

**INFLUENCE OF HEADTEACHERS' LEADERSHIP STYLES ON
TEACHERS' JOB COMMITMENT IN PUBLIC PRIMARY
SCHOOLS IN MACHAKOS SUBCOUNTY, MACHAKOS
COUNTY, KENYA**

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DECLARATION

This project report is my original work and has not been presented for a degree award in any other university.

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DEDICATION

This project is dedicated to my dear family members; my children Meshack Kelly and Sean Muthengi my colleagues; Joyce Mwango and Francis Ndambuki and to my friends; Jennifer Mbatu and Catherine Mutanu

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I feel humbled to glorify the Lord Jesus Christ as I acknowledge that the compilation of this project was out of great cooperation of several people. To mention a few, my supervisors Dr. Jeremiah M Kalai and Dr. Ursulla Okoth who tirelessly guided me all through compassionately. God bless you abundantly.

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ABBREVIATIONS AND ACRONYMS

GOK	:	Government of Kenya
K.C.P.E	:	Kenya Certificate of Primary Education
KEMI	:	Kenya Educational Management Institute
MOEST	:	Ministry of Education, Science and Technology
QASO	:	Quality Assurance and Standards Office
SPSS	:	Statistical Package for Social Science

ABSTRACT

The purpose of the study was to investigate the influence of headteachers' leadership styles on teachers' job commitment in public primary schools in Machakos sub county, Kenya. The study's objectives sought to determine the extent to which headteachers' use of transactional, transformational democratic and autocratic leadership styles influenced teachers' commitment in public primary schools in Machakos Sub- County. The study was guided by equity theory. The study used descriptive survey design. The study respondents were both primary school headteachers and teachers. The target population of the study was 57 headteachers, 113 public primary schools and 650 primary school teachers. The headteachers, teachers and the schools were stratified per division after which simple random sampling was used to select them. The study used questionnaire for both headteachers and teachers. Content validity of the research instruments was ascertained by a team of experts in Educational Administration and through piloting of the test items while reliability of the questionnaires was ascertained by a test-re-test technique where a coefficient of stability of the questionnaire obtained was 0.92 using the Pearson's product moment formula. Data was collected by use of questionnaires for both headteachers and teachers. The data was analyzed by use of SPSS programme. Descriptive statistics was used to analyse teachers' demographic data and the responses on head teachers' leadership styles influencing teachers' job commitment. Responses on headteachers' leadership styles were cross tabulated with teachers' level of commitment to determine the varying influences of leadership styles on teacher commitment. Pearson test was used to analyze the degree of relationship between headteachers' leadership styles and teachers' job commitment while Chi square was used to determine the level and degree of significance between headteachers' leadership styles and teachers' commitment to duty. The results from the questionnaires were presented in frequency tables, bar graphs, pie charts and regression tables. The findings of the study were that head teachers practiced transactional, transformative, democratic and autocratic leadership styles at varying levels. The study established that all the teachers showed moderate commitment in their job. There was significant relationship between headteachers' use of transformative, democratic, transactional and autocratic leadership styles and teachers' job commitment at significant levels between of 0.001, 0.003, 0.004 and 0.005 respectively. The study concluded that transformational leadership style highly influenced teachers' job commitment in public primary schools in Machakos Sub County. The study recommends that headteachers need to establish a pleasant teaching and learning climate in their schools to enhance teacher commitment in their duties.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Leadership is a major and basic concern for organizations and institutions all over the world. The success of any institution is determined and measured by the efficiency of its leader. Leadership skills are considered as the basis of all administration operations. Leadership has been defined differently by scholars. Adesina (2011) defines leadership as the ability to get things done with the support and cooperation of other people within the institution, organization, or system. Leadership can also be explained as a development of a clear and complete system of expectations in order to identify, evoke and use the potentials of all resources in the organization (Ololube, 2004). In view of the foregoing leadership is the kind of influence under which followers accept willingly the direction and control of another person.

Several researchers have defined leadership style differently. Chandan (2007) defined leadership styles as the patterns of behaviour used by leaders in attempting to influence group members and to make decisions regarding the mission, strategy, and operations of group activities while Okumbe (2001) on the other hand defines leadership styles as particular behaviours applied by a leader to motivate subordinates to achieve the objectives of the organization. In view of the foregoing, leadership style refers to the underlying needs of the leader that motivate his behavior (Okeniyi, 2005).

Holdford (2003) notes that leadership styles that exist include; autocratic, democratic, transactional and transformative leadership styles among many others. On one hand,

considering the leadership styles of the managers and on the other hand, employees' commitment to serve are valuable factors to achieve the organizational goals. Sauer (2011) in study on secondary school leadership in Yimbo region in Nigeria confirms the importance of leadership and its effect on the commitment of employees. Sauer's study explained the importance of leadership behavior and how the leaders' style of leadership affects commitment of employees in an organization.

Employee commitment is identified as a psychological state that binds an individual to a course of action of relevance to one or more targets in an organization (Meyer and Herscovitch, (2001). Hunt and Morgan (2004) reported that employee commitment is marked by a strong desire to maintain membership within the same organization, acceptance of organizations' goals and value and the willingness to apply considerable effort on behalf of the organization. Employees who are committed to their respective organization are more likely not only to remain with the organization but are also likely to exert more efforts on behalf of the organization and work towards its success and therefore are also likely to exhibit better performance than the uncommitted employees. The committed employees have been found to be more creative and are less likely to leave an organization than those who are uncommitted (Porter, 2004). The foregoing highlights indicate that for sustained productivity, employee commitment is an important factors in all organizations hence the desire for this study.

At school level leadership style is the process through which the headteacher influences teachers or other institutional members in the attainment of educational goals (Olaniyan, 2006). According to Clark (2000), leadership style in school context is the manner and approach in which the headteacher provides direction, implements

plans, and motivates school members so as to achieve organizational goals. This therefore means that leadership style and the effectiveness of interactions between leaders and the teacher is an important determinant of teacher commitment to their duties.

Leadership style is one of the main factors that determine the effectiveness of the headteacher. Headteachers' leadership style reflects how the leader manages work, which affects the commitment of the teachers (Lwasif, 2005). Subramaniam (2011) pointed out that it is important to study leadership styles in schools for they are significant for institutional success. For the educational process to achieve its goals, it needs teachers who are committed to their duties. At the same time, teachers need support to increase their commitment which comes about through headteachers' effective leadership styles (Johnson, 2007).

Headteachers who support their teachers, promote in them self-confidence and hold teachers in high esteem. It is through such support that teachers perform well and improve their commitment. Teachers' commitment and, headteachers' leadership styles are positively correlated because the factors associated with leaders in their organizations guide teachers' activities in a desired direction to achieve the organizational objectives. Headteachers' leadership styles are the deciding factors in the organization's efficiency. School leadership leads to specific outcomes, such as productivity, ownership of school goals, teacher commitment to duty and increase teachers' self-esteem (Syptak, 2001). It is in the light of the fore going that this study investigates the influence of headteachers' leadership styles on teachers' commitment in their duties.

In Kenya, schools like other organizations are advancing in complexity with an increasing number of factors that impact on schools management and teacher

commitment. Teachers' commitment according to Robert (2008) is the act of the teacher accomplishing or executing given tasks. On the other hand (Obilade, 2009) defined teachers' commitment as the duties performed by a teacher at a particular period in the school system in achieving educational goals. An analysis of headteachers' leadership style and teachers' commitment reveal how they correlate in the promotion of school goals and achievement which forms the basis of this study.

Teacher commitment to duty has been identified as one of the most critical factors for the future success of education and schools (Huberman, 1993). Teacher commitment is closely connected to how they work and their ability to innovate and to integrate new ideas into their own practice. It is indicated by punctuality and attendance to duties by the teacher, staff turnover in schools, as well as pupils' performance in examinations (Firestone and Graham, 1996). Elliott & Crosswell, (2001) argue that there is a strong connection between head teachers' leadership style, teacher commitment and the teachers' passion for the work of teaching.

In fostering teacher commitment in schools headteachers are required to exhibit effective leadership in schools, to enhance better commitment among teachers. Head teachers' leadership styles are the determinants of teachers' commitment in their schools. Supporting this argument, (Adepoju, 2006) asserted that indicators of teachers' commitment include effective teaching, lesson notes preparation, preparation and effective use of schemes of work, effective examination supervision, monitoring of students work, disciplinary ability, good results in exams among others. In this regard, the teachers' commitment is measured through performance of pupils in national and internal examinations, annual appraisal reports in terms of commitment in teaching, lesson preparation, and lesson presentation, mastery of subject matter, competence, teachers' commitment and extra-curricular activities.

Other areas of assessment include effective leadership, supervision of students work, class control and discipline of the students. Teachers are effectively committed to their work under different leadership styles hence headteachers are expected to encourage effective commitment of their teachers by identifying their needs and trying to satisfy or meet them. The foregoing emerging trends in teacher commitment in schools create the concern for this study which seeks to establish the influence of headteachers' leadership styles on the commitment of teachers in terms of their duties in Machakos Sub County.

A study done by Okeniyi, (2005) found that teacher related factors like absenteeism from duty, frequent requests for transfers to other schools, poor subject preparation reduce the commitment of teachers in their duty and hence this contributes to poor results from learners in national examinations. The foregoing concerns notably reduce the quality of education offered to learners in many schools. In Machakos Sub County for instance, being an urban setting has adequate instructional materials and teacher pupil ratio is better as compared to other sub counties but the performance of pupils in KCPE has not been very impressive.

Over the years, the performance of the Machakos sub county in Kenya Certificate of Primary Education (KCPE) has not been good compared to her neighboring sub counties as shown in the table below.

Table 1.1: A comparison of KCPE performance within the Machakos County between 2012–2014

Sub county	Year		
	2012	2013	2014
Athi River	272.00	273.78	270.67
Yatta	267.34	270.66	269.34
Mwala	266.88	267.75	266.75
Matungulu	252.54	263.20	259.58
Kathiani	251.46	257.12	253.23
Machakos	248.87	251.50	250.22

Source: Kenya National Examination Council

KCPE Machakos County summary analysis (2014)

The above statistics indicate Machakos Sub County has not been performing well in KCPE compared to the other subcountys’ in Machakos County. The cause for the declining exams results is unknown for there has not been sufficient studies to explain the trend. While many explanations may be given for this trend, leadership in schools and commitment of teachers may have contributed given that teachers are the key facilitators of education in class. Therefore, there was a need to uncover the relationship that exists between headteachers’ leadership styles and teachers’ commitment to duty in Machakos Sub County.

1.2 Statement of the problem

Teacher commitment is reflected by effective teaching, timely teacher preparation, effective examination supervision, monitoring of students work, disciplinary ability and good results in exams among others. Teacher commitment which largely determines the success of any education system is one of the major goals of an education system in a Country. Headteachers as leaders focus on helping teachers to

improve their classroom commitment and make academic instruction as their schools top priority.

The mismatch between leadership styles employed by the head teachers and the commitment by the teachers lead poor teacher commitment. Cases have been reported in schools where leaders' priorities are in constant conflict with teachers' commitment leading to poor achievement of goals set within an education center (Nguni, 2006).

An assessment report by the Quality Assurance and Standards Office Machakos Sub county holds that there were twenty cases in schools where teachers rebelled against their headteachers due to poor leadership styles.(QASO Annual Report, 2014).Ten cases have been recorded where headteachers were locked out of their offices due to leadership styles that the parents, teachers and students were not pleased with (Machakos Sub county Annual report,2014).This state of affairs may be among the problems that currently hamper the achievement of school goals and at the same time influence the commitment of teachers. The foregoing situations reduce the level of commitment affecting the teaching and learning process and cause undesirable outcome such as failure of pupils in examination, pupils' indiscipline, teacher absenteeism and poor instructional activities at schools. A study done by Nguni (2006) on effects of Principals' leadership styles on teacher commitment in Gucha District points out that there is a high relationship between leadership styles employed by the Principal and the performance of teachers' duty. This study was informed by the emerging concerns in school leadership and sought to investigate the influence of headteachers' leadership styles on the commitment of teachers to duty.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of headteachers' leadership styles on teachers' commitment in public primary schools in Machakos sub county, Kenya

1.4 Objectives of the study

The study was guided by the following objectives:-

- i. To determine the extent to which headteachers' use of transactional leadership style influences teachers' commitment in public primary schools in Machakos Sub- County.
- ii. To establish the extent to which headteachers' use of transformative leadership style influences teachers' commitment in public primary schools in Machakos Sub County.
- iii. To determine the extent to which headteachers' use of democratic leadership style influences teachers' commitment in public primary schools in Machakos Sub County.
- iv. To determine the extent to which headteachers' use of autocratic leadership style influences teachers' commitment in public primary schools in Machakos Sub County.

1.5 Research questions

- i. How does headteachers' use of transactional leadership style influence teachers' commitment in public primary schools in Machakos Sub County?

- ii. In what ways does headteachers' use of transformative leadership style influence teachers' commitment in public primary schools in Machakos Sub County?
- iii. To what extent does headteachers' use of democratic leadership style influence teachers' commitment in public primary schools in Machakos Sub County?
- iv. To what extent does headteachers' use of autocratic leadership style influence teachers' commitment in public primary schools in Machakos Sub County?

1.6 Significance of the study

The study findings may assist the school leaders to be informed of the suitable leadership styles against the level of teacher commitment and may shed light on the efficient leadership styles appropriate to be used to improve teachers' commitment. The study would also assist headteachers, heads of training institutions, Boards of Managements with new knowledge and practical actions that leaders in institutions of learning can do to make the teachers more committed to their work. It may also inform the curriculum training institutions like KEMI on leadership training of headteachers.

1.7 Limitations of the study

The major limitation of this study was that some respondents were unwilling to divulge information in fear of their headteachers and thus curtailed clear data collection. The researcher guaranteed them that their identity would be treated with confidentiality. The teachers felt that the given information would probably taint their schools' image. To overcome the limitations, the researcher assured respondents that

the information given in form of responses would be treated with confidentiality and that it was exclusively for academic purposes.

1.8 Delimitations of the study

Delimitations are those characteristics that define the boundaries of the study. The study was confined to teachers in public primary schools in Machakos Sub County. Teachers were the main respondents because they are the direct implementers of the researcher's concern.

1.9 Basic assumptions of the study

The study was based on the assumption that

- i. The respondents were cooperative and provided reliable responses
- ii. The teachers in primary schools were committed in their duties.

1.10 Definitions of Significant terms

Autocratic leadership- refers to a form of leadership where the headteacher has complete control and makes decisions without reference to teachers and non teaching staff in public primary schools in Machakos Sub County.

Democratic leadership- consists of the headteacher sharing the decision-making process with teachers and non-teaching staff by promoting the interests of the group members and by practicing social equality in public primary schools in Machakos Sub county.

Leadership style: refers to the perceived way of headteachers providing direction, implementing plans, and motivating people to achieve certain goals in public primary schools which could be autocratic, democratic ,transaction or transformative in Machakos Sub county.

Transformational leadership: refer to leadership characterized by a headteacher not

being limited by his or her followers' perception but seeks to work to change or transform his or her followers' needs and redirect their thinking in public primary schools in Machakos Sub County.

Transactional leadership: refers to leadership that focuses on head teachers motivating the followers through a system of rewards and punishments in public primary schools in Machakos Sub County.

Teacher Commitment: refers to the efforts made by teachers in promoting and promoting education in public primary schools in Machakos Sub County. It is indicated by punctuality to duty, good performance in examination results, and preparation of professional documents among others.

1.11 Organization of the study

The study was organized in five chapters. Chapter one dealt with the research problem and its clarifying components including the background to the study, problem statement, research objectives, limitations, delimitations, and assumptions of the study. Chapter two introduced the review of related literature. Chapter three discussed research methodology covering research design, target population and sample size. Research instruments, reliability and validity of the research instruments were discussed followed by the procedure for data analysis. Chapter four, dealt with data analysis, presentation and interpretation. Chapter five presented a summary of the study findings, conclusions and recommendations based on study findings and suggested areas for further study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature review focuses on reviewed literature under headings on leadership and leadership styles, transactional, transformative, democratic and autocratic leadership style and teacher commitment, summary of the literature review, theoretical framework and conceptual frame work as used in the study.

2.2 Concept of leadership styles and teacher commitment

The term leadership has been a subject of discussion and research work especially in the field of management and organizational development. Several approaches have been employed to provide meaning to the term leadership. Adlam (2003) posits that the concept of leadership involves inducing compliance, respect and cooperation. In this perspective, leader exercises power over the followers to obtain their cooperation. Schermerhorn (2000) defines leadership as a case of interpersonal influence that get individuals, or groups of people to do what the leader wants to be done.

Sergiovanni (1999), perceive leadership style as the design a leader employs to influence the behavior of individuals. According to Sergiovanni leadership is the act of leading, which reflects the leader's values, vision, experiences, personality and ability to use past experiences to tackle the situation at hand. Dubrin (2008) observes that leadership styles in schools influence the commitment of teachers in areas of

working conditions. He observes leadership styles that recognizes the job of the teachers and appreciates their efforts leads to higher teacher commitment to duty. Leadership style that builds followers' confidence in their job makes the followers to be effective on their job. Sashkin and Sashkin (2003) maintain that leadership styles matters because leaders help reduce ambiguity and uncertainty in organizations or society by stressing the standards of the organization For schools the headteacher stresses issues of class attendance and teacher preparation in teaching. Leaders take constructive acts to achieve long-term goals and provide clear positive reasons for their actions, goals, and accomplishments. In essence, leaders add clarity and direction to life and make life more meaningful.

In view of the afore-stated views and the context of this study, leadership style will be perceived as the ability of the headteacher to relate with the teachers such that the flairs that are embedded in individual teachers are liberated, causing them to constantly see and seize opportunities to improve organizational performance and enhance individual development leadership styles are an integral part of this study for they largely influence the commitment of employees to duty.

2.3 Transactional leadership style and teacher commitment

Transactional leadership occurs when one person takes the initiative in making contact with the others for the purpose of exchanging ideas (Bass & Avolio 1998). This type of leader motivates the staff by attracting or appealing to their self-interest, the focus is on rewards as an external motivating factor. In this case, performance and target are achieved through the use of rewards. This type of leader follows standard and task-based goals(Rehman and Shareef, 2012).

Bass and Avolio (1998) suggests that transactional leaders influence the organizational commitment of followers, encouraging them to think critically by using novel approaches, involving them in the decision-making processes and inspiring loyalty, while recognizing and appreciating the different needs of each follower to develop their personal potential. In addition, Farahani, Taghadosi and Behboudi (2011) suggest that transactional leadership is a strategic organization development intervention, designed to enhance the impact of leadership on commitment. Committed employees, working in an environment of trust, flexibility, and empowerment, are expected to act in the best interests of an organization. Transactional leadership is an exchange relationship that involves the reward of effort, productivity and loyalty.

Transactional leaders emphasize higher motive development, and arouse the motivation and positive emotions of followers by means of creating and representing an inspiring vision of the future (Bass & Avolio 1993). Transactional leaders are those who motivate their followers to perform beyond expectation by raising the follower's confidence levels and providing support for developing to higher levels. Followers feel a greater degree of respect and trust for the leader. One of the most important aspects in dealing with the leadership is the personality attributes and traits of leaders is that the personality attributes and traits affect the behaviour of the individual leader (Ahmadi, Ahmadi & Zohrabi 2012).

Lewis (2007) in a study of employee commitment in federal schools in Australia found out that transactional leadership was positively related to teacher commitment in their duties while in contrast Saur (2011) found no relationship between transactional leadership and teacher commitment in schools in San Francisco where

transactional leadership was prevalent. Robbert (2008) carried out a research on local authority schools in Ireland in Britain and found out that teachers were highly committed in their duties where their leaders used rewards to motivate them.

Headteachers who use transactional leadership style motivate the teachers who then commit themselves to work. This study is borne out of the desire to investigate the influence of headteachers' use of transactional leadership styles on teachers' commitment in public primary schools in Machakos Sub County.

2.4 Transformational leadership style and teacher commitment

Transformational leadership style is based on the concept of working together to put in place a mechanism that will not only reap immediate benefits but future ones too.(Yeh, H, and Chien, S 2012).Most decisions are taken individually or by a small group of people. The management style opens the door wide for intellectual excitement, motivation through values and shared vision by participation in leadership activities.

Transformational leadership is defined as finding the current energy in the followers by creating an active environment in the organization and mobilizing this energy in the direction of the organization's objectives (Sezgin & Kiling, 2012). Further, Saif (2012) describes transformational leadership as a process of motivating subordinates in fulfilling their self-interest in order to achieve the organization's goals and pursue new directions for success. It is the role of the transformational leader to create a new vision and direction for the organizational renewal.

Transformative leadership style pulls and directs the teaching staff intrinsically towards the achievement of the scholastic target set by the school. This style of

leadership changes the perception and beliefs of the teaching staff to enhance their involvement and commitment in the organizational achievement (Bass, Avolio, Ju & Berson, 2003).

Transformational leaders affect the teaching staff in such a way that they develop trust, promote admiration towards leadership, and exhibit loyalty to the organization (Mester, Visser, Roodt & Kellerman 2003). Mester, Visser, Roodt & Kellerman, 2003 argue that they found a positive correlation between transformational leadership and how effective subordinates perceive leaders, how much effort they commit to their work, how satisfied they are with the leader, and how well the subordinates perform, as per their rating by the leader. Bono and Judge (2003) argue that there is considerable association between organizational commitment and transformational leadership. Chandan (2011) examined the effects of transformational leadership style of headteachers and teacher commitment among teachers in India and discovered that transformational leadership behavior of the headteacher indeed positively affected the teachers' duty commitment levels. Similarly John (2007) examined several schools from a sample of school teachers in America and observed that teachers who perceived their leaders as transformational leaders were highly committed in their duties.

Critics of transformational leadership however argue that there is little or no relationship between transformational leaders and employee commitment to duty. They argue teamwork leads to sluggishness among employees that reduce employee commitment (Adlam, 2003 and Anderson 2008). On the contrary, Hunt (2004) examined transformational leadership and teachers' job commitment in several schools in Israel and concluded that a positive relationship existed between

transformational leadership style of the school leader and teachers commitment in their duty. This observation formed the basis for this study by investigating the influence of headteachers' use of transformational leadership styles on teachers' commitment in public primary schools in Machakos Sub County.

2.5 Democratic leadership style and teacher commitment

According to Rosenfeld and Plax (2005), democratic leaders are said to have insight into their own motives and behaviors as well as those of others, work towards achieving specific goals with people whom they consider their equals, treat these others respectfully, and are willing to share both the rewards of their labors as well as their disappointments. Democratic leadership styles have been found to be more appropriate for complex and dynamic organizations in modern days. According to Montgomery (2006), democratic leadership works well when important organizational changes are required because the environment is changing rapidly and the organization needs to respond and break old routines. Democratic leadership style enhances team spirit approach in which leaders rely on the provision of clearly stated goals and inspirational tones to energize the workforce to a new mode of operation.

Research performed by Lewin, Lippit, and White (2006) observe that democratic and participatory styles created better work environments and an increase in production. Furthermore, the results of a meta-analysis conducted by Eby (2004) suggest that intrinsic motivation mediates the relationship between the participative leadership behavior of supervisors and the commitment of employees. Rafferty and Griffin (2006) have found that there is a positive association between democratic leadership and affective commitment. Besides, Scholl (1999) states that individuals that value loyalty show greater normative commitment to the organizations.

Tseng and Kang (2008) also observed that democratic leadership is positively related to continuance commitment and suggests that the leader with democratic style will build trust and empathizing on development with employee (Garg & Ramjee, 2013). Moreover, Koberg, Boss, Senjem, and Goodman (2009) found, among other things, that leader approachability (participative leadership style) was positively related to psychological empowerment, which led to increased organizational commitment. Headteachers who use democratic leadership elicit higher commitment levels among the teachers. Critics of participative leadership style however argue that it wastes time due to endless meetings and lead to confusion and lack of direction (Obilade, 2009 and Okeniyi, 2005). They argue that it reduces job morale and hence low employee commitment a desire this study wished to find out by investigating the influence of headteachers' use of democratic leadership styles on teachers' commitment in public primary schools in Machakos Sub County.

2.6 Autocratic leadership style and teacher commitment

This style is used when leaders tell their employees what they want done and how they want it done and how they want it accomplished without getting the advice of their followers. The leader issues orders and tells the group members to do that he or she wants to be done without consulting them. The leadership style has a dominating style personality. According to Adair (2004), autocratic leader control team members to reach a singular objective using unilateralism. This approach to leadership generally leads to passive resistance from team-members and requires continual pressure and order from the leader to get things done. Autocratic or directive leaders tend to lack insight about themselves and others, manipulate others to their own ends without consideration of others' feelings and without respect for them as people

(Rosenfeld & Plax, 2005). Highly autocratic leaders are likely to rely on task behaviors, rarely using relations behaviors.

As pointed out by Garg & Ramjee, 2013), authoritarian leadership works well in a highly stable environment when expertise is concentrated in the senior managers. Authoritarian leaders focus on commands, power position and use of fear to ensure compliance to symbolize the source of wisdom and direction Chou, Cheng, and Jen (2004) claimed authoritarian leadership means a leader stresses their unquestionable and absolute authority and that they will take stringent control and demand complete obedience over subordinates. Generally, it emphasizes control and obedience. Autocratic leaders retain the decision making rights for themselves and believe that their style is highly efficient.

However, this leadership style results in minimal or no innovation. Virtually, no personal or organizational change, growth and development are involved. Cooperation, achievement and commitment are restrained. These leaders can damage the organization irreparably as their followers are forced to carry out strategies and services in a very narrow way. There is no shared vision and very slightly motivation beyond coercion. Typically; commitment, creativity and innovation are eliminated by this leadership. In fact, most followers of autocratic leaders are described as biding their time, waiting for the inevitable failure this leadership produces and the removal of the leader that follows (Garg & Ramjee, 2013). This leadership style creates negative impact on employees' commitment.

Headteachers who use autocratic leadership style reduce teachers' morale, innovations which lead to low teacher commitment. However Research findings by Oyetuni (2006) on the effect of leadership styles on teacher commitment and productivity in

private schools in Wakiso District in Botswana indicated that autocratic leadership reaps results very quickly as subordinates work under pressure to meet deadline ensuring high level of commitment in duty performance. This study wishes to affirm or disaffirm the contention of the preceding observations by scholars by investigating the influence of headteachers' use of autocratic leadership styles on teachers' commitment in public primary schools in Machakos Sub County.

2.7 Summary of literature review

The literature review has shown that there are several leadership styles employed by headteachers in administration and management of primary schools. The leadership styles reviewed include; transactional, transformative, autocratic and democratic leadership styles. Different studies reviewed have shown that headteachers' use of transactional, transformative and democratic leadership styles is positively and highly linked to commitment of teachers in their duty (Bass and Avolio, 1998, Farahani, Taghadoshi and Behboudi, 2011 and Lewis, 2007). On the contrary others scholars refute the positive association between transformative, democratic and transactional leadership style and teacher commitment and argue these styles of leadership lead to teacher laxity and sluggardness and little commitment to duty (Adlam, 2003 and Anderson,2008).

Headteachers' use of autocratic leadership style ensures absolute compliance to work stipulates and controls teacher behaviour which leads to some degree of commitment (Garg and Ramje 2013, Cheng and Jen, 2004). However the same style leads to minimum innovation, little organizational growth and non-commitment to duty (Oyetuni, 2006).

From the studies reviewed and the foregoing scholarly observations it is evident that

headteachers' leadership styles greatly influence teachers' commitment in their duties. The literature review clearly shows that there exists a diverse relationship between leadership styles and teacher commitment. Few studies have actually tried to establish the relationship between headteachers leadership styles and teachers' commitment to duty in primary schools. It is quite evident that further research is needed to study and demonstrate the association between headteachers' leadership styles and teacher commitment to duty. The studies reviewed were carried in diverse environments. However none of these studies has looked at the influence of headteachers' leadership styles on teachers' commitment in public primary schools in Machakos Sub County. This study therefore sought to fill this knowledge gap.

2.8 Theoretical framework

The study was guided by Equity theory advanced by Adams. The theory proposes that individuals in organizations tend to compare the ratio of their input and outcome with the input-outcome ratio of other persons. The comparison person will always be in the same class, group and qualifications. The theory argues that a major input into the job performance is the degree of equity or inequity that people perceive in their work station. Based on this theory, leadership styles by the leader can create a conducive environment for workers where conditions guarantee equity in work that ensures high commitment. On the bases of the same theory, restrictive leadership styles reduce equity among individuals, de-motivate them and reduce their commitment in their duty. Equity theory sensitizes leaders that individuals make equity comparisons and that leadership styles used by the leader determine the degree of equity perceived by the employee hence employees' commitment to duty.

This theory was fit for this study because leadership styles in organizations may change the input-outcome ratio of the employees either positively or negatively leading to high or low commitment of the employees. It is from this theory that this study looked at the influence of headteachers' leadership styles to teachers' commitment in public primary schools in Machakos Sub County.

2.9 Conceptual framework

The study sought to establish the influence of headteachers leadership styles on teachers' commitment in public primary schools in Machakos Sub County. The conceptual framework of the study is presented in figure 1. 1

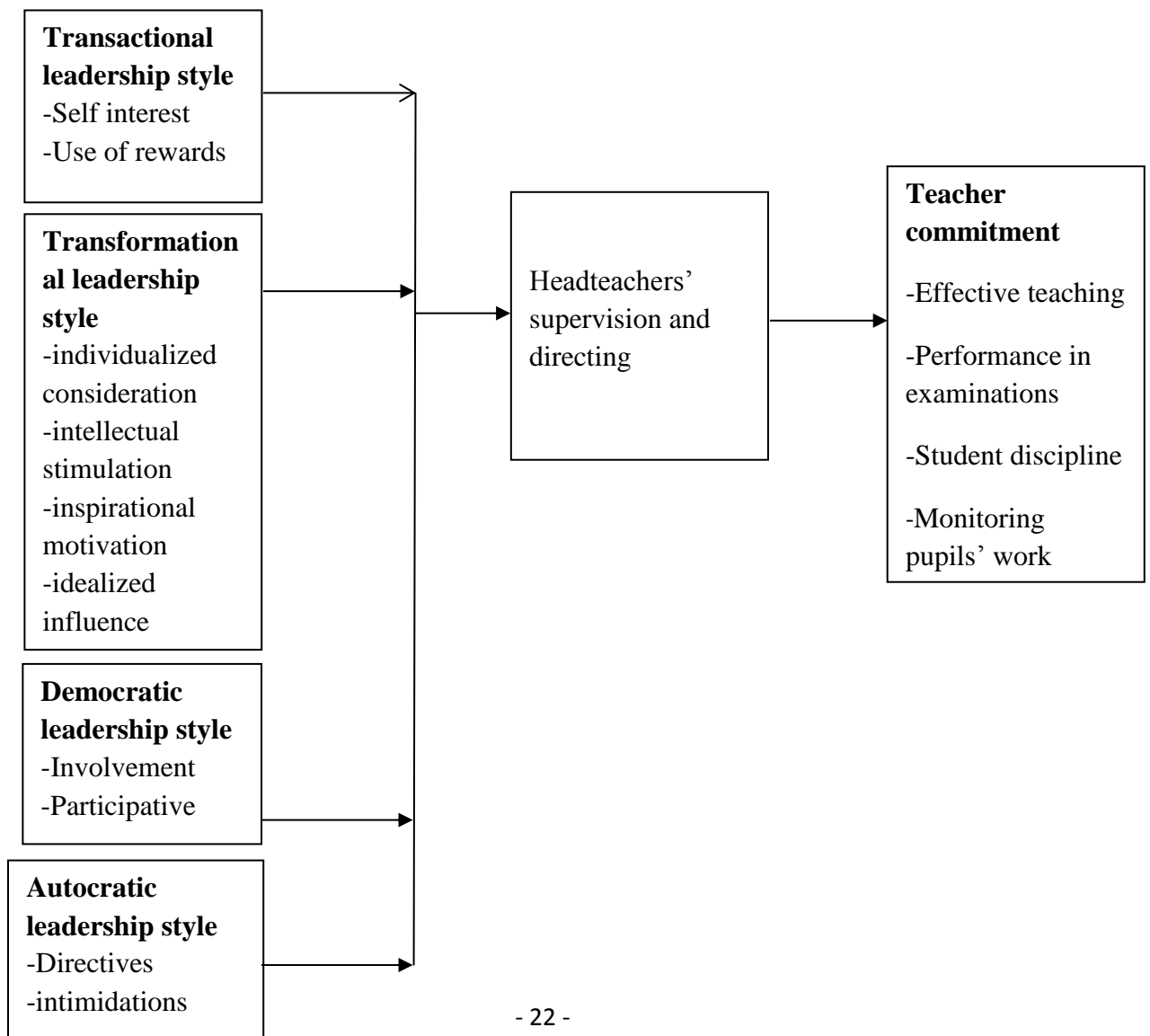


Figure 1.1 A conceptual frame work of the influence headteachers leadership styles on teachers commitment to duty in public primary schools in Machakos subcounty.

The conceptual framework proposed for the study presented the variables categorized into three parts; input, process and output. The input represents headteachers,' leadership styles which may influence teachers' commitment. The process shows the tasks of the headteachers in administration exemplified by teacher supervision and directing and how the variables may affect the commitment of the teachers. The output shows the indicators of teacher commitment in terms of performance in examinations, commitment to pupils work, performance in examinations and effective teaching. The conceptual framework proposes that transformational, democratic, transactional and authoritarian leadership styles and the interplay with administrative duties of headteachers in terms of planning, organizing, coordinating and supervision of duties influence teachers' commitment. It is from this conceptual frame work that the study will look at the influence of headteachers' leadership styles on teachers' commitment in public primary schools in Machakos Sub County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the methodology used in this study. This section highlights the study design, target population, sample size and sampling procedure, research instruments, validity and reliability of the research instruments, data collection procedures, data analysis techniques and ethical considerations in data collection.

3.2 Research design

This study aimed at establishing the influence of headteachers' leadership styles on teachers' commitment in public primary schools in Machakos Sub County. The study employed descriptive survey research design to achieve its objectives. Orodho (2005) states that descriptive survey research design enables the collection of information about people's attitudes, opinions, values and behaviours on educational or social issues. It is a systematic method of studying behaviours that cannot be observed or experimented without manipulating the environment. This design was suitable in investigating and collecting information about the attitudes, opinions and experiences of teachers and headteachers on the influence of headteachers' leadership styles on teachers' commitment in public primary schools in Machakos Sub County.

3.3 Target population

Lokesh (2004) defines a target population as a large population from which a sample population is to be selected. Machakos Sub-County has a total of 113 primary schools and 650 primary school teachers distributed in two divisions (Machakos Sub county

annual report, 2015). All the headteachers and teachers in Machakos Sub County formed the target population.

3.4 Sample size and sampling procedure

Due to the large number of both primary schools, headteachers and teachers in Machakos County, a sample of between 20 and 50 percent of both the teachers and headteachers was sampled as recommended by Gay and Airasian, (2003) who suggests that a sample representation of between twenty and thirty percent is adequate representation of a sample. Fifty percent of 113 headteachers in primary schools were chosen leading to a sample size of 57 headteachers. Likewise twenty percent of 650 teachers were selected leading to a sample size of 130 teachers. The schools and teachers were stratified per division to obtain the number of schools and corresponding number of headteachers and teachers from which the sample to participate in the study was drawn from. The summary of the target population and sample size for teachers and primary schools is shown in Table 3.1

Table 3.1 Target population and sample size for primary schools and teachers

Division	Primary schools	50%Head teachers	No. of teachers	20% of teachers
Machakos Central	65	33	408	82
Kalama	48	24	242	48
Total	113	57	650	130

Table 3.1 shows the study population and sample size for schools and corresponding headteachers and teachers. Headteachers were purposively sampled to participate in the study because they provided resourceful information regarding their leadership styles. Creswell (2007) posits that purposive sampling allows the researcher to select

respondents who would give relevant information concerning the phenomenon under study. A total of 57 headteachers and 130 teachers participated in the study making total of 187 respondents. At school level consideration was made to balance gender when selecting the respondents.

3.5 Research instruments

The study used questionnaires to gather information in this study. According to Cress Well (2007) questionnaires bring out the attitudes and perceptions beyond the researchers. They were important on eliciting responses on the influence of headteachers' leadership styles on teachers' commitment in public primary schools in Machakos Sub County. There were two sets questionnaires: one for the headteachers and the teacher as shown in appendix one and two. Both questionnaires collected demographic information in section one. In section two of headteachers questionnaire, responses on the perception of headteachers own leadership behaviour were provided to find out the style the headteacher uses in leadership. In section two of teachers' questionnaire, statements were provided to find out responses on issues of teacher commitment

3.6 Validity of the research instruments

Keith (2009) describes validity as the degree to which an instrument measures what it purports to measure. The questionnaire was piloted to teachers to elicit explicit responses from participants. The pilot study was conducted to act as a pretest of the research instruments. Cress Well (2007) proposes four respondents for a pilot study is sufficient sample. Based on this; two head teachers one from each division and four teachers, two from of the each division. The questionnaire helped to determine whether there was ambiguity in any of the items, whether the instrument were able to

collect the anticipated data, whether the statements in the research instruments are clear and the questions are correctly worded. Based on the analysis of the pilot study, corrections, adjustments, and additions to the questionnaire were made. For content validity the instruments were subjected to analysis by a team of supervisors who ensured that the instruments were relevant to obtain the desired results from the field.

3.7 Reliability of the research instrument

According to Gay and Airasian (2003), reliability is a measure of the degree to which a research instrument yields consistent results of data after repeated trials. In order to enhance the reliability of the instruments, test re-test technique for the questionnaire was done. One headteacher and two teachers from two different schools in each division were used for reliability testing. A total of two headteachers and four teachers participated in the reliability testing. The questionnaires were administered to them and the responses then scored. The same questionnaire were administered to the same headteachers and teachers after a period of two weeks keeping all initial conditions constant (Kothari, 2004). The responses were then scored again. The scores from both testing periods were then correlated to get the co-efficient of stability using the Pearson's Product Moment. According Cresswell (2007), a co-efficient of stability of between 0.5 and 0.99 is sufficient to offer reliable results.

The Pearson's Product Moment formula to be used was as follows:-

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum x^2 - (\sum X)^2][N\sum y^2 - (\sum Y)^2]}}$$

Where;

N=Number of scores

x= First set of scores

y = second set of scores

$\sum xy$ = Sum of the first product of the first and second scores

$\sum x$ = sum of first set of scores

$\sum y$ = Sum of second set of scores

$\sum x^2$ = Sum of square of the first set of scores

3.8 Data collection procedures

The researcher obtained a search permit from the National Commission for Science Technology and Innovation (NACOSTI) before embarking on the study. The researcher paid a courtesy call to the Machakos County Director of Education and explained the intention to carry out the research. The researcher booked appointments with the headteachers of the schools from where data on headteachers and teachers was to be collected from. On arrival at the schools on the agreed dates, the researcher created rapport with the respondents and explained to them the purpose of the study and then administered the research instruments.

3.9 Data analysis techniques

This is the process of summarizing the collected data and putting it together so that the researcher can meaningfully organize, categorize and synthesize information from the data collecting tools. Data collected was edited for accuracy, uniformity, and consistency and then arranged to enable coding and analysis. Data was analyzed using Statistical Package for Social Science (SPSS). Data was analyzed using descriptive statistics and presented in tables, frequency tables, graphs, and pie charts. According to Keith (2009) data analysis is a process of finding meaning from data. Data collected was edited for accuracy, uniformity, and consistency and then arranged to

enabled coding and analysis. Data was analyzed using descriptive and inferential statistics assisted by the Statistical Package for Social Science (SPSS). Quantitative data was analyzed using descriptive statistics and presented in tables, while some were changed into frequency tables, bar graphs, and pie charts.

Inferential statistics used to analyze data included chi square test and Pearson correlation. Chi squared statistic was obtained by correlating the averaged scores of responses of headteachers leadership styles and averaged scores of teachers job commitment from a sample unit of 130 teachers. The chi square test (χ^2) of independence was used to provide answers to research questions developed from the objectives. According to Freeman (2006) the chi-square (χ^2) test of independence is used to evaluate group differences when testing categorical data. Chi square test was suitable for the study for it enabled comparison between headteachers leadership styles and teachers job commitment.

The acceptable level of significance for the (χ^2) test of was 0.05 at 1 degree of freedom. Levels of significance found to be greater than 0.05 implied that headteachers leadership styles did not influence teachers' job commitment. On the contrary, if the level of significance was less than 0.05 then the relationship between headteachers' leadership styles were found to influence teachers' job commitment. Coefficient of Correlations was used to determine the relationship between the influences of headteachers leadership styles on teachers' job commitment. Coefficient of correlations ranges between 1 and -1. Correlation coefficient value of less than 0.5 would mean a less significant relationship between the 2 variables while values ≥ 0.5 would mean very high significant relationship between the 2 variables. A negative

correlation coefficient means that the relationship is inverse. Deductions made from the relationship formed answers to research questions.

3.10 Ethical considerations

The study ensured that justice and respect of human dignity is upheld by maintaining honesty and openness with the respondents. Informed consent and voluntary participation was upheld by creating rapport with the respondents and explaining to them the purpose of the study. Confidentiality and anonymity was maintained by assuring the respondents that their identities would not be publicized.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter comprises of data presentation and interpretation of the findings based on the objectives of the study. The study investigated the influence of headteachers' leadership styles on teachers' job commitment in public primary schools in Machakos Sub County. Data was collected from both primary school headteachers and teachers; Descriptive statistics was used to analyze the quantitative data. Frequencies and percentages obtained were presented in tables and figures. Response rate followed by data on the demographic information of the headteachers and teachers was presented first, followed by analysis and discussion of data on influence of headteachers' leadership styles on teachers' job commitment. Information from each of the four objectives was cross tabulated with indicators of teachers' job commitment to determine the influence of head teachers' leadership styles on teachers' job commitment. The results were analyzed and presented as per the study objectives. The chapter concludes by highlighting the main findings.

4.2 Questionnaire return rate

The study sought for information on the influence of headteachers leadership styles on teachers' job commitment. Questionnaires were administered to both headteachers and teachers in the sampled public primary schools in Machakos Sub County. A total

of 57 questionnaires were administered to headteachers out of which 54 were satisfactorily responded to. This represented 94.7 percent total instrument return rate. A total of 130 questionnaires were administered to teachers in 57 primary schools and 118 were responded to which represented 90.8 percent respond rate. The researcher kept close monitoring of the instrument which ensured the high instrument return rate. The researcher found the return rates adequate according to Kothari (2004) who postulates that a return rate of 60 percent and above is acceptable.

4.3 Respondents' demographic information

The study sought the background information from both the headteachers and teacher son their gender, age, highest professional qualification and their teaching experience. The researcher found it important to understand the demographic characteristics of the respondents in order to help explain the relationship between headteachers and teachers' biographic parameters and the influence of the headteachers' leadership styles on teachers' job commitment.

4.3.1 Gender of the headteachers

A study by Summers (2002) on women empowerment in developing countries explains that gender influences people's attitudes, social roles and responses to situations. He points out that; females are dedicated and committed in their roles and are firm in their resolve to accomplish assignments while males are often aggressive, decisive and have the zeal to accomplish assignments. Guided by this argument the study sought the distribution of headteachers by gender to help determine their differentiation in leadership styles. The results were presented in the Table 4.1

4.1 Gender of the teachers

Gender	Headteachers		Teachers	
	Fequency	Percentage	Frequency	Percentage
Male	38	66.7	69	53.1
Female	19	33.3	61	46.9
Total	57	100	130	100

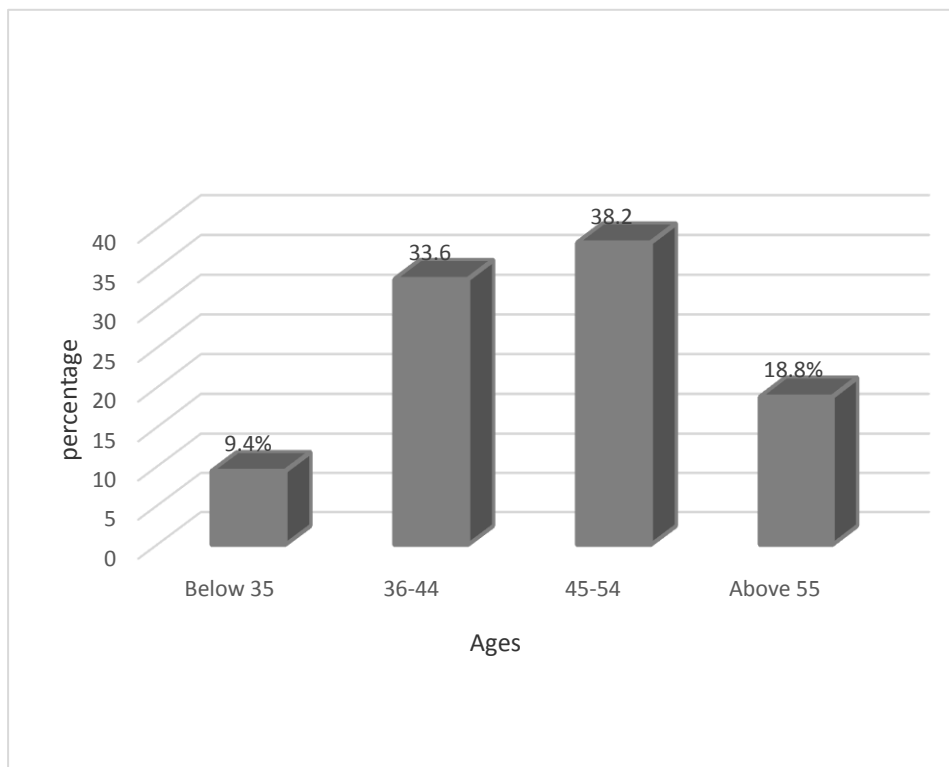
The results in Table 4.1 showed that 66.7 percent of the head teachers were males while 33.3 percent were females. Machakos being a cosmopolitan Sub County with many sub-urban centers has attracted many men to work in the towns. Men who are teachers find jobs in the schools accounting for the high number of male headteachers than female headteachers. The findings in Table 4.1 revealed that majority of the teachers were females constituting 53.1 percent of the total while the males were only 46.9 percent of the total. This indicated that females in Machakos Sub County dominated the teaching profession. Machakos being a cosmopolitan Sub County with many sub-urban centers attracted many people to work in the towns most of whom migrate with their spouses. Men whose spouses are teachers find jobs in the schools accounting for the high number of female teachers.

4.3.2 Distribution of headteachers by age

A study by Boxall (2006) on employee commitment to duty in organizations found out that an individual's age determines the precision and vigour and with which a person

performs tasks. In line with the study, the age of the headteachers acted as an indicator that the researcher felt could determine the type of leadership styles the headteachers applied in their administration hence the study sought to know the age of the headteachers. The results were presented in figure 4.2

Figure 4.2 Distribution of Headteachers by age



As illustrated in figure 4.2, a bigger proportion of the headteachers (22) 38.2 percent were aged between 45 and 54 years while a small proportion of headteachers (5) 9.4 percent were aged below 35 years. The small proportion represents the young age which has not acquired qualifications for the appointment as headteachers. The high proportion indicates the prime age where the teachers have undergone relevant training and have acquired the qualifications of headship. The responses show that all the headteachers in the study were distributed across all age groups and therefore

could provide desired responses to the study questions. The middle age bracket were experienced and mature in their profession and established leadership behaviour necessary for influencing teachers to commit themselves to duty.

Table 4.1 Distribution of teachers by age

Age bracket	Frequency	Percentage
Below 24 years	28	21.5
25-34	42	32.3
35-44	30	23.1
45-54	16	12.3
Above 55	14	10.8
Total	130	100

Table 4.1 showed that a higher number of teachers (42) representing 32.3 percent of the teachers in public primary schools in Machakos Sub County were aged between 25-34 years while (14) 10.8 percent had age above 55 years. The teachers' ages show that all the teachers in the study were distributed across all age groups and therefore could provide desired responses to the study questions.

4.3.3 Distribution of headteachers by their highest professional qualifications

Headteachers were asked to indicate their highest professional qualifications to determine whether such could have influenced their leadership styles in public primary schools in Machakos Sub County. The results were as presented in Table 4.1

Table 4.2: Distribution of headteachers and teachers by their highest professional qualifications

Qualification	Head teachers		Teachers	
	F	%	F	%
P1	6	10.5	79	60.8
Dip.Ed	38	66.7	10	7.7
B.Ed	8	14.0	33	25.4
Med	5	8.8	6	4.6
Others	0	0	2	1.5
Total	57	100	130	100

The results in Table 4.2 showed that majority of the headteachers (38) forming 66.7 percent had a Diploma in Education qualification. This qualification is in tandem with Ministry of Education policy of training all the headteachers to have diploma as the basic qualification for primary school headship through government sponsored training at Kenya Education Management Institute (KEMI) while M.Ed qualification had the least number of headteachers represented by 8.8 percent. Though M.Ed. is not regarded as basic qualification requirement for primary school headship, it shows that headteachers are trying to improve on their academic status.

The data presented in table 4.2 implied that majority of teachers had the right qualifications to head primary schools as required by policy. The analysis showed that all the headteachers in primary schools in Machakos Sub County were professional teachers with the required knowledge and skills for headship hence the capacity to provide competent leadership in their schools.

The analysis in the table also shows that majority of the teachers (79) 60.8 percent had P1 qualification which is the basic qualification to teach in a primary school. The data presented in table 4.3 implied that majority of teachers had the right qualifications to teach in primary schools as required by policy. The rest (2) forming 1.5 percent represented other categories of qualifications which could mean untrained school leavers without professional qualifications employed by the School Management Boards (SMB). These findings showed that majority of the teachers 98.5 percent in primary schools in Machakos Sub County were professional teachers with the required knowledge and skills for teaching.

4.3.4. Distribution of teachers by teaching experience

The headteachers were asked to indicate how long they had served as headteachers. The researcher believed that the experience of the head teacher made one understand well the school environment, the characteristics of their leadership role, interacted well with leadership and management of the schools hence could effectively respond to the research questions from an informed point of view. The results were presented in table 4.3

Table 4.3 Distribution of headteachers and teachers by teaching experience

Experience	Head teachers		Teachers	
	F	%	F	%
Below 5years	5	8.8	22	16.9
6-10	8	14.0	49	37.7
11-15	18	31.6	33	25.4
Above 15	26	45.6	26	20
Total	57	100	130	100

From the analysis in Table 4.3, a high number of the headteachers had been in the service for much longer period of over 15 years. Only a small number, (5) represented, had been in service for less than 5 years. This period was considered long enough for headteachers to develop competence in leadership styles hence the headteachers in the sampled schools were found to be fit to respond to questions on influence of headteachers leadership styles on teachers' job commitment in public primary schools. The data in Table 4.3 also show that a high number of teachers (49) had served for service of 6-10 years while a small number (22) represented by 16.9 percent had served for period below 5 years. This period was considered long enough for teachers to interact with headteachers leadership styles which may have influenced their commitment in job hence the teachers in the sampled schools were found to be fit to respond to questions on influence of headteachers leadership styles on teachers' job commitment in public primary schools.

4.4 Headteachers perception on their own leadership styles

In this section, the study explored the both headteachers' own perception of their leadership behavior and the perception of the teachers. The headteachers were requested to indicate their own perception on leadership behavior that they applied in their leadership. Statements on various leadership styles were provided where the headteachers were requested to respond to them on a five point scale where; 1; implied Always 2; Often 3; Occasionally; 4; Seldom and 5; Never. The study aimed at establishing the opinions of the respondents where responses of always, often and occasionally were combined to mean positive use of the leadership style. On the other hand, seldom and never were taken to mean that a leader did not apply that leadership style.

4.4.1 Headteachers use of transactional leadership style.

The headteachers were provided with five statements that sought to find out their behavior that portrayed the application of transactional leadership style. The results are shown in Table 4.4

Table 4.4 Headteachers' use of transactional leadership style.

Leadership behavior		Responses						Total
		Always	Often	Occasionally	Seldom	Never		
Transactional								
1	I give positive feedback if they do well	F	8	14	15	17	3	57
		%	14	24.6	26.3	29.8	5.3	100
2	I encourage staff to frankly express their view point.	F	11	12	13	18	3	57
		%	19.3	21.1	22.8	31.5	5.3	100
3	I express confidence in my staff members regardless of my disagreeing with them.	F	10	11	14	17	5	57
		%	17.5	19.3	24.3	29.8	8.8	100
4	I encourage the members of staff to openly express their feeling.	F	12	9	13	19	4	57
		%	21.1	15.8	22.8	33.3	7.0	100
5	I give room to group members to present their view point before stating mine.	F	10	11	7	20	8	57
		%	17.5	19.3	12.3	35.1	14	100

Information in Table 4.4, headteachers indicated that 64.9 percent of the respondents' opinions affirmed that principals give positive feedback to teachers if they do well while 35.1 percent of the respondents felt that principals do not give positive feedback to teachers if they do well. Item 2 indicated that 63.2 percent of respondents' opinions were in affirmation that headteachers encourage staff to frankly express their

view point which left 36.8 percent of the respondents fairly disaffirming that head teachers do not encourage staff to frankly express their view point.

The question on whether the headteachers expressed confidence in their staff members regardless of them disagreeing with their opinions, the results indicated that 61.1 percent of the headteachers expressed confidence in their staff members regardless of them disagreeing with their opinions while 38.9 percent of the headteachers responses were in disagreement. Item 4 sought to find out whether headteachers encouraged the members of staff to openly express their feeling to which 59.7 percent of the head teachers affirmed while 40.3 percent disaffirmed. Finally item 5 sought whether headteachers gave room to group members to present their view point before stating theirs. The responses indicated that 50.9 percent of the heateachers gave room to group members to present their view point before stating theirs while 49.1 percent did not. Summatively the analysis in Table 4.4 showed that 60 percent of the headteachers responded that they used transactional leadership style in their administration. This showed that transactional leadership style was used by most primary school headteachers. A higher number of headteachers as evidenced by the analysis employed transactional leadership which emphasize higher motive development, and aroused the motivation and positive emotions of followers by means of creating and representing an inspiring vision of the future as observed by Bass & Avolio (2003). The leaders motivate their followers to perform beyond expectation by raising the follower's confidence levels and providing support for developing to higher levels.

4.4.2 Headteachers' use of transformative leadership style

The headteachers were provided with five statements that sought to find out their behavior that exhibited the application of transformative leadership style. The results are shown in Table 4.5

Table 4.5 Headteachers' use of transformative leadership style

Leadership behavior		Responses						Total
		Always	Often	Occasionally	Seldom	Never		
1	I seek new opportunities for my staff	F	10	23	15	9	0	57
		%	17.5	40.4	26.3	15.8	0	100
2	I have clear defined goals for my school	F	16	20	13	8	0	57
		%	28.1	35.1	22.8	14	0	100
3	I inspire my teachers to achieve set goals	F	24	11	14	7	1	57
		%	42.1	19.3	24.5	12.3	1.8	100
4	I foster collaboration among staff members	F	22	12	13	9	1	57
		%	38.5	21.1	22.8	15.8	1.8	100
5	I encourage teachers to form team attitude to achieve set targets	F	20	20	7	10	0	57
		%	35.1	35.1	12.3	17.5	0	100

The headteachers' opinion on whether they seek new opportunities for their teachers. The results in Table 4.34 reveals that 84.2 percent of the headteachers' opinion affirmed that they sought new opportunities for their teachers while only 15.5 percent were on the contrally. On whether headteachers had clear defined goals for the school, 49headteachers86 of the respondents positively confirmed to have clearly defined goals for their schools. However, 14 percent said they did not. In item 3 the study sought from the headteachers on whether they inspired their teachers to achieve set

goals to which 86 percent said they did with only 14 percent saying that they did not. The headteachers were also asked if they fostered collaboration among staff members to which 82.4 percent confirmed they did while 17.6 percent averred that they did not. Finally the headteachers were asked whether they encouraged their teachers to form team attitude to achieve set targets. 82.5 percent confirmed so while 17.5 percent negated the statement. The analysis revealed that 84.1 percent of headteachers in public primary schools in Machakos Sub County applied transformative leadership style in their administration. Thus, its right to conclude that this type of headteachers have in mind that creative and innovative teachers bring new ideas that are needed to achieve school goals and objectives as pointed out by Saif (2012) who describes transformational leadership as a process of motivating subordinates in fulfilling their self-interest in order to achieve the organization's goals and pursue new directions for success. It is the role of the transformational leader to create a new vision and direction for the organizational renewal.

4.4.3 Headteachers use of autocratic leadership style

The headteachers were provided with five statements that sought to find out their behavior that exhibited the use of autocratic leadership style. The results are shown in Table 4.6

Table 4.6 Headteachers use of autocratic leadership style.

Leadership behavior		Responses					
		Always	Often	Occasionally	Seldom	Never	Total
Autocratic							
1	I encourage use of standard policies and procedures in addressing issues.	F 8	12	10	20	7	57
		% 14	21.1	17.5	35.1	12.3	100
2	I decide what should be done and it should be done.	F 8	12	9	24	4	57
		% 14	21.1	15.8	42.1	7.0	100
3	I assign my teachers particular tasks that must be completed within a given time frame.	F 12	10	8	22	5	57
		% 21.1	17.5	14	38.6	8.8	100
4	I maintain definite standard of performance.	F 13	9	9	20	6	57
		% 22.8	15.8	15.8	35.1	10.5	100
5	I do not allow freedom of action that is not in line desired goal.	F 10	15	7	20	5	57
		% 17.5	26.3	12.3	35.1	8.8	100

The headteachers were asked whether they encouraged use of standard policies and procedures in addressing issues in the school. The information in Table 4.6 indicates that 52.6 percent of headteachers confirmed that they encouraged use of standard policies and procedures in addressing issues.in the school, while 47.4 percent of the respondents were in disagreement with the statement.

When the headteachers were asked whether they decided what should be done and how it should be done, 50.9 percent of the respondents fairly confirmed that they decided what should be done and how it should be done. However 49.1 percent of the headteachers negated the statement. The headteachers were also asked whether they

assigned teachers particular tasks that must be completed within a given time frame to which 52.6 percent of the head teachers said they did while 47.4 percent disaffirmed the statement.

The study also sought to find out whether the headteacher maintained definite standard of performance in the school to which 54.4 percent of the headteachers said they maintained a definite standard of performance while 45.4 percent replied that they did not. The headteachers were also asked whether they allowed freedom of action that was not in line with the desired targets to which 56.15 percent of the headteachers confirmed they did not while 43.9 percent disaffirmed.

The analysis also indicated that 53.3 percent of the headteachers in the sampled primary schools employed autocratic leadership style which does not consider subordinates views for proper running of the institutions of learning. The leader issues orders and tells the group members to do that he or she wants to be done without consulting them. The leadership style has a dominating style personality as observed Adair (2004).

4.4.4 Headteachers use of democratic leadership style

Five statements that sought to find out their behavior that exhibited the use of democratic leadership style head teachers were provided to the headteachers to choose and give their opinion. The results are shown in Table 4.7

Table 4.7 Headteachers use of democratic leadership style

Leadership behavior		Responses						Total
		Always	Often	Occasionally	Seldom	Never		
Democratic								
1	I give encouragement to members of staff to initiate new and creative ideas to benefit school and the rest of staff members.	F	23	12	10	12	0	57
		%	40.3	21.1	17.5	21.1	0	100
2	I am patient to progress being made by the staff towards goals attainment.	F	15	15	16	7	4	57
		%	26.3	26.3	28.1	12.3	7.0	100
3	I permit teachers to set their own ways of doing things.	F	10	16	18	13	0	57
		%	17.5	28.1	31.6	22.8	0	100
4	I acknowledge all members' efforts towards attainment in school affairs.	F	5	27	10	15	0	57
		%	8.8	47.4	17.5	26.3	0	100
5	I allow staff to reach at a decision as a collective whole.	F	23	11	9	9	5	57
		%	40.4	19.2	15.8	15.8	8.8	100

The head teachers' opinions on whether they gave encouragement to members of staff to initiate new and creative ideas to benefit school and the rest of staff members. The results in Table 4.6 indicated that the 78.9 percent of the respondents' opinions agreed on the issue that headteachers gave encouragement to members of staff to initiate new and creative ideas to benefit school and the rest of staff members while 21.1 percent negated the statement. The headteachers were also asked on their opinion on whether they were patient to progress being made by the staff towards goals attainment to which 80.7 percent affirmed while 19.3 percent disaffirmed. On whether headteachers permit teachers to set their own ways of doing things, 84.2 percent acknowledged the statement while 15.8 percent did not. Item 4 sought to reveal

whether headteachers acknowledged members' efforts towards attainment in school affairs to which 73.7 of the respondents agreed, however, 26.5 percent of the respondents opinions were in disagreement that headteachers acknowledged members' efforts towards attainment in school affairs .Finally the headteachers were asked to respond to the statement that they allowed staff to reach at a decision as a collective whole, 75.4 percent affirmed while 24.6 percent said that they did not. Summatively the analysis in Table 4.6 showed that 78.6 percent of the headteachers participating in the study applied democratic leadership style. The results indicate high prevalence of use of democratic leadership style among headteachers in public primary schools in Machakos Sub County. Goldman (2000) states that leaders using a democratic style of leadership build consensus through participation, but these leaders also expect a higher level of excellence and self direction. Leaders have time to listen and share ideas with their followers. They also tend to be more flexible and are responsive to one's needs. They are able to motivate teachers to participate in decision-making and are respectful.

4.5 Teachers' opinion on the leadership styles used by headteachers

In this sub-section, the researcher sought to establish the opinion of the teachers on the type of leadership style used by headteachers in public primary schools in Machakos Sub County. Statements on various leadership styles were provided where the teachers were requested to respond to them on a five point scale where, 1; implied Always, 2;Often 3;Occasionally4; Seldom and 5;Never. The study aimed at establishing the opinions of the respondents where responses of always, often and occasionally were combined to mean positive use of the leadership style. On the other hand, seldom and never were taken to mean that a leader did not apply that leadership

style. On this note, the respondents gave their opinions and the results indicated in Table 4.7

4.5.1 Distribution of teachers' opinion on headteachers' use of transactional leadership style.

Five statements that sought to find out headteachers' use of transactional leadership style were provided to the teachers to choose and give their opinion. The results were presented in Table 4.8

Table 4.8 Distribution of teachers' opinion on headteachers use of transactional leadership style

Leadership behavior		Responses						
		Always	Often	Occasionally	Seldom	Never	Total	
1	My headteacher gives positive feedback on teachers if they do well	F	19	22	35	29	25	130
		%	14.6	16.9	26.9	22.3	19.3	100
2	My headteacher encourages staff to frankly express their view point	F	22	28	25	25	30	130
		%	16.9	21.4	19.3	19.3	23.1	100
3	My headteacher expresses confidence in his staff members regardless of disagreeing with them	F	28	22	37	40	13	130
		%	21.4	14.6	28.5	30.8	10	100
4	My headteacher encourages the members of staff to openly express their feeling	F	11	19	46	29	25	130
		%	8.4	14.6	35.4	22.3	19.3	100
5	My headteacher gives room to group members to present their view point before stating mine.	F	19	11	48	20	32	130
		%	14.6	8.4	36.9	15.4	24.7	100

Table 4.8 reveals that majority of the teachers representing 58.5 percent were in agreement that their headteachers give positive feedback on teachers if they do well, while 41.5 percent of the respondents disagreed in their opinions. On the issue of whether headteachers encourage staff to frankly express their view point, 57.7 percent of teachers agreed with the statement while 42.3 percent negated it. The teachers were also asked to give their opinion on whether their head teachers expressed confidence in staff members regardless of their disagreeing with them to which 59.2 percent said that the headteachers did. However, 40.8 percent of the teachers said no to the statement; that their head teachers expressed confidence in staff members regardless of their disagreeing with the statement. The study also sought from the teachers on their opinion that headteachers encouraged the members of staff to openly express their feelings affirmed the statement. 58.5 percent affirmed to the statement while 41.5 percent said no to the statement that headteachers encouraged the members of staff to openly express their feelings. Finally the teachers were asked to respond to the opinion that their headteacher gave room to group members to present their view point before stating theirs. To this end, 60 percent supported the opinion while 40 percent negated it. The final analysis indicated that 58.8 percent of the teachers said that their headteachers employed transactional leadership in their school which lays a fertile ground for teachers to perform well and enhances teacher commitment to their duty as observed by Bass and Avolio (1998) who suggests that transactional leaders influence the organizational commitment of followers, encouraging them to think critically by using novel approaches, involving them in the decision-making processes and inspiring loyalty, while recognizing and appreciating the different needs of each follower to develop their personal potential.

4.5.2 Distribution of teachers' opinion on head teachers' use of transformative leadership style.

Teachers were given five statements that sought to find out headteachers' use of transformational leadership were provided to the teachers to choose and give their opinion. The results were presented in Table 4.8

Table 4.9 Distribution of teachers' opinion on headteachers' use of transformative leadership style

Leadership behavior		Responses					
		Always	Often	Occasionally	Seldom	Never	Total
Transformative							
1	My headteacher seeks new opportunities for the staff	F 22	32	55	12	9	130
		% 16.9	24.7	42.3	9.2	6.9	100
2	My headteacher has clear defined goals for my school	F 19	41	48	10	12	130
		% 14	31.5	36.9	7.7	9.2	100
3	My headteacher inspires teachers to achieve set goals	F 29	31	47	10	13	130
		% 22.3	23.8	36.2	7.7	10	100
4	My headteacher fosters collaboration among staff members	F 20	30	60	9	11	130
		% 15.4	23.1	46.2	6.9	8.5	100
5	My headteacher encourages teachers to form team attitude to achieve set targets	F 20	41	50	10	9	130
		% 15.4	31.5	38.6	7.7	6.9	100

The teachers' opinions on whether their headteachers seek new opportunities for their staff. Results in Table 4.9 indicate that 83.8% of teachers unanimously affirmed to the asked question, while 16.2 percent of the teachers disagreed with the view that their headteachers seek new opportunities for their staff. Item 2 investigated the respondents' opinion on whether headteachers had clear defined goals for their

schools to which 83.1 percent of the teachers said that their headteachers had clear defined goals for their schools while 16.9 percent of the teachers disagreed with that view.

Information in Table 4.9 indicated that 82.3 percent of the head teachers positively inspire teachers to achieve set goals. However 17.7 percent of the teachers disagreed with the view that their headteachers inspire them to achieve set goals. On the question whether headteachers foster collaboration among staff members, 82.3 percent of the teachers said that their headteachers foster collaboration among staff members while 16.4 percent of the teachers said that their headteachers did not. Majority of the teachers, forming 85 percent of the respondents were in agreement that their headteachers encouraged teachers to form team attitude to achieve set targets. A small proportion of teachers 14.6 percent were of the opinion that their headteachers did not encourage teachers to form team attitude to achieve set targets. The analysis in Table 4.9 indicates that majority of the headteachers comprising of 83.8 percent used transformative leadership style which is a process of motivating staff in fulfilling their self-interest in order to achieve the organization's goals and pursue new directions for success (Saif, 2012).

4.5.3 Distribution of teachers' opinion on headteachers' use of autocratic leadership style.

Teachers were given five statements that aimed at investigating head teachers' use of autocratic leadership styles were provided to the teachers to choose and give their opinion. The results were presented in Table 4.9

Table 4.10 Distribution of teachers' opinion on headteachers' use of autocratic leadership style

Leadership behavior		Responses					
		Always	Often	Occasionally	Seldom	Never	Total
Autocratic							
1	My headteacher encourages use of standard policies and procedures in addressing issues.	F 20 % 15.4	28 21.5	20 15.4	30 23.1	32 24.6	130 100
2	My headteacher decides what should be done and it should be done.	F 8 % 6.2	12 9.2	49 37.7	40 30.8	21 16.2	130 100
3	My headteacher assigns my teachers particular tasks that must be completed within a given time frame.	F 14 % 10.8	16 12.3	37 28.5	30 23.1	33 25.4	130 100
4	My headteacher maintains definite standard of performance.	F 15 % 11.5	16 12.3	39 30	32 24.6	28 10.5	130 100
5	My headteacher does not allow freedom of action that is not in line desired goal.	F 15 % 11.5	35 26.9	21 16.2	40 30.8	19 19	130 100

In Table 4.10, 52.3 percent of the teachers' opinions were in agreement with the view that headteacher encouraged use of standard policies and procedures in addressing issues in the school. On the other hand, 47.3 percent of the respondents' opinions were in disagreement with the view that headteacher encouraged use of standard policies and procedures in addressing issues in the school. Item 2 sought to establish opinions from the teachers on who decides what should be done and how it should be done to which 53.1 percent of the respondents said that they did while 46.9 percent

disaffirmed. On whether headteachers assign teachers particular tasks that must be completed within a given time frame, 51.5 percent affirmed the statement while 48.5 percent negated the statement that headteachers assign teachers particular tasks that must be completed within a given time frame. The results also reveal that 53.8 percent of the respondents agreed that headteacher maintains definite standard of performance .On the other hand, 46.2 percent of the respondents disagreed in their opinions. As regards item 5 which sought to establish the respondents' opinion on whether headteachers do not allow freedom of action that is not in line with desired goal, 54.6 percent said they did not while 45.4 percent said that their headteachers do not allow freedom of action that is not in line with the desired goal. The analysis in the Table 4.10 reveals that 53.3 percent of the headteachers under the study applied autocratic leadership styles in their administration. The results reveals that the leader provides both high directive (structure) and high supportive in setting high expectations for work improvement and when the reprimands when expectations are not met which enhances teachers commitment to their duty. Hence, safe to conclude that proper direction by headteachers to subordinates is a characteristic of autocratic leadership style and if this is done continuously, teachers performance is enhance (Adair, 2004).

4.5.4 Distribution of teachers' opinion on headteachers' use of democratic leadership style.

Five statements that aimed at investigating headteachers' use of democratic leadership styles were provided to the teachers to choose and give their opinion. The results were presented in Table 4.11

Table 4.11 Distribution of teachers' opinion on headteachers' use of democratic leadership style

Leadership behavior		Responses						Total
		Always	Often	Occasionally	Seldom	Never		
1	My headteacher gives encouragement to members of staff to initiate new and creative ideas to benefit school and the rest of staff members.	F	21	29	51	20	9	130
		%	16.2	22.3	39.2	15.4	6.9	100
2	My headteacher is patient to progress being made by the staff towards goals attainment.	F	20	30	50	21	9	130
		%	15.4	23.1	38.5	16.2	6.9	100
3	My headteacher permits teachers to set their own ways of doing things.	F	12	28	59	20	11	130
		%	9.2	21.5	45.4	15.4	8.5	100
4	My headteacher acknowledges members' efforts towards attainment in school affairs.	F	8	32	62	17	11	130
		%	6.2	24.6	47.7	13.1	8.5	100
5	My headteacher allows staff to reach at a decision as a collective whole.	F	17	23	73	15	12	130
		%	13.1	17.7	56.2	11.5	9.2	100

According to Table 4.11, 77.7 percent of the teachers were in agreement that their headteachers give encouragement to members of staff to initiate new and creative ideas to benefit school and the rest of staff members, while 22.3 percent of the respondents disagreed in their opinions. On the issue of whether headteachers are patient to progress being made by the staff towards goals attainment, 76.9percentof the teachers agreed with the statement while 23.1 percent negated it. The teachers were also asked to give their opinion on whether their headteachers permit teachers to

set their own ways of doing things to which 76.2 percent said that the headteachers did. However, 23.8 percent of the teachers said no to the statement that their headteachers permit teachers to set their own ways of doing things. The study also sought from the teacher on their opinion that headteachers acknowledge members' efforts towards attainment in school to which 78.5 percent affirmed to the statement that headteachers acknowledge members' efforts towards attainment in school while 21.5 percent said no to the statement. Finally, the teachers were asked to respond to the opinion that their headteacher allows staff to reach at a decision as a collective whole. To this end, 79.2 percent supported the opinion while 20.8 percent negated it. The final analysis indicated that 77.8 percent of the teachers said that their headteachers employed democratic leadership in their school. Democratic gives room for people to work under their own initiative making them committed, hardworking, effective and efficient in their work which supports the observation by Lewin, Lippit, and White (2006) that it creates better work environments and increase in performance.

4.6 Summary of distribution of the respondents by opinion on headteachers leadership styles

The respondents' opinions were summarized and analyzed on the type of leadership style used by the head teachers. The results were presented in Table 4.12

Table 4.12 Summary of distribution of the respondents by opinion on headteachers leadership styles

Leadership style	Head teachers	Teachers	Average
Transactional	60	58.8	59.4
Transformative	84.1	83.8	84
Autocratic	53.3	53.3	53.3
Democratic	78.6	77.8	77.7

The analysis in Table 4.12 shows that transformative leadership was the most popular leadership style practiced by the majority of headteachers represented by 84 percent while democratic, transactional and autocratic followed in that order with 77.7,59.4 and 53.3 respectively.

4.7 Teachers commitment to duty survey

Okunola, (2000), acknowledge that teacher performance and commitment is the most essential function of the teaching profession. Adepoju, (2006) observes that teacher commitment to duty performance is described in terms of duties performed by teachers. In this section various statements on teacher commitment were provided where the teachers were requested to respond to them on a five point scale where; 1 implied Always, 2; Often 3; Occassionary,4; Seldom and 5;Never. The study aimed at establishing the opinions of the respondents where responses of always was taken to mean high commitment, often and occasionally to imply moderate performance, seldom and never to imply low commitment and never to mean no commitment at all. For deeper interrogation on teachers commitment, high commitment was assigned a value which ranged from (71-100 percent) while moderate commitment was assigned a range between (50-70.9 percent) and low commitment was assigned a range of (0-

49.9 percent). To this effect, the researcher explored teachers commitment survey and recorded the finding in Table 4.13

Table 4.13 Teachers commitment to duty survey

Teacher Commitment		Responses					Total
			Always (High commit ment)	Often/Occasionally (Moderate commitment)	Seldom (Low commit ment)	Never (No commit ment)	
1	I prepare and use lesson notes in my teaching.	F	50	80	0	0	130
		%	38.5	61.7	0	0	100
2	I ensure all the work covered is recorded in record of work.	F	20	89	21	0	130
		%	15.4	68.4	16.2	0	100
3	I prepare and keep and follow schemes of work.	F	12	118	0	0	130
		%	9.2	90.8	0	80	100
4	I faithfully attend my lessons.	F	17	113	0	0	130
		%	13.1	86.9	11.5	9.2	100
5	I give and monitor pupils' assignment.	F	49	84	14	0	130
		%	37.7	64.6	10.8	0	100
6	I give frequent examinations and revise them.	F	49	66	15	0	130
		%	73.7	50.8	11.5	0	100

The results in table 4.8, the researcher sought to find out whether teachers prepared and used lesson notes in their teaching, 61.7 percent registered moderate commitment while 38.5 percent showed high commitment. This position is supported by argument advanced by Adepoju (2006) who asserted that indicators of teachers' commitment include effective teaching, lesson notes preparation.

On whether teachers ensured all the work covered is recorded in record of work, majority of the teachers comprising 68.4 percent of respondent were found to have moderate commitment, 15.4 percent were found to be highly committed while only 16.2 percent showed low commitment to the position that teachers ensure all the work covered is recorded in record of work records of work is a vital document that shows the daily record of what the teacher has taught. Keeping and filling it indicates the commitment the teacher has in his/her work as observed by Adepoju (2006) who asserted that indicators of teachers' commitment include effective teaching and recording the work covered in a day in the record of work book.

The study also sought from the teachers on their commitment in preparing, keeping and following their schemes of work to which 90.8 percent showed moderate commitment while 9.2 percent showed high commitment. Preparing schemes of work is a professional requirement of teachers. The above implies that majority of teachers prepared schemes of work. This has an implication to good performance because scheming properly guides the teacher to logically follow the order of teaching without skipping some topics. Scholars have attested to the importance of scheming. Okeniyi, (2005) argues that scheming ensures that the syllabi are completed in time and enhances hard work and commitment on the side of teachers which in turn lead to good performance.

On whether teachers faithfully attended their lessons, The analysis revealed that 113 teachers comprising of (86.9 percent) were moderately committed in their job while only 17 teachers (13.1 percent) showed high commitment. Attending lessons for teachers is the core function for teachers and is the highest indicator of teacher commitment in their job. This is attested by Okunola (2000) who asserts that

attending classes for teachers is the baseline that describes the teaching profession and is the highest measure of teachers' performance.

The researcher also sought to know from the teachers whether they gave and monitored pupils' assignments. The analysis revealed that 64.6 percent of the teachers were moderately committed in giving and monitoring pupils' assignments, 37.7 percent of respondents were highly committed while only 10.8 percent of the teachers showed low commitment. Giving and monitoring pupils work has high implication to learners' performance (Okeniyi 2005).

The study also investigated whether teachers gave frequent examinations and revised them with the students. The results revealed that 50.8 percent of the teachers were moderately committed in giving frequent examinations and revising them with the students, 37.7 percent were highly committed while only 11.5 percent showed low commitment in giving frequent examinations and revising them with the students. The foregoing analysis revealed that majority of the teachers in the study showed moderate commitment in their job. The results explain why Machakos sub county does not perform well in examinations especially KCPE.

4.8 Summary of the overall distribution of teachers by their commitment

The respondents' opinions were summarized and the average analyzed on the extent of teacher commitment to duty. The results were presented in Table 4.15

Table 4.14 Summary of overall distribution of teachers by their commitment

Commitment	Rating %	1	2	3	4	5	6	Total	Average
High	71-100	38.5	15.4	9.2	13.1	37.7	37.7	151.6	25.3
Moderate	50-70.9	61.5	68.4	90.8	86.9	62.3	50.8	420.7	70.1
Low	0-49.9	0	16.2	0	0	0	11.5	27.7	4.6
Total		100	100	100	100	100	100	600	100

Table 4.14 indicates that majority of the teachers in the area of study were moderately committed in their duty represented by 70.1 percent, 25.3 percent were highly committed while only low a small number 4.6 percent were lowly committed in their duty in the areas of preparation and use of lesson notes in teaching, ensuring all the work covered is recorded in record of work, preparation keeping and following schemes of work, faithfully attending lessons, giving and monitoring pupils assignment and giving frequent examinations to pupils and revising them.

The cause of moderate teacher commitment prompted the researcher to find out whether teacher commitment to duty in primary schools in Machakos Sub County was influenced by headteachers leadership styles. To this effect, the researcher went to explore the relationship between headteachers' leadership styles and teacher commitment to duty.

4.8.1 Cross tabulation of responses on headteachers leadership styles and teachers commitment to duty

Responses related headteachers' use of various leadership styles were respectively combined to form four total average indices of headteachers leaderships styles categorized as transactional, transformative, autocratic and democratic leadership styles. Responses related to teacher commitment were combined to form one continuous average index of teacher commitment categorized as high commitment, moderate commitment and low commitment. The headteachers leadership styles were cross tabulated against teachers' level of commitment. The results were presented in Table 4.15.

Table 4.15: Cross tabulated responses of headteachers' leadership styles and teachers commitment to duty

Leadership style		Responses			Total
		High commit ment	Moderate commitment	Low commit ment	
Transformative	F	32	89	9	130
	%	24.6	68.5	6.9	100
Democratic	F	30	85	15	130
	%	23.1	65.4	11.5	100
Transactional	F	25	95	10	130
	%	19.2	73.1	7.7	100
Autocratic	F	17	90	25	130
	%	11.5	69.2	19.3	100

The analysis in Table 4.15 indicated that teachers in all schools were moderately committed to their duties when their headteachers applied democratic, transformative, transactional and autocratic leadership styles at percentage ranges between 65.4 to 73. A higher number of teachers represented by 24.6 percent exhibited high commitment to duty under transformative leadership style while under autocratic leadership style 19.3 percent of teachers were found to be lowly committed to their duty. From the analysis it is noted that transformational leadership styles brings out higher teacher commitment in their duties. Transformational leadership affect the teaching staff in such a way that they develop trust, promote admiration towards leadership, and exhibit loyalty to the organization as evidenced by (Mester, Visser, Roodt & Kellerman 2003). Similarly autocratic leadership leads to low teacher commitment. The analysis shown in Table 4.15 concurs with the opinion shared by Oyetuni (2006) that head teachers who use autocratic leadership style reduce teachers' morale, innovations which lead to low teacher commitment.

4.8.3 Response to research questions

The objectives of the study were to describe the influence of headteachers leadership styles on teachers' job commitment. To determine the influence the scores obtained from both headteachers and teachers on leadership styles were cross tabulated with scores obtained from teacher commitment. Using the cross tabulated values the research questions; to what extent does headteachers use of transactional, transformative, autocratic and democratic leadership styles influence teachers' job commitment in public primary schools in Machakos Sub county were analyzed.

To establish the influence of headteachers' leadership styles on teachers' job commitment chi square test (χ^2) of independence was used to determine the level of

significance of the influence. The acceptable level of significance for the (χ^2) test was 0.05 at 1 degree of freedom. Levels of significance found to be greater than 0.05 implied that headteachers leadership styles did not influence teachers' job commitment. On the contrary, if the level of significance was less than 0.05 then the relationship between headteachers leadership styles were found to influence teachers' job commitment. Calculated χ^2 was based on mean averages of both headteachers and teachers responses on head teachers' leadership styles and averaged scores of teacher commitment. Chitest was used to establish the significance of the influence. The correlation also assisted in determining the strength of the influence.

Research question 1: How does headteachers' use of transactional leadership style influence teachers' job commitment in public primary schools in Machakos Sub County?

The study sought to find out the answer to the influence of headteachers' use of transactional leadership style on teachers' job commitment in public primary schools in Machakos Sub County. Calculated mean averages of both headteachers and teachers responses on headteachers use of transactional leadership style were correlated with responses of teachers on averaged scores of teacher commitment. The results are shown in table 4. 7.5

Table 4.15 Influence of headteachers' use of transactional leadership style on teachers' job commitment

		Teachers job commitment
Transactional leadership Style	Chi test	6.550
	Pearson chi square	.353
	Sig. (2-tailed)	.004
N		130

Calculated (χ^2) significant at the 0.05 level (2-tailed).df= 1

The output in Table 4.7.5 illustrated that the calculated χ^2 for teachers job commitment mean score was. 353with the level of significance at 0.004 a value lower than alpha 0.05 implying that there was a significant positive relationship between headteachers use of transactional leadership style and teachers' job commitment. The relationship indicated that when headteachers used transactional leadership style, there was a resultant increase in teachers' commitment in their job.

The findings echo the results of a study by Bass and Avolio (1998) which observed that transactional leaders influence the organizational commitment of followers, encouraging them to think critically by using novel approaches, involving them in the decision-making processes and inspiring loyalty, while recognizing and appreciating the different needs of each follower to develop their personal potential.

Research question two: How does headteachers' use of transformative leadership style influence teachers' job commitment in public primary schools in Machakos Sub County?

The second research question was to provide the answer to the relationship between head teachers' use of transformative leadership style and teachers' job commitment in public primary school in Machakos Sub County. Calculated mean averages of both headteachers and teachers responses on headteachers' use of transformative leadership style were correlated with responses of teachers on averaged scores of teacher commitment. The results are shown in table 4. 7.6

The results were presented in table 4.7.6

Table 4.16: Influence of headteachers’ use of transformative leadership style on teachers’ job commitment.

		Teachers commitment
Transformational leadership style	Chi test	6.334
	Pearson chi square	.352
	Sig. (2-tailed)	.001
N		130

Calculated (χ^2) significant at the 0.05 level (2-tailed). df= 1

The analysis presented in Table 4.21 shows that there was a positive relationship of .352 between headteachers’ practice of transformative leadership and teachers’ job commitment. The χ^2 significance level at 0.001 indicated a high significance which implied that head teachers’ use of transformative leadership style significantly improved teachers’ job commitment. This relationship is typical of assertion by Bono and Judge (2003) who argue that there is considerable association between organizational commitment and transformational leadership. Likewise Chandan (2011) examined the effects of transformational leadership style of headteachers and teacher commitment among teachers in India and discovered that transformational leadership behavior of the headteacher indeed positively affected the teachers’ duty commitment levels.

Research question 3: To what extent does headteachers’ use of democratic leadership style influence teachers’ commitment in public primary schools in Machakos Sub County?

The third research question sought to provide answer to what extent headteachers’ use of democratic leadership style influenced teachers’ job commitment in public primary schools in Machakos Sub County. Calculated mean averages of both headteachers and teachers responses on headteachers’ use of democratic leadership style were correlated with responses of teachers on averaged scores of teacher commitment. The results are shown in table 4.16

Table 4.17: Influence of headteachers’ use of democratic leadership style on teachers’ job commitment

		Teachers job commitment
Democratic leadership Style	Chi test	6.235
	Pearson chi square	.110
	Sig. (2-tailed)	.003
N		130

Calculated (χ^2) significant at the 0.05 level (2-tailed).df= 1

The results presented in Table 4.17 showed that chi test value for head teachers’ use of democratic leadership style had a positive relationship of .110 and the calculated χ^2 was significant at 0.003 a level lower than alpha 0.05 implying that there was a positive significant relationship between head teachers’ use of democratic leadership style and teachers job commitment. The findings concur with assertion by Rafferty

and Griffin (2006) that there is a positive association between democratic leadership and affective commitment.

Research question 4: To what extent does headteachers’ use of autocratic leadership style influence teachers’ commitment in public primary schools in Machakos Sub County?

The fourth research question aimed at responding to the question to what extent does headteachers’ use of autocratic leadership style influence teachers’ job commitment in public primary schools in Machakos Sub County. Calculated mean averages of both headteachers and teachers responses on headteachers’ use of autocratic leadership style were correlated with responses of teachers on averaged scores of teacher commitment. The results are shown in table 4.17

Table 4.18: Influence of headteachers’ use of democratic leadership style on teachers’ job commitment

		Teachers commitment
Autocratic leadership	Chi test	6.345
Style	Pearson chi square	.169
	Sig. (2-tailed)	.003
N		130

Calculated (χ^2) significant at the 0.05 level (2-tailed). df= 1

The analysis presented in Table 4.43 indicates that the calculated χ^2 level were significant at .003 a level lower than the predetermined alpha 0.05. The results

indicated that there was a positive significant relationship between head teachers' use of autocratic leadership style and teachers' job commitment at level .169.

The findings mirror the assertion advanced by Oyetuni (2006) on the effect of autocratic leadership style on teacher commitment and productivity in private schools in Wakiso District in Botswana indicated that autocratic leadership reaps results very quickly as subordinates work under pressure to meet deadline ensuring high level of commitment in duty performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusions derived from the study findings, recommendations and suggestions for further research.

5.2 Summary of the study

The purpose of the study was to investigate the influence of headteachers' leadership styles on teachers' job commitment in public primary schools in Machakos sub county, Kenya. The objectives of the study were:

- i. To determine the extent to which headteachers' use of transactional leadership style influences teachers' commitment in public primary schools in Machakos Sub- County.
- ii. To establish the extent to which headteachers' use of transformative leadership style influences teachers' commitment in public primary schools in Machakos Sub County.
- iii. To determine the extent to which headteachers' use of democratic leadership style influences teachers' commitment in public primary schools in Machakos Sub County.
- iv. To determine the extent to which headteachers' use of autocratic leadership style influences teachers' commitment in public primary schools in Machakos Sub County.

The study employed descriptive survey design. The target population of the study was 57 headteachers, 130 primary school teachers and 113 primary schools in Machakos Sub County; Fifty percent of target population for headteachers and schools and twenty percent for teachers were sampled giving a sample size of 187 respondents in 113 primary schools. The headteachers, teachers and the schools were stratified per division and selected by simple random sampling method to participate in the study. The sample consisted of 187 respondents.

Data was collected by use of questionnaires. Data analysis was done by use of SPSS programme where data was coded, fed into the computer analyzed descriptively and presented using frequency tables, bar graphs and pie charts. Chi square was used to determine the degree of significance between the headteachers' leadership styles and teachers' commitment to duty. Pearson correlation was used to determine the level and degree of relationship between headteachers' leadership styles and teachers' job commitment. Content validity of the research instruments was ascertained by a team of experts in the field of Educational Administration and through piloting of the questionnaire. Reliability of the instruments was ascertained by a test-re-test technique and a coefficient of stability for the teachers' questionnaire found to be 0.92. Permission to collect data in Machakos Sub County was granted by the National Council of Science and Technology. A letter of introduction was given in every school visited before data was collected.

5.3 Findings of the study

This section provides a summary of the major findings of the study based on the research objectives.

5.3.1 Influence of headteachers' use of transactional leadership style on teachers' job commitment in public primary schools in Machakos Sub- County.

The findings of the study were that headteachers' use of transactional leadership style influenced teachers' job commitment. The study established that there was a significant positive relationship between headteachers use of transactional leadership style and teachers job commitment significant at level 004. The findings were that when headteachers used transactional leadership style, teachers' job commitment increased.

5.3.2 Influence of headteachers' use of transformational leadership style on teachers' job commitment in public primary schools in Machakos Sub- County.

The findings of the study were that headteachers' use of transformational leadership style influenced teachers' job commitment. The study established that there was a significant positive relationship between head teachers' use of transactional leadership style and teachers' job commitment significant at level 001. The findings were that when headteachers used transactional leadership style, teachers' job commitment increased.

5.3.3 Influence of headteachers' use of democratic leadership style on teachers' job commitment in public primary schools in Machakos Sub- County.

The findings of the study were that headteachers' use of transformational leadership style influenced teachers' job commitment. The study established that there was a significant relationship between head teachers' use of transactional leadership style and teachers' job commitment significant at level 003. The findings were that when headteachers used transactional leadership style, teachers' job commitment increased.

5.3.4 Influence of headteachers' use of autocratic leadership style on teachers' job commitment in public primary schools in Machakos Sub- County.

The findings of the study were that headteachers' use of transformational leadership style influenced teachers' job commitment. The study established that there was a significant relationship between head teachers' use of transactional leadership style and teachers' job commitment significant at level 005. The findings were that when headteachers used transactional leadership style, teachers' job commitment increased.

This study fills the gap in understanding the relationship between headteachers' leadership style and teachers' job commitment.

5.4 Conclusions

The study concluded that transformational leadership style was the most used leadership styles by headteachers while autocratic leadership style was least used. It was also concluded that a higher number of teachers showed higher commitment to duty under transformational leadership style. The study concluded that lower teacher commitment was exhibited under autocratic leadership style.

The study concluded that headteachers' use of transformative leadership style highly influenced teachers' job commitment in public primary schools in Machakos Sub County.

5.5 Recommendations

- (i) Headteachers need to establish a pleasant teaching and learning climate in their schools. Headteachers should be ready and willing to attend regular training to obtain leadership skill necessary for school administration.

- (ii) The BOM should support the teachers' motivation in schools. This is because motivation has been seen to play a major role in enhancing their commitment to duty since it boosts the morale of teachers.
- (iii) The ministry of education through KEMI should organize in service courses for headteachers on management practices that can lead to improved head-teacher relationship.

5.6 Suggestions for further research

- (i) Further studies should be done on the influence of headteachers leadership styles in relations to other aspects of school management like students discipline.
- (ii) Further studies on other aspects like stakeholders participation in school governance should be explored to highlight their influence on teacher commitment to duty.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

UNIVERSITY OF NAIROBI,

P.O BOX 30197,

NAIROBI.

The Head teacher,

_____ Primary School.

Dear Sir/Madam,

RE: FILLING OF QUESTIONNAIRE

I am a post graduate student at the University of Nairobi, Department of Educational Administration and Planning. I wish to carry out a research on the influence of headteachers' leadership styles on teachers' job commitment. I request you to kindly allow me to collect data from your school. Please, be assured that your identity will be kept confidential. The data collected will only be used for the purpose of this research.

Thank you

Yours faithfully

Maureen M Maingi.

APPENDIX II

QUESTIONNAIRE FOR HEADTEACHERS

You are requested to participate in this study by filing in this questionnaire. Your identity will be kept confidential.

Kindly give us as honest answers as possible. Indicate the correct option by inserting a tick (√) in appropriate box provided.

PART A: DEMOGRAPHIC INFORMATION

1. What is your gender?
Female () Male ()

2. Please indicate your age bracket from the listed ones?
Below 35years () 36-44years () 45-54years ()
55 years and above ()

3. What is your highest academic/professional qualification?
M.ED () BED () DIP ()
P1 ()
If any other specify.....

4. How long in years have you served as a teacher?
Below 5years () 6 – 10 years () 11-15years ()
Above 15years ()

PART B: PERCEPTION OF HEADTEACHERS' OWN LEADERSHIP STYLE

This section consists of questions related to leadership styles which are transaction and transformation autocratic and democratic. Please indicate by putting a tick (√) in appropriate column to which the following statements will apply to your leadership behavior in your school.

Key

1 – Always, 2 – Often, 3 – Occasionally, 4- Seldom, 5- Never leader

		Perceptions				
		1	2	3	4	5
	Transactional					
1	I give positive feedback to teachers if they do well.					
2	I encourage staff to frankly express their view points.					

3	I express confidence in my staff members regardless disagreeing with them.					
4	I encourage the members of staff to openly express their feelings.					
5	I give room to group members to present their view points before stating my stand					
	Transformative	1	2	3	4	5
6	I seek new opportunities for my staff					
7	I have clear defined goals for my school					
8	I inspire my teachers to achievement of set targets					
9	I foster collaboration among staff members					
10	I encourage teacher /teachers to form team attitude to achieve set targets.					
	Autocratic	1	2	3	4	5
11	I encourage use of standard procedures and policies in addressing issues.					
12	I decide what should be done and how it should be Done					
13	I assign my teachers particular tasks that must be completed within a given time frame					
14	I maintain definite standards of performance					
15	I do not allow freedom of action that is not in line with desired targets					
	Democratic	1	2	3	4	5
16	I give encouragement to members of staff to initiate new and creative ideas to benefit school and the rest of staff members					
17	I am patient with progress being made by the staff towards goals attainment					
18	I permit teachers to set their own ways of doing Things					
19	I acknowledge all members' efforts towards attainment in school affairs					
20	I allow staff to reach at a decision as a collective Whole					

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

You are kindly requested to fill this questionnaire. Your participation will help gather information on the influence of headteachers' leadership style on teachers' commitment to duty in public secondary school in Machakos sub-county.

Kindly answer all questions as honestly as possible. Your name and that of institution is not required. This will help to ensure maximum confidentiality. Pick a tick (√) in the spaces provided.

Part A: Demographic Information

3. What is your gender?

Female ()

Male ()

4. Please indicate your age bracket from the listed ones?

Below 35years ()

36-44 years ()

45-54years ()

55 years and above ()

4. What is your highest academic/professional qualification?

M.ED ()

BED ()

DIP.EDU ()

Ats iv ()

P1 ()

If any other specify.....

4. How long in years have you served as a teacher?

Below 5years ()

6-10 years ()

11-15years ()

Above 15years ()

Section B: Teachers perception of headteachers leadership style

Please indicate by putting a tick (√) in appropriate column to which the following statements will apply to your leadership behavior in your school.

Key 1.Always 2.Often 3.Occasionally 4.Seldom 5. Never

	Leadership behavior	Perceptions				
		1	2	3	4	5
	Transactional					
1	My headteacher gives positive feedback to teachers if they do well.					
2	My headteacher encourages staff to frankly express their view points.					
3	My headteacher expresses confidence in staff members regardless disagreeing with them					

4	My headteacher encourage s the members of staff to openly express their feelings.					
5	My headteachergives room to group members to present their view points before stating his stand.					
	Transformative	1	2	3	4	5
6	My headteacherseeks new opportunities for the staff.					
7	My headteacherhas a clear defined goals for the school					
8	My headteacher inspires teachers to achievement of set targets					
9	My headteacher fosters collaboration among staff members					
10	My headteacher encourages teacher/ teachers to form team attitude to achieve set targets.					
	Autocratic	1	2	3	4	5
11	My headteacherencourages use of standard procedures and policies in addressing issues.					
12	My headteacher decides what should be done and how it should be done.					
13	My headteacher assigns teachers particular tasksthatmust be completed within a given time frame.					
14	My headteacher maintains definite standard of perrformance.					
15	My headteacher does not allow freedom of action that is not in line with desired targets.					
	Democratic	1	2	3	4	5
16	My headteachergives encouragement to members of staff to initiate new and creative ideas to benefit school and the rest of staff members.					
17	My headteacher is patient with progress being made by the staff towards goals attainment.					
18	My headteacher permits teachers to set their own ways of doing things.					
19	My headteacher acknowledges all members' efforts towards attainment in school affairs.					
20	My headteacherallows staff to reach at a decision as a collective whole.					

Section B: Teachers commitment to duty survey

This section consists of questions on teacher commitment to duty in public schools.
Put a tick on the number that best represents your opinion the most.

Commitment		Perceptions				
		1	2	3	4	5
1	I prepare and use lesson notes in my teaching.					
2	I ensure all the work covered is recorded in record of work book.					
3	I prepare and effectively follow my schemes of work.					
4	I faithfully attend all my lessons.					
5	I give and monitor pupils' assignments.					
6	I keep and maintain pupils' examination score progressive records.					

Thanks for your cooperation



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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when replying please quote

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NAIROBI-KENYA

Ref: No.

Date:

NACOSTI/P/16/37316/10658

2nd May, 2016

Maureen Mwendu Maingi
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of headteachers’ leadership styles on teachers’ job commitment in public primary schools in Machakos Sub County, Machakos County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Machakos County** for the period ending **29th April, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Machakos County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Machakos County.

The County Director of Education
Machakos County.



