested that as the principal's autocratic style increases, school performance declines, leading to an assumption of low teacher commitment to their jobs. Other academics present contrasting opinions on effects of autocratic leadership within educational environments. Rokhayati and Imron (2024) found that the leadership styles of school leaders significantly affect teachers' emotional commitment, with authoritarian approaches negatively impacting their attachment to the school. Ximenes and Silva (2024), in their study of primary educational institutions in Timor-Leste, established that authoritarian leadership did not greatly influence teacher performance, indicating a slight effect on commitment. Abdullah and Wahab (2023) examined the autocratic leadership styles of principals in Malaysian secondary schools and discovered a significant relationship with teacher job satisfaction, suggesting that greater autocratic tendencies correlated with lower satisfaction rates. In Eritrea, Aradom, Habtemichael, and Vilas (2021) discovered that most high school principals utilize autocratic leadership, relying on coercive measures and often incentivizing teachers through threats to enforce compliance. This method leads to weak job dedication and diminished employee morale. In Tanzania, Ndauka (2021) found that schools under authoritarian head teachers face greater teacher turnover and absenteeism in comparison to those with less autocratic leadership, primarily due to teachers' job dissatisfaction. While autocratic leadership offers some benefits, like increased group productivity due to fear of punishment from the leader, it undermines the emotional aspect of job commitment (Mpangala & Urio, 2024).

Teachers feel no sense of pride in associating with these institutions; rather, they simply aim to fulfill their designated responsibilities. When given the chance, educators

favour moving to organizations that embrace cooperative and supportive leadership styles (Malyati, 2024). Ndauka (2021) also noted that autocratic methods lead to increased group animosity, heightened reliance on the leader, and indifference among employees. Okindo (2021) suggests that headteachers who adopt an autocratic leadership approach attain better performance in their schools owing to the strict oversight of teachers and students alike. Deadlines can also be met at the suitable time. However, a school leader who uses this method may be unpopular among teachers and, consequently, inadvertently impede educational success. Lumumba, Simatwa, and Jane (2021) characterized autocratic leadership through punishment, intimidation, requirements, commands, guidelines, and policies. Ogono, Ndolo, Were, and Simatwa (2022) also found that heavy dependence on autocratic leadership proves unproductive. Educators perceive themselves as mechanized beings, controlled from a distance, resulting in no emotional connection to their roles or the organization. Because of ongoing harassment, they formulate tactics to oppose or weaken the principals' initiatives. Using autocratic methods can be advantageous only when applied correctly, practiced with restraint, and paired with other cooperative strategies.

Statement of the Problem

Although governments are responsible for hiring, assigning, promoting, training, and paying teachers, school principals, acting as human resource managers, are crucial in retaining motivated, enthusiastic, creative, innovative, goal-driven, and dedicated teaching personnel. Researchers have thoroughly examined principals' leadership styles, yet many have focused on teacher and student performance, resulting in less attention given to teacher job satisfaction and commitment. Researchers generally agree that an autocratic leadership style greatly impacts job satisfaction and commitment. Nonetheless, there is limited understanding of the ways in which a principal's autocratic leadership style directly affects elevated rates of teacher absenteeism, intentions to leave the staff, tardiness at work, poor collaboration, and low achievement in the Kenya Certificate of Secondary Education. Kitui County is one of the Arid and Semi-Arid (ASAL) regions, marked by significant poverty levels, which are estimated at 47.5%, exceeding the national average of 32.4% in 2021. A report on education reveals that several teachers, primarily from County and Sub-County schools, are frequently absent from class, while some arrive at work late. Additionally, more than 50% of non-local teachers intend to move back home or to more comfortable areas (Kitui County Education Offices, 2023). Despite numerous studies on factors affecting teacher job commitment, the impact of principals' autocratic leadership style is still notably underexamined, especially within the secondary schools of Kitui County.

Theoretical Literature

The study was based on the Authoritarian Personality Theory developed by Theodor W. Adorno, Else Frenkel-Brunswik, Daniel Levinson and Nevitt Sanford in 1950. The theory assumes that some personality traits motivate individuals to prefer highly structured systems, to subordinate oneself to authority figures without question, and to reject individuals who have less influence in an institution. Adorno et al. (1950) found a set of traits that characterize the authoritarian personality: the tendency to subscribe rigidly to traditional norms and to values of society, the tendency to follow the expectations or orders of authority figures unquestioningly, the tendency to hatred of those considered as deviant or inferior, the aversion to uncertainty, the preference for clear and definite views, and the belief that the power structure of society is legitimate and that strong leadership is required (Ferrarotti, 1994).

The theory provided a basic understanding of the development of fascist ideology and widespread acceptance during wartime, and provided an early link between psychoanalysis and social psychology, implying that these two disciplines are linked. It explains the reasons why individuals may prefer to back authoritarian leadership types and how such support can affect organizational relations (Duckitt, 2015). Some critics have stated that the theory emphasis more on early life experiences and neglects situational and cultural factors (Worrell, 1998). The Authoritarian Personality Theory is a relevant to the study since the characteristics of obedience, control and conformity are seen in autocratic leaders, which is equivalent to those of authoritarian personalities. If the leadership is considered rigid or tyrannical, then teachers who are faced with them can experience a decrease in emotional or normative commitment. Alternatively, people with stronger authoritarian tendencies may be more positive towards these structured environments and experience higher levels of continuance commitment due to their acceptance of authority and reluctance to challenge it. This theoretical framework enables understanding of differences in teacher commitment within autocratic leadership by considering the leader's personality and the psychological tendencies of teachers. It further offers understanding of how this type of leadership affects organizational atmosphere, decision-making systems, and relationships among individuals in educational environments.

Literature Review

Rokhayati and Imron (2024) sought to determine the influence of the principal's leadership on the affective commitment of teachers in elementary schools in Temanggung District, Indonesia. This research adopted a descriptive quantitative approach. The population was 142 elementary school teachers from 9 schools in Temanggung Regency. The data collection technique used in this study was a questionnaire. Results showed that

autocratic leadership influences the affective commitment of teachers. Principal leadership with an autocratic model has an impact on improving the work discipline of Educators and Education Personnel. Abdullah and Wahab (2023) studied the relationship between the level of autocratic leadership of principals and teacher job satisfaction in Jempol district, Negeri Sembilan, Malaysia. The study sample was 91 secondary school teachers. The study used questionnaires to collect data. The findings showed that the level of autocratic leadership of the principal and the job satisfaction of teachers are at a high level. There was a moderate relationship between the level of autocratic leadership of principals and teacher job satisfaction. The study also showed that there is a significant relationship between the four dimensions of the principal's autocratic leadership practice level and teacher job satisfaction in Jempol district.

Atif, Sarfraz, and Junaid (2021) examined the impact of the style of leadership of the principals on job performance of the teachers of secondary school in the private sector in Lahore district, Pakistan. The study adopted a correlational study. The data was collected from 106 principals and 543 teachers of secondary schools in the private sector in Lahore district through an adapted instrument. Data was collected using a principal leadership style questionnaire and teacher job performance questionnaire. The study findings showed that principals' autocratic leadership was the most commonly employed principals' leadership style. Findings showed that there was a statistically significant and strong positive impact of autocratic leadership on teachers' performance. Bahadar, Ullah, and Ayaz (2023) studied the relationship between autocratic leadership style and teachers' job performance in Pakistan. The sample was 1092 secondary school teachers. Questionnaires were used to collect data. Findings showed that there is a positive correlation between the autocratic leadership style and job performance of teachers. The autocratic leaders usually like to make all decisions by themselves while the employees or teachers have only to obey the orders of the leaders without their own expression of views regarding various decision-making processes. Ogono, Ndolo, Were, and Simatwa (2022) studied the influence of head teachers' autocratic leadership style on teacher performance in public primary schools in Homa-Bay Sub County. The target population was 110 teachers, 45 head teachers and 1 Teachers Service Commission Sub County Director. The data was collected using questionnaires, interview schedules and document analysis were used for data collection. The study established that autocratic leadership style significantly influences teacher performance with regard to schemes of work preparation content delivery, formative evaluation and summative evaluation. Headteacher's autocratic leadership style involves use of force or coercion, threats, punishment, intimidation and close supervision of teachers who on a large scale need to be controlled and threatened to teach as expected.

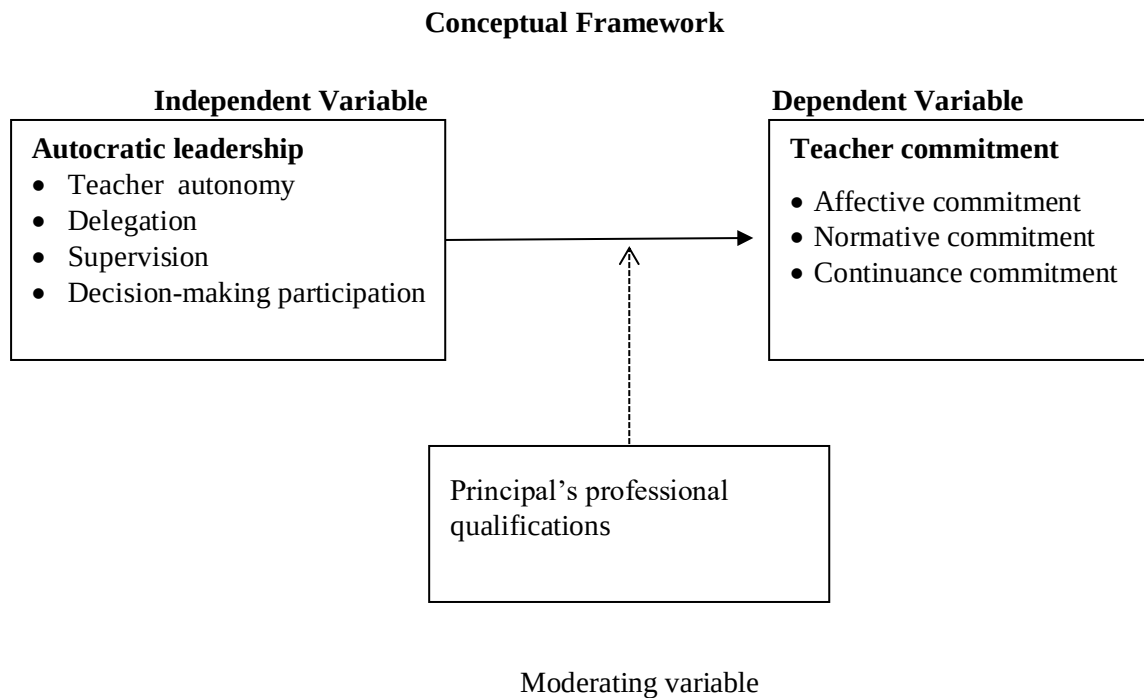


Figure 1: Conceptual framework of the variables

Methodology

The research used a Convergent Parallel Mixed Methods Research Design. The research employed a descriptive and phenomenological design. The target was 410 public secondary schools. The unit of observation was 410 principals, 410 deputy principals, and 2,417 teachers. Stratified random sampling was employed to select 243 public secondary schools. The total sample consisted of 243 public secondary schools, 243 school principals, 41 deputy principals, and 343 teachers. The Multi Factor Leader questionnaire gathered data from the teachers and principal, while interview guides were utilized to obtain information from the deputy principals. The combination of these research tools facilitated triangulation and enhanced the reliability of the results. The research employed content and construct validity. The questionnaire's content was confirmed through the expert judgment of professionals in the education sector. Construct validity confirmed that the indicators in the conceptual framework were represented in the questionnaire. Cronbach's Alpha Coefficient was used to evaluate reliability, and all items had an alpha value exceeding 0.7, thus satisfying the reliability threshold. Data analysis was conducted using SPSS Version 28. The research examined both descriptive and inferential statistics. The summary statistics comprised the average and standard deviation. The regression analysis utilized in

the study was inferential statistics, which helped establish how fluctuations in the independent variable could forecast alterations in the dependent variable. The study hypothesis was tested using regression analysis.

Results and Discussions

Table 1: Autocratic leadership style

Statements		Principals (n=184)		Teachers(n=312)	
The principals;		M	Std.	M	Std.
i.	Expect high excellence and optimal performance from teaching staff.	3.88	1.417	3.93	1.444
ii.	Maintain strict oversight and monitoring of teachers' work	4.03	1.465	1.80	1.483
iii.	Hold themselves to rigorous professional standards in their own duties	4.23	1.290	4.24	1.219
iv.	Offer precise and clear directives on how tasks should be executed	4.52	1.040	4.16	0.912
v.	Carefully choose what has to be done and by what means it will be conducted	3.89	1.561	3.38	1.508
vi.	Majority of the teachers are lazy	4.21	1.290	4.09	0.642
vii.					
viii.	Assign distinct duties to teachers with explicit deadlines for completion	4.08	1.439	4.20	0.513
ix.	Establish specific performance targets and goals for teachers to attain.	4.42	0.806	3.34	1.668
Average		4.16	1.718	3.64	1.173

Certain similarities and distinctions from the results are noted. The similarities are found in establishing goals and allocating tasks, expecting high standards, and perceptions

of teacher efficacy. The principals recognise that they set goals for teachers. Furthermore, both respondents indicated that principals assign certain tasks to teachers which must be finished by a set date. The teachers and principals felt that the principals hold themselves to a high standard, and that they provide effective direction for implementation. The respondents concurred agree that the teachers lack motivation, while the principals expect nothing short of excellence from the teachers, a perspective that the teachers also endorse. The differences in perspectives between principals and teachers involve tight supervision, prompt decision-making, and setting goals for educators. Principals perceive that teachers require strict oversight, whereas teachers vehemently disagree, asserting that principals do not adequately supervise them. This indicates a gap between the principals' views on their behavior and how teachers interpret their oversight. Principals unanimously concurred that they thoughtfully determine what actions are necessary and how they should be carried out. However, teachers rated this statement lower, indicating that they are aware of some directive leadership but do not think it is as strong as principals think. The principals felt very strongly about establishing goals for the teachers and the teachers rated this lower, indicating that perhaps they do not fully understand or agree with the purpose of goal setting as the principals intended.

The results show that whereas there is a convergence of views on some elements of leadership between principals and teachers, there are some differences in perceptions, particularly in relation to control and assertive decision making. Principals see themselves as setting standards and keeping a close eye on teachers, and teachers observe that they are more independent in their work. This divide indicates the need for improved communication and collaboration between principals and teachers to ensure shared understanding and collaboration between leaders and teachers. There was a common belief among the deputy principals that majority of the teachers are unmotivated and need constant oversight to finish their tasks. The principal conducts regular instructional supervision although the frequencies differ based on the type of supervision. Moreover, methods like reviewing student attendance, overseeing curriculum coverage, and recommending additional classes are utilized to keep teachers aligned with their responsibilities. Findings concur with Norzhaahirah, Jamalul, and Abdul (2023); Bahadar, Ullah, and Ayaz (2023) that autocratic leaders use their authority to make decisions based on their ideas and conclusions, use absolute and authoritative control over the teachers who are expected to implement the decisions made by the principals.

Table 2: Teachers' job commitment

Statements	Teachers(n=312)	
	M	Std.
Normative Commitment		
I feel a moral responsibility to remain employed at this school	2.01	0.945
Even if offered a better position elsewhere, I would choose to stay at this school	1.89	1.147
I believe I have a responsibility to this institution to keep working here	4.14	0.837
This school has supported me significantly, making it feel wrong to leave	2.03	1.044
Continuance Commitment		
Departing from this school would involve significant personal cost or hardship.	0.899	4.18
The professional relationships and perks I enjoy here would be difficult to replicate in another institution	0.869	4.03
Leaving my current teaching post would result in considerable financial or personal strain	0.885	4.41
The job security and stability offered by this school are primary reasons I stay	0.941	4.31
Affective Commitment		
I consistently complete my professional duties and assignments on schedule.	2.20	1.011
I take great pride in being a member of this school community.	2.29	0.928
I am eager to exert extra energy and effort to support the success of my school.	4.18	0.604
I experience a strong emotional connection and attachment to my career as an educator.	3.89	1.223
Average	3.30	0.524

The results evaluate the emotional commitment, sense of belonging, community

engagement and participation of teachers in the school. The findings suggest varying degrees of engagement, some areas have high engagement, and other areas have low engagement or some level of dissatisfaction or limited engagement. In terms of affective commitment, teachers feel no pride in their work at school and have problems with deadlines, which may mean that they are not very motivated and are not very satisfied with management or their working situation. Despite these constraints, teachers are committed to their roles and willing to make more efforts for the school's success because they may face some penalties. In terms of continuance commitment, teachers stay with the organization primarily for monetary, societal, and job-security considerations, rather than for intrinsic ones or emotional connections. Strong dependence on stability indicates that teachers might not be totally committed or happy to continue in their job and have a need to remain because of the personal costs of leaving. While the school is gaining the advantage of retaining teachers, teacher dissatisfaction and motivation issues have the potential to affect productivity, innovation, and commitment in the long-term.

Findings on normative commitment indicate that teachers lack a sense of moral duty to remain in the school, raising the likelihood of turnover. There is also significant turnover, as teachers tend to depart when a better opportunity emerges, indicating job dissatisfaction or weak ties to the institution. Although some teachers recognize that the school has played an important part in their development, this sentiment isn't sufficiently strong to keep them. The deputy principals further provided insights on teachers' dedication to their jobs. They noted that certain teachers come to school late, suggesting possible time management issues, low motivation, or relaxed adherence to punctuality rules. They also noted that certain teachers lack professional skills, impacting their capacity to prepare essential documents punctually. Some are categorized as lazy, suggesting that non-compliance might result not from inability but from inadequate work ethic and mindset. Deputy Principals observe that many teachers consistently assign tasks, indicating their awareness of the significance of student involvement outside of the classroom. Nonetheless, certain teachers do not adhere to deadlines, resulting in administrative difficulties. Although teachers excel in certain aspects, their tardiness, inadequate planning, and slow professional record maintenance are significant issues. Certain teachers face challenges with their professional skills, necessitating extra training or guidance. Not meeting deadlines impacts school management, complicating principals' ability to maintain smooth academic functions. Results align with Bett, Allida, and Mendoza (2020) that dedicated educators are deeply committed to their roles and highly motivate their students. A teacher dedicated to education is also devoted to the school by investing personal time to actively take part in the community and school activities. Findings align with Basu (2016) in that dedicated teachers are wholly invested in their career and simultaneously content with their work.

Table 3: Autocratic leadership and teacher commitment

Teacher Commitment	(M $\pm$ SD)	F-value	df	p-value
Affective commitment	3.14 $\pm$ 0.94	4.346	(4, 304)	.000
Continuance commitment	4.23 $\pm$ 0.90	4.872	(4, 304)	.000
Normative commitment	2.52 $\pm$ 0.99	1.137	(4, 304)	.311

The F value and p value ($< .001$) indicate that the autocratic leadership style has a significant effect on teachers' affective commitment. Average value (3.14) means there is a moderate amount of emotional connection. However, its significance varies greatly depending on how much or how little authoritarianism is present, or perceived to be. Continuance commitment is the apparent expenses related with quitting a workplace (job security, loss of benefits). The F-value and p-value (0.000) shows that there is a statistically significant relationship between autocratic leadership and continuance commitment. The average (4.23) suggests that teachers are emotionally satisfied with the situation despite their desire to stay probably for motivational or financial reasons. The significant p-value indicates that external or personal factors to stay on the job are related to autocratic leadership. Normative Commitment is the commitment based on a sense of duty or moral obligation to stay with the organization. The p-value is non-significant ($> .05$), implying that there is no significant influence of autocratic leadership on normative commitment. The low average (2.52) show a poor sense of responsibility amongst teachers to stay. Findings suggest that autocratic leadership has a notable impact on affective and continuance commitment, yet does not influence normative commitment. Teachers might remain for pragmatic reasons or slight emotional connections, yet don't inherently sense a moral responsibility to continue under authoritarian leadership. Findings align with Rokhayati and Imron (2024) that authoritarian leadership affects teachers' emotional commitment. Abdullah and Wahab (2023) demonstrated that a moderate correlation existed between principals' autocratic leadership style and teachers' job satisfaction.

Table 4: Model summary for autocratic leadership and job commitment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.497 ^a	0.247	0.242	5.136

a. Predictors: (Constant), autocratic leadership style

Table 4 indicates that R² for autocratic leadership style and teachers' job commitment in public secondary schools in Kitui County was 0.247, meaning 24.7% of the variance in teachers' job commitment in the schools can be explained by the variance

in the autocratic leadership style at 95% confidence level. Therefore, the autocratic type of leadership explains the variations of 24.7% of the variations among teachers' job commitment in public secondary schools in Kitui County. The finding that an authoritarian style of leadership can account for variations in teachers' job commitment in public secondary schools in Kitui County aligns with earlier research. Abdullah and Wahab (2023) discovered a notable connection between the extent of autocratic leadership practices and teachers' job satisfaction

Table 5: ANOVA for autocratic leadership and job commitment

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1571.228	1	1571.228	59.557	.002 ^b
Residual	4801.549	182	26.382		
Total	6372.777	183			

a. Dependent Variable: teachers' job commitment

b. Predictors: (Constant), autocratic leadership style

Table 5 shows the ANOVA results which confirm that the model used in this research effectively predicted teachers' job commitment in public secondary schools in Kitui County. The probability value-by checking the data has been found to be less than 0.05 while the calculated F value appears to be more than the F critical value. Therefore, it can be concluded that the results of ANOVA are significant. The findings also agree with the inputs of previous studies concerning the significance of autocratic leadership in improving job commitment of teachers. According to Anukaenyi (2022), there is a positive correlation between the leadership style of autocrats and students' academic performance. In addition, Ogono et al. (2022) point out that automatic leadership style has a great impact on the teachers' performance.

Table 6: Beta coefficients for autocratic leadership and job commitment

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	β	Std. Error	Beta		
(Constant)	20.599	1.598		12.890	.000
1 Autocratic leadership style	.723	.094	.497	7.717	.000

a. Dependent Variable: teachers' job commitment

From the results in Table 6, the following regression model was fitted.

$$Y = 20.599 + 0.723 X$$

(X is autocratic leadership style)

The coefficient analysis determined that the constant value is 20.599 which infers that teachers' commitment would be equal to 20.599 when the autocratic leadership style is maintained at zero level. The coefficient of autocratic leadership style was 0.716 which indicates that 1 unit of increase in teachers' autocratic style of leadership would cause the job commitment of teachers to rise by 0.716 unit. The P-value associated with the coefficient of autocratic leadership style was shown as 0.000 which is considered to be significantly lower than the normal level of 0.05. This led to rejection of the null hypothesis which indicates that there is a significant relationship between the autocratic leadership style of principals and job commitment of teachers in public secondary schools in Kitui County in Kenya. It was reported that there is a positive correlation between the autocratic leadership style and the performance of teachers in public secondary schools (Parveen et al., 2022). Abdullah and Wahab (2023) also established that there is significant relationship between the autocratic leadership of principals and satisfaction of teachers.

Conclusions and Recommendations

The principals utilize autocratic leadership to a considerable degree. The authoritarian method is a successful strategy for achieving success in an academic environment because it ensures that tasks are finished as planned. The rise in dedication and staff productivity observed in an autocratic environment arises from the leader's application of performance acknowledgment and validation. Autocratic leadership in secondary schools aims at ensuring that predetermined goals are achieved swiftly and that standards are upheld throughout the completion of assigned responsibilities. Autocratic leadership had a positive impact on teachers' job commitment, and the degree of this relationship differed based on the principal's academic qualifications. The effect of autocratic leadership on teacher commitment varies and is influenced by the professional qualifications of the school leader.

The recommendations are; the quality assurance and standards officers should not only concentrate on curriculum implementation monitoring and policies but they should also devise strategies to assess and understand the principals leadership styles and teachers job commitment.

Recognizing the requirements of 21st-century teachers is crucial for effective learning because of the varied settings in which they operate. The Kenya Institute of Curriculum Development (KICD) must create a comprehensive curriculum for management and leadership in secondary schools, required for all secondary school administrators. The Teachers' Service Commission should encourage school leaders to pursue extra management training for better institutional and personnel management, which will positively affect teacher commitment and ultimately improve the educational quality for students.

References

- Abdullah, N. & Wahab, L. (2023). Principal Autocratic Leadership Practice and its Relationship with Teacher Job Satisfaction in Secondary Schools of Jempol District, Negeri Sembilan. *International Journal of Academic Research in Business and Social Sciences*, 13(9)1945-1959
- Anukaenyi, B. (2022). Comparative Analysis of Democratic And Autocratic Leadership Styles And Their Impact On Students Academic Performance In Public Secondary Schools In Enugu State. *Fudma Journal of Educational Foundations*, 5(2), 54-63.
- Aradom T., Habtemichael R. & Vilas B (2021). Leadership Styles and School Performance : A Study Within an Eritrean Context of Eastern Africa. *International Journal of Management*, 12(4) 56-73
- Asadullah, A., Maruf, T. I., Mannan, M., Aka, A. L., Sadia, R., & Islam, S. F. (2025). Dynamics of Leadership Styles and Their Impact on Optimum Employee Yield. *American Journal of Trade and Policy*, 12(1), 2025.
- Atif, S., Sarfraz, A. & Junaid, R. (2021). Principal Leadership Style and Teacher Job Performance: Evidence from Pakistan. *Advance*. Northeast Normal University
- Bahadar, S., Ullah, H, & Ayaz, M. (2023). Relationship between Autocratic Leadership Style and Teachers' Job Performance in Secondary Schools of Khyber Pakhtunkhwa. *Journal of Social Sciences Review*, 3(2), 211-218
- Bans-Akutey, A. (2021). The Path-Goal Theory of Leadership. *Academia Letters*, Article 748. <https://doi.org/10.20935/AL748>
- Basu, S. (2016). Professional Commitment and Job Satisfaction Among Secondary School Teachers. *Educational Quest-An International Journal of Education and Applied Social Sciences*, 7(3), 255-259.
- Demozie, A. A., & Dessie, H. G. (2023). The effect of professional qualification and work experience on primary school principals' instructional leadership performance in the Awi zone of Ethiopia. *Education 3-13*, 51(7), 1162–1172.
- Duckitt, J. (2015). Authoritarian personality. *International Encyclopedia of the Social & Behavioral Sciences*, 2(2), 255-261.
- Ferrarotti, F. (1994). Beyond the Authoritarian Personality: Adorno's Demon and Its Liberation. *International Journal of Politics, Culture, and Society*, 8(1), 105–127
- Karoli, G. B., & Upadhyaya, A. (2024). Educational leadership and learners' academic achievement in secondary schools in developing countries: A critical review. *Asian Journal of Education and Social Studies*, 50(8), 595-608.
- Kiliç, Y. (2022). A Comparative Study on Democratic, Autocratic and Laissez-faire Leadership Styles of Public and Private School Principals. *Journal of Education, Theory and Practical Research*, 8(2), 128-141.

- Le, D. Q. (2024). *The impact of autocratic leadership on Vietnamese Gen Z employees' commitment and performance in Ho Chi Minh, Vietnam* [Master's thesis]. International University, Vietnam National University.
- Lumumba, K. P., Simatwa, E. M. W., & Jane, K. (2021). Influence of Leadership Style on Organizational Performance of Primary Teachers Training Colleges in Lake Victoria Region of Kenya. *Creative Education*, 12, 2228-2251
- Malyati, A. (2024). *Assessing the Contribution of Task-Oriented Leadership in Enhancing Teaching Commitment in Tanzania Secondary Schools: A Case of Mpimbwe District, Tanzania* (Doctoral dissertation, The Open University of Tanzania).
- Maqbool, S., Muhammad, H., Zafeer, I., Maqbool, S., Pingfei, Z., Zineb, D. & Saima J. (2024). Stance of numerous leadership styles and their effect on teaching to sustain academic performance at the high school level. *Heliyon*, 10(16).
- Mpangala, C. S., & Urrio, P. J. (2024). School Leadership Styles and Teachers' Satisfaction: A Case of Secondary Schools in Kigamboni District, Tanzania. *East African Journal of Management and Business Studies*, 4(2), 1-12.
- Ndauka, S. (2021). The Role of Heads of Schools' Leadership Styles Towards Teachers' Work Commitment in Tanzania Public Secondary Schools. *Global Scientific Journals*, 9(11)244-255.
- Norzhaahirah, A., Jamalul, L. & Abdul W. (2023). Principal Autocratic Leadership Practice and its Relationship with Teacher Job Satisfaction in Secondary Schools of Jempol District, Negeri Sembilan. *International Journal of Academic Research in Business and Social Sciences*, 13 (9) 1945-1959
- Ogono, E., Ndolo, A., Were, N. & Simatwa, W. (2022). influence of head teachers' autocratic leadership style on teacher performance in public primary schools in Homa-Bay Sub County. *International Journal of Current Research*, 14 (04)21240-21247
- Okindo, K. (2021). *Relationship Between Principals' Use of Selected Leadership Styles and Students' Conformity to Rules in Public Secondary Schools in Nakuru County, Kenya*. Unpublished Thesis, Kabarak University
- Parveen, K., Quang Bao Tran, P., Kumar, T., & Shah, A. H. (2022, May). Impact of principal leadership styles on teacher job performance: An empirical investigation. In *Frontiers in Education* (Vol. 7, p. 814159). Frontiers Media SA.
- Rokhayati, & Imron. (2024). The Influence of Principals' Leadership Model on The Affective Commitment of Elementary School Teachers in Temanggung District. *Al-Bidayah : Jurnal Pendidikan Dasar Islam*, 16(1), 173–198
- Worrell, P. (1998). Authoritarianism, critical theory, and political psychology: Past, present, future." *Social Thought & Research* 21 (1/2)3-33.
- Ximenes, S.M. & Silva, M.B.D. (2024). The Impact of Democratic and Autocratic

Leadership Styles on Teacher Performance in Basic Education
School. *International Journal on Integrated Education*. 7 (4), 75-85