The Impact of Leadership Style on Teachers' Organizational Commitment

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ABSTRACT	[*]Published Online: 08 August 2022

The study explores how transformational and transactional leadership styles affect teachers' commitment in aspects of affective dedication, normative commitment, and continuance commitment. The research utilized the Multifactor Leadership Questionnaire (MLQ) to assess leadership styles of the 80 surveyed high school teachers. The results indicated that transformational and transactional leadership styles only enhanced the emotional attachment teachers have towards the school. Neither transformational nor transactional leadership styles could predict the moral obligation to stay in the school and weigh the benefits of leaving the school. It was recommended that organizational management encourage and inspire teachers through motivation to increase their level of commitment. School leaders and supervisors should prioritize regular leadership training and seminars for effective management to boost teacher commitment.

Keywords:
Transactional leadership, Educational administration, Leadership style, Teacher commitment, Tranformational leadership

1. INTRODUCTION

Teachers are the bedrock of any educational system as they build, reform, and guide a country (Monira & Meraz, 2018). Thus, for an educational system to succeed, the teacher' role is significant (Bashir & Gani, 2020). Despite teachers' roles in fostering quality education, teachers' commitment within their institution is the biggest challenge (Bibi, Khalid & Hussain, 2019). This can be viewed from the increasing teacher turnover rates and a subsequent shortage of qualified teachers as a growing concern internationally (European Commission, 2018). In a developed state like the USA, maintaining a committed teacher workforce is a pressing problem for school systems (Ford et al., 2019). Due to this, since 1989, teacher attrition rates in the United States have increased by 50% and consistently kept close to 8% (Badgett et al., 2019).

Cho et al. (2020) noted that an organization's leadership style is vital in boosting employees' commitment to the organization. Most studies recognized numerous leadership styles leaders applied in managing entities (Aboramadan & Dahleez, 2020; Kelly & MacDonald, 2019; Abasilim et al., 2019). Transformational leadership and transactional leadership styles have been grouped as the most often

embraced styles employed in organizational leadership research (Yimam, 2022; Mayowa-Adebara & Opeke, 2019; Kuntz, et al., 2019). Also, most of the studies on the relationship between leadership styles (transformational and transactional) and employees' commitment have exhibited that there is a positive correlation between a transformational leadership style, a transactional leadership style, and employees' commitment (Abasilim et al., 2018a; Abasilim et al., 2018b).

However, there are few studies on how these leadership styles affect each component of commitment, including affective dedication, normative commitment, and continuance commitment (Zainuddin & Asaari, 2020; Ndlovu et al., 2018) and this study seeks to fill that gap. It is the policy of the authorities in Idaho to provide quality education in high schools. As a result, Idaho's educational system needs leaders who will spearhead transformation in the educational system, which cannot be achieved by leaders alone without committed employees. Therefore, there is a demand to examine the connection between leadership styles and teachers' commitment in high schools to achieve a quality education to enhance economic development.

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2. LITERATURE
2. 1. Concepts of Leadership Styles
Leadership is a procedure by which a person influences a group of persons toward attaining a common goal (Northouse, 2018). As a process, leaders can observe and

learn leadership behaviors. Transformational and transactional leadership styles are the focus of this study since they are among the most prominent leadership approaches widely adopted in the leadership work that could drive, transform, and inspire employees to be committed to their work (Khan et al., 2020). Transformational leaders use four behaviors to influence others, which include inspirational motivation, idealized consideration, intellectual stimulation, and idealized influence. Inspirational motivation is manifested in leaders who (a) articulate reasonable visions that inspire their followers to envision attractive future states, (b) challenge followers with high standards in enhancing performance, (c) communicate optimism about future goals, and (d) provide meaning to followers' works and arouse team spirit (Banks, et al., 2018). In practice, leaders express important goals in simple terms and use symbols and imagery in their communication to focus group members' efforts to achieve organizational goals (Samson & Ilesanmi, 2019).

Intellectual stimulation supports followers by trying new approaches and developing innovative ways of dealing with organizational issues. Innovation and creativity are essential tools for transformational leaders. Leaders with intellectual stimulation encourage followers to develop creative ideas to replace existing ones (Chang et al., 2019; Guhr et al., 2019). Koh et al. (2019) identified that intellectual stimulation enabled leaders to improve the work environment and increase organizational creativity. Idealized influence, also known as charisma, provides the highest levels of ethical behavior and trust, where the leader becomes a role model to lead followers by example (Barnett, 2019; Guhr et al., 2019; Northouse, 2018). The idealized influence of transformational leaders is of increased importance to transforming employees' organizational performance.

Fernando et al. (2020) argued transactional leadership is leadership in which the leader determines what workers must do in order to attain institutional goals and enable employees to gain confidence in doing the job. The full-range leadership theory identified three dimensions of transactional leadership: active management by exception, contingent reward, and passive management by exception**.** Active management by exception operates when an active leader interfered with solving a problem before a loss. Leaders using active management by exception participate in organizational operations to monitor performances and take corrective actions in policy and process violation cases (Barnett, 2019). Contingent reward explains how a leader clarifies expectations and the related rewards to a group of followers depending on individual performances. Leaders would also use the previously agreed rewards to identify the employee role and the reward to result from target achievement (Barnett, 2019). In addition to the rewards, transactional leaders used predefined punishments whenever employees failed to meet organizational targets based on allocated job roles (Northouse, 2018).

Passive management by exception reflects the managers' lack of action to manage a business situation. Passive managers, by exception, are always responsive and negative rather than proactive in addressing organizational problems. According to Northouse (2018), managers respond to existing problems using various means such as applying punishment, criticism, negative feedback, and other forms that rely on their powers. Lastly, management -by- exception (passive) is similar to management -by- exception (active); however, passive leaders do not actively monitor performance but instead wait until deviations occur and then implement corrective action. In this style, leaders allow the status quo to exist as long as the old ways are working. If things go wrong, however, the leader will take corrective action. The transformational-transactional leadership theory was applied to this study because the study aimed to determine if a relationship existed between transformational leadership behaviors and employee commitment.

2. 2. Employee Commitment

Over the years, employee commitment has been extensively discussed in the field of human resource management. Employee commitment is the core of a worker's identification and involvement in an organization (Nor, et al., 2021). Soelton et al. (2020) define employee commitment as a strong desire to maintain being a member of a specific institution with a willingness to use all efforts on behalf of the organization while maintaining a strong belief and acceptance of the organization's values and goals. Thus, commitment denotes both the behavioral tendencies and the feelings that workers have towards an entity. According to Abimbola et al. (2020), employee commitment means that employees devote their energy to executing their duties, which stems from a sense of obligation to the organization.

Abasilim et al. (2019) argued that employees' commitment has to do with an individual's affection for an entity and the conviction in its goals and making an effort to meet those goals by remaining part of that entity. It frequently indicates the workers' beliefs in the firm's goals and mission, willingness to expend effort in their accomplishments, and intentions to continue working there (Simiyu & Mbithi, 2019). Noermijati and Azzuhri (2018) stated that employees who have high commitment are expected to have a high sense of belonging to the organization. In other words, these attitudes reflect worker loyalty to the organization, which is a continuous process (Noermijatia, et al., 2021). In general, employee commitment reflects a psychological state that features the employees' relationship with the entity, which has implications for their decision to continue or discontinue membership in the entity (Nasimiyu & Egessa, 2021).

Other researchers defined employee's organizational commitment as employees' psychological attachment to their organization (Broccardo et al., 2019; Cho et al., 2019; Lee & Hidayat, 2018; Shinkevich et al., 2019). Furthermore, it can be described as a psychological condition between the organization and the employee (Ramalho-Luz, Paula &

Oliveira, 2018). Finally, Suharto et al. (2020) explain employee commitment as "a psychological state that features the employee working relationship with the firm and has effects on the decision to continue or discontinue membership in the firm."

2. 3 Dimensions of Employee Commitment
Wang and Zhang (2020) posited that commitment is divided into affective dedication, normative commitment, and continuance commitment.

2.3.1. Affective Commitment
According to Wang and Zhang (2020), affective commitment is an employee's emotional attachment to organizational values. For example, how much an employee likes the firm. Affective commitment captures employees' identification and emotional attachment to the organization based on shared values and goals (Wang, 2021). Existing studies have drawn from the organizational identification literature to emphasize the importance of affective commitment in influencing employees' intention to stay in an organization. Affective commitment means an affective attachment to the firm. Individuals with high affective commitment levels have a partisan, emotional attachment to the organization (Keskes, et al., 2018). It influences personal characteristics, structural characteristics, and work experiences (Wang & Zhang 2020).

2.3.2. Continuance Commitment
Continuance commitment implies how much employees feel the need to stay at their organization (Wang &Zhang, 2020). Continuance commitment is related to acknowledging the costs of quitting an entity (Keskes, et al., 2018), and provides the underlying reason for workers' continuance commitment which lies in their demand to stay with the entity. Possible reasons for staying with entities differ, but the main reasons link to inadequate task alternatives and remuneration (Wang & Zhang, 2020). According to Wang (2021), the continuance commitment captures workers' desires to remain in an entity due to the awareness of departure costs. It includes utilizing reasoning to determine whether the merits of staying as an entity member would surpass the cost (Wang, 2021). Marcoux et al. (2021) posited that continuance commitment is an inadequate task alternative which implies that individuals remain in employment relationships due to the costs connected with leaving their job.

Workers may evaluate their pay and other job-related benefits by considering the possible losses and benefits in the case of moving to another organization (Wang, 2021). Marcoux et al. (2021) further urged that the calculative commitment may be based on the fear of losing all the gains that a person has made in their job. More so, calculative commitment depended on the idea that individuals remain in the job because they find an inadequate employment alternative in the labor market. Therefore, they finally suggested that calculative commitment is expressed as a sense of guilt towards the social or economic cost of leaving the firm.

2.3.3. Normative Commitment
The second dimension is normative commitment, which focuses on employees' obligation to stay with an organization because of personal values (Marcoux, et al, 2021). According to Marcoux et al. (2021), normative commitment happens when individuals feel a moral obligation to be committed to the organization's business. It relates to how much workers feel they should stay at their firm (Wang & Zhang 2020). Wang and Zhang (2020) stated that normatively dedicated workers generally feel they should stay at their firms. The individuals respond positively to the managers' requests because they may otherwise feel a heavy moral dissatisfaction (Marcoux, et al., 2021). The normative committed employees' sense that leaving their entity would have harmful outcomes and feel a sense of guilt about the likelihood of leaving (Wang & Zhang 2020). Hence, it comprises the perceived obligation to remain in the firm (Keskes, et al., 2018).

2. 4. Leadership Styles and Employee Commitment
Studies revealed that organizational commitment is superior for employees whose leaders show more concern for their employees' participation in decision making and who treat them with consideration and apply human face in all matters bordering on their well-being (Abasilim et al., 2018a; Abasilim, et al., 2018b). Leadership has relatively complex and fundamental dimensions that will influence employee commitment, including all internal aspects such as the value of honesty and integrity for all stakeholders in the organization (Cho et al., 2020; Shinkevich et al., 2019).

Several researchers (Broccardo et al., 2019: Cho et al., 2019; Shinkevich et al., 2019) showed that there was a positive association between leadership styles and employee organizational commitment. Yimam (2022) empirically exhibited that transformational and transactional leadership styles positively affect employee commitment. However, Mayowa-Adebara and Opeke (2019) reported that transformational leadership contributed relatively more to employee commitment than transactional leadership. While studies revealed a significant relationship between transactional leadership style and employee commitment, Abasilim et al.'s (2019) research reported a small insignificant negative relationship between transactional leadership and employees' commitment. Donkor et al. (2021) revealed in a study that when transformational leadership is high, commitment to the organization rises, thereby increasing employee performance.

On the other hand, when transactional leadership increases, dedication decreases in an organization, causing workers' performance to diminish. Nguyen et al. (2022) confirmed the transactional leadership style as the least influential leadership style on employee commitment. This revealed that transactional leaders must clear workers' doubts by communicating contingent rewards to introduce positive relationships within institutions. Also, Cilek (2019) contended that leadership, particularly in the aspects of

encouragement, support, autonomy, and transformational style, will, in general, empower higher organizational commitment.

As a result of the improvement of employee commitment level by transformational leadership style, this leadership style can reduce the intention to quit by building loyalty, and trust, improving job satisfaction, and increasing employee performance. This study created a conceptual model, as presented in Figure 2.1.

Figure 2.1: Conceptual Module
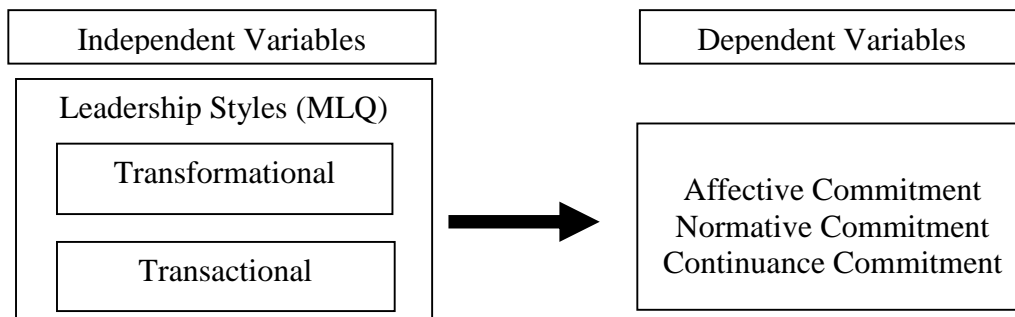
Source: Authors Construct, 2022

This study assumed that teachers' commitment could be hindered or helped by some specific leadership styles. The following hypotheses were therefore developed based on the conceptual module:

Hypothesis 1a: There is a relevant positive relationship between transformational leadership style and affective commitment.

Hypothesis 1b: There is a relevant positive relationship between transformational leadership style and employees' normative commitment.

Hypothesis 1c: There is a relevant positive relationship between transformational leadership style and employees' continuance commitment.

3. METHODOLOGY

The study employed a descriptive survey. The target population consisted of high school teachers in Idaho, totaling one hundred (100). A sample size of eighty (80) was selected out of the hundred (100) population utilizing Krejcie and Morgan (1970) sample size table.

The sampling approach employed for the study was convenience sampling which supports getting quick access to information from respondents who were available and willing to participate in the study.

The study utilized a primary source of data derived from one set of questionnaires administered to respondents. Bass and Avolio's (2004) Multifactor Leadership Questionnaire (MLQ) was adopted to assess leadership styles. The questionnaire consists of 31 items. 19 of the items measure the transformational leadership style and comprise idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Also, 12 of the items measure transactional leadership style and comprise contingent reward, management-by-exception (active), and management-by-exception (passive). Along with this, the 18-item scale of organizational commitment questionnaire (OCQ) developed by Meyer and Allen (1997) was used to measure affective, continuance, and normative commitment. A five-point Likert-type scale was utilized for the study.

The internal consistency was measured and reliability analysis showed that the scale demonstrated an internal consistency of 0.72 ($\alpha = 0.72$) for transformational, 0.75 ($\alpha = 0.75$) for transactional, and employee commitment was 0.71 ($\alpha = 0.71$) which were good. All the questionnaires were coded into a spreadsheet application, grouped under the various themes and concepts based on the questionnaire, and then transferred into an SPSS program for the data analysis. Percentages, Mean scores, and linear regression were employed for the analysis of the study. The research results were interpreted and discussed by comparing with that of the literature accordingly.

4. RESULTS

4.1. The Effect of Leadership Style on Employees' Commitment

To test the hypotheses H_{1a}, H_{1b}, and H_{1c}, descriptive statistics and stepwise regression analysis were calculated as presented in Table 1.

Table 1. Description of Variables

	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Deviation Statistic	Skewness Statistic	Kurtosis Statistic
Transformational Leadership	2.0	4.0	2.90	.409	-.753	.532
Transactional Leadership	2.0	4.0	2.88	.402	-1.014	2.259
Affective commitment	2.0	4.0	2.91	.363	.329	-.097
Normative commitment	2.0	4.0	3.74	2.139	.395	.084
Continuance commitment	1.0	4.0	2.81	.731	-.444	-.378

This section of the analysis presents the descriptive statistics of the independent and dependent variables presented in the study. The minimum values of the variables ranged between 1.0 -2.0. Continuance Commitment had the lowest minimum value of 1.0, while the rest of the variables had the highest minimum value of 2.0. All the variables had the same maximum value of 4.00. Continuance commitment had the lowest mean score value of 2.81, while normative commitment also had the highest mean score value of 3.74. The descriptive statistics also showed that the standard deviation values of the variables ranged from 2.139-.363. The affective commitment had the lowest standard deviation value of .363, while normative commitment had the highest standard deviation value of 2.139. The skewness and kurtosis values of the constructs were all in the range of +2 and -1, which shows that all the variables were normally distributed.

4. 2. The Effect of Transformational Leadership Style on Teachers' Commitment

The primary objective of the study sought to find out about the effect of leadership style on teachers' commitment. The following findings revealed an in-depth explanation. To analyze the relationship between transformational leadership style on teachers' commitment (affective, normative, and continuance), the transformational Leadership culture variable was computed by averaging all responses on transformational Leadership constructs. The same was done for employees' commitment, and then a simple regression was adopted. A summary of transformational leadership as independent variable and employees' commitment as a dependent is presented in Tables 2.

Table 2. Summary of Regression on Transformational Leadership and Affective commitment

Variables	Adjusted R Square	β-value	Model fit	sig
Transformational Leadership				
Affective commitment	.195	.453	.000	.000
Transformational Leadership				
Normative commitment	-.011	-.045	.693	.693
Transformational Leadership				
Continuance commitment	.024	.191	.090	.090

Source: Field Data, 2022

According to results from Table 3, the adjusted r-squared value of .195 gives the implication that 19.5% of the variability in affective commitment could be as a result of the transformational leadership style. Thus, the adjusted R-square value accounted for .195, which means that a 1% change in the transformational leadership style will result in a 19.5% increase in affective commitment.

The correlation coefficient and their respective significant values showed both the direction of the relationship and also the significance of the relationship existing between transformational leadership style and affective. The results proved that there exists a significant positive relationship between transformational leadership style and employees' affective commitment (β=.453, sig. =.000) since the p-value

associated with the beta value was less than 0.005. This gives the implication that, as much as a transformational leadership style is exhibited more, the more teachers get emotionally attached to the school. Hypothesis 1a was therefore supported.

Furthermore, the findings showed an insignificant negative relationship between transformational leadership style and employees' normative commitment (adjusted r-square=-.011; β=-.045, sig. =.693). Hypothesis 1b was not supported. Moreover, an insignificant positive relationship also exists between transformational leadership style and employees' continuance commitment (adjusted r-square=.024; β=.191 p=.090). In this regard, hypothesis 1c was also not supported.

4. 3. The Effect of Transactional Leadership on Teachers' Commitment

In order to analyze the relationship between transactional leadership style on teachers' commitment (affective, normative, and continuance), the transactional leadership culture variable was computed by averaging all responses on transactional leadership constructs. The same was done for teachers' commitment, and then a simple regression was adopted. A summary of transactional leadership as independent and teachers' commitment as a dependent is presented in Tables 3.

Table 3. Summary of Regression on Transactional Leadership and Affective Commitment

Variables	Adjusted R Square	β-value	Model fit	sig
Transactional Leadership				
Affective commitment	.188	.445	.000	.000
Transactional Leadership				
Normative commitment	-.012	-.024	.833	.833
Transactional Leadership				
Continual commitment	.019	.178	.114	.114

Source: Field Data, 2022

The results proved a significant positive relationship between transactional leadership style and teachers' affective commitment (β=.445, p=.000) since the significant value associated with the beta value was less than 0.005. This implies that as more transactional leadership style is exhibited, the more teachers get emotionally attached to the school. Furthermore, the findings showed an insignificant negative relationship between transactional leadership style and teachers' normative commitment (adjusted r-square=-.012; β=-.024, sig. =.833). Moreover, an insignificant positive relationship also exists between transactional leadership style and teachers' continuance commitment (adjusted r-square=.019; β=.178, p=.114).

5. DISCUSSION OF FINDINGS

5.1. Level of Employee Commitment at Idaho High Schools.

The study's first objective was to determine the level of employee commitment at Idaho High Schools. The range of response to the level of teachers' commitment to their school was low, which means that they were not frequently committed to the school. Thus, they were committed but not all the time or frequently. The level of normative commitment was high with a mean score of 3.74, followed by affective (2.91) and continuance commitment (2.81). However, their response to the statements: "I do not feel emotionally attached

to this school," "I do not feel a strong sense of belonging to this school," and "I do not feel any obligation to remain with my current employer" were sometimes negative. This implies that teachers considering it an obligation to be consistently loyal to their school, as indicated by Noermijatia et al. (2021), demonstrates their wavering commitment. If they sometimes do not feel loyal or sometimes do not feel a sense of belonging, it can lead to attrition.

5.2. Transformational and Transactional Leadership styles on Teachers' Affective Commitment

Objective two of the study sought to determine the effects of transformational and transactional leadership styles on teachers' affective commitment in Idaho High Schools. It was revealed from the findings that there exists a significant positive relationship between a transformational leadership style and teachers' affective commitment (β=.453, sig. =.000) since the p-value associated with the beta value was less than 0.005. The adjusted R-square value accounted for .195, which means that a 1% change in transformational leadership style will result in a 19.5% increase in affective commitment. Besides, the results proved a significant positive relationship between transactional leadership style and teachers' affective commitment (β=.445, p=.0000) since the significant value associated with the beta value was less than 0.005. This implies that, as the transactional leadership style is exhibited, the more teachers get emotionally attached to the school.

Similar to this study is Zainuddin and Asaari (2020) who reported a positive relationship between transactional leadership styles and employee affective commitment. The adjusted R-square value accounted for .188, which means that a 1% change in transformational leadership style will result in an 18.8% increase in affective commitment. This implies that as transformational leadership inspires teachers within the school, the more they become affectively committed to their profession. According to Tintoré (2019), transformational leaders also enable others to attain job satisfaction by driving appropriate feedback that serves to direct followers and keep them motivated toward reaching the institution's goals. This means that through the strength of their vision and personality, transformational leaders can inspire subordinates to change their expectations, beliefs, and motivations and work towards common goals. Hence, the more they transformed teachers with these potentials, the more their affective commitment would increase, and vice versa. The study agrees with Ndlovu et al. (2018), who found a positive relationship between transformational leadership style and employee affective commitment.

5.3. Transformational and Transactional Leadership Styles on Teachers' Normative Commitment

The second objective determined the effects of transformational and transactional leadership styles on teachers' normative commitment in Idaho High Schools. It was discovered that an insignificant negative relationship exists between transformational leadership style and teachers' normative commitment (adjusted r-square=-.011; β=-.045, sig. =.693). The study further revealed an insignificant negative relationship between transactional leadership style and employees' normative commitment (adjusted r-square=-.012; β=-.024, sig. =.833). Hypothesis 2b was not supported. Like this study, Abasilim et al.'s (2019) research reported an insignificant small negative relationship between transactional leadership and employees' commitment. However, the study's finding is not consistent with literature to a greater extent as the study conducted by Zainuddin and Asaari (2020) found a positive relationship between transactional leadership style and employees affective, normative, and continuance commitment. However, this study contrasts that of previous literature to a greater extent as it established an insignificant negative relationship between transactional leadership style and employees' normative commitment. Several researchers have suggested that transformational leadership encourages followers to accomplish more than what would normally be expected of them, and they are motivated to relinquish their own interests for the good of employees or the organization (Ramos-Garza & Ramos-Garza, 2019; Alqatawenh, 2018; Rosenbach, 2018). This means that as leaders encouraged subordinates, they become committed to working even beyond the job description. However, this study is not in agreement with this report by researchers. It seems both transactional and transformational leadership is not reflecting positively on

teachers' normative commitment. According to Gilles et al. (2021), normative commitment is about employee feelings of obligation to stay with an organization because of pressures from others. As a result, teachers seem to lack the obligation to stay with the school because of pressures from others (i.e., leaders).

5.4. Transformational and Transactional Leadership Styles on Teachers' Continuance Commitment

The last objective sought to determine the effect of transformational and transactional leadership styles on the teachers' continuance commitment in Idaho High Schools. It was attested that an insignificant positive relationship exists between transformational leadership style and teachers' continuance commitment (adjusted r-square=.024; β=.191 p=.090). In this regard, hypothesis 1c was also not supported. An insignificant positive relationship also exists between transactional leadership style and teachers' continuance commitment (adjusted r-square=.019; β=.178, p=.114). This study is not in congruence with researchers like Yimam (2022) and Puni et al. (2020), who reported a significant positive relationship between transformational and transactional leadership and employees' commitment. Continuance commitment describes the worker's investment in the organization, for example, their contributions, organization-specific skills that may not be transferable, time, and effort. This means that teachers lack the inspiration, motivation, and encouragement, which, according to Ramos-Garza and Ramos-Garza (2019), is exhibited by leaders to followers to perform.

6. RECOMMENDATION

This study assessed the effect of transformational and transactional leadership styles on employee commitment at Idaho High Schools. The following is recommended based on the findings: Firstly, emphasis should be placed on regular leadership training and seminars for heads and supervisors within the school on how to make use of different leadership styles/approaches to enhance teachers' commitment. This recommendation is relevant because transformational and transactional leadership styles can only enhance employees' affective commitment out of the three commitment types. Besides, the school's management should pay attention to remuneration packages such as an increase in wages/salaries and provide good avenues to award outstanding teachers through yearly award programs, which will motivate teachers to feel a sense of moral obligation to remain at the school. Lastly, management is demanding to enhance employees' continuance commitment by introducing good career advancement opportunities for teachers. Scholarship packages for teaching staff to further their postgraduate education by enrolling in advanced degree or other professional programs abroad will motivate them to remain committed to the school. The study recommends that future researchers replicate this study in other private and public high schools in Idaho.

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