HEADTEACHERS' SELECTED LEADERSHIP STYLES ON TEACHERS' CAREER COMMITMENT IN PUBLIC PRIMARY SCHOOLS IN SOIN

DIVISION, KERICHO COUNTY

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DECLARATION AND RECOMMENDATION

Declaration

This research Thesis is my original work and has not been presented for an award of a degree or diploma in this or any other University.

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Recommendation

This research Thesis has been submitted for examination with our approval as university supervisors.

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DEDICATION

This Thesis is dedicated to my dad Kipkemboi A Chumo who laid the foundation upon which I build. It is also dedicated to my mother, Esther Chumo and my wife Susan who prayed for me and God listened to them. To my children who gave me amble time to prepare this document. The most gratitude goes to God Almighty for his care throughout my research.

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ABSTRACT

The schools have been under pressure because of poor management and planning and are now faced with serious consequences of low staff morale, poor academic performance and pupils falling rolls. The parents from Soin Division attribute this low work output to head teachers' and teachers' laxity in performing school activities and responsibilities well. The purpose of this study was to find out whether head teachers' leadership styles have influence on teacher career commitment in public primary school in Soin Division, Kericho County. This study employed a descriptive survey design. The researcher targeted 306 teachers and 44 head teachers in the Division, giving a target population of 350. In selecting the number of schools to be involved in the study, the guidelines given by Kathuri and Pals was used. According to these guidelines, 48 respondents were selected from a population of 55. Using the same guidelines, the number of the respondents were equivalent to 39 head teachers and 266 teachers which translate to 305 respondents. The main tool of data collection for this study were the questionnaires, which were administered to head teachers and teachers by the researcher during the study. A coefficient correlation of the two tests was calculated using Cronbach's Alpha. A reliability coefficient of 0.7685was found to be reliable for the study. The research data was analyzed using descriptive. Teacher's career commitment can lead to children good academic performance, retention of teachers and pupils, staffing and high of teachers' motivation. Policy makers in education may tap from the knowledge derived from this research. Based on the findings, the study concluded that head teachers' transformational leadership style positively influenced teacher career commitment. The study recommends that the Ministry of Education need to seek ways to improve career commitment of teachers by improving their working conditions and giving them more opportunities for training. One way of doing this is to encourage teachers to join professional associations and other forums that would enable them solve career-related problems. It is hoped that the findings of the study will equip administrators with knowledge to influence the retention rate of teachers to the benefit of the students, the teachers, and the school system.

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ABBREVIATIONS /ACRONYMS

DEO   District Education Officer

MoE   Ministry of Education

NCES   National Center for Education Statistics

NACOSTI   National commission for Science, Technology and Innovation

U.N.E.S.C.O   United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

There is great interest in educational leadership in the early part of the twenty-first century. This is because of the widespread belief that the quality of leadership makes a significant difference to school and student outcomes. In many parts of the world, including both developed and developing countries, there is increasing recognition that schools require effective leaders and managers if they are to provide the best possible education for their students and learners. More governments are realising that their main assets are their people and that remaining, or becoming, competitive depends increasingly on the development of a highly skilled workforce. This requires trained and committed teachers but they, in turn, need the leadership of highly effective principals with the support of other senior and middle managers.

The case for specific preparation for school leaders is linked to the evidence that high quality leadership is vital for school improvement and student outcomes. Leithwood et al. (2006) show that "school leadership is second only to classroom teaching as an influence on pupil learning". Leadership explains about five to seven per cent of the difference in pupil learning and achievement across schools, about one quarter of the total difference across schools. These authors also note that there would be a 10% increase in pupil test scores arising from an average headteacher improving their demonstrated abilities across 21 leadership responsibilities. They conclude that: "There is not a single documented case of a school successfully turning around its pupil achievement trajectory in the absence of talented leadership" (Leithwood et al. 2006). While the argument that leadership does make a difference is increasingly accepted, there is ongoing debate about what preparation is required to develop appropriate leadership behaviours. This relates to conceptions of the principal's role. In many countries, school leaders begin their professional careers as teachers and progress to headship via a range of leadership tasks and roles, often described as "middle management".

In many cases, principals continue to teach following their appointment, particularly in small primary schools. This leads to a widespread view that teaching is their main activity (Roeder and Schkutek 2003).

This focus on principals as head teachers underpins the view that a teaching qualification and teaching experience are the only necessary requirements for school leadership, although that may be modified in twenty-first-century England where the extended schools movement means that differently qualified professionals may be appointed as principals. Bush and Oduro (2006, 362) note that: throughout Africa, there is no formal requirement for principals to be trained as school managers. They are often appointed on the basis of a successful record as teachers with the implicit assumption that this provides a sufficient starting point for school leadership. The picture is similar in many European countries, including Belarus, Cyprus, Denmark, Finland, Hungary, Iceland, the Netherlands, and Portugal (Watson 2003). In the twenty-first century, there is a growing realisation that headship is a specialised occupation that requires specific preparation.

The pressures facing leaders in developing countries are very different and even more onerous than those in the world's richest nations, factors that need to be taken into account in planning leadership development programmes. In many countries in Africa, principals manage schools with poor buildings, little or no equipment, untrained teachers, lack of basic facilities such as water, power and sanitation, and learners who are often hungry (Bush and Oduro 2006) . Watson (2003b, 6) adds that devolution produces increasing complexity in the role of the head of the school and heightened tensions for principals.

The pressures facing leaders in developing countries are particularly acute, including serious poverty and killer diseases, poor infrastructure and limited human and material resources. These contextual problems exert enormous pressure on school principals who are often "overwhelmed by the task" (Commonwealth Secretariat 1996).

In many countries, Kenya included, leadership preparation is no longer an optional activity. Rather, new principals require certification to practise, so that teachers, parents, school communities and governments can be satisfied that their schools will be led by qualified people.

Specific studies within a developing country context are beginning to blossom within the research canon. Oplatka (2004), in an incisive review of twenty-seven papers written in this area over the last decade, has suggested that some common themes have emerged. These have coalesced around issues related to 'limited autonomy, autocratic leadership style, summative evaluation, low degree of change initiation, and lack of instructional leadership functions. For many school leaders in these studies, basic physical and human resource requirements need to be satisfied prior to any attempt on behalf of the principal to promote quality teaching in his school. As the writer suggests, these are issues far removed from the day-to-day concerns of school leaders working within an Anglo-American context, where there is a greater emphasis on 'distributed leadership' (Bush & Glover, 2003) and a more proactive approach to school management.

The detailed study of school leaders within Trinidd & Tobago (Brown & Conrad, 2007) indicates a thoughtful avenue for future research exploration. This study examined "principals and other senior educational leaders' perspectives on school leadership and highlights approaches adopted by principals as they attempted to effectively meet the learning needs of students in a system characterized by an overly centralized bureaucracy in a time of continuous educational reform".

As such, it reflects the realities of school leadership for many within a developing country context (Oplatka, 2004). Located within a relatively small Caribbean educational system, the study found that 'the principals remained locked in a constricting bureaucracy even as [there was] demand that they be proactive and decisive in the leadership of their schools' (Brown & Conrad, 2007). In summary, these principals were working with different role expectations compared to colleagues within the United States or Britain where, for example, there was an expectation that school leaders would behave proactively is their attempts to meet the demands of the education system.

In Trinidad & Tobago, in contrast, 'the system is prescriptive, and thus principals are expected to follow the directives as mandated by the Ministry of Education'.

This educational system is common in many primary schools in Kenya, studies such as that by barrow et' al (2006) which looks at ways in which educators construct notions of "quality" are few and far between in this context. Similarly focused research that looks at ways in which schools leaders see their role is also sparse.

Kenya has a trained teaching force of 260,000 teachers serving n 25,000 public primary schools and 45,000 post primary institutions. There are form IV graduates who hold primary teacher 2 , primary teacher 1, diploma certificates of two to three years of pre-service training and degree holders with majority teachers at secondary and post secondary institutions (Sogomo 2005).

Sogomo asserts that headteachers ensure efficiency in academic performance and proper utilization of teachers under them, effective curriculum and prudent use of resources. Headteachers must embrace a result oriented management to achieve the desired educational goals and target.

According to Sogomo (2003), the Teachers Service Commission (TSC) has an institutionalized education management information system which aims at keeping upto date data on teachers. This enhances teacher deployment and assist in tracking down teacher movement. Kenya is committed to upholding the rights of the teachers which is a contributory factor to teacher motivation. These rights include; the right to be members of trade unions, the Kenya National Union of Teachers (KNUT), whose mandate is to ensure the rights of teachers' are upheld at all times (KNUT, 2013).

According to KNUT, TSC faces challenges which include. High expenditure in teacher – pupils ratios in rural areas like Soin Division, equipping teachers with skills on how to teCh but not to give instructions. The additional increments of 1.5 milllion pupils at the primary school level due the Free Primary Education has increased teachers workload. This threatens the provision of quality education (Sogomo, 2003).

The Ministry of Education science and Technology due to inadequate resources has not put in place comprehensive teacher in servicing program to prepare teachers to cope with the changes and emerging challenges in teaching (DEO, 20013).

He asserts that promotion of teachers is based on classroom teaching but is not matched with additional academic advancement. For example, teachers with masters degree are not recognized by TSC. To address the challenges, the government is reforming teacher education and the key reforms include the upgrading entry requirements, to preservice primary teacher raining from a minimum of D+ to C with credit in mathematics and science (Chapman, 2004).

There is clearly a need to develop a research agenda which aids in understanding the ways in which policy ideas are enacted within the context of the schools in disadvantaged areas of Kericho County especially in Soin Division. Headteachers need to be empowered to provide the requisite leadership for implementation of quality education initiatives.

1.2 Statement of the problem

The problem addressed by this study is that of low levels of teachers' career commitment among primary school teachers in Soin Division. The schools have been under pressure because of poor management and planning and are now faced with serious consequences of low staff morale, poor academic performance and pupils falling rolls. Little consideration has been given to developing services which would increase teachers' work commitment, interest, motivation and self-fulfillment and make them feel secure and confident about themselves as professionals. This has led to teachers' laxity in performing their professional duties in their respective schools. They do report for duties late and leave earlier. On 25/02/2014, the District Quality Educational Assurance panel asserted during divisional head teachers meeting that teachers do not prepare their professional records and reports for duty late. This has led to transfer of 26 teachers, 6 head teachers and interdiction of 6 teachers (DEO, 2014). The head teachers are totally blamed on this. The fact that career commitment is important for the realization of school goals, it has remained to be untapped by researchers.

Therefore, it is important to identify whether Headteachers' leadership styles influence teachers' career commitment in public primary schools in Soin Division, Kericho County.

1.3 Purpose of the Study

The purpose of this study is to find out whether headteachers leadership styles influences teachers career commitment in public primary schools in Soin Division, Kericho County.

1.4 Objectives of the study

This study was guided by the following objectives:

i.   To determine the leadership styles practiced by primary school head teachers in Soin Division, Kericho County.

ii. To find out the level of teacher career commitment of public primary school in Soin division.

iii. To establish the influence of head teachers leadership styles on primary school teachers' career commitment in Soin Division.

1.5 Research questions

i.   How does a leadership style influence career commitment in primary school in Soin Division, Kericho County?

ii. What is the level of career commitment among primary school teachers in Soin Division Kericho County?

iii. Which leadership styles influence of leadership style on teachers' career commitment in public primary schools in Soin Division, Kericho County?

1.6 Significance of the study

This study may be useful to headteachers who will be equipped with knowledge on how to enhance career commitment of teachers. Headteacher may re-examine and appraise their own leadership style and hence make adjustment where necessary.

The County Director, TSC may use the information in determining strategies of enhancing teacher career commitment among primary school teachers. By making and enforce policies and terms of service which are human, friendly and satisfying to teachers.

Kenya Educational Management Institute (KEMI) may use the findings of this study to identify intervention measures to undertake in preparing management courses for school administrators with the view of enhancing the teacher career commitment. They might use these findings as reference point in identifying areas for further training of school managers. The outcome of the study might also help stakeholders in the education sector such as parents, the surrounding communities among others; understand the effects of leadership styles on teacher career commitment among public primary schools in Soin Division, Kericho County. The study findings may also influence further research by other students and scholars who may be interested in the field of leadership styles and teachers' career commitment.

1.7 Scope of the study.

The study only dealt with public primary schools in Soin Divison. The private schools were not studied because they operate on different management structures. As a result, the findings of the study were to generalize the whole county. Both male and female gender was put into consideration. The study also focused on the head teachers' leadership styles on teachers' career commitment in Soin division.

1.8 Limitations of the Study

The study only dealt with public primary schools in Soin Division. The private primary schools were not included because they operate on different management structures. As a results of the findings of the study were to generalize the whole country.

1.9 Assumptions of the Study

The study had the following assumptions

  i.   That the participants were able to cooperate with the researcher and provide honest and reliable information from their experiences.
 ii.   Those adequate instructional materials were provided to enhance performance.

1.10 Definition of Terms

The researcher defines and explains the variables that were manipulated in the study.

Commitment a willingness to give your time and energy to something that you believe in, or a promise or firm decision to do something. From the study it referred as the process through which the teachers' interest becomes attached to carrying out school activities' like teaching. It is hard work loyalty that a teacher gives to a school.

Influence from the study it referred to the power to shape policy or ensure favorable treatment from someone, especially through status, contacts, or wealth.

Leadership The position of being in front o f others in school activities

Leadership style: Refers to the manner in which a head teachers, conducts his / her school activities.

Public school Refers a school that gets money from and is controlled by the government.

Teacher Is someone whose job is to teach in a school. In the study it referred to an occupation of teaching children.

Teachers' career commitment Refers to identification with and involvement in the teaching occupation. One is willing to play his or her role in the organization.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.

In this chapter, literature relevant to the study has been reviewed. Basically the chapter deals with the Influence of Head teachers leadership styles on teachers career commitment, level of teachers career commitment, theoretical and conceptual framework.

2.2 Leadership Styles

Leadership styles are patterns of behaviors which leaders adopt in influencing the actions of his/her followers. They comprise of different approaches that head teachers use to promote effective teaching and learning (Blasé, 2000). The study established the influence of head teachers' styles based on the following variables; Autocratic Leadership Style, laissez faire, democratic and transformational leadership.

2.2.1 Autocratic Leadership Style

It is a form of directive or coercive leadership where a leader tells the subordinate what to do and how to do it (Badford et al, 2008). The leader initiates the action about the things to do and tells subordinates exactly what is expected of them with reference to standards and deadlines. They exercise firm rule and ensure that subordinates do follow (Saleemi, 2007). These kinds of leaders are usually more traditional and authoritarian type of rulers (Robbins, 2003). When a leader behaves in such a way, it restricts the potential of individual in the organization by not valuing their creativity and initiative thus employees become frustrated (Valonsky, 2003). As a leader, one must strive not to become authoritarian on how to manage people because people do not want to be managed but to be leading (Watson, 2000). However, there are cases where this form of leadership is important like military where strictness and accuracy in performing tasks is often a virtue. But for most other cases, this form of leadership is counter-productive (Guatama, 2005). The coercive style leader often creates a reign of terror, bullying and demeaning his subordinates, roaring with displeasure at the slightest problem. Subordinates get intimidated and stop bringing bad news or any news in fear of getting bashed or blamed for it, and the morale of the workers plummets. Nthuni (2012) research on how the head teachers' leadership styles

influenced motivation of teachers in public schools confirmed this assertion. Kariuki (1998) study on teachers' perception of the leadership style behavior of women head teachers of secondary schools found that female head teachers were perceived to be autocratic. However, the above type of leadership style is practiced by some headtechers in Soin Division .

2.2.2 Laissez-faire Leadership Style

Laissez-faire leadership is called delegate leadership where the leader takes back seat towards decision making and allowing his team to take care of their own course of actions (Tripathi, 2004). The Laissez-faire leadership is characterized by very little guidance from the leaders and complete freedom for followers to make decisions. Leaders provide the tools and the resources needed while group members are expected to solve problems on their own. The leader only sits down together with the team to discuss possible decisions that could be adopted. It is believed that people excel when they are left alone to respond to their responsibilities and obligations in their own ways (Taylor et al, 2002). This type of leadership is effective in situations where group members are highly skilled, experienced, motivated and capable of working on their own.

Nsubuga (2008) study revealed negative correlation between the laissez-faire leadership style and the school performance in secondary schools. It established that head teachers who use the leadership style tend to fail to follow up on those they have delegated tasks to and consequently performance declines. Nthuni (2012) study revealed that teachers who were led by head teachers who practiced laissez faire style of leadership were demotivated to a large extent based on leadership factors singled out by the researcher. The laissez faire style of leadership was the least applied by the schools' heads (Kasinga, 2010).
Nsubuga (2008) looked at laissez-faire leadership style applied in secondary school in terms of performances yet in our study we looked at laissez faire style of leadership on teacher career commitment in public primary schools.

2.2.3 Democratic /participative Leadership Style

It is also known as participative leadership. This is a type of leadership style where members of the group are allowed to share and contribute ideas. The members of a group take more participatory role in decision making while the leader puts himself as a member of the team and

discusses possible decision with the team (DuFour, 2002).The leader also seeks consensus before coming to a decision and everyone is supposed to take ownership in the final decision. In a school set up, teachers are given opportunity to come up with their own solutions for improving classroom experiences. The head teacher's role is to listen, be non-judgmental; provide self-awareness and clarification to teachers (Ghosh, 2006).

Rawley et al (2001) express that it takes the combined effort of both the principal and the staff to identify factors that create and inhibit the development of a positive climate in the school. The consultative leader seeks the counsel of the whole team before making a decision on what the team should do (Blasé, 2000).

Omeke and Onah (2011) established that democratic leadership style exerts positive influence on teachers' job satisfaction. Employees are satisfied with democratic leadership because their opinions, comments and suggestions are needed for decision-making (Obi, 2003).

Nsubuga (2008) revealed that most school managers used the democratic style of leadership. The school head uses the democratic leadership style to build trust, respect and commitment because the style allows people to have a say in decisions that affect their goals and how they do their work. Mutuku (2005) noted that a democratic system is an integrated approach to management. Nakola (2011) established that Principals who were perceived to be exhibiting democratic style had a considerably highly motivated staff as they consulted with them on the proposed actions, decision and encouraged participation from them. Kasinga (2010) indicated that the democratic style of leadership was the most applied one by Principals in secondary schools in Nairobi province while a study by Okoth (2000) on the effects of leadership styles on performance in KCSE in the same province revealed that democratic headteachers produced higher mean score grades as compared to autocratic head teachers. The democratic dimension of leadership style is therefore a better predict of teachers career commitment.

2.2.4 Transformational Leadership
Palmer et al (2001) defines a transformational leader as one who motivates followers to do more than they originally expected to do. Transformational leader broaden and change the interest of

their followers, and generate awareness and acceptance of the purpose and mission of the group. They stir their followers to look beyond their self-interest for the good of the group. Palmer found that transformational leadership is positively related to the ability to monitor and manage emotions.

Transformational leadership consist of charismatic, inspires and motivation. Followers have complete faith in charismatic leaders, feel proud to be associated with them, and trust their capacity to overcome any obstacle. Inspirational leadership involves the arousal and heightening of motivation among followers. Bass (1985) defines transformation leadership as inspiring changing mind of the workers to work towards a given goal. Bass (1985) asserts that transformational leaders garner trust, respect and admiration from the followers.

Bass suggested four components of transformational leadership as: first, is intellectual stimulation where the leader challenge the status quo and encourage followers to explore new ways of doing things and opportunities. The second component is individualized consideration where the leader offers support and encouragement to individual followers in order to foster supportive leadership. The leader keep lines of communication open so that followers feel free to share ideas.

The third component is inspiration motivation where the leader is able to articulate ideas to the followers. The leaders are able to help followers experience the same passion and motivation to fulfill their goals.

The fourth component is idealized influence where the leader serves as a role model for followers because they emulate the leader and internalized his ideals.

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

public secondary schools in Kirinyaga County revealed that majority of principals and teachers did not understand nor use the transformational leadership style in schools. This style is still a new concept to many. From our study we concluded that there was need for head teachers to be trained and properly inducted on leadership in order to properly manage both human and material resources in Soin Division ,Kericho County.

2.3 Level of Teachers Career Commitment

Based on research by Cohen (2000), we can identify a number of a fairly specific stages through which teachers progress during their professional lives. Glickman (2001) has build his development supervision model upon theses recognized stages of teacher development and parallel the increased intensity of individual commitment teaching career ''low commitment 'is demonstrated by such things as little concern for other teachers ,little time or energy expended toward the job and great emphases directed toward the job .These low commitment characteristics. Interestingly parallel lower level needs on continuum, those teachers 'high' in professional commitment display high degree of concern for students and other teacher teachers in the school ,interest and willingness to spent more time and energy on job related activities and a primary concern with being able to do more for others.

A continuum also define the range of teachers abstract thinking ability which (Graham, 2006). Defines as 'level of cognitive development where abstract/symbols thanking predominates for function with greater flexibly in the classroom.

Teachers described as 'low' in the level of abstraction are easily confused by the professional problem they face, tend not to know what choice can be made to solve problems, need specific direction from other and often have one or two habitual response to problem, regardless of the complex issues involved. Teachers with 'moderate 'level of the problem at hand can think of two or more possible response to a professional problem, have trouble in developing a comprehensive plan for dealing with complex and multifaced problem. These teachers can usually define a problem in their own terms and then develop teachers with 'high 'level of abstracting thinking ability can look at problem from many different perspectives of other teachers of student and of parents as a result. They are able to generate many alternative and

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viable solutions to complex problem, to choose a plan of action, and to think through each step in that plan.

The continuums of abstraction and commitment combine to form four typical teacher profiles that generally describe teacher of any school. These include; Teacher dropout, low in both level of commitment and abstract thinking ability, Unfocused workers. High thinking skills but low level of commitment, Analytical observers, high thinking skills but low level of commitment, Professionals and high in both levels of commitment and abstract thinking skills.

According to Graham (2006) this leadership model has created potential to help headteachers do their job better and be more sensitive to the needs of the teachers in schools especially in areas like Soin Division in Kericho County. This is where certain conditions like harsh climate and environmental   features are likely to have an impact on how headteachers engage in leadership responsibility.

2.4 Head Teachers Leadership Styles on Teachers' Career Commitment

Numerous studies have suggested how some factors that influence employees' job attitudes and commitment can affect their performance (Hersey et al, 2009). For personal factors, they include locus of control (Hedges, J., 2002), age, tenure, gender and education level (Fink, 1992). Non-demographic individual difference variables include central life interest, desire for greater job responsibility, expectations about goal achievement and personal needs (Steers, 2007).

Education level: Because personal characteristics influence teaching competence (Harris at al (2002) and performance (Katz, (2001), the focus of the study investigated the antecedent of a personal factor career commitment that could be related to teacher efficacy. It was conceptualized that teachers are committed to and are more likely to stay in the teaching profession based on their personal needs and goals related to their teaching jobs. Therefore, literature regarding professional longevity, personal expectations of career, including balance between career and personal-family needs, long-term career motivation, and professional commitment were reviewed.

Age: Age of teachers play an important role in educating the future members of a society through their work in schools. The factors influencing the levels of commitment of the teachers in schools and in the wider education systems must necessarily be the focus of an important field of research leading to the introduction of reform and change within classrooms and lecture theatres, schools, institutions and learning centres, and national systems of Education (Nordin, 2009).

Tenure: The Tenure of a teacher's commitment influences the students' behaviour towards learning, affects students' achievements and performance, and also helps teachers themselves in the flexibility with the demands in classroom. Teachers' commitment is the sense of identity as educators where it consists of four important dimensions; caring, occupational competence, individuality and career continuance (Tyree, 1996). Teachers can teach their students better by taking regard of their interest rather than continuing to teach against them (Catty, 1949). Students can achieve more and perform better when teachers are fully committed in educating them.

Herbert and Worthy (2001) found out that perceived match between personal expectations, workplace realities, and personality explained a beginning teacher's success. Their study of a successful first-year teacher found that she had realistic expectations of the fast pace and long hours of teaching, which helped her accept her teaching responsibilities and became committed to her students and career. However, many young professionals in the helping professions, including teachers, worry about maintaining a balance between their career and interpersonal commitments (Fischman, Schutte, Solomon & Wu Lam 2001). The balance between career and personal-family needs is influenced by situations in life, which can affect novice teachers' performances. Herbert and Worthy (2001) found that a successful novice teacher was able to devote herself completely to the demands and expectations of her first-year of teaching because of her limited out-of-school family and personal responsibilities. However, Thompson, Beauvais, and Lyness (1999) found that intention to leave was not related to marital status and number of children. Rather, Thompson et al. (1999) found that the employees with more affective commitment about their organization were less likely to leave their jobs. Many teachers probably concur that the balance between career and personal-family responsibilities continues to be a determinant of job satisfaction and teaching efficacy.

Career choice: Teachers who selected their career based on an intrinsic motivation to serve others or a long-term career goal are more likely to exhibit higher efficacy in their teaching. Personal experiences and family background can influence the career decision-making processes and the projection of long-term career goals. Fischman et al. (2001) stated that many helping professionals, including teachers, "chose a career that is at its core is about helping others because they see their professional work as one avenue toward fulfilling their life's goal". Teachers' personal and social experiences are important in choosing careers because helping professionals often pursue their careers based on childhood experiences, personal and professional goals, beliefs and values, and being inspired by family and peers to serve others.

The study of teachers' career commitment is a topic of wide interest to both people who work in organizations and people who study them. Researchers have attempted to identify the various components of teachers' career commitment, measure the relative importance of each component of teachers' career commitment and examine what effects these components have on employees' productivity. Schulz and Teddlie (1989) believed that teachers' career commitment may serve to influence their morale, motivation and general willingness to maximize their teaching potential. Teachers who are not satisfied with their jobs may result in bad teaching or learning process, and school effectiveness will consequently be negatively impacted. The relationship between leader's leadership styles and teachers' career commitment are the two basic factors influencing teachers work output.

Effectiveness, Chieffo (1991) recognized that the school leader's leadership style significantly influences teachers' career commitment; consequently, it will be helpful, for reaching the goals of the school and increasing school effectiveness, to clearly comprehend the relationship between these two important factors.

According to Mullins (2002), the level of teachers' career commitment is affected by social, personal, cultural, environmental and organizational factors. Moreover, Armstrong (2003) suggested a classification into extrinsic factors, intrinsic factors, social relationships in work place, individuals' abilities to do their work, and the quality of supervision. Teachers' career commitment is in regard to one's feeling or state of mind regarding the nature of the work.

Overall, teachers' career commitment is a combination of intrinsic and extrinsic factors. The intrinsic factors are associated with job itself and extrinsic factors related to work environment where it is performed (Bogler, 2001). Intrinsic satisfaction refers to when workers consider only the kind of work they do, the tasks that make up the job while extrinsic satisfaction has to do with when the workers consider the conditions of work for example pay.

Savery (2014) established that democratic leadership style related positively to employees' teachers' career commitment and commitment in federal organizations in Western Australian, while in contrast, Rad and Yarmohammadian (2006) found no relationship between leadership behaviours and employee teachers' career commitment in Isfahan University Hospitals in Iran, where a participative leadership style was prevalent. Furthermore, Erkutlu and Chafra (2006) cited that laissez-faire leadership style in a boutique hotel led to negative results in organizational performance such as low satisfaction, high stress, and low commitment by followers.

Mbugua (2008) noted that some of the factors influencing teachers' career commitment levels among teachers include the subjects taught, school type, sex, age and professional qualifications. He also found out that 32 % of teachers were ready to quit their jobs due to low salaries and that only 33% wished to stay on .Karuga (2004) found that 53.7% of science teachers were satisfied with their jobs while 39% were willing to change employers .Tuiyot (2005) established that it was only when teachers' career commitment is created by meeting teacher's needs that teachers turnover was going to reduce.

Mutie (2003) agreed that the reason teachers stayed in the profession was because of supportive administrators and inter personnel relationships among other reasons. These findings clearly underline the principal's role in boosting the teachers' teachers' career commitment. In another study done by Kadinya (2005), it was discovered that older teachers who had taught more than fifteen years were more satisfied than young teachers. Sogomo (2003) further asserted that meeting the teachers' needs boosted their teachers' career commitment which resulted to favorable attitude towards their job. All the above past studies have not dealt with how primary school teachers' career commitment is influenced by the head teacher's leadership styles

specifically in Soin Divison, Kericho County. The study thus examined the results of the interaction of these two variables and thus endeavored to address the gap left by earlier studies.

2.5 Theoretical framework.

Leadership has evolved over time and has taken different forms. Views on leadership theories have been changing over the years. Leadership paradigm has changed over the last decades; and that it has transited from the traditional leadership approaches to the new perspectives.

As such, the following leadership theory provides scholars with a vision and introduces leadership behaviors that may assist head teachers and leaders of educational institutions to better manage their institutions in different situations.

The study was based on transformational theory of leadership. Bass (2005) proposed the transformational theory of leadership which belongs to the constituency school of thought. It describes the leaders' involvement in changing the attitude of the workers in order to increase their commitment in the organization (school). This school of thought pays more attention to relationship to work that is connected with the actual behaviour and the attitude of the leaders. Bass (2005) asserts that the leaders shows empathy towards the workers, exercise less supervision and encourages employee participation.

The workers in turn perceive him as an inspirational ample with loyal and enthusiasm. The workers personal quality persuades and influences his sub-ordinate into working towards the set goals of the organization. They use their skills, knowledge and principles of integrity and trust in transforming all those around them into willing followers.

Bass (2005) argues that leaders are effective depending on the workers situation. That is does the situation warrant room for the personal qualities of the leaders such as benevolence ,participation and exercising self control ?If its favourable then they will appraise emotional and spiritual dimensions as well as the physical and mental aspects of both the leader and the workers .They also use the information they have of the workers background to manipulate their thinking .They are familiar with their cultural traditions of the individuals workers and put them into consideration especially if the group is heterogeneous. The leaders position of acceptance by the

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workers is very important .It is from the trust and confidence the workers have in the leaders that lead them to accept them. This results in leaders self actualization and recognition of own dependence on others .The leader is able, If he satisfies the employees needs that is both group and individual needs according to where by at times, he /she has to balance between the tasks needs, the group needs and individuals needs .The transformational leaders are synergistic in that they improve nearly every situation they get into for they fight for both situations in the organization (school) and the employees (teachers).

Kelley, (2004) explains teachers trust in head teacher who exhibit his competence and defectiveness. The head teacher provides direction and keeps the mission in right with gain confidence and trust in the leader. The head teachers should be focused in their work towards goal attainment. In this theory, the head teachers should display many techniques which they use in transforming their teachers, for example direct and intimate communication with the staff. The head teacher should exhibit friendly and face to face interaction with the teachers.

Lily, (2006) asserts that the head teacher should listen to the teachers and provides solutions to their problems or involve them in problem-solving methods. They are easy to access, cheerful, pleasant and upbeat in their out-look. The head teacher should explain to their teachers the importance of their contributions to the welfare of the school by encouraging their participation and in delegating duties .They should make emotional appeals to them by striking the right balance between their needs and goals in a given school.

These head teachers should use the informal leaders in controlling a wayward teacher by being supportive to the informal group socially, emotionally or otherwise which in turn comes in handy in dealing with problematic teachers. Mowday (2009) the transformational head teacher also uses the teacher's high level of enthusiasm and commitment towards achieving the goals by showing concern and believes in their unseen potential .He interacts with them and seeks help on behalf of the whole group. Therefore, the transformational theory relies much on the relationship cultivated by the head among the teachers in working towards the set goals through their career commitment and enthusiasm. The theory thus shows that a head teacher can not be effective without the co-operation of the teachers' workers behind him.

2.6 Conceptual Framework

Primary school head teachers spend a lot of time with teachers providing direction, guidance, assessing, providing learning and teaching resources, observing and evaluating their job performance. Thus, head teacher therefore affects school teaching, staff, especially, their satisfaction and commitment to work and working relations with one another. In this study, the effects that head teachers leadership behavior has on teachers' career commitment was investigated.

Independent variables	Intervening variables	Dependent variables

Headteachers leadership style

- Autocratic
- Laisse-faire
- Democratic
- Transformational

- Gender
- Teaching experience

Teachers' career commitment

- Readiness to work
- Professionalism
- Dedication
- Role model
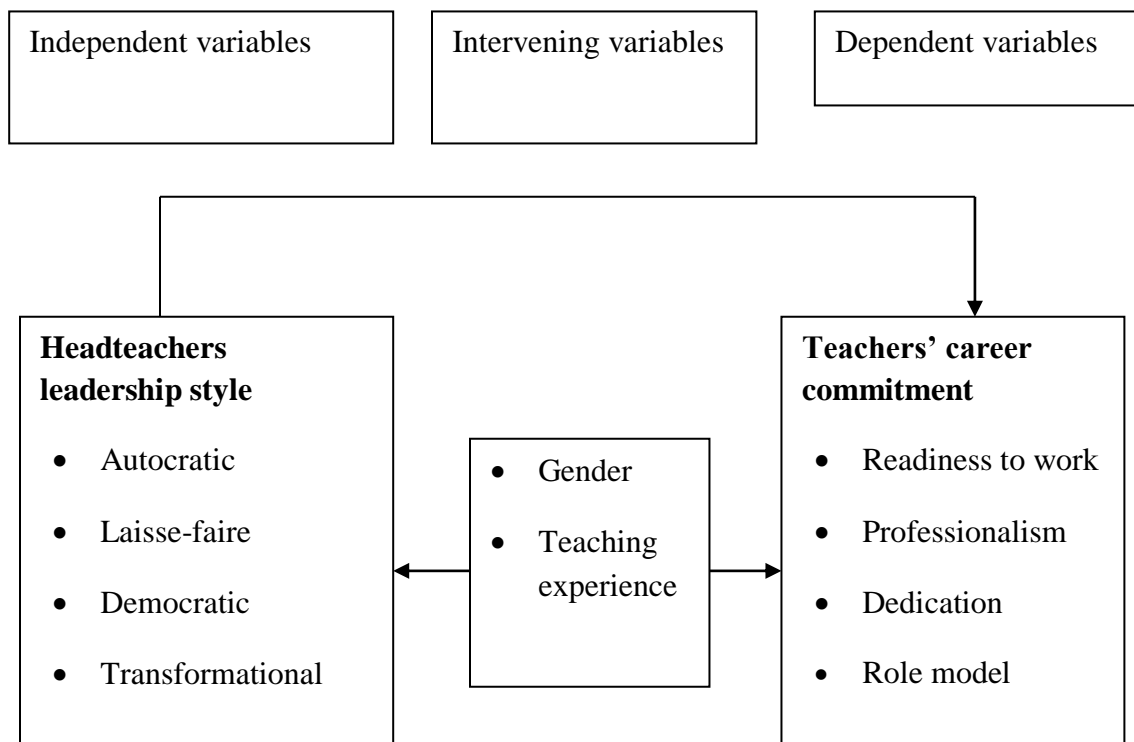
Source :(Survey data, 2015)

Figure 1 Conceptual Framework

The dependent variable for the study was teachers' career commitment, while the independent variable was head teachers leadership styles. The intervening variables that may affect the relationship between the dependent and independent variables were teacher's gender and teaching experience.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the research design and methodology that was employed to establish the influence of head teachers' leadership styles on teachers' career commitment. The sub-topics under this chapter was included: research design, location of the study, target population, sampling procedure, data collection instruments and finally describes how the data collected was analyzed in an attempt to answer the research questions.

3.1 Research Design

This study employed a descriptive survey design. According to Orodho (2002) descriptive design is used in preliminary and exploratory studies to allow the researcher to gather information, summarize, present and interpret for the purpose of clarification. Mugenda and Mugenda (2003) on the other hand gave the purpose of descriptive research as determining and reporting the way things are. The researcher prefers to use this design because it helped him to produce statistical information that helped him find out what was going on in the division. The design was relevant as it covered a broad category of head teachers and teachers. It also helped in gathering knowledge that enhanced the understanding of the design process, application, methods and context. The design was also relevant to this study because it defined the best practice and workable methods to deal with the problem within Soin division. The stakeholders were involved in the investigative influence of head teachers' leadership styles on teachers' career commitment in Soin division, Kericho County.

3.2 Location of the study

The study area for this research was Soin Division, Kericho County. Soin is located in the Southern part of Kericho district. It borders Nyando District in Nyanza Province and it covers approximately 1520 km^2 on the surface area.

Borg (2009) advises that the ideal setting for any research study should be easily accessible to the researcher and it should be that which permits instant   rapport with the respondents. The area was chosen because of its consistent poor academic performance.

3.3 Target Population

Mugenda and Mugenda (2003), define a population as a complete set of individuals, cases or objects with some common observable characteristics. Soin Division is divided into three zones; Koitaburot has 11, Soliat has 17 and Soin zone has 16 public primary schools. This adds up to 44 public primary schools in the division. The number of head teachers is equal to 44.The researcher targeted 117 teachers in Soliat Zone, 77 teachers in Koitaburot and 112 teachers in Soin Zone. The total targets was 306 teachers in the division. This population was used in the study because it was directly involved in the development of lesson plans, quality academic organization in the primary schools and any other programs that   curriculum stipulates. Apart from that, this population directly influences the future life of children and therefore is an essential population for this study.

Table 1

 Target Population

	Zones			
Categories of respondents	**Koitaburot**	**Soliat**	**Soin**	**Totals**
Headteachers	11	17	16	44
Teachers	77	177	122	306
Totals	88	135	128	350

Source: AEO, Soin Division, 2013

3.4 Sampling Procedure and Sample Size

Sampling means selecting a given number of representatives of the population. Any statement made about the sample should also be true of the population (Orodho, 2002). It is however agreed that the larger the sample size the smaller the sampling error.

In selecting the number of schools to be involved in the study, the guidelines given by Kathuri and Pals (2003) was used. According to the guidelines, 48 cases should be selected from a population of 55. Using the same guideline the number of respondents were 39 head teachers and 266 teachers making a total of 305.

Table 2

Sample Size

Zones	Population size	Sample size	%
Headteachers	44	39	87
Teachers	306	266	87

Source: AEO, Soin Division, 2013

3.5 Research Instruments

The main tools of data collection for this study were questionnaires. A set of simple structured questionnaires were administered to the two categories of respondents (head teachers and teachers) by personally dropping and picking them. The instruments contained both closed and open ended questions to enrich the research work. This choice of the structured questionnaires was used due to their easy administration, analysis and time saving. The questionnaire tools were the most appropriate since a questionnaire data captures data directly from the respondents (Gay, 2002). He maintains that questionnaires give respondents freedom to express their views or opinions and also to make suggestions.

Closed ended questions in the questionnaire were used to standardize and qualify respondents from the research. The open ended questionnaires ensured that in-depth data with details and elaborative of all aspects of variables under the study was obtained.

3.6.1 Questionnaire for head teachers

This questionnaire was used to collect data from primary school head teachers on their leadership style. It had two parts, part one was designed to collect data on demographic data of the head teachers and their primary schools, including data on number of teachers in their schools.

Part two consisted a scale to measure leadership styles of the head teacher and items on their initiative structure, Laisses-faire leadership style and participative management.

3.6.2 Questionnaire for teachers

This questionnaire gathered data from teachers on their perception of the leadership styles of their head teachers and their career commitment. The questionnaire had three sections. Section one collected the demographic data of teachers including their academic and professional qualifications, teaching subjects, work experience and gender. Section two measured teachers' perception of the leadership styles of their head teacher. Section three collected data on teachers career commitment in relation to their headteachers leadership styles.

3.7 Validity and Reliability of Instruments

3.7.1 Validity

Mugenda and Mugenda (2009), define validity as the accuracy and meaningfulness of inferences, which are based on research results. In other words, validity is the degree to which results obtained from the analysis of the data actually represents the phenomenon under study. According to Borg and Gall (2001) validity is the degree to which a test measures what is purports to measure. All assessments of validity are subjective opinions based on the judgment of the researcher. The items in data collection tool were based on study objectives. The pilot study helped to improve the validity and contents of the instruments. According to Borg and Gall, content validity of an instrument is improved through expert judgment.

To ensure the validity of the research instruments the researcher sought assistance of his university lecturers and supervisors in the Department of Curriculum, Instructions and Educational Management of Egerton in order to help him improve content validity of the instrument.

3.8 Reliability

Mugenda and Mugenda (2003), define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. Pilot study enabled the researcher to test the reliability of the questionnaires. In order to improve the reliability of the instrument, the researcher with the help of the supervisors critically assessed the consistency of the responses on the pilot questionnaires to make a judgment on their reliability. The reliability of the instrument was established through piloting, whereby head teachers and teachers of the two pilot primary schools which were not be part of the study were given the instruments.

Test-re-test method of reliability was employed; whereby the pilot questionnaires were administered twice to the same group, with a time span of two weeks. Coefficients of correlation of the two tests were calculated. Through the use of Cronbach's Alpha was used, correlation coefficient of 0.7685 was found to be reliable and accepted as recommended by Mugenda and Mugenda (2003).

Table 3

 Reliability Statistics

	Cronbach's Alpha	N of Items
Headteacher	0.757	39
Teachers'	0.780	240
Average	0.7685	279

3.9 Data collection Procedure

The researcher obtained an introductory letter from Egerton University and a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). After this, the researcher booked appointment with the sampled primary school headteachers'. He visited and administered the questionnaire personally. The respondents were given instructions and assured of their confidentiality after which they were given enough time to fill in the questionnaires. Lastly, the researcher collected filled in questionnaires.

3.10 Data Analysis

Orodho (2004) defines analysis as categorization ordering, manipulating, summarizing data to obtain answers to research questions. Data collected was compounded using descriptive statistics. The data was organized, presented, analyzed and interpreted descriptively using frequencies, percentages, mean and standard deviation, tables and graphs.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The chapter covers data analysis, results and discussion of the study findings. The study sought to establish the influence of head teachers' leadership styles on teachers career commitment in public primary schools in Soin Division, Kericho County. The structured questions generated quantitative data, while the unstructured questions generated qualitative data. The quantitative data was analyzed using descriptive statistics and presented in the form of frequency tables, percentages and charts. The qualitative data was through the use of content analysis. Results of the data analysis provided information that formed the basis for discussion, conclusion, and interpretation of the findings and recommendations of the study.

4.2 Response Rate

A total of 266 questionnaires for teachers were issued of which 240 (92%) and were successfully returned. For headteachers a total of 39 questionnaires were issued and 39 (100%) were returned. Data was entreated by the help of SPSS and was analyzed descriptively, that is, frequencies, percentages where calculated.

4.2.1 Demographic Characteristics of the Respondents

The analysis was presented in the form of frequency distribution tables expressed in terms of percentages, and interpretation was made on that effect. This was as presented in Table 4.

Table 4

Age of Teachers and Head Teachers

Age bracket	TEACHER		HEADTEACHERS	
	Frequency	Percentage	Frequency	Percentage
20-25 years	27	11.25	-	-
26 -30 years	55	22.9	-	-
31-35 years	45	18.75	7	17.94
36-40 years	50	20.83	8	20.51
41-45 years	53	22.08	13	33.33
Over 50 years	10	4.16	11	28.20
Total	**240**	**100**	**39**	100

Source : (Survey data, 2015)

The study sought to establish the age of the headteachers and teachers in public primary schools in Soin Division. Majority of the teachers were aged 26 -30 years55 (22.9%), this was followed by those aged 36-40 years 50 (20.83%), 41-45 years were 53 (22.08%), 31-35 years 45 (18.75%),20-25 years ,27(11.25%) and finally ,teachers aged over 50 years were 10 (4.16%).On the same age of the respondent majority of headteachers were aged between 41-45 years=13(33.33%),this was followed by those over 50 years were 11 (28.20%) ,headteachers aged 36-40 years were 8 (20.51%) and the least were between age 31-35 years 7 (17.94%). From the above findings it is a clear indication that age is factor as far as leadership was concerned; those who were older had the position of being headteachers unlike for the case of teachers. This is in line with the findings of Carlijin (2015) which concluded that older leaders are not better than younger leaders in achieving effective leadership.

Table 5

Gender Distribution

Gender	TEACHER		HEADTEACHERS	
	Frequency	Percentage	Frequency	Percentage
Male	134	55.83	37	94.87
Female	106	44.17	2	5.13
Total	**240**	**100**	**39**	100

Source :(Survey data, 2015)

It was observed that the gender for teachers indicated that majority 134 (44.84%) were males and 106 (44.17%) were females. Whereas that 36 (92.31%) were male headteachers and 2 (5.13%) were female headteachers. With a small difference in the male and female respondents, it shows that there is discrimination on gender parity in the schools covered. This shows that female teachers in Soin Division have been given unequal leadership in educational opportunities in teaching careers.

Table 6

Academic Qualification

Academic level	TEACHERS		HEADTEACHERS	
	Frequency	Percentage	Frequency	Percentage
P1	206	85.83	-	-
Diploma	24	10.00	27	69.24
BED	10	4.17	12	30.76
Masters	-	-	-	-
Total	**240**	**100**	**39**	100

Source :(Survey data, 2015)

The study further sought to establish the academic qualification of the respondent. From the findings of the study, majority of them had P1 for teachers 206 (85.83%), headteachers 0 (0%), Diploma qualification for teachers 24 (10.0%), headteachers 27(69.23%), those who had Degree

qualifications were 10 (4.17%) for teachers and headteachers were 27 (69.24%). Teachers with BED were 12(30.76%) while headteachers were 9 (23.07%), the least response were those with Masters 10 (4.16%) and 5 (12.82%) for headteachers. others from headteachers 2 (5.12%) had qualification on special needs, various management courses for example (KEMI) for the case of headteachers. The findings of Penuel et al (2007) revealed that teachers with professional qualifications tended to associate and commit themselves more to curriculum implementation requirements.
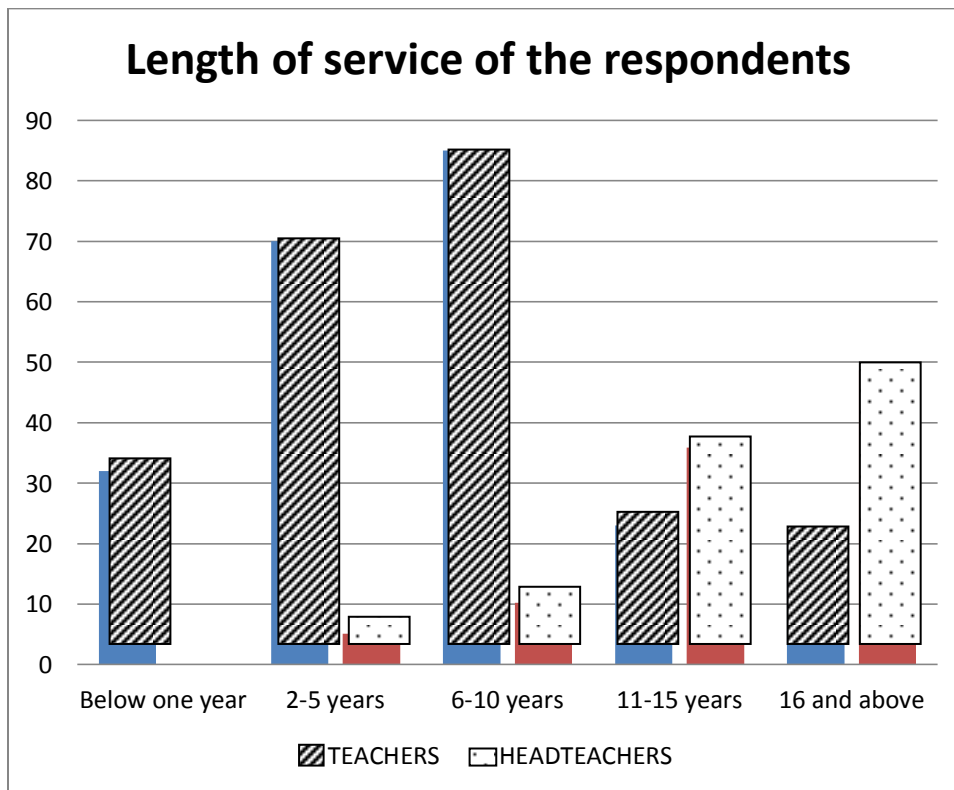
Source :(Survey data, 2015)

Figure 2: Length of Service of the Respondents

From the questionnaire the respondent were asked to state their length of the service, majority of the respondent had worked for 6-10 years, response were 85(35%).This was followed with those who had worked for a period of 2-5 years 70 (29%), teachers who had worked for less years were between 16 and above with 20(8.33%).

Headteachers who had served for more years 16 and above were headteachers were 19 (48.71%), this was followed by those who had worked for period between 11-15 years who were 14(35.89%) and the least leadership role 2-5 years 2(5.1%). This implied that majority of the

teachers were recently employed by TSC and that their appointments and promotion to be headteachers took time.

4.3 Leadership Styles Employed by Primary School Head Teachers

The first objective of the study was to establish the leadership styles of primary school head teachers' in Soin division, Kericho County.

The head teachers were presented with a number of items to measure the extent to which they exhibited the leadership traits of autocratic, laissez faire, participatory and transformational management. They were asked to indicate the extend to which they engaged in each leadership style on a four point Lirker scale (always, occasionally, rarely and never). Using a similar scale, teachers were asked to rate the extent to which they viewed their head teachers to exhibit the leadership styles.

4.3.1 Extent to Which Head Teachers Exhibit Autocratic leadership style

Autocratic leadership style is a task-oriented leadership style referring to the degree to which a leader defines and organizes his / her role and the roles of the followers. The leader is oriented towards goal attainment and establishes well defined patterns and channels of communication (judge, piccolo & illies, 2004)

The head teachers were presented with a series of items to measure the extent to which they engage in the Autocratic leadership style presented above.

Based on their responses on each item, an average score was computed to establish the extent to which they engage in initiative structure. The teachers were also requested to rate the extent to which their head teachers engage in the same structure of initiative styles.
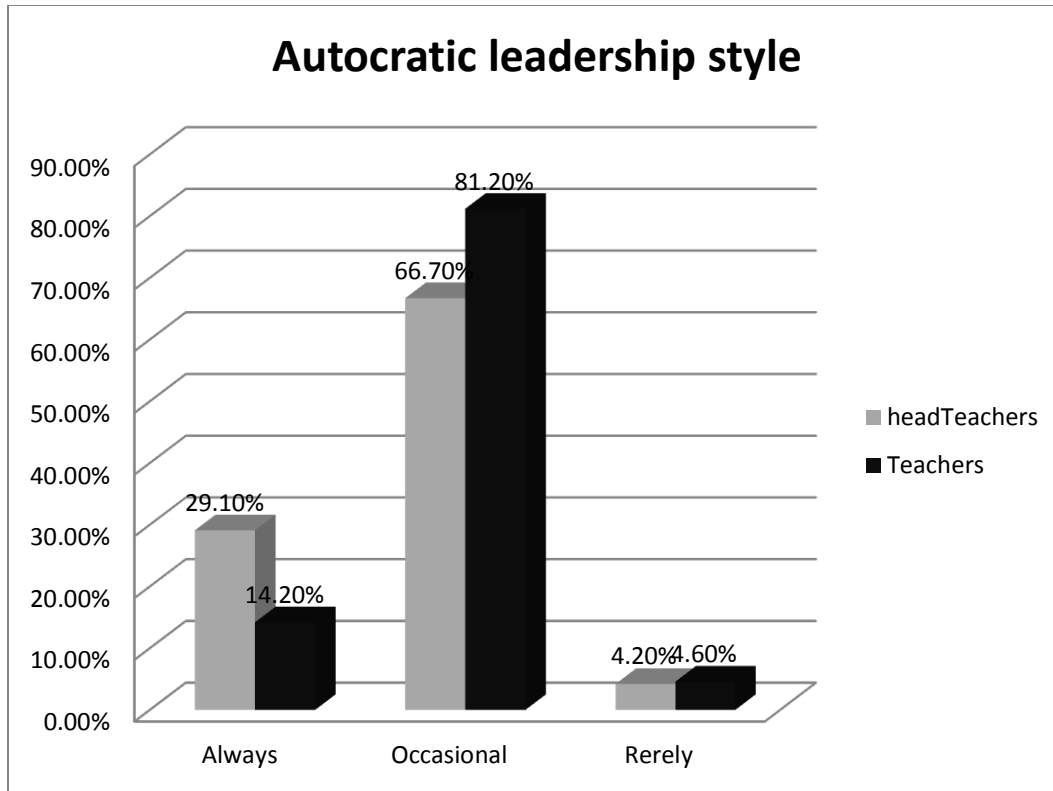
Autocratic leadership style

Figure 3: Rating of the Head Teachers and Teachers on Autocratic Leadership Style

Figure 3 shows that (29.1%) of the head teacher rated themselves to always engage in Autocratic leadership, while they were rated (14.2%) by their teachers to engage in always styles.

The figure also shows that (66.7%) of the head teachers rated themselves to occasionally engage in Autocratic leadership style, while (81.2%) of their teachers rated them to engage in the style occasionally. Lastly, 4.2% of the head teachers rated themselves to rarely engage in Autocratic leadership and 4.6% of the teachers confirmed this.

This indicates that teachers differed with their head teachers on the extent to which they engage in initiative structure, whereby the head teachers rated themselves higher than they were rated by their teachers. However it emerges that majority of the head teachers engage in initiative structures styles occasionally.

4.3.2 Extent to Which Head Teachers Laisses-faire leadership style

Laisses-faire leadership style is defined as the degree to which a leader shows concern, respect for followers, looks out for their welfare, and expresses appreciation and support (Bass 2000). This is a people oriented leadership style.

To measure the extent to which the head teachers engage in this leadership traits, they were presented with a series of items to measure the extent to which they engage in Laisses-faire leadership styles. The teachers were also requested to rate the extent to which their head teachers engage in Laisses-faire leadership style. Figure 3 shows the rating of the head teachers and teachers on this structure.

Laisses-faire leadership style
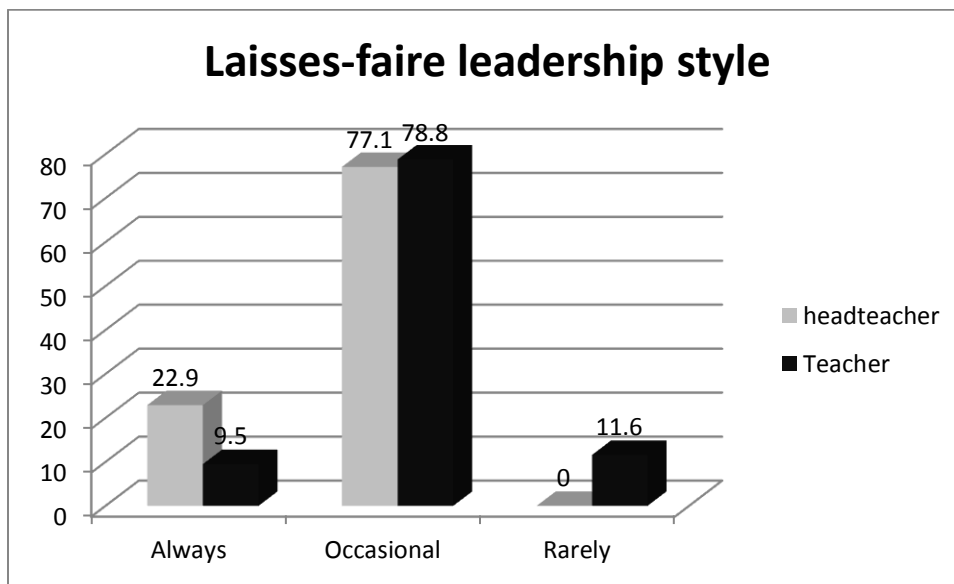
Source :(Survey data, 2015)

Figure 4: Extent to Which Head Teachers Engage in Laisses-faire leadership style

Figure 4 shows that while (22.9%) of the head teachers rated themselves to always engage in Laisses-faire leadership style styles, only (9.6%) of the teachers rated thus. The figure further shows that (77.1%) of the head teachers indicated that they occasionally engaged in consideration styles and this was supported by (78.8%) of the teachers. None of the head teachers rated themselves to engage in rarely in Laisses-faire leadership style styles, (11.6%) of the teachers showed that their head teachers' rarely engaged in this style. This again shows that head teachers tended to over rate themselves on the extent to which they engage in Laisses-faire leadership styles.

4.3.3 Extend to Which Head Teachers Exhibit Participatory Management.

A leader exhibiting participatory management is one who shares decision – making authority with the group (Aldag, 2001). While final decision responsibility rests with the leader. This approach allows members of the organization to make an input in the decision making, thereby enabling them to gain a sense of ownership of the final decision. Some behaviors of leaders who are strong in participatory leadership include:-

    i.   Letting members know what is expected of them.

   ii.   Assigning members particular tasks.

  iii.   Making sure that all members understand him / her.

  iv.   Getting approval from the members in important matters before implementing them.

   v.   Putting suggestions made by members into operations

  vi.   Letting members diagnose group problems.

 vii.   Providing encouragement, support and appreciation to members

viii.   Making every member enjoy working with others in the group.

  ix.   Mobilizing and utilizing potential resources and creativity of members for accomplishing group goals.

The head teachers were presented with a series of items to measure the extent to which they engage in the participatory management styles presented above. Teachers were also asked to rate the extent to which their head teachers engaged in the participatory leadership styles.
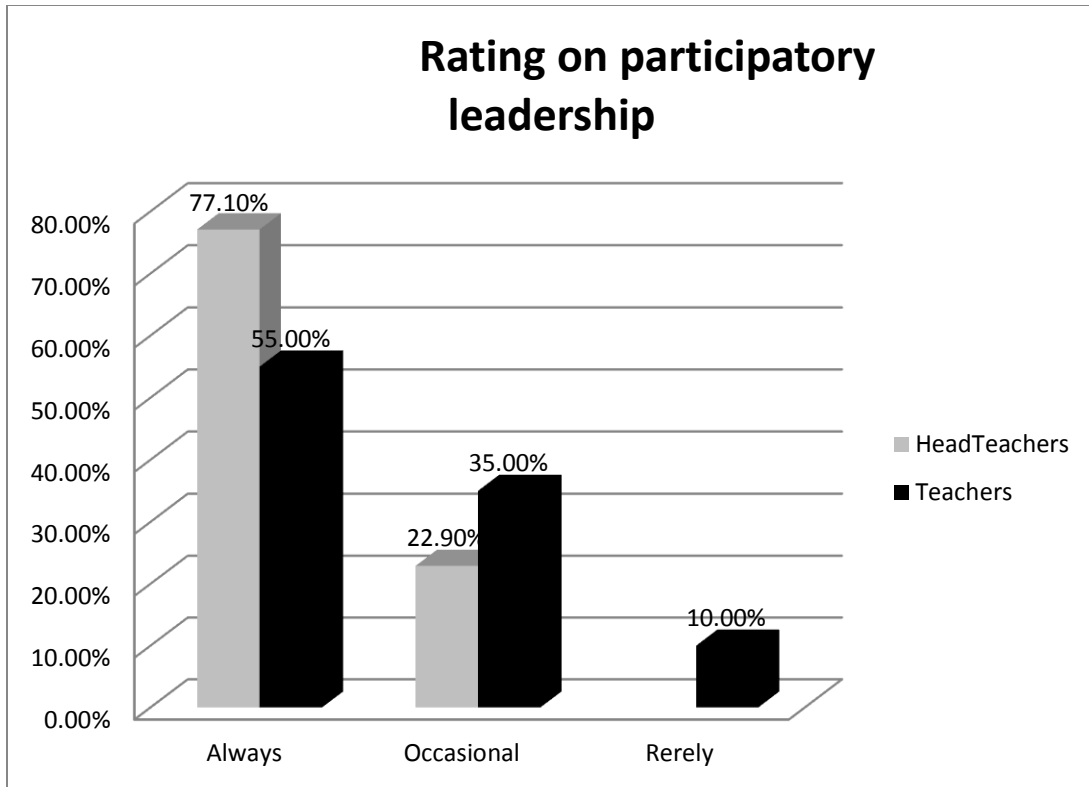
Source :(Survey data, 2015)

Figure 5: Rating on participatory leadership

Figure 5: extend to which head teachers engage in participatory leadership

Figure 5 shows that (77.1 %) of the head teachers rated themselves to "always" engage in participatory while (55%) of the teachers rated themselves to occasionally engage in the trait.

On the other hand (22.9%) of the head teachers rated themselves to occasionally engage in participatory leadership. (35%) of the teachers indicated that their head teachers engage in this style of leadership. While (10%) of the teachers indicated that their head teachers engage in the styles attributed to participatory leadership, none of the head teachers indicated that they 'rarely' engage in such styles of leadership. This again shows that head teachers tended to rate themselves higher than they were rated by their teachers.

Based on the responses of the head teachers and their teachers on their leadership styles, an average score was computed to determine the extent to which head teachers exercise transformational leadership.

Transformational Leadership Based on this Analysis
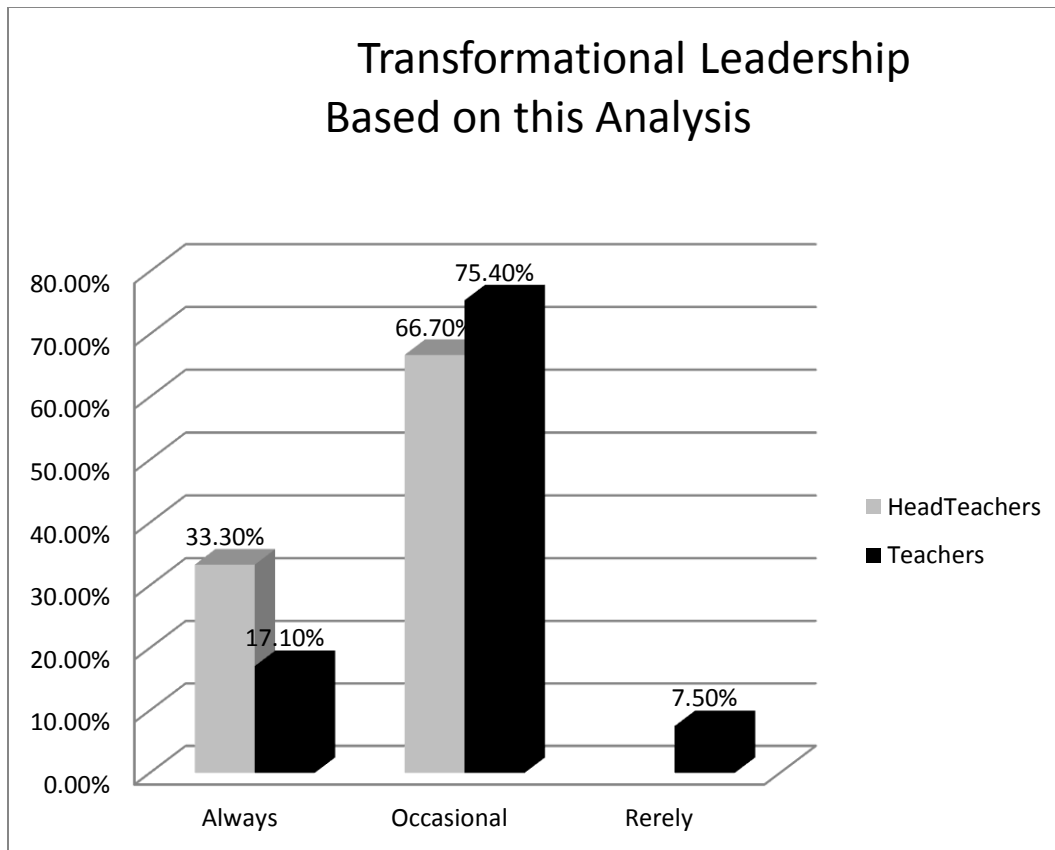
Source :(Survey data, 2015)

Figure 8: Extend to which Head Teachers Practiced Transformational Leadership Based on this Analysis

Figure 8 shows that (33.3%) of the head teachers rated themselves to "always" exercise transformational leadership, while (17.1%) of the teachers viewed them to practice this leadership style. The figure further shows that (66.7%) of the head teachers viewed themselves to practice transformational leadership occasionally and 75.4% of the teachers agreed with this. However, while (7.5%) of the teachers found their head teachers to rarely practice transformational leadership. None of the head teachers rated themselves to rarely practice this leadership style. This shows that head teachers over rate themselves on the extent to which they practice transformational leadership. Research has shown that individuals tend to over rate themselves on desirable traits and under rate themselves on undesirable traits (Sharma, 2008).

It is also notable that perceptions of teachers on the extent to which their head teachers exercise transformational leadership could be more reliable than the self rating of the head teachers. This is because head teachers do interact with individual teachers differently. For example, teachers

holding various positions of leadership, such as heads of subject panel, may be involved more in decision making than those who hold no leadership positions, alternatively, head teachers may argue that by involving heads of subject panel in decision making they are involving all teachers, thereby rating themselves highly in participatory leadership style while in actual sense most teachers are not involved Therefore, when analyzing the whole role of leadership on career commitment, rating of teachers were considered and not the self – ratings of the head teachers.

4.4 Level of Career Commitment of Primary School Teachers

The second objective of the study was to establish the level of career commitment among the primary school teachers in Soin Division, Kericho County. To meet this objective, teachers were presented with a career commitment scale comprising 15 items on which they were asked to rate the extent of their agreement or disagreement on five points. The lowest score possible on the scale was a score of 15 while the highest possible score was a score of 75. The mid point for the scale was 45, with the scores below 45 denoting career commitment of teachers. Table 7 gives a frequency distribution of career commitment scores obtained by the teachers.

Table 7

Teachers Career Commitment Scale

Class intervals scores (x)	Teachers (f)	Xmt $\bar{x}$	Mxmt $\sum(x-\bar{x})^2$
55-60	22	58	1276
51-55	28	53	1484
46-50	51	48	2448
41-45	44	43	1892
36-40	65	38	2470
31-35	29	33	957
26-30	1	28	28
N=240			$\sum(x-\bar{x})^2$=10555

Source :(Survey data, 2015)

Mean =43.99, Standard Deviation of 7.306

As shown in the frequency distribution table, the scores obtained by the teachers on the career commitment scale ranged from 29 – 60, with a mean score of 43.99 and a standard deviation of 7.306 further analysis indicate that (51.7%) of the teachers obtained a score below 45, donating that they were committed to the teaching profession. On the other hand, (42.1%) of the teachers obtained scores above 45, indicating that they had low levels of commitment to the teaching profession.

The remaining (6.2%) teachers obtained a score of 45, showing that they had low levels of commitment to the teaching profession. The remaining (6.2%) teachers obtained a score of 45, showing that they were neutral. This therefore shows that a slight majority (51.7%) of the teachers were committed to their teaching career.

This study finding is consistent with findings by Kirui (2011) whose study in Chilchila division, found that (52.5%) (N=120) of teachers had low commitment to the teaching profession and therefore expressed intentions of quitting the teaching profession. The factors like the amount of salary received by teachers, lack of further training opportunities for teachers and the high work load in teaching. Teacher characteristic factors like teacher's views that the teaching job does not receive adequate respect from the society and their views about enumeration they receive as compared to their peers working in other government sectors and also school characteristics factors like location of the schools not being suitable for personal development needs of teachers, large student teacher ratio, and poor academic performance of the pupils.

4.5 Influence of leadership style on teachers' career commitment

This objective sought to determine the influence of teacher's leadership styles on teacher's career commitment. To achieve this objective, the respondents were required to indicate their ratings on headteacher leadership styles by choosing either always, occasional or rarely. The results were presented in table 8

Table 8

Teachers Report on Head Teachers Leadership style

Rating of the Head Teachers practicing transformational leadership	No of Teachers in career commitment	Mean score	Std Deviation
Always	41	42.85	7.738
Occasional	181	44.27	6.943
Rarely	18	43.78	9.753
Total	240.0	43.99	7.3.6

Source: (Survey data, 2015)

Table 8 shows that teachers under head teachers who always practiced transformational leadership scored the lowest career commitment mean score (42.85), followed by those under head teachers who rarely practiced transformational leadership with a mean score of (43.78) the teachers under who occasionally practiced transformational leadership obtained the highest career commitment with a mean score of (44.27%). This seems to suggest that teachers working under head teachers who occasionally or rarely practiced transformational leadership were more committed to the teaching profession than those under head teachers who always practiced transformational leadership. This finding concurs with a study done by Kibue (2008) study on transformational leadership style on public secondary schools in Kirinyaga County revealed that majority of principals and teachers did not understand nor use the transformational leadership style in schools.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter covers a summary of the study and the key findings of the study, conclusion, recommendations and suggestions for further studies.

5.2 Summary of the Study

The purpose of the study was to establish the influence of head teachers' leadership styles on career commitment of teachers in Soin Division. The study was conducted among 39 head teachers and 240 teachers drawn from 39 primary schools in Soin Division.

Questionnaires were distributed to the head teachers and teachers after which analysis was conducted to find out the leadership styles of primary school head teachers and teachers, level of career commitment among primary school teachers, influence of gender and teaching experience on career commitment of teaching and determine the influence of head teachers leadership style on teachers career commitment. Given below is a summary of the study findings

5.2.1 Leadership Styles Practiced by the Head Teachers

The findings of the study indicated that 29.1% of the head teacher always engage in Autocratic leadership, however teachers ratings showed that 14.2% of the teachers always engage in the style. Majority 66.7% of the headteachers and 81.2% of the teachers agreed that the headteachers engaged in the style occasionally. Alternatively, 4.2% rated themselves to rarely engage in initiative structures and 4.6% of teachers confirmed this. This implies that teachers differed with their head teachers on the extent to which they engage in initiative structures, whereby head teachers rated themselves higher than they are rated by their teachers.

Laisses-faire leadership style was also practiced by the headteachers. The findings showed that 22.9%) of the head teachers rated themselves to always engage in the style while a few 9.6% of the teachers agreed to this. However 77.1% of the head teachers indicated that they occasionally engaged in consideration styles and this was supported by 78.8% of the teachers.

Another type of leadership style practiced by headteachers in Soin is participatory management where they shared decision making with the teachers. This was always practiced 77.1 % of the

head teachers as shown by their ratings while 55% of the teachers rated them to occasionally engage in the trait.

5.2.2 Level of Career Commitment

The findings on level of career commitment indicated 51.7% of the teachers had a high commitment to their teaching career while 6.1% had a moderate level of commitment and 42.1% had low level of commitment.

5.2.3 Influence of Leadership Style on Teachers' Career Commitment

The teachers under head teachers who occasionally practiced transformational leadership obtained the highest career commitment mean score of 44.27. This appears to suggest that teachers working under head teachers who occasionally or rarely practiced transformational leadership were more committed to the teaching career than those under head teachers who always practiced transformational leadership.

5.3 Conclusion

1) The study concludes that leadership styles practiced by primary school head teachers indicated that teachers were required to make their job expectations clear. The findings found out that headteachers employed different leadership styles in their respective primary schools.   They also modified their leadership styles to meet the situations in their various schools. The leadership styles found are laissez faire, democratic and transformational styles.

2) The study found out that in Soin Division, majority of the teachers had a slightly high level of commitment while few had low level of commitment. The teachers level of commitments may be related to the type of leadership style practiced in their schools.

3) Head teachers' democratic leadership style positively influenced primary school teachers' levels of career commitment. Head teachers' laissez faire leadership style moderately influences primary school teachers' levels of job satisfaction while transformational leadership style positively influences primary school teachers' levels of teachers' career commitment.

5.4 Recommendations of the Study

Based on the findings of the study, the researcher recommends the following;

i. The study recommends that the head teachers should use the most appropriate leadership style that facilitates collective responsibility and consultative decision making with all stakeholders in the schools, preferably transformational leadership style for it has a positive influence on the teachers' career commitment.

ii. The Ministry of Education need to seek ways to improve career commitment of teachers by improving working conditions and giving them more opportunities for training.

iii. The Ministry of Education need to improve on teacher promotion policy to ensure that there is fairness in the promotion process.

5.5 Suggestions for Further Studies

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

(i) A study on the relationship between career commitment and turnover of primary schools teachers.

(ii) A comparative study on the career commitment of teachers working in urban and rural areas.

(iii) Similar studies should be conducted in other parts of the country to find out whether the findings can be generalized to the entire country.

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APPENDIX A: HEADTEACHER'S QUESTIONNAIRE

This research questionnaire is meant for academic purpose. It will try to find out the effect of head teacher's leadership behavior on teachers' career commitment. Kindly provide answers to these questions as honesty and precisely as possible. Responses to these questions will be treated confidentially. Please tick (√) where appropriate or fill in the required information on the spaces provided.

SECTION A: BACKGROUND INFORMATION

1. Age (a) 20-25 years ( )   (b) 26 -30 years ( )

     (c) 31-35 years ( )   (d) 36-40 years ( )

     (e) 41-45 years ( )   (f) over 50 years ( )

2.   Sex   (a) Male ( )   (b) Female ( )

3. Indicate your current academic performance

- P1   ( )

- Diploma   ( )

- BED   ( )

- Masters   ( )

- Any other (specify) ….

4. What is the category of your school?

- Day ( )

- Boarding ( )

- Day and boarding ( )

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

- Below one year (b) 2-5 years (c) 6-10 years

- 11-15 years (e) 16 and above.

6. What type of school do you head?

- Girls only

- Boys only

- Mixed.

7. How many teachers are in your school?

Male …………………… (b) Female …………………..

SECTRON B

8. The table below presents statements about your various leadership styles engaged by primary school headteachers. Indicate the extent to which you engage in each role/ behavior in your school using the key provided below.

Key: A: Always   O: Occasionally   R: rarely   N: Never

	Always	Occasionally	Rarely	Never
I make job expectations clear for teachers.				
I let staff members know what is expected of them.				
I use democracy style in school leadership.				
I see to it that the work of staff members is coordinated.				
I emphasize the meeting of deadlines.				
I criticize poor work				
I seek new ways and better ways to improve work conditions of my teachers.				
I a praise my teachers				

9) The table below presents statements the influence of head teacher's leadership styles on primary school teachers' career commitment. Indicate the extent to which you engage in each role/ behavior in your school using the key provided below:

Key: A: Always   O: Occasionally   R: rarely   N: Never

Laisses-faire leadershp style	Always	Occasionally	Rarely	Never
I work out for personal welfare of teachers				
I hold forums with teachers to improve working relations				
I make all staff members feel at ease when talking to them				
I am slow to accept new ideas				
I am free, supportive and have respects for differences				
I get staff's approval in important matters before implementing them.				
I put suggestions made by staff into operations.				
I mobilize and utilize the potential resources and creativity of members for accomplishing group goals.				

10 (a) How do you rate career commitment of your teachers?

Very Committed ( )   Committed ( )   Uncommitted ( )

(b) The table below presents statements on the level of teacher career commitment please rate them using the key provided below:

Key: A: Always   O: Occasionally   R: rarely   N: Never

Teacher commitment	Always	Occasionally	Rarely	Never
Teachers serve as a model of values, attitudes and behavior to students and others				
It is commitment which fosters a combination of teaching, example and influence in the teacher.				
Teachers are dedicated and take their job seriously and put their interest second.				
Teachers see their commitment as part of their professional identifies				
Committed teachers serve as a model of values, attitudes and behavior to students and other				

11. What measures could be taken by the following to improve career commitment of teachers.

The Government (MOE)_____

The school administration_____

The community_____

APPENDIX B: TEACHERS' QUESTIONNAIRES

This research is meant for academic purpose. It will try to find out the influence of the head teacher's leadership styles on career commitment of teachers. You are kindly requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential. Please tick ( ) where appropriate or fill in the required information on the spaces provided.

Section 1 Background information

1. **Age**

    (a) 20-25 years ( )   (b) 26 -30 years ( )

    (c) 31-35 years ( )   (d) 36-40 years ( )

    (e) 41-45 years ( )   (f) over 50 years ( )

2. **Gender**: male ( )   Female ( )

3. Please indicate for how long you have been a primary school teacher in your teaching career.

    a) Below one year   ( )

    b) 2 – 5 years   ( )

    c) 6 - 10 years   ( )

    d) 11 – 15 years   ( )

    e) 16 and above   ( )

4. What is the category of your school?

    a) Day ( )   b. Boarding ( ) c. Mixed day () d. Mixed Day & Boarding

5. Indicate your current academic performance

    a) P1 ( )

    b) Diploma ( )

    c) S1 ( )

    d) BA/BSC with PGDE ( )

    e) BED

    f) Masters

    g) Any other

(specify)…………………………………………………………………………………………

………………………………………………………………………………………

Section 2 Leadership Styles

6. The tables below represent statements about various leadership styles engaged by school head teachers. Indicate the extend to which your head teacher engages in each role or behavior in your school.

Please tick ( ) on the appropriate column

	A	O	R	N
Head teacher maintain definite standards of performance				
Head teacher lets staff members know what is expected of them				
Head teacher sees to it that the work of staff members is coordinated				
Head teacher sees to it that the work of staff members is coordinated				
Head teacher emphasizes the meeting of deadlines				
Head teacher criticizes poor work				
Participatory leadership style				
I a praise my teachers				

Section 3 Career Commitment

The table below represents 15 items measuring your feelings and attitudes about teaching. Indicate the extent to which you agree or disagree with each of the statements using the following scale:

Strongly agree (SD)　Disagree (D)　Undecided (U)　　Strongly Agree (SA) Agree (A)

STATEMENT	SD	D	U	SA	A
I would be very happy to spend the rest of my life in the teaching profession					
I enjoy discussing my teaching career with people outside of it					
I really feel as if the school's problems are my own					
I think I would become as easily attached to another profession as am to teaching					
I feel I have too few options to consider leaving the leadership profession					
One of the major reasons that I continue to work as a teacher is that leaving it would require considerable personal sacrifice					
One of the few negative consequences of quitting the teaching profession would be the scarcity of the available alternatives					
I don't feel emotionally attached to teaching					

7. How do you rate the level of career commitment of teachers in your school?

Very committed ( )   Committed ( )   Uncommitted ( )

Explain your answer briefly

………
………
………………………………………………………………………………………

8. What measures would be taken by the following to improve teachers career commitment

a) The Government ministry of Education……………………………………………………

……………………………………………………………………………………………………

b) The school administration

………
………
……………………………………………………………………………………………

c) The community

………
………………………………………………………………………………………………………

Thank you for your co –operation & participation

APPENDIX C: RESEARCH PERMIT

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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9th Floor, Utalii House
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NAIROBI-KENYA

Ref: No.

Date:

25th September, 2014

NACOSTI/P/14/0143/2600

William Kiprotich Chepkwony
Egerton University
P.O. Box 536-20115
EGERTON

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of Headteachers' leadership styles on teachers' career commitment in public primary schools in Soin Division, Kericho County,''* I am pleased to inform you that you have been authorized to undertake research in **Kericho County** for a period ending **31st December, 2014.**

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

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

DR. S. K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Kericho County.

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

CONDITIONS

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

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 3342

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MR. WILLIAM KIPROTICH CHEPKWONY
of EGERTON UNIVERSITY, 10-40107
MUHORONI, has been permitted to
conduct research in *Kericho County*

on the topic: *INFLUENCE OF HEADTEACHERS' LEADERSHIP STYLES ON TEACHERS' CAREER COMMITMENT IN PUBLIC PRIMARY SCHOOLS IN SOIN DIVISION, KERICHO COUNTY*

for the period ending:
31st December, 2014

Permit No : NACOSTI/P/14/0143/2600
Date Of Issue : 25th September, 2014
Fee Recieved : Ksh 1,000

....
Applicant's
Signature

....
Secretary
National Commission for Science, Technology & Innovation