

**INFLUENCE OF HEAD TEACHER'S TRANSFORMATIONAL LEADERSHIP STYLE ON
TEACHERS' JOB COMMITMENT IN PUBLIC PRIMARY SCHOOLS IN MATINYANI
SUB COUNTY, KITUI COUNTY, KENYA.**

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DECLARATION

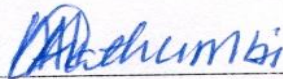
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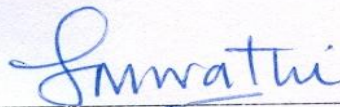


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DEDICATION

I dedicate this work to my beloved husband Jacob Kangangi and my cherished children Faith Kanyaa and Vincent Kangangi. No words can express my feelings for them for the sacrifice they have made but this token gesture is the least I can do.

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LIST OF ABBREVIATIONS AND ACRONYMS

DCCP	Deputy County Commissioner
LMX	Leader-Member Exchange Theory
LPC	Least Preferred Coworker scale
MLQ	Multi factor Leadership Questionnaire
MSQ	Minnesota Satisfaction Questionnaire
NACOSTI	National Council for Science and Technology
SCEdO	Sub County Education Office
SCEO	Sub County Education Officer
SME	Small Medium Enterprise
SPSS	Statistical Package for Social Sciences
TCOCQ	Components Organizational Commitment Questionnaire
TL	Transformational leadership

ABSTRACT

The purpose of this study was to examine the influence of head teacher's transformational leadership style on teachers' job commitment in public primary schools in Matinyani Sub County, Kenya. Four objectives guided the study. The objectives sought to establish the influence of inspirational motivation, intellectual stimulation, individualized consideration and idealized influence on teachers' job commitment in public primary schools in Matinyani Sub County, Kenya. The study was carried out using descriptive survey design. The sample was 25 head teachers and 169 teachers. Multi-Factor Leadership Questionnaire was used to collect data. Pearson product correlation coefficient was used to analyse the influence of the various aspects of transformative leadership style on teachers' commitment. Findings revealed that there was a significant and positive relationship between inspirational motivation and teachers' job commitment ($r = .774$, $N = 160$). Findings also revealed that there was a significant and positive relationship between intellectual stimulation and teachers' commitment ($r = .712$, $N = 160$). It was also revealed that there was a significant and positive relationship between individualized consideration and teachers' job commitment ($r = .711$, $N = 160$). Findings on the influence of idealized influence on teachers' job commitment showed that there was a significant and positive relationship between idealized influence and teachers' job commitment ($r = .765$, $N = 160$). Based on the findings, the study concluded that inspirational motivation increased teachers' job commitment, intellectual stimulation had strong and positive relationship with teachers' job commitment, and also head teachers use of idealized influence raised teachers' job commitment. It was also concluded that idealized influence had a positive influence on job commitment. Based on the findings of the study it was recommended that head teachers should increase the practice of inspirational motivation since it influenced teachers' job commitment, and also the practice of intellectual stimulation which was found to have a strong and positive relationship with teachers' job commitment, as well as individualized consideration among teachers so as to increase job commitment and lastly head teachers should increase idealized influence which is a key to increasing teachers' job commitment. The study suggested that a comparable study in public primary schools should be carried out in other parts of the county to find out whether the findings can be generalized to the entire county. Secondly, since the study focused on the aspects of transformative leadership style, a study should be conducted to establish how other leadership styles influence on teachers job commitment.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Leadership has been defined in many ways for different situations (Northouse, 2007). Generally all the definitions precipitate to influence, direction or persuasion of a person or a group to move in a given direction. School leadership is no exception. It is the process of influencing and guiding the teachers, other staff and pupils toward achieving common educational objectives. Head-teachers lead and manage all aspects of the school with an aim of improving the standards and performance of learners. Like all other institutions, the success of any school is dependents on its leadership and commitment of all its stakeholders. Leadership is a process whereby an individual influences a group or other individuals to achieve a common goal (Lunenburg, 2013).

Although there are many definitions of leadership made from different aspects, most of them point at leading followers to reach a specific achievement. (Rossmiller 2012) viewed leadership style as the pattern of interactions between leaders and subordinates. Leadership is a way of influencing people to achieving a common goal. Schneider and Snyder (2007) further expound that leadership is the inspiration and mobilization of others to undertake collective action in pursuit of a common goal. It includes controlling, directing, indeed all techniques and methods used by leaders to motivate subordinates to follow their instructions. It is a procedure to influence the people in order to achieve the desired result.

Theories of leadership have been developed with an aim to explain the various leadership styles which have emerged. These theories are classified into four categories, namely; trait, behavioural, and situational/ contingency, and charismatic leadership approaches (Rost, 2013). Transformational leadership (TL) was described by Bass (2010) as a process in which leaders and followers raise one another to higher levels of morality and motivation. Schools are institutions that provide instruction, training and coaching to learners under the direction of teachers (Oxford English Dictionary, 1989).

According to Leithwood and Jantzi (2009) the more complex society gets, the more sophisticated leadership must become. Thus, Rowold and Schlotz(2009) assert that school administrators are expected to cope with a rapidly changing world of work to be effective at their schools. For this reason, they require abilities such as being team-oriented, strong communicators, team players, problem solvers, change-makers and transformational leaders. Many researchers have been made to define leaders' roles in organizations. In this regard, transformational leadership has been frequently studied in the leadership fields (Stewart, 2006). Initiated by Leithwood (2012) in the late 1980s and early 1990s, numerous studies have demonstrated positive relationships between transformational leadership in various schools and teacher organizational conditions (Anderson &Wahlstrom, 2004).

According to Northouse (2007), in the simplest terms, transformational leadership is the ability to get people to want change, improve, and be led. It involves assessing associates' motives, satisfying their needs, and valuing them. Besides, some researches claim that transformational leadership is the leader's ability to increase organizational members' commitment, capacity, and engagement in meeting goals (Rehman, Shareef & Mahmood (2012); 1997; Omidifar, 2013).

There are four components or elements of transformational leadership namely; inspirational motivation, intellectual stimulation, individualized consideration and idealized influence. Inspiration motivation – arises where the leader inspires confidence, motivation and a sense of purpose in his followers. The head teacher communicates an appealing vision and creates team spirit among the teachers. 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 (Burns, 2008). Here, the head teacher challenges assumptions, takes risks and welcomes ideas from the teachers without criticism. Individualized consideration within transformational leadership rises where the head-teacher understands individual needs and differences among teachers. The head teacher models the way, is respectful and ceases opportunities to celebrate individual contribution or progress (Bass, 2008). This enables teachers to grow continually and achieve higher potentials. Idealized influence or charisma arises where the head teacher influences teachers by clearly articulating a shared vision to them, appealing to their values, interests and dreams and appealing to their emotions. This helps to build trust which in turn results in confidence from the teachers.

Commitment is basically the loyalty and attachment to the organization (Bello, 2012). In the school context, it is the extent to which the teachers identifies with their institution and desires to continue working or promoting the vision of the school. Organizational commitment has three dimensional construct namely; affective, continuance, and normative commitments (Balfour & Wechsler, 2006). Affective commitment is the emotional feelings, identification, and involvement with the organization. It is the strong belief and acceptance of the goals and values of the organization. Normative commitment is the extent to which the employee's believed on organization and the willingness to make considerable efforts for the benefit of the organization. Continuance commitment is defined as

the perceived costs associated with leaving the organization. It is the willingness to remain in the organization because of the 'non-transferable investment' already committed such as retirement benefits, relationships with other employees, unique benefits from the organization among others (Johnatha, Durroux & Thibeli, 2013).

Among determinants of job commitment, leadership is viewed as an important predictor and plays a central role. Employee job satisfaction depends upon the leadership style of managers. Job commitment is the totality of employees' social and psychological well-being relative to job performance (Lok & Crwawford, 2004). It leads to satisfactory interpersonal relations, fringe benefits, financial rewards, decision-making, free channels of communication, staff development among others. This influences employees to work hard for optimum productivity.

Studies on the influence of leadership style and organization commitment reveal a positive significant relationship (Rehman, et. al, 2012; Saeed et. al, 2013). The level of impact varies with the type of leadership style and component of commitment. Studies in the educational sector in Pakistan indicated that both transformational and transactional leadership have a positive influence on commitment (Rehman et al. 2012). Yahaya, Chek and Samsudin, (2013) conducted a series of large-scale quantitative studies analyzing the effects of TL on organizational conditions and student engagement in Canada. Organizational conditions reflected both broader school conditions related to decisions taken outside of the classroom to support student learning and classroom conditions more directly related to learning in the classroom. In all three studies, student engagement had a psychological or affective component measured by the degree to which students identified with the school and a behavioral component indicated by the degree to which students participated in school functions (Yahaya, et al. 2013).

In their first study of 2,727 teachers and 9,025 students from 110 elementary and secondary schools, Shurbagi (2014) found that leadership behaviors were significantly related to school conditions but only weakly or negatively related to classroom conditions. While transactional leadership practices had weak, negative, and non-significant effects on the two components of student engagement, TL demonstrated strong, positive effects on student engagement. In their follow-up study of 1,818 teachers and 6,490 students from 94 elementary schools, Wiza and Hianganipal (2014) reported not only that TL had strong direct effects on school conditions but also that these conditions had strong direct effects on classroom conditions. Additionally, TL had weak yet statistically significant effects on the student identification subscale of student engagement. In the third study of 1,762 teachers and 8,805 students from 110 elementary and junior high schools, Wiza & Hianganipal (2014) found that TL behaviors had strong direct effects on school conditions and weak but significant indirect effects on student engagement. Although TL affected both components of teachers job commitment engagement, that is participation and identification, in this study, all of the organizational factors loaded on just one school-level factor, muddling the earlier distinction between school and classroom conditions.

In the Netherlands, Kruger (2009), for instance, found that principals appear to respond favorably to teachers' job commitment. Thus, head teachers might be responding to higher levels of teachers' commitment by practicing more flexible and inclusive leadership behaviors. Additionally, Kruger (2009) reported that school size played far more significant roles in explaining student commitment than did principal leadership.

In United States, Gkolia, and Koustelios (2014) showed that TL styles were positively associated with teachers' job commitment. Surveying 1,791 teachers in 117 suburban elementary schools, Gkolia, and

Koustelios found that TL behaviors positively affected academic achievement through their positive influence on teacher job satisfaction. Moreover, the minority achievement gap was lower in schools where teachers rated their principals' TL more favorably. Surveying 443 teachers in 131 Missouri high schools, Koustelios (2011) found that articulating a vision and providing a model had greater effects on teachers' job commitment than instructional leadership did. Although these studies point to the benefits of TL, neither study examined changes in teacher agency or behavior. Moreover, while Kruger (2009) did not examine the effects of specific TL style, Koustelios (2011) compared different types of leadership styles without including intermediate school variables that might help explain how those behaviors affected teachers' job commitment.

Exploring the relationship between TL behaviors and teacher commitment, Leithwood (1994) and Yu (2002) highlighted the important role of TL style related to strategies that help define and promote common future goals for the school. These behaviors are often referred to by various labels including vision building and direction setting. Similarly, Yu, Yunus and Ibrahim, (2015) in their Hong Kong study of 2,092 teachers from 107 primary schools, found that all of the TL behaviors were significantly associated with and explained differences in all four components of teacher commitment and three of the components of school support for change namely culture, strategies, and structure. Of the variables measuring teacher commitment, TL had the greatest effect on teachers' context beliefs, which reflected the degree to which teachers believed that the administration would actually support their efforts, and teachers' capacity beliefs, which reflected the degree to which the teachers considered themselves capable of accomplishing change. Once again, direction-setting behaviors related to establishing future goals explained the greatest amount of variance in teacher commitment.

In Canada, Meyer and Allen, (2007) found that a principal's individualized consideration of teachers contributed slightly to their capacity beliefs and negligibly to their context beliefs. They also found that teacher capacity and context beliefs mediated the relationship between TL style and teacher willingness to participate in decision making and professional development activities. Similar to Yunus et al. (2007) study, Meyer and Allen(2007) reported that TL had greater effects on teacher context beliefs than on their capacity beliefs. More specifically, behaviors related to vision building and to the intellectual stimulation of creativity and innovation had the greatest effects on context beliefs while individualized consideration of teachers' needs had the least significant relationship with both commitment and extra effort.

Overall, the three TL styles, most notably those related to vision building, explained a substantial amount of variance in teachers' extra effort. Capacity beliefs served as the main link between TL and teachers' extra effort in the Dutch study, while context beliefs played a more prominent role in the Canadian study. Although Geijsel and Meijers (2005) provided no explanation for the differences in the findings, the comparative study confirms the mediating roles of teacher agency beliefs, especially context beliefs. They recommend exploring how other TL behaviors relate to teacher extra effort, which they claim is essential to the success of reform initiatives.

Surveying 168 teachers from nine secondary schools in Canada, Leithwood et al. (1994) found that TL behaviors accounted for a significant amount of the differences in teacher commitment to change. Specifically, vision building and developing a consensus among staff about goals significantly predicted differences in teacher commitment while the other TL behaviors related to providing models and individualized support made no contribution. Although most of the TL effects were mediated by

in-school and out-of-school conditions, vision building activities directly affected teacher commitment.

In Africa, Hukpati (2009) conducted a study to investigate the relationship between transformational leadership style of the heads of departments and employee job satisfaction in tertiary institutions in Ghana. The study sought to examine the relationship between transformational leadership style of heads of departments and the job satisfaction of lecturers in private and public tertiary institutions in Ghana. Questionnaires and case studies were administered to 74 lecturers and 12 heads of departments from private and public institutions respectively. The Multifactor Leadership Questionnaire (MLQ) and the Minnesota Satisfaction Questionnaire (MSQ) were used by lecturers to assess their heads of departments in relation to the commitment to their jobs. Regression tests were used to analyze the data taking into consideration the descriptive statistics of mean and standard deviations.

The results showed a positive correlation between transformational leadership and employee job satisfaction. It further revealed no differences in transformational leadership and job commitment of lecturers in both private and public institutions. The results of the survey show that heads of departments do not differ in their transformational leadership practices in both types of institutions (Hukpati, 2009). The Hukpati study focused on transformational leadership and job commitment. The current study will focus on transformational leadership and job commitment in a very different situation. The study was carried out in Ghana which is regionally and geographically different from Matinyani Sub County in Kenya.

In Kenya, Gitaka (2014) conducted a study on influence of head teachers' leadership styles on teachers' job satisfaction in public primary schools in Kajiado North District, Kajiado County, Kenya. The objectives were to determine the extent to which autocratic, democratic, laissez faire and

transformational leadership styles of head teachers influence primary school teachers' levels of job satisfaction. The researcher used 20 % of 845 teachers giving a total of 169 teachers. The simple random technique was used where the entire individual in the defined population had an equal and independent chance of being selected as members of the sample. The study used questionnaire as the instrument of data collection. Findings were that head teachers' transformational leadership styles positively influenced primary school teachers' levels of job satisfaction. This study focused on a number of other leadership styles and did not specifically focus on the transformational leadership style hence the current study filled that gap.

Kibiwot (2014) did a study to investigate the influence of head teachers' leadership styles on students' discipline in public secondary schools in Mogotio Sub-County, Baringo County, Kenya. The specific objectives were to establish among other variables, how transformational leadership style influenced students' discipline. The study sampled 30% of the teachers to involve 102 teachers and 17 head teachers. This gave a total sample size of 119 respondents from the 17 public secondary schools. Questionnaire for teachers and interview schedule for the head teachers in public secondary schools were used for data collection. The findings revealed that transformational (charismatic) leadership style was practiced since teachers were highly inspired by their head teachers in the performance of their work. Kibiwot did not however focus on how transformational leadership style influenced teachers job commitment hence this study filled the gap.

Nyaboga (2011) conducted a study to determine the leadership styles of the head teachers and their impact on the students' academic performance in KCSE secondary schools in Nyamaiya Division, Nyamira District. The study used descriptive statistics such as percentages and frequency, which were used concurrently with the Chi-Square test in the analysis. The major findings show a significant

relationship between initiative structures of the head teachers towards improving leadership style which has impact on academic performance, it further shows no significant relationship between consideration behavior of the head teachers regarding day to day issues which has impact on academic performance and finally there was a strong relationship between participatory traits of the head teachers and the management structures of the schools which has impact on the students' academic performance. Nyaboga focuses on transformational leadership and academic performance. This study focused on how transformational leadership influence job commitment hence the current study filled in the gap.

Chirchir, Kemboi, Kirui and Ngeno (2014) conducted a study on leadership style and teachers commitment in public primary schools in Bomet County, Kenya. 100 teachers from twenty schools in three sub-counties participated in the survey. Descriptive and Inferential statistics were used to analyze the data. Teachers perceived their head teachers to practice transformational leadership more than transactional leadership approaches. The overall commitment of teachers was moderate. Affective and normative commitment was moderate implying that teachers fairly identified and feel obliged to continue serving with the school or teaching profession.

The low job commitment implies that teachers have low appreciation and emotional attachment to the schools or teaching profession. The study by Chirchir et al 2014 further revealed positive correlations between a transformational leadership and normative commitment of teachers. There was also a positive correlation between transactional leadership style and affective commitment. The low correlation between variables was attributed to other factors which may be overwhelming such as the poor working environment and lack or limited teaching tools. Chirchir et al (2014) conducted the study in another geographical area hence the current study was carried out in Matinyani Sub County,

Kitui county. In order to make any organization a better performing place, administrators' transformational leadership behaviors become more important especially at schools as they are the dynamics of change for the society in which they operate.

1.2 Statement of the problem

Like any other institution, the success of a school depends on good leadership. It is therefore important that schools are properly led in order to define the quality of the next generation. As stated earlier, the responsibilities of head-teachers are to manage the school and provide leadership. They must therefore be persons with skills, dedication and good character to mold students. They must also be able to face the challenges of management and leadership.

Leaders in educational institutions face the same challenges as leaders in other organizations. According to a document from Sub County Education Officer of November 2015, teachers are not committed in their jobs since some skip attending their periods others absent themselves with no apparent reason. Therefore, understanding the important factors affecting teacher job commitment is vital to attain the required information to support an educational system to succeed in its objectives.

Since the head teachers' transformational leadership style is one of the positive factors that have a direct relationship with job commitment, considerable research has been carried out on the influence and impact of leadership behavior on job satisfaction. Nthuni (2012) for example found that there was need to adopt transformational leadership style in order to enhance motivation. Gitaka (2014) found that head teachers' head teachers' transformational leadership style positively influenced primary school teachers' level of job satisfaction. Different studies have been conducted on factors affecting teacher commitment but very little or non-attention has been given to the influence of transformational

leadership styles on teacher job commitment in Matinyani sub county Kenya. It is against this background that the current study is designed to examine the influence of head teacher's transformational leadership style on teachers' job commitment in public primary schools in Matinyani Sub County, Kenya.

1.3 Purpose of the study

The purpose of this study was to examine the influence of head teacher's transformational leadership style on teachers' job commitment in public primary schools in Matinyani Sub County, Kenya.

1.4 Objectives of the study

The following were the objectives of the study

- i. To establish the influence of inspirational motivation on teachers' job commitment in public primary schools in Matinyani Sub County, Kenya.
- ii. To determine the influence of intellectual stimulation on teachers' job commitment in public primary schools in Matinyani Sub County, Kenya.
- iii. To assess the influence of individualized consideration on teachers' job commitment in public primary schools in Matinyani Sub County, Kenya.
- iv. To establish the influence of idealized influence on teachers' job commitment in public primary schools in Matinyani Sub County, Kenya.

1.5 Research questions

The study was guided by the following research questions

- i. To what extent does inspirational motivation on teachers' job commitment in public primary schools in Matinyani Sub County, Kenya?
- ii. To what extent does intellectual stimulation influence teachers' job commitment in public primary schools in Matinyani Sub County, Kenya?
- iii. To what extent does individualized consideration influence teachers' job commitment in public primary schools in Matinyani Sub County, Kenya?
- iv. To what extent does idealized influence influence teachers' job commitment in public primary schools in Matinyani Sub County, Kenya?

1.6 Significance of the study

This study may be useful to head teachers who may be equipped with knowledge on how to enhance job commitment of teachers. Head teacher may re-examine and appraise their transformational leadership style and hence make adjustment where necessary. The outcome of the study might also help stakeholders in the education sector such as parents, the surrounding communities among others; understand the effects of transformative leadership styles on teachers' job commitment among public primary schools in Matinyani Sub County. KEMI may use the findings of this study to identify intervention measures to undertake in preparing management courses for school head teachers with the view of enhancing the teachers' job commitment. They might use these findings as reference point in identifying areas for further training of school managers. The County Director, TSC may use the information in determining strategies of enhancing job commitment among primary school teachers.

S/he may know how to make and enforce policies and terms of service which are human, friendly and satisfying to teachers hence making them more committed. The study findings may also influence further research by other students and scholars who may be interested in the field of leadership styles and job satisfaction.

1.7 Limitations of the study

According to Mugenda and Mugenda (2003), a limitation is an aspect of a research that may negatively affect the results but over which the researcher has no control. The study was faced with challenges of varied attitude and perception from the affected responses which had an influence on the study. The respondents were not willing to open up and share the required information and their leadership experience due to negative publicity and perception. The study depended on the cooperation of respondents. To ensure that this does not affect the study, the researcher appealed to them to be frank with an assurance that their identities would not be disclosed and their responses were treated with confidentiality and was only used for the purpose of the study. The busy schedule of head teachers and teachers inconvenienced them thus leaving very little time to be interviewed and/or to look for requested data. To ensure that this does not affect the study, the researcher booked appointment with the head teachers and teachers to avoid any disappointments.

1.8 Delimitations of the study

According to Orodho (2005), delimitations of the study refer to the boundaries of the study. The study was carried out among teachers and head teachers in public primary schools in Matinyani Sub County. The study investigated the influence of transformative leadership styles on teachers' job commitment in public primary schools in Matinyani Sub-County. The study covered the four aspects of

transformational leadership styles namely, inspirational motivation, intellectual stimulation, individualized consideration and idealized influence.

1.9 Assumptions of the Study

This study was based on the following assumptions:

- i. All respondents would co-operate and provide reliable response.
- ii. That the head teacher in a public primary school apply the various aspects of transformational leadership
- iii. The head teachers' transformational leadership style has influenced teachers' job commitment in Matinyani sub County.

1.10 Definition of significant terms

Inspiration motivation refers to where the leader inspires confidence, motivates and communicates an appealing vision. The head-teacher creates team spirit among the teachers.

Intellectual stimulation refers to the situation where the head teacher increases follower awareness of problems and challenges and get the teachers to view the challenges from a new perspective.

Individualized consideration refers to the situation where the head-teacher provides support, encouragement, and development to the teachers.

Idealized influence or charisma refers to a situation 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 emotions.

Leadership styles refer to variations in leadership characteristics that define leadership skills which are used in institutions.

Job commitment refers to an employee's affective reaction to a job, based on a comparison between actual outcomes and desired outcomes.

Transformational leadership style refers to a head teacher's leadership style that inspires and motivates the staff under them to achieve a given goal.

1.11 Organisation of the study

The study is organized into five chapters. Chapter one consists of introduction, background of the study, statement of problems, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions, definition of significant terms. Chapter two deals with the literature review. The chapter specifically focuses on transformational leadership style and teachers' job commitment, the influence of inspiration motivation and teachers' job commitment, intellectual stimulation and teachers' job commitment, individual consideration and teachers' job commitment and idealized influence and teachers' job commitment. The review also presents the theoretical and conceptual framework of the study. Chapter three focuses on research methodology and comprises of research design, target population, sample size and sampling procedure, research instrument, instrument validity and instrument reliability. It also includes data collection procedure and data analysis techniques. Chapter

four presents with data analysis, interpretation and discussion of the findings while chapter five comprises the summary of the study, conclusions, recommendations and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on literature review on influence of transformational leadership style and teachers job commitment. The chapter reviews literature on transformational leadership style and teachers' job commitment, the influence of inspiration motivation and teachers' job commitment, intellectual stimulation and teachers' job commitment, individual consideration and teachers' job commitment and idealized influence and teachers' job commitment. The review also presents the theoretical and conceptual framework of the study.

2.2 Transformational leadership style and teachers job commitment

Armstrong (2007) define leadership as influence, power and legitimate authority acquired by the leader to be able to effectively transform the organization through direction of human resources that are the most important organizational assets, leading to the achievement of desired goals, Therefore, the leadership style should be properly and carefully used to guide and motivate subordinates (Nemanich& Keller, 2007).School leadership plays a key role in improving school's outcomes by influencing the motivation and capacities of teachers as well as the school climate and environment (Hallinger & Heck, 2009).

The head teacher must employ inclusive kind of leadership where they will involve other people as a team. This team gets a deliberate opportunity to contribute to the vision, culture and climate of the school and thus the head teacher has a duty to create the opportunities to make this happen and

teachers partly determine the leadership styles of the head teacher (Kadinya, 2006; Mutula, 2006). As a leader, the head teacher has the power to influence job commitment among the teachers under them.

Okumbe (1999) noted that transformational leadership style manifests the following characteristics or traits. The leader inspires teachers beyond their own self-interest. The leader has an extra ordinary effect on the followers. These leaders want to achieve a strong personal commitment to their goal. They are assertive, have self-confident and are normally perceived as unconventional. Farrell (2003) describes transformative leadership as the type that brings out the leader in everyone. Farrel describes all individuals in a system where this style of leadership is practiced as the crew and not passengers. According to Nakola (2007) this style is characterized by motivating the members, engaging people in learning and dialogue, and helps bridge the commitment gap.

Transformational style of leadership if strictly followed it can enhance moral values that would help teachers to make decision and judgment within the social system such as the school. Ylimaki (2006) supports the other scholars by saying that leaders who embrace transformational leadership style are able to motivate their teachers to higher levels of efforts this is especially in educational institutions. Ngumi (2003) argues that in transformational leadership, vision and organizational learning processes are the key to school improvement since the leader is able to guide the teachers in the direction of where the school is expected to be in future. Silins (2002) in his study of Australian schools found out that transformational leadership style contributes to the development of schools as learning organization. They further affirm that higher performing schools that engage in organizational learning enables their teachers to learn collaboratively and continuously and staff is able to put this learning into use in response to social needs and the demands of their environment.

Kurland, Pevetz and Lazarowitz (2010) identified four organizational learning mechanisms namely teachers improvement, evaluation of learners, teachers in-service professional training and effective information management in elementary schools which the leader who embrace transformational leadership must put in place for effective learning process. The four mechanisms contribute significantly to motivation of teachers which makes them Endeavour to produce good results.

Lam (2004) concurs with the above writers, he says that teacher's improvement mechanisms enable the staff at all levels to establish mutual goals and take part in decision making. Newmann (2000); Voulalas and Sharpe (2005) observed that people learn while feeling truly responsible for their actions, having the ability to make decisions to influence environmental circumstances in their favours. Kurland Pevetz and Lazarowitz (2010) in their study on leadership style and organizational learning found out that there is a positive relationship between transformational leadership style and the school vision which is a key factor in curbing school strikes.

As stated by Bass (2002), transformational leaders are proactive, raise awareness levels of followers and help the followers to achieve high performance outcomes. They pay particular attention to each individual's needs for achievement and growth. Boylu, Pelit, andGüçer (2009) found that employees are more satisfied with transformational leadership than any other style. He also revealed that this type of leadership was not being exercised by the managers. The study concluded that transformational leadership led to better satisfied employees.

Plethora of findings indicates that school leadership is the key to effectiveness of school organizations (Brauckmann & Pashiardis, 2009). Over the past decades, transformational leadership has become increasingly popular. The main goals of transformational leadership are to increase group's level of

motivation, and morality, to support a common purpose, and to be able to develop major social changes (Burn, 1978). The most important part of leadership is not the leader, but the relation between leader and the followers. Several studies in schools suggest that leaders who can develop a positive school culture they can improve the quality of teachers' job satisfaction (Nguni, 2006).

In fact, according to Lawler (2002) overall job satisfaction is a term encompassing all those things an individual expects to receive from his/her job and all those things he/she actually receives. Several studies in schools had shown a relationship between the transformational leadership of schools' principals and teachers' job commitment.

Mathotaarachchi (2013) investigated the impact of transformational and transactional leadership behaviors on employees' trust and their organizational commitment for non teaching staff of the Sri Lankan Universities. The study findings indicated that there is a positive impact of leadership of bosses' on employees' trust. Transformational leadership style explained the greatest amount of correlations in normative commitment, compared with the affective commitment while no relationship with continuance commitment. The results for transactional leadership variables revealed the weaker relationships with the different types of organizational commitment among all the variables of transformational and transactional leadership. Management-by-exception (passive) was the best predictors of employees' organizational commitment Wiza and Hianganipal (2014) demonstrated the impact of leadership style on teacher's organizational commitment. The study revealed a positive relationship between transformational leadership and organizational commitment. In particular, the results of this research indicate a positive and significant relationship of transformational leadership style with affective and continuance commitment but no significant relationship was found between transformational leadership style and normative commitment while transactional leadership was found

to be significantly related to normative commitment. The findings were similar to the research conducted by Hayward, Goss and Tolmay (2004).

Similarly Yunus and Ibrahim, (2015) in their study also confirms that transformational leadership has a positive relationship with affective and continuance commitment but different for that of normative commitment. This study has manifested transformational leadership to be a significant predictor of organizational commitment. In sum, it appears that traits involving the idealized influence, individualized consideration, inspirational motivation and intellectual stimulation are worth studying in the context of job commitment as such leaders have distinct and exclusive characteristics , enormous power of influence , grand vision and outstanding human and conceptual skills.

2.3 Inspiration motivation and teachers job commitment

Inspirational motivation motivates and inspires those around them by displaying enthusiasm and optimism, involving the followers in envisioning attractive future states, communicating high expectations, and demonstrating commitment to the goals. Inspirational motivation is creation of team spirit by the leader to reach organizational objectives and to increase the performance (Hall, Johnson, Wysocki, & Kepner, 2002). Inspiration motivation arises where the leader inspires confidence, motivates and communicates an appealing vision. The head-teacher creates team spirit among the teachers. It describes managers who motivate associates to commit to the vision of the organization. Managers with inspirational motivation encourage team spirit to reach goals.

Inspirational motivation involves leaders' ability to motivate followers so that they are able to perform beyond the expectation. This characteristic involves the leader's ability to communicate clearly the

shared vision so that the workers get inspired to achieve important organizational strategic goals. They excite and challenge their followers so that they are able to accomplish great things.

Bycio (2013) explored the relationship between inspirational motivation in transformational leadership and organizational commitment. The study was conducted on the sample size of 1376 nurses in some US health organizations. The study found a positive relationship between inspirational motivation in transformational leadership and organizational commitment.

Yunus and Ibrahim, (2015) conducted a study to identify the relationship between inspirational motivation and organizational commitment. The further aim of the study was to examine whether leader –member exchange moderates the relationship between transformational leadership and organizational commitment. The data was collected from the sample of 122 employees of Small Medium Enterprise (SME) companies at Shah Alam. Among all the dimensions of transformational leadership, only individual consideration was found to have significant relationship with affective commitment. The result further revealed that Leader-Member Exchange Theory (LMX) does moderate the relationship between transformational leadership and organizational commitment.

2.4 Intellectual stimulation and teachers' job commitment

Intellectual stimulation is leader's supporting the followers for being creative and innovative (Bass, 2000). 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. These components create additive effect if managers combine these components to reach performance beyond expectations (Northouse, 2007).

Intellectual stimulation means the leader's consistent effort to stimulate followers to be innovative and creative as well as the leader's effort to encourage followers to question assumptions and to reframe problems and approach them in new ways. Managers with intellectual stimulation promote critical thinking and problem solving to make the organization better. Nguni, Slegers, and Denessen (2006) studied the effects of Intellectual stimulation in transformational on teachers' job satisfaction, organizational commitment, and organizational citizenship in schools in Tanzania. They observed that intellectual stimulation were distinguished by the different ways leaders motivated their teachers and appeal to the emotions and values of their followers. The teachers rated their head teachers particularly high on the intellectual stimulation trait of transformational leadership.

Judge and Bono (2003) conducted a study on 247 leaders and 954 followers of these leaders to find out the association of intellectual stimulation in transformational leadership with various variables related to their followers (self-concordance, follower job satisfaction, and follower job performance). Apart from various other conclusions, the study found a positive relationship between intellectual stimulation as used in transformative leadership style and organizational commitment.

Feizi and Ebrahimi (2007) conducted an exploratory study to examine the effect of intellectual stimulation in transformational leadership on the job commitment and job satisfaction of customer contact personnel in banking and food store organizations. The researchers assessed 77 branch managers from three regional banking organizations and 47 store managers from one national food chain using Multifactor Leadership questionnaire (MLQ) and 15-item instrument by Porter (1974) to measure leadership and organizational commitment respectively. The study found that three factors of transformational leadership that is charisma, intellectual stimulation and individual consideration were significantly correlated with the organizational commitment.

Fasola, Adeyemi, Olowe, (2013) investigated the relationship between transformational, transactional leadership style and their dimensions on the organizational commitment using Multifactor Leadership Questionnaire (MLQ) and Organizational Commitment Questionnaire (OCQ). The findings of the study showed a positive relationship between Transformational, transactional Leadership and organizational commitment. In addition to this it was found that the impact of transactional leadership styles on the commitment of banking employees in Nigeria is more effective than the transformational style. Based on the findings it was recommended that managers should positively reward employees with praise and recognition to make them perform beyond expectations. The study also laid emphasis on using negative reward approach to improve the below expected performance.

2.5 Individualized consideration and teachers' job commitment

Individualized consideration is related to creation of a suitable and supportive environment in which individual differences and needs are considered (Bass, 1989), and the thoughts of the followers are valued (Tourish & Pinnington, 2002). Individualized consideration arises where the head-teacher provides support, encouragement, and development to the teachers. The head models the way, is respectful and ceases opportunities to celebrate individual contribution or progress. This enables subordinate teachers to grow continually and achieve higher potentials.

Individualized consideration represents the leader's effort to treat individuals as if they are special people and act as a coach or mentor to develop their followers' potential. Individualized consideration represents the leader's consistent effort to treat each individual as a special person and act as a coach and mentor who continually attempts to develop his or her followers' potential. Head teachers with individual consideration encourage associates to reach goals that help both the associates and the organization. Individualized consideration involves leader's capability to treat each follower

individually by giving them the personal attention. Such leaders are compassionate, responsive and appreciative to the employees' needs and they thus celebrate individual achievements (Tourish & Pinnington, 2002)

Njoroge and Gachunga (2014) conducted an empirical study on 343 respondents of technical institution in Kenya to determine the effect of individualized consideration leadership style on organizational commitment as moderated by employee participation. The result revealed that transformational leadership is a significant predictor of affective, continuance and normative commitment. The further analysis of the study showed that idealized influence, individualized consideration and intellectual stimulation had a significant individual effect on all the three components of organizational commitment. However, inspirational motivation had a significant effect on affective and normative commitment but not continuance commitment (Mutie, 2003). The findings were different when the variables were regressed jointly. Idealized influence was found to have a significant effect on affective commitment only. Inspirational motivation significantly predicted affective, continuance and normative commitment. The result also revealed that employee participation did not moderate the relationship between transformational leadership and affective commitment, continuance and normative commitment.

Rowden (2009) conducted a study to measure the relationship between the six leadership behaviors identified by Conger and Kanunogo (2013) and two job commitment components identified by Porter and Smith (2002) where one of them was individualized consideration. The sample of total 245 respondents participated in the study. The result indicated that leaders' sensitivity to members need is related to job commitment. He stated that it is unlikely that someone would be committed to an

organization where its leader was not attuned to his or her needs by use of individualized consideration.

Shurbagi (2014) investigated the relationship between individualized consideration in transformational leadership and organizational commitment among 227 employees of national oil corporation, Libya. Transformational leadership was assessed by using Multifactor Leadership Questionnaire (MLQ) consisting of five dimensions: intellectual stimulation, Idealized influence (behavior), idealized influence (attributed), inspirational motivation and individualized consideration. Organizational commitment was assessed by using Three Components Organizational Commitment Questionnaire (TCOCQ) of Allen and Meyer (1990). The result revealed a strong and positive relationship between transformational leadership and organizational commitment.

The highest correlation among all the dimensions of transformational leadership and organizational commitment was found between idealized influence and normative commitment whereas the weakest was between individualized consideration and affective commitment. The study also found that leaders of national oil corporation follows transformational leadership style to manage their organization and affective component was found to be the dominant component of organizational commitment (Shurbagi, 2014).

Feizi, Ebrahimi and Beheshti (2014) examined the predictive relationship between transformational leadership style and organizational commitment of Germi's secondary school teachers in academic year 2011-2012. Four-hundred secondary school teachers were assessed on various dimensions of transformational leadership and organizational commitment. The result of regression analysis indicated that three components of transformational leadership, namely idealized influence, individual considerations, and intellectual stimulation were considered as predictor variables in organizational

commitment. Among all the components of transformational leadership, idealized influence had the greatest effect on organizational commitment of teachers.

2.6 Idealized influence and teachers' job commitment

Idealized influence is defined as meeting the needs of others before their own personal needs, avoiding the use of power for personal gain, demonstrating high moral standards, and setting challenging goals for their followers (Judge & Bono, 2003). Idealized influence or charisma is the first element which involves demonstrating behavior such as serving as a role model, setting high standards of moral values, communicating the importance of a collective sense of vision and sacrificing for the benefit of the group. Here, managers are exemplary role models for associates. Idealized influence means leader's determining institutions' vision and mission by incorporating the followers to the process (Karip, 2008).

The leaders who possess these qualities are respected, admired and trusted by everyone. The followers of such leaders feel proud for being associated with him/her. Idealized influence or charisma arises where the head-teacher influences followers by clearly articulating a shared vision to the teachers, appealing to their values, interests and dreams and appealing to their emotions. It helps to build trust which in turn results in confidence from the teachers.

A study by Nthuni (2012) on leadership style factors that influence motivation of pre-school teachers in public pre-schools in Embu North District, revealed that there was need to adopt an idealized influence in transformational leadership style in order to enhance motivation of pre-school teachers in public pre-schools and improve the working environment by involving them in decision making and in policy formulation in their schools. Kibue (2008) study on Idealized influence in transformational

leadership style on public secondary schools in Kirinyaga County revealed that majority of principals and teachers did not understand nor use the Idealized influence in transformational leadership style in schools, hence it was difficult to establish whether idealized influence influenced teachers' job commitment. This style is still a new concept to many. The researcher concluded that there was need for teachers to be trained and properly inducted on leadership in order to properly manage both human and material resources.

Kim and Kim (2014) proposed and empirically tested a research model in the context of corporate spilt-off. The model was to test the differing effects of integration strategy and idealized influence on affective organizational commitment. The result of this study showed that inspirational motivation and individualized consideration were statistically relevant to explain affective commitment. Furthermore, the study showed that the other two dimensions of TL i.e. charisma and intellectual stimulation were not statistically related to job commitment.

2.7 Teachers' job Commitment

Job commitment is a concept related to a lot of variables which affect the organizational behavior (Dee, Henkin & Singleton, 2006). Job commitment is defined as a process in which employees internalize the values of their job in the organization, keep on staying at the organization to get the results of their investments on the organization and they think that staying at the organization is a moral and ethical responsibility (Allen & Meyer, 1990). According to Park and Rainey (2007) job commitment means the bond between organization and the employee. Bogler (2004) note that the employees engaged in the organization want to have active roles in the organization. They want to have an impact on the programs, procedures or strategies of the organization. Job commitment has been examined in three dimensions: Affective commitment means employees' being identified with

the organization they work for. Continuance commitment is related to employee's staying in the organization considering the price he/she will have to pay if he/she leaves the organization. Normative commitment is associated with the obligation that employees feel about staying in the organization (Allen & Meyer, 1990).

2.8 Summary of reviewed literature

The head teacher being an appointee of TSC is given the responsibility to lead the staff towards the achievement of the school goals and objectives. The way the head teacher creates an enabling work environment, the more teachers are committed to their job. The literature review has reviewed how Transformational leadership styles influence teacher's job commitment. Different researchers have looked at different leadership styles in different geographical areas. Yunus and Ibrahim, (2015) confirms that transformational leadership is a significant predictor of organizational commitment. Ylimiki, (2006) in his study found that leaders who embrace TL styles are able to motivate their teachers to a higher level of efforts especially in educational institutions. Most of the studies show that teachers need to be inspired by head teachers through encouraging team spirit, creating enthusiasm among teachers, setting high academic goals, ensuring that there is cooperation and above all communicating an appealing vision to them. Teachers are creative and innovative especially when given the chance. It is the role of the head teacher to stimulate teachers to give out their ideas for the benefit of the organization without criticizing them. Different studies show that intellectual stimulation is correlated to organizational commitment.

Individualized consideration similarly is a predictor of affective, continuance and normative commitment according to Njoroge and Gachunga (2014). This calls for giving subordinates personal

attention, understanding individual needs and differences. Idealized influence on the other hand is where the leader (head teacher) meets the needs of others (teachers) before their own personal needs. A study by Nthuni (2012) on leadership style factors that influence motivation of preschool teachers in public preschools in Embu North District revealed that there is need to adopt an idealized influence in transformational leadership style in order to enhance motivation. Kibue (2008) study revealed that majority of principals and teachers did not understand nor use idealized influence in TL styles in schools, hence it was difficult to establish whether idealized influence influenced teachers' job commitment. In sum, it appears that traits involving the idealized influence, individualized consideration, inspirational motivation and intellectual stimulation are worth studying in the context of job commitment.

2.9 Theoretical framework

This study was guided by contingency theory of effectiveness by Fred Fielder in the 1960s. The main idea of this theory is that leadership effectiveness, in terms of group performance, depends on the interaction of two factors: the leader's task or relations motivations and aspects of the situation. The leader's task or relations motivation is measured through the Least Preferred Coworker scale (LPC). This scale asks leaders to recall a coworker (previously or currently) they work with. High LPC scores reflect more positive descriptions of the least preferred coworker, whereas low LPC scores evidence more negative perceptions. Fielder argued that an individual with a high LPC score is motivated to maintained harmonious interpersonal relationships, whereas an individual with a low LPC score is motivated to focus on task accomplishment. The interpretation of exactly what high and low LPC scores mean has been the subject of much controversy and debate. For example, Robert Rice suggested that scores on the LPC represent values and attitudes, whereas other scholars have drawn

linkages between high and low LPCs and task versus relations leadership behaviors. Fielder contended that task and relations motivations are stable traits that are not easily amenable to change.

Therefore, attempts to encourage a high or low LPC leader to adapt to changing situations would be difficult, if not altogether futile. To optimize the possibility of an effective group outcome, this model advocates matching a high or low LPC leader to the right type of situation. The model purports that task or relations motivations are contingent on whether the leader can control and predict the group's outcome (i.e., situational favorability). Situational favorability depends on three assessments: (1) whether the leader perceives cooperative relations with subordinates (leader-member relations), (2) whether the task is highly structured with standardized procedures and measures of adequate performance (task structure), and (3) whether the leader's level of authority is punishing or rewarding group members (position power). Specifically, high LPC leaders are most effective in influencing group performance in intermediate situations, and low LPC leaders are most effective in favorable or unfavorable situations.

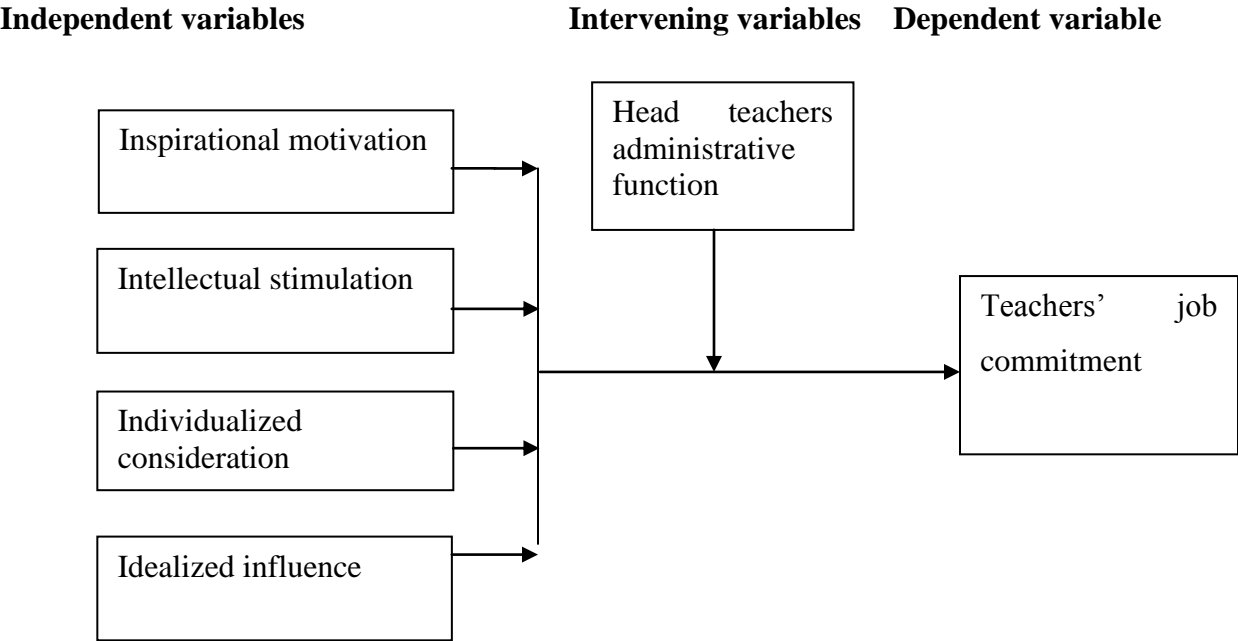
Fielder's contingency model has been used in training programs and has received a lion's share of research attention. A large number of studies and three meta-analyses more or less support the model's postulations. Nevertheless, many scholars consider the work by Fielder and his colleagues a classic contribution that inspired consideration of person and situational aspects in leadership. According to this theory, there is a link between transformational leadership style and teachers job commitment in schools, which is achieved through the leadership components such as leaders' charisma, individualized consideration and intellectual stimulation in order to transform subordinates motivation and improve unit performance beyond initial expectation. The researcher will apply this theory in

carrying out the research as the study investigated influence of TL leadership styles on teachers’ job commitment.

2.10 Conceptual framework

The conceptual framework for the study is presented in Figure 2.1

Figure 2.1 Interrelationship between variables in the influence TL style of teachers’ job commitment



The conceptual framework advances that the transformative leadership employed by the head teachers which is characterized by idealized influence, individualized consideration, intellectual stimulation and inspirational motivation and the relationship to the teachers’ job commitment. There are variables that come into play that influence teachers’ job commitment in school. There are also intervening variables such as the head teachers administrative function that influence teachers’ job commitment. However, the researcher is of the opinions that no matter the situation, the aspects of transformative

leadership style adopted by the head teacher have an impact on the teachers' job commitment. The framework shows that the different leadership's styles that influence teachers' job satisfaction.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the procedures that were used in conducting the study. The chapter focuses on the research design, target population, sampling procedures, research instruments, instruments validity and reliability, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research design

Kombo and Tromp (2006) defined research design as an arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance with research purpose. The study was carried out using descriptive survey design. The choice of the descriptive survey design was made based on the fact that in this study research was interested in the state of affairs already existing in the field and no variable was manipulated. Descriptive survey design therefore was appropriate because it enabled the researcher to gather information concerning the influence of transformational leadership style and teachers' job commitment.

3.3 Target population

Mugenda and Mugenda (2003), define target population as an entire group of individuals, events or objects having common characteristics. It is the sum total of all that conforms to a given specifications. The target population for the study consisted of 52 head teachers and 562 teachers according to Matinyani Sub County Education Officer report, 2015. The population was chosen so as

to serve as a useful source in getting information with regards to teachers' transformational leadership style and teachers' job commitment.

3.4 Sample size and sampling techniques

According to Kombo and Tromp (2006), sampling is the process of collecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. The study used descriptive survey design. To sample the respondents, the researcher used the 20 – 30 percent suggested by Mugenda and Mugenda (2003), though a higher percentage is better. The researcher used a higher percentage of 50% of the head teachers giving a total of 25 head teachers and 30% of teachers giving a total of 169 teachers. The total number sampled in this study was 194 respondents. Simple random technique was used where the entire group in the defined population had an equal and independent chance of being selected as members of the sample.

3.5 Research instruments

This study used Multi-Factor Leadership Questionnaire" developed by Bass and Avolio (1995) and "Organizational Commitment Questionnaire" developed by Levine and Stephan (1999). *Multi Factor Leadership Questionnaire-Evaluation Form (5x in short)*. The Multifactor Leadership Questionnaire (MLQ-5X) is the standard instrument for assessing transformational and transactional leadership behavior (Bass & Avolio, 2000; Avolio & Bass, 2004). It has been translated into many languages and used successfully by both researchers and practitioners around the world. The MLQ-5X and its various translations are available from Mind Garden, Inc. There will be 20 items related to transformational leadership, idealized influence (5 items), individualized consideration (5 items), intellectual

stimulation (5 items), and inspirational motivation (5 items). The items will be presented in a Likert scale of 5 items. These are; Strongly Agree (SA), Agree (A), undecided (U), Disagree (D) and Strongly Disagree (SD). To measure the level of teacher commitment, teacher commitment questionnaire adopted from Sincich, Levine and Stephan (1999) was used.

3.6 Pilot study

Prior to visiting the schools for data collection, the researcher piloted the instruments using five primary schools in Matinyani Sub County, which were not included in the actual sample schools for the study. Pilot study was very useful in that it was used to establish both the reliability and content validity of the instrument and to improve questions, format, and scales (Ross, 2005). The purpose of the pilot study was to enable the researcher to improve validity and reliability of the instruments. The questionnaires were pretested as a means of a pilot study.

3.6.1 Validity of the instruments

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research result (Mugenda & Mugenda, 2003) Validity according to Borg and Gall (1989) is the degree to which a test measures what it purports to measure. The pilot study helped to improve face validity and content of the instruments. Content validity on the other hand was used by the researcher to check whether the items in the questionnaire answer the research the objectives. The researcher sought assistance from the supervisors from the Department of Educational Administration and Planning. The supervisors assessed the face and content validity to see whether the instruments measured what they appear to measure according to the researchers' subjective judgments. The experts helped the researcher assess the extent to which the items in the questionnaire are related to the study topic.

3.6.2 Reliability of the instruments

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated tests when administered a number of times. To enhance the reliability of the instrument, a pre test was conducted in other schools in Matinyani Sub County which was not included in the main study. The aim of pre testing was to gauge the clarity and relevance of the instrument items so that those items found to be inadequate for measuring variables were either be discarded or modified to improve the quality of the research instruments. The procedure for extracting an estimate of reliability was obtained from the administration of test-retest reliability method which involved administering the same instrument twice to the same group of subject with a 2 weeks' time lapse between the first and second test. A Pearson's Product Moment Correlation Coefficient formula was used to calculate the reliability.

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

According to Mugenda and Mugenda (2003) a coefficient of 0.80 or more showed that there is high reliability of data. The correlation coefficient attained from the head teachers questionnaire was 0.72 while that of teachers was 0.732 indicating that the both the questionnaire were also reliable hence the instruments were deemed reliable enough by the researcher to be used in the study.

3.7 Data collection procedures

The researcher obtained an authoritative letter from South Eastern Kenya University. The researcher also sought for a research permit from the National Council for Science and Technology (NACOSTI) before collecting data. The researcher then wrote letters to the head teachers to be allowed to collect

data. The selected schools were visited where the researcher created rapport with the respondents, explained to them the purpose of the study and then administered the questionnaires to them. The respondents were assured that strict confidentiality would be maintained in dealing with the identities. The completed questionnaires were collected on the same day after ensuring that all the respondents had adequate time to fill them.

3.8 Data analysis techniques

According to Cohen and Manion (1994), after data has been collected, editing should be done to identify and eliminate errors made by respondents'. This checks the completeness of all questions to ensure they have been answered accurately and also if the respondents interpreted instructions and questions uniformly. This study generated quantitative data. Quantitative data was arranged and aligned to particular research questions after which frequencies and percentages were used to analyze and present it. Data was analyzed using computer programme, Statistical Package for Social Sciences (SPSS). This processed the frequencies and percentages which were used to discuss the findings. Analysis of data was carried out by using percentage and frequencies, mean, standard deviation and Pearson product correlation coefficient which was used to find out whether there was significant and positive relationship between the various aspects of transformative leadership styles and teachers' commitment.

3.9 Ethical Considerations

The considerations for ethics are very important within the course of the research process. The researcher should not embarrass, perpetrate pain, or impose other disastrous effects on the respondents. In an attempt to protect the respondents in this research, the researcher observed four ethical principles. The first one is voluntary consent which requires that the respondents are not forced

to participate in a research (Hannan, 2006). This means that it is the right of the respondents to be informed about the nature, procedures, and possible risks that are involved in a given research before they participate. They should also be informed that participation is voluntary and the respondents have the right to withdraw from the study if they are not satisfied. The researcher therefore allowed the participants to willingly accept to participate in the study. Secondly the respondents remained anonymous throughout the study as a condition to guarantee their privacy in participating in the research project (Mauthner, Birch, Jessop, & Miller, 2008). It is the condition of protecting the identity of the individuals and institutions involved by replacing their names with pseudonyms. Thirdly, the implication of confidentiality where the researcher reminded each respondent that the information obtained from them is entirely meant to support the study. This implies that all the information gathered was to be used for research and individuals names and official titles would be excluded in the report and lastly the necessity of data protection where a researcher has the responsibility of protecting the data obtained (Kombo & Tromp, 2006).

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the results of the study based on the data collected from the field. The purpose of the study was to investigate the influence of head teachers' leadership styles on public primary school teachers' job satisfaction in Matinyani Sub County in Kitui County. The presentations were done based on the research questions and analysis of significant relationships between the two variables. Results of the data analysis provided information that formed the basis for presentation, interpretation and discussion of findings.

4.2 Response rate

Questionnaire return is the proportion of the questionnaires returned after they have been issued to the respondents. In this study, out of 25 head teachers all of them (100%) returned the questionnaires while out of 169 questionnaires issued to the teachers 160 (94.7%) returned the questionnaires. According to Mugenda and Mugenda (2003), a response rate of 50 per cent is adequate for analysis and reporting; a rate of 60 per cent is good and a response rate of 70 per cent and over is excellent. This response rate was satisfactory to make conclusions for the study. The response rate was representative. Based on the assertion, the response rate for head teachers and teachers was considered to be excellent.

4.3 Demographic information

The demographic data of the respondents focused on their gender, age, academic qualifications, and duration of service in the teaching profession. The data obtained were to help analyse the influence of head teacher's transformational leadership style on teachers' job commitment in public primary schools in Matinyani Sub County, Kenya.

4.3.1 Distribution of respondents by gender

The study sought to determine the gender of the head teachers. The researcher included the gender of the respondents in order to establish the magnitude to which each of the sexes influences 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 table 4.1.

Table 4.1 Gender distribution of the respondents

Gender	Head teachers		Teachers	
	F	%	F	%
Male	3	12	114	71.3
Female	22	88	46	28.7
Total	25	100	160	100.0

From the above findings, the study established that majority of the head teachers were female (88%) while 12 per cent were males. This shows gender imbalance in appointment to leadership positions suggesting that primary school leadership is female dominated in the sub county. This may suggest that the female are given priority in appointment of teachers for headship positions in the sub county.

This could also imply that male teachers do not apply for this position while others seek jobs in urban areas as most of primary schools in Matinyani Sub County are located in hardship areas. Among the teacher respondents majority were male which again presents a disparity in the distribution of teaching staff in the area.

4.3.2 Distribution of respondents by age

The researcher was further interested in ascertaining the age composition of the respondents and they were therefore asked to indicate the same. The head teachers’ responses are presented in Table 4.2

Table 4.2 Distribution of respondents by age

Age distribution	Head teachers		Teachers	
	F	%	F	%
Below 24yrs	0	00.0	10	6.3
26-30yrs	0	00.0	28	17.5
31-35yrs	0	00.0	16	10.0
36-40	2	8.0	48	30.0
41-45	1	4.0	12	7.5
46-50	16	64.0	33	20.6
51 and above	6	24.0	13	8.1
Total	25	100	160	100.0

Data presented in table 4.1 above revealed that most of the head teachers were aged between 46 to 50 years (64.7%) followed by those aged between 51 years and above years (24%). The data showed that most of the head teachers were relatively middle aged and generally balanced their leadership styles because their rich experience has taught them that the situation around their school affects the

leadership style of the head teacher hence may have experience that is likely to influence their leadership styles D'Souza (2006). The high level of experience and maturity of many head teachers was vital in adding value to the trend of the findings for this study.

On the teachers' age distribution, data showed that they were almost evenly distributed across all ages. Most of them however were in between 26 and 40 years. The older the teachers are the more satisfied they would be expected to be with their jobs since as age goes by; they tend to settle into one's job for security purposes as opposed to young teachers Nzuve (2007). It is also evident that most teachers in the sub county are both mature and energetic as they are at their prime age in the teaching profession. Due to the current TSC recruitment policy, teachers are staying out after graduation before they are recruited by the TSC.

4.3.3 Distribution of respondents by professional qualifications

The study sought to establish the highest professional qualifications of the respondents. Their responses are presented in table 4.3.

Table 4.3 Professional qualifications of the respondents

Professional qualifications	Head teachers		Teachers	
	F	%	F	%
M.Ed	0	00.0	27	16.9
B.Ed	9	36.0	56	35.0
Diploma in education	10	40.0	55	34.4
P1	6	24.0	22	13.7
Total	25	100	160	100.0

Findings on the analysis revealed varied qualifications for head teachers and teachers. Most of the head teachers as presented above indicated that 40 per cent of them were diploma holders, 36 per cent were Bachelor of Education degree holders, whereas 24 per cent of the respondents indicated their highest academic qualification as P1 graduates. On the other hand, 35 percent of the teachers had a Bachelor of Education degree, 34.4 percent had a Diploma in Education while 16.6 percent had a Master of Education degree. These results imply that majority of the head teachers had basic professional qualifications desirable for primary school teaching and should be encouraged to further their studies to enrich their professionalism, competence and acquire new approaches and skills pertaining to new educational trends in the country. Head teachers who are well educated and trained are likely to adopt leadership styles that foster teachers' job commitment. At a glance, teachers in the sub county were also highly academically qualified and this is an indication that the respondents were well trained and educated as teachers and would therefore be expected to be more committed with their jobs since they are well equipped with the knowledge they need to perform their duties effectively and efficiently

4.3.4 Distribution of respondents by teaching experience

The study requested the respondents to indicate the period of time each had served in the teaching profession. Their responses are presented in table 4.4

Table 4.4 Teaching experience of respondents

Teaching experience in years	Head teachers		Teachers	
	F	%	F	%
Below 1	0	00.0	24	15.0
1-5	0	00.0	27	16.9
6-10	0	00.0	41	25.6
11-15	0	00.0	18	11.3
16-20	2	8.0	26	16.3
>20	23	92.0	24	15.0
Total	25	100	160	100.0

The analysis on the head teachers' teaching experience in the teaching profession revealed that majority 23 of them representing 92 per cent had taught for a period of over 20 years This is an indication that that majority of the respondents had served for a considerable time ,showing they had adequate experience to dispense their duties. In addition, they had a chance to work in various schools and have experienced different ways of teaching. A research conducted by Ward (1997) among elementary head teachers in Virginia ,USA indicated that head teachers who had six years or more of service had a stronger feeling regarding inter-personal relationship with teachers than head teachers who had five or fewer years of experience.

The analysis above also revealed that most of the teachers (25.6%) had 6 to 10 years of teaching experience , 16.9 per cent who had a teaching experience of between 1 to 5 years followed by 16.3 per cent who had between 16 and 20 years suggesting that a number of teachers had been employed recently by the government. However, it was discovered that most of the teachers felt that the greater the experience the less need to use autocratic style of leadership and the greater the use of democratic style of leadership. This is because teachers who had taught for more than 10 years and longer detested the use of strict methods of leadership. They felt that head teachers needed to involve them in the decision making because they also possess some leadership experience. The way the teachers perceived and appreciated the head teachers' leadership styles varied on the basis of the number of years of service. This was an indication that majority of respondents had served for a considerable period of time and their vast knowledge on the influence of head teacher's transformational leadership style on teachers' job commitment could be relied upon in this study.

4.3.5 Distribution of respondents by duration in the current school

The respondents were lastly asked to indicate the period they had served and taught in their current school as head teachers and teachers respectively. Their responses are presented in table

Table 4.5 Duration of service and teaching in the current school

Duration in the school	Head teachers		Teachers	
	F	%	F	%
1-5 years	7	28.0	28	17.5
6-10 years	6	24.0	74	46.3
11-15 years	3	12.0	4	2.5
16-20 years	3	12.0	32	20.0
21-25 years	2	8.0	4	2.5
>20	4	16.0	18	11.3
Total	25	100	160	100.0

Information in table 4.5 above shows that 28 per cent of the head teachers had served for a period of between 1 to 5 years as heads in their current schools while 24 per cent of them had served for a period of between 6 to 10 years. This is an indication that majority of the head teachers had headed their current school for quite some time and thus they were in a position to give credible information about their teachers' levels of job commitment and how they relate with their transformational leadership style. The data as presented above also indicated that 46.3 per cent of the teachers had taught in their current school of deployment for a period of between 6 to 10 years, 20 per cent for a period of between 16 to 20 years. This indicates that majority of teachers had taught in their current school for a much longer period and thus they were in a better position to give credible information pertaining to the leadership styles of their head teachers and how their leadership styles influenced their job commitment.

4.4 Influence of inspirational motivation on teachers' job commitment

To establish Influence of inspirational motivation on teachers' job commitment head teachers were asked to indicate the extent to which they agreed or disagreed with several statements pertaining the inspirational motivation. Their responses are presented in Table 4.6.

Table 4.6 Head teachers' responses on inspirational motivation

Statement	Strongly agree		Agree	
	F	%	F	%
	I create enthusiasm among teachers	23	92.0	2
I have a vision to make us work in teams	20	80.0	5	20.0
I help teachers develop and maintain a collaborative	18	72.0	7	28.0
I help teachers solve their problems together more effectively	22	88.0	3	12.0
I set high academic standards and motivate teachers towards them	23	92.0	2	8.0

Findings on the extent to which head teachers conducted inspirational motivation showed that all the head teachers either strongly agreed or agreed with the statements. The head teachers created enthusiasm among teachers as shown by 92 percent who strongly agreed and 8 per cent who agreed, they had a vision to make us work in teams as indicated by 80 percent who strongly agreed with the statement and 20 per cent who agreed. Majority also agreed that they help teachers develop and maintain a collaborative behaviour as shown by 72 percent who strongly agreed and 28 per cent who

agreed. It was also revealed that 88 percent strongly agreed that they helped teachers solve their problems together more effectively with 12 agreeing. Lastly 92 percent and 8 percent strongly agreed and agreed respectively that they set high academic standards and motivate teachers towards them. The findings show that head teachers had inspirational motivation practices in their schools. These findings are in line with Hall (2002) who found that inspiration motivation arises where the leader inspires confidence, motivates and communicates an appealing vision. The head-teacher creates team spirit among the teachers. It describes managers who motivate subordinates to commit to the vision of the organization. Managers with inspirational motivation encourage team spirit to reach goals.

To establish the correlation between head teachers' inspirational motivation and teachers' job commitment, Pearson's correlation coefficient was carried out. The data is presented in Table 4.7.

Table 4.7 Pearson’s correlation between head teachers’ inspirational motivation and teachers’ job commitment

Variables		Inspirational	Teacher’s job
relationship		Motivation	commitment
Inspirational	Pearson Correlation	1	.774 **
Motivation	Sig. (2-tailed)		.000
	N	160	160
Teacher commitment	Pearson Correlation	.774 **	1
	Sig. (2-tailed)	.000	
	N	160	160

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

A Pearson correlation analysis was conducted to examine whether there is a relationship between inspirational motivations with their teachers’ job commitment in primary schools in Matinyani Sub County. The results revealed that there was a significant and positive relationship between inspirational motivation and teachers’ job commitment ($r = .774$, $N = 160$). The high level of teachers’ job commitment was associated with high level of inspirational motivation by the head teacher. These findings agree with Bycio (2013) who explored the relationship between inspirational motivation in transformational leadership and organizational commitment. The study found a positive relationship between inspirational motivation in transformational leadership and organizational commitment.

4.5 Influence of intellectual stimulation on teachers' job commitment

Intellectual stimulation means the leader's consistent effort to stimulate followers to be innovative and creative as well as the leader's effort to encourage followers to question assumptions and to reframe problems and approach them in new ways. To establish Influence of intellectual stimulation on teachers' job commitment head teachers were asked to indicate the extent to which they agreed or disagreed with several statements pertaining the intellectual stimulation. Their responses are presented in Table 4.8.

Table 4.8 Head teachers' responses on intellectual stimulation

Statement	Strongly agree		Agree		Undecided	
	F	%	F	%	F	%
	I stimulate teachers to be innovative and creative	23	92.0	2	8.0	0
I encourage teachers to question assumptions and to reframe problems and approach them in new ways	11	44.0	12	48.0	2	8.0
I motivate teachers to perform better in a new environment	21	84.0	4	16.0	0	00.0
I am open to new ideas	12	48.0	7	28.0	6	24.0
I am flexible enough to implement new ways in teaching	20	80.0	4	16.0	1	4.0

Table 4.8 shows that majority of the head teachers (92%) strongly agreed that they stimulated teachers to be innovative and creative with 8 percent agreeing, majority (84%) strongly agreed that they motivated teachers to perform better in a new environment while 16 percent agreed; a majority (80%) agreed that they were flexible enough to implement new ways in teaching. The data shows that all the head teachers practiced intellectual stimulation in their schools.

To establish the correlation between head teachers’ intellectual stimulation and teachers’ job commitment, Pearson’s correlation coefficient was carried out. The data is presented in Table 4.9.

Table 4.9 Pearson’s correlation between head teachers’ intellectual stimulation and teachers’ job commitment

Variables		Intellectual	Teacher’s job
relationship		stimulation	commitment
Intellectual	Pearson Correlation	1	.712 **
stimulation	Sig. (2-tailed)		.000
	N	160	160
Teacher commitment	Pearson Correlation	.712 **	1
	Sig. (2-tailed)	.000	
	N	160	160

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

The results, show that there was a significant and positive relationship between intellectual stimulation and teachers’ job commitment ($r = .712$, $N = 160$). The correlation was strong and positive relationship in both intellectual stimulation and teachers’ job commitment. Higher levels of teachers’ job commitment were associated with higher levels head teachers’ intellectual stimulation in

Matinyani Sub County. These findings are in line with Nguni, Slegers, and Denessen (2006) who studied the effects of Intellectual stimulation in transformational on teachers' job satisfaction, organizational commitment, and organizational citizenship in schools in Tanzania. They found out that observed that intellectual stimulation were distinguished by the different ways leaders motivated their teachers and appeal to the emotions and values of their followers. The teachers rated their head teachers particularly high on the intellectual stimulation trait of transformational leadership. The findings also concur with Judge and Bono (2003) who conducted a study to find out the association of intellectual stimulation in transformational leadership. The findings revealed intellectual stimulation had a significant relationship with organizational commitment.

The above findings also concur with Feizi and Ebrahimi (2007) who conducted an exploratory study to examine the effect of intellectual stimulation in transformational leadership on the job commitment and job satisfaction of customer contact personnel in banking and food store organizations. The study found that three factors of transformational leadership that is charisma, intellectual stimulation and individual consideration were significantly correlated with the organizational commitment.

4.6 Influence of individualized consideration on teachers' job commitment

To establish influence of individualized consideration on teachers' job commitment head teachers were asked to indicate the extent to which they agreed or disagreed with several statements pertaining the individualized consideration. Their responses are presented in Table 4.10.

Table 4.10 Head teachers' responses on individualized consideration

Statement	Strongly agree		Agree	
	F	%	F	%
	I give subordinates personal attention	23	92.0	2
I understand teachers individual differences	20	80.0	5	20.0
I make teachers feel valued	17	68.0	8	32.0
I am interested in academic issues and talking to teachers	22	88.0	3	12.0
I am visible both in the classrooms and the corridors	19	76.0	6	24.0

Findings in Table 4.8 revealed that majority of the head teachers (92%) indicated that they gave subordinates personal attention, 80 percent indicated that they understood teachers' individual differences, 68 percent indicated that they made teachers feel valued while 88 percent indicated that they were interested in academic issues and talking to teachers. The findings show that majority of the head teacher's performance activities that depicted they practiced individualized consideration among the teachers.

To establish the correlation between head teachers' individualized consideration and teachers' job commitment, Pearson's correlation coefficient was carried out. The data is presented in Table 4.11.

Table 4.11 Pearson’s correlation between head teachers’ individualized consideration and teachers’ job commitment

Variables		Individualized	Teacher’s job
relationship		consideration	commitment
Individualized	Pearson Correlation	1	.711 **
consideration	Sig. (2-tailed)		.000
	N	160	160
Teacher commitment	Pearson Correlation	.711 **	1
	Sig. (2-tailed)	.000	
	N	160	160

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

The results, revealed that there was a significant and positive relationship between individualized consideration and teachers’ commitment ($r = .711$, $N = 160$). The correlation was strong and positive relationship in both individualized consideration and teachers’ job commitment. Higher levels of teachers’ job commitment were associated with higher levels of head teachers’ individualized consideration in Matinyani Sub County. The findings are in line with Yunus and Ibrahim, (2015) who conducted a study to identify the relationship between inspirational motivation and organizational commitment. Among all the dimensions of transformational leadership, only individual consideration was found to have significant relationship with affective commitment. The findings further concur with Njoroge and Gachunga (2014) who conducted a study to determine the effect of individualized consideration leadership style on organizational commitment as moderated by employee participation. The result revealed that transformational leadership is a significant predictor of affective, continuance

and normative commitment. The further analysis of the study showed that individualized consideration had a significant individual effect on all the three components of organizational commitment.

The findings are also in line with Feizi, Ebrahimi and Beheshti (2014) who examined the predictive relationship between transformational leadership style and organizational commitment of Germe's secondary school teachers in academic year 2011-2012. Four-hundred secondary school teachers were assessed on various dimensions of transformational leadership and organizational commitment. The result of regression analysis indicated that three components of transformational leadership, namely idealized influence, individual considerations, and intellectual stimulation were considered as predictor variables in organizational commitment. Among all the components of transformational leadership, idealized influence had the greatest influence on teachers' organizational commitment.

4.7 Influence of idealized influence on teachers' job commitment

To establish Influence of idealized influence on teachers' job commitment head teachers were asked to indicate the extent to which you agree or disagree with several statements pertaining the idealized influence. Their responses are presented in Table 4.12.

Table 4.12 Head teachers’ responses on idealized influence

Statement	Strongly agree		Agree		Disagree	
	F	%	F	%	F	%
	I create a peaceful atmosphere at school	24	96.0	1	4.0	
I consider teachers needs before my own needs	15	60.0	9	36.0	1	4.0
I set high standards and communicates it to everyone at school	21	84.0	4	16.0		
I treat teachers as respectful members of our school	22	88.0	2	8.0	1	4.0
I solve problems by compromising	21	84.0	4	16.0		

Data on the extent to which head teachers practiced idealized influence indicated that all the head teachers agreed that they created a peaceful atmosphere at school, they considered teachers needs before their own needs, they set high standards and communicates it to everyone at school, they treat teachers as respectful members of our school and lastly they solved problems by compromising. These findings show that head teachers had an idealized influence in their schools.

To establish the correlation between head teachers’ idealized influence and teachers’ job commitment, Pearson’s correlation coefficient was carried out. The data is presented in Table 4.13.

Table 4.13 Pearson’s correlation between head teachers’ idealized influence and teachers’ job commitment

Variables		Idealized influence	Teacher’s job commitment
Idealized influence	Pearson Correlation	1	.765 **
	Sig. (2-tailed)		.000
	N	160	160
Teacher commitment	Pearson Correlation	.765 **	1
	Sig. (2-tailed)	.000	
	N	160	160

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

A Pearson correlation analysis was conducted to examine whether there was a relationship between idealized influences with their teachers’ job commitment in primary schools in Matinyani Sub County. The results revealed that there was a significant and positive relationship between idealized influence and teachers’ job commitment ($r = .765$, $N = 160$). The high level of teachers’ job commitment was associated with high level of idealized influence by the head teacher in primary schools in Matinyani Sub County. These findings are in line with Nthuni (2012) on leadership style factors that influence motivation of pre-school teachers in public pre-schools in Embu North District, revealed that there was need to adopt an idealized influence in transformational leadership style in order to enhance motivation of pre-school teachers in public pre-schools and improve the working environment by involving them in decision making and in policy formulation in their schools. The findings also concur with Kibue (2008) study on Idealized influence in transformational leadership style on public secondary schools in Kirinyaga County revealed that majority of principals and teachers did not

understand nor use the Idealized influence in transformational leadership style in schools, hence it was difficult to establish whether idealized influence influenced teachers' job commitment.

4.8 Teachers' level of job commitment

To establish the levels of teachers' job commitment, teachers were required to indicate whether they agreed or disagreed with the statements on a Likert scale of strongly agree (SA), Agree (A), Undecided (U), disagree (D) and strongly disagree (SD). These were scored as SA= 4, A = 4, U = 3, D = 2 and SD = 1. The researcher calculated the mean, standard deviation and the variance. Data is presented in Table 14.

Table 4.14 Teachers level of job commitment

Statement	Mean	Std. Deviation	Variance
I am willing to put in a great deal of effort beyond what is normally expected in order to help my school be successful	1.19	.478	.229
I will work with all my heart to increase performance in my institution	1.22	.497	.247
I am much committed to my job as a teacher	1.68	.999	.998
I am proud tell others that I am a part of my school	1.69	.826	.682
The management of this school inspires the very best in me in terms of job performance	1.71	.844	.712
I could just as well be working for a different school as long as the type of work is similar	1.74	.960	.921
I really care about the fate of this school	1.76	1.037	1.075
I am extremely glad that I choose teaching profession over other professions	1.78	1.052	1.106
I would accept almost any type of job assignment in order to keep working for my school	1.84	.831	.690
I talk about my school to my friends as a great institution to work for	1.86	.846	.715
My values and those of my school are very similar	1.96	1.036	1.074
For me, this is the best of all possible school work with	2.11	1.279	1.635
I love to teach because of the motivation factors	2.48	1.259	1.585
I am not much committed to my job due to poor remuneration	2.57	1.553	2.410
I find it difficult to often agree with the school policies on important matters relating to its teachers	2.60	1.428	2.040
Deciding to work for this school was a definite mistake on my part	2.65	1.522	2.316
I don't have much to gain by staying at this school	2.93	1.447	2.095
I feel very little loyalty to this school	3.19	1.522	2.317
Total	36.96	19.416	21.264
Mean	2.05	1.786	1.181

Scales; ≤ 1.49 = Strongly Disagree, $1.5 - 2.49$ = Disagree, $2.5 - 3.49$ = Undecided $3.5 - 4.49$ = Agree, ≥ 4.5 = Strongly agree

Data revealed that on the whole, the mean on teachers' job commitment was 2.05, a standard deviation of 1.786 and a variance of 1.181. Considering that in the Likert scale 1 was strongly agree, 2 was agree, 3 was undecided, 4 was disagree and 5 was strongly disagree, the mean of 2.05 falls between 1 and 2 hence the teachers had a high level of job commitment.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study, the key findings of the study, conclusion drawn from the findings highlighted, recommendations and suggestions for further research.

5.2 Summary of the study

The purpose of this study was to examine the influence of head teacher's transformational leadership style on teachers' job commitment in public primary schools in Matinyani Sub County, Kenya. Four objectives guided the study. The first objective sought to establish the influence of inspirational motivation on teachers' job commitment in public primary schools in Matinyani Sub County, Kenya. The second objective sought to determine the influence of intellectual stimulation on teachers' job commitment in public primary schools in Matinyani Sub County, Kenya. The third objective was to assess the influence of individualized consideration on teachers' job commitment in public primary schools in Matinyani Sub County, Kenya while the fourth objective was to establish the influence of idealized influence on teachers' job commitment in public primary schools in Matinyani Sub County, Kenya. This study was guided by contingency theory of effectiveness by Fred Fielder.

The study was carried out using descriptive survey design. The target population for the study consisted of 52 head teachers and 562 teachers. The sample was 25 head teachers and 169 teachers. This study used Multi-Factor Leadership Questionnaire to collect data. Data was analysed by use of percentage and frequencies, mean, standard deviation and Pearson product correlation coefficient

which was used to find out whether there was significant and positive relationship between the various aspects of transformative leadership style on teachers' commitment.

5.3 Summary of findings

Findings on the influence of inspirational motivation on teachers' job commitment revealed that head teachers had inspirational motivation practices in their schools. Pearson correlation analysis conducted to examine whether there is a relationship between inspirational motivations with their teachers' job commitment in primary schools in Matinyani Sub County. The results revealed that there was a significant and positive relationship between inspirational motivation and teachers' job commitment ($r = .774$, $N = 160$). The high level of teachers' job commitment was associated with high level of inspirational motivation by the head teacher.

Findings on the influence of intellectual stimulation on teachers' job commitment revealed that all the head teachers practiced intellectual stimulation in their schools. Pearson's correlation coefficient revealed that there was a significant and positive relationship between intellectual stimulation and teachers' job commitment ($r = .712$, $N = 160$). The correlation was strong and positive relationship in both intellectual stimulation and teachers' job commitment. Higher levels of teachers' job commitment were associated with higher levels head teachers' intellectual stimulation in Matinyani Sub County

Findings on the influence of individualized consideration on teachers' job commitment revealed that majority of the head teachers' performance activities that depicted that they practiced individualized consideration among the teachers. Pearson's correlation coefficient between head teachers' individualized consideration and teachers' job commitment revealed that there was a significant and

positive relationship between individualized consideration and teachers' commitment ($r = .711$, $N = 160$). The correlation was strong and positive relationship in both individualized consideration and teachers' job commitment. Higher levels of teachers' job commitment were associated with higher levels head teachers' individualized consideration in Matinyani Sub County.

Findings on the influence of idealized influence on teachers' job commitment showed that head teachers had an idealized influence in their schools. Pearson correlation analysis was conducted to examine whether there is a relationship between idealized influence with teachers' job commitment in public primary schools in Matinyani Sub County. The results revealed that there was a significant and positive relationship between idealized influence and teachers' job commitment ($r = .765$, $N = 160$). The high level of teachers' job commitment was associated with high level of idealized influence by the head teacher in primary schools in Matinyani Sub County. Findings on the teachers' level of job commitment revealed a mean was 2.05, a standard deviation of 1.786 and a variance of 1.181 hence the teachers had a high level of job commitment.

5.4 Conclusions

Based on the findings, the study concluded that inspirational motivation by the head teachers had a significant and positive relationship on teachers' job commitment in public primary schools in Matinyani Sub County. The study concluded that the high level of teachers' job commitment was associated with high level of inspirational motivation by the head teacher. It was also concluded that intellectual stimulation had strong and positive relationship with teachers' job commitment. Higher levels of teachers' job commitment were associated with higher levels of head teachers' intellectual stimulation in Matinyani Sub County. The study also concluded that head teachers use of

individualized consideration had a significant and positive relationship with teachers' job commitment. The correlation was strong and positive relationship in both individualized consideration and teachers' job commitment. Higher levels of teachers' job commitment were associated with higher levels of head teachers' individualized consideration in Matinyani Sub County. The study also concluded that head teachers use of idealized influenced teachers' job commitment showed that head teachers had an idealized influence in their schools. Pearson correlation analysis revealed that there was a significant and positive relationship between idealized influence and teachers' job commitment. The high level of teachers' job commitment was associated with high level of idealized influence by the head teacher in primary schools in Matinyani Sub County.

5.5 Recommendations

Based on the findings of the study, the following recommendations were made:

- i. That head teachers should increase the practice of inspirational motivation since it influenced teachers' job commitment.
- ii. That head teachers should increase the practice of intellectual stimulation which was found to have a strong and positive relationship with teachers' job commitment.
- iii. That head teachers should increase the practice of individualized consideration among teachers so as to increase job commitment.
- iv. That head teachers should increase idealized influence which is key to increasing teachers' job commitment.

5.6 Suggestions for further research

The study suggests that further studies be carried in the following related areas:

- i. Comparable studies in other public primary schools should be carried out in other parts of the county to find out whether head teachers transformational leadership influence teacher's job commitment in public primary schools so that the findings can be generalized to the entire county.
- ii. Since the study focused on the aspects of transformative leadership style, a study should be conducted to establish how other leadership styles influence teachers job commitment.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Phoebe Kamola Malela
Department of Educational Admin &
Planning
South Eastern Kenya University
P.O BOX 170 -90200,
Kitui.

The Head teacher

_____ Primary school

Dear Sir / Madam,

RE: REQUEST TO CARRY OUT RESEARCH IN YOUR SCHOOL

I am a Master of Education Degree student at South Eastern Kenya University carrying out a study on **“Influence of head teacher’s transformational leadership style on teachers’ job commitment in public primary schools in Matinyani Sub County, Kenya”**. Your school has been selected as one of the few for the purpose of undertaking the study. I am hereby kindly requesting you to give your honest responses to the questionnaire items attached to this letter. Your response will be accepted. There is no wrong or right answer. Your identity will be treated with confidentiality and the information used strictly for the academic purposes. Thank you in advance for the anticipated cooperation.

Yours faithfully,

Phoebe Kamola Malela

APPENDIX II

QUESTIONNAIRE FOR HEADTEACHERS

This questionnaire is designed to gather information on “Influence of head teacher’s transformational leadership style on teachers’ job commitment in public primary schools in Matinyani Sub County, Kenya. You are kindly requested to tick (✓) the appropriate response or respond as indicated. Do not put your name or any other form of identification. Your identity will be confidential and the information will only be used for the purpose of this study. Please respond to all items.

Part A: Demographic Information

Indicate the correct option by inserting a tick (✓) in appropriate box provided

1. Gender: Female Male
2. Age: Below 24yrs 26 – 30 yrs
31 – 35 yrs 36 – 40 yrs
41 – 45 yrs 46 – 50 yrs
51 and above
3. Kindly indicate your highest academic/professional qualification.
B. Ed Diploma in Education
M. Ed P1 Others, (specify) _____
4. Indicate your teaching experience in years
Below 1 yr 2 – 5 yrs 6 – 10 yrs
11-15yrs 16-20yrs >20yrs

5. How long have you been a Head teacher in this school?

1 – 5 years [] 6 – 10 years []

11 – 15 years [] 16 – 20 years []

21 – 25 years [] 26 years and above []

Part B: Head teachers’ inspirational motivation behaviour

Indicate by use of a tick, the extent to which you agree or disagree with the following statements

Key:

SA Strongly Agree; A Agree; U Undecided; D Disagree; SD Strongly Disagree

SN	Statement	SA	A	U	D	SD
1	I create enthusiasm among teachers					
2	I have a vision to make us work in teams					
3	I help teachers develop and maintain a collaborative					
4	I help teachers solve their problems together more effectively					
5	I set high academic standards and motivate teachers towards them					

Part C: Head teachers' intellectual stimulation behaviour

Indicate by use of a tick, the extent to which you agree or disagree with the following statements

Key:

SA Strongly Agree; A Agree; U Undecided; D Disagree; SD Strongly Disagree

SN	Statement	SA	A	U	D	SD
1	I stimulate teachers to be innovative and creative					
2	I encourage teachers to question assumptions and to reframe problems and approach them in new ways					
3	I motivate teachers to perform better in a changing environment					
4	I am open to new ideas					
5	I am flexible enough to implement new ways in teaching.					

Part D: Head teachers' individualized consideration behaviour

Indicate by use of a tick, the extent to which you agree or disagree with the following statements

Key:

SA Strongly Agree; A Agree; U Undecided; D Disagree; SD Strongly Disagree

SN	Statement	SA	A	U	D	SD
1	I give subordinates personal attention					
2	I understand teachers' individual differences					
3	I make teachers feel valued					
4	I am interested in academic issues and talking to teachers					
5	I am visible both in the classrooms and corridors					

Part E: Idealized Influence

Indicate by use of a tick, the extent to which you agree or disagree with the following statements

Key:

SA Strongly Agree; A Agree; U Undecided; D Disagree; SD Strongly Disagree

SN	Statement	SA	A	U	D	SD
1	I create a peaceful atmosphere at school					
2	I consider teachers needs before my own needs.					
3	I set high standards and communicates it to everyone at school.					
4	I treat teaches as respectful members of our school					
5	I solve problems by compromising					

Thank you for your cooperation

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to gather information on “Influence of head teacher’s transformational leadership style on teachers’ job commitment in public primary schools in Matinyani Sub County, Kenya. You are kindly requested to tick (✓) the appropriate response or respond as indicated. Do not put your name or any other form of identification. Your identity will be confidential and the information will only be used for the purpose of this study. Please respond to all items.

Part A: Demographic Information

Indicate the correct option by inserting a tick (✓) in appropriate box provided

1. Gender: Female Male

2. Age: Below 24yrs 26 – 30 yrs

31 – 35 yrs 36 – 40 yrs

41 – 45 yrs 46 – 50 yrs

51 and above

3. Kindly indicate your highest academic/professional qualification.

B. Ed Diploma in Education

M. Ed P1 Others, (specify) _____

4. Indicate your teaching experience in years

Below 1 yr 2 – 5 yrs 6 – 10 yrs

11-15yrs 16-20yrs >20yrs

5. How long have you been a Head teacher in this school?

1 – 5 years [] 6 – 10 years []

11 – 15 years [] 16 – 20 years []

21 – 25 years [] 26 years and above []

Section B: Teachers job commitment

Indicate the extent to which you agree or disagree with the following statements

Key:

SA = Strongly agree; A= Agree; U = Undecided; D = Disagree; SD = Strongly disagree

	Teachers' Job commitment	SA	A	U	D	SD
i.	I am willing to put in a great deal of effort beyond what is normally expected in order to help my school be successful.					
ii.	I talk about my school to my friends as a great institution to work for.					
iii.	I feel very little loyalty to this school					
iv.	I would accept almost any type of job assignment in order to keep working for my school.					
v.	My values and those of my school are very similar.					
vi.	I am proud to tell others that I am part of my school					
vii.	I could just as well be working for a different school as long as the type of work is similar.					
viii.	The management of this school inspires the very best in me in terms of job performance					
ix.	I am extremely glad that I chose teaching profession over other professions.					
x.	I don't have much to gain by staying at this school					
xi.	I find it difficult to often agree with the school policies on important matters relating to its teachers					
xii.	I really care about the fate of this school.					
xiii.	For me, this is the best of all possible school to work with.					
xiv.	Deciding to work for this school was a definite mistake on my part.					
xv.	I am much committed to my job as a teacher.					
xvi.	I am not much committed to my job due to poor remuneration.					
xvii.	I love to teach because of the motivational factors.					
xviii.	I will work with all my heart to increase performance in my institution					

Adopted from Sincich, Levine and Stephan (1999) Practical statistics by example using Microsoft Excel, Upper Saddle River, New Jersey: Prentice Hall

Thank you for your cooperation

LETTER OF AUTHORISATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@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. **NACOSTI/P/16/73439/9695**

Date:
19th February, 2016

Phoebe Kamola Malela
South Eastern Kenya University
P.O. Box 170-90200
KITUI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of head teachers transformation leadership style on teachers job commitment in public primary schools in Matinyani Sub County Kitui County Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Kitui County** for a period ending **17th February, 2017.**

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

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


DR. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner 85
Kitui County.

The County Director of Education
Kitui County.


APPENDIX V
RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. PHOEBE KAMOLA MALELA
of **SOUTH EASTERN KENYA UNIVERSITY,**
0-90205 KITUI, has been permitted to
conduct research in Kitui County
on the topic: INFLUENCE OF HEAD
TEACHERS' TRANSFORMATION
LEADERSHIP STYLE ON TEACHERS JOB
COMMITMENT IN PUBLIC PRIMARY
SCHOOLS IN MATINYANI SUB COUNTY
KITUI COUNTY KENYA

For the period ending:
17th February, 2017


Applicant's
Signature

Permit No : **NA COSTI/P/16/73439/9695**
Date Of Issue : **19th February, 2016**
Fee Received : **Ksh 1000**


Director General
National Commission for Science,
Technology & Innovation

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**


REPUBLIC OF KENYA


NACOSTI
National Commission for Science,
Technology and Innovation

National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A7844

CONDITIONS: see back page