

**INFLUENCE OF PRINCIPALS' TRANSFORMATIVE CORPORATE  
LEADERSHIP STYLE ON TEACHERS' JOB COMMITMENT IN  
PUBLIC SECONDARY SCHOOLS IN ATHI RIVER SUB COUNTY,  
MACHAKOS COUNTY, KENYA**

**Damaris Ngina Peter**

**A Research Project Submitted in Partial Fulfillment of the Requirements for  
the Award of the Degree of Master of Education in Corporate Governance  
University of Nairobi**

**2016**

## **DECLARATION**

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

---

**Damaris Ngina Peter**

**REG NO. E55/72522/2014**

This research project has been Submitted with our approval as university supervisors

---

Edward Kanori

Lecturer

Department of Educational Administrative and Planning

University of Nairobi

---

Jeremiah M. Kalai, PhD.

Senior Lecturer and Chairman

Department of Educational Administrative and Planning

University of Nairobi

## TABLE OF CONTENTS

<b>Content</b>	<b>Page</b>
Declaration.....	ii
Table of contents.....	iii
List of tables.....	viii
List of figures.....	x
Abbreviations and acronyms.....	xi
Abstract.....	xii

### CHAPTER ONE

#### INTRODUCTION

1.1 Background to the study .....	1
1.2 Statement of the problem .....	6
1.3 Purpose of the study.....	7
1.4 Research objectives.....	8
1.5 Research hypotheses .....	8
1.6 Significance of the study.....	9
1.7 Limitation of the study .....	9
1.8 Delimitation of the study .....	10

1.9 Basic assumption of the study.....	10
1.10 Definition of significant terms .....	10
1.11 Organization of the study.....	12

## **CHAPTER TWO**

### **LITERATURE REVIEW**

2.1 Introduction.....	13
2.2 Concept of transformational leadership .....	13
2.3 Idealized influence and teachers’ job commitment .....	14
2.4 Inspired motivation and teachers’ job commitment.....	16
2.5 Intellectual stimulation and teachers’ job commitment .....	19
2.6 Individualized consideration teachers’ job commitment .....	22
2.7 Summary of literature review .....	25
2.8 Theoretical framework.....	26
2.9 Conceptual framework.....	27

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

3.1 Introduction.....	29
3.2 Research design .....	29

3.3 Target population .....	29
3.4 Sample size and sampling procedures .....	30
3.5 Research instruments .....	31
3.6 Instrument validity .....	31
3.7 Instrument reliability.....	32
3.8 Data collection procedures.....	33
3.9 Data analysis techniques .....	33
3.10 Ethical considerations .....	35

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSION**

4.1 Introduction.....	36
4.2 Questionnaire return rate.....	36
4.3 Demographic information of respondents .....	37
4.3.1 Gender of the respondents .....	37
4.3.2 Academic qualification of the respondents.....	38
4.3.3 Length of service of the respondents .....	40
4.3.4 Distribution of the respondents by age .....	41

4.4 Descriptive statistics on transformational leadership styles and teachers' job commitment .....	42
4.4.1 Idealized influence and teachers' job commitment .....	42
4.4.2 Inspired motivation and teachers' job commitment.....	44
4.4.3 Intellectual stimulation and teachers' job commitment.....	47
4.4.4 Individualized considerations and teachers' job commitment.....	49
4.5 Cross tabulations of transformational leadership styles and teachers' commitment .....	51
4.5.1 Cross tabulations of idealized influence and teachers' commitment.....	51
4.5.2 Cross tabulations of inspired motivation and teachers' commitment.....	53
4.5.3 Cross tabulations of intellectual stimulation and teachers' commitment ....	54
4.5.4 Cross tabulations of individualized consideration and teachers' commitment .....	55
4.6 Inferential statistics informing the study.....	56
4.6.1 Correlation analysis matrix on transformational leadership styles and teachers' job commitment.....	57
4.6.2 Regression Analysis of independent variables and dependent variable .....	60

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.....	66
5.2 Summary of the study .....	66
5.3 Conclusions.....	70
5.4 Recommendations.....	71
5.5 Suggestions for further research .....	71
<b>REFERENCES.....</b>	<b>73</b>
<b>APPENDIX 1.....</b>	<b>80</b>
Population of the study.....	80
Appendix 2.....	81
Letter of introduction.....	81
Appendix 3.....	82
Questionnaire for teachers and principals.....	82
Appendix 4.....	88
Authorization letter.....	88
Research permit.....	89
Map of athi river sub county.....	90

## LIST OF TABLES

<b>Table</b>	<b>Page</b>
Table 1.1: Mean grade for the years 2011-2015 .....	6
Table 3.1: Target population.....	30
Table 3.2: Sample size .....	30
Table 4.1: Response rate .....	36
Table 4.2: Distribution of principals and deputies and teachers by gender .....	38
Table 4.3: Distribution of principals and deputies and teachers by academic qualification.....	39
Table 4.4: Distribution of principals and deputies and teachers by experience....	40
Table 4.5: Distribution of principals, deputies and teachers by age .....	41
Table 4.6: Idealized influence .....	43
Table 4.7: Inspired motivation.....	45
Table 4.8: Intellectual stimulation .....	47
Table 4.9: Individualized considerations .....	50
Table 4.10: Cross tabulations of idealized influence and teachers' commitment.	52
Table 4.11: Cross tabulations of principals' inspired motivation and teachers' commitment .....	53
Table 4.12: Cross tabulations of principals' intellectual stimulation and teachers' commitment .....	54
Table 4.13: Cross tabulations of principals' individualized consideration and teachers' commitment .....	56



4.6.1 Correlation analysis matrix on transformational leadership styles and teachers' job commitment .....	57
Table 4.14: Correlation between leadership styles and teachers' job commitment .....	58
Table 4.15: Model Fitness on transformational leadership styles and teachers' job commitment .....	61
Table 4.16: Analysis of Variance on transformational leadership styles and teachers' job commitment .....	62
Table 4.17: Regression of Coefficients on transformational leadership styles and teachers' job commitment .....	63

## LIST OF FIGURES

<b>Figure</b>	<b>Page</b>
Figure 2.1: Relationship between transformational leadership and teachers' job commitment .....	28

## **ABBREVIATIONS AND ACRONYMS**

<b>ICT:</b>	Information and Communication Technology
<b>KCSE:</b>	Kenya Certificate of Secondary Education
<b>KEMI:</b>	Kenya Education Management Institute
<b>LPI:</b>	Leadership Practices Inventory
<b>MLQ:</b>	Multifactor Leadership Questionnaire
<b>NACOSTI:</b>	National Commission of Science, Technology and Innovation
<b>OD:</b>	Organization Development
<b>TL:</b>	Transformational leadership

## ABSTRACT

It is widely recognized and agreed upon that one of the key factors determining school's effectiveness is the nature and quality of school heads. Despite the fact that public secondary schools in Athi River Sub County have qualified school principals using various management styles in their respective schools, the students' academic performance in these schools have persistently been below average over the last five years. The purpose of this study was to investigate the influence of principals' transformative corporate leadership style on teachers' job commitment in public secondary schools in Athi River Sub County, Machakos County, Kenya. The study sought to determine the influence of principal's idealized influence, inspired motivation, intellectual stimulation and individualized consideration on teachers' job commitment in public secondary schools in Athi River Sub County, Machakos County, Kenya. The study used correlation research design to collect data from principals, deputy principals and teachers in public primary schools in Athi River Sub County. The total number of respondents was 13 principals, 13 deputy principals and, 260 teachers and thus the total target population was 286. The researcher used census approach to select all the schools' heads and their deputies and stratified random sampling to select 104 teachers. The analysis was done by descriptive statistics using Statistical Package for Social Sciences version 21.0. In addition, Pearson's correlation analysis and regression analysis were used to establish the relationship between the study variables. The study found that idealized influence and teachers' job commitment are positively and significant related ( $r=0.109$ ,  $p=0.001$ ), inspired motivation and teachers' job commitment are positively and significant related ( $r=0.139$ ,  $p=0.001$ ), intellectual stimulation and teachers' job commitment were positively and significantly related ( $r=0.279$ ,  $p=0.000$ ) while individualized considerations and teachers' job commitment were also positively and significantly related ( $r=0.251$ ,  $p=0.000$ ). The study concluded that idealized inspiration, intellectual stimulation, and individualized consideration are four factors that influence teachers' job commitment. The study therefore recommends that there is need for principals in public secondary schools to adopt transformation leadership styles so as to improve on teachers' job commitment.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Leadership is the capability to inspire confidence and support among an organization's people who are needed to achieve organizational goals (Mostashari, 2009). Leadership is an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes (Rost, 2003). The influence of the leader is of significance level that can influence the social and economic factors in particular and a society as a whole, and influence the employee behavior in an organization to achieve the set goals (Khan, Ghouri & Awang, 2013).

The idealized influence represents the ability of building confidence in the leader and appreciating the leader by the followers, which forms the basis for accepting radical change in the organization. Without such confidence in the leader, that is, in his motives and aims, an attempt to redirect the organization may cause great resistance. You can "lead" people if you make them ready to engage. You will have to become a leader who possesses idealized influence and who represents "The Roles Model" to his followers (Bass, 2006). The leaders with idealized influence are honored, appreciated, they are trusted, the followers admire them, and they identify with them and try to imitate them. Such leaders, which represent the model roles to their followers, do "the right things", demonstrating high

morale and ethical behavior. They do not use their position and abilities to achieve personal interests, but they use the potentials of people to achieve the aims of organizations (Bass, 2006).

Inspirational motivation is the ability of transformational leadership, to inspire and motivate people to adopt the appropriate behavior. In the conditions when transformational change is being conducted in an organization, the leader has the task of clearly and continuously stimulating others to follow a new idea. Transformational leaders should, therefore, behave in such a way, which motivates and inspires people. Such behavior includes implicitly showing enthusiasm and optimism, stimulating team work, pointing out positive results, advantages, emphasizing aims and stimulating followers (Bass, 2006).

Intellectual stimulation has an important role in the transformation process of organizations. Transformational leaders stimulate permanent reexamination of the existent assumptions, stimulate change in the way of thinking about problems, and plead the use of analogy and metaphor. By constantly searching for new knowledge, transformational leaders constantly teach, illustrate, but also promote and get new and creative ideas for solving problems from all organizational members (Bass, 2006).

Individualized consideration is the inclusion of people into the transformation process of an organization. These arises the need to diagnose their wishes, needs, values and abilities in the right way. This type of activity leads to higher levels of

trust in the leader. So, besides a global picture, a transformational leader must know what motivates any of his team members individually. Human wishes and needs are different. Some want certainty, some want excitement and change; some prefer money, and some free time. The leader, who is aware of the difference needs and wishes of people, has an opportunity to use all those different demands in the right way. By their behavior, transformational leaders demonstrate acceptance of individual differences and assign the tasks in accordance with their personal affinities. Following the progress in performing the individual tasks, a leader gets a picture of regularity (or irregularity) of his own action of individualized consideration (Bass & Avolio, 2009).

Idealized influence at its core represents the highest levels of moral reasoning and perspective-taking capacity. The Subcontracts of idealized influence under this study include ethical policy, vision articulation and risk management policy. The key indicators of inspirational motivation are setting organizational vision, communicating this vision, challenging workers, giving continuous encouragement, and applying the principles of shared power (Sarros & Santora, 2001).

The key indicators of intellectual stimulation are critical thinking, problem solving and creativity. Innovation and creativity is in the heart of intellectual stimulation factor. Individualized consideration constitutes developing followers through coaching, mentoring and teaching are the central indicator of the factor

(Kirkbride, 2006). The Subcontracts that will be used to measure individualized consideration under this study are mentorship policy, recognition policy and job security policy. The principal's management of teacher dynamics to enhance commitment will be used in the study so as to check the intervening effect of the school management between the transformational leadership and teachers' job commitment.

The impact of leadership upon school effectiveness and school improvement is significant (Wallace, 2012). It is widely recognized and agreed upon that one of the key factors determining school's effectiveness is the nature and quality of school heads. The most significant challenge of leadership is to build and sustain organizational culture that focuses on continual improvement of educational reforms, teacher capacities and skills and student learning. Kenya's education system is undergoing many changes and the system involves school heads on daily basis in the process of change. It is expected that such changes will bring a shift in the current leadership styles and adapt one capable of meeting the demands of the changes. Transformational leadership has a Substantial impact as it focuses on capacity building and leads to sustenance of school improvement (Fullan, 2005).

The state of affairs among the problems that currently hamper the achievement of school goals and at the same time lead to waste government funds used to train those teachers who quit the profession (Sisungu, 2002). Therefore there is a need to uncover the relationships that exist between our teachers' perceptions of



leadership styles engaged by their principals and their job satisfaction. This study is an attempt to contribute in this regard.

Formal secondary education in Kenya is a Sub-sector that consists of over 4,000 public secondary schools with a total student population of over 850,000 (MOEST, 2014,). There has been a major concern on the secondary students' achievement in the national examinations as measured by the Kenya Certificate of Secondary Education (KCSE). For instance, every year when the KCSE examinations results are released, records indicate that a large percentage of the students score grade "D" (Mean Score: 3.00 out of 12.00), at such times, fingers point at the school principal, seeking answers. The low grades may be attributed to low teachers' commitment on their job.

Sisungu (2002) established that the challenges experienced in public secondary schools, in terms of low teacher morale, uncooperative parents, low school academic achievement and un-conducive school environments can be addressed through change from the old way of doing things, to a new way through transformational leadership. Transformational leaders may challenge teachers to examine their assumptions about their work and to rethink instructional processes; they may establish expectations for quality pedagogy and support teachers' professional growth (Leithwood, Jantzi & Steinbach, 1998).

One of the main concerns of the parents is the academic achievement of majority of students in Athi River Sub County in that many schools record a mean score in the Kenya Certificate of Secondary Education (KCSE) that is below the average

score required for university admission. Current educational leadership literature offers no unitary concept of transformational leadership. Results of students performance was shown in table 1.1.

**Table 1.1: Mean grade for the years 2011-2015**

<b>Year</b>	<b>2015</b>	<b>2014</b>	<b>2013</b>	<b>2012</b>	<b>2011</b>
Mean	6.230	6.000	5.340	6.133	5.200

The performance index of schools in Athi River County had steadily remained below the conventionally perceived average mean grade of C over the last 5 years as shown in table 1.1.

### **1.2 Statement of the problem**

In Kenya, schools like all organizations are advancing in complexity with an increasing number of factors that impact on schools management and performance (Momanyi, 2016; Sisungu, 2002). Consequently, they raise challenges for leadership styles that call for principals as leaders in these schools to create attractive and enabling working environment in order to motivate and retain effective teachers. The ministry of education and other sponsors has channeled more resources to support learning. Teachers’ service commission (TSC) has also increased the number of teachers in public secondary schools but despite this, poor students’ performance is still witnessed (Otieno, 2010).

Despite the fact that public secondary schools in Athi River Sub County have qualified school principals using various management styles in their respective

schools, the students' academic performance in these schools have persistently been below average over the last five years. The performance index had steadily remained below the conventionally perceived average mean of 6.000 points (grade C) over the last 5 years, averaging 5.340 (grade C-) for the years 2007 – 2013 period. Of the 14,223 students presented by the Sub County for KCSE over this period, only a paltry 4,435 constituting approximately one third of the total candidature attained the minimal university admission grade of C+ and above, which is also the practical admission grade for competitive diploma courses offered by tertiary institutions. Despite the government channeling resources to the learning institutions, poor performance still exists. These therefore inform this study to interrogate the type of management leadership practiced.

One of the main concerns of the parents is the academic achievement of majority of students in Athi River Sub County in that many schools record a mean score in the Kenya Certificate of Secondary Education (KCSE) that is below the average score required for university admission. This therefore informed the choice of the study location.

### **1.3 Purpose of the study**

The purpose of this study was to investigate the influence of principals' transformative corporate leadership style on teachers' job commitment in public secondary schools in Athi River Sub County, Kenya.

#### **1.4 Research objectives**

The following objectives guided the study.

- i. To establish influence of principals' idealized influence on teachers' job commitment in public secondary schools in Athi River Sub County, Kenya.
- ii. To determine influence of principals' inspired motivation on teachers' job commitment in public secondary schools in Athi River Sub County, Kenya
- iii. To assess influence of principals' intellectual stimulation on teachers' job commitment in public secondary schools in Athi River Sub County, Kenya
- iv. To examine the influence of principals' individualized consideration on teachers' job commitment in public secondary schools in Athi River Sub County, Kenya.

#### **1.5 Research hypotheses**

H<sub>01</sub> There is no significant relationship between principals' exercise of Idealized influence and the teachers' job commitment in public secondary schools in Athi River Sub County, Kenya.

H<sub>02</sub> There is no significant relationship between principal's exercise of inspired motivation and the teachers' job commitment in public secondary schools in Athi River Sub County, Kenya.

H<sub>03</sub>: There is no significant relationship between principals' exercise of Intellectual stimulation and the teachers' job commitment in public secondary schools in Athi River Sub County, Kenya.

H<sub>04</sub>: There is no significant relationship between principal's exercise of Individualized consideration and the teachers' job commitment in public secondary schools in Athi River Sub County, Kenya.

### **1.6 Significance of the study**

Future researchers may find this study useful for it will provide insight into the influence of transformational leadership style on performance of public secondary school. The government may also find this research significant because it will dissect one of the factors that lead to the failure and low performance among public secondary schools in Kenya.

The study would also be useful to training institution including Kenya Education Management Institute (KEMI).

### **1.7 Limitation of the study**

This research was faced by the bureaucracy involved at public secondary schools for authorization to access the institution. The bureaucracy involved at public secondary schools was solved by acquiring a letter of introduction from the university to the institutions. This eased access to the institutions.

### **1.8 Delimitation of the study**

The study focused on public secondary schools in Athi River Sub County, Machakos County, Kenya. The population of the study was 13 public secondary schools within Athi River Sub County. The list of the 13 public secondary schools was obtained from Athi River Sub county education office.

### **1.9 Basic assumption of the study**

- i. It was assumed that the respondents honestly answered the questionnaire
- ii. It was assumed that principal's transformational leadership was the only factors determining teachers' job commitment. Other factors were held constant.

### **1.10 Definition of significant terms**

The following are the definitions of significant terms;

**Corporate leadership-** refers to the capability to inspire confidence and support among an organization's people who are needed to achieve organizational goals. Corporate leadership is provided by the organization management.

**Idealized influence** Transformational leaders act as role models for their followers. Transformational leaders must embody the values that the followers should be learning and internalizing. The foundation of transformational leadership is the promotion of consistent vision and values. For this case, it refers to charismatic actions of the secondary school principals that are centred on values, beliefs, and a sense of mission

**Individualized consideration** is the degree to which the leader attends to each follower's needs, acts as a mentor or coach to the follower, and listens to the follower's concerns. For this case, it is giving the teachers individual recognition and praise for their performance.

**Inspirational motivation** Transformational leaders have the ability to inspire and motivate followers. It refers to the secondary school principals' ability to articulate values and goals which cause teachers to transcend their own self-interests.

**Intellectual stimulation** is defined as having a leader who encourages innovation and creativity, as well as critical thinking and problem-solving. Intellectual stimulation involves arousing followers' thoughts and imagination, as well as stimulating their ability to identify and solve problems creatively. For this case, it refers to a transformational secondary school principals' encouragement of their teachers to think about new approaches to solving problems.

**Transformational leadership-** is a style of leadership where a leader works with subordinates to identify needed change, creating a vision to guide the change through inspiration, and executing the change in tandem with committed members of a group. In this case, it is a process where the secondary school principals and teachers engage in a mutual process of 'raising one another to higher levels of morality and motivation.

### **1.11 Organization of the study**

This study was organized into five chapters. Chapter one included background to the study, statement of the problem, purpose of the research work, research objectives, research questions, significance of the study, limitations, delimitation, assumptions of the study and definition of terms. Chapter two focused on; concept of transformational leadership, idealized influence, inspirational motivation, intellectual stimulation, individualized consideration and teachers' job commitment, summary of the literature, theoretical review and conceptual framework. Chapter three discussed the research design, the target population of the study, the sample size, sample size and sampling procedure, research instruments, instrument validity instrument reliability, data collection procedures, data analysis method and ethical consideration. Chapter four focused on data analysis, presentation of results and discussions of the findings. Lastly chapter five presented a summary of the study, conclusions, recommendations and suggestion for further study.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter discussed concept of transformational leadership, idealized influence, inspirational motivation, intellectual stimulation, individualized consideration and teachers' job commitment, summary of the literature, theoretical framework and conceptual framework.

#### **2.2 Concept of transformational leadership**

Transformational leadership represents the essential quality for successful management. It creates adaptive, innovative and dynamic organizations that are transforming. Transformational leadership comprises any one of the following attributes: Idealized influence, where the leader influences followers only when she/he practices what she/he preaches (Judge, & Piccolo, 2004).

According to Bass (1991) transformational leadership is characterized by the presence of leadership qualities contained in appropriate transformational abilities of leaders and in certain attributes which are assumptions for the use of leaders' skills and for successful performance of leadership roles. Bass and Avolio (2009) presented a classification of skills of transformational leaders in what is known as the "Four I's" model. The "Four I's" model forms the basis of this study. The idealized influence represents the ability of building confidence in the leader and appreciating the leader by the followers, which forms the basis for accepting

radical change in the organization. Without such confidence in the leader, that is, in his motives and aims, an attempt to redirect the organization may cause great resistance (Judge, & Piccolo, 2004). A person "leads" people if he/she makes them ready to engage. An individual will have to become a leader who possesses idealized influence and who represents "The role model" to his followers (Bass, 2006). The leaders with idealized influence are honored, appreciated, they are trusted, the followers admire them, and they identify with them and try to imitate them. Such leaders, which represent the model roles to their followers, do "the right things", demonstrating high morale and ethical behavior. They do not use their position and abilities to achieve personal interests, but they use the potentials of people to achieve the aims of organizations (Bass, 2006).

### **2.3 Idealized influence and teachers' job commitment**

Idealized influence at its core represents the highest levels of moral reasoning and perspective-taking capacity. Such leaders are willing to sacrifice their own gain for the good of their work group, organization, and community. They set high standards for work conduct and are a role model for those standards. They build trust in people because those who work with them know they are committed to the common good and their sacrifices along the way evidence the consistency of their actions with their values. Transformational leaders in applying idealized influence can see the good in others first and when it is not obvious they work to bring it out through continuous endeavour (Avolio, 2005).

Empirical literature on idealized influence is presented below.

Kibui (2013) conducted a study on the impact of transformational leadership in capacity building in Kenyan secondary schools and the perceptions of teachers, students, principals and quality assurance and standards officers about the principal's transformational leadership. The major findings were that while evidence gathered underpins the need for school leaders to receive training, most receive little formal or structured preparation for the job.

Koech and Namusonge (2012) conducted a study on the Effect of Leadership Styles on Organizational Performance at State Corporations in Kenya. They found that laissez-faire leadership style is not significantly correlated to organizational performance. They recommended that managers should discard laissez-faire leadership style by becoming more involved in guiding their Subordinates and public managers should formulate and implement effective reward and recognition systems.

Sandbakken (2006) conducted a study on Leadership Practices and Organizational Performance a Norwegian study. The hypotheses were tested in a survey of N=347 MBA and Master of Management alumni evaluating their leaders and respective organizations. Results confirmed an overall positive relationship between transformational leadership practices and organizational performance. Rather than five LPI leadership practices as proposed by Kouzes and Posner, the study found three distinct leadership practices better fit a Norwegian context. Each leadership practice was found to have a different relative influence on

organizational performance. Practical implications of findings for leaders and organizations are discussed, and areas for further research are suggested.

Mehra, Smith, Dixon and Robertson (2006) argue that when some organizations seek efficient ways to enable them outperform others, a longstanding approach is to focus on the effects of leadership. Team leaders are believed to play a pivotal role in shaping collective norms, helping teams cope with their environments, and coordinating collective action. This leader-centred perspective has provided valuable insights into the relationship between leadership and team performance (Guzzo and Dickson, 1996). Some studies have explored the strategic role of leadership to investigate how to employ leadership paradigms and use leadership behaviour to improve organizational performance (Hutchinson and Dickson, 2004; Yukl, 2002). This is because intangible assets such as leadership styles, culture, skill and competence, and motivation are seen increasingly as key sources of strength in those firms that can combine people and processes and organizational performance.

#### **2.4 Inspired motivation and teachers' job commitment**

Transformational leader who practice inspirational motivation encourage Subordinate in generating enthusiasm and challenging people. These leaders create clear understanding of expectations and demonstrate high commitment to organizational goals and shared vision (Stewart, 2006).

Transformational leaders behave in ways that motivate and inspire people around them by providing meaning and challenge to their followers' work. Team spirit is aroused. Leaders get followers involved in envisioning attractive future states; they create clearly communicated expectations that followers want to meet and also demonstrate commitment to goals and the shared vision (Bass and Riggio, 2006). The key indicators of inspirational motivation are setting organizational vision, communicating this vision, challenging workers, giving continuous encouragement, and applying the principles of shared power (Sarros & Santora, 2001). Empirical literature on inspired motivation is presented below.

Momanyi (2016) and Sisungu (2002) found that teachers with a high job satisfaction will exhibit the following characteristics: highly efficient and effective, supportive to administration, have low turnover, and always present in school. They also found that teachers with low satisfaction lead to Absenteeism, apathy, reduced performance, frequent requests for transfers to other schools, value material rewards, be hostile to school officials, and work towards promotion to other positions with better prospects or quitting altogether resulting to high teacher education costs.

Chaudhary and Sharma (2012) conducted a study on the Impact of Employee Motivation on Performance (Productivity) In Private Organization. They found that employee motivation has direct impact on productivity and growth. A highly motivated employee invests his / her best hard work in carrying out each and every aspect of his / her duties and responsibilities. Improved job performances of

the employee will add value to the organization itself and to the employee's productivity.

Muogbo (2013) conducted a study on the Impact of Employee Motivation on Organizational Performance of selected manufacturing firms in Anambra State. The Spearman Rank Correlation Coefficient was used to test the three hypotheses that guided the study. The result obtained from the analysis showed that there existed relationship between employee motivation and the organizational performance. The study reveals that extrinsic motivation given to workers in an organization has a significant influence on the workers performance

Ryan and Deci (2000) point out that the question of extrinsic/intrinsic motivation is a complex issue. They suggest that some forms of extrinsic motivation may appear to be intrinsic. In particular, they speak of "regulation through identification, which reflects a conscious valuing of a behavioural goal so that the action is accepted or owned as personally important. Thus, the significance of an extrinsic reward is related to the values of the employee; in other words, the efficacy of the extrinsic reward is linked to what the employee believes to be important.

Bartol and Martin (1998) describe motivation as a power that strengthens behavior, gives route to behavior, and triggers the tendency to continue (Farhad et al, 2011). This explanation identifies that in order to attain assured targets; individuals must be satisfactorily energetic and be clear about their destinations. It is an internal drives to satisfy an unsatisfied need and the will to accomplish.

Motivation is a procedure that initiates through a physiological or psychological want that stimulates a performance that is intended at an objective. It is the concluding product of interface among personality behavior and organizational distinctiveness (IRCO). It symbolizes those psychological procedures that foundations the stimulation, route, and determination of deliberate actions that are target oriented.

## **2.5 Intellectual stimulation and teachers' job commitment**

Innovation and creativity is in the heart of intellectual simulation factor. Leaders, who motivate creativity and challenge the old ways of doing as part of their regular job are exercising intellectually stimulate part of transformational leadership. These leaders cultivate the same skills in their workers. "Intellectually stimulating leaders work through difficulties, and use their problem solving techniques for reaching decisions that reflect a mutual consensus between leaders and employees" (Sarros & Santora, 2001).

According to recent study of Ahanger, (2009) transformational leaders who use intellectual simulation can challenge the status quo and stimulate their followers' effort to be innovative. Followers are positively encouraged to try new approaches. The ideas of Subordinates are not undermined even when they reflect different stands. Rather a bottoms-up type of influence is generated with two way communication. Both leaders and followers develop their own capabilities to recognize, understand and eventually solve future problems. Empirical literature on intellectual stimulation is presented below.

Yuen, Law and Chan (2003) conducted case study of 18 schools in Hong Kong. They found that in catalytic integration model schools, the school principal is the key change agent, exhibiting visionary leadership, staff development and involvement while in cultural innovation model schools, multiple leadership is exhibited where the school principal is not necessarily involved in ICT leadership, teachers are free to implement new ideas in supportive and enhancing culture. Also studies have shown that various levels of leadership such as principal, administrative leadership and technology leadership influence successful use of ICT in schools. This aspect of leadership will help the principal to share tasks with Subordinates while focusing on the adoption and integration of technology in the school. Institutions exemplified by executive involvement and decision-making, strengthened by ICT plan, effectively adopt ICT integration curriculum.

Anderson and Dexter, (2005) argued that various levels of leadership such as principal, administrative leadership and technology leadership influence successful use of ICT in schools. This aspect of leadership will help the principal to share tasks with Subordinates while focusing on the adoption and integration of technology in the school. Institutions exemplified by executive involvement and decision-making, strengthened by ICT plan, effectively adopt ICT integration curriculum.

Elenkov (2000) did a study on transformational and transactional leadership behaviors on organizational performance of Russian companies, the moderating effects of support for innovation on the relationship between the transformational



leadership behaviors and organizational performance, and the impact of group cohesiveness on transformational leadership behaviors in a Russian context. The results demonstrated that transformational leadership directly and positively predicted organizational performance of Russian companies over and beyond the impact of transactional leadership; Russian managers who displayed more transactional leadership behaviors also made a positive contribution to the achievement of organizational goals support for innovation significantly moderated the relationship between transformational leadership and organizational performance and group cohesiveness was positively related to the ratings of transformational leadership.

Jung, Chow, and Wu (2003) conducted a study on the role of transformational leadership in enhancing organizational innovation of 32 Taiwanese companies found that transformational leadership had significant and positive relationships with organizational innovation as it was mediated by an organizational culture in which employees are encouraged to freely discuss and try out innovative ideas and approaches. However, their study did not identify specific transformational behaviors and their effects on organizational innovation, although they did suggest that intellectual stimulation and the capacity to constantly challenge workers encourage innovation. This suggestion makes good intuitive sense as intellectual stimulation refers to the extent to which the leader stimulates.

## **2.6 Individualized consideration teachers' job commitment**

Individualized consideration constitutes developing followers through coaching, mentoring and teaching are the central indicator of the factor (Kirkbride, 2006). Individualized consideration is the first factor of transformational leadership style. The individualized consideration leader demonstrates high concern for their followers, treats them as individuals, and gets to know well about them and listens to both their concerns and ideas (Kirkbride 2006). Individualized consideration deals with fundamental transformational leadership behaviours of treating individuals as important contributors to the organization. Leaders who use this style of leadership give due consideration for their employee needs and coach them to bring sustainable development (Sarros & Santora, 2001).

Wong and Li (2008) conducted a study on factors that influenced transformational integration of ICT in eight schools in Hong Kong and Singapore. The study revealed that leadership promotion of collaboration and experimentation and teachers dedication to student-centred learning influenced effective ICT transformation. In a quantitative study conducted by Ng (2008) on aspects of transformational leadership with 80 Singaporean secondary teachers, he found that a transformational leadership with qualities of identifying and articulating a vision, promoting acceptance of group goals, providing individualized support, offering intellectual stimulation, providing an appropriate model, creating high performance expectations, and strengthening school culture could influence the integration of ICT.

Afshari et al. (2009) distributed questionnaires to 30 heads of second-cycle institutions in Tehran. Their results revealed a relationship between the head's level of computer competence and transformational leadership practices. They concluded that transformational leadership could help improve the integration of ICT into teaching and learning processes.

Long et al (2014) examined the relationship between transformational leadership style and employee job satisfaction. An empirical study was conducted in a Government Linked Company in Malaysia. The findings show that only one of the four transformational leadership characteristics is found to have significant relationship with job satisfaction. Characteristic of individualized consideration was found to be contributed most in job satisfaction.

Hetland and Sandal (2008) revealed another side of transformational leadership in their study in Norway to investigate the relationship between transformational leadership and followers rating on satisfaction, effectiveness and work motivation as well as the relationship between transformational leadership and personality in five private and public institutions. The results yielded Substantial support for a strong and consistent link between satisfaction, effectiveness and motivation. However, a modest relationship was found between transformational leadership and personality measures suggesting that the context in which leadership occurs might be a more important determinant than the leaders' traits. This draws attention to the fact that the personality factor of leaders can also contribute in the success story. Besides, the perceptions of the leader come into view as strongly

related to the role of the leader which draws attention to the fact that leadership is a dyadic process involving the leader and the follower.

Madhu and Krishnan (2005) conducted a study on the impact of transformational leadership and karma-yoga on organizational citizenship behavior. Using the experimental design, transformational leadership and leader's Karma-Yoga were manipulated and OCB of followers was measured. Five dimensions of OCB: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue of participants were peer evaluated through a questionnaire. Results indicate that transformational leadership enhances altruism and conscientiousness and reduces civic virtue. Moderate support was found for negative impact on sportsmanship but no support was found for impact on courtesy.

Sampe (2012) investigated the existing level of organizational learning practices in a SMEs context in a developing country, Indonesia. Along with organizational learning outcomes and organizational performance, there are five constructs in a proposed conceptual model. To address the interactions amongst the constructs in the structural model, eight hypotheses positing associations between the five constructs were examined. The study revealed that in an Indonesian setting, organizational culture, transformational leadership and empowerment are valid antecedents of organizational learning with both of the constructs having significant relationships with organizational learning. All of the direct associations between the constructs were found to be significant and positive in value except for the direct path from transformational leadership to organizational

learning which was not significant. However, transformational leadership is shown to influence organizational learning through both empowerment and organizational culture with the major effect being by way of organizational culture.

## **2.7 Summary of literature review**

The literature review has explored the relationships among idealized influence, individualized consideration, intellectual stimulation and inspirational motivation and, teachers' job commitment. Koech and Namusonge (2012) conducted a study on the Effect of Leadership Styles on Organizational Performance at State Corporations in Kenya. This study presents a conceptual gap since it focused on private organizations while the current study will focus on public secondary schools.

Kibui (2013) conducted a study on the impact of transformational leadership in capacity building in Kenyan secondary schools and the perceptions of teachers, students, principals and quality assurance and standards officers about the principal's transformational leadership. The study focused on perception of teachers and students thus presenting a conceptual gap. The current study will focus on the teachers' job commitment.

Wong and Li (2008) conducted a study on factors that influenced transformational integration of ICT in eight schools in Hong Kong and Singapore. This study focused on transformation integration of ICT thus presenting a conceptual gap. In

addition, the study presents a contextual gap since it focused on Hon kong and Singapore schools. The current study will focus on public secondary schools in Kenya. It is because of these research gaps that this study is conducted so as to bridge the gaps.

## **2.8 Theoretical framework**

The theory guiding this study is transformation leadership theory which was founded in 1978 by Burns. Burns formulated the original theory of transformational leadership. He defined transformational leadership as a process in which leaders and followers raise one another to higher levels of morality and motivation. Transformational leader cultivates the needs of followers in a follower centered manner and is accountable to the follower. First, Burns (1978) contended that followers are driven by a moral need, the need to champion a cause, or the need to take a higher moral stance on an issue. Secondly, transformational leaders help followers make sense out of inconsistency and conflict is necessary in creating alternatives and to make change possible.

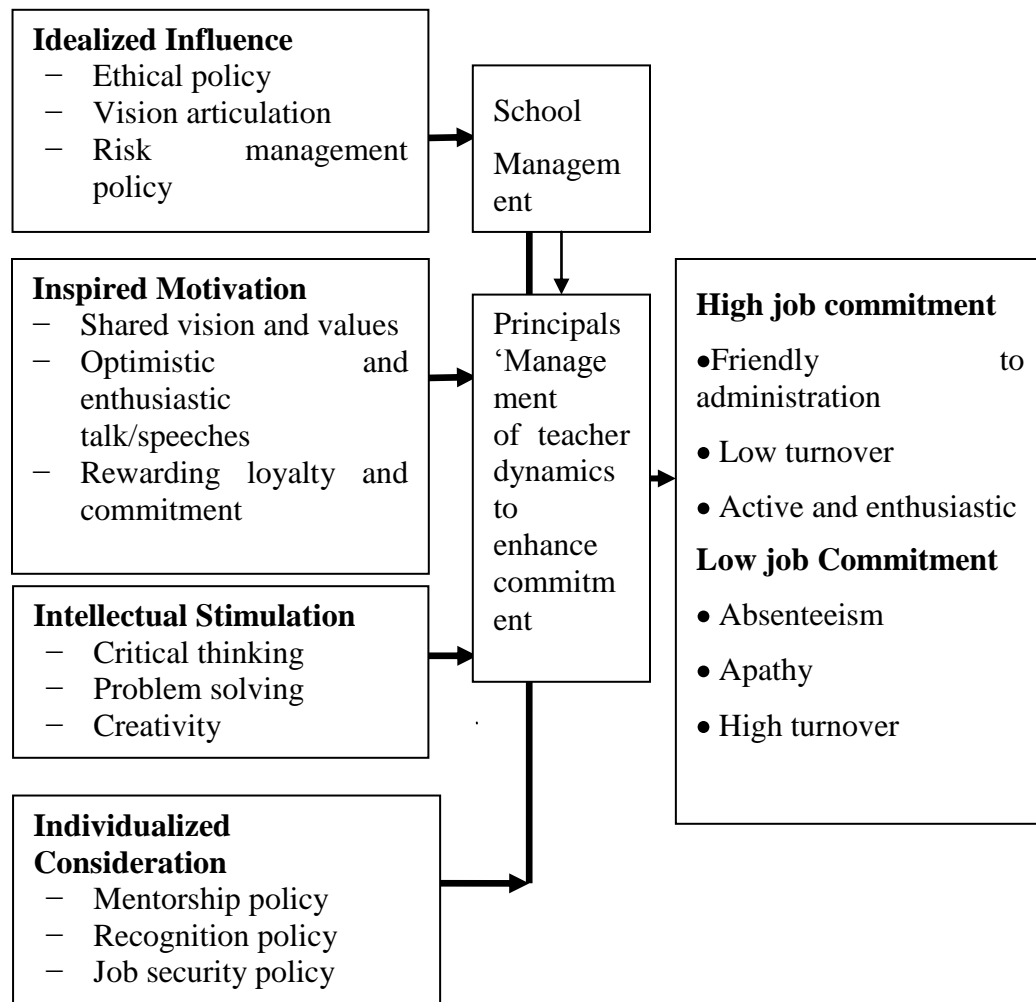
Arguably the greatest charge against transformational leadership theory is that the Multifactor Leadership Questionnaire (MLQ) - an instrument which underpins the entire philosophical framework of the theory itself is conceptually flawed. Its detractors argue that the four elements which comprise TL theory (idealized influence, inspirational motivation, intellectual stimulation and individualized consideration) are not sufficiently distinctive to facilitate a meaningful separation

of TLs theoretical arguments from those of other leadership theories (Northouse, 2007).

The process of transformation is founded on empathy, understanding, insight, and consideration; not manipulation, power wielding, or coercion. To date, researchers have linked transformational leadership to various measures of leadership effectiveness such as follower motivation, creativity, satisfaction, team performance and teachers' job commitment (Avolio & Shamir, 2002; Masi & Cooke, 2000). This theory relates to teachers' job commitment. Commitment of teachers' to do their work may depend on the principal's transformational leadership style. Teachers are motivated by the principal's leadership style.

## **2.9 Conceptual framework**

According to Kombo and Tromp (2009), a concept is an abstract or general idea inferred or derived from specific instances. A conceptual framework is a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a Subsequent presentation. Below is a figurative representation of the variables which were explored by this study



**Figure 2.1: Relationship between transformational leadership and teachers' job commitment**

Teachers' job commitment can be either high job commitment or low job commitment. The predetermined predictors of teachers' job commitment under this study were idealized influence, inspirational motivation, intellection stimulation and individualized consideration.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presented a review of the research methodology. Specifically, the section discussed the research design, the population of the study, the sample size, sample size and sampling procedure, research instruments, instrument validity instrument reliability, data collection procedures, data analysis techniques and ethical consideration.

#### **3.2 Research design**

Research design is the scheme, outline or plan that is used to generate answers to research problems (Oradho, 2008). It is the conceptual structure within which research is conducted. It constitutes the blueprint for the collection, measurement and analysis of data. The study employed a correlation research design. Correlation design was suitable for this study because it enabled the researcher to determine the influence of principals' transformative corporate leadership style on teachers' job commitment.

#### **3.3 Target population**

According to Kombo and Tromp (2006) population is a group of individuals, objects or items from which samples will be taken for measurement or it is an entire group of persons, or elements that have at least one thing in common. Table 3.1 shows the target population under study

**Table 3.1: Target population**

<b>Number of schools</b>	<b>13</b>
Principals	13
Deputy principals	13
Teachers	260
<b>Total target population</b>	<b>284</b>

### 3.4 Sample size and sampling procedures

A sample is a Subset of population (Hyndman, 2008). It is a true representative of the entire population to be studied (Leary, 2001). Since the population under this study is small, census approach was adopted (all the 13 schools were surveyed). The unit of observation was principal, deputy principal and four teachers from each school. Table 3.2 shows the sample size for this study.

**Table 3.2: Sample size**

	<b>Target population</b>	<b>Percentage (%)</b>	<b>Sample size</b>
<b>Number of schools</b>	<b>13</b>	<b>100%</b>	<b>13</b>
Principals	13	100%	13
Deputy principals	13	100%	13
Teachers	260	40%	(8*13)104
<b>Total</b>	<b>284</b>	<b>45.77%</b>	<b>130</b>

### **3.5 Research instruments**

Burns and Grove (2003) define data collection as the precise, systematic gathering of information relevant to the research Sub-problems, using methods such as interviews, participant observations, focus group discussion, narratives and case histories. This study used primary data. Primary data was obtained from the original sources using questionnaires.

Primary data was gathered by use of semi-structured questionnaires for both principals and teachers and captured through a 5-point type Likert scale. Likert scale is an interval scale that specifically uses five anchors of strongly disagree, disagree, neutral, agree and strongly agree. The likert measures the level of agreement or disagreement. Likert scale is good in measuring perception, attitude, values and behaviour (Upagade & Shende, 2012). The likert questionnaires were developed to address specific research questions of the study.

### **3.6 Instrument validity**

Validity refers to whether a questionnaire is measuring what it purports to measure (Bryman & Cramer, 1997). This study used content validity. To ensure content validity, the questionnaires were Subjected to thorough examination by two randomly selected principals, two experts and the supervisor. They were asked to evaluate the statements in the questionnaire for relevance and whether they were meaningful and clear. On the basis of the evaluation, the instrument was adjusted appropriately before subjecting it to the final data collection

exercise. Their review comments were used to ensure that content validity was enhanced

### **3.7 Instrument reliability**

Reliability refers to the repeatability, stability or internal consistency of a questionnaire (Jack & Clarke, 1998). Cronbach's alpha was used to test the reliability of the measures in the questionnaire (Cronbach, 1995). In this study, data collection instrument which is a questionnaire was tested on 10% of the sample of the questionnaires to ensure that it was relevant and effective. This supports by Baker, Veit and Powell (2001) who states that the size of a sample to be used for piloting testing varies depending on time, costs and practicality, but the same would tend to be 5- 10 per cent of the main survey. Reliability was tested using questionnaire duly completed by thirteen (13) randomly selected teachers. These respondents were not included in the final study sample in order to control for response biasness.

The questionnaire responses were input into statistical package for social sciences (SPSS) and Cronbach's alpha coefficient generated to assess reliability. The closer Cronbach's alpha coefficient is to 1, the higher the internal consistency reliability (Sekaran, 2006). A coefficient of 0.7 is recommended for a newly developed questionnaire. All the variables had a cronbach alpha of above 0.7 and thus reliability was attained.

### **3.8 Data collection procedures**

Approval from the university was obtained to conduct the study; permission was obtained from the National Commission of Science Technology and Innovation (NACOSTI). The researcher then paid a courtesy call to the County Commissioner and Sub County Education officer. Thereafter a letter to each of the principals was written requesting for permission to carry the study in their schools. The questionnaires were then distributed and collected same day to increase the return rate.

### **3.9 Data analysis techniques**

According to Zikmund, Babin, Carr, and Griffin (2010), data analysis refers to the application of reasoning to understand the data that has been gathered with the aim of determining consistent patterns and summarizing the relevant details revealed in the investigation. This involves coding, editing, data entry, and monitoring the whole data processing procedure. To determine the patterns revealed in the data collected regarding the selected variables, data analysis was guided by the aims and objectives of the research and the measurement of the data collected.

After quantitative data is obtained through questionnaires, it was prepared in readiness for analysis by editing, handling blank responses, coding, categorizing and keyed into statistical package for social sciences (SPSS) computer software for analysis. Demographic characteristics of the respondents and the responses on

idealized influence, inspired motivation, intellectual stimulation and individualized consideration were analyzed using descriptive statistics (mean, standard deviation, frequency and percentages). Inferential statistics which are the pearson correlation and regression were used to analyze the relationship between independent variables and the dependent variables.

The multiple linear regression model was used to measure the relationship between the independent variables and the dependent variable which were explained in the model. The regression model helps to explain the magnitude and direction of relationship between the variables of the study through the use of coefficients like the correlation, coefficient of determination and the level of significance.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

Where:

Y = Teachers' job commitment

- i.  $\{\beta_i; i=1,2,3,4\}$  = The coefficients for the various independent variables
- ii.  $X_i$  for;

$X_1$  = Idealized Influence

$X_2$  = Inspirational Motivation

$X_3$  = Intellectual Stimulation

$X_4$  = Individualized Consideration

In the model  $a$  is the constant term while the coefficient  $\beta_1$  to  $\beta_4$  are used to measure the sensitivity of the dependent variable ( $Y$ ) to unit change in the independent variable ( $X_1, X_2, X_3, X_4$ ).  $\varepsilon$  is the error term which captures the unexplained variations in the model. The results were presented in form of tables.

### **3.10 Ethical considerations**

Ethical considerations relate to the moral standards that the researcher should consider in all research methods in all stages of the research design. In this research three principles of ethics were used namely beneficence, respect for human dignity as well as justice (Polit et al., 2003). Beneficence was accorded to teachers and principals in that their welfare are protected while responding to the questions in the questionnaire. The dignity of teachers and principals was protected by ensuring that the sensitive questions asked remain confidential. Justice was assured to the principals and teachers through keeping the promise of not disclosing their responses to the outsiders. Following the three principles, sensitivity to the participants' emotions were observed when probing questions that could have psychologically harmed the participants as well as protected the participants from adverse situations. The participants were informed that the information they provided was not going to be used in any way to harm the participants or exploited for commercial and selfish personal gain, but only for academic purposes. Full disclosure, fair treatment and privacy were practised.

## CHAPTER FOUR

### DATA ANALYSIS, INTERPRETATION AND DISCUSSION

#### 4.1 Introduction

This chapter presented data analysis and presentation in form of descriptive statistics such as frequencies, mean and percentages. Correlation analysis was used to test the association between key variables and teachers' job commitment and results presented in line with study objectives and study focus. Multivariate regression model was used to check on the relationship between the variables and also used for hypotheses testing which were stated in chapter one. The data analyzed in this chapter was collected from 13 secondary schools in Athi River Sub County in the month of May 2016. The respondents in this study were the principals, deputy principals and teachers.

#### 4.2 Questionnaire return rate

The return rate provides a profile of respondents who participated in this study. The respondents of the study were principals, deputy principals and teachers. Response rate for the study was shown in table 4.1.

**Table 4.1: Response rate**

<b>Respondents category</b>	<b>Administered</b>	<b>Returned</b>	<b>Unreturned</b>	<b>Percentage returned</b>
Principals and deputies	26	23	3	88.5
Teachers	104	98	6	94.2
<b>Total</b>	<b>130</b>	<b>121</b>	<b>9</b>	<b>91.4</b>



The average return rate was 91.4 percent which was considered appropriate for the research findings of the study. According to Mugenda and Mugenda (2003) and also Kothari (2004) a response rate of above 50 percent is adequate for a descriptive study. Babbie (2004) also asserted that return rates of above 50 percent are acceptable to analyze and publish, 60 percent is good and 70 percent is very good. This implies that the research finding was comprehensive enough to give good reliability.

### **4.3 Demographic information of respondents**

The study sought to establish the characteristics of the respondents such as gender, level of education, working experience and age of the respondents.

#### **4.3.1 Gender of the respondents**

The study also sought to establish the gender of the respondents. This aimed at establishing whether the view of all gender was accommodated in the study. This is informed by the fact that there is data which indicate that women leaders employ different leadership styles than men (Kim & Shim, 2003). The results on gender of the respondents is as in table 4.2

**Table 4.2: Distribution of principals and deputies and teachers by gender**

<b>Gender</b>	<b>Principals and deputies</b>	<b>%</b>	<b>Teachers</b>	<b>%</b>	<b>Total</b>	<b>%</b>
Male	18	78.3	58	59.2	76	62.8
Female	5	21.7	40	40.8	45	37.2
<b>Total</b>	<b>23</b>	<b>100</b>	<b>98</b>	<b>100</b>	<b>121</b>	<b>100</b>

Table 4.2 shows that the respondents for this study were predominantly male principals and deputies and teachers. Out of 121 respondents, 76 percent were male principals and deputies and teachers representing 62.8 percent. This because women are engaged to traditions chores, married off at early ages and don't acquire full education that will put them at a par to compete with men in leadership positions. This finding is consistent with that of Dobbin and Jung, (2007) who found out that one gender dominating in a given school can affect students in one way or another especially when it comes to matters of school funds, management of resources, discipline, staff recruitment and appointment, students' admissions, planning and supervising projects, co-ordination and delegation of duties, and guidance and counseling that would call for a male or female or both (Dobbin & Jung, 2007).

#### **4.3.2 Academic qualification of the respondents**

The respondents were requested to indicate their level of education. The results are presented in table 4.3. This is because quality leadership skills require a person who can think and make crucial decisions (Lipham, 1981). Martinez

(2013) observes that the promotion and appointment of school administrators by the TSC is based on academic qualifications, levels of experience and work performance.

**Table 4.3: Distribution of principals and deputies and teachers by academic qualification**

<b>Education level</b>	<b>Principals and deputies</b>		<b>Teachers</b>		<b>Total</b>	
	<b>deputies</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>Total</b>	<b>%</b>
College level	2	8.7	9	9.2	11	9.
Post graduate level	9	39.1	43	43.9	52	43
University level	12	52.2	46	46.9	58	48
<b>Total</b>	<b>23</b>	<b>100</b>	<b>98</b>	<b>100</b>	<b>121</b>	<b>100</b>

Table 4.3 shows the level of education of the respondents. Majority of the principals and deputies and teachers had a university level as their highest level of education, followed by post graduate as their highest level the list number of respondents had college to be the highest level of education. This finding is consistent with that of Kimemia (1990) who argued that principals need technical skills to apply skills and use techniques from education, training and experience, human professional experience is necessary to work effectively with the people and conceptualize and analyze school complexities.

### 4.3.3 Length of service of the respondents

The respondents were asked to indicate their number of years worked they have worked in their current occupation and the results are as in Table 4.4. . It is valuable to have an adequate experience as a manager. Long time of service means understanding the aspects of quality leadership. For one to ascend to the position of a principal, he/she must have served for a considerable number of years in the teaching profession (Kiboss & Jemiryott, 2014).

**Table 4.4: Distribution of principals and deputies and teachers by experience**

Experience	Principals and deputies		Teachers		Total	
		%		%		%
Less than a year	2	8.7	6	6.1	8	7
1 to 5 years	3	13	13	13.3	16	13
6 to 10 years	12	52.2	56	57.1	68	56
More than 10 years	6	26.1	23	23.5	29	24
<b>Total</b>	<b>23</b>	<b>100</b>	<b>98</b>	<b>100</b>	<b>121</b>	<b>100</b>

As shown in Table 4.4, majority of principals and teachers had served in their positions for a period of six to 10 years. This implies that the study sample had enough experience to know the influence of principals' transformative corporate leadership style on teachers' job commitment in public secondary schools in Athi River Sub County, Kenya. This finding is consistent with that of Randoy et al, (2006) who found out that one's experience depends on the number of years of service in the sector involved. It is assumed that the longer one worked in an

organization, the more they understand the organization and hence the higher the ability to articulate issues pertaining to the organization (Afande, 2013)

#### 4.3.4 Distribution of the respondents by age

The principals and teachers were requested to indicate their age bracket. Results are showed in table 4.5. Oshagbeni (2004) identified that age influences leadership styles and behaviour of the managers. The findings suggested that younger and older managers have different profiles in their consultative and participative leadership styles. Studies show that age has a relationship with career commitment (Meyer and Allen 1984).

**Table 4.5: Distribution of principals, deputies and teachers by age**

Age	Principals and		Teac		Total	%
	deputies	%	hers	%		
Less than 30 years	3	13	14	14.3	17	14
31 to 40 years	7	30.4	31	31.6	38	31
41 to 50 years	8	34.8	34	34.7	42	35
More than 50 years	5	21.7	19	19.4	24	20
<b>Total</b>	<b>23</b>	<b>100</b>	<b>98</b>	<b>100</b>	<b>121</b>	<b>100</b>

From Table 4.5, the results indicate that a majority of principals and teachers were above the age of 40 years. According to Republic of Kenya (2012), management of educational institutions is crucial hence principals should be appointed

carefully to ensure that they are experienced. To operationalize these management processes effectively and efficiently, Kimemia (1990) reveals that principals need technical skills to apply skills and use techniques from education, training and experience, human professional experience is necessary to work effectively with the people and conceptualize and analyze school complexities.

#### **4.4 Descriptive statistics on transformational leadership styles and teachers' job commitment**

This section presents the descriptive results on idealized influence, inspired motivation, intellectual stimulation and individualized consideration.

##### **4.4.1 Idealized influence and teachers' job commitment**

The first objective of the study was to establish influence of principal's idealized influence on teachers' job commitment in public secondary schools in Athi River Sub County, Machakos County, Kenya. The teachers were asked to respond on statements on principals' idealized influence. The responses were rated on a five likert scale as presented in Table 4.6.

**Table 4.6: Idealized influence**

<b>Statement</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Mean</b>	<b>Std Dev</b>
Our school has a clearly articulated vision.	4.1%	6.6%	9.9%	49.6%	29.8%	3.9	1.0
The Principal in our school has high ethical and moral conduct.	4.1%	10.7%	14.0%	35.5%	35.0%	3.8	1.1
There exists a clear vision in our school	10.7%	5.0%	17.4%	38.8%	28.1%	3.6	1.2
Principal in our school go beyond self-interest for the good of the teachers	6.6%	9.1%	5.0%	56.2%	23.1%	3.8	1.1
Jobs in our school are clearly described.	0.0%	10.7%	6.6%	29.8%	52.9%	4.2	0.9
<b>Average</b>						<b>3.9</b>	<b>1.0</b>

From Table 4.6, majority 79.4 percent of the respondents agreed with the statement that schools have a clearly articulated vision. Majority of teachers who were 70.5 percent agreed that the Principals in their school have high ethical and moral conduct. In addition 66.9 percent also agreed that there exists a clear vision in their schools. Further, results showed that 79.3 percent of the respondents who were also the majority agreed that principal in their school go beyond self-interest for the good of the teachers while 82.7 percent of the respondents agreed that jobs in their school are clearly described.

On a five point scale, the average mean of the responses was 3.9 which mean that majority of the respondents were agreeing with most of the statements; however the answers were varied as shown by a standard deviation of 1.0. Sandbakken (2006) conducted a study on Leadership Practices and Organizational Performance a Norwegian study. Results confirmed an overall positive relationship between transformational leadership practices and organizational performance. Each leadership practice was found to have a different relative influence on organizational performance. However, the results of this study differed with those of Avolio and Davies (2004) in their study when they reported that transformational leadership style had no significant impact on teachers' job commitment.

#### **4.4.2 Inspired motivation and teachers' job commitment**

The second objective of the study was to establish influence of principal's inspired motivation on teachers' job commitment in public secondary schools in Athi River Sub County, Machakos County, Kenya. The teachers were asked to respond on statements on principals' inspired motivation. The responses were rated on a five likert scale as presented in Table 4.7.



**Table 4.7: Inspired motivation**

<b>Statement</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Mean</b>	<b>Std Dev</b>
There is shared vision between the principal and the teachers in our school	17.4%	4.1%	8.3%	11.6%	58.7%	3.9	1.6
There exist high standards of job commitment in our school.	4.1%	15.7%	9.1%	39.7%	31.4%	3.8	1.2
Our principal demonstrate inspiration appeals of faith and trust from the school principal.	4.1%	4.1%	11.6%	40.5%	39.7%	4.1	1.0
Our principal demonstrate inspiration of loyalty and commitment to work from the leadership in our school.	4.1%	5.0%	8.3%	42.1%	40.5%	4.1	1.0
There exists a display of optimism and enthusiasm from the school leadership.	10.7%	5.0%	13.2%	42.1%	28.9%	3.7	1.2
Our school leadership emphasis on collective team building.	4.1%	10.7%	11.6%	33.1%	40.5%	4.0	1.2
<b>Average</b>						<b>3.9</b>	<b>1.1</b>

From table 4.7, majority of the respondents agreed with the statement that there is shared vision between the principal and the teachers in their school. Majority

agreed that there exist high standards of job commitment in their school. Majority also agreed that their principals demonstrate inspiration appeals of faith and trust from the school principal. Majority indicated that their principal demonstrate inspiration of loyalty and commitment to work from the leadership in their school. Further, results showed that 71 percent of the respondents who were also the majority agreed that There exists a display of optimism and enthusiasm from the school leadership while 73.6 percent of the respondents agreed that their school leadership emphasis on collective team building.

On a five point scale, the average mean of the responses was 3.9 which mean that majority of the respondents were agreeing with most of the statements; however the answers were varied as shown by a standard deviation of 1.1. Momanyi (2016) and Sisungu (2002) found that teachers with a high job satisfaction will exhibit the following characteristics: highly efficient and effective, supportive to administration, have low turnover, and always present in school. They also found that teachers with low satisfaction lead to Absenteeism, apathy, reduced performance, frequent requests for transfers to other schools, value material rewards, be hostile to school officials, and work towards promotion to other positions with better prospects or quitting altogether resulting to high teacher education costs. However, the results of this study contrast of those of Avolio and Davies (2004) in their study when they reported that transformational leadership style had no significant impact on teachers' job commitment.

#### 4.4.3 Intellectual stimulation and teachers' job commitment

The third objective of the study was to establish influence of principal's intellectual stimulation on teachers' job commitment in public secondary schools in Athi River Sub County, Machakos County, Kenya. The teachers were asked to respond on statements on principals' intellectual stimulation. The responses were rated on a five likert scale as presented in Table 4.8.

**Table 4.8: Intellectual stimulation**

<b>Statement</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Mean</b>	<b>Std Dev</b>
The school leadership encourages the teachers to rethink some of the basic assumptions about their work.	6.6%	18.2%	4.1%	30.6%	40.5%	3.8	1.3
The enterprise leadership stimulates thinking of teachers to enhance generation of solutions to problems.	11.6%	11.6%	8.3%	21.5%	47.1%	3.8	1.4
Our school acknowledges improved quality of solutions generated by teachers.	6.6%	4.1%	15.7%	34.7%	38.8%	4.0	1.1
The school leadership encourages employees to increase their conceptualization, comprehension, and analytical capability to problem solving.	6.6%	8.3%	17.4%	25.6%	42.1%	3.9	1.2

<b>Statement</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Mean</b>	<b>Std Dev</b>
Our school leadership encourages knowledge transfer between senior and junior teachers	11.6%	4.1%	9.1%	32.2%	43.0%	3.9	1.3
<b>Average</b>						<b>3.9</b>	<b>1.3</b>

From Table 4.8, majority 71.1 percent of the respondents agreed with the statement that the school leadership encourages the teachers to rethink some of the basic assumptions about their work. Majority agreed that the enterprise leadership stimulates thinking of teachers to enhance generation of solutions to problems. Majority also agreed that their schools acknowledge improved quality of solutions generated by teachers. Further, results showed that 67.7 percent of the respondents who were also the majority agreed that the school leadership encourages employees to increase their conceptualization, comprehension, and analytical capability to problem solving while 75.2 percent of the respondents agreed that their school leadership encourages knowledge transfer between senior and junior teachers.

On a five point scale, the average mean of the responses was 3.9 which mean that majority of the respondents were agreeing with most of the statements; however the answers were varied as shown by a standard deviation of 1.3. Anderson & Dexter, (2005) argued that various levels of leadership such as principal,

administrative leadership and technology leadership influence successful use of ICT in schools. This aspect of leadership will help the principal to share tasks with Subordinates while focusing on the adoption and integration of technology in the school. Institutions exemplified by executive involvement and decision-making, strengthened by ICT plan, effectively adopt ICT integration curriculum.

#### **4.4.4 Individualized considerations and teachers' job commitment**

The fourth objective of the study was to establish influence of principal's individualized considerations on teachers' job commitment in public secondary schools in Athi River Sub County, Machakos County, Kenya. The teachers were asked to respond on statements on principals' individualized considerations. The responses were rated on a five likert scale as presented in table 4.9.

**Table 4.9: Individualized considerations**

<b>Statement</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Mean</b>	<b>Std Dev</b>
Our school leadership values my individual efforts.	4.1%	4.1%	10.7%	34.7%	46.3%	4.2	1.0
Our school leadership gives personally compliments doing outstanding work.	4.1%	9.1%	17.4%	42.1%	27.3%	3.8	1.1
Our school leadership provides rewards such as praise and acknowledgement of effort for achievement of specified goals.	5.0%	10.7%	18.2%	26.4%	39.7%	3.9	1.2
Our school leadership encourages personal attention to teachers who look neglected and lonely.	8.3%	10.7%	12.4%	32.2%	36.4%	3.8	1.3
Our school leadership encourages innovation, freedom and uniqueness at work.	0.0%	0.0%	15.7%	44.6%	39.7%	4.2	0.7
<b>Average</b>						<b>4.0</b>	<b>1.1</b>

From Table 4.9, majority 81 percent of the respondents agreed with the statement that their school leadership values their individual efforts. Majority (69.4%) agreed that their school leadership gives personally compliments doing outstanding work. Majority also agreed that their school leadership provides rewards such as praise and acknowledgement of effort for achievement of

specified goals. Further, results showed that 68.1 percent of the respondents who were also the majority agreed that their school leadership encourages personal attention to teachers who look neglected and lonely, while 84.3 percent of the respondents agreed that their school leadership encourages innovation, freedom and uniqueness at work.

On a five point scale, the average mean of the responses was 4.0 which mean that majority of the respondents were agreeing with most of the statements; however the answers were varied as shown by a standard deviation of 1.1. Individualized consideration constitutes developing followers through coaching, mentoring and teaching are the central indicator of the factor (Kirkbride, 2006). The individualized consideration leader demonstrates high concern for their followers, treats them as individuals, and gets to know well about them and listens to both their concerns and ideas (Kirkbride 2006).

#### **4.5 Cross tabulations of transformational leadership styles and teachers' commitment**

##### **4.5.1 Cross tabulations of idealized influence and teachers' commitment**

A cross tabulation was performed between the rating of idealized influence and the rating of teachers' commitment. Results are presented in table 4.10. This section considered various attributes of idealized influence which include ethical policy, vision articulation and risk management policy in relation to leadership

skills practiced by schools' principals and their influence on students performance.

**Table 4.10: Cross tabulations of idealized influence and teachers' commitment**

<b>Teachers' commitment</b>	<b>low idealized influence</b>	<b>High idealized influence</b>	<b>Total</b>	<b>chi square(p-value)</b>
low teachers' commitment		1	11	12
high teachers' commitment		28	81	109
<b>Total</b>		<b>29</b>	<b>92</b>	<b>121</b>
				<b>1.78(0.016)</b>

Results in Table 4.10 showed that there was a statistically significant difference between those who rated highly the idealized influence and those who rated low in terms of teachers' job commitment (p value =0.016<0.05). In a study comparison of the effect of idealized influence between principals of Athi River secondary and Kaanani Secondary school, majority of respondents acknowledged that Athi River performed better than Kaanani Secondary school. There was high teachers' commitment in schools that had high idealized influence. In addition, results in this study agrees with that of Momanyi (2016) and Sisungu (2002) who found that teachers with a high job satisfaction will exhibit the following characteristics: highly efficient and effective, supportive to administration, have low turnover, and always present in school. They also found that teachers with low satisfaction lead to Absenteeism, apathy, reduced performance, frequent requests for transfers to other schools, value material rewards, be hostile to school officials, and work towards promotion to other positions with better prospects or



quitting altogether resulting to high teacher education costs. This supports the argument by Lussier and Achua (2007) who asserted that leaders with idealized influence are honored, appreciated, they are trusted, the followers admire them, and they identify with them and try to imitate them which results to high job satisfaction which is equivalent to improved institutional performance.

#### 4.5.2 Cross tabulations of inspired motivation and teachers' commitment

A cross tabulation was performed between the rating of principals' inspired motivation and the rating of teachers' commitment. Results are presented in table 4.11.

**Table 4.11: Cross tabulations of principals' inspired motivation and teachers' commitment**

<b>Teachers' commitment</b>	<b>low individualized influence</b>	<b>high inspired motivation</b>	<b>Total</b>	<b>chi square(p-value)</b>
low teachers' commitment	9	3	12	
high teachers' commitment	11	98	109	
<b>Total</b>	<b>20</b>	<b>101</b>	<b>121</b>	<b>33.1(0.001)</b>

Results in Table 4.11 showed that there was a statistical significant difference between those who rated highly inspired motivation and those who rated low in terms of teachers' job commitment (p value =0.001<0.05). This is because leaders who motivates people inspires behavior like enthusiasm and optimism, stimulating team work, pointing out positive results, advantages, emphasizing aims of the institution. These leaders create clear understanding of expectations

and demonstrate high commitment to institutional goals and shared vision. For this case, inspiring principals will always induce teachers' commitment to work. This finding is consistent with that of Sandbakken (2006) who conducted a study on Leadership Practices and Organizational Performance a Norwegian study. Results confirmed an overall positive relationship between transformational leadership practices and organizational performance. Each leadership practice was found to have a different relative influence on organizational performance.

#### 4.5.3 Cross tabulations of intellectual stimulation and teachers' commitment

A cross tabulation was performed between the rating of principals' intellectual stimulation and the rating of teachers' commitment. Results are presented in table 4.12.

**Table 4.12: Cross tabulations of principals' intellectual stimulation and teachers' commitment**

<b>Teachers commitment</b>	<b>low intellectual stimulation</b>	<b>High intellectual stimulation</b>	<b>Total</b>	<b>chi square(p-value)</b>
low teachers' commitment	2	10	12	
high teachers' commitment	1	108	109	
<b>Total</b>	<b>3</b>	<b>118</b>	<b>121</b>	<b>11.08(0.026)</b>

Results in Table 4.12 showed that there was a statistical significant difference between those who rated highly intellectual stimulation and those who rated low in terms of teachers' job commitment (p value =0.026<0.05). Principals who had high intellectual stimulation cultivate the culture of innovation and creativity

among teachers on new ways of doing things, teaching and approaching students' academic needs. Intellectual stimulation invites teachers to invest in change, risk taking, and new knowledge, thus leading to indirect achievements on student effectiveness (Moolenaar, Daly, & Slegers, 2013). This finding is also consistent with that of Ahanger, (2009) who found out that transformational leaders who use intellectual stimulation can challenge the status quo and stimulate their followers' effort to be innovative. Followers are positively encouraged to try new approaches. The ideas of subordinates are not undermined even when they reflect different stands. Rather a bottoms-up type of influence is generated with two way communication. Both leaders and followers develop their own capabilities to recognize, understand and eventually solve future problems

#### **4.5.4 Cross tabulations of individualized consideration and teachers' commitment**

A cross tabulation was performed between the rating of principals' individualized consideration and the rating of teachers' commitment. Results are presented in table 4.13.

**Table 4.13: Cross tabulations of principals' individualized consideration and teachers' commitment**

<b>Teachers commitment</b>	<b>low individualized consideration</b>	<b>High individualized consideration</b>	<b>Total</b>	<b>chi square(p-value)</b>
low teachers' commitment	4	8	12	
high teachers' commitment	5	104	109	
<b>Total</b>	<b>9</b>	<b>112</b>	<b>121</b>	<b>12.97(0.006)</b>

Results in Table 4.13 showed that there was a statistical significant difference between those who rated highly individualized consideration and those who rated low in terms of teachers' job commitment (p value =0.001<0.05). Individualized consideration constitutes developing followers through coaching, mentoring and teaching are the central indicator of the factor (Kirkbride, 2006). The individualized consideration leader demonstrates high concern for their followers, treats them as individuals, and gets to know well about them and listens to both their concerns and ideas (Kirkbride 2006).

#### **4.6 Inferential statistics informing the study**

According to Chandran, (2008) inferential statistics are performed in analysis so as to check on the relationships between predictor variables and the dependent variables. In this study, inferential analysis was conducted to generate correlation and regression results. Correlation analysis was used to test the association between key variables and teachers' job commitment and results presented in form of Pearson statistic, having been worked out at the significance level set at

0.05. Multivariate regression model was used to check on the relationship between the variables and also used for hypotheses testing which were stated in chapter one.

#### **4.6.1 Correlation analysis matrix on transformational leadership styles and teachers' job commitment**

The data presented before on idealized influence, inspired motivation, intellectual stimulation, individualized considerations and teachers' job commitment were computed into single variables per factor by obtaining the averages of each factor. Pearson's correlations analysis was then conducted at 95% confidence interval and 5% confidence level 2-tailed. The table 14 indicates the correlation matrix between the factors (idealized influence, inspired motivation, intellectual stimulation, individualized considerations) and teachers' job commitment.

**Table 4.14: Correlation between leadership styles and teachers' job commitment**

		Teachers' job commitment	Idealized influence	Inspired motivation	Intellectual stimulation	Idealized consideration
Teachers' job commitment	Pearson Correlation	1.000				
	Sig. (2-tailed)					
Idealized influence	Pearson Correlation	.287**	1.000			
	Sig. (2-tailed)	0.001				
Inspired motivation	Pearson Correlation	.342**	0.041	1.000		
	Sig. (2-tailed)	0.000	0.659			
Intellectual stimulation	Pearson Correlation	.360**	0.127	0.167	1.000	
	Sig. (2-tailed)	0.000	0.166	0.068		
Idealized consideration	Pearson Correlation	.353**	-0.015	0.071	-0.141	1.000
	Sig. (2-tailed)	0.000	0.868	0.441	0.123	

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

According to the table 4.14, there is a positive and significant relationship between idealized influence and teachers' job commitment. The positive relationship indicates that there is a correlation between the factors and the Teachers motivation. The findings also indicate that there is a positive and

significant relationship between inspired motivation and teachers' job commitment in public secondary schools in Athi River Sub County.

The findings also indicate that there is a positive and significant relationship between intellectual stimulation and teachers' job commitment in public secondary schools in Athi River Sub County. The findings further indicate that there is a positive and significant relationship between individualized considerations and teachers' job commitment in public secondary schools in Athi River Sub County.

These findings are in line with that of Momanyi (2016) and Sisungu (2002) found that teachers with a high job satisfaction will exhibit the following characteristics: highly efficient and effective, supportive to administration, have low turnover, and always present in school. They also found that teachers with low satisfaction lead to Absenteeism, apathy, reduced performance, frequent requests for transfers to other schools, value material rewards, be hostile to school officials, and work towards promotion to other positions with better prospects or quitting altogether resulting to high teacher education costs. This also compares study by Eyal & Roth (2010) that educators work to motivate and influence children. Similarly, as teachers influence students, administration influences school culture. In an effort to transform school climate to create a desired culture administrators must acknowledge subsections of climate including management of morale, motivation, and effectiveness. When leadership fails to provide necessary coordination it

impacts teachers' working lives and is identified as a key factor when assessing morale, job satisfaction, and motivation (Evans, 2001).

Further, these results are consistent with Johnson and Stevens (2006) study who sought to find correlations between teacher perception of school climate and effects of climate on student achievement. Result finding showed that schools in which teachers perceived a positive school climate had higher rates of student achievement

This finding is also consistent with that of Ahanger, (2009) who found out that transformational leaders who use intellectual stimulation can challenge the status quo and stimulate their followers' effort to be innovative. Followers are positively encouraged to try new approaches. The ideas of Subordinates are not undermined even when they reflect different stands. Rather a bottoms-up type of influence is generated with two way communication. Both leaders and followers develop their own capabilities to recognize, understand and eventually solve future problems

#### **4.6.2 Regression Analysis of independent variables and dependent variable**

The results presented in table 4.15 present the fitness of model used of the regression model in explaining the study phenomena. Principal's idealized influence, inspired motivation, intellectual stimulation and individualized considerations were found to be satisfactory variables in teachers' job commitment.



**Table 4.15: Model Fitness on transformational leadership styles and teachers' job commitment**

<b>Indicator</b>	<b>Coefficient</b>
R	0.643
R Square	<b>0.414</b>
Adjusted R Square	0.394
Std. Error of the Estimate	0.2715631

This is supported by coefficient of determination also known as the R square of 41.4%. This means that Principal's idealized influence, inspired motivation, intellectual stimulation and individualized considerations explain 41.4% of the variations in the teachers' job commitment in public secondary schools in Athi River Sub County. This therefore indicated that we have other factors that influence teachers' job commitment which are not captured under transformative leadership. This results further means that the model applied to link the relationship of the variables was satisfactory.

In statistics significance testing the p-value indicates the level of relation of the independent variable to the dependent variable. If the significance number found is less than the critical value also known as the probability value (p) which is statistically set at 0.05, then the conclusion would be that the model is significant in explaining the relationship; else the model would be regarded as non-significant.

**Table 4.16: Analysis of Variance on transformational leadership styles and teachers' job commitment**

	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Regression	6.04	4	1.51	20.477	<b>.000</b>
Residual	8.555	116	0.074		
Total	14.595	120			

Table 4.16 provides the results on the analysis of the variance (ANOVA). The results indicate that the overall model was statistically significant. Further, the results imply that the independent variables are good predictors of teachers' job commitment. This was supported by an F statistic of 20.477 and the reported p value (0.000) which was less than the conventional probability of 0.05 significance level.

Regression of coefficients was obtained after regressing the means score of the independent variables (Principal's idealized influence, inspired motivation, intellectual stimulation and individualized considerations) and the dependent variable (teachers' job commitment). Results were presented in table 4.17.

**Table 4.17: Regression of Coefficients on transformational leadership styles and teachers' job commitment**

<b>Variable</b>	<b>B</b>	<b>Std. Error</b>	<b>t</b>	<b>sig</b>
(Constant)	0.911	0.338	2.693	0.008
Idealized influence	0.109	0.033	3.338	<b>0.001</b>
Inspired motivation	0.139	0.041	3.421	<b>0.001</b>
Intellectual stimulation	0.279	0.06	4.668	<b>0.000</b>
Individualized considerations	0.251	0.047	5.374	<b>0.000</b>

Regression of coefficients results in table 4.14 shows that organization idealized influence and teachers' job commitment are positively and significant related ( $r=0.109$ ,  $p=0.001$ ). The table further indicates that inspired motivation and teachers' job commitment are positively and significant related ( $r=0.139$ ,  $p=0.001$ ). It was further established that intellectual stimulation and teachers' job commitment were positively and significantly related ( $r=0.279$ ,  $p=0.000$ ) while individualized considerations and teachers' job commitment were also positively and significantly related ( $r=0.251$ ,  $p=0.000$ ). the result findings therefore indicates that cultivating transformative leadership among school principals in terms of idealized influence, inspired motivation, intellectual stimulation and individualized considerations increases teachers' job commitment. Increasing idealized influence, inspired motivation, intellectual stimulation and individualized considerations increases the level of teachers' job commitment by the indicated units.

The fitted model which was stated in chapter three is now as follows;

$$Y = 0.911 + 0.109X_1 + 0.139X_2 + 0.279X_3 + 0.251X_4$$

Where;

Y = Teachers' job commitment

X<sub>1</sub> = Idealized Influence

X<sub>2</sub> = Inspirational Motivation

X<sub>3</sub> = Intellectual Stimulation

X<sub>4</sub> = Individualized Consideration

The findings obtained from regression analysis are consistent with that of Sandbakken (2006) who conducted a study on Leadership Practices and Organizational Performance a Norwegian study. Results confirmed an overall positive relationship between transformational leadership practices and organizational performance. Each leadership practice was found to have a different relative influence on organizational performance.

In addition, results in this study agrees with that of Momanyi (2016) and Sisungu (2002) who found that teachers with a high job satisfaction will exhibit the following characteristics: highly efficient and effective, supportive to administration, have low turnover, and always present in school. They also found that teachers with low satisfaction lead to Absenteeism, apathy, reduced performance, frequent requests for transfers to other schools, value material rewards, be hostile to school officials, and work towards promotion to other

positions with better prospects or quitting altogether resulting to high teacher education costs.

Anderson & Dexter, (2005) argued that various levels of leadership such as principal, administrative leadership and technology leadership influence successful use of ICT in schools. This aspect of leadership will help the principal to share tasks with Subordinates while focusing on the adoption and integration of technology in the school. Institutions exemplified by executive involvement and decision-making, strengthened by ICT plan, effectively adopt ICT integration curriculum.

Further, the results are in line with that of Chaudhary and Sharma (2012) who conducted a study on the Impact of Employee Motivation on Performance (Productivity) In Private Organization and found out that employee motivation has direct impact on productivity and growth. A highly motivated employee invests its best hard work in carrying out each and every aspect of its duties and responsibilities. Improved job performances of the employee will add value to the organization itself and to the employee's productivity. Yuen, Law and Chan (2003) conducted case study of 18 schools in Hong Kong. They found that in catalytic integration model schools, the school principal is the key change agent, exhibiting visionary leadership, staff development and involvement while in cultural innovation model schools.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter discusses the findings and conclusions of the study as per the research objectives and questions. It brings together the opinions expressed in the previous chapter in discussing and drawing conclusions from the research on individual factors influencing teachers' job commitment in public secondary schools in Athi River Sub County, Machakos County, Kenya.

#### **5.2 Summary of the study**

The purpose of this study was to investigate the influence of principals' transformative corporate leadership style on teachers' job commitment in public secondary schools in Athi River Sub County, Machakos County, Kenya. The study objectives were; to establish influence of principals' idealized influence on teachers' job commitment in public secondary schools in Athi River Sub County, Kenya. It also wanted to determine influence of principals' inspired motivation on teachers' job commitment in public secondary schools in Athi River Sub County, Kenya, to assess influence of principals' intellectual stimulation on teachers' job commitment in public secondary schools in Athi River Sub County, Kenya and to examine the influence of principals' individualized consideration on teachers' job commitment in public secondary schools in Athi River Sub County, Kenya.

The study used correlation research design to collect data from principals, deputy principals and teachers in public primary schools in Athi River Sub County. The total number of respondents was 13 principals, 13 deputy principals and, 260 teachers and thus the total target population was 286. This study used primary data. Primary data was obtained from the original sources using questionnaires. This study also used content validity.

Census approach was used to select all the schools' heads and their deputies and stratified random sampling to select 104 teachers. The analysis was done by descriptive statistics using Statistical Package for Social Sciences version 21.0. In addition, Pearson's correlation analysis and regression analysis were used to establish the relationship between the study variables.

The first objective of the study was to establish influence of principal's idealized influence on teachers' job commitment in public secondary schools in Athi River Sub County, Machakos County, Kenya. From the results, the study found out that majority of the schools has a clearly articulated vision. Majority of the Principals in their school have high ethical and moral conduct. There exists a clear vision in their schools. Further, principal in schools go beyond self-interest for the good of the teachers and also jobs in the school are clearly described.

From the correlation and regression analysis, the study found out that idealized influence has a positive and significant effect on teachers' job commitment. ( $r=0.109$ ,  $p=0.001$ ). Idealized influence at its core represents the highest levels of moral reasoning and perspective-taking capacity. Such leaders are willing to

sacrifice their own gain for the good of their work group, organization, and community.

The second objective of the study was to establish influence of principal's inspired motivation on teachers' job commitment in public secondary schools in Athi River Sub County, Machakos County, Kenya. Results indicated that there is shared vision between the principal and the teachers in majority of school; there exist high standards of job commitment in majority of the school; principals demonstrate inspiration appeals of faith and trust from the school principal. The studies also revealed that principal demonstrate inspiration of loyalty and commitment to work from the leadership in their school. Further, results showed that there exists a display of optimism and enthusiasm from the school leadership.

From the correlation and regression analysis, the study found out that inspired motivation has a positive and significant effect on teachers' job commitment ( $r=0.139$ ,  $p=0.001$ ). Transformational leader who practice inspirational motivation encourage Subordinate in generating enthusiasm and challenging people. These leaders create clear understanding of expectations and demonstrate high commitment to organizational goals and shared vision. Teachers with a high job satisfaction will exhibit the following characteristics: highly efficient and effective, supportive to administration, have low turnover, and always present in school.

The third objective of the study was to establish influence of principal's intellectual stimulation on teachers' job commitment in public secondary schools



in Athi River Sub County, Machakos County, Kenya. Results indicated that the school leadership encourages the teachers to rethink some of the basic assumptions about their work and also encourages knowledge transfer between senior and junior teachers. Enterprise leadership stimulates thinking of teachers to enhance generation of solutions to problems. Schools acknowledge improved quality of solutions generated by teachers. Further, results showed that the school leadership encourages employees to increase their conceptualization, comprehension, and analytical capability to problem solving.

From the correlation and regression analysis, the study found out that intellectual stimulation has a positive and significant effect on teachers' job commitment ( $r=0.279$ ,  $p=0.000$ ). Innovation and creativity is in the heart of intellectual stimulation factor. Leaders, who motivate creativity and challenge the old ways of doing as part of their regular job are exercising intellectually stimulate part of transformational leadership.

The forth and last objective of the study was to establish influence of principal's intellectual stimulation on teachers' job commitment in public secondary schools in Athi River Sub County, Machakos County, Kenya. Majority of school leadership values their individual efforts and also gives personally compliments doing outstanding work. In addition, school leadership provides rewards such as praise and acknowledgement of effort for achievement of specified goals. Further, school leadership encourages personal attention to teachers who look neglected and lonely and also encourages innovation, freedom and uniqueness at work.

From the correlation and regression analysis, the study found out that individualized consideration has a positive and significant effect on teachers' job commitment( $r=0.251$ ,  $p=0.000$ ). Individualized consideration constitutes developing followers through coaching; mentoring and teaching are the central indicator of the factor. The individualized consideration leader demonstrates high concern for their followers, treats them as individuals, and gets to know well about them and listens to both their concerns and ideas.

### **5.3 Conclusions**

Based on the findings from the study, it can be concluded that idealized influence has a positive and significant effect on teachers' job commitment. Inspired motivation has a positive and significant effect on teachers' job commitment. Intellectual stimulation has a positive and significant effect on teachers' job commitment and lastly individualized consideration has a positive and significant effect on teachers' job commitment.

In addition, the study concluded that idealized inspiration, intellectual stimulation, and individualized consideration are four factors that determine the behavioral components of principal's transformational leadership. The principals' transformational leader articulates a vision of the future that can be shared with teachers and Subordinates, intellectually stimulates teachers, and pays high attention to individual differences among staff.

## **5.4 Recommendations**

From the above findings, the following are recommendations by the researcher;

- i. There is need for principals in public secondary schools to build and sustain organizational culture that focuses on continual improvement of educational reforms, teacher capacities and skills and student learning.
- ii. The study recommends for changes in Kenya education system that involves school heads that will bring a shift in the current leadership styles and adapt one capable of meeting the demands of the changes. Principals' transformational leadership has a Substantial impact as it focuses on capacity building and leads to sustenance of school improvement.
- iii. There is a need to uncover the relationships that exist between teachers' perceptions of leadership styles engaged by their principals and their job satisfaction in public secondary schools.
- iv. Ministry of Education Science and Technology and secondary schools should organize on seminars and workshops to train school leaders on importance of transformational leadership.
- v. There is need for current educational leadership to offer unitary concept of transformational leadership. This should be done to reflect modern needs in teacher education locally and globally.

## **5.5 Suggestions for further research**

The study sought to investigate the influence of principals' transformative corporate leadership style on teachers' job commitment in public secondary

schools. This called for the case study of Athi River Sub County only, thus areas for further studies could consider other Counties and thus the study should be replicated elsewhere in Kenya for purpose of making a comparison of the findings with those of the current study. In addition, this study focused only on public secondary schools and thus future studies could consider private secondary schools for comparison purposes.

\

## REFERENCES

- Abeyssekera, N. (2011). *Relationship Marketing Perspective on Salespersons' Transformational Leadership Behavior Effect*, University of Colombo, Sri Lanka
- Afshari, M., Bakar, K. A., Luan, W. S., Samah, B. A., & Fooi, F. S. (2009). Factors Affecting Teachers' Use of Information and Communication Technology. *Online Submission*, 2(1), 77-104.
- Avolio, B. J. (2009). *Full leadership development: Building the vital forces in organizations*. Thousand Oaks, CA: Sage
- Avolio, B. Waldman, D. and Yammarino, F. (2005). The four I's of transformational leadership. *J Eur Ind train*; 15 (4):9–16.
- Avolio, B.J. (2005). *Leadership development in balance*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.
- Avolio, B.J., Bass, B.M. (2002). *Developing Potential across a Full Range of Leadership Cases on Transactional and Transformational Leadership*, Lawrence Erlbaum Associates, Mahwah, NJ.
- Avolio, D. and Davies, L.H. (2004). *Educational Performance in High Schools and Leadership Perspective*: London: OUP.
- Bass, B. M. & Avolio, B. J. (2009). Transformational leadership and organizational culture. *Public Administration Quarterly*, 17(1), 112-121.
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. NY :Free Press.
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. NY :Free Press.

- Bass, B. M. (1991). From transactional to transformational leadership: Learning to share the vision. *Organizational dynamics*, 18(3), 19-31.
- Bass, B. M. (2006). *Transformational leadership: Industrial, military, and educational impact*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Bass, B., & Avolio, B. (2005). *Transformational leadership development: Manual for the multifactor leadership questionnaire*. Palo Alto, CA: Consulting Psychologists Press.
- Bass, B.M., & Riggio, R.E (2006). *Transformational leadership*. Mahwah, New Jersey 07430: Lawrence Erlbaum Associates, Inc.
- Bryman, A. & Cramer, D. (1997). *Quantitative Data Analysis with SPSS for Windows*. London, UK: Routledge
- Burns, A., & Groove, B. (1978). *The Practice of Nursing Research: Conduct, critique & utilization*. 4<sup>th</sup> edition. W. B. Saunders Company.
- Chaudhary, N. and Sharma, B. (2012). Impact of Employee Motivation on Performance (Productivity) In Private Organization. *International Journal of Business Trends and Technology- 2(4)*
- Chen, C. -H. (2008). Why do teachers not practice what they believe regarding technology integration? *The Journal of Educational Research*, vol. 102, no.1, pp. 65-75.
- Conley, D. T., & Goldman, P. (1994). Facilitative Leadership: How Principals Lead without Dominating. *OSSC Bulletin*, 37(9).
- Cooper, P. R. & Schindler, P.S. (2006). *Business Research Methods*. (10<sup>th</sup>ed.). Wiley, New York.
- Cooper, P. R. & Schindler, P.S. (2008). *Business Research Methods*. (10<sup>th</sup>ed.). Wiley, New York.

- Creswell, J. W. (2003). Advanced mixed methods research designs. *Handbook of mixed methods in social and behavioral research*, 209-240.
- Cronbach, L. J. (1995). Coefficient alpha and the internal structure of tests. *Psychometrical*, 22(3), 297-334.
- Defee, C., Williams, B., Randall, W. S., & Thomas, R. (2010). An inventory of theory in logistics and SCM research. *The International Journal of Logistics Management*, 21(3), 404-489.
- Eyal, O., & Roth, G. (2010). Principals' leadership and teachers' motivation. *Journal of Educational Administration*, 49, 256-275. doi:10.1108/09578231111129055
- Hetland, H. & Sandal, G. M. (2008). Transformational leadership in Norway: Outcomes and personality correlates. *European Journal of Work & Organizational Psychology*, 12, 147-171.
- Hou, T. C. (2001). *The relationship among transformational leadership, organizational commitment, and organizational civil behavior: A study on of Taiwan electronics industry*. Unpublished master's thesis, National Sun Yat-sen University.
- House, R. J. (1977). *A theory of charismatic leadership*. In J.G Hunt & L.L. Larsen (Eds), *Leadership: The cutting edge*. Carbondale, IL. Southern Illinois University Press
- Hyndman, R. (2008). *Quantitative Business Research Methods. Department Of Econometrics and Business Statistics*. Monash University (Clayton campus). Accessed on 4<sup>th</sup> March 2016.
- Jack, B., & Clarke, A. M. (1998). The purpose and use of questionnaires in research. *Professional nurse (London, England)*, 14(3), 176-179.
- Jiang, M. H (2002). Non-profit organization management. *Bestwise Publishers* 29(2), 432-599.

- Johnson, B., & Stevens, J. J. (2006). Student achievement and elementary teachers' perceptions of school climate. *Learning Environments Research*, 9(2), 111-122. doi:10.1007/s10984-006-9007-7
- Judge, T. A., & Piccolo, R. F. (2004). Transformational and transactional leadership: a meta-analytic test of their relative validity. *Journal of applied psychology*, 89(5), 755.
- Khan, N. R., Ghouri, A. M., & Awang, M. (2013). Leadership styles and organizational citizenship behavior in small and medium scale firms. *Researchers World-Journal of Arts, Science & Commerce*, 4(2), 153-163.
- Kiboss, J. K. and Jemiryott, H. K. S. (2014). *Relationship between principals' leadership styles and secondary school teachers' job satisfaction in Nandi South District, Kenya*: American Research Institute for Policy Development.
- Kibui, W. A. (2013). Transformational Leadership in Schools Management and Capacity Building: A Survey of Public Secondary Schools in Kenya. *International Journal of Applied Research and Studies (iJARS)* ISSN: 2278-9480 2(5)
- Kim, H., & Shim, S. (2003). Gender-based approach to the understanding of leadership roles among retail managers. *Human Resource Development Quarterly*, 14, 321-342.
- Kirkbride, P. (2006). Developing transformational leaders: the full range leadership model in action. *Industrial and commercial training*, 38(1), 23-32.
- Kombo, D. K., & Tromp, D. L. A. (2006). Project and Thesis Writing: An Introduction. *Pauline 's Publications Africa*.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International. Nairobi.



- Lee J.S and Chuang K.D (2009). The Impact of Leadership Styles on Job Stress and Turnover Intention: Taiwan Insurance Industry as an Example. [www.hclee@ttu.edu.tw](mailto:www.hclee@ttu.edu.tw)
- Leithwood, K. (1994). Leadership for school restructuring. *Educational administration quarterly*, 30(4), 498-518.
- Leithwood, K., Jantzi, D., & Steinbach, R. (1998), Changing leadership for changing times, Open University Press, London
- Lipham, J.M. (1981). *Effective Principal, Effective School*. Reston, Virginia: National Association of Secondary School Principals.
- Lussier, R. N., & Achua, C. F. (2007). *Effective leadership*. Thomson South-Western.
- Mahfooz, A. (2009). Managing people at work leadership styles and influence strategies. *Management Journal* 16(7), 551–564.
- Martinez, V. F. (2013). *Leading and Managing Public Secondary Schools: An Educational Perspective*; Canberra, AGPS Publishing Company Limited.
- Ministry of Education Science and Technology (2014). MoEST Reform report on tertiary education in Kenya. Nairobi, Kenya.
- Momanyi, L. M. (2016). The Influence of Headteachers' leadership behavior on teachers' involvement in School Development Activities: a case of Nyamira County secondary schools, Kenya. *Imperial Journal of Interdisciplinary Research*, 2(4).
- Mostashari, E. (2009). *Impact of organizational leadership on organizational performance: a study on small and medium size private companies in three cities of Tehran, Mashhad, Isfahan, Iran* (Doctoral dissertation, British University in Dubai).

- Muogbo, U. S. (2013). The Impact of Employee Motivation on Organizational Performance (A Study of Some Selected Firms in Anambra State Nigeria). *The International Journal Of Engineering And Science (IJES)* 2 (7) 70-80. ISSN(e): 2319 – 1813
- Ndiritu, A. W. (2012). Effects of principals' transformational leadership characteristics on students' academic performance in secondary schools in Nairobi County, Kenya (PHD thesis, University of Nairobi, Kenya).
- Northouse, P.G., (2007). Leadership: theory and practice (4<sup>th</sup> edition), Open University Press, London: *Sage Publications*
- Orodho, A. J. (2008). *Essentials of Educational and Social Sciences Research Methods*. Nairobi: Masola Publishers
- Otieno, K. O. (2010). Teaching/learning resources and academic performance in mathematics in secondary schools in Bondo District of Kenya. *Asian Social Science*, 6(12), 126.
- Polit, D. F. & Beck, C.T. (2003). *In Nursing Research: Principles and Methods*. (7th Edition) (413-444). Philadelphia: Lippincott Williams & Wilkins.
- Rost, J. (2003). *Leadership for the Twenty-First Century*, Westport, CT: Praeger Publishers.
- Rost, J. C. (2003). *Leadership for the twenty-first century*. Westport, CT: Praeger.
- Sarin, S., & Mahajan, V. (2001). The effect of rewards structures on the performance of cross-functional product development team. *The journal of marketing*, 65(2), 35-53.
- Sarros, J. C., & Santora, J. C. (2001). The transformational-transactional leadership model in practice. *Leadership & Organization Development Journal*, 22(8), 383-394.

- Sekaran, U. (2006). *Research Methods for Business: A Skill Building Approach*. Fourth edition. New Delhi-India: John Wiley and Sons, Ltd.,
- Sisungu, Z. W. (2002). Head Teachers' and Teachers' Perceptions on the Influence of Management Skills Practice on School Climate in Secondary Schools in Western Province of Kenya. *Unpublished Thesis*. Njoro: Egerton University.
- Upagade, V., and Shende, A. (2012). *Research Methodology*. S.Chand and Company Ltd. New Delhi, India.
- Wallace, R. W. (2012). *Leadership, Education and Training (LET)*.
- Wong, E.M.L. & Li, S.C. (2008). Framing ICT implementation in a context of educational change: a multilevel analysis. *School effectiveness and school improvement*, 19(1), 99-120
- Yasin, G., Nawab, S., Bhatti, K. & Nazir, T. (2014). Relationship of Intellectual Stimulation, Innovations and Smes Performance: Transformational Leadership a Source of Competitive Advantage in SMEs, *Middle-East Journal of Scientific Research* 19 (1): 74-81
- Yukl G, (2002) *Leadership in Organisations* (5<sup>th</sup> edition), Prentice Hall, Upper Saddle River, New Jersey
- Yukl, G. (2002), *Leadership in Organizations*, 5th ed., Prentice-Hall, Inc., Upper Saddle River, NJ.
- Zikmund, G.W., Babin, B.J., Carr, C.J. & Griffin, M. (2010). *Business Research Methods* 8<sup>th</sup> ed. South-Western, Cengage Learning.

## **APPENDICES**

### **APPENDIX 1**

#### **POPULATION OF THE STUDY**

1. Athi River secondary school
2. Lukenya Girls Centre
3. Mavoko secondary school
4. St.Augustine Mlolongo secondary school
5. Kyumbi secondary school
6. Katani secondary school
7. Kinanie secondary school
8. Mathatani secondary school
9. Muthwani secondary school
10. Kwa kalusya secondary school
11. Ng'alalya secondary school
12. Embakasi secondary school
13. Kanaani secondary school

## **APPENDIX 2**

### **LETTER OF INTRODUCTION**

University of Nairobi,

Department of Education and Administration

P.O BOX 30197

Nairobi

The principal,

I am carrying out a research on the influence of principals' transformative corporate leadership style on teachers' job commitment in public secondary schools in Athi River Sub County, Machakos County, Kenya. This is in partial fulfillment of the requirement of requirement for the award of the degree of Master of Education at University of Nairobi. This is to request you to allow me conduct the study in your school. The identity of the respondents will not be revealed.

Thank you in advance,

Yours sincerely,

**Damaris Ngina Peter**

### APPENDIX 3

#### QUESTIONNAIRE FOR TEACHERS AND PRINCIPALS

This questionnaire has statements regarding the influence of principals' transformative corporate leadership style on teachers' job commitment in public secondary schools in Athi River Sub County, Machakos County, Kenya. Kindly take few minutes to complete the questionnaire as guided. Your responses will be handled confidentially and ethically.

##### Section A: Demographic data

1. What is your gender? a)Male ( )                      b)Female ( )
2. What is your highest level of education?
  - a) Secondary level ( )                      b) College level ( )
  - c) University level ( )                      d) Post graduate level ( )
3. Please indicate the range of years in your current employment
  - a) less than one year ( )                      b) 1 to 5 year ( )
  - c) 6 to 10 years ( )                      d) More than 10 years ( )
4. Please indicate your age bracket
  - a) Less than 30 years ( )
  - b) 31-40 years ( )
  - c) 41-50 years ( )
  - d) 51 years & above ( )

**Section B: Idealized influence and teachers’ job commitment**

This Subsection is concerned with investigation of the Idealized Influence on teachers’ job commitment in public secondary schools. Please mark (x) in the box which best describes your agreement or disagreement.

No	Statement	Strongly disagree	Disagree	Moderately Agree	Agree	Strongly agree
		1	2	3	4	5
5	Our school has a clearly articulated vision.					
6	The Principal in our school has high ethical and moral conduct.					
7	There exists a clear vision in our school					
8	Principal in our school go beyond self-interest for the good of the teachers					
9	Jobs in our school are clearly described.					

**Section C: Inspired motivation and teachers’ job commitment**

This section seeks to examine the effect of inspired motivation on teachers’ job commitment in public secondary schools Please tick the answer that reflects your opinion in the following statements.

No	Statement	Strongly disagree	Disagree	Moderately Agree	Agree	Strongly agree
		1	2	3	4	5
10	There is shared vision between the principal and the teachers in our school					

No	Statement	Strongly disagree	Disagree	Moderately Agree	Agree	Strongly agree
		1	2	3	4	5
11	There exist high standards of job commitment in our school.					
12	Our principal demonstrate inspiration appeals of faith and trust from the school principal.					
13	Our principal demonstrate inspiration of loyalty and commitment to work from the leadership in our school					
14	There exists a display of optimism and enthusiasm from the school leadership.					
15	Our school leadership emphasis on collective team building.					

**Section D: Intellectual stimulation and teachers' job commitment**

This section seeks to examine the effect of intellectual stimulation on teachers' job commitment in public secondary schools. Please tick the answer that reflects your opinion in the following statements.



No	Statement	Strongly disagree	Disagree	Moderately Agree	Agree	Strongly agree
		1	2	3	4	5
16	The school leadership encourages the teachers to rethink some of the basic assumptions about their work.					
17	The enterprise leadership stimulates thinking of teachers to enhance generation of solutions to problems.					
18	Our school acknowledges improved quality of solutions generated by teachers.					
19	The school leadership encourages employees to increase their conceptualization, comprehension, and analytical capability to problem solving.					
20	Our school leadership encourages knowledge transfer between senior and					

No	Statement	Strongly disagree	Disagree	Moderately Agree	Agree	Strongly agree
		1	2	3	4	5
	junior teachers					

**Section E: Individualized consideration and teachers' job commitment**

This section seeks to examine the effect of individualized consideration on teachers' job commitment in public secondary schools. Please tick the answer that reflects your opinion in the following statements.

No	Statement	Strongly disagree	Disagree	Moderately Agree	Agree	Strongly agree
		1	2	3	4	5
21	Our school leadership values my individual efforts.					
22	Our school leadership gives personally compliments doing outstanding work.					
23	Our school leadership provides rewards such as praise and acknowledgement of effort for achievement of specified goals.					
24	Our school leadership encourages personal attention to teachers who look neglected and lonely.					
25	Our school leadership encourages innovation, freedom and uniqueness at work.					


**Section F: Teachers' job commitment**

This section seeks to assess teachers' job commitment in public secondary schools.

No	Statement	Strongly disagree	Disagree	Moderately Agree	Agree	Strongly agree
		1	2	3	4	5
26	Arrive in school in time					
27	Prepare my lesson plan before teaching					
28	Assign exercises to students and marking on time is my priority					
29	attend co-curricular activities					
30	Am rarely absent in school					
31	go an extra mile to outsource learning materials for the students					
32	support students who are not at par with others					

## APPENDIX 4

### AUTHORIZATION LETTER

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

Telephone: +254-20-2213471,  
2241349, 3310571, 2219420  
Fax: +254-20-318245, 318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
when replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/16/38312/11657**      Date: **15<sup>th</sup> June, 2016**

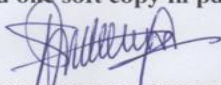
Damaris Ngina Peter  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Influence of principals transformative corporate leadership style on teachers job commitment in public secondary schools In Athi River 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 **13<sup>th</sup> June, 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.



**DR. STEPHEN K. KIBIRU, PhD.**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Machakos County.

The County Director of Education  
Machakos County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified



## APPENDIX 6

### MAP OF ATHI RIVER SUB COUNTY

