

**RELATIONSHIP BETWEEN HEAD TEACHER'S LEADERSHIP STYLES  
AND TEACHERS' COMMITMENT IN PUBLIC SECONDARY  
SCHOOLS IN MAKUENI SUB-COUNTY,  
MAKUENI COUNTY**

**PETER KILONZO KITEETU**

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Requirements for the Award of the Degree of Master of Education in  
Educational Management of Egerton University**

**EGERTON UNIVERSITY**

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## DECLARATION AND RECOMMEDATION

### Declaration

This is my original work and has not been presented for a Degree or Diploma in any university.

Signature.....

Date.....

Peter Kilonzo Kiteetu

Reg. No. EM15/1841/07

### Recommendation

This work has been submitted for examination with our approval as university supervisors

Signature.....

Date.....

Prof. Anthony K. Sang

Department of Curriculum, Instruction and Educational Management

Egerton University

Signature.....

Date.....

Dr. Milcah M. Mutuku

Department Applied Community Development Studies

Egerton University

## **DEDICATION**

This research thesis is dedicated to my Lord Jesus Christ who walked with me from scratch to completion. To my wife Judith for all the support she has given to me in one way or another and my lovely daughters Philomena, Elizabeth and Annastacia.

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## **ABSTRACT**

Teacher commitment has been identified as one of the most important factors for the success of schools. Teacher commitment is closely connected to their work performance, their ability to innovate and integrate new ideas in their practice, absenteeism, staff turnover, as well as having an important influence on students' achievement and attitudes toward school. Ignoring the connection between teacher commitment and leadership style of head teacher can be considered dangerous. This is because school leadership is considered to be highly significant in influencing teachers' levels of commitment to their work. The purpose of this study was to determine the relationship between head teacher's leadership style and teacher commitment in Makueni Sub County. The target population was all teachers in Kenya. The accessible population was teachers from Makueni Sub County. The study used co relational research design method. A sample of 96 teachers was selected from 364 teachers in 34 public secondary schools from Makueni Sub County. A stratified sampling was first adopted for the study. This was followed by proportionate stratified random sampling from each sub-population. The supervisors and other experts in the Department of Curriculum, Instruction and Educational Management, Egerton University determined validity of the instruments. Reliability was determined using Cronbach's alpha, which was determined at a reliability coefficient at 0.7536, after piloting of the instruments in 10 schools in Makueni district. A questionnaire and a guided interview were used to collect the required data for the study. Data analysis was done using both descriptive (frequencies and percentages) and inferential statistics (Pearson product moment correlation coefficient). Statistical package for social sciences (SPSS) was used to facilitate data analysis. The results were accepted at 0.05 critical level of statistical significance. The key findings of the study indicated that there no significant relationship between head teachers leadership style and punctuality to school duties, meting of set deadlines, keeping records of work and working overtime by teachers . From findings the study recommends that Teachers Service Commission (TSC) and Ministry Of Education (M.O.E) should increase the number of in service courses in management for teachers and head teachers especially the newly promoted ones. The results of the study provided a basis for making decision on content seminar courses for management of head teachers and teachers so as to improve teacher commitment.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

B.O.G	Board of Governors
D.E.O	District Education Officer
K.E.S.I	Kenya Education Staff Institute
M.O.E	Ministry of Education
P.D.E	Provincial Director of Education
P.T.A	Parents Teacher's Association
TQ	Teacher's Questionnaire
T.S.C	Teachers Service Commission

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the study**

Leadership is the process of influencing people to achieve organizational objectives and goals (Dubrin, 2005). Leading focuses on the efforts of the manager to stimulate high performance. This involves directing, motivating, communicating with employees both as individual and groups (Bateman and Zeithmal, 1990). According to Sisungu (2002), a head teacher as a leader should have motivational, delegation, verbal communication, group work, human and conceptual skills. Sisungu further argued that lack of such skills makes a head teacher less effective in his or her work. Different leadership styles exist in work environments. Advantages and disadvantages exist within each leadership style. The culture and goals of an organization determine which leadership style fits the firm best but some companies offer several leadership styles. Choosing the right leadership style is the key element of leader effectiveness (Naylor, 1999).

In democratic leadership style leadership values the input of team members and peers, the responsibility of making final decision rests with the leader (Okumbe, 1998). This kind of leadership boosts employee morale because employees make contributions to the decision making process. It causes the employees feel as if their opinions matter. When a company needs to make changes within the organization, this leadership style helps employees accept changes easily because they play a role in the process. This style meets challenges when the companies need to make a decision in a short time (Day 2004). The autocratic leadership style allows managers to make decisions alone without input others (Chand and Prakash, 2007). Managers possess total authority and impose their will on employees. No one challenges the decisions of autocratic leaders. This leadership style benefits employees who require close supervision. Creative employees who thrive in group functions detest this leadership style (Okumbe, 1998).

In laissez faire leadership style, the leader lacks direct supervision of employees and fails to provide regular feedback to those under his/hers supervision (Dubrin, 2005). Highly experienced and trained employees requiring little supervision fall under laissez faire leadership style.

However not all employees possess those characteristics. This leadership style hinders the production of employees needing supervision. The laissez faire leadership style produces no leadership or supervision efforts from managers, which lead to poor production, lack of control and increasing cost. In transformational leadership style leaders and their followers raise one another to higher levels of morality and motivation (Chand and Prakash, 2007). The leader raises morality and motivation of followers by; being a model of integrity and fairness, setting clear goals, showing high expectations, encouraging followers and providing support and reorganization. In addition the leader stirs emotion of people, makes them look beyond selfish-interest and inspires people to reach their improbable. People need a compelling reason to follow their leader, this is why a leader needs to create and communicate an inspiring vision of the future. Transformational leaders are also able to manage delivery of the vision (Day, 2004). A vision has no use unless it becomes a reality. Therefore a leader needs to build self discipline and stamina for the achievement of the vision. In addition transformational leader is able to build a strong and trust relationship with people by being open and honest in his/her interactions (Dubrin, 2005).

In transactional leadership style, leaders monitor followers carefully to ensure rules, reward success and punish failures (Kruger, 2008). The leaders are good in setting expectations and standards that maximize the efficiency and production of an organization. They give constructive feedback regarding followers' performance that allows group members to improve their output to obtain better feedback and reinforcement. Followers are not encouraged to be creative or to find new solutions to problems. Transactional leadership style tend to be effective in situations where problems are simple and clearly defined (Naylor, 1999). It can also work well in crisis situations where the focus is on needs to be on accomplishing certain tasks. While transactional leadership can be useful in many situations, it is considered insufficient in many cases and may prevent both leaders and followers from achieving their full potential (Blasé and Kirby, 1992).

In situational leadership style, leader effective is contingent on his ability to modify his/her management behavior to the level of his/her subordinates' maturity or sophistication (Okumbe, 1998). A follower's task maturity is the ability of the followers to perform a task (Naylor, 1999). Under situational leadership style, the leader's function is to determine the level of

follower's task and psychological maturity. Once the leader determines a follower's overall level of maturity the leader should adjust his behavior in a way that most effectively manages the follower's behavior in line with followers' maturity (Bateman and Zeithmal, 1990). More mature employees require less direction and support, while employees with less maturity require more direction.

A servant leader leads by serving others. In servant leadership style, leaders place the interests and needs of their followers ahead of their interest and needs (Naylor, 1999). They value the development of their followers, build their communities, acting authentically and sharing power. According to Kruger (2008) servant leaders have the following characteristics; active in listening, show empathy, high foresight, stewardship, healers, great awareness of environment and persuasive. These leaders influence others through persuasion rather than excessive use of authority or coercion. They have ability to see consequence of events or actions involving their organization and its members. They are stewards, which mean they view their position as having caretaking responsibility over their organization and members as opposed to dominion over them. Servant leaders in addition have ability to heal themselves and their followers through creating sense of well being. They have ability to empathize. That is they have ability to detect and understand emotions being felt by others. Moreover these leaders are generally aware of the environment and issues affecting their organization and its members.

Convectional leadership style involves whether to focus on the task or on people (Bateman and Zeithmal, 1990). Therefore convectional leadership style is sub divided in to two leadership styles; task oriented and people oriented leadership styles. A similar idea talks about providing structure versus showing consideration for people. Either way it is a question of the best way to get work done through employees is to offer them clear direction, structure any task related guidance(task oriented) or whether to focus on needs of employees to be motivated, recognized, valued and included (people oriented). No leadership style is the best, but in crisis or when job needs to be done quickly task oriented is the best (Dubrin, 2005). Another leadership style is consultative leadership style. In consultative leadership style the leaders ask employees for input but make their own decision (Okumbe, 1998). In charismatic leadership style, the leader gathers followers through dint of personality and charm, rather than any form of external power or



authority (Naylor, 1999). They pay much attention to the person they are talking to at any one moment, making that person feel like they are for that time the most important person in the world. These leaders pay great deal of attention in scanning and reading their environment, and are good at picking up moods and concerns of situation. They may engender trust through visible self-sacrifice and taking personal risks in the name of their beliefs. They show great confidence in their followers. Charismatic leaders are very persuasive and make very effective use of body language as well as verbal language (Dubrin, 2005). This leadership style is used by politicians to gather large numbers of followers and by religious leaders to pull crowds. Despite their charm and apparent concern, charismatic leaders may be more concerned with themselves rather than anyone else (Day, 2004). The values of charismatic leader are highly significant if they are well intentioned towards others, they can elevate and transform entire company. If they are selfish, they can create cults and effectively rape minds of their followers.

Other leadership styles include; coaching, cross-cultural, leader exchange, emergent strategic, strategic, facilitative and team leadership styles (Naylor, 1999). These leadership styles are not frequently used. Some leadership styles overlap (charismatic and transformational) while others are used less frequently (strategic and cross-cultural) and still others are polar opposite to one another (Naylor, 1999). Therefore there are three main leadership styles; democratic, laissez faire and autocratic.

According to Chant and Prakash (2007) the kind of leadership style adopted may affect teacher commitment in schools. The participatory techniques and majority role decision making used by a democratic leader makes employees more committed even in absence of the leader. Employees displeased with the close and strict leadership. Okumbe (1998) further reasoned that leadership is situational and therefore the choice of any leadership style which will lead to achievement of organizational goals and objectives depends on the nature of organization and of the society at large.

The concept of organizational commitment has received increased attention because it is a potential determinant of employee performance, absenteeism and turn over. Practitioners and researchers emphasize the importance of a loyal committed work force. This is because

individuals who are committed represent a more stable and consistent body of employees. Such employees will exert effort even when work conditions are not ideal (Chand and Prakash, 2007). With a trend in decline of employees' commitment in many organizations, commitment has become an increasingly important issue for all types of organizations (Mohanty, 2002).

Okumbe (1998) defined organizational commitment as evaluation of the linkage between individual employee and the organization. This means that such a link will lead to strong belief in and acceptance of goal and values, a willingness to exert a considerable effort on behalf of the organization and a strong desire to maintain organizational membership. Therefore for a committed body of organizational members there exists a positive and effective bond between individuals and the organization with the intention to exert effort and stay with the organization. Committed employees are therefore not passive members but are involved in organizational activities.

The commitment that beginning and practicing teachers bring to the workplace may be the single most important factor influencing their work and performance in schools (Day, 2004). Research on teacher commitment indicates that teachers with high levels of commitment work harder and demonstrate stronger affiliation to their schools and demonstrate more desire to accomplish their goals of teaching than teachers with low levels of commitment. More importantly, students taught by more committed teachers are more likely to learn and develop a more positive attitude towards school than those taught by teachers with low level of commitment (Okumbe, 1998). With limited exceptions less research exists on teacher commitment (Graham, 1996). Fortunately the growing interest in this topic particularly among classroom educational researchers can provide direction for beginning and practicing teachers. Therefore the purpose of this study was determine to whether teachers are committed to their work and whether the leadership styles of the head teacher has effect to teacher commitment.

Research work has suggested that teacher commitment may be multidimensional (Firestone and Pennell, 1993). Teachers may feel committed to the teaching profession or to the school or to the students. Understanding commitment is somewhat limited due to the interrelationship among these different areas. What is understood is that some people mix commitment with the

profession, the school and the students. At least six primary factors affect teachers' commitment in their workplace. These are autonomy and efficacy, participation, feedback, collaboration, learning opportunities and resources (Firestone and Pennell, 1993). Teachers who experience high levels of these factors demonstrate greater commitment than teachers who do not.

Autonomy is the teacher's freedom to schedule work and determine procedures used to carry it out. The concept involves being self initiating and in control of one's own actions. Autonomy is closely related to efficacy or the extent to which the teacher believes he or she has capacity to affect students' performance (Okumbe, 1998). A teacher who experiences high levels of both autonomy and efficacy is one who has been given or has assumed the authority to make decisions about what and how to teach, who teaches with who, the intent to bring about students learning, and who believes that his or her actions as a teacher can ultimately influence what students learn in class. Participation refers to the relationship between participatory decision and school based management (Louis, 1990). The concept involves a teacher's willingness either to take advantage of school structures that promote involvement in school policy-making or to create opportunities for such to occur.

Teacher feedback is the amount of direct clear information a teacher receives about his or her work performance and effectiveness (Firestone and Pennell, 1993). Feedback can enhance a teacher commitment by confirming the success of some instructional efforts and signaling problem areas in others. A major source of feedback for a teacher at all levels can be colleagues, head teacher and students. Asking students at the end of the class to write down several things they learned that day can provide helpful feedback. A fourth factor influencing teacher commitment, collaboration involves two or more people working together on a task. Communication among teachers can foster a sense of affiliation within the school and a sense of mutual support and responsibility for the effectiveness of instruction (Louis, 1998).

Learning opportunities such as training of teachers in the school or outside the school helps to modify attitude, knowledge or skill behavior to achieve effective performance in an activity or range of activities (Naylor, 1999). The purpose of training is to develop abilities of teachers in pedagogical skills. This increases teacher competence, which is likely to make teachers more

committed. Teachers need teaching resources to be effective in their work (Okumbe, 1998). Lack of such materials is likely to make a teacher feel frustrated because it would be difficult to effectively teach without teaching and learning resources. Such a teacher is most likely to be less committed.

According to the MOE (2001) committed teachers; meet deadline set by the school, are punctual in their duties, keep records of work and are willing to work overtime when need arises. Therefore in this study teacher commitment was determined by extent to which teachers; kept records of work, were willing to work overtime when need arises and lastly met deadlines set in the school.

Despite the great role played by head teachers in schools, some head teachers lack management like organizing, leadership, directing, supervising and evaluating skills (M.O.E, 2001). A task force report by government on discipline and unrest reveals that schools have been experiencing increased unrest because of ineffective management due to lack of leadership skills by the head teachers in various aspects of school management ( M.O.E, 2001). According to the same task force there has been interference by the politicians, Board of Governors (B.O.G) and sponsors in appointment of school heads. This has resulted in schools having head teachers with poor leadership skills.

There is possibility of lack of teacher commitment in Makueni sub county (D.E.O, Makueni sub county Education officer, 2010).This is because in some schools in Makueni Sub County; teachers are not willing to work overtime when need arises and some of them do not keep records of work like schemes of work and lesson plans as well as not being punctual to their duties like class attendance and do not meet deadlines set for school activities and programs. Therefore this study endeavors to determine whether there is any relationship between head teacher's leadership style and teacher commitment.

## **1.2 Statement of the Problem**

Teacher commitment is crucial to effective schools, teacher satisfaction and retention. Students with committed teachers are likely to perform better and have a positive attitude towards

education compared than students with less committed teachers. Committed teachers are likely to help head teachers in discipline management in the school compared with less committed teachers. Relationship between teacher commitment and leadership style cannot be ignored. Therefore schools require knowledgeable head teachers who are able to choose leadership style or styles which fits best for his or her staff. The best leadership style or styles increases job satisfaction which is likely to bring teacher commitment. Therefore this study sought to determine relationship between head teacher's leadership styles and teacher commitment in public secondary schools in Makueni sub county, Makueni Count, Kenya.

### **1.3 Purpose of the Study**

The purpose of the study was to determine relationship between head teacher's leadership style and teacher commitment in secondary schools in Makueni sub county.

### **1.4 Objectives of the Study**

The following objectives guided the study

1. To determine the relationship between head teacher's leadership styles and teachers punctuality to school duties.
2. To determine the relationship between head teacher's leadership styles and meeting of set deadlines by teachers in school programmes.
3. To determine the relationship between head teacher's leadership styles and keeping records of work by teachers.
4. To determine relationship between head teacher's leadership styles and willingness of teachers to work over time when need arises.

### **1.5 Research Hypotheses**

The proposed study sought to test the following null hypothesis

1. There is no statistically significant relationship between head teacher's leadership styles and teachers' punctuality to school duties.
2. There is no statistically significant relationship between head teacher's leadership styles and meeting of set deadlines by teachers in school programmes.

3. There is no statistically significant relationship between head teacher's leadership styles and keeping record of work by the teachers.
4. There is no statistically significant relationship between head teacher's leadership styles and willingness of teachers to work overtime when need arises.

### **1.6 Significance of the Study**

The findings of this study may be particularly significant to school leaders, teachers, the Ministry of education and students. School leadership is considered to be highly significant in influencing teachers' level of commitment and teachers' willingness to engage in cooperative, reflective and critical activities. It is also through the school leaders that new initiatives and reforms through M.O.E can be passed to teachers and students. Lastly the findings on this study are important to teachers because it may make them to find a balance between their personal needs and professional needs. Students with committed teachers are likely to perform better and have a more positive attitude towards school than students with less committed teachers.

### **1.7 Scope of the Study**

The study was mainly based on how head teacher's leadership styles affect teacher commitment. Head teacher's leadership styles include; authoritarian, democratic and laissez-faire. The study was restricted to public secondary schools in Makueni district.

### **1.8 Limitations of the study**

Teachers' commitment is also influenced by other factors outside the head teachers' leadership styles. Such factors include teachers' pay, support from parents, location of the school, type of the school, and category of the school. Such factors were not considered in this study and generalization of the findings is therefore based only on head teachers' leadership styles.

### **1.9 Assumptions of the study**

This study was based on two assumptions. i) the respondents gave honest responses. ii) leadership styles are practiced by the head teachers in most schools in Makueni Sub County. The three leadership styles are; democratic leadership style, autocratic leadership style and laissez-faire leaders

### **1.10 Definition of Terms**

The following are operational definitions of terms in this study.

**Category of the school-** This refers to sub county, county and national school

**Commitment** – This refers to a positive, effective bond between individual and organization with associated intentions to exert effort and stay with the organization. In this study the term commitment will refer to keeping records of work, punctuality of teachers in their duties, working overtime by teachers when a need arises and meeting of deadlines set for school activities

**Communication** –Communication is defined as the exchange of information and transmission of meaning. In this study it refers to flow of information from teachers to head teacher or from head teachers to teacher

**Decision making** – The term decision making refers to process of choosing among alternatives. In this study it refers to whether the head teacher makes decisions alone or he/she involves the teachers.

**Keeping record of work-**In this study keeping record of work refers to preparation of schemes of work, lesson plans and records of work.

**Leadership skills** – It is defined as the ability of the leader to stimulate high performance among employees. In this study leadership skill refers to ability of head teacher to work more on influence of the teachers than commanding them.

**Leadership style-**Leadership style means doing work through others. In this study it refers to democratic, laissez faire and autocratic leadership styles.

**Management** - Defined by the functions of a manager which includes planning, organizing, staffing, leading, directing and controlling. In this study management refers to process of setting and achieving goals of the school by utilizing teachers, financial and material resources.

**Meeting set deadlines of school programs-**In this study this refers to setting, marking and analyzing exams and preparing records of work within the given timeframe

**Motivation** - Can be defined as forces that energize, direct and sustain person's efforts. In this study the term motivation is used to mean process of making teachers willing to work by the head teacher which can either be verbal or through rewards.

**Rural schools** - Refers to schools away from Makueni town. In this study it refers to schools found outside the regions that are said to be under Municipal Council of Makueni sub county.

**Teacher's experience** – Refers to the number of years the teacher has been in the teaching profession.

**Teachers' punctuality to school duties**-In this study this refers to attendance of class lessons on time my teachers.

**Type of school** - Refers to (i) Boys schools

(ii) Girls schools

(iii) Mixed schools.

**Urban schools** - Refers to schools found within regions that are said to be under the Municipal Council of Makueni sub county.

**Working overtime when need arises**-In this study this refers to willingness of teachers to volunteer to work anytime outside the official working hours.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter deals with leadership styles of the head teacher and teacher commitment. In addition, this chapter will have a theoretical model and a conceptual framework.

#### **2.2 Leadership Style**

Studies that looked at associations between teacher commitment with different leadership styles such democratic, autocratic and laissez- faire exhibited weak or inconsistent results (Menzies, 1995). Different leaders exhibit different behaviors depending on their leadership style. Some common leadership behavior includes leadership consideration and leader initiating structure. Leader consideration refers to degree to which leaders exemplify behaviors indicative of warmth, friendliness, mutual respect, and trust. Leader initiating structure is the extent to which leader focus on production by establishing clearly defined patterns, channels of communication and methods of procedure (Enzy and Grove, 1990).

Research findings on leader consideration, leader initiating structure and commitment are contradictory (Blase and Kirby, 1992). Cheng's (1990) sample of teachers did not confirm that head teacher consideration was related to teacher commitment and Tarter, Hog and Bliss (1989) reported that the significant correlations that they had been established with Pearson's correlations between supportive leadership, head teacher initiating structure, and commitment became non significant when they used multivariate analyses, a problem that Reyes (1990) also encountered in one of his studies on commitment. Supportive leadership refers to the degree to which head teacher motivates teachers through constructive criticism and the example of hard work (Reyes, 1990).

School leaders are considered to be the interpreter and the connector between the school's system goals and priorities and specific teacher practice (Day, 2000, Fullan, 2002 and Louis, 1998). Given the core role teacher commitment appears to play in a school set up, it is reasonable

to assume that any reforms deemed desirable by schools and systems are likely to be successful if such reforms are interpreted for teachers in a way that relates to their commitment. Thus, school leaders are of crucial importance in establishing and maintaining a team of committed teachers (Day, 2004).

Leadership style is the manner and approach of providing direction, implementing plans and motivating people (Nzuve, 1999). Lewin, according to Okumbe (1998) led a group of researchers to identify different styles of leadership. According to the U.S Army Handbook, there are three major styles of leadership namely; authoritarian or autocratic, participative or democratic, and delegative or free reign or laissez – fair (Naylor, 1999). Understanding these styles and their impact can help a leader develop his or her personal leadership style and can also help a person to become a more effective leader. Different situations call for different leadership styles (Kruger, 2009). According to Chand and Prakash (2007), the forces that influence the leadership style to be used include: how much time is available, whether relationship is based on respect and trust or on disrespect, who has the information (leader, employees or both), how well the employees are trained, how much the leader knows the task, stress level and type of task (whether the task is structured, unstructured, complicated or simple). Commonly used leadership styles are discussed bellow.

### **2.2.1 Autocratic or Authoritarian Leadership Style of a Head teacher**

According to Bateman and Zeithmal (1990), in autocratic leadership there is little or no input from group members. The leader plans and makes decisions alone and dictates all the work methods and procedures. Group members are rarely trusted with decision or important tasks. Mohanty (2002) further observes that in this leadership style there is no team work and communication is top – down only. According to Nzuve (1999), autocratic leadership can be beneficial in some instances such as when decisions need to be made quickly, when there is no trust and respect between the leader and the group, when the task is structured, when it is only the leader who knows the task, in situations that are particularly stressful such as during military conflicts and lastly in poorly led organizations where no deadlines are set.

Autocratic leadership style can be problematic in some instances. People who abuse this leadership style are often viewed as bossy, controlling and dictatorial, which can lead to resentment among group members (Day, 2004). Because autocratic leader make decisions without consulting the group, people in the group may dislike the leader, making them unable to contribute ideas. Researchers have also found that autocratic leaders lead to a lack of creative solutions, which can automatically hurt the performance of the group (Okumbe, 1998).

### **2.2.2 Democratic leadership Style of a Head teacher**

According to Bateman and Zeithmal (1990) in this kind of leadership style, group members are encouraged to share ideas and opinions. Even though the leader retains the final say over decisions, members of the group feel more engaged in the process. Creativity is encouraged and rewarded. Researchers have found that this leading style is usually one of the most effective and leads to higher productivity, better contributions from group members and increased group morale (Nzuve, 1999). Since team members contribute in decision making, there is increased job satisfaction. This also helps develop people's skills. Team members feel in control of their own destiny so they are motivated to work hard more than where there is a financial reward.

This style of leadership is used when the leader has a part of the information and the employees have the other part of the information (Okumbe, 1998). This because a leader is not expected to know everything. Therefore, it is necessary for a leader to employ knowledgeable and skillful employees. This implies using this style has mutual benefit for the organization because the organization benefits from ideas of the leader and the employees, resulting in better decisions. This style is also applicable when employees who are eager to share their knowledge and also when there is plenty of time to allow people to contribute, develop a plan and then vote on the best course of action (Mohanty,2002).

While democratic leadership has been described as the most effective style, it does have some potential downsides. In situations where roles are unclear or time is of the essence, democratic leadership can lead to communication failures and uncompleted projects (Okumbe, 1998). In some cases, group members may not have the necessary knowledge or expertise to make quality contributions to the decision making process (Nzuve, 1999).

### **2.2.3 Laissez – Fair Leadership Style of a Head teacher**

According to Okumbe (1998) in this kind of leadership style, the leader waives all the responsibility and allows the subordinate to work as they choose with minimum interference. This means the leader allows employees to make the decisions. However, the leader is still responsible for decisions that are made. Most often, laissez – fair leadership style is used when individual team members are very experienced and skilled self- starters (Mohanty, 2002). Nzuve (1999) argued that in this kind type of leadership style when abused, the leader is hands off, offers no leadership and guidance in organization programmes and does not supervise organization activities. Because of lack of leadership in such situations, employees become less motivated and their commitment declines (Okumbe, 1998). Kruger (2008) further ungues that this is not a style for a leader to use so as to blame others when things go wrong. Rather it is a style to be used when a leader fully trusts and has confidence with the people bellow him or her. Otherwise, it is not a bad style when it is used wisely. It can be effective if the leader monitors what is being achieved and communicates this back to the team regularly. Unfortunately, this type of leadership can also occur when managers do not apply sufficient control (mohanty, 2002).

### **2.3 Teacher commitment**

Teaching is a complex and demanding profession. To sustain their energy and enthusiasm for work, teachers need to maintain their personal commitment to the job (Day, 2000). This concept of commitment as investment of personal resources has been associated with professional characteristics of a teacher .It is widely recognized that the role of a teacher has intensified and teachers need to adapt to the escalation of pressures, expectations and controls concerning what they do and how much they should be doing within the teaching day (Hargreaves, 1994). At a time when education is in constant flux, teachers are expected to incorporate reforms in a number of levels into their daily practice. The reform agenda has created an environment where those who wish to survive and thrive must became involved in an increased rate of personal adaptation and professional development (Day, 2000).

Research findings in relationship between teacher commitment and factors which affect teacher commitment are far from consistent (Reges and Fuller, 1995). As a result there are still many unanswered questions about factors that influence teachers' commitments. Several researchers have attributed these inconsistent research findings to diverse of factors. First, researchers have used different scales to measure commitment .Second, the instruments that measure commitment including the longer version of the organizational commitment questionnaire has shown poor reliability (Allens and Meyer, 1996).Third, researchers have used different definitions and instruments to assess the independent variables or they have looked at different aspects of dependent and independent variables. Fourth, data were not always analyzed in the same way. In some studies, data was aggregated across organizations, while in others, they were averaged. Fifth, studies may have suffered from multicollinearity which tends to occur when statistical models include highly correlated or overlapping independent variables. Multicollinearity has been shown to lead to misinterpretation of coefficients, misleading significance levels and opposite direction of associations. Finally and perhaps more importantly, Larkey and Morill (1995) and Randall (1990) have suggested that the researchers' tendency to define commitment from reviews of the literature or hybridizations of previous definitions and to determine the prior significance of variables to be studied in relation to commitment while ignoring individuals' own experience further increased confusion surrounding commitment. In connection to individual teachers' experience on commitment, Tyree (1996) and Nias (1981) identified six categories which represent different ways that teachers perceive, understand and conceptualize the phenomenon of teacher commitment.

First is teacher commitment as a passion .This conception sees teacher commitment as a passion or a positive emotional attachment to the work involved in teaching generally. Second, teacher commitment as investment of time outside contact hours with students. This conception identified teacher commitment as an investment of extra time outside contact hours with students. Third, teacher commitment as a focus on the individual needs of the students. This conception considers teacher commitment to be a sharp focus in the needs of the students. These

needs may be emotional or academic. Fourth, teacher commitment as a responsibility to impact knowledge, attitudes, values and beliefs. Teachers who hold this conception place great value on the role that they play in preparing students for future and take responsibility on passing on a core set of skills, understandings and values. Fifth, teacher commitment as maintaining professional knowledge. Teacher who hold this conception have notion that committed teachers are proactive in their professional development and in many cases are willing to share with and learn from their colleagues. Lastly, is teacher commitment as an engagement with the school community. Teachers with this conception consider teacher commitment as willingness to engage with school and the school's community. Several factors influencing teacher commitment are as discussed.

### **2.3.1 Collaboration, Continuous Learning and Feedback**

Collaboration can be defined as two or more teachers working together on a task. Moreover, using the same set of data, but different definitions of collaboration, Reyes (1992) found a strong association between collaboration and commitment, while Rutter and Jacobson (1986) reported a weak association between the same variables. Similarly, while Martinez-Ponz (1990) found that professional development enhanced commitment, Rutter and Jacobson (1989) found no direct relationship between staff development and teacher commitment. Similar results were also found at associations between collaboration, continuous learning, feedback and commitment. For example, while researchers (Graham, 1996, Reyes and Fuller, 1995) found that collaboration was associated with higher levels of teacher commitment, Rosenholtz (1989) found no association between teacher commitment and collaboration.

### **2.3.2 Teacher Characteristics**

Teacher's characteristics include; teacher's experience, age, gender and educational level. Experience refers to the length of time for which the individual has worked for the organization (Lambert et al., 2001). Straw (1995) indicates that employees with longer experience have greater propensity to be committed in their jobs than employees with shorter experience. Fresko et al (1997) found that teaching experience was negatively associated with teacher commitment whereas, Riehl and Sipple (1996) found that the same variables were not significantly associated with teacher commitment.

Moreover, a study by Cramer (1993) established that employees with longer experience were more committed to work itself due to their level of pay. From this, it might be concluded that those benefits that increase in time, such as security and promotion, are likely to have an important influence on employee commitment.

On other hand, Lambert et al (2001) argued that an inverse relationship between experience and job commitment. The reason the literature is both inconsistent and inconclusive in this regard may be because the relationship between the variables depends on the specific organization and how the experience is viewed. In some organizations, senior employees are highly respected, while higher experience is viewed as a liability in others (Lambert et al, 2001).

Research appears to be equivocal and has consistently found age to exert an influence on job commitment (Straw, 1995). While many researchers suggest a linear relationship (Cramer, 1993), other researchers reported opposite relationship (Clark, 1996). Researchers suggest that older employees tend to experience higher levels of commitment (Cramer, 1993). This difference may be attributed to better adjustment at work, better conditions and greater rewards at work (Birds, Wair and Oswald, 1995). Lambert et al. (2001) also argued that job commitment increases with age and work experience. Older workers are more comfortable and tolerant of authority and may learn to lower expectations for their jobs (Straw, 1995). Lambert et al., (2001) postulated that older workers may have jobs that use their skills better, work under better conditions and benefit from advancement and promotions than younger, less experienced teachers. Alternatively older employees may have reduced aspiration as they realize that they face limited alternative as they get older. However, Clark (1996) argued that young employees are committed than older ones. He ascribes this to the fact that the younger employees have little experience about the labour market which to judge their own work.

Good leadership is often characterized as the idea of being strong, which is characterized as masculine .The idea of a strong woman can conflict with social norms of male and female gender traits, resulting gender stereotypes (Kruger, 2008). Stereotypes beliefs about gender may influence perceptions of effective leadership practices and organizational commitment. Gender stereotypes are

public beliefs about social rules of males and females (Embry, et al., 2008). They often include attitude characterized by traits and activities considered appropriate for men and women (Embry, et al., 2008).

Gender role stereotypes begin in infancy when gender identity is represented by dressing boys in blue and girls in pink (Kruger, 2008). As students enter schools, they begin to read stories where boys engage in dominant masculine roles and girls portrayed as all things nice. Inconsistencies exist in determining the effect of gender differences in social and academic performance. Education is hampered based on the magnitude of child's stereotyped attitude (Kruger, 2008). Gender stereotypes continue in adolescent years when given opportunity to choose activities, boys choose competitive games where leadership roles were established in play. Girls choose to walk and talk with female peers (Embry, et al., 2008). Gender stereotypes continue further in adulthood when masculinity is often defined in direct opposite to feminist (Robbins, 1998). The masculine nature and history of leadership theories such as Kruger (2008) Great man theory that coincide with stereotypical gendered traits are influential sources of society's perceptions of leadership, particularly in education as female leaders continue to emerge. Many differences exist between gender roles and females that influence leadership style characteristics. Female leaders displayed strong servant- leadership skills, more frequently applied emotions of care and concern when finding solutions to various dilemmas, and were more attuned to interpersonal relationships (Embry, et al., 2008). McClelland (1996) found that male leaders demonstrated perseverance and were consistently described as being driven with a sense of having to succeed and failure not being an option. Both males and females were described as optimistic, excited about responsibility, and derived feeling of satisfaction with teaching (McClelland, 1996). Females were believed to be more likely to demonstrate shared leadership practices where as male counterparts were likely to determine answers with the attitude of "this is how it's going to be (Kruger, 2008). Descriptors for female leaders included; flexible, non-confrontational, interactional and more participation, while male leaders were described as transactional, task-oriented, commanding and controlling. Transformational leadership qualities, considered more effective than other leadership styles, are often aligned with female, leadership qualities of encouragement, optimism, relationship building and providing opportunities for educational growth and professionalism (Embry et al., 2008). Embry et al. (2008) found that men could more easily use leadership styles inconsistent to gender expectations than women. However, it



was concluded that the reason was that leadership styles considered feminine such as transformational, were preferred over the more masculine styles considered transactional.

Research is not clear with respect to the relationship between job commitment and educational level (Menzies, 1995). Some proponents (Straw, 1995) maintain that the relationship between education and job commitment is positive in nature. Clark, (1996) reveals a positive relationship between job commitment and education. However, Rutter (1986) found an inverse relationship between teacher commitment and education. Reyes (1992) states that the higher an individual's qualification, the higher that individual's job level, and consequently, so too the employees degree of job commitment.

Gazioglu and Tansel (2002) found that those with degrees and postgraduate holders had lower levels of job commitment compared to individuals with lower levels of education. Clark and Oswald (1996) argued that due to expectations differentials between levels of education, the relationship between education and job commitment is unclear.

Consequently, Lambert et al., (2001) found education to have no significance effect on job commitment. Recent studies however, suggest that educational level is positively related to job commitment, subject to a successful match being made between the individuals work and academic qualification (Jones Johnson & Johnson, 2000). This implies that better educated employees are likely to experience higher levels of job satisfaction when the duties performed by them are in line with their level of education.

### **2.3.3 Efficacy**

While Louis (1998) and Coladarci (1992) found that teaching efficacy was directly related to commitment, Fresko, Kfir, and Nasser (1997) found that the same variable was not directly related to commitment but was directly related to job satisfaction. Such discrepancies may partly result from different conceptualization and operationalizations of efficacy. While Bandura (1997) suggested that teacher efficacy reflected a teacher's belief that he or she is personally capable of influencing student learning (self – efficacy or personal teaching efficacy), other researchers (Pauly and Zellman, 1997) contended that teacher efficacy is grounded in two sets of

beliefs: beliefs about one's own abilities to influence student learning (self efficacy) and beliefs about teachers' (as a group) abilities to influence student learning or general efficacy

#### **2.3.4 Community**

Some teachers have a notion that they have professional responsibility that reaches out beyond the four walls of the classroom and perhaps even extends beyond the boundary of the school (Day, 2004). When such teachers attributes their inability to impact student learning due to negative information the students have on them from the community, the commitment of such teachers declines (Cheng, 1990).

#### **2.4 Outcomes of Decline in Teacher Commitment**

Research findings suggests low levels of teacher commitment may result to decreased student achievements in tests, higher teacher absenteeism and increased staff turnover (Reyes and Fuller, 1995). Teachers who have low levels of commitment shy away from risk taking. That is they stopped taking initiative, developing new projects, and trying new things and are generally hands off in most of school activities. Such teachers cut down time they spend on class preparation and corrections of work done by students (Beckery, 1992). Teachers also spend more time to complete specific routine school activities, like preparation of schemes of work, records of work and lesson plans. When teachers lose commitment, their frustration increases (Leung, 1997). This is because though they are not committed, they still want to appear committed. Therefore, as they try to portray an image of being committed what Wood (1992) called public face or front when they are real not, they feel guilt, shame and increased feelings of fear and self – betrayal hence frustrations. Teachers not committed develop negative attitudes towards the community members, whom they fell responsible for their dissatisfaction, and towards those who do not support them. These are parents whom teachers feel are always busy accusing them of being incompetent and blaming them for school discipline problems. Teacher absenteeism increases when teacher commitment declines (Riehl and Sipple, 1996). Lastly, while some teachers start to search for new schools when teacher commitments decrease, others consider leaving teaching (Bar – Hayim and Berman, 1992).

## **2.5 Indicators of Teacher Commitment**

According to MOE (2001), committed teachers meet deadlines set for school routine activities, are punctual in their duties, records of work and absenteeism is not common. Committed teachers believe and act on goals of the school, exert effort that goes beyond personal interest and talk well of the school, community and head teacher (Reges, 1990).

## **2.6 Theoretical Framework**

Many theoretical models have been used to study behavior of employees and managers in an organization. However, this study was guided by Abraham Maslow's hierarchy of needs theory. According to Mutai (2002), researchers need to identify and explain relevant relationship between facts. According to Bell (1992), individuals bring to an organization certain strengths and needs. This theoretical model was used to explain relationships between employees' needs (which can be controlled by the head teacher depending on leadership style of the head teacher) and employee (teacher) commitment. This theoretical model is one of the best theories of motivation. High levels of employee commitment imply high levels of employee job satisfaction (Reges, 1990).

### **Maslow's Hierarchy of Needs Theory**

According to Okumbe (1998) Maslow hypothesized that within every being there exists a hierarchy of needs in the following order of importance:

- (i) Physical needs: hunger, drugs and sleep. They are satisfied by adequate wages and salaries.
- (ii) Safety needs: security and protection from physical and emotional harm.
- (iii) Social needs: affiliation, sense of belonging, acceptance and friendship or companionship.
- (iv) Esteem needs: self respect autonomy, achievement, status, recognition and attention from others.
- (v) Self actualization: growth, achieving ones potential and self fulfillment, the drive to become what one is capable of becoming.

Each person is motivated by needs and Maslow's hierarchy of needs helps to explain how these needs motivate people (Okumbe, 1998). Maslow states that we must satisfy each need in turn, starting with the first, which deals with the most obvious needs for survival itself. Maslow's hierarchy of needs is an excellent model for understanding human behavior. A leader who is able to relate employees' behavior with Maslow's hierarchy of needs and apply appropriate leadership style to bring satisfaction in the work place is likely to have committed employees (Naylor, 1999). For example, sense of belongingness can be achieved by applying teamwork and good relationships in the work place. Self-esteem can be achieved by employee's recognition, setting achievable goals and creating healthy competition among workers (Dubrin, 2005). Self-actualization can be brought in the work place by giving employees challenging duties and new experiences.

Maslow further grouped the five needs into lower and higher needs (Bateman & Zeithmal, 1990). Lower needs include physical (basic) and safety needs. Higher needs include social, self-esteem and self-actualization needs. According to Okumbe (1998) most secondary school teachers will be more motivated by higher needs such as self-respect, autonomy, achievement, recognition, growth, self-esteem and status. Most of the secondary school teachers are able to meet lower needs hence the presence of such needs has no effect on their work commitment. Head teachers can provide higher level needs to their teachers in the following ways; giving them more responsibilities, giving more interesting activities, giving them freedom to plan and implement some school programs (Bell, 1992). Other methods of providing higher needs include: involving them in decision making and giving them approval, cooperation and friendship (Chand and Prakash, 2007). This brings job satisfaction in the work place making staff more committed.

## **2.7 Conceptual Framework**

According to Orodho (2004), a conceptual framework is a model of presentation when a researcher conceptualizes or represents the relationships between variables in the study and shows the relationship graphically or diagrammatically. The type of head teacher's leadership style namely; authoritarian, democratic and laissez-faire may affect teacher commitment. In authoritarian practice, the head teacher commands the teachers, in democratic practice it is participative management and in laissez-faire practice, leadership is missing.

## Conceptual Framework for Relationship between Head teacher’s leadership style and Teachers’ Commitment

The fig 1 bellow is a conceptual framework for relationship between head teacher’s leadership style and teacher commitment for the proposed study. Leadership style of the head teacher formed the independent variable of the study while teacher commitment formed dependent variable.

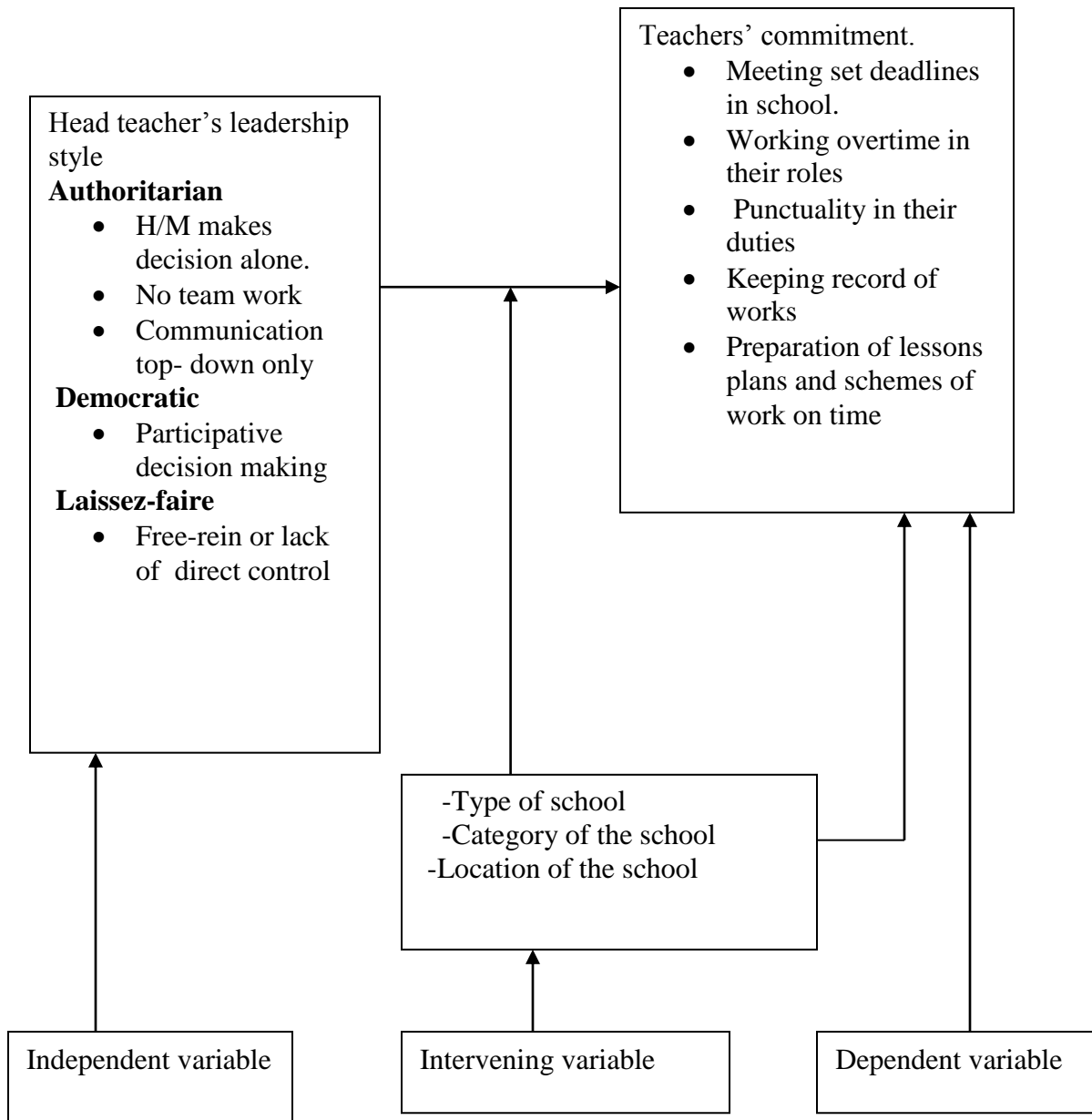


Fig 1. Conceptual framework on relationship between head teacher's leadership style and teacher commitment.

The leadership styles of the head teacher may influence teacher commitment. The intervening variable were the; type of the school, category of the school and location of the school. In the process of studying the relationship between head teacher's leadership style and teacher commitment, this variable may influence the independent – dependent variable relationship. Teacher commitment may be affected by category of the school, type of the school and location of the school. Teachers in urban areas are likely to be more motivated because of presence services like electricity, piped water and good roads. Similarly teachers in count schools are more likely to be more satisfied hence more committed because such schools are financially stable and hence high level of motivation and job satisfaction.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter covers the methodology used in the study. It covers research design, location of the study, variables of the study, target population, sampling procedures and sample size, instrumentation, validity and reliability of the instruments. It also describes data collection procedures and data analysis.

#### **3.2 Research Design**

This study used correlation research design to investigate relationship between head teacher's leadership style and teacher commitment. According to Mugenda and Mugenda (1999) correlation research design involves collecting data in order to determine whether and to what degree a relationship exists between two or more quantifiable variables. Mugenda and Mugenda (1999) further noted that degree of relationship is expressed as a correlation coefficient.

#### **3.3 Location of the Study**

The study was carried out in Makueni Sub County in Makueni County. The district was selected because it has adequate number of schools required for the study. It was also selected because it is accessible and familiar with the researcher. This saved money and time during data collection.

#### **3.4 Target Population of the Study**

The accessible populations in this study were teachers from public secondary schools in Makueni Sub County. They were selected because they are the ones supervised by the head

teachers. The district has a total of 34 secondary schools and 363 teachers (D.E.O., Makueni Sub-county Director of Education, August 2010).

Table 1

A Summary of Distribution of Teachers in Public Secondary Schools in Makueni sub county.

Type of school	No. of schools	No. of teachers
County schools in urban areas	3	111
County schools in rural areas	2	43
Sub county school in urban areas	5	46
Sub county schools in rural areas	23	163
Total	34	363

Source: statistics from Makueni Sub County Director of Education, August 2010

### 3.5 Sampling procedure and Sample Size

Because the population of teachers is not homogenous in terms of characteristics required by the researcher stratified sampling was first adopted. Teachers were grouped in terms of their schools status and locality. The strata was therefore included teachers in Sub-county schools in urban areas, teachers from rural sub county schools, teachers from county urban schools and lastly teachers from rural county schools. There is one national school in Makueni Sub County (Director of Education, Makueni Sub County, August 2012). According to Kathuri and Pals (1993) such a strata is homogenous. Once this was done stratified proportionate random sampling was exercised within the sub population to determine the number of teachers in each stratum required for the study. Then simple random sampling was exercised within each sub-population to determine the number of teachers to be included in the sample from each sub-population. To determine the number of schools from each sub- population to be involved in the study simple random sampling was exercised within the number of schools in each in each sub-population. Therefore fifteen schools were randomly selected out of 34 schools in the in Makueni Sub-county. Selected schools included; six Sub-county rural schools, three Sub-county



urban schools, three county urban schools, and three rural county schools. Each teacher in these selected schools from the sub-populations was assigned a number. Numbers were placed in a container and any number picked at random. Therefore each teacher had an equal chance of being picked to participate in the study. Teachers corresponding to the numbers were included in the sample.

### **Determination of the Sample Size**

From the population of 363 teachers, 96 teachers were randomly selected from the population (Mutai, 2000). The sample size of each sub-population was worked out using proportionate allocation of sample fraction formula

$$n_1 = \frac{n \cdot p}{N} \text{ (Kothari, 1990)}$$

$n_1$  = sample size for each sub-population

$n$  = number of teachers from a given sub-population

$p$  = sample size for the study.

$N$  = Number of teachers in Makueni sub county

The sample sizes for different sub-populations was as follows:-

$$n_1 = \frac{111 \times 96}{363} = 29$$

$$n_2 = \frac{43 \times 96}{363} = 12$$

$$n_3 = \frac{46 \times 96}{363} = 12$$

$$n_4 = \frac{163 \times 96}{363} = 43$$

$$\underline{\text{Total}} = 96$$

Table 2:

Summary of sample size from each strata

Status and school location	No. of teachers
County schools in urban areas	29
County schools in rural areas	12
Sub county school in rural areas	12
Sub county schools in urban areas	43
Total	96

Source: Researcher's own computations

### **3.6 Instrumentation**

Two data collection instruments (teacher's questionnaire and teacher's interview schedule) were used. This is because, according to Mugenda and Mugenda (1999), there is no single method of data collection that can be described as perfect. The use of structured questions has an advantage that questions are easier to analyze because categories of responses have already been determined. Structured questionnaires are also easy to administer because each item is followed by alternative answers (Mugenda and Mugenda, 1999). An interview schedule was used to provide an option of elaborating or clarifying items after they have been presented to the respondent (Mutai, 2000). The researcher used the judgments of the teachers to determine head teacher's leadership style and its effect on teacher commitment. The structured questionnaires were filled by teachers in the sample. A few teachers from the sample were interviewed (Mugenda & Mugenda, 1999).

#### **3. 6.1 Teacher's Questionnaire**

The questionnaire had three parts; part A and B. Part A provided personal details like gender, teacher's age, teacher's professional qualifications, teacher's experience, type of the school, category of the school and locality of the school. Parts B solicited information on head teacher's leadership style which included; democratic, authoritarian and Laissez-faire. Part B had structured items each addressing a specific area of teacher commitment. The broad areas addressed in this part included meeting of deadlines set for school activities, keeping record of work by teachers, teachers' punctuality to school activities and teachers' willingness to work overtime when need arises . The questionnaire had a five point Likert scale and the score obtained generated quantitative data. The questionnaire was sent to the sample schools by hand at time of data collection by the researcher.

#### **3.6.2 Teacher's Interview Schedule**

Teacher's interview schedule solicited information on head teacher's leadership styles and its effects on teacher commitment. Teacher's interview schedule was mainly used for triangulation purpose. It had ten items. Each of the nine items addressed a specific leadership style of the head

teacher. The tenth item investigated whether the head teachers' leadership styles would affect teacher commitment.

### **3.6.3 Validity**

Content validity is a measure of the degree to which data collected using a particular instrument covers a specific domain of a particular concept (Kathuri and pals, 1993). To ensure content validity in data collection instruments, supervisors in the Department of Curriculum, Instruction and Educational Management scrutinized the instruments and their input was adopted accordingly.

### **3.6.4 Reliability**

Reliability is the degree to which a test scores are free from measurement errors (Kathuri and pals, 1993). In order to eliminate the chance error in the data collection, instruments, Cronbach's coefficient alpha was calculated to determine how items correlate among themselves (Ebel and Freibie, 1991). A high coefficient of 0.7536 indicated the high correlation among the items. Cronbach's coefficient alpha was calculated using the formula below.

$$\alpha = \frac{K}{k-1} \left( 1 - \frac{\sum S_i^2}{S_x^2} \right)$$

Where:

K = Number of items used to measure the concept

$S_x^2$  = Variance of all scores

$\sum S_i^2$  = variance of individual item

The questionnaire was pilot tested on 10 teachers. This was necessary in order to access clarity of items in the questionnaire. It also helped in assessing the time taken to administer the instruments. Pilot study was also expected to look at items that were likely to confuse the respondents so as to pre-work on them.

## **3.7 Data Collection Procedures**

Authority to carry out the research was obtained from National Commission for Science, Technology and Innovation. This was done through the Director, Graduate school Egerton University. A letter of introduction and explanation of the purpose of the study was sent to the county commissioner and the Director of Education, Makueni County. Personal visit was made

to the schools. On the same days of visits, the questionnaire was administered to the respondents. The respondents were given enough time to fill the questionnaires before collecting them. The respondents were also allowed to fill the items independently. After the teachers had completed filling the questionnaires, the researcher interviewed some of the teachers in the sample.

### 3.8 Data Analysis

The researcher used both descriptive (percentages and frequencies) to summarize the data and inferential statistics (Pearson product moment correlation coefficient) to infer to the population. The Pearson Product Moment correlation coefficient was used to determine relationship between dependent and independent variables. The SPSS program was used to facilitate the data analysis. Data from the interview was analyzed using descriptive statistics. The information from interview was used to supplement information from the questionnaire.

**Table 3:**

Summary of statistical tests used to test the hypothesis

Research Hypothesis	Independent Variable	Dependent Variable	Statistical Test
H <sub>01</sub> There is no statistical significance Relationship between head teacher's Leadership style and teachers' punctuality to school activities.	Head teacher's leadership styles	Teachers' punctuality to school Activities	Percentages, frequencies, and Pearson-product correlation
H <sub>02</sub> There is no statistical significance Relationship between head teacher's Leadership style and meeting of set Deadlines for school activities.	Head teacher's leadership style	Meeting of deadlines by teachers on School activities	Percentages, frequencies and Pearson moment correlation
H <sub>03</sub> There is no statistical significance Relationship between head teacher's Leadership style and keeping record of work by teachers.	Head teacher's leadership style	Keeping records by teachers	Percentages, frequencies and Pearson moment correlation
H <sub>04</sub> There is no statistical significance Relationship between head teacher's Leadership style teachers' willingness to work overtime when need arises	Head teacher's leadership style	Teacher's willingness to work overtime when need arises.	Percentages, frequencies and Pearson moment correlation

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.1 Introduction to data analysis

The purpose of the study was to determine the relationship between head teacher's leadership styles and teacher commitment in public secondary schools in Makueni sub county, Makueni County, Kenya. Fifteen schools were studied; five sub county rural schools, three sub county urban schools, three county urban schools, three rural county schools and one national school. Stratified sampling was first used followed by proportionate random sampling from each sub-population. The objectives of the study where:-

- i. To determine the relationship between head teacher's leadership styles and teachers' punctuality to school duties.
- ii. To determine the relationship between head teacher's leadership styles and meeting of set deadlines by teachers in school programmes.
- iii. To determine the relationship between head teacher's leadership styles and keeping of records of work by teachers.
- iv. To determine relationship between head teacher's leadership styles and willingness of teachers to work over time when need arises.

A total of 96 questionnaires were collected from respondents in Makueni District. However, only 91 were used in data analysis because five of the questionnaires had missing information. The data was analyzed by use of frequencies, percentages and correlation coefficients. The statistical package for social science (SPSS) version 17 for windows facilitated data analysis.

#### 4.2 Characteristics of respondents

The respondents of this study differed in many ways. Some of the characteristics important to this study are presented in this section. These include: gender, academic qualification, age and teaching experience. Such information is essential in understanding the respondents.

#### 4.2.1 Teacher' gender

Table 4 shows the distribution of teachers in Makueni Sub County in terms of gender.

Table 4

Teacher's gender

Gender	Frequency	Percentage
Male	58	63.7
Female	33	36.3
Total	91	100

Table 4 shows that majority of teachers in Makueni Sub County are males (63.7%). Females are 36.3% of the total number of teachers in Makueni Sub County. This shows that there is no gender balance in teachers in Makueni Sub County. According Ministry of Education (2010) nationally the number of male teachers is greater than the number of female teachers. There are 363 teachers in Makueni sub County of which 136 (37.5%) are females and 227 (62.5%) are males (Ministry Of Education, 2010).This almost agrees with the sample in which females and males forms 36.6% and 63.7% of teachers respectively. According to M.O.E (2010) 41% of teachers in Kenya are females. Therefore there is a need to come up with a policy to on recruitment of teachers so as to address this issue of gender imbalance. There is a need for gender balance in teaching profession so that so that the students do not misinterpret that teachers should be of the same gender especially due to male dominance in the society (Kruger, 2008).

The literature with respect to the relationship between gender and job commitment is inconsistent. Some studies report that women have higher commitment, where as other studies find that men are more committed, yet other studies find no significant difference between genders (Birds, Wair and Oswald, 1995).

However, research by Carrier, 2009 indicates that male employees in comparison with female employees report higher levels of job commitment. This attributes to the better chances of employment men are argued to have, and opportunities to advance their jobs at more rapid pace than females.

Kruger (2008) maintain that women are inclined to be less committed in their jobs because they tend to hold positions at lower levels in organizational hierarchy where pay and promotion prospects are less attractive. Some theories view gender awareness as universal and as an agent that minimizes social influence (Basacki, 2007). Research has supported the idea that brain chemistry causes boys and girls to think differently (Kruger, 2008). The majority of the research however, has credited societal and cultural norms as a major factors shaping gender ideality.

Carrier (2009) agreed that gender socialization, expectations and stereotypes have a great impact on academic and social success than biological factors. If leadership styles that are characteristics of a specific gender and based on stereotyped beliefs are not aligned with teachers' expectations, organizational commitment could partially be influenced (Aydin et al., 2011). Male perceptions of female principles were revealed as a source of low commitment (Gazioglu and Addi, 1992). Even females stereotype that men can control things better than women lowers their commitment. In addition teachers with female head teachers reported more commitment than teachers under male head teachers (Gazioglu and Addi, 1992)

Lambert at al., (2008) also found female to demonstrate higher levels of commitment compared to males. Aydin et al., (2011), however found males being more commitment than females. They determined that men slightly more capable than women of adopting categories of organizational norms and values.



#### 4.2.2 Academic qualification of the teacher

Table 5 shows distribution of teachers in Makueni sub County district in terms of teacher's academic qualification.

Table 5

Teacher's academic qualification

Qualification	Frequency	Percentage
Diploma in Education	7	7.7
Approved Teacher Status(ATS),A-Level	5	5.5
Trained Graduate teachers	77	84.6
Masters	2	2.2
Total	91	100

Table 5 shows that majority of teachers in Makueni sub County are trained graduates (84.6%). Trained graduates are those teachers who holds Bachelors of Education(BED) degree and Bachelors of Arts (BA) or Bachelors of science (BSC) with Post Graduate Diploma in Education(PGDE). Teachers in Makueni sub County have the right qualification for teaching of the secondary students in Makueni sub County. The minimum qualification for secondary school teacher in Kenya is Diploma in Education (M.O.E, 2010). This means that students in Makueni sub County are taught by qualified personnel. Therefore teachers in Makueni sub County are well trained and are versed with all teaching ethics and skills. Such teachers are expected to be committed. Hence good results are expected.

Research is inconsistent on the relationship between job commitment and educational level (Clark, 1996). Straw (1995) found that the relationship between education and job commitment is positive in nature. Clark, (1996) reveals a positive relationship between job commitment and education. However, Rutter (1986) found an inverse relationship between teacher commitment and education. Reyes (1992) states that the higher an individual's qualification, the higher that individual's job level, and consequently, so too the employees degree of job commitment.

Clark (1996) found that those with degrees and postgraduate holders had lower levels of job commitment compared to individuals with lower levels of education. Clark and Oswald (1996) argued that due to expectations differentials between levels of education, the relationship between education and job commitment is unclear.

Lambert et al., (2001) found education to have no significance effect on job commitment. Recent studies, however, suggest that educational level is positively related to job commitment, subject to a successful match being made between the individuals work and academic qualification .This implies that better educated employees are likely to experience higher levels of job satisfaction when the duties performed by them are in line with their level of education.

#### 4.2.3 Teacher's age

Table 6 shows distribution of teachers in terms of age.

Table 6  
Teacher's age

Age	Frequency	Percentage
Under 40 years	62	68.1
40 years and above	29	31.9
Total	91	100

Table 6 shows that majority of teachers in Makueni sub County are young. Only 31.6% of teachers over 40 years.Over 60% are under 40 years (68.1% are under 40 years).This problem could have been caused by the freezing of recruitment of teachers in 1997 by government .Currently government does not employ teaches but just replaces those who have left the teaching profession through natural attrition or leave voluntarily. Therefore, majority of students in Makueni sub County are taught by teachers who are young.

Researchers have found age to have an influence on job commitment (Clark, 1996). While many researchers suggest a linear relationship (Cramer, 1993), other researchers reported opposite relationship (Clark, 1996)

Researchers have found that older employees tend to be more committed than the young employees (Cramer, 1993). This difference may be due to better adjustment at work, better conditions and greater rewards at work the older employees have compared to the young employees (Birds, Wair and Oswald, 1995). Lambert et al., (2001) also argued that job commitment increases with age and work experience. Older workers are more comfortable and tolerant of authority and may learn to lower expectations for their jobs (Straw, 1995). Lambert et al., (2001) postulated that older workers may have jobs that use their skills better, work under better conditions and benefit from advancement and promotions than younger, less experienced teachers. Alternatively, older employees may have reduced aspiration as they realize that they face limited alternative as they get older. However, Clark (1996) argued that young employees are committed than older ones. He ascribes this to the fact that the younger employees have little experience about the labour market which to judge their own work.

#### 4.2.4 Teacher's experience

Table 7 shows distribution of teachers in terms of teaching in Makueni sub county.

Table 7

Teacher's experience

Experience	Frequency	Percentage
Bellow 5 years	10	11.0
5-15 years	68	74.8
Above 15 years	13	14.2
T0tal	91	100

Table 7 shows that majority of teachers in Makueni sub County do not have very long teaching experience. Only 14.2% of teachers have experience of over 15 years. Teachers in Makueni Sub county may described as fairly experienced in their work and this should enable them have sufficient mastery of subject content. This problem could have been caused by the freezing of recruitment of teachers in 1997 by government .Currently government does not employ teaches but just replaces those who have left the teaching profession through natural attrition or leaves

voluntarily. Therefore majority of students in Makueni sub County are taught by teachers who do have enough teaching experience.

Clark (1996) defined experience as the length of time for which the individual has worked for the organization. Cramer (1993) found that employees with longer experience have greater prosperity to be committed with their jobs than employees with shorter experience. Moreover, a study by Clark (1996) established that employees with longer experience were more committed to work itself due to their level of pay. From this it might be concluded that those benefits that increase in time, such as security and experience, are likely to have an important influence on employee commitment.

Lambert et al (2001) found that there is an opposite relationship between experience and job commitment. The reason the literature is both inconsistent and inconclusive in this regard may be because the relationship between the variables depends on the specific organization and how the experience is viewed. In some organizations, senior employees are highly respected, while higher experience is viewed as a liability in other organizations (Birds, Wair & Oswald, 1995).

#### **4.3 leadership style or styles**

To identify the leadership style or styles commonly used by the head teachers in Makueni Sub County, the respondents were asked the following questions. The judgments of the respondents were used to identify the leadership style or styles commonly used by head teachers in Makueni Sub County.

#### 4.4.0 Democratic leadership style of head teachers in Makueni sub county.

To identify whether head teachers in Makueni sub county are democratic, the respondents were asked the following questions. The judgments of the respondents were used to determine whether the commonly used leadership style by head teachers in Makueni Sub County is democratic leadership style.

**Table 8**

**Democratic leadership style of head teachers in Makueni sub county.**

n=91	SA	A	U	DA	SD
Questionnaire	Percentages				
1. There is participation of teachers in policy and decision making	20	44	7.7	18.7	8.8
2. Opinion of all is respected in policy and decision making	24.2	44	9.9	8.8	13.2
3. Decisions made by teachers are implemented	5.5	40.6	18.7	19.8	15.4
4. Head teacher effectively motivates teachers	15.4	42.8	12.1	15.4	14.3
5. Head teacher supervises school activities	37.4	35.1	6.6	12.1	8.8
6. There is team work under leadership of head teacher	25.3	37.3	12.1	12.1	13.2
7. Head teacher plans school activities alone	38.4	33	7.7	13.2	7.7
8. Head teacher rarely commands teacher	37.4	36.2	7.8	9.9	7.7
9. Head teacher is concerned about promotion of teachers	35.1	33	8.7	8.8	4.4
10. Head teacher has faith and trust with teachers	42.8	35.2	6.6	8.8	6.6
11. Head teacher ensures teachers attend lessons	47.2	33	5.5	5.5	5.2
12. Head teacher is keen on set deadlines	48.3	30.8	9.9	6.6	4.4
Average (percentage)	31.4	37.1	10.3	10.1	9.1

Key: SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree and SD=Strongly Disagree

Table 8 above indicates that 68.5% (31.4% and 37.1%) of the respondents strongly agree and agree with questions 1 to 12. The more the respondents agree and strongly agree with questions above the more democratic the leader is. Therefore table 8 indicates that majority of head

teachers in Makueni Sub county are democratic. A small number 19.2 (10.1% and 9.1%) of head teachers are either autocratic or laissez fare leaders.

#### **4.4.1: level of participation in policy and decision making.**

Table 8 indicates 64% (20% and 44%) of respondents strongly agree and agree that teachers are involved in policy and decision. Bateman and Zeithmal (1990) reported that participation in decision making has a positive link with their perception of the organization and their attitudes towards the organization including commitment. Bar-Hayim and Berman (1992) confirmed that organizational commitment and participation in decision making are positively related. Specifically speaking about profession of teaching, Blasé and Kirby (1992) suggested that (in effective schools) teachers participate in decisions about teaching content. Gazioglu and Tansel (2002) found a direct link between participation in decision making and commitment. They reported that if teaching is to be real strengthened as a profession then teachers must be involved in the process of decision making in professional matters.

Firestone and Pennell (1993) found and reported that lower levels of participation of teachers in decision making (decision deprivation) results in lower level of career commitment. Bar-Hayim and Berman (1992) affirmed that participation of teachers in decision making is important and shared decisions, which in turn, guarantee commitment to such decisions and collective responsibility. Gazioglu and Tansel (2002) connected decision making to the profession of teachers.

Bateman and Zeithmal (1990) suggested that employees should be involved in decision making as this improves work commitment. Buying proposed solutions by the employees translates into high motivation and job satisfaction to see that it is implemented successfully. Level of implementation of decisions made also affects teacher commitment. When decisions made by a group are implemented, members of the group are motivated to make more contribution in the subsequent decision making processing in the school (Okumbe, 1998).

#### **4.4.2 Motivation of teachers**

Table 8 indicates 58.2% (15.4% and 42.8%) of respondents strongly agree and agree that head teacher motivates teachers. Therefore table 8 indicates that majority of teachers accept that head teachers motivate teachers.

Motivation is of enormous importance with regard to enhancing performance and commitment in any organization. Organizations, private and public are set to accomplish their own goals and objectives such as the provision of goods and services. Organizations need of diverse backgrounds both skilled and unskilled to exert their energies towards the accomplishment of their goals. People are the greatest assets available to an organization. In real terms, an organization is people. They constitute the only asset that can work towards an organizational goal. As a result, the major concern of employees is to attract and retain a qualified and dedicated workforce that is working to ‘release its latent energy and creativity in the service of the enterprise (Cole, 1997).

The solution to employee motivation and its relationship with productivity is complex, but application of tactics to address the issue of motivation in individual organization is often simple, straight forward and effective (Grensing, 2000). Head teachers as managers need to put in place certain motivational instruments in place such as free meals for teachers, Parent Teacher Association (PTA) motivational allowances, extra classes allowances, award during speech and price giving days and free accommodation for teachers. Motivation is defined as “those psychological processes that cause the arousal, direction and persistence of voluntary actions that are goal directed” (Grensing, 2000).

#### **4.4.3 Extent of supervision of school activities by head teacher**

Table 8 indicates that 72.5% (37.4% and 35.1%) of respondents strongly agree and agree that head teacher supervises school activities. Therefore results from table 8 indicate that majority of the teachers belief that head teachers supervise school activities to ensure that they are well done. Research indicates that the quality of the supervisor subordinate relationship will have a significant positive influence on the employees overall level of job commitment (Robbins, 1998).

Research appears to be equivocal since most research indicates that individuals are likely to have high levels of commitment if supervisors provide them with support and co-operation in completing their tasks (Knoll, 1997). Similarly results have reported by Cramer (1993). Robbins (1998) maintains that supervisors who allow employees to participate in decisions that affect their own jobs will, in doing so, stimulate high levels of employee commitment.

Researcher Knoll (1987) has written extensively about the importance of supervision in schools. Their research indicates that supervision activities foster motivation, inspiration, and trust and thus help to improve teacher commitment.

#### **4.4.4 Level of team work in the school**

Table 8 indicates that 62.6% (25.3% and 37.3%) of respondents strongly agree and agree that there is team work in the school. Table 8 therefore indicates that majority of the teachers believe that there is team work in the school under leadership of the head teacher. Leaders alone cannot do the job (D'Souza, 2002). This means team work is crucial in a school. Sisungu (2002) further argues that head teacher need to be a member of the team to emerge as its leader.

There is empirical evidence that co-worker relations are an antecedent of job commitment (Marks, 1994). Research (knoll, 1997) suggests that job commitment is related to employees' opportunities for interaction with others on the job. An individual's level of job commitment might be a function of personal characteristics and the characteristics of the group to which he or she belongs. The social context of work is also likely to have a significant impact on a worker's attitude and behaviour (Mark, 1994). Relationship with both co-workers and supervisors are important. Some studies have shown that the better the relationship, the greater the level of job commitment (Wharton & Baron, 1991).

According to Hodson (1997), such social relations constitute an important part of "social climate" within the workplace and provide a setting within which employees can experience meaning and identity. Luthans (1998) postulates that work groups characterized by co-operation and understanding amongst their members tend to influence the level of job commitment. When cohesion is evident with a work group it usually leads to effectiveness within a group and the job



becoming more enjoyable. However, if the opposite situation exists and colleagues are difficult to work with, this may lower teacher commitment.

Mensah (1997) found that the quality of close friendship was associated with both career success and commitment of employees. Hodson (1997) examined the impact of friendship on workplace outcomes; their results indicate that friendship opportunities were associated with increase organizational commitment.

Luthans (1992) however contends that satisfactory co-worker relations are not essential to organizational commitment, but that in the presence of extremely strained relationships, organizational commitment is likely to suffer. Nevertheless, the growing body of literature on the subject seems to indicate that co-worker relations are taking on an increasing role, not just in the realms of productivity, but also in determining the experience of work and its meaning (Hodson, 1997).

Hodson (1997) found that the greatest need of educators centered around interpersonal needs. He maintains that healthy relationships with colleagues and school head teachers increase educational concerns and goal attainment. These findings strengthen the argument that organizations should engage in the integration of employees so as to create groups cohesion among employees and departments within the organization (Lambert et al., 2001).

#### **4.4.5 Level of command by head teachers on teachers**

Table 8 indicates that 73.6% (37.4% and 36.2%) of respondents strongly agree and agree that head teachers rarely commands teachers. Therefore table 8 indicates that majority of the head teachers do not work more on command but politely talks to the teachers. Okumbe (1998) argued threatening employers lowers their motivation level. Small number of respondents belief that head teachers work on command rather than politely talking to the teachers.

#### **4.4.6 Level of concern of head teacher on promotion of teachers**

Table 8 indicates that 68.1% (35.1% and 33%) of respondents strongly agree and agree that head teachers are concerned on promotion of teachers. Table 8 implies that majority of head teachers are concerned with promotion of teachers.

An employee's opportunities for promotion are also likely to exert an influence on teacher commitment (Marks, 1994). Robbins (1998) maintains that promotions provide opportunities for personal growth, increased responsibility and increased social status. Greasing (2000) postulate that many people become more committed when they believe that their future prospects are good. This may translate into opportunities for advancement and growth in their current work place, or enhance the chance of finding alternative employment. They maintain that if people feel they have limited opportunities for career advancement, the job commitment may decrease. According to Hodson (1997), employees' commitment with promotional opportunities will depend on a number of factors, including the probability that employees will be promoted, as well as the basis and the fairness of such promotions. Mensah (1997) indicates that such an individual's standard for promotion is contingent on personal and career aspirations. Moreover, not all employees wish to be promoted. The reason therefore is related to the fact that promotion entails greater responsibility and tasks of a more complex nature, for which individuals may consider themselves unprepared. If employees perceive the promotion policy as unfair, but do not desire to be promoted, they may still be satisfied. Nonetheless, opportunities for promotion appear to have a significant positive correlation with job satisfaction (Robbins, 1998). In a study by Jayaratine and Chess (1984 cited in Okumbe, 1998), the opportunity for promotion was found to be the best and only common predictor of job commitment in work place.

Luthans (1992) further maintains that promotions may take a variety of different forms and are generally accompanied by different rewards. Promotion opportunities therefore have differential effects on teacher commitment, and it is essential that this is taken into account in cases where promotion policies are designed to enhance employee satisfaction. According to Okumbe (1998) most of the secondary school teachers will be more motivated by higher needs such as growth, self esteem and status

#### **4.4.7 Level of trust and faith of head teacher on teachers**

Table 8 indicates that 78.3% (42.8% and 35.5) of respondents strongly agree and agree that head teachers have faith and trust in teachers. Therefore from table 8 majority of the teachers agree that their head teachers have faith and trust with head teachers. Robbins (1998) reported a significant correlation between head teachers trust for teachers and teacher commitment.

In addition, with regard to interpersonal relationships and group interactions in the workplace, trust is regarded as a very important factor (Cole, 1997), as the members' interactions would influence their trust in others. Trust can even be treated as representative of all interpersonal relationships (Embry et al., 2008). Although Luthans (1998) suggested a positive correlation between trust and commitment, findings gained in some studies demonstrated an insignificant relationship (Kruger, 2008). In past research on trust the tendency has been to treat interpersonal affiliations and risk undertaking as the variables; however, it is important to distinguish trust from an affective and a cognitive perspective, as it could involve any of the personnel within the organization (McClelland, 1997)

#### **4.4.8 Level of attendance of lessons by teachers**

Table 8 indicates that 80.2% (47.2% and 33%) of respondents strongly agree and agree that head teachers follow to ensure that lessons are attended. Therefore results from table 8 indicate that head teachers follow to ensure that teachers attend their lessons. According to (Gautam, 2005) it is the responsibility of the head teacher to monitor students' educational progress.

#### 4.5.0 Autocratic leadership style of head teachers in Makueni sub county.

To identify whether head teachers in Makueni sub county are autocratic, the respondents were asked the following questions. The judgments of the respondents were used to determine whether the commonly used leadership style by head teachers in Makueni Sub County is autocratic leadership style.

**Table 9**

**Autocratic leadership style of head teachers in Makueni sub county.**

n=91	SA	A	U	DA	SD
Questionnaire	Percentages				
1. Head teacher makes school policies and decisions alone without consulting teachers.	4.4	15.6	8.9	35.6	35.6
2. Head teacher threatens teachers with discipline actions when work is not well done.	6.7	21.1	12.2	34.4	25.6
3. Head teacher is not concerned about personal problems of teachers.	7.8	10.0	11.1	36.7	34.4
4. Teachers are not free to contribute during staff-meetings.	10.0	5.6	5.63	5.6	43.3
5. Head teacher works more an command rather than politely talking to the teachers.	7.7	10.1	7.7	37.1	37.1
6. Head teacher does not motivate teachers	7.9	11.2	11.2	38.2	31.5
7. Head teacher is not concerned on promotion of teachers	4.6	9.2	19.5	32.2	34.5
8. Head teacher makes decisions without consulting with teachers	7.9	13.5	7.9	31.5	39.3
9. Head teacher has no faith and trust with teachers	6.7	8.9	6.7	35.6	42.2
Average (percentage)	7.1	11.1	10.1	35.2	35.9

Key: SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree and SD=Strongly Disagree

Table 9 above indicates that 71.1% (35.2% and 35.9%) of the respondents strongly disagree and disagree with questions 1 to 9. The more the respondents disagree and strongly disagree with questions above the less autocratic the leader is. Therefore table 8 indicates that majority of head teachers in Makueni district are not autocratic. A small number 18.2 (11.1% and 7.1%) of head

teachers are either autocratic or laissez faire leaders.

#### **4.5.1 Participation in policy and decision making and teacher commitment**

Table 9 shows that 71.2% (35.6% and 35.6%) of the teachers reported head teachers involve them in policy and decision making. Okumbe (1998) argued that involving teachers in policy and decision making buys teachers' loyalty into implementation of decisions and policies they participated in formulating hence increasing work commitment.

Robbins (1998) reported that participation in decision making has a positive link with their perception of the organization and their attitudes towards the organization including commitment. Bateman and Zeithmail (1990) confirmed that organizational commitment and participation in decision making are positively related. Specifically speaking about profession of teaching, Luthans (1998) suggested that (in effective schools) teachers participate in decisions about teaching content. Gressing (2000) found a direct link between participation in decision making and commitment. They reported that if teaching is to be strengthened as a profession then teachers must be involved in the process of decision making in professional matters.

Cole (1997) found and reported that lower levels of participation of teachers in decision making (decision deprivation) results in lower level of career commitment. Bateman and zeithmail (1990) affirmed that participation of teachers in decision making is important and shared decisions, which in turn, guarantee commitment to such decisions and collective responsibility. Robbins (1998) and Hodson (1997) connected decision making to the profession of teachers.

Apart from taking part in decision making implementation of decisions made affects teacher commitment. When decisions made by members of a group are implemented, members of the group are motivated to make more contribution in the subsequent decisions decision making process in the school thus increasing work commitment (Nzuve, 1999).

#### **4.5.2 Motivation and teacher commitment**

Table 9 shows that 69.7 (38.2% and 31.5%) of teachers agree that head teachers motivate teachers. Majority of head teachers motivate their teachers. Nzuve (1999) argued that motivated employee works

beyond call of duty hence committed. According to Okumbe (1998) an employee can be motivated using a reward or reinforcing the required behavior. A reward, tangible or intangible, is presented after the occurrence of an action (that is behavior) with the intention of causing the behavior to occur again. This is done by associating positive meaning to the behavior. Studies show that if the person receives the reward immediately, the effect is greater, and decreases as delay lengthens. Repetitive action-reward combination can cause the action to become habit. Motivation comes from two sources: oneself, and other people. These two sources are called intrinsic motivation and extrinsic motivation, respectively. Reinforcers and reinforcement principles of behavior differ from the hypothetical construct of reward. A reinforcer is any stimulus change following a response that increases the future frequency or magnitude of that response, therefore the cognitive approach is certainly the way forward as in 1973 Maslow described it as being the golden pineapple (Nzuve, 1999). Positive reinforcement is demonstrated by an increase in the future frequency or magnitude of a response due to in the past being followed contingently by a reinforcing stimulus. Negative reinforcement involves stimulus change consisting of the removal of an aversive stimulus following a response. Positive reinforcement involves a stimulus change consisting of the presentation or magnification of a positive stimulus following a response. From this perspective, motivation is mediated by environmental events, and the concept of distinguishing between intrinsic and extrinsic forces is irrelevant

#### **4.5.3 Commands and teacher commitment**

Table 9 shows that 74.1% (37.1% and 37.1%) of teachers head teachers rarely command teachers but talks to them politely. This shows that majority of teachers rarely commands their teachers. Theory y states that teachers need to be commanded to be committed to work (Okumbe, 1998). According to theory y employees are naturally lazy and do not like work (Okumbe, 1998). Therefore workers need to be commanded to work. However this theory contradicts theory x which states that employees naturally like work and therefore need not to be forced to do their work (Bateman & Zeithmal, 1990). Nzuve (1999) argued that in organization where leaders command workers, the employees are committed in presence of their leaders and relax in absence of their leaders.

#### 4.5.4 Promotion and teacher commitment

Table 9 shows that 66.7% (32.2% and 34.5%) of teachers reported that head teachers are concerned on promotion of teachers. This indicates that majority of head teachers in Makueni sub County are concerned on promotion of teachers.

#### 4.6.0 Laissez faire leadership style of head teachers in Makueni sub county.

To identify whether head teachers in Makueni Sub County are laissez faire, the respondents were asked the following questions. The judgments of the respondents were used to determine whether the commonly used leadership style by head teachers in Makueni Sub County is laissez leadership style.

Table 10

Laissez faire leadership style of head teachers in Makueni sub county.

n=91	SA	A	U	DA	SD
Questionnaire	Percentages				
1.Head teacher does not supervise school activities to ensure that they are well done.	8.9	12.2	6.7	34.4	37.8
2.No team work. Teachers allowed to work as they wish	1.0	17.9	17.8	33.3	40.2
3. Little or almost no effort is made by the head teacher to improve instructional programmes and teaching methods of the teachers	6.9	9.2	10.3	33.3	40.2
4. Head teacher does not follow to ensure teachers attend their lessons	9.1	5.7	5.7	31.8	47.7
5. Head teacher does not check if teachers prepare lesson notes, lesson plans and schemes of work	7.8	4.4	8.9	41.1	37.8
6. Head teacher does not follow absenteeism of the teachers	1.1	7.9	6.7	34.8	49.4
7. Head teacher is not keen on deadlines set for school activities	3.4	5.6	10.1	31.5	49.4
8. Head teacher is hands off in school management, offers no leadership and guidance in school programmes	4.4	8.9	5.6	34.4	46.7
9. Head teacher is not a role model in most of school programmes and Activities.	5.6	7.9	7.9	33.7	44.9
Average (percentage)	5.4	8.9	8.9	33.9	43.0

**Key:** SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree and SD=Strongly Disagree

Table 10 above indicates that 76.9% (33.9% and 43.0%) of the respondents strongly disagree and disagree with questions 1 to 9. The more the respondents disagree and strongly disagree with questions above the less laissez faire the leader is. Therefore table 8 indicates that majority of head teachers in Makueni district are no laissez faire leaders. A small number 13.3% (5.4% and 8.9%) of head teachers are either autocratic or laissez faire leaders.

#### **4.6.1 Supervision and teacher commitment**

Table 10 shows that 72.2% (34.4% and 37.8%) of teachers agreed that head teachers supervise school activities. This majority of head teachers in Makueni Sub County supervise school activities. Firestone and Pennell (1993) argued that feedback given after supervision enhances teacher commitment by confirming the success of some instructional efforts and signaling problem areas in others

#### **4.6.2 Teamwork and teacher commitment**

Table 10 shows that 63.3% (33.3% and 30%) of teachers support there is teamwork in the school. Researchers (Graham, 1996, Reyes & Fuller, 1995) who found that teamwork was associated with teacher commitment. According to the findings of several researchers, teamwork can lead to better performance for an organization, such as the enhancement of productivity in the workplace, improvement of service quality, greater satisfaction of employees with jobs, less absence, and reduced turnover rate. However, not all teams are successful because arrangements of the individuals' cooperation in the work may not be satisfactory and the members should be allowed to select teammates (Bateman & Zeithmal, 1990). Marks (1994) found that the success of teams in accomplishing their goals is related not only to the members' talents and their effectiveness, but is also associated with their interactions, as team interactions are based on cognition, language, and the members' interdependency. The input is transformed into output in order to fulfill the goals of the teams. In addition, team interactions include the members' behavior, cognition, and affection (Jones Johnson & Johnson, 2000). According to Birds, Wair & Oswald, (1995) an individual's inner cognition (inclinations and shared mental model) and feelings (sense of belonging) would certainly be transformed into the behaviors, which would influence the final output of the teams. Embry et al. (2008) called the process of team interactions teamwork



behaviors. However, teamwork behaviors do not refer to one concept, and the members' interactions could be very diverse and relatively different (Riehl et al., 1996). Thus, after reviewing the related studies, Riehl and colleagues proposed framework of task-related collaborative behaviors, including coordination, cooperation, and information exchange in order to measure teamwork behaviors.

#### 4.7.0 Level of teacher commitment in Makueni Sub County

To investigate the level of teacher commitment in Makueni Sub County the respondents were asked the following questions. Their responses were used investigate the level of teacher commitment in Makueni Sub County.

Table 11

Level of teacher commitment in Makueni district

Questionnaire	n=91	SA	A	U	D	SA
Percentages						
1. Teachers keep records of work		37.4	49.4	5.5	3.3	4.4
2. Teachers meet set deadlines for school activities		28.6	60.4	8.8	1.1	1.1
3. Teachers work overtime when need arises		51.6	37.4	2.2	5.5	3.3
4. Teachers are punctual in school activities		39.5	49.5	3.3	4.4	3.3
Average (percentage)		39.3	49.2	5.0	3.6	3.0

Table 11 shows that 88.5% (39.3% and 49.2%) of respondents reported that teachers have commitment in Makueni Sub County. Therefore majority of respondents agree or strongly agree on the questions 1 to 4. The more the respondents agree on questions 1 to 4 the more committed the teachers are. Therefore majority of teachers are committed in Makueni sub County.

#### 4.7.1 Keeping of records

Table 11 indicates that 86.8 (37.4% and 49.4) of respondents agree or strongly agree that they keep records of work. Table 11 therefore indicates teacher commitment in Makueni sub County.

#### **4.7.2 Teachers meet deadlines set for school activities.**

Table 11 indicates that 89% (28.6% and 60.4%) of the teachers meet deadline set for school activities.

Teaching is a demanding profession and there several activities teachers need to undertake for effective learning and teaching. Some of these activities include: preparation of schemes of work, lesson plans, record of work and progressive records, setting and marking of examinations and marking of registers among others. Therefore there is a need to set deadlines for the set objectives to be achieved.

Teaching is a complex and demanding profession hence there is a need to for teachers to sacrifice even their personal time for the good future of the child (Day, 2000). There is escalation of pressure and expectation from government and society on teacher performance (Hargreaves, 1994). Therefore teachers work even at night and early in morning so as to try to meet these high demands from the government and the society as whole

#### **4.7.3 Teachers are punctual in school activities**

Table 11 indicates that 89% (39.5% and 49.5%) of teachers are punctual in school activities. This shows that teachers are committed in their work.

#### **4.8.0 Relationship between head teacher's leadership styles and teacher commitment.**

In order to determine the degree of relationship between head teachers leadership styles and teacher commitment, Pearson product moment correlation analysis helped to determine the co-linearity among the given variables.

#### **Pearson Product moment correlation between leadership style of head teacher and teachers punctuality to school duties.**

Hypothesis Ho<sub>1</sub> sought to determine whether there was any significant relationship between head teacher's leadership style and teachers' punctuality to school duties.

Table 12:

Head teacher's leadership style and teachers' punctuality to school duties.

Leadership style	n=91	significance at $p < 0.05$	
		Pearson product	sig(2 tailed)
Democratic		0.071	0.501
Authoritarian		0.04	0.681
Laissez faire		-0.023	0.829

The Pearson moment correlation revealed no significant relationship between head teacher's leadership style and teachers' punctuality to school duties.  $P=0.501, 0.681$  and  $0.829, p < 0.05$

Teaching profession requires a teacher to be time conscious. This is because each lesson is allocated a given period of time hence losing even five minutes will result to a teacher not completing syllabus in that given class. Teachers are also required to arrive at school early in the morning so as to ensure students attend morning activities and they report in classes in time. Hence there is a great need for teachers to be punctual in school activities.

**Pearson Product moment correlation between leadership style of head teacher and meeting of set deadline by teachers.**

Hypothesis  $H_{02}$  sought to determine whether there was any significant relationship between head teacher's leadership style and meeting of set deadline by teachers.

Table 13:

Head teacher's leadership style and meeting of set deadline by teachers.

Leadership style	n=91	significance at $p < 0.05$	
		Pearson product	sig(2 tailed)
Democratic		-0.026	0.805
Authoritarian		0.012	0.908
Laissez faire		-0.069	0.516

The Pearson moment correlation revealed no significant relationship between head teacher's leadership style and meeting of set deadline by teachers.  $P=0.805, 0.908$  and  $0.516, p<0.05$

**Pearson Product moment correlation between leadership style of head teacher and keeping records of work by teachers**

Hypothesis Ho<sub>3</sub> sought to determine whether there was any significant relationship between head teacher's leadership style and keeping records of work by teachers.

Table 14:

Head teacher's leadership style and keeping records of work.

Leadership style	n=91	significance at p <0.05	Pearson product	sig(2 tailed)
Democratic			-0.113	0.287
Authoritarian			0.113	0.284
Laissez faire			-0.043	0.684

The Pearson moment correlation revealed no significant relationship between head teacher's leadership style and keeping records of work by teachers.  $P=0.287, 0.284$  and  $0.684, p<0.05$

Records of work refer to professional documents kept by teachers. Professional documents are documents which are used by the teachers in the preparation, implementation and evaluation of teaching/learning process (Briggs, 1999). They include schemes of work, lesson plans, records of work and progress records. They are meant to make teaching and learning more effective Gagne et al (1998).

A scheme of work is a detailed breakdown of the syllabus in terms of lessons, weeks, terms and year for the purpose of orderly and systematic teaching (Salsbury et al, 2008). The scheme of work is derived from the education syllabus. The scheme of work details how the education content for each class is to be covered on a weekly, termly and yearly basis. A scheme of work has the following components; week, lesson, topic/sub-topic, specified objectives, teaching /learning activities, teaching/learning resources, references and remarks. The week component

indicates the week of term in which a particular topic content to be taught. Lesson component indicates the specific lesson in which a particular topic/sub-topic is to be taught. Topic/sub-topic component indicates the specific areas identified for study in education syllabus. A sub-topic is a sub division for ease of study. Specific objective component refers to what the teacher intends to achieve by the end of lesson. They must be SMART, that is S-specific, M- measurable, A affordable/achievable, R- realistic and T-time bound. Objectives should point to the expected change in behavior the learner.

Teaching /learning activities column clarifies the activities carried out by the learner and the teacher for effective teaching and learning during and after the lesson. These experiences should be stated clearly using action verbs and be sequentially geared towards achieving the specific objective. They guide the teacher to plan in advance the teaching /learning experiences, methods and the varied activities the class will be engaged in during the lesson. Teaching/Learning Resources column spells out the instructional materials the teacher intends to use to make the lesson effective. They include human and material resources. The teacher should creatively select, develop and assemble resources before the lesson such as; text books, newspaper cuttings, charts, audio and audio visual materials. Remarks column is where comments that the teacher makes to show whether the set objectives have been achieved. In references column teacher indicates text books, reference materials and documents which should be used to source content on specific topics. A variety of references should be used to enrich the content. Lesson plan is a detailed account of what is to be covered in a lesson (Briggs, 1999). It is extracted from the scheme of work.

A lesson plan should include the following components: Administrative details (date, time, class, subject), Topic/Subtopic, Specific Objective(s), learning/teaching activities, learning/teaching resources, references and remarks. Topic/Subtopic is derived from scheme of work. Specific Objective(s) is a statement of what is intended to be achieved by the end of the lesson. It should be stated in simple clear language and should be measurable as in the syllabus. Learning/teaching Experiences column contains the approaches/methods to be used in the lesson. These include discussion, observation, brainstorming among many. Learning/teaching activities should aim at achieving the stated lesson objectives. Learning/teaching Resources are the materials that will be used to enhance the

learning/teaching process. They include: charts, videos and audio programmes, pictures and real objects. Teachers should improvise resources relevant that are and appropriate to the lesson. References column gives the sources of information. These include textbooks, magazines, periodicals and journals. In remarks column the teacher should state if the lesson was taught successfully. If there were any difficulties observed, mention them. Remedies sought should also be indicated. Records of work are a document where all details of the work covered/taught by the teacher is entered on a daily basis Briggs (1999). The entries are made by the individual teacher after every lesson.

Following are components of record of work: Time frame, work covered, remarks section and name/sign/initials. Time frame column indicate the day, date, week and lesson. The week and the lesson can be specified for example week 9 Lesson 1. Work covered takes the form of sub-topics derived from specific objective (s). Remarks section is a statement reflecting the success and failures of the lesson and recommendations/way forward. Name/Sign/Initials is the identity of the teacher who taught the lesson. It helps in accountability and transparency.

A progressive record is document that shows trend in academic performance of students over a period (Gagne et al 1998). Progressive record indicates all examination done by the student from the time the student joined that school. Progressive records can be used to predict future performance of the student in the final examination. Progressive record can also be used to indicate whether teachers are achieving the set objectives.

### **Pearson Product moment correlation between leadership style of head teacher and working overtime when need arises**

Hypothesis Ho<sub>4</sub> sought to determine whether there was any significance relationship between head teacher's leadership style and working overtime when need arises

Table 15:

Leadership style of head teacher and working overtime when need arises

Leadership style	n=91	significance at $p < 0.05$	
		Pearson product	sig(2 tailed)
Democratic		0.113	0.287
Authoritarian		0.057	0.526
Laissez faire		-0.082	0.442

The Pearson moment correlation revealed no significant relationship between head teacher's leadership style and working overtime when need arises  $P=0.287, 0.526$  and  $0.442, p < 0.05$ .

#### **4.8 REPORTS FROM INTERVIEW SCHEDULE**

Over 70% of teachers were of the opinion that head teacher's leadership affects their work commitment. Head teacher's leadership style affects their punctuality to work, meeting of deadlines for school activities, preparation of professional documents and willingness to work over time when need arises. More than 69% of teachers preferred democratic leadership style because such leaders involved them in decision making, are concerned on teachers personal needs and they highly motivate teachers. Teachers reported that head teachers motivated them by; reward, promotions, staff training, using money and recognition.

In some schools the administration, headed by the head teacher rewards teachers and students every year during speech and prize-giving day. This is to say that teachers' work and dedication are been recognized by both school managers and parents. Teachers are recommended for promotion and up-grading by head teachers. Dedication and hardworking has been the yardstick for head teachers recommendation for promotion of this staff.

No matter how automated an organization or an education complex may be, high performance depends on the level of motivation and the effectiveness of the work force (teachers). Staff training is an indispensable strategy for motivating workers. The education institute must have

good training programme. This will give the teacher or educational professional opportunities for self-improvement and development to meet the challenges and requirements of new equipment and new techniques of performing a task.

Sinclair, et al (2005) asserts that money remains the most significant motivational strategy. As far back as 1911, Fredrick Taylor and his scientific management associate described money as the most important factor in motivating the industrial workers to achieve greater productivity. Taylor advocated the establishment of incentive wage systems as means of stimulating workers to higher performance, commitment, and eventually satisfaction.

Money posters significant motivating power in as such as it symbolizes intangible goals like security, power, prestige, and a feeling of accomplishment and success. Katz, in Sinclair, et al (2005) demonstrates the motivational power of money through the process of job choice. He explains that money has the power to attract, retain, and motivate individuals towards higher performance. For instance, if a teacher has another job after which has identical job characteristics with his current job, but greater financial reward, that teacher would in all probability be motivated to accept the new job offer. Cole (1997) states that many managers use money to reward or punish workers. This is done through the process of rewarding employees for higher productivity by instilling fear of loss of job for example, premature retirement due to poor performance. The desire to be promoted and earn enhanced pay may also motivate employees.

Institutions can reduce teachers' low performance by rewarding top performers' meaningful rewards and recognition that are achievable have the greatest impact on high commitment of teachers. This therefore implies that a teacher who serves on a particular grade successfully is identified with particular position such as house master, senior teacher, games teacher and so on so forth. A hard working teacher in his ranks for four years get a promotion to the next rank will always boost up teacher's attitude towards work and achievement of a higher goal. The institution of best teacher award with an attractive reward and recognition like beautiful house well furnished and recognized certificate giving to the winner is a good example.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents a summary of the research findings, conclusion from the findings and recommendations drawn from conclusion.

#### **5.2 Summary and the findings**

The study investigated the relationship between head teachers' leadership styles and teacher commitment in public secondary schools in Makueni Sub County, Makueni County. The data related to objectives was collected by use of questionnaires and interviews. Analysis was done with aid of Statistical Package for Social Sciences programmes for windows version 17. This being a survey, an accessible population of 96 teachers was used. The findings have been presented in chapter four and the summary is given below.

There is a relationship between head teachers' leadership styles and teacher commitment in Makueni district though the relationship is not significant. This is because there is relationship although weak and insignificant; between head teachers' leadership styles and teachers' punctuality in their school duties, head teachers' leadership styles and meeting of set deadlines by teachers in school programmes, head teachers' leadership styles and keeping records of work by teachers and lastly head teachers' leadership styles and willingness to work overtime when need arises.

In Makueni sub county there is teacher commitment because; majority of teachers work overtime when need arises, majority of the teachers meet deadline set for school activities, majority of the teachers keep record of work like schemes of work and lesson plans and majority of the teachers are punctual in school activities. In Makueni Sub County head teachers use the three leadership styles; autocratic, democratic and laissez-faire. In Makueni Sub County mostly used leadership style is democratic leadership style. This is because; majority of the head teachers motivate their teachers, majority of the head teachers involve the teachers in policy and decision making in matters of concern to the school, majority of the head teachers have trust and faith with their

teachers, majority of the head teachers are human when dealing with teachers and there is team work in majority of the schools.

In Makueni district majority of the schools are well managed .This because; majority of the head teachers follow to ensure teachers attend lessons, majority of the head teachers supervise school activities, majority of head teachers have great concern on absenteeism of the teachers, many of the head teachers check whether teachers keep records of work like schemes of work and lesson plans and many of head teachers follow to ensure dead line set for school activities are met.

### **5.3 Conclusions**

The following conclusions have been drawn from findings discussed in the previous chapter.

1. There is relationship between head teacher's leadership styles and teachers' punctuality to school duties though weak and insignificant.
2. There is relationship between head teacher's leadership styles and meeting of set deadlines by teachers in school programmes though weak and insignificant
3. There is relationship between head teacher's leadership styles and keeping record of work by the teachers though weak and insignificant
4. There is relationship between head teacher's leadership styles and willingness of teachers to work overtime when need arises though weak and insignificant

### **5.4 Recommendations**

- 1) M.O.E through Quality Assurance and Standard Officers (DQASO) need to monitor teachers on the following; teachers punctuality on school duties, meeting of set deadlines on school programmes, keeping records of work and working overtime when need arises.
- 2) There is a need for the ministry of teachers to ensure that immediately teachers are promoted as head teachers they are taken to management courses. This is because when head teacher lack management skills their poor leadership skills affect teacher commitment. This is because students with committed teachers are likely to perform better and have a more positive attitude towards the school than students with less

committed teachers. The TSC and MOE should increase number of in-services courses on management as a few of head teachers lack management skills.

- 3) Teachers also need to be taken to seminars and workshops on management courses. This is because some of the teachers, researcher found that they are not concerned about what is happening in the school. There is a need for teachers to be constantly reminded about the important role they play on future of the school child and also the importance of teachers in assisting head teachers in management of the school. Some of the teachers were found to be hands of on most of school activities.

### **5.5 Suggestions for further research**

The following areas have been suggested for further research:-

- 1) Whether there is any relationship between teacher commitment and the following
  - i. Location of the school. Whether the school is rural or urban.
  - ii. Gender of the teacher. Whether the teacher if female or male.
  - iii. Teachers' qualification. Qualification of the teachers' include; trainees, ATS, graduate and masters
  - iv. Age of the teacher
  - v. Working experience of the teacher
  
- 2) It is important to research in larger population and sample like a county and with adequate time. This would give a better view on the relationship between head teacher's leadership style and teacher commitment to their work.

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## APPENDIX A TEACHERS' QUESTIONNAIRE (TQ)

### INSTRUCTIONS.

1. This is not a test and there is no correct or wrong choice.
2. It is good that you give your honest view.
3. All answers will be treated with confidentiality.

### PART A PERSONAL INFORMATION

Please tick/fill in the spaces appropriately

- (I) Type of your school: Girls  Boys  mixed
- (ii) Category of your school: District  County
- (iii) Location of your school: Rural  Urban
- (iv) Please indicate your gender: Male  Female
- (v) Please indicate your professional qualifications; Untrained Diploma  Graduate   
Masters degree  ATS
- (VI) Age: under 40years  Over40years
- (vii) Please indicate your teaching experience: Below10years  Above10years

### PART B

#### INSTRUCTIONS

- (i) Read the items carefully and understand before choosing what truly reflects your view on the leadership style of your head teacher.
- (ii) Please circle the choice which you feel best represents your view on school management by your head teacher.
- (iii) The choices are 1= strongly agree, 2= Agree, 3= undecided 4= Disagree, 5= strongly disagree.

#### Questions

##### Democratic leadership style

1. There is participation of teachers in policy and decision making 1, 2,3,4,5

2. Opinion of all is respected in policy and decision making	1, 2,3,4,5
3. Decisions made by teachers are implemented	1, 2,3,4,5
4. Head teacher effectively motivates teachers	1, 2,3,4,5
5. Head teacher supervises school activities	1, 2,3,4,5
6. There is team work under leadership of head teacher	1, 2,3,4,5
7. Head teacher plans school activities alone	1, 2,3,4,5
8. Head teacher rarely commands teacher	1, 2,3,4,5
9. Head teacher is concerned on promotion of teachers	1, 2,3,4,5
10. Head teacher has faith and trust with teachers	1, 2,3,4,5
11. Head teacher ensures teachers attend lessons	1, 2,3,4,5
12. Head teacher is keen on set deadlines	1, 2,3,4,5

#### **Autocratic/ Authoritarian Leadership style of the head teacher**

1. Head teacher makes school policies and decisions alone without consulting teachers	1,2,3,4,5
2. Head teacher threatens teachers with discipline actions when work is not well done	1,2,3,4,5
3. Head teacher is not concerned about personal problems of teachers	1,2,3,4,5
4. Teachers are not free to contribute during staff-meetings.	1,2,3,4,5
5. Head teacher works more an command rather than politely talking to the teachers	1,2,3,4,5
6. Head teacher does not motivate teachers	1,2,3,4,5
7. Head teacher is not concerned on promotion of teachers	1,2,3,4,5
8. Head teacher plans school activities without consulting with teachers	1,2,3,4,5
9. Head teacher has no faith and trust with teachers	1,2,3,4,5

#### **Laissez-faire Leadership style of the Head teacher**

1. Head teacher does not supervise school activities to ensure that they are well done	1,2,3,4,5
2. Head teacher allows teachers to work and teach as they wish	1,2,3,4,5
3. Little or almost no effort is made by the head teacher to improve instructional	



programmes and teaching methods of the teachers	1,2,3,4,5
4. Head teacher does not follow to ensure teachers attend their lessons	1,2,3,4,5
5. Head teacher does not check if teachers prepare lesson notes, lesson plans and schemes of work	1,2,3,4,5
6. Head teacher does not follow absenteeism of the teachers	1,2,3,4,5
7. Head teacher is not keen on deadlines set for school activities	1,2,3,4,5
8. Head teacher is hands off in school management, offers no leadership and guidance in school programmes	1,2,3,4,5
9. Head teacher is not a role model in most of school programmes and activities	1,2,3,4,5.

## **APPENDIX B**

### **TEACHERS INTERVIEW GUIDE**

1. Does the head teacher involve teachers in policy and decision in the school? If yes, how often?
2. Does your head teacher motivate teachers? If yes, what kind of rewards does he give?
3. Does head teacher care about personal needs and problems of teachers? If yes, what needs? And how often?
4. Does the head teacher use command when dealing with teachers? If yes, when does he or she use command?
5. Does head teacher threaten teachers with disciplinary action? If yes how often?
6. Does the head teacher supervise school activities? If yes, how often
7. Does head teacher follow to ensure lessons are well attended by the teachers? If yes how often
8. Does head teacher check keep records of work like schemes of work, lesson plan, teacher's notes and records of work covered? If yes, how often
9. Does the head teacher absent him from school? If yes, how often?
10. Does the behaviour and actions of your head teacher affect your work? If yes, how?

## **APPENDIX C**

### **Indicators of Teacher Commitment**

- |   |           |
|---|-----------|
| 1. Teachers work overtime when need arises                              | 1,2,3,4,5 |
| 2. Teachers meet deadlines set  | 1,2,3,4,5 |
| 3. Teachers keep records of work like schemes of work and lesson plans. | 1,2,3,4,5 |
| 4. Teachers are punctual in school activities                           | 1,2,3,4,5 |