INFLUENCE OF HEADTEACHERS' LEADERSHIP STYLES ON TEACHERS' JOB COMMITMENT IN PUBLIC PRIMARY SCHOOLS IN RONGO SUB-COUNTY, MIGORI COUNTY, KENYA

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DECLARATION

This research project is my original work and has not been submitted for an award of any degree in any other University.

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DEDICATION

This work is dedicated to my dear husband George Kienga, my children Brenda Lisa, Vivian Beth, Richard Markham and Fridah Beverly, my mother Huldah Oduk and to my brothers and sisters Oliver Oduk, Lennox Oduk, David Oduk, Samuel Oduk, SundayOduk, Gideon Oduk, Fred Oduk, Francis Oduk, Caleb Oduk, Tonny Badia, Liz Boyce and Lucy Oduk.

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ABBREVIATIONS AND ACRONYMS

DEO   District Education Office

KEMI   Kenya Education Management Institute

MOEST   Ministry of Education, Science and Technology

NACOSTI   National Commission for Science Technology and Innovation

QFT   Questionnaire for Teachers

SPSS   Statistical Package for Social Sciences

TSC   Teachers' Service Commission

UNESCO   United Nations Educational, Scientific and Cultural Organization

USA   United States of America

ABSTRACT

The leadership styles used by head teachers have great influence on teachers' job commitment and children are the greatest sufferers. The purpose of the study was to investigate the influence of head teachers' leadership styles on teachers' job commitment in public primary schools in Rongo Sub-county, Kenya. The study was directed by the following objectives: to assess the influence of transformational leadership style, to establish the influence of transactional leadership style, to determine the influence of democratic leadership style and to examine the influence of autocratic leadership style on teachers' job commitment on public primary school teachers job commitment in Rongo Sub-county, Kenya. The theory of the study was based on situational theory by Paul Hersey and Ken Blanchard. Descriptive survey research design was adopted in which 68 were the total target population of head teachers and 798 teachers in public primary schools in Rongo Sub-county. Simple random sampling technique was used to get 34 head teachers and 160 teachers. Two questionnaire sets were used to collect the required information from the head teachers and teachers. Reliability and validity of instruments was addressed through piloting in 2 schools. Test retest method of reliability was employed to ascertain the reliability and co-efficient was used to test validity. Expert judgment by two supervisors was conducted in order to ensure research instruments were valid. Statistical Package for Social Sciences (SPSS) was used for descriptive statistic for quantitative data and qualitative data was analyzed in an ongoing process as themes and sub-themes of the study emerged. On the influence of transformational leadership style on teachers' job commitment, the study found that 67% of teachers indicated head teachers did not employ this leadership style. This was found to be negatively influencing teachers' job commitment. Regarding transactional leadership style, 60% of teachers indicated that their head teachers were not practising fully the behaviours associated with transactional leadership style and this lowered their job commitment. On democratic leadership style, 69% of teacher respondents stated that head teachers were not using democratic leadership style as most of them were not involved in decision making leading to low job commitment. Finally on autocratic leadership style, 79% of sampled teachers stated that their head teachers were practising many elements of autocratic leadership style contrary to 50% of head teachers who denied being autocratic. Based on the study findings it was recommended that head teachers should use effective leadership style that enhances collective responsibility and creates conducive environment in schools. Recommendations should ensure that subordinates participate in decision-making on areas of task completion; the leader must assign responsibilities to individuals or groups and he stays involved in monitoring progress. The study recommends that a leader must be able to select the right style for each occasion and must consider subordinates and task at hand. It was recommended that head teachers should be provided with in-service courses on leadership which is directly influencing teachers' job commitment. The study also recommended that the Ministry of Education (MOE) should reconsider how much teachers' are paid, listen to their complains and look for ways of motivating teachers. The researcher recommends that Teachers Service Commission (TSC) should emphasize on target setting on both co-curricular and extra-curricular programmes as a mandatory practice for all teachers.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

A school is the functional unit of the education system. For a school to execute its role successfully it must be able to afford a forecast educational leadership which is based on reliable leadership principles and techniques (Okumbe, 2013).According to Hersey and Blanchard (2009), leadership is a position of power held by an individual in a group, which gives him an opportunity to exercise interpersonal impact on the group members for inspiring and directing their energy towards certain goals.

Okumbe (2013), defines leadership as a process of encouraging and helping others to work enthusiastically toward objectives. It is the human factor that binds a group together and motivates it towards goals by transforming the groups' potentials into reality. Leadership is a social process in which the leader seeks the voluntary participation of his followers in an effort to attain the organizational objective and success (Buckmaster,2004). According to Astin and Astin (2001), leadership is the ability to get all members of the organization to perform tasks required to achieve the organization's goals and objectives. The leader is in a position to shape, regulate, control and change the attitudes, behaviour and performance of his group members. Leadership means creating and maintaining a sense of vision, culture and interpersonal relationships (Derrel, 2007).

In a school context commitment is the extent to which teachers identify with their institution and desires to continue working or promoting the vision of the school. Luthans (2006), states that organizational commitment is a strong desire to be a member of certain organization, a desire to be suitable with the organization's will and accepting the value and goals of the organization. Tsui and Cheng (2007), assert that, commitment of teachers to their job is an essential aspect in all efforts to enhance school education.

Committed teachers are more likely to work toward school goals, invest more effort in their job, and are more willing to apply considerable effort in school reforms (Yousef, 2000). School education goals and success requires greater commitment from teachers (Nguni, Sleegers and Dinesen 2006). Studies noted that head teachers' leadership styles are significant factors affecting teachers' performance and commitment such as, decision making, employee relationships, and supportive organizational structure (Dessler,2003).

It has been argued that employees' commitment increases with the focus on people (Agarwala,2003).Commitment of workers to their work in an organisation corresponds to the output of the organisation. Eshiwani (2006) affirmed that the importance and usefulness of providing extra coaching to pupils, continuous assessment of pupils can improve performance, giving feedback on homework can help in identifying areas to be improved. When there is low teacher absenteeism and high level of group involvement in planning for curriculum instruction can enhance better syllabus coverage. Learning time can be maximized when classroom is used effectively, when teachers use time well by

starting and ending instructional activities, select curriculum materials which are appropriate to learners and when teachers spend more time preparing for lessons, these preparations raise the quality of instruction and coverage of syllabus within specified time and improved students' achievements (Koskei, 2010).

Teachers' commitment is a crucial factor to an effective school, teacher satisfaction and retention, low commitment leads to poor results. In United States of America (U.S.A), the early Michigan leadership studies were conducted by researchers from the Survey Research Centre of the University of Michigan. The results showed that supervisors who produced highly were significantly likely to be more general than closed in their management styles, management was employee- centred.

UNESCO,(2006) study in Ethiopia indicated that there is a strong sense of distance from regional and national-level decisions that are finally communicated to teachers as immutable decisions, often separated from their daily situations. Without timely communication and consultation teachers lose morale to perform hence low job commitment. A study in Ghana by Brown and Owusu (2014), state that managers can only use people effectively when they instil in them a sense of commitment and the desire to accomplish organisational goals. The head teachers has the ability to instil commitment, teamwork and build trust among staff and increase overall school effectiveness. Kashagate (2013), study carried out in Tanzania noted that teacher commitment has been identified as one of the most important factors for the future education. Teacher commitment is closely related to teachers' work performance and their ability to innovate and incorporate new notions into their own practice (Kashagate 2013).It has been argued that the head

teacher is expected to provide expert leadership in all areas of the school programmes to ensure quality education (Waweru and Orodho, 2004). The Commission of Inquiry into the Education System of Kenya (The Koech Report, 2000), argued that many teachers in public primary schools do not perform to the expected standard because of the poor leadership offered by their head teachers. The report noted the need for regular in-service training programmes for managers, administrators, teachers and curriculum implementers. Studies on the influence of leadership stylesand organization commitment reveal a positive significant relationship (Saeed, 2013).

In Uganda, a study by Nsubuga (2008), initiated that effective school performance requires forcast leadership among other things. The study found that school performance is positively related to democratic leadership style exercised by the school head teachers. Hackman and Johnston (2005), assert that transformational leaders are persons who empower their followers, are passionate about what they do, freely interact with their followers and empower them, are creative and visionary.

Keller (2006), defines transformational leadership as going past the focus on the exchange amongst leaders and subordinates to a broader view that motivates the interest of followers, inspire followers to look beyond their own interest to what best benefits the institution and encourages teachers to accept the school's mission. A transformational leader inspires his subordinates purely on strength of personal charisma, appealing to the employee's emotional needs, motivating followers intellectually to enhance their commitment and organizational

productivity. Wilmore and Thomas (2001) posited that transformational leaders share power with followers rather than exercise power over followers. The leaders are concerned with how to use their authority to assist subordinates to attain what they think are essential, become successful and experience a greater sense of effectiveness. Hence followers are exposed to responsibilities that release their potential. Gorton, Alson and Snowben(2007), state that the head teacher should empower teachers so that they have an impact on school policy decisions and work in a collegial relationship with him/her towards goal attainment.

A study by Nthuni (2012) on leadership style factors that influence motivation of pre-school teachers in the public pre-schools in Embu North Sub-county disclosed that there was need to embrace a transformational leadership style in order to enhance motivation of pre-school teachers and improve their working environment by involving them in decision making and policy formulation in their schools. Kibue (2008),in a study on transformational leadership style on public secondary schools in Kirinyaga County revealed that majority of principals and teachers did not understand nor use the transformational leadership style in schools. He noted that there was need for teachers to be trained and properly inducted on leadership in order to properly manage both human and natural resources. Transactional leadership seeks to maintain stability rather than promoting change within an organization such as schools through regular economic and social exchanges that achieve specific goals for the leaders and their followers (Lussier and Achua,2004).Transactional leaders aspire to encourage consistent performance from subordinates that allows them to meet

agreed-upon goals (Bryant, 2003).They use rewards and punishment to promote performance. When the transactional leader allocates work to subordinate he is considered to be fully responsible. Transformational leader is central for successful management of Public Primary schools. Head teachers should therefore be encouraged to cultivate qualities of both transformational and transactional leader such as motivation, stimulation, consideration, charismatic skills and social exchange. This will encourage and motivate teachers and possibly improve the performance of the school (Chirchir, Kemboi, Kirui&Ngeno2014).

Nsubuga (2008), conducted a study to analyze the leadership styles of head teachers and school performance of secondary schools in Uganda where it was reestablished that the greater use of autocratic leadership style, lowers learner's academic performance. The coercive leader often creates a reign of terror, harassing and humiliating his followers, roaring with displeasure at the slightest mistake hence lower subordinates' morale. Nthuni (2012), in a research study on how head teachers leadership styles influence motivation of teachers in public schools confirmed this assertion. Autocratic leadership style seems predominantly self-absorbed and accepts minimal involvement of subordinates in decision-making; the democratic style is people oriented and counts on the collective contribution of the subordinates (Mgbodile, 2004). Igbal (2010), established that teachers working under a democratic style of leadership were more comfortable and committed than teachers working under other styles of leadership. Waithaka (2011), established that in Tetu District, the democratic leadership was among the most used styles by teachers in the district. Nsubuga

(2008), established that most school leaders used the democratic style of leadership to build trust, respect and commitment to allow peoples' ideas be considered in decisions that affect their goals and their work. Nakola (2011), revealed that principals who were perceived to be manifesting democratic leadership style had a significantly high motivated staff as they discussed with them on the proposed actions and encouraged participation from them. Lesomo (2013), disclosed that school head teachers did not stick to using a single leadership style. No one style is perfect for every situation since a manager may be well acquainted with knowledge and skills to handle effectively one situation but fail to be effective in a different situation. All modern organizations aim at goal attainment thus there is increased attention to establish which of these leadership styles is appropriate to organizational goal achievement and employee job commitment. The question of poor work commitment is a major concern in Kenya in the struggle to offer quality education especially the basic education level.

A report by the District Quality Assurance and Standards Officer (DQASO,2015) in Rongo Sub-County revealed that teachers were giving less time to co-curricular activities, preparation of teaching records, formative evaluation of pupils and marking their work, high teacher absenteeism rate and desertion of duty was noted citing the unfriendly leadership styles of head teachers. Therefore poor professional records such as schemes of work, progress records, lesson plans and teaching materials especially lesson notes and lack of pupils continuous assessment have been observed in most of the public primary schools in Rongo Sub-county. Therefore, this study is up to find out the influence of head teachers'

leadership styles on public primary school teachers' job commitment in Rongo Sub-county, Migori County, Kenya.

Table 1.1 KCPE performance: A comparison of Rongo and Awendo sub-counties

Sub-County	2010	2011	2012	2013	2014	2015
Rongo	244.83	245.83	244.58	248.06	249.98	250.20
Awendo	265.35	268.15	275.50	279.41	298.78	298.97

Source: Rongo Sub-county Education Office (2015)

In Rongo Sub-county teachers seem to be less dedicated to their job as revealed by the data showing the previous years' public primary pupils' performance in Kenya Certificate of Primary Education. The above results are indications that teachers in Rongo Sub-county are not committed to their job as teachers from other neighbouring Sub-counties like Awendo.

1.2 Statement of the problem

Teacher commitment leads to good performance, efficiency and effectiveness in schools and helps to realize the attainment of educational goals. Okwiror (2006), observes the head teacher as the centre of the school operations hence they require technical skills, human relation skills and conceptual skills on management of teachers and school in general. Although the government of Kenyathrough the Ministry of Education encouraged capacity building as a means of equipping head teachers with requisite knowledge, skills and attitudes to enable them develop the right leadership styles for effective management of Public primary schools. Training programme by Kenya Education Management Institute (KEMI) has to some extent impacted positively on head teachers' leadership styles in public primary schools. A report by Rongo Sub-county

DQASO (2015), revealed that it was common to encounter many teachers engaged in their private business during sporting activities leaving learners unattended. Rongo Sub-county Education Office (2015), it was identified that teachers' job commitment was declining as evidenced by teachers failure to complete the syllabi on time, absenteeism of teachers, failure to assess pupils work, late arrival, leaving school before official time, not updating professional records and failure to attend Games and Sporting activities.

Although there are other causes of the above, head teachers' leadership styles were taken as an upper hand in reducing job commitment hence poor performance in KCPE by public primary schools in the Sub-county and no empirical studies if any has been documented on Influence of head teachers' leadership styles on public primary school teachers' job commitment in Rongo Sub-county. This study therefore aimed at investigating the influence of head teachers' leadership styles on public primary school teachers' job commitment in Rongo Sub-county, Migori County, Kenya.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of head teachers' leadership styles on teachers' job commitment in public primary schools in Rongo Sub-county, Migori, Kenya.

1.4 Objectives of the study

The study was guided by the following research objectives:

i.   To assess the influence of head teachers' Transformational Leadership Styleon teachers' job commitment on public primary schools in Rongo Sub-county, Kenya.

ii.   To establish the influence of head teachers 'Transactional Leadership Style on teachers' job commitment on public primary schools in Rongo Sub-county, Kenya.

iii. To determine the influence of head teachers' Democratic Leadership Styleon teachers' job commitment on public primary schools in Rongo Sub-county, Kenya.

iv.   To examine the influence of head teachers' Autocratic Leadership Style on teachers' job commitment on public primary schools in Rongo Sub-county, Kenya.

1.5 Research questions

The study sought to answer the following research questions:

i.   How does a head teacher's transformational leadership style influence public primary school teachers' job commitment in Rongo Sub-county?

ii.   How does a head teacher's transactional leadership style influence public primary school teachers' job commitment in Rongo Sub-county?

iii. How does a head teacher's democratic leadership style influence public primary school teachers' job commitment in Rongo Sub-county?

iv.   How does a head teacher's autocratic leadership style influence public primary school teachers' job commitment in Rongo Sub-county?

1.6 Significance of the study

The findings of the study would be of great importance to the head teachers who would be equipped with helpful knowledge on how to enhance their leadership styles and direct their teachers to collective decision making in order to enhance teachers' commitment. The ministry of education and learners in public primary schools pupils would benefit because of quality education due to teachers commitment to their teaching profession and prompt syllabus coverage hence good pupils' performance.

KEMI may use the research findings to identify areas that need corrective measures when preparing the management courses for school managers in order to improve head teachers' leadership styles. Ministry of education may benefit because the education sector would thrive well due to right leadership styles in schools which would create a sense of belonging and acceptance of the school values, procedures and teachers working towards institutional goal attainment.

1.7 Limitations of the study

According to Orodho (2004), a limitation is an aspect of the study that the researcher knows may adversely affect the results or generalizability of the study, but over which the researcher has no direct control. The study depended on the co-operation of respondents. The researcher appealed to them to be honest and assured them of confidentiality of information they gave.

1.8 Delimitations of the study

According to Orodho (2004), delimitations of the study are boundaries of the study. The study investigated the influence of head teachers' leadership styles on

teachers' job commitment in public primary schools in Rongo Sub-county, Migori County Kenya. The study involved head teachers and teachers employed by (TSC). The findings were not adequate to make a generalization to other employers and employees but gave an insight into further research in other organizations and other parts of the country.

1.9 Basic Assumptions of the study

An assumption is any concept that a researcher takes to be true without actually justifying it (Mugenda and Mugenda 2003).This study assumed that;

i. All head teachers embrace leadership styles in the management of the public primary schools.

ii. The leadership styles adopted by head teachers influence job commitment of teachers in public primary schools.

iii. All respondents would be available and would be willing to provide honest and clear responses.

1.10 Definition of significant terms

Commitment refers to the willingness by teachers to work hard and give their energy and time to their teaching job. This can be noticed when teachers respond to duty, attend to lessons daily, punctual, updating professional records, participating in co-curriculum activities, giving pupils assignment, marking and grading them and syllabus coverage.

Head teachers leadership styles This is the head teachers' way of influencing their teachers, the manner they perform the leadership roles and direct school affairs (Armstrong 2002).

Influence refers to the strong inspiring method of leadership adopted by head teachers when guiding, directing and controlling teachers towards job commitment and goal achievement (Collins Thesaurus A- Z 2006).

Leadership refers to the position of being the leader or being in charge of an organization and how they use power and authority to direct and control all the school activities and their influence on the subordinates.

Performance refers to how well or bad teachers execute their teaching duties.

Style refers to a particular way adopted by head teachers when dealing with resources and taking charge of all the activities in the school.

Transactional leadership style is a style of leadership in which head teachers promote teachers through reward and punishment.

Transformational leadership style refers to a head teacher's leadership style that inspires, motivates and empowers their followers to look beyond their own interest to what best benefits the institution. The four elements of transformational leadership as described by Burns (2006) are:

*Idealized Influence or charisma-*arises where the head-teacher influences followers by clearly articulating a shared vision to the followers, appealing to their values, interests and dreams and appealing to their emotion.

Individualized consideration- arises where the head-teacher provides support, encouragement, and development to the teachers and ceases opportunities to celebrate individual contribution or progress. This enables subordinate teachers to grow and achieve higher potentials.

Inspiration motivation- arises where the leader inspires confidence, motivates and communicates an appealing vision. The head-teacher creates team spirit among the teachers (Bass & Riggio, 2006).

*Intellectual stimulation-*arises where the head-teacher increases follower awareness of problems and challenges and get the teachers to view the challenges from a new perspective. The head teacher challenges assumptions, takes risks and welcomes ideas from the teachers without criticism.

1.11 Organization of the study

The study consists of five chapters. Chapter one which is the introduction which includes background to the study, statement of the problem, purpose of the study, research objective and research questions, significance of the study, limitations and delimitations of the study, basic assumptions of the study, definitions of significant terms and the organization of the study.

Chapter two consists basically of the literature review based on the objectives of the study on the following topics; introduction, the concept of leadership, transformational leadership style, transactional leadership style, democratic leadership style, autocratic leadership and employee job commitment, and summary of the literature review, theoretical and lastly conceptual frameworks. Chapter three is the research methodology. It consists of the research design, target population, sample size and sampling procedure, research instruments,

validity and reliability of the instruments, data collection and data analysis procedures and ethical considerations. Chapter four focuses on data analysis, presentation and interpretation that were captured from the field. Chapter five presents summary, conclusions, recommendations and suggestion for further studies

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents summary of relevant literature on the influence of head teachers' leadership styles on teachers' job commitment. It explains the objectives under this sub-topics: leadership styles and their influence on teachers' job commitment: transformative, transactional, democratic, autocratic, leadership styles, summary of the reviewed literature which focuses on leadership styles of public primary school head teachers and their influence on teachers' job commitment lastly theoretical and conceptual frameworks.

2.2 The Concept of leadership and job commitment

Every leader in every organization conducts certain responsibilities for the smooth running of the organization and enhancement of organizational performance. As a result, Ezeuwa (2005), affirms that it as the act of inspiring people so that they strive willingly and become committed. A leader must have subordinates and must influence, direct, carry along, sensitize and motivate them towards the achievement of the organizational goal.

According Owen (2002) observed that good leaders should be able to influence their subordinates towards the achievement of the organizational goals. Leadership is a way of inspiring and helping others to work enthusiastically towards achieving the organizational objectives (Armstrong, 2002). Leadership style is the way in which a leader performs this roles and directs the affairs of the organization. Some leaders are more task-oriented and not able to consider the welfare of the subordinates while others pay more attention to their relationship

with subordinates than the job. Whether a leader emphasizes the task or human relations is crucial to leadership style. According to Koontz and Donnell (2007), leadership is a position of power held by an individual in a group, which provides him with an opportunity to execute interpersonal influence on the group members for mobilizing and directing their energy towards goal attainment. The leader is in a position to shape, adjust, manage and change the attitudes, behaviour, performance and commitment of their subordinates past the normal call of duty (Aziz, Abdullah, Tajudin & Mahmood, 2013).

Mowday et al. (2001), emphasize that employees' commitment to their organization is more closely related to the achievement of long-term organizational goals. The study described organizational commitment as a strong belief in and acceptance of the organization's goals and values, willingness to exert considerable effort on behalf of the organization, desire to maintain organizational membership. Individuals with job commitment are more compatible, more satisfied, productive and responsible hence causeless cost for the institution (Al-Qarioti & Al-Enezi, 2004).

Dinham (2005) asserts that the concept of job commitment among employees affects all organizations including educational institutions and the leadership abilities of principals and head teachers are important in developing schools and enhancing teaching and learning quality. Appropriate leadership approach, boosts creating effective and honest organizational environment tending to consider the employees rather than the organization, (Letting, 2004).Teachers' commitment to their job is influenced by head teachers' support and the relation between head teachers and teachers (Dannetta, 2002). Suitable leadership emphasizes on

helping teachers (Russels & Stone, 2002), acts to develop teachers, stimulates participation in decision-making, delegate duties, encourage effective and honest communication will positively affect school performance. Improving the level of teachers' job commitment is a prerequisite for school head teachers as per the research finding that reveals that improving education quality is relies on teachers performing well at schools (Tsui & Cheng, 2007).

Luthans (2011), asserts that choosing the right style, at the right time in the right situation is a key element of leader effectiveness. According to Sahni (2004), a leader must have the ability to sway the behaviour, attitude and belief of his subordinates. The success of a leader depends on the acceptance of his leadership by the followers. The term leadership style is the way in which leaders influence their subordinates (Lunenburg & Orstein, 2004).Ajayi and Ayodele (2001), the behaviour of the leader is acceptable to the subordinates only if they continue to see the leader as a source of personal opportunities to improve performance and satisfaction. Some leaders tend to find it difficult to effectively manager their schools (Gronn, 2000). Therefore, it is imperative that head teachers learn and understand the importance of the styles that enhance job commitment and positive performance in the schools. Therefore, leadership style occupies an important position in school administration as the head teacher who controls school's resources is expected to use them to result in positive achievement of educational goals (Adeyemi, 2004).

2.3 Transformational leadership style and job commitment

According to Bass (2004), transformational leadership is finding the current energy in subordinates by creating a collaborative environment in the

organization and mobilizing this energy in the direction of organizational objectives. Schultz, Schultz and Duane (2010), a transformational leader is one who is not limited by his or her followers' perception. They inspire their followers with a sense of purpose and excitement, create a vision of what they aspire to be and communicate this idea to their followers. Leaders who employ this style would enable the subordinates to be committed hence organizational goal achievement.

Tourish and Pinnington (2002) assert that transformational leadership creates a suitable and supportive environment in which individual differences and needs are considered thus create room for better performance. Nguni et al. (2006),assert that school administration requires leaders who are sensitive to the needs of teachers and in so doing; such leaders encourage teachers and increase job commitment.According to Nguni, Sleegers and Dennessen(2006), transformational leaders tend to be emotionally intelligent, energetic and passionate. A study done by Ross and Gray (2006) on the school leadership and student achievement, it was found that transformation leadership led to enhanced corporation among group members. According to a study by John, Ross and Gray (2006) in Ontario, Canada, transformational leadership is consistent with broadly based trends of teacher empowerment, many stakeholders involvement in school decisions and decreased support for top down change theories.

Avolio, Bass and Jung (2000) identified four dimensions of transformational leadership. These are Charismatic leadership, individualized consideration, and intellectual stimulation.

Charismatic leadership involves the formulation and articulation of vision and challenging goals and inspiring subordinates to work beyond their self-interest in order to achieve common goals. Leaders act as role models who are highly admired, honoured and trusted by their subordinates (Bass &Riggio, 2006). According to Bass and Riggio (2006), leaders with great idealized influence are willing to take risks and are consistent rather than arbitrary by demonstrating high standards of ethical and moral conduct. This according to them increases the levels of job commitment among the employees under such type of leadership.

Individualized consideration refers to leaders paying special attention to each individual follower's need for achievement and growth by acting as a coach or mentor (Bass & Riggio, 2006).

Inspirational motivation is the way leaders motivate and inspire their subordinates to commit to the vision of the organization. Leaders with inspirational motivation creates a strong team spirit as a means for leading staff members towards achieving desired goals (Antonakis, Avolio (2003).

Intellectual stimulation is concerned with the role of leaders in stimulating innovation and creativity in their followers by questioning assumptions and using new techniques to handle old situations (Bass & Riggio, 2006). They often motivate their subordinates to try new approaches or methods to solve the old problems.

2.4 Transactional leadership style and job commitment

According to Woods (2010), transactional leadership style views the relationship between a leader and the subordinate as a transaction which focuses on the follower completing required tasks in exchange for monetary compensation. Woods (2010), emphasizes that transactional leaders directs their leadership on motivating followers through a system of rewards and punishments to make employees do the work with the assistance of external motivators such as organizational rewards.

Nguni et al. (2006), asserts that transactional leaders are not concerned with peoples' personal growth and prefer a guideline which is about maintaining the current situation. Bass (2004), transactional leadership style creates clearly defined roles, people know what they are required to do and what they will be rewarded for task completion, it also engages leaders to offer a great deal of supervision and direction.

A study in Turkey by Yousef (2000), on the effects of servant leadership on teachers' organizational commitment in primary schools revealed that transactional leadership style was one of the most appropriate styles as it allowed the head teachers and other school leaders to realize the needs of teachers within their schools and reward them to satisfy those needs in exchange of certain level of commitment. Yousef (2000), transactional leadership would work even better in public schools as it relies on improving the efficiency of established regulations and procedures thus increase the commitment of teachers to their job as each teacher would strive to practice the set practices and routine. However

according to Muijs & Harris (2003), transactional leadership may lead to poor performance among teachers and consequently poor job commitment. The two argue that in circumstances where head teachers make it a priority that performance must always be associated with a reward, the withdrawal or delay of the reward will lead to a deteriorated performance hence must be done with care and limit.

2.5 Democratic leadership style and job commitment

According to Tourish and Pinnington (2002), democratic leaders decentralize authority and are characterized by consultation with the subordinates and their participation in the formulation of plans and policies. Cole (2002),asserts that people are committed to decisions which they participated in formulating, they will exercise self- control, self- direction and will be motivated to work. Dick and Wagner (2001), assert that due to the feeling that is created by democratic leadership of employees owning most of the ideas in the organization, their commitment to their job equally goes up as they want to see their ideas thrive. Research has found that this leadership style is one of the most effective and creates higher performance. However, a study by Yavuz (2008), points out that in situations where roles are unclear or time is of the essence, democratic leadership can lead to communication failures and uncompleted projects.

Democratic leadership works best in situations where group members are skilled and eager to share their knowledge. Yavuz (2008) concludes by saying that democratic leaders only boosts the morale and job commitment among teachers if he allows adequate time for teachers to express themselves and the head teacher must openly show that he/she does not in any way influence or undermine their

contribution. According to Goldman (2002), democratic organizations have the following characteristics; policies are decided by a group of organizations, technical and job performance measures are deliberated on hence understood by all. Leaders direct members on task implementation, members are free to choose with whom they work, the group determines the distribution of tasks, and leaders try to be impartial in giving praise and criticism.

Goldman (2002) states that leaders exercising a democratic style of leadership build consensus through participation, but these managers also expect a higher level of excellence and self - direction. From my own experience I have noted that these leaders have time to listen and share ideas with their subordinates. They also tend to be more flexible and are considerate to one's needs. They are able to encourage teachers to participate in decision-making and are obedient. The democratic leadership style emphasizes group and leader involvement in the policies formulation. Resolutions on organizational issues are arrived at after discussion and consultation with various stakeholders in the organization. The leader tries as much as possible to make each person feel that he is an important member of the organization. In this style of leadership, a high degree of staff morale is always improved resulting to high levels of job commitment among teachers (Mba, 2004). Thus, consultation, teamwork and participation are the major key characteristics of successful schools. House and Mitchell (as reported in Oyetunyi, (2006) assert that a leader can behave in different ways in different situations. The following are the five kinds of leaders' behavior.

Directive style

Directive leadership style is related to the task-oriented style. The leader who deploy this type of leadership style provides teachers with specific principles, rules and regulations with regard to planning, organizing and performing activities. This style is considered to be effective when the subordinates' ability is low and or the task to be performed is complicated or ambiguous. Job commitment is increased when the leader gives more directives (Hoy & Miskel, 2001:408). Hersey & Blanchard (2009), states that a good leader must delegate responsibilities to individual or group but he must stay involved to monitor the progress.

Supportive style

Supportive leadership style is more of a relationship-oriented style as it demands the leader to be approachable and friendly. He/she shows concern for the well being and personal needs of the subordinates, creates an emotionally supportive climate. This style is workable when followers lack self-confidence; work on demoralizing or stressful tasks and when work does not provide job satisfaction (Hoy & Miskel, 2001:408).

Participative style

The leader who deploys this style consults with subordinates and implements their ideas seriously when making decisions. This style is effective when subordinates are well motivated and competent (Lussier & Achua, 2001:175). The head teacher allows participatory communication like an open negotiate communication strategies in open forums and staff meetings (Leithwood & Jantzi

2005). This increases teachers' job commitment as they will embrace all that was discussed and work towards achievement of the agreed goals and objectives.

Consultative styles

The leader has considerable but not total assurance and trust in the subordinates. Although overall decisions are made by the leader, he first seeks the suggestions of the employee. The employees have positive attitudes toward the organization, the manager and their work. When the employees are not satisfied with the consultation, they publicly accept orders from the leader, but sometimes ignore the order by insubordination, especially when the manager decides on majority rules principle (Owens 2007). The manager consults through relevant authorities, with subordinates. Paisey (2000) asserts that successful schools are those that the management emphasizes consultation, teamwork and participation.

Achievement-oriented style

In this style, the leader sets challenging but achievable goals for the subordinates. He/she pushes work improvement sets high expectations for subordinates and rewards them when the expectations are met. That is, the leader provides both high directive (structure) and high supportive (consideration) behaviour. This style works well with achievement-oriented subordinates (Lussier&Achua, 2001).

2.6 Autocratic leadership style and job commitment.

Autocratic leadership is a system that gives total power to the leader with limited participation from the followers. Bocarnea (2005), points out that autocratic leadership is negative, based on threats and punishment. Dennis and Bocarnea

(2005), emphasize that under autocratic leadership, job commitment is absolutely low in most cases as employees work just to get their dues and do not have the organization's interest at heart. According to a study by Yavuz (2008) in Ganzi University on the relationship between principals' leadership styles and teachers' organizational commitment, the study revealed that principals who have used autocratic leadership without blending with other leadership styles have failed a great deal.Choi and Tang (2009), indicate that a teacher who is highly dedicated to pupils affairs evaluate or assess the acquisition of subject matter well, prepares well for lessons in order to produce good results.

Yukl (2004) established that autocratic leaders do not involve members of the organization in the decision-making process; they set all policies, predetermine the methods of work, determine the roles of subordinates and specify technical and performance evaluation standards. Because this style of leadership always involves an individual deciding, it leads to quick decision-making. Autocratic style is relatively unpopular but in certain circumstances it can be an effective approach when the leader does not have enough time and when subordinates are not competent (Okumbe,2013).

2.7 Summary of the literature review

The literature has reviewed the influence of head teachers' leadership styles on teachers' job commitment. The leadership styles reviewed are transformational, transactional, and democratic and autocratic. Nguni, Sleegers and Dennessen (2006), found that transformational leaders are committed to assisting the organization attain its goals and group members fulfil their potential. Ross and Gay (2006), concur that transformational leadership enhances teachers'

commitment. Woods (2010), points out that leaders who deploy transactional style focus their leadership on inspiring followers using a system of rewards and punishment. Sagimo (2000), agrees that rewards should be provided for good performance and incentives for further improvements of performance.

Muijs and Harris (2003) argued that transactional leadership can lead to poor performance due to withdrawal or delay of reward. Yousef (2000) disagreed and asserted that transactional leadership would increase job commitment among teachers as every teacher would work towards achieving the rewards. Wagner (2001), states that democratic leadership leads to employee commitment as they own most of the ideas which they would want to thrive. Lesomo (2013), affirmed that school managers did not restrict themselves to one management style. Kitavi (2011), recommended for a study to be done on teachers' perception of head teachers' leadership styles and their job performance. Omundi (2015), recommended for a study to be done on principals' leadership behaviour. According to Burns (2006), transactional leadership provides the base for effective leadership and performance at expected standards, while transformational leadership leads to performance beyond expectations. Hence, transactional leaders ensure that expectations are met, which is the foundation on which transformational leaders build to motivate their followers to perform beyond expectations hence higher levels of job commitment among employees.. However, it is also interesting to note that transactional leadership style despite being seen by many as one of the best is not interested in people's personal development. This may work against teachers who would wish to develop themselves individually and not as an institution (Nguvi et al 2002). A lot of

research has been done to establish the influence of leadership styles on job satisfaction among teachers; influence of leadership styles on motivation among teachers but very little has been done to establish the influence of leadership styles on job commitment among teachers. Even in areas where the research has been done, the findings have been very inconsistent. It was due to these gaps that this research was carried out with a view of identifying the influence of leadership styles on job commitment among teachers in public primary schools.

2.8 Theoretical framework

This study was based on situational leadership theory model developed by Paul Hersey and Ken Blanchard in 1960s. The mentioned theory was first introduced as a 'Life Circle Theory' in 1969 of leadership in the mid 1970s it was changed to situational leadership model. This leadership model considers the relationship between leaders and subordinates and serves as a framework to analyze each situation based on guidance, direction (task behavior) a leader gives and the amount of socio-emotional support (relationship behaviour).

According to Hersey& Blanchard (2009), the principle of the situational leadership theory is that there is no single 'best' style of leadership. Appropriate leadership is task-relevant and the most successful leaders are those who direct their leadership style on the performance, ability and readiness of the individual or a group they are aiming to lead or influence. Therefore, leaders should detect and understand the situation they are trying to influence, reorganize and adjust their behaviour in relation to the eventualities of the situation. Such leaders should skillfully inspire all aspects of the organization and know when to be

consistent and when to be flexible because leadership styles differ from situation to situation (Hersey, 2009).The theory is relevant to the study as it has been argued that head teachers and organization leaders have multitude of people who look up to their leadership styles for effective performance. Leadership is associated by one-way communication where the leader predetermine roles of individual or group and gives the what, the manner, the reason , the time and place to do the task. Hersey (2009), advises that whichever style a head teacher opts for should adequately address the relationship between employees and the task in question.

Cole (2002) cited that a leader's ability to lead is determined by various situational factors as the leader's preferred style, the capabilities and behaviours of followers. According to Nzuve (2012), the effectiveness of a leader's behaviour will increase when there is a match between leadership styles and situations.This theory creates a vast room for head teachers to adopt leadership styles that they are of the opinion that can adequately address their institutions depending on the current situations. The theory advocates for head teachers to use effective leadership styles as per the situation.

Hersey (2009), states that a good leader develops the competence and commitment of their subordinates to enable them be self-inspired rather than dependent on others for direction and guidance. Situational theory of leadership is suitable because it does not follow stringent strategy at all times as there is no single leadership style though a leader must select the appropriate style relevant to a given situation. This leadership style can affect teachers' commitment and

performance because the head teacher will be using a style that motivates them. The head teacher is in a position to understand the varying development phases of teachers therefore the head teacher can select the style that facilitates motivation and promote group effectiveness and commitment. Situational leadership theory increases awareness because leaders must be conversant with what is happening around them. Enhanced awareness can make leaders have empathy towards the followers which will help them approach employees in the appropriate way hence enhance employee job commitment.

According to Hersey and Blanchard (2009), the situational leader is better at realizing problems and adapting themselves to the passion and motivation of employee. This increases head teacher's competency to realize organizational goals because he must be aware of the requirements of reaching desired objectives and be aware of measures to be taken to reach the goals.

The flexible and intuitive approach to leadership can help team work since leaders always reflect the team's maturity. Understanding of this model can assist head teacher to improve on his diagnosis and awareness of needs of his or her teachers as well as the task requirements hence boost empathy, efficiency and flexibility which encourages team morale and performance. However, this theory may not be the best in some cases because the style lacks understanding of the demographic divergence in leadership style. According to Northouse (2007), situational leadership approach does not show clearly how the styles can be used in group settings when divergent demographics are present. Male and female have been found in studies giving differently response to leadership styles and the

personal traits within different demographic can extremely change. While the theories understands uniqueness and allow the identification of specific situations, it also has a tendency to assume each leader, task or subordinate follow a similar pattern (Hersey, 2009). If the leader has no change on his or her approach situational theory can create confusion within the team members, as the team developers, the subordinates can be left doubting the approach. Moving from one approach like delegation of duty can make it difficult for subordinates to know what to do because once they are used to a certain style, a drastic change to a new approach can make employees to take some time to adjust. This can cause problems in a group and would lower team moral and job commitment, changes in leadership style can be observed as manipulative and coercive (Hersey & Blanchard 2009).

The situational leader tends to put emphasis on the short-term plans as the attention is always on analyzing the current objectives and the ability and effectiveness of the subordinates. Hence this approach can overlook long-term goals of the organization. The flexibility and situation specific approach has also provided a lot of ambiguity around the theory and model since it is hard to explore its effectiveness and understand when a leader is being situational and when he is using a specific leadership model. This model calls for head teachers to acquire the skills to diagnose and analyze situations. They need to be able to understand the situation they are trying to influence in order to select out the most appropriate style for a given situation. Head teachers require skills to identify task in hand, requirements of task completion and the ability and effectiveness of the teachers. Thus head teachers need to continue learning for self-improvement in

order to understand the situations for success leadership. They also need to showcase adaptability as a situational leader and adapt their behaviour banking on the requirements of the situations. Adaptation can be increased by enhanced knowledge (Hersey & Blanchard 2009).

2.9 Conceptual framework

According to Mutai (2006), conceptual framework is the relationship between variables in a study. The conceptual framework assisted the researcher to quickly detect the relationship revealed. This study's conceptual framework is represented in Figure 2.1.

Figure 2.1 Conceptual framework

Transformational Leadership	Process	Teachers' job commitment

Transformational Leadership

-Inspiration

-Motivation

-Transforms

-Idealized

Leadership Transactional

-Reward and punishment

-Goal oriented

-Task completion

-Routine and procedures

Democratic Leadership

-Consultation

-Participation

-Freedom of expression

-Decentralize power

Autocratic Leadership

-Task oriented

-Threats

-Commanding

-Punishment

-Achievements

Process

Head teachers management skills

-Decision making

-Communication

-Coordinating

-Planning and organizing

-Inspiring

-Rewarding and motivating

-Guiding and directing

-In-service courses for head teachers.

- School management Workshops and seminars

-Supervision by education officers on human and other school resource management

-TSC performance appraisal

Intervening Variables

Teachers' job commitment

-Regular reporting to work

-Adequate preparation

-Supervision of class activities

-Assessment of pupils

-Involvement in co-curricular activities

-Syllabus completion

-Updated records

-Responding to duties

The above conceptual framework shows that the leadership style deployed by the head teacher is the independent variable which has an influence on the teachers' job commitment (dependent variable). Each leadership style deployed by the head teachers has its own indicators such as inspiration, motivation, and transformation in transformational leadership style which influences teachers' job commitment at different stages of their performance. In democratic leadership style for instance, behaviors such as consultation of teachers by the head teacher, free participation in decision making among others boost the teachers' job commitment. There are also intervening variable such as in-service courses for head teachers, school management that in one way or the other influence the teachers' job commitment indirectly through the leadership style adopted by the head teacher. The researcher is however of the view that no matter the situation, the leadership style employed by the head teacher has a direct influence on the teachers' job commitment.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter shows the research design, target population, sample and sampling procedure, research instruments, validity and reliability of the instruments, data collection procedures, data analysis technique and ethical considerations.

3.2 Research design

The researcher employed descriptive survey research design. According to Serem and Boit (2013), descriptive survey design is the appropriate method for gathering original data from a population that is too large to be surveyed directly. This design enables the researchers to diagnose the situation within the study area at the time of the study (Kothari, 2004). The researcher employed the design to investigate the influence of head teachers' leadership styles on teachers' job commitment in public primary schools in the study area. According to Cooper (2006), a descriptive study is concerned with finding out who, what, where and how of a phenomenon which is the concern of this study.

3.3 Target population

According to Mugenda and Mugenda (2003), Kothari (2004), define population as that group of individuals to which the researcher wants to generalize the results of the study. Total population of this study consists of 68 public primary school head teachers, 798 Public Primary School teachers (Rongo Sub-county Education Office, 2016).Rongo Sub-county consists of five zones namely;

Minyenya, Nyaburu, Chamgiwadu, Kuja and Rongo (DEO's office, Rongo Sub-County, 2016).The target population was represented in table 3.1

Table 3.1 Target population

Zone	No. of schools	No. of Head teachers	No. of teachers
Minyenya	13	13	128
Nyaburu	14	14	154
Chamgiwadu	17	17	180
Kuja	14	14	162
Rongo	10	10	224
Total	**68**	**68**	**798**

Source: Rongo Sub-county Director of Education office, (2016)

3.4 Sample size and sampling procedures

Orodho (2004), defines sampling as a process of selecting a sub-set of cases in order to make generalized conclusion on the entire set. Sampling is essential because one can learn about a large group by studying a few of the members. The study sample size was represented in table 3.2

Table 3.2 Sample size

Respondents	Target Population	Percentage	Sample Size
Head teachers	68	50 %	34
Teachers	798	20 %	160
Total	**866**	**70%**	**194**

To obtain the desired sample in this study, simple random sampling technique was used in selecting the respondents of the study. Mugenda and Mugenda (2003), assert that in descriptive research design, it is common to sample 10 to 30 percent of the accessible population. Simple random sampling techniques were employed to pick a sample size of 50% of head teachers that is 34 head teachers and 20% of teachers hence 160 teachers.

Simple random sampling is a sample whereby individuals are chosen at random and not more than once to prevent partiality that would negatively affect the validity of the results of the experiment. This technique was relevant because it provided participants with equal opportunities to be randomly selected and the sample method to be free from preconception and unfairness (Sidhu, 2002). The technique was used to sample both principals and teachers.

3.5 Research instruments

The researcher used questionnaires to elicit data from the respondents. According to Orodho (2004), a questionnaire is an instrument used to collect data, which gives measurement for or against a specific viewpoint. He emphasizes that a questionnaire has the ability to collect a large amount of information in a reasonably quick space of time. The researcher developed questionnaire for the study because it is easy to administer, give respondents good time to answer questions and express their views. Questionnaires were for the head teachers and teachers. In this study the questionnaire for head teachers are in appendix II and questionnaire for teachers, appendix III.

3.5.1 Questionnaires

Orodho (2004) defines a questionnaire as an instrument used to collect data, which gives measurement for or against a particular viewpoint. He emphasizes that a questionnaire has the ability to collect a large amount of information in a reasonably short time. Ary et al (2009) further states that a questionnaire is the basic way in which data is gathered in survey research. The researcher developed questionnaires to use for the study. The researcher administered two questionnaires namely: Questionnaire for the Head Teachers (QFHT) (Appendix II) and Questionnaire for the Teachers (QFT) (Appendix III)

(QFHT) (Appendix II) was administered to 34 head teachers. It was divided into two sections A and B. Section A dealt with the bio data of the head teachers and B dealt with the objectives of the study (head teachers' leadership styles on teachers' job commitment). It was all likert scale questionnaire of 34 items, it covered all the objectives of the study.

(QFT) (Appendix III) was administered to 160 teachers. It was divided into four sections A, B and C. Section A addressed the bio data of the teachers, B dwelt on the head teachers' leadership styles on teachers' job commitment while section C dealt with teachers' job commitment. It was also a likert scale questionnaire and open-ended questionnaire of 44 items.

3.6 Instrument validity

According to Oso and Onen (2011), validity is the extent to which research instruments measure what they are intended to measure. A valid instrument should accurately measure what it is supposed to measure. Thus questionnaire

items sufficiently covered the research objectives. The researcher presented the questionnaires to the supervisors for the assessment of relevance of the content to be used in the instrument. Content validity was ensured by checking whether items in the instruments reflected the research questions. The supervisors' suggestions, comments and recommendations were used to improve the final questionnaire. The instruments of the study were tested in 2 public primary schools which did not participate in the actual study. The number of respondents was 2 head teachers and 10teachers.Mugenda and Mugenda (2003) 10 percent of the sample size can be used. The results of the pilot study gave the researcher direction to arrive at content validity. Items that failed to measure the variables intended were corrected, modified or discarded.

3.7 Instrument reliability

According to Mugenda and Mugenda (2003), reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. In this study, test-retest method was employed by administering the research instruments twice at an internal of two weeks and results were noted. The reliability coefficient was computed using the Pearson's product correlation. The procedure was deemed appropriate owing to the fact that it entailed calculation of a correlation based on the results the researcher obtained from the test and re-test of the pilot study instruments. The researcher ensured that the piloted schools were not included in the actual study. According to Gay (2003) coefficient of 0.60 is considered adequate but a coefficient of 0.80 is good to establish that an instrument is reliable.

3.8 Data collection procedure

Kothari (2004), observes that data collection procedure entails steps and actions necessary for conducting research effectively. The researcher requested for permission from the University of Nairobi, Department of Educational Administration and Planning this enabled the researcher to get a research permit from the National Commission for Science Technology and Innovation (NACOSTI) and authorization acceptance from Rongo Sub-county Director of Education permitting the researcher to go to the field. The researcher made consultations with the head teachers of the schools sampled to request for permission to carry out the study in their schools.

3.9 Data analysis techniques

According to Cohen and Manion (1994), after gathering data editing should be done to identify errors and do away with them. The researcher checked the completion of the questionnaires and the accuracy of the respondents' answers. Quantitative data was analyzed using descriptive statistics while qualitative data was analyzed in an ongoing process of themes and sub-themes of the study emerged. Statistical Package for Social Sciences (SPSS) was used to analyze the quantitative data. The coded data, quantitative (likert scale questions) from both the head teachers and teachers was entered into the SPSS software and analyzed. It gave results in terms of descriptive statistics such frequencies, percentages, means and standard deviation. Cross tabulation was employed for comparison purposes. The demographic data was analyzed using percentages and frequencies. The analyzed data was presented in form of tables and bar-graphs.

3.10 Ethical considerations

According to Mugenda and Mugenda (2003), ethical issues in research encompass the analyses and employment of concepts such as right and wrong, transparency and accountability. Kombo and Tromp (2006) observed that researchers whose respondents are people must consider the conduct of their research and give attention to the ethical issues that are associated with carrying out the research. The researcher observed the privacy of respondents. The names of respondents were not written on the questionnaires. The researcher introduced herself with total respect by giving identification cards and letters of introduction and stated purpose of study. The researcher sought consent of the respondents and assured them that participation would be voluntary.

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

4.1 Introduction

The chapter comprises of three subsections. The first subsection deals with return rates of instruments, the second sub section dwells on demographic characteristics of respondents and the third sub section explores the results and discussion related to the influence of leadership styles deployed by head teachers on teachers' job commitment.

4.2 Questionnaire return rates

A study sample size of 194 respondents was successfully completed. The researcher issued questionnaires to 34 and to 160 teachers. The questionnaires that were returned are represented in table 4.1 where 94 percent responses were for head teachers and 96 percent were teachers' responses. This was higher than 70 percent threshold recommended by Kothari (2004). Questionnaire return rates are represented in table 4.1

Table 4.1 Questionnaire return rates

Respondents Category	No. in the Sample Size	No. of Returned Responses	Response by Percentage
Head teachers	34	32	94
Teachers	160	154	96

The study findings were distributed in table 4.1, the questionnaires returned from the respondents was as follows, 186/194x100 (96%). The head teachers return rate percentage was 32/34x100 (94%).The teachers return rate percentage was

154/160x100 (96%). In general, out of the 194 respondents sampled for the study, 186 responded giving a response rate of 96%, this according to Kothari (2004) can be used to make study conclusions and provide reliable findings. According to Mugenda and Mugenda (2003), a response rate of 50 per cent is enough for analysis and reporting, a rate of 60 per cent is good and a response rate of 70 per cent and above is excellent. This response rate was representative and was contemplated to be excellent.

4.3 Demographic characteristics of respondents

The demographic data of the respondents was concentrated on their gender, age, academic qualifications, and period of service in the teaching profession. The study sought to determine the respondents' gender in order to capture uniform attention to males and females in school leadership by randomly sampling the respondents. Their age was to help evaluate their leadership capabilities as they manage school and relate to other teachers.

Academic qualifications was to determine head teachers' and teachers' experience and to find out whether commitment differed from experience. Information on duration of service in their current schools was to help establish if they knew the schools well and conversant with the leadership roles. The obtained data was to help analyse the relationship between head teachers' leadership styles and teachers' job commitment.

4.3.1 Distribution of respondents by gender

The study sought to find out the gender of the respondents in order to determine the magnitude to which every sex influences leadership and teachers' job

commitment. In order to establish the gender of the respondents, they were asked to indicate their gender and their responses are presented in the table 4.2

Table 4.2: Distribution of respondents by gender

	Head teachers		Teachers	
Gender	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Male	22	69	94	61
Female	10	31	60	39
Total	**32**	**100**	**154**	**100**

Table 4.2 shows that majority of head teachers were male. This may suggest that the male are given priority in the appointment of head teachers which may be attributed to different factors such as failure to apply for such posts by female teachers, ladies not applying for teaching courses or failure of them to go to Teachers Training Colleges. Ngipuo (2015) and Ole Lempira (2014) in their studies on influence of head teachers' instructional supervision on pupils' performance found out that, positions of leadership were male dominated. It can be deducted that the appointments for headship are not in line with constitutional requirements that at least a third of appointees should be women.

Again table 4.2 shows that majority of teachers sampled for the study were male. This could also imply that there are more male teachers in service than female ones. This indicates that the ratio of male teachers recruited is more than female teachers. Therefore males and females were not given equal attention in the leadership roles in Rongo Sub-county. This study finding concurs with Nakola (2011) as there are gender differences in the use of leadership style. This study

made efforts to ensure both genders were given equal chance to participate in the study by using simple random sampling technique.

4.3.2 Distribution of respondents by age

According to Kiiru (2015) in his study on influence of head teachers' instructional supervision practices on students' performance in mathematics observed that age is a factor that has been noted to affect teachers' commitment and performance. Thus the older the teacher the more experienced and more effective in implementation of their roles. Therefore the study sought to establish the age formation of the respondents to judge their leadership capabilities in terms of handling technical leadership issues and they were asked to indicate their age brackets. Head teachers' responses were as presented in figure 4.1 while those for the teachers are as presented in figure 4.2.

Figure 4.1: Distribution of head teachers by age
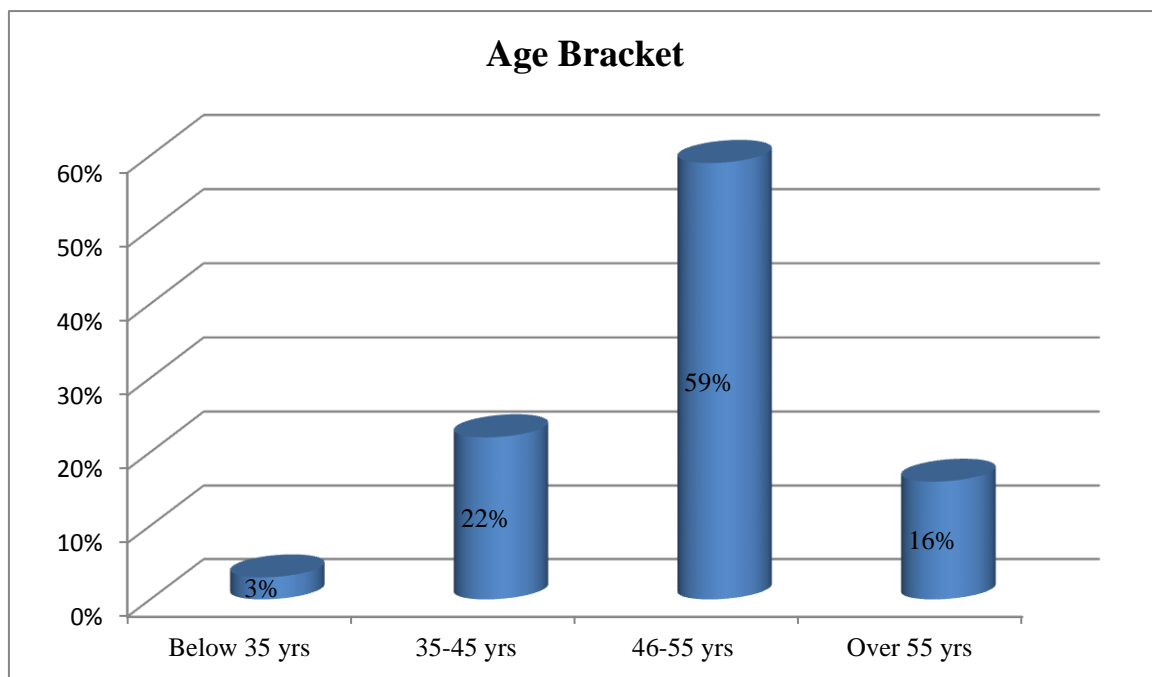
From the findings in figure 4.2, it is clear that majority of head teachers 19 (59%) were between the age brackets of 46-55 years with a significant number of 7 (22%) being between 35-45 years. This shows that the appointment of head teachers takes into consideration the ages of the applicants. It can therefore be reported that majority of head teachers were people of vast experience in the field by virtue of having served longer. This was due to the fact that TSC considers the period of service that one has taken before appointing them to positions of management and leadership hence the bigger percentage (59%) of head teachers between 46-55 years.

This was supported by Kerubo (2010) who established that supervisors should own some working knowledge and skills to be able to provide the required assistance, guidance and support to teachers for improvement of job commitment. This should work in favour of head teachers when it comes to leadership styles employed since experience is the best teacher. According to Forgas and Bless (2006), younger leaders are less experienced and therefore more dependent upon outside information with controlled approaches that rely on externally drawn information. This confirms why most people in leadership are in age brackets of 40s and above. This according to this study implies that most of the head teachers since they are in their 40s and above were in better positions in terms of age to offer effective leadership in their institutions.

The study also sought to know the ages of teachers in the sampled schools. Figure 4.2 shows the distribution of teachers by age

Figure 4.2: Distribution of teachers by age

Age Bracket
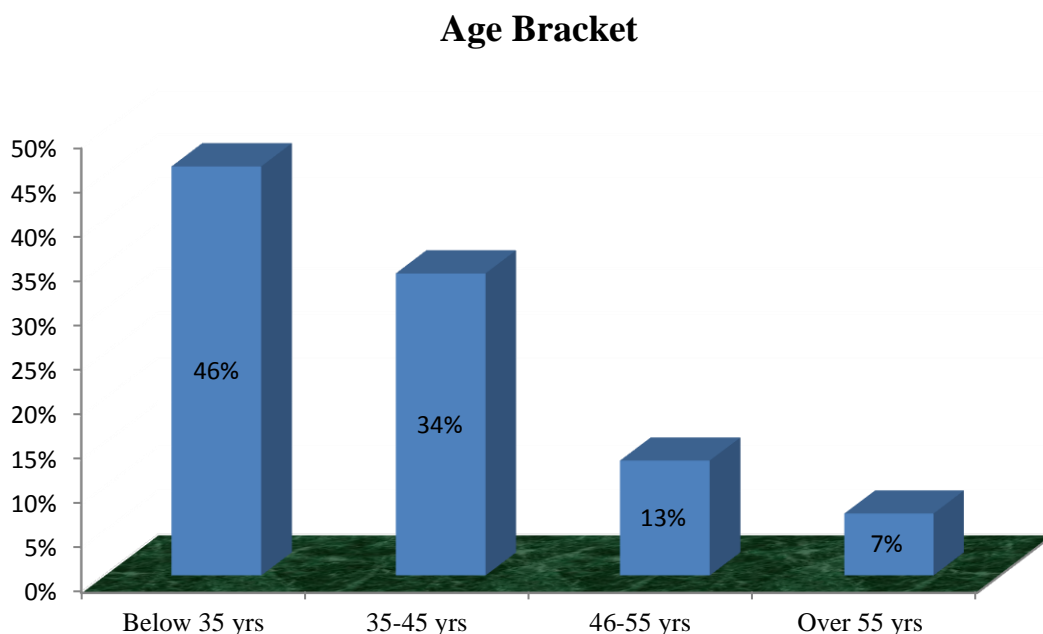
The study findings revealed that 71 (46%) of the teachers who were sampled for the study were below 35 years old. The teachers aged 35-45 years were 52 (34%). This implies that a significant 52 (46%) (below 35 years) are teachers who are still young in the profession and are looking up to their head teachers for effective leadership styles to enable them grow professionally and achieve both their personal and institutional goals. This could be attributed to the fact that TSC recruits many young teachers yearly and equally replaces the late and retired teachers with the young ones.

According to Nawaz and Kundi (2010), leadership styles adopted by managers may as well vary based on the ages of the employees. The duo assert that as the person grows older, his sense of obligations develops to maturity. Resultantly the older individuals possess more job commitment as compared to fresh entries. Moreover, this phenomenon is also supported by the monetary benefits like pay, pension, funds, and allowances among others. Kearney (2008) argued that a team

with an older leader is more open to leader's transformational behavior because the followers may be more accepting of the leader's special status.

4.3.3 Distribution of respondents by academic qualifications

The study sought to know the academic qualifications of the respondents to help establish their expertise in leadership issues. The findings were presented in table 4.3.

Table 4.3: Distribution of Respondents by Academic Qualifications

	Head Teachers		Teachers	
Level of qualification	Frequency	Percentage	Frequency	Percentage
P1	03	09	53	34
Diploma	14	44	34	22
Bachelor	07	22	29	19
Masters	02	06	08	05
ATS	06	19	30	20
Total	**32**	**100**	**154**	**100**

Table 4.3 gives a summary of the professional qualifications of the respondents. From the findings, it has been found that almost a half of the sampled head teachers were diploma holders while a significant 22% are bachelor degree holders. Very few head teachers were P1 certificate holders. This places head teachers at a better position of leadership in terms of qualifications since majority have acquired vast professional knowledge which is a predisposing factor for choosing effective leadership style. The study also revealed that many teachers

were P1 holders and diploma holders and very few teachers were bachelor degree holders. Teachers who had gone through ATS courses also had a significant representation in the sampling. Very few teachers indicated that they were masters' degree holders. These findings show that teachers are professionally qualified and are on upward mobility trend. This should be reflected on their job commitment given the right leadership styles.

Literature shows that highly qualified employees are considered to be more committed due to their awareness about the institutional attitude with respect to those who are less qualified (Akintayo et al, 2010). According to Nawaz & Kundi (2010), qualification plays a leading role in the development of the organizational commitment. As the individual's qualification gets better, their sense of belongingness is improved regarding the job commitment. When institutions employ a qualified workforce then the performance and the productivity of the institutions will be marvellous in direct proportion.

The findings are in tandem with the Presidential Working Party on Education and Manpower Training for the next Decade and Beyond (Kamunge report, 1988) and Totally Integrated and Quality Education and Training (Koech commission, 1999) which recommended appointment of educational personnel with appropriate qualifications and also recommended for in-service training for administrators.

4.3.4 Period of service as a head teacher

The study sought to establish the period of servicethat the sampled head teachers had taken as head teachers. This was to help the researcher know if the head

teachers were well conversant with the school environment and their teachers and thus they had adequate period of time to exercise their leadership roles. Their responses were as indicated in table 4.4

Table 4.4: Period of service as a head teacher

Period of service as a head teacher	Frequency	Percentage
1-5 years	5	16
6-10 years	13	41
11-15 years	8	25
16-20 years	4	12
21-25 years	2	06
Over 25 years	-	00
Total	**32**	**100**

From table 4.4 the study found that 41 per cent of head teachers had served for a period between 6-10 years and 25 per cent of them had served for a period between 11-15 years. Notably, there was no head teacher who had served for over 25 years according to the finding. From these findings, it can be reported that majority of head teachers (41% and 25%) had served for periods between 6-10 and 11-15 years had been in leadership positions long enough to tell which leadership styles worked best under certain environment. Kiiru (2015), agreed that a period of six years is considered enough because the head teacher would have enough time to establish and exercise their leadership roles as they have adequately familiarized with the school. According to a study by Ward (1997) on elementary head teachers in Virginia, USA noted that head teachers who had six

years and above in service had a stronger feeling regarding inter-personal relationship with teachers than head teachers who had five and below years. This should work in favour of head teachers when it comes to choosing the right leadership style that promotes job commitment among teachers under their jurisdiction. The assumption is that with such considerable period of time in service, they clearly understood issues pertaining to institutions leadership and they should be able to articulate the issues affecting job commitment among teachers and thus their knowledge could be relied upon in this study.

4.3.5 Period of Service for head teachers and teachers in their current stations

The study sought to know the period of service the respondents had taken in their current stations either as a head teacher or as a teacher. The findings were as shown in the table 4.5

Table 4.5: Period of Service in the current stations

	Head Teachers		Teachers	
Period of service	Frequency	Percentage	Frequency	Percentage
Below 2 years	02	06	21	14
2-4 years	08	25	64	42
4-6 years	16	51	53	34
Over 6 years	06	18	16	10
Total	**32**	**100**	**154**	**100**

From table 4.5 it can be said that majority of head teachers (51%) had served for a period between 4-6 years and a significant of 18 per cent having served for over 6 years in their current stations. The findings revealed that only 6 per cent of the

head teachers had served for a period of less than 2 years. This implies that most of the head teachers sampled for the study had worked long enough in their current stations to acquaint themselves with the behaviours of the teachers under their jurisdiction and the goals of their institutions. This should work as a base for the head teachers to make informed choices when it comes to leadership styles.

Kerubo (2010), established that head teachers who have stayed in the current station for six years and above should have acquired some working experience and skills to be able to provide required assistance, guidance and support services to teachers for improved teacher commitment in classroom instructional practices. The findings of this study revealed that 42% and 34% had served for a period between 2-4 years and 4-6 years. This implies that majority of teachers had served in their current stations long enough to give credible and reliable information on the type of leadership employed in their stations and their level of job commitment. Similarly that period was considered long enough for teachers to tell how leadership affects their job commitment and what can be done to put everything into their right perspective.

4.4 Head teachers' and teachers' responses on transformational leadership style and employee job commitment

The study sought to determine head teachers responses on different statements in regard to the influence of transformational leadership styles on teachers' job commitment. The results are presented in Table 4.6

Table 4.6 Responses by head teachers on transformational leadership

	Always (%)	Often (%)	Occasionally (%)	Seldom (%)	Never (%)	Mean	Std Dev.
I help teachers to develop	53	47	0	0	0	1.47	.507
I articulate to staff a compelling vision of future	41	50	9	0	0	1.69	.644
I give high confidence and trust in my teachers	41	44	13	3	0	1.81	.896
I inspire teachers as we interact	34	47	13	3	3	1.94	.948
I ventures in different ways to solve a problem	51	40	8	0	0	2.03	1.092
I am approachable and friendly	45	49	6	0	0	2.34	1.335
I ensure teachers complete the syllabus	76	24	0	0	0	2.19	1.230
I transform vision into reality	47	44	9	0	0	1.69	.780
I compensate for my weaknesses	53	34	7	3	3	1.72	1.023

From table 4.6, a representation of 53% of head teachers indicated that they help

teachers to develop and it turned out to be the majority. Head teachers with 47%

indicated that they often help teachers to develop while no head teacher

occasionally, seldom or never helped teachers to develop (mean score 1.47) and

standard deviation of 0.507.Tourish and Pinnington (2002) assert that

transformational leadership creates a conducive and supportive environment in

which individual differences and needs are deliberated thus create room for better performance. The study shows that 50%, 41% and 9 percent of head teachersoften, always and occasionally respectively articulate to staff a compelling vision of future (mean score 1.69) with a standard deviation of 0.644.

Leaders with inspiration motivation creates strong team spirit in order to lead team members towards attaining desired goals (Bass & Riggio, 2006).The findings revealed that 44% and 41% of the respondents indicated that they often and always give high confidence and trust to teachers while 13% and 3 percent showed that they did it occasionally and seldom (mean score 1.86) and standard deviation of 0.896. Again the findings established that47% and 34% of the respondents often and always respectively inspire teachers as they interact. However, 13% and 3 percent indicated that they inspired teachers occasionally and seldom as opposed to nil response for never scenario (mean score 1.81) and a standard deviation of 0.948.

Nguni et al. (2006) assert that school administration requires leaders who are sensitive to the needs of teachers and in so doing; such leaders encourage teachers and increase job commitment. The findings are also supported by John, Ross and Gray (2006) in Ontario, Canada, who found that transformational leadership is consistent with broadly, based trends of teacher empowerment, multiple stakeholder involvement in school decisions and decreased support for top down change theories. On whether head teachers ventured in different ways to solve a problem, majority of the respondents with (51%) indicated they always did so while 47% indicated they often ventured in different ways to solve teachers' problems. However, only 8 percent of the respondents occasionally did

so (mean score 2.03) and standard deviation of 1.092. According to the findings, of 45% and 49% of the respondents showed that they were always and often approachable and friendly to teachers under their leadership (mean score 2.34) and a standard deviation of 1.335.This means that most their teachers find it easy to approach them and present their issues without victimization.

A study done by Ross and Gray (2006) on the school leadership and student achievement, it was found that transformation leadership resulted to advanced well-being among group members and mitigating their problems. Regarding the completion of syllabus, an overwhelming majority, with 76%, said they always ensure that teachers complete the syllabus while 24% said they often do so (mean score 2.19) and standard deviation of 1.230.Thisfindings agree with Ngonjo (2013) who noted that assessment of syllabus coverage was amongst the most emphasized practices by head teachers. The study also show that 47%, 44% and 9 percent of the respondents transformed visions into reality (mean score 1.69) and standard deviation of 0.780. From the findings,53% and34% indicated that they compensated for their weaknesses while 7 percent and 3 percent revealed that they occasionally and seldom compensates for their weaknesses (mean score 1.72) and standard deviation of 1.023.A study by Bolger (2001) and Nguni et al (2006) noted that transformational leadership style has influence on teachers' job commitment and determines organizational income including perceived extra effort. Webb (2009) supported that transformational leadership predicted subordinates job commitment.

Teachers' responses on transformational leadership style and employee job commitment

To determine the response of teachers in regard to the influence of transformational leadership on teachers' job commitment, the results are summarized and presented in Table 4.7

Table 4.7: Teachers' responses on transformational leadership style

	Always (%)	Often (%)	Occasionally (%)	Seldom (%)	Never (%)	Mean	Std Dev.
The head teacher encourages staff to take initiative for the benefit of the entire school	5	4	30	27	34	1.43	.500
The head teacher articulates to staff a compelling vision of future	10	20	15	32	23	1.55	.503
The head teacher has high confidence and trust in teachers	9	11	20	29	31	1.67	.622
The head teacher inspires teachers when interacting with them	12	13	15	37	26	1.86	.849
The head teacher encourages teachers to seek professional development	14	20	12	24	30	1.94	.881
The head teacher ventures in different ways to solve a problem	8	15	18	39	20	2.02	.735
The head teacher is approachable and friendly	43	41	6	10	0	1.82	.932

According to the findings in Table 4.7, majority of the teachers with (34%) showed that head teachers never encourage their staff to take initiative for the benefit of the entire school while 27% indicated it was seldom done. Only 5 percent and 4 percent did it often and always (mean score 1.43) and a standard deviation of 0.500. Currie and Lockett (2007) position contradicts the findings in

that it state about the transformational leadership as a leadership style for meeting the requirements of subordinates and a leadership that is sensitive to differences. Regarding the head teachers articulating to staff a compelling vision of future, figure 32% indicated that head teachers seldom did so.

Astin and Astin (2001) define leadership as the ability to direct all members of the organization to perform tasks required to accomplish the organization's goals and objectives. They observed that leaders should communicate the organization vision to the staff of what their schools should become. However, 23% showed that they never did so (mean score 1.55) with a standard deviation of 0.503.Only 20% and 10% said the head teachers often and always did so. This means that more than a half of the respondents indicated that head teachers do not articulate to staff a compelling vision of future. This in essence interferes with teachers' job commitment which to a bigger extent depends on the interaction between teachers and the head teachers. Again, 31% and 29% of the respondents indicated respectively that their head teachers never and seldom have high confidence and trust in teachers. However, 20%, 11% and 9 percent indicated that head teachers occasionally, often and always have high confidence on teachers (mean score 1.67) and standard deviation of 0.622.

This implies that majority of teachers view their head teachers as those who do not have confidence in them. This raises issues on teachers' job commitment as it goes without saying that a head teacher who does not have confidence in his/her teachers expects very little from them. In regard to inspiration of teachers by their head teachers when interacting, 37% and 26% of the respondents said that head

teachers never and seldom inspires them on interaction. Insignificant 15%, 13% and 12% of the respondents indicated that head teachers occasionally, often and always inspires them (mean score 1.86) and mean score of 0.849. The findings are against Schultz, Schultz and Duane (2010) who found that a transformational leader is one who motivates their subordinates with a sense of purpose and excitement, create a vision of what they aspire to be and communicate this idea to their followers. This confirms that majority of teachers deny that their head teachers inspire them when interacting.

The study also found that 30% and 24% of the respondents indicated that head teacher never and seldom encourages teachers to seek professional development. Only 20% and 14% of the respondents indicated that head teachers encourage teachers to seek professional development (mean score 1.94) and standard deviation of 0.881. This means that majority of teachers are not convinced that head teachers are encouraging them to seek professional development. This contradicts, Ross and Gray (2006) study which established that transformation leadership lead to improved well-being among group members or employees. The study also sought to establish whether head teachers venture in different ways to solve problems. As shown by 39% and 20% of the respondents said that head teachers seldom and never venture in different ways to solve problems. Only 15% and 8 per cent indicated that head teachers often and always venture in different ways to solve problems (mean score 2.02) and standard deviation of 0.735. This shows that many of the head teachers do not exhaust different possible ways of solving problems. This is likely to interfere with teachers' job commitment as problem resolution in institutions plays an important role. Finally,

the study sought to know whether the head teachers were approachable and friendly. As shown by 43% and 41% of the respondents indicated that head teacher is always and often approachable and friendly while 6 percent said they were occasionally approachable. Only 10 percent said they were seldom approachable. This implies that many head teachers are not approachable by their teachers(mean score 1.82) and a standard deviation of 0.932. Hence against Tourish and Pinnington (2002) who assert that transformational leadership creates a stimulating and supportive environment in which individual differences and needs are considered thus create room for better performance.

4.5 Head teachers' and teachers' response on transactional leadership style and employee job commitment

To establish the response of head teachers in regard to the influence of transactional leadership on teachers' job commitment, the results are presented and discussed in Table 4.8

Table 4.8: Responses by head teachers on transactional leadership

	Always (%)	Often (%)	Occasionally (%)	Seldom (%)	Never (%)	Mean	Std Dev.
I always reward hard working teachers	50	38	3	3	6	1.78	1.099
I encourage consistent performance	55	40	5	0	0	1.72	.683
I allocate work to teachers	50	38	13	0	0	1.81	.896
I ensure teachers meet the required goals	56	38	6	0	0	1.94	1.162
I give procedures to be followed	44	34	13	9	0	1.97	1.204
I ensure teachers complete the syllabus	54	44	3	0	0	1.84	.808
I supervise and direct teachers	59	41	0	0	0	2.03	1.282

The findings in Table 4.8 showthat 50% and 38% of the respondents indicated that they reward hard working teachers always and often respectively. A representation of 3 percent indicated that they do it occasionally, while seldom and never registered a representation of 6 percentin each category (mean score 1.78) and a standard deviation of 1.099.The findings above were in direct agreement with Namutebi (2006) in the study on reward management practices and job commitment of secondary school teachers in Wakiso county who asserted that when teachers are motivated non-financially through recognition, delegating to them duties will increase their commitment. This was in agreement with Woods (2010) who emphasizes that transactional leaders focus their leadership

on motivating subordinates through a system of rewards and punishments to make employees do the work with the help of external motivators such as organizational rewards. This implies that an insignificant number of head teachers do not reward their teachers completely despite their overwhelming efforts. Regarding encouragement of consistent performance; majority of head teachers with 55% and 40% indicated that they do it always and often respectively. As indicated, only a small representation of 5 percent said they occasionally encourage consistent performance from teachers (mean score 1.72) and standard deviation of 0.683. Respondents also reported 50% and 38% of them always and often allocate work to their teachers respectively with only 13% indicating that they do it occasionally (mean score 1.81) and a standard deviation of 0.896.

Bass (2000), in support of the findings stipulates that transactional leadership style give rise to clearly defined roles, people know what they are required to do and what they will be rewarded in exchange for task accomplishment, it allows leaders to offer a great deal of supervision and direction. Lussier and Achua, (2001) states that proper reward to subordinates motivates them hence improve job commitment. As indicated in the table, majority of the respondents of (56%) always ensures that teachers meet required goals and 39% indicated that they do so often while 6 percent said they did it occasionally (mean score 1.94) and standard deviation of 1.162. This means that no head teacher had any two ways in ensuring teachers meet their school goals whether collectively or individually. As illustrated, 44% and 34% indicated that they always and often respectively give procedures to be followed by teachers under their jurisdictions (mean score 1.97)

and standard deviation of 1.204. Yousef (2000), supports this by asserting that transactional leadership would work even better in public schools as it focuses on enhancing the efficiency of established routines and procedure improve the commitment of teachers to their job as each teacher would strive to practice the set practices and routine. The data also show that 54% and 44% of the respondents indicated that they always and often respectively ensure that teachers complete the syllabus (mean score 2.84) and standard deviation 0.808. This findings concur with Misigah (2015) that earlier syllabus coverage enables teachers to have valuable time for revision and remedial lessons for slow learners. Lastly, regarding the supervision and directing teachers, 59% showed that they always supervise and directs teachers while 41% indicated that they do it often (mean score 2.03) and standard deviation of 1.282.

Teachers' responses on transactional leadership

The teacher respondents were asked to rate the transactional behaviors of their head teachers with statements relating to the leadership styles employed by the head teacher. The results are presented in Table 4.9**.**

Table 4.9: Teachers' responses on transactional leadership

	Always (%)	Often (%)	Occasiona lly (%)	Seldom (%)	Never (%)	Mean	Std Dev.
The head teacher rewards hard working teachers	5	15	10	47	23	1.82	1.161
The head teacher allocates work to teachers	53	37	10	0	0	1.67	.909
The head teacher ensures teachers complete the syllabus in time	47	35	6	12	0	1.94	1.271
The head teacher supervises and directs teachers	37	29	12	10	12	2.29	1.375
The head teacher motivates the staff with external rewards	5	20	24	24	27	2.61	1.185

The results in Table 4.9 show that 47% and 23% of the respondents indicated that head teacher seldom and never rewards hard working teachers. However, 15%, 10 percent and 5 percent indicated that they were often, occasionally and always rewarded (mean score 1.82) with a standard deviation of 1.161. This shows that majority of teachers are not motivated by their head teachers. This is seen to be playing against teachers' job commitment as motivation has always remained a serious factor in good performance and job commitment. Woods (2010) emphasizes that transactional leaders focus their leadership on motivating subordinates through a system of rewards and punishments to make employees do the work with the help of external motivators such as organizational rewards. In relation to allocation of work to teachers by their head teachers, the study

found that 53% and 37% indicated that head teachers allocate work to them while an insignificant 10 percent indicated that it was occasional (mean score 1.67) with a standard deviation of 0.909. This shows that head teachers are good at allocating duties, a factor that enhances job commitment among teachers. A study in Turkey by Yousef (2000), on the effects of servant leadership on teachers' organizational commitment in primary schools revealed that transactional leadership style was one of the most appropriate styles as it allowed the head teachers and other school leaders to identify the needs of teachers within their institutions and reward them to satisfy those needs in exchange of certain level of performance. Again the study show that majority of teachers with (47%) showed that head teacher always ensures that teachers complete the syllabus in time, while figure 35% showed that they often do so and 12% indicated they seldom and occasionally did so (mean score 1.94) and a standard deviation of 1.271. This again portrayed the head teachers as leaders who are committed and are equally enhancing commitment among the teachers under their leadership.

Related to the supervision and giving direction to teachers, most teachers with (37%) indicated that head teachers always supervise and gives direction to teachers while figure 29% indicated head teachers often did so. A representative of 12% in each category indicated that head teachers occasionally and never supervises and gives direction to teachers (mean score 2.29) and standard deviation of 1.375. In regard to matters of motivation, 27% and 24% said that their head teachers never and seldom motivate them. Only 20% and 5% percent of the respondents indicated that they often and always get external rewards. This simply implies that teachers who are better motivated will perform.

4.6 Response of head teachers and teachers on democratic leadership style and employee job commitment

The head teachers were asked to indicate their level of agreement in regard to influence of democratic leadership styles on teachers' job commitment.

Table 4.10 gives a summary of the head teachers' and teachers' responses on democratic leadership style.

Table 4.10: Responses of head teachers on democratic leadership

	Always (%)	Often (%)	Occasionally (%)	Seldom (%)	Never (%)	Mean	Std Dev.
I involve all teachers in decision making	45	41	9	6	0	2.03	1.231
I am friendly and easy to dialogue with	50	40	11	0	0	1.91	.928
I delegate school duties without favor	57	40	3	0	0	1.91	.856
I express confidence in staff members	47	49	4	0	0	1.72	.991
I am a good listener to staff members	51	43	6	0	0	1.56	.619
I am open to criticism by staff	38	59	3	0	0	1.66	.545
I promote co-operation among staff	50	44	6	0	0	1.69	.859
I create harmony and unity in the staff	56	38	6	0	0	1.75	.762

From the data,45% and 41% of the respondents indicated that they always and often involve all teachers in decision making. Only 9 percent and 6 percent

indicated they do it occasionally and seldom (mean score 2.03) with a standard deviation of 1.231.Goldman (2000) states that leaders using a democratic style of leadership build consensus through involvement of other members and these leaders also expect a higher level of excellence and self direction. According to him, these leaders have time to listen and discuss ideas with their subordinates. According to Ezeuwa (2005), when subordinates are part of decision making process, they get greater opportunity of expressing their mind, ideas, and any existing disputes. In regard to being friendly and easy to dialogue with figure 50% and figure 40% (always and often respectively) indicated that they did so. Only figure 11% showed that this was occasionally done among them (mean score 1.91) and standard deviation of 0.928.Yavuz (2008) concurs with the findings by saying that democratic leaders only boosts the morale and job commitment among teachers if he allows adequate time for teachers to express themselves and the head teacher must openly show that he/she does not in any way influence or undermine their contribution.

Goldman (2000), states that leaders exercising democratic style of leadership build consensus through participation and they expect a high level of excellence and self direction. Leaders have time to listen and share ideas with their subordinates, they are more flexible and are supportive to others needs. They are able to participate in decision making and are respectful. Concerning delegating school duties without favor, it can be seen that 57% and40% indicated that they do it always and often respectively. Only 3 percent indicated that they do it occasionally (mean score 1.91) and standard deviation of 0.856.Hannaga (2002) asserted that fair delegation of duties relieves the head teacher from their many

duties and it enhances a sense of responsibility, hardworking and commitment among subordinates hence enhances teacher commitment. Okumu (2006),whose study was to investigate delegation and it's management of secondary schools in Kampala district, found that effective delegation has positive influence on the management of secondary schools in terms of motivation, commitment, satisfaction, discipline and general improvement in teacher commitment in public schools.

A representation of 49% and 47% (often and always respectively) of the head teachers indicated that they express confidence in their staff members. Only 4 Percent indicated that they do it occasionally (mean score 1.72) and standard deviation of 0.991. Regarding being good listeners to staff members, majority with (51%) of the respondents indicated that they were always good listeners to staff members and 43% indicated that they do it often and while only 6 percent said they do it occasionally (mean score 1.56) and standard deviation of 0.619.

Yavuz (2008) supports the position by saying that democratic leaders only boosts the morale and job commitment among teachers if he allows adequate time for teachers to express themselves and the head teacher must openly show that he/she does not in any way influence or undermine their contribution. Majority of teachers   of figure 59% and   figure 38% also stated that they are often and always open to criticism by staff members (mean score 1.66) and standard deviation of 0.545. Goldman (2002) concurs with these and says that leaders give advice to subordinates in regards to tasks completion, members are free to choose with whom they work, the group decides the distribution of tasks, and leaders try to be impartial in giving praise and criticism. This implies that majority of head

teachers allowed their teachers freedom of expression and open criticism. Again, 50% and 44% of the head teachers indicated that they always and often respectively promote co-operation among their staff. However, only 6 percent indicated that they do it occasionally (mean score 1.69) and standard deviation of 0.859. Regarding creation of harmony and unity in the staff, majority of 56% and38% indicated that they do it always and often respectively. Only 6 percent indicated that they occasionally create harmony and unity at the staff (mean score 1.75) and standard deviation of 0.762. This in essence implies that head teachers ensure that the school working environments are conducive and peaceful for both teachers and learners. In this style of leadership, a high degree of staff morale is always enhanced leading to high levels of job commitment among teachers (Mba,2004). In other words, consultation, teamwork and participation are the common key characteristics of successful schools.

Teachers' responses on democratic leadership and employee job commitment

The respondents were asked to indicate their level of agreement in regard to influence of democratic leadership styles on teachers' job commitment. Table 4.11 gives a summary of the head teachers' responses on transactional leadership style.

Table 4.11 Response of teachers on democratic leadership and employee commitment

	Always (%)	Often (%)	Occasionally (%)	Seldom (%)	Never (%)	Mean	Std Dev.
The head teacher allows for free expression	10	10	16	40	24	2.69	1.304
The head teacher involves all teachers in decision making	6	17	18	22	37	2.51	1.447
The head teacher is friendly and easy to dialogue with	21	5	16	30	29	2.16	1.239
The head teacher delegates school duties to staff without favor	7	10	20	27	36	2.06	1.271
The head teacher expresses confidence in staff members	5	6	8	24	57	2.16	1.084
The head teacher is open to criticism from the staff	16	9	15	28	32	1.88	1.243
The head teacher promotes co-operation among staff	35	45	10	10	0	1.94	.925

The result in Table 4.11 shows that 40% and 24% of the respondents indicated that head teachers seldom and never allow for free expression. Insignificant of 16% and 10 percent head teacher occasionally and always allows for free expression (mean score 2.69) and standard deviation of 1.304. This shows that majority of head teachers according to the interviewed teachers do not allow for free expression. This may work against job commitment of teachers as some teachers may fail to express ideas and opinions necessary to propel performance due to fear of victimization.

According to Handy (2001), free expression enhances communication where he expresses that for performance to be effective, it is significant for subordinates to communicate on task to be done and the manner it is to be done. He added that communication may be presented directly or indirectly to individuals to boost up their performance. Okumbe (2013) asserts that the idea of free discussion is important in leadership; where open consultation is truly exercised; the leadership seems to be democratic while where it is not practiced the leadership style becomes autocratic. The study found that 37% of the respondents showed that head teacher never involves all teachers in decision making disagreed while 22% showed that they seldom did so. Only 18% indicated they occasionally did so while 17% showed that they often involve all teachers (mean score 2.16) and a standard deviation of 1.239. This confirms that most of the head teachers do not incorporate their teachers in decision making. This is against observation made by Murphy and Beck (2006) that teachers' involvement in decision making results to work commitment. This again jeopardizes job commitment of many teachers as they have a feeling that their views are of no use in running the school.

Okumbe (2013), says that involvement in decision-making is a practice by which both leaders and followers jointly come together to deliberate on how to manage the organization. He asserts that involvement in decision-making is characterized by participatory type of leadership. While failure of communal decision making portrays autocratic leadership style. Participative leadership style is the manner of involving individuals in participatory decision-making (Webster, 2002).

Chandan (2004), defines democratic leadership style is where subordinates are consulted and their ideas considered during the decision making process. This is in agreement with House (1968)'s Path-goal theory which states that both leaders (head teachers) and followers should involve themselves in decision making if an organization is to realize its goals. He further said that when goals are set as a team, the followers (teachers) become committed; self-confident and knowledgeable about the set goals thus motivating them to perform better. The study also found that 30% and 29% of the respondents indicated that head teacher are seldom and never friendly and easy to dialogue while with 21%, 16% and 5 percent said the head teachers are always, occasionally and often friendly and easy to dialogue with (mean score 2.16) with a standard deviation of 1.239. This insinuates that majority of head teachers are not friendly and easy to dialogue with. This also impacts negatively on teachers' job commitment. Concerning the delegation of school duties to staff without favor, 36% and 27% showed that head teachers never and seldom delegates duties without favor.

A significant of 20% said the head teachers did it occasionally while 10% percent and 7 percent their head teachers often and always delegate duties without favor (mean score 2.06) and a standard deviation of 1.271. This also implies that majority of head teachers practice favoritism as they delegate the school duties. According to Blair (2002), delegation is administrative skill that emphasizes on a style of leadership which gives subordinates room to use and develop their skills and knowledge to full potential and as aggressive tool for motivating and training the staff to realize their full potential.

Delegation as a leadership behaviour is highly recommended by House (2002), Path-goal theory that stipulates that for good performance of the staff and goal attainment, the leader has to assign various roles to subordinates according to skills, abilities, knowledge, interests, talents and experience. Where the subordinates become puzzled, the leader has to give them the right direction, he further removes boundaries to pave the way for better performance. This motivates and satisfies the employees, so they accept the leader's behaviour thus resulting to good performance. Path-goal theory asserts that a leader who does not assign duties to subordinates is autocratic while a leader, who uses delegation of duties as part and parcel of the organization, is a democratic leader. On the other hand, a leader who assigns roles to whoever is willing or may not like is exercising laissez-faire leadership style.

The study found that 57% and 24% of the respondents showed that head teacher never and seldom expresses confidence in staff members. However, 8 percent and 6 percent indicated that the head teacher often and always do so (mean score 2.16) with a standard deviation of 1.084.This implies that a significant number of head teachers do not express confidence in their staff even though majority do. Regarding the issue of being open to criticism from the staff, the study found that 32%, 28% and 15% of the respondents indicated head teachers are never, seldom and occasionally respectively open to criticism from the staff (mean score 1.88) and a standard deviation of 1.243. This is seen to downplay job commitment among teachers as many teachers resort to reserving their views even in circumstances where they are required to openly advise the head teacher.

Finally the study found that 45% and 35% of the respondents showed that head teachers often and always promote co-operation among teachers. Only 10 percent on a similar representation indicated that head teachers occasionally and seldom promote co-operation among teachers strongly disagreed (mean score 1.94) with a standard deviation of 0.925. This affects teachers' job commitment positively because good co-operation and understanding among teachers enhances job commitment. This style is effective when subordinates are well motivated and competent (Lussier & Achua, 2001:175).

4.7 Head teachers' and teachers' response on autocratic leadership style and employee job commitment

The respondents were asked to state their response to statements in regard to influence of autocratic leadership styles on teachers' job commitment. The results are analyzed and presented in Table 4.12.

Table 4.12: Responses of head teachers on autocratic leadership

	Always (%)	Often (%)	Occasiona lly (%)	Seldom (%)	Never (%)	Mean	Std Dev.
I expect the very best from staff	59	37	4	0	0	1.69	.738
I expect high quality work from self	70	30	0	0	0	1.79	.538
I have high opinion of what staff do	47	50	3	0	0	1.63	.793
I try new adventures	59	41	0	0	0	1.59	.665
I set goals for teachers to follow	60	40	0	0	0	1.56	.504
I closely supervise teachers	59	34	6	0	0	1.47	.621

As presented in Table 4.12 majority of the head teachers, with 59% indicated that they always expect the best from their staff while 37% showed that they often expect the very best from the teachers under their jurisdictions (mean score 1.69) and standard deviation of 0.738. In regard to expectation of high quality work from self, an overwhelming majority with (70%) indicated that they always did so while 30% indicated that they often expect high quality work from self (mean score 1.79) and standard deviation of 0.538.Again50% and 47% of the respondents indicated that they often and always respectively have high opinion of what their staffs do. Only 6 percent indicated that they occasionally do it (mean score 1.63)and standard deviation of 0.793. Majority of the respondents with 59% and 41% indicated that they try new adventures in handling issues of administration of teachers always and often respectively (mean score 1.59) and standard deviation of 0.665. Only 9 percent indicated that they do it occasionally. Regarding setting of goals for teachers to follow,60% and40% indicated that they do it always and often (mean score 1.56) and standard deviation of 0.504.

Yukl (2004), found that autocratic leaders do not consult members of the organization in the decision-making process; they set all policies, predetermine the methods of work, determine the duties of followers, and specify technical and performance evaluation standards. Lastly, 59% of the respondents who indicated that they always closely supervise teachers where as 34% indicated they do it often. However, only 6 percent indicated that they do it occasionally (mean score 1.47) and standard deviation of 0.621.

Table 4.13: Teachers' responses on autocratic leadership

In order to find out the response of teachers in regard to the influence of autocratic leadership on teachers' job commitment, the results are summarized and presented in Table 4.13

	Always (%)	Often (%)	Occasiona lly (%)	Seldom (%)	Neve r (%)	Mean	Std Dev.
The head teacher expects the very best from teachers	43	35	16	6	0	1.65	.844
The head teacher expects high quality work from individuals	44	43	14	0	0	1.67	.973
The head teacher threatens incompetent teachers	51	31	6	4	8	1.65	1.036
The head teacher sets goals for teachers to follow	43	43	10	5	0	1.63	.631
The head teacher closely supervises teachers	47	42	7	4	0	1.69	.836

According to Table 4.13 a representation of 43% and 35% of the respondents indicated that head teachers always and often expect the very best from them. Meanwhile 16% said the head teachers occasionally and seldom expect the very best from them (mean score 1.65) and standard deviation of 0.844. With regard to head teachers' expectations of high quality work from individuals, 44%, 43% and 14% showed that head teachers' expectations is always, often and occasionally of high quality work from individuals (mean score 1.67) and mean score of 0.973. The study found that 51%, 31% and 8 percent respectively

indicated that head teachers always, often and occasionally threaten incompetent teachers in their stations (mean score 1.65) and standard deviation of 1.036. Bocarnea (2005), points out that autocratic leadership is negative, based on threats and punishment. This implies that teachers who are perceived as incompetent are working under pressure of dire consequences and may not do their best under such environment. This may eventually demoralize their commitment to their job.

Regarding setting goals for teachers to follow, the study found that figure 43% in each case showed that head teachers always and often set goals for teachers to follow. Only an insignificant 10 percent and 5 percent showed that they occasionally and seldom set goals for teachers. This in essence implies that majority of head teachers single handedly set goals for teachers and expect them to follow without complaints. This goes against the principles of good leadership which expect members to collectively set goals and harmoniously work towards achieving them. Yukl (2004), found that autocratic leaders do not involve members of the organization in the decision-making process; they come up with organizational policies, establish methods of work, determine the duties of subordinates, and select technical and performance evaluation standards. The study finally found that 47%, 42% and 7 percent of the respondents alluded to the fact that head teacher always, often and occasionally closely supervises teachers. An insignificant 4 percent seldom agreed with the statement (mean score 1.69) with a standard deviation of 0.836.

4.8 Cross tabulation of leadership styles and job commitment among head teachers and teachers

The study resolved to know the general response of head teachers and teachers on each leadership style in relation to teachers' job commitment. The findings were as presented in cross tabulation 4.14 and 4.15.

4.14 Cross tabulation of leadership styles and job commitment for head teachers

Case Processing Summary								
		Job commitment						
		Always	Often	Occasio nally	Seldom	Never	N	%
Transformation al		17	9	2	3	1	32	
	% of Total	13.9%	11.20%	3.10%	3.50%	2.30%		23.6%
Transactional		12	11	5	1	3	32	
	% of Total	10.30%	10.10%	6.10%	2.30%	3.50%		32.3%
Democratic		21	4	5	1	1	32	
	% of Total	16.70%	5.20%	6.10%	2.30%	2.30%		32.6%
Autocratic		3	1	2	12	14	32	
	% of Total	3.50%	2.30%	3.10%	10.3%	12.5%		31.7%

The cross tabulation table 4.14 shows that 17 head teachers out of 32 indicated that transformational leadership style always promotes job commitment at the school. This concurs Ross and Gay (2006) that transformational leadership enhances teachers' job commitment. This was followed by 9 head teachers who indicated that transformational leadership style practiced at their respective schools positively influences teachers' performance. However, 2, 3 and 1 indicated that it affects job commitment occasionally, seldom and never respectively. Regarding transactional leadership styles, the study found that 12

head teachers showed that transactional leadership always enhances job commitment. Meanwhile, 11 head teachers showed that it often promotes job commitment at school. This is in agreement with Yousef (2000), who asserts that transactional leadership would increase job commitment among teachers as every teacher would work towards achieving the rewards associated with this leadership style. As revealed, 5 teachers stated it occasionally influenced job commitment. Concerning democratic leadership style, 21 head teachers said that it always affects teachers' job commitment in a positive manner while 5 head teachers indicated that democratic leadership style occasionally influenced job commitment as supported by Wagner (2001) who states that democratic leadership leads to employee commitment as they own most of the ideas which they would want to thrive. However, 4 head teachers mentioned it often influenced job commitment.

The study finally showed that 14 head teachers indicated that autocratic leadership style never influences teachers' job commitment, implying it reduces job commitment among teachers. As shown in the table, 12 head teachers indicated that autocratic leadership style seldom promotes job commitment. From the findings it can be concluded that head teachers agreed that all the leadership styles promotes job commitment save for autocratic leadership. Table 4.15 shows a cross tabulation of leadership styles and teachers' job commitment.

4.15 Cross tabulation of leadership styles and job commitments for teachers

		Case Processing Summary						
		Job commitment						
		Always	Often	Occasionally	Seldom	Never	N	%
Transformational		12	10	29	49	54	154	
	% of Total	0.60%	0.50%	0.80%	1.50%	2.00%		5.4%
Transactional		61	32	28	15	18	154	
	% of Total	1.50%	1.30%	1.20%	0.40%	0.90%		5.3%
Democratic		14	10	24	50	56	154	
	% of Total	0.50%	0.60%	0.90%	1.70%	2.20%		5.9%
Autocratic		72	49	19	5	9	154	
	% of Total	3.00%	1.50%	1.2%	0.30%	0.6%		6.6%

As presented in the table, 54 teachers indicated that transformational leadership style was never practiced at their respective schools hence a lack of job commitment. This was followed closely by 50 teachers who said that it was seldom practiced despite the fact that it enhances job performance. Only 29, 12 and 10 teachers showed that when embraced, transformational leadership style could promote job commitment. In regard to transactional leadership style, 61 teachers indicated that it always promotes job commitment since it was practiced by the head teachers. Similarly, 32 teachers said it was often exercised hence promoted job commitment. An insignificant 18 teachers indicated it never promotes job commitment probably because it was never utilized in various schools. On democratic leadership style, 56 teachers indicated that it never enhanced their job commitment due to the fact it was not applied by the head teachers while 50 said it seldom promoted their commitment simply because it was not practiced by the head teachers. Interestingly, 72 teachers said that

autocratic was always applied by their head teachers which in turn negatively influenced job commitment. It was also established that 49 teachers showed that autocratic leadership was often applied by the head teachers while 20 teachers said it occasionally promotes job commitment. From the findings it can be said that transformational and democratic leadership styles were rarely applied by head teachers which adversely affected job commitment among teachers.

4.9 Measures of improving job commitment among teachers

The study sought to know from the teachers some of the measures that could be taken to improve teachers' job commitment. The findings were presented in table 4.16

Table 4.16: Measures of improving job commitment among teachers

Measures of improving job commitment	Frequency	Percentage
Training head teachers on managerial skills to improve on their leadership skills	102	66%
Motivating teachers	97	63%
Improving teachers' remuneration	99	64%
Improving teaching/learning facilities	81	53%
Taking the necessary disciplinary action against head teachers and teachers who flout rules	79	51%

Table 4.16 shows that teachers believe that there are things that can be done to enable them improve on their job commitment. The head teachers who were trained on managerial skills are easy to improve on their leadership styles leading to better management which is associated with high job commitment were 66%.

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Out of the teachers interviewed, 63% indicated that teachers need motivation to boost their job commitment. The same is echoed on remuneration of teachers where 64% indicated that teachers' remuneration should be reviewed upwards. A representative of 53% said that teaching and learning facilities should be improved. This they argued that will boost their job commitment since with the necessary facilities, teachers end up with strong desire to work. According to Woods (2010), leaders who motivate their subordinates make employees to be commitment in their work. The respondents also observed that head teachers and teachers who break rules should face disciplinary action. This would deter other teachers from bad behaviour hence increase job commitment among teachers.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter describes summary of the findings, conclusions and recommendations drawn from the findings in connection with research objectives. The purpose of the study was to investigate the influence of head teachers' leadership styles on teachers' job commitment in public primary schools in Rongo Sub-county, Migori, Kenya.

5.2 Summary of the study

This study deployed a descriptive survey design. Data was collected by use of questionnaires. The study targeted 68 head teachers and 798 teachers from 68 public primary schools in Rongo Sub-county. Simple random sampling technique was used to select a sample of 34 schools. The total sample size had 34 head teachers and 160 teachers giving a total of 194 respondents. These respondents had varying education levels, the majority had been in their working station studied for over 2 years thus they were already conversant with their head teachers' leadership styles in their respective schools and were therefore expected to assess how such leadership styles had affected their job commitment.

The study employed descriptive survey research design as the researcher deemed it fit for the study. The study sought to find out the extent to which transformational , transactional, democratic and autocratic leadership styles used by head teachers of public primary schools influence teachers' job commitment

in Rongo Sub-county, Migori County, Kenya. The study was based on situational leadership theory. Questionnaire tool was the main instrument used for gathering data from the total sample size of 194.Validity of the instruments was done by conducting a pilot study on two public primary schools that were excluded in the actual study.

The researcher also sought the supervisors' guidance in order to improve further the validity of the instruments. Both qualitative and quantitative techniques were used to collect data and analyze data. The study utilized all the 186 questionnaires returned by the respondents. The Statistical Package for Social Sciences (SPSS) computer programme version 20 was used in analyzing the quantitative data. The data was presented in form of frequency distribution tables and bar graphs. Qualitative data was discussed according to themes.

Regarding the influence of head teachers' transformational leadership style on public primary school teachers' job commitment, the study found that head teachers in Rongo sub-county did not employ transformational leadership style. This was evidenced by 34% and 27% of teacher respondents who indicated that head teachers never and seldom encourage staff to take initiative for the benefit of the entire school. A representation of 31% and 29% said that head teacher never and seldom has high confidence and trust in teachers. This denial from teachers was also supported by 30% and 24% who noted that head teacher never and seldom respectively encourages staff to seek professional development hence low job commitment. The study found that by not employing transformational leadership style, teachers' job commitment was influenced negatively.

In regard to the influence of head teachers' transactional leadership style on public primary school teachers' job commitment, the study found that transactional head teachers boost teachers' job commitment. Nevertheless, 47% and 23% said that head teacher seldom and never respectively reward hard working teachers. This again was supported by the fact that majority of teacher respondents indicated that their head teachers were not practicing the behaviors associated with transactional leadership style. To support the dissatisfaction by teachers on the application of transactional leadership styles, 27% and 24% showed that head teacher never and seldom motivates the staff with external rewards. However, they supported partly some of their head teachers' transactional behaviors such allocation of work to teachers with a representation of 53% and 37% for always and often practices. They also agreed that their head teachers make sure that the syllabus is completed in time as was supported by 47% who indicated that head teachers always and often make sure that the syllabus is completed in time.

In attempting to establish the influence of democratic leadership on public primary school teachers' on job commitment, it was established that head teachers who employ democratic leadership style in their daily running of school affairs increase the job commitment among the teachers under their jurisdiction. Curiously, not all head teachers employed democratic leadership style as was revealed by a good representation of teachers contrary to what the head teachers indicated. This was supported by 40% and 24% of the teacher respondents who showed that head teacher never and seldom respectively allows for free expression behaviours which are associated with this leadership style. Again 37%

and 22% said that head teacher never and seldom respectively involves all teachers in decision making implying that head teachers did not allow for free expression. Teachers argued that most of their head teachers victimize them in case they talk of issues that touch on them. The lack of exercise of behaviors associated with democratic leadership style by head teachers was supported by 30% and 29% teachers who said the head teacher are never and seldom respectively friendly and easy to dialogue with. This was echoed by 57% and 24% of teachers who said that the delegation of school duties to staff by head teachers is never and seldom without favour.

Regarding the influence of autocratic leadership style on public primary school teachers' job commitment, the study found that majority of head teachers were practicing many elements of autocratic leadership style as confirmed by 43% who indicated that head teacher always and 35% often expects the very best from teachers. A good representation also shows that 51% and 31% of teachers showed that head teacher always and often threatens incompetent teachers. The head teacher also sets goals for teachers to follow as supported by 43% each for always and often. In support of presence of autocratic leadership, 47% and 42% of teachers said that head teacher always and often closely supervises teachers.

5.3 Conclusions.

The findings imply that most adopted leadership style on the management of public primary schools in many parts of the world both transactional and transformational leadership styles were the best in promoting job commitment among employees closely followed by democratic leadership style. It was

therefore concluded that many head teachers in Rongo Sub-County partially employed democratic leadership style with majority practicing autocratic leadership style. This was concluded to be influencing teachers' job commitment negatively.

5.4 Recommendations

From the findings of the study, the following recommendations are drawn;

i) School head teachers should observe open and friendly climate in their schools which teachers can freely express and share their ideas, expresses confidence in staff members and also involves all teachers in decision making.This will reduce stress and boost job commitment, inclusions and morale (Walonick, 2004). Therefore pre-service and in-service training programmes targeted at equipping prospect and present head teachers with leadership skills and competencies that improves leadership should be organized.

ii)The study recommended that the Ministry of Education (MOE) should review teachers' salaries to accommodate their complains and if necessary look for ways of motivating teachers. Institutions can enhance teachers' job commitment by rewarding top performance with meaningful rewards and recognition that are achievable in order to enhance teachers' job commitment.

iii) The Teachers Service Commission (TSC) should organize for pre-service and in- service programmes, aimed at equipping prospect and present head teachers with leadership skills and to increase achievement, motivation and enhance the personal competencies crucial for effective leadership at all levels.

iv) It is also recommended that Teachers Service Commission (TSC) should take serious action on supervision, monitoring and evaluation body discipline head teachers who deliberately work against boosting job commitment among teachers.

v) The study finally recommends that Teachers Service Commission (TSC) should introduce a mentoring program for newly recruited and underperforming serving head teachers. Such noble programs may identify mentors from experienced and knowledgeable serving head teachers with a proven track record of success and thus promote and encourage the use of transformational leadership in the school systems which could ultimately enhance teachers' commitment on job and performance as a whole.

5.5 Suggestions for Further Research

The study was carried out in public primary schools in Rongo Sub-county and focused on the influence of head teachers' leadership styles on the teachers' job commitment. The researcher therefore recommends that:

i. A comparative study to be done on the influence of head teachers' leadership styles on teachers' job commitment in private schools to compare the difference between the two settings. This is necessitated by the fact that the study at hand never looked at private schools hence a research gap.

ii. It is also suggested that a study be done on influence of principals' leadership styles and teachers' job commitment in secondary schools in Rongo Sub-county which according to the current study was not

considered which left a yawning gap since secondary schoolteachers' commitment on job should also be captured.

iii. TSC should emphasize on target setting as a mandatory practice for all teachers. This will enhance teachers' job commitment.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

University of Nairobi,
P.O Box 30197

Nairobi.

To Head teachers,   Date

Primary Schools,

Rongo Sub-county.

Dear Sir/Madam,

RE: PERMISSIONTO CONDUCT A RESEARCH IN YOUR SCHOOL

I am a post graduate student pursuing Master of Education Degree in Educational
Administration and Planning at University of Nairobi. I am conducting a research
on the"**Influence of Head teachers' Leadership Styles on Teachers' Job
Commitment in Public Primary Schools in Rongo Sub-County, Kenya"** I will
appreciate if you allow me to carry the study in your school. This information
will be used purely for academic purposes and will be treated confidential and
will not be used for publicity. The identities of the respondents will be kept
confidential. Assistance and cooperation will be highly appreciated. Thank you.

Yours faithfully,

Jackline Martha Oduk

APPENDIX II: QUESTIONNAIRE FOR THEHEAD   TEACHERS (QFHT)

Kindly answer the following questions as honestly as possible. Your name or name of your school is not required; this will help to ensure maximum confidentiality.

Section A: Background Information

Put a tick (✓) in the spaces provided.

1. Please indicate your gender

 Male [   ]   Female   [   ]

2. What is your highest academic qualification?
P1 [ ] Diploma [ ]   Bachelor's Degree [ ] Masters Degree [ ] ATS [ ]

Any other (specify) _____

3. What is your age bracket? Below 35 years [   ] 35-45 years [   ] 45-55 years [ ]
    Over 55 years[   ]

4. For how long have you served as a head teacher in this school? _____

Section B: Head teachers' leadership styles on job commitment

Below are simple   statements on the leadership styles employed by head teachers in school management. Read each and decide the most appropriate option according to the scale.

Key: Always (1)   Often (2)   Occasionally (3)   Seldom (4)   Never (5)

	Transformational Behaviour					
5	I help teachers to develop					
6	I articulate to staff a compelling vision of future					
7	I give high confidence and trust in my teachers					
8	I inspire teachers as we interact					
9	I ventures in different ways to solve a problem					
10	I am approachable and friendly					
11	I ensure teachers complete the syllabus					
	Transformational Behaviour					
12	I transform vision into reality					
13	I compensate for my weaknesses					
	Transactional Behaviour					
14	I always reward hard working teachers					
15	I encourage consistent performance					
16	I allocate work to teachers					
17	I ensure teachers meet the required goals					
18	I give procedures to be followed					
19	I ensure teachers complete the syllabus					
20	I supervise and direct teachers					
	Democratic behaviour					
21	I involve all teachers in decision making					
22	I am friendly and easy to dialogue with					
23	I delegate school duties without favour					
24	I express confidence in staff members					
25	I am a good listener to staff members					
26	I am open to criticism by staff					
27	I promote co-operation among staff					
28	I create harmony and unity in the staff					

	Autocratic Behaviour					
29	I expect the very best from staff					
30	I expect high quality work from self					
31	I have high opinion of what staff do					
32	I try new adventures					
33	I set goals for teachers to follow					
34	I closely supervise teachers					

Thank you very much for your co-operation and assistance.

APPENDIX III: QUESTIONNAIRE FOR TEACHERS (QFT)
Section A: Teachers perception of head teachers behaviour

Kindly read each question and decide the most appropriate option which apply to your head teacher's leadership behaviour according to the scale given

Section A: Background information

Put a tick (✓) in the spaces provided.

1. Please indicate your gender

 Male [   ]   Female   [   ]

2   What is your highest academic qualification?

   P1 [   ] Diploma [   ] Bachelor's Degree [   ]   Masters Degree [   ] ATS [   ]

Any other (specify) _____

3   What is your age bracket?

Below 25 years [   ] 26-36 years [   ] 36 -45 years [] Over 45years [   ]

4   How long have you been in your current station? _____

Key: Always (1) Often (2) Occasionally (3)   Seldom (4) Never(5)

	Leadership Style					
	Transformational Behaviour					
5	The head teacher encourages staff to take initiative for the benefit of the entire school					
6	The head teacher articulates to staff a compelling vision of future					
7	The head teacher has high confidence and trust in teachers					
8	The head teacher inspires teachers when interacting with them					
9	The head teacher encourages teachers to seek professional development					
10	The head teacher ventures in different ways to solve a problem					
11	The head teacher is approachable and friendly					

12	The head teacher rewards hard working teachers					
13	The head teacher allocates work to teachers					
14	The head teacher ensures teachers complete the syllabus in time					
15	The head teacher supervises and directs teachers					
16	The head teacher motivates the staff with external rewards					
	Democratic behavior					
17	The head teacher allows for free expression					
18	The head teacher involves all teachers in decision making					
19	The head teacher is friendly and easy to dialogue with					
20	The head teacher delegates school duties to staff without favour					
21	The head teacher expresses confidence in staff members					
22	The head teacher is open to criticism from the staff					
23	The head teacher promotes co-operation among staff					
	Autocratic Behaviour					
24	The head teacher expects the very best from teachers					
25	The head teacher expects high quality work from individuals					
26	The head teacher threatens incompetent teachers					
27	The head teacher sets goals for teachers to follow					
28	The head teacher closely supervises teachers					

Section: C Teachers' job commitment

Using the scale shown below, kindly rate your level of job commitment with the following aspects of your job.

KEY

1- St**rongly Agree 2- Agree 3-Strongly Disagree 4-Disagree 5-Neutral**

	Job commitment					
29	I fully use my teaching skills when teaching					
30	I prepare adequately before the lesson					
31	I finish the syllabus in time					
32	I update the professional records					
33	I am always in school					
34	I come to school in time					
35	I teach all my daily lessons					
36	I like my teaching profession					
37	I frequently and systematically evaluate my students					
38	I give my pupils homework					
39	I respond positively to duties					
40	All the subjects I teach pupils score above average					

Section D: Open- ended questions

41 As a teacher what would you identify as factors influencing teachers' job commitment?_____

42 What do you think can be done to improve teachers' level of commitment_____

43 What leadership styles would you propose to be used in schools to improve teachers' job commitment?_____

44 In your opinion, explain the influence of head teachers' leadership styles on teachers' job commitment?_____

Thank you very much for your co-operation and assistance.

APPENDIX IV: MAP OF RONGO SUB-COUNTY
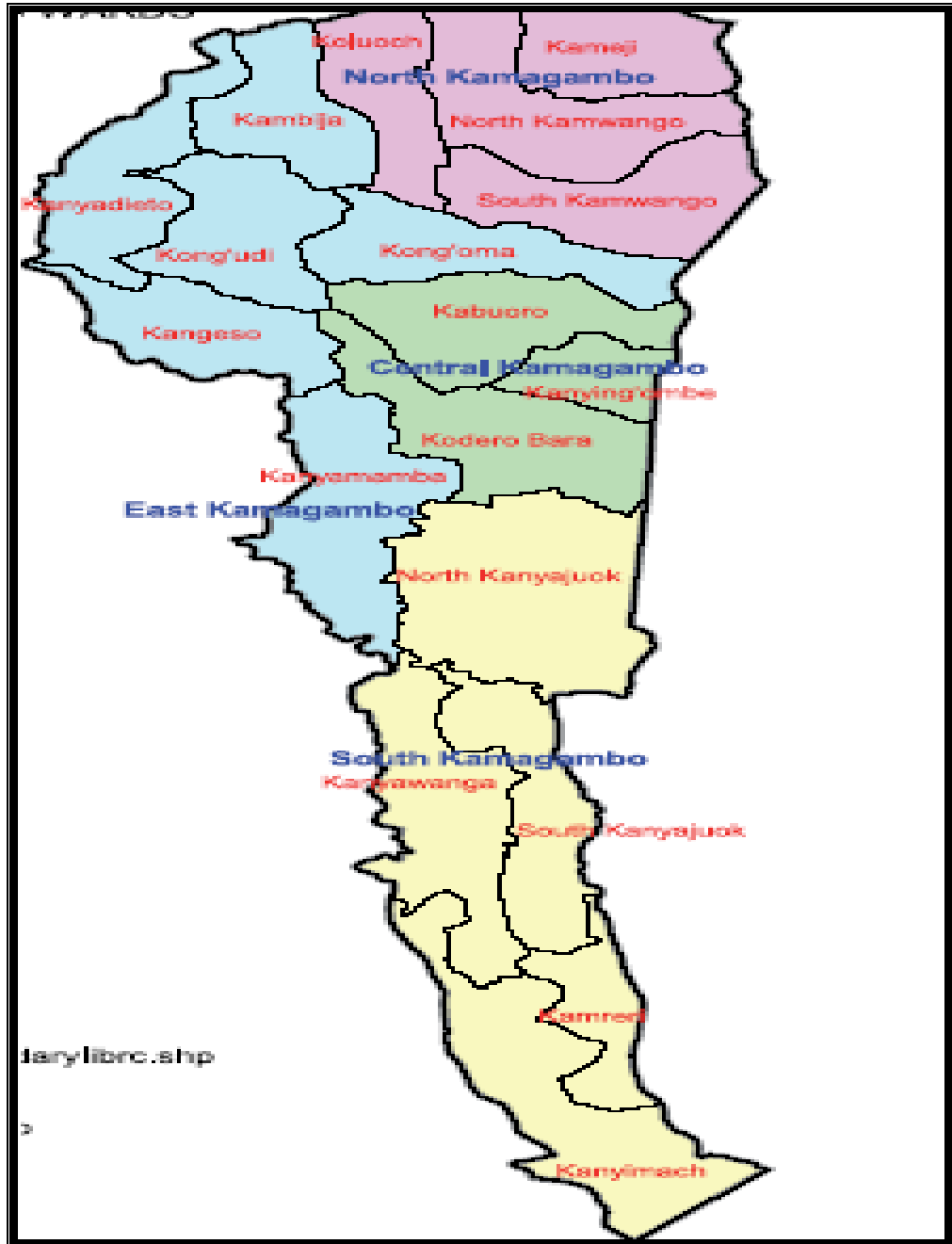
APPENDIX V: RESEARCH AUTHORIZATION LETTER

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

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

Ref: No.

Date:

NACOSTI/P/16/46430/12187

5th July, 2016

Jackline Martha Oduk
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of headteachers' leadership styles on teachers' job commitment in public primary schools in Rongo Sub-County, Migori County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Migori County** for the period ending **4th July, 2017.**

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

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

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Migori County.

The County Director of Education
Migori County.

APPENDIX VI: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MISS. JACKLINE MARTHA ODUK
of UNIVERSITY OF NAIROBI, 379-40405
sare-awendo,has been permitted to
conduct research in *Migori County*

on the topic: *INFLUENCE OF*
HEADTEACHERS' LEADERSHIP STYLES
ON TEACHERS' JOB COMMITMENT IN
PUBLIC PRIMARY SCHOOLS IN RONGO
SUB-COUNTY, MIGORI COUNTY, KENYA

for the period ending:
4th July,2017

Permit No : NACOSTI/P/16/46430/12187
Date Of Issue : 5th July,2016
Fee Recieved :Ksh 1000

....
Applicant's
Signature

Director General
National Commission for Science,
Technology & Innovation