INFLUENCE OF PRINCIPALS' LEADERSHIP STYLES ON TEACHERS' JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN KIPKOMO SUB-COUNTY OF WEST-POKOT COUNTY, KENYA

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A Research Proposal Submitted to the Department of Educational Administration and Planning in Partial Fulfillment of the Requirements for the Award of Master Degree of Education in Educational Administration

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DECLARATION

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

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This research proposal is submitted for examination with our approval as the university supervisors.

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ABBREVIATIONS AND ACRONYMS

SCEO   Sub County Education Officer

IBM   International Business Management

KEMI   Kenya Education Management Institute

QASO   Quality Assurance and Standard Officer

NACOSTI   National Commission of Science Information and Technology

PPMC   Pearson's Product Moment of Correlation

SQAO   Sub-county Quality Assurance Officer

SPSS   Statistical Package for Social Sciences

TSC   Teachers Service Commission

INTRODUCTION

1.1 Background to the Study

Commitment of employees to their work in an organization positively relates to the production of the organization. Luthans (2011), states that hierarchical commitment is a powerful urge for an individual from certain association as a desire to be reasonable with the association's will and tolerating the esteem and objectives of the association. Globally, Teachers' commitment is a crucial factor to an effective school, teacher satisfaction and retention, low commitment leads to poor academic achievement (Agarwala, 2013). In a secondary school setting, commitment is the degree to which teachers relate to their institutions and wants to keep working or advancing the vision of the school (Cheng (2014).

Committed teachers are bound to progress in the direction of school objectives, put more exertion in their activity, and are eager to apply impressive exertion in school changes (Yousef, 2010; Dinesen 2013). Various studies found that principals' administrative styles are noteworthy variables influencing teachers' performance and commitment, for example, decision making, relationship with employee, and strong hierarchical structure (Dessler, 2011). Any organization's achievement is resolved and estimated by the proficiency of its leader. Leadership is a fundamental concern for associations and institutions throughout the world (Buckmaster, 2014; Johnson, 2010).

In United States of America (U.S.A), a study by Survey Research Centre of the University of Michigan showed that in learning institutions where supervisors' management styles were employee- centred there is low teacher truancy (Yukl, 2012; Hackman & Johnstone, 2015). In Asia, higher level of commitment in making arrangements for educational curriculum guidance is achieved when leadership allows better working relationship with teachers (Yousef, 2010). Learning time can be

increased when study rooms are successfully utilized; teachers adequately prepare for class lessons and select relevant education curriculum materials. These arrangements raise the quality of guidance and completion of syllabus within determined time and improved students' accomplishments (Goldman, 2014). Therefore, school leadership plays a significant role in enhancing teachers' commitment to their task in pedagogical process.

Leadership style is one of the principle factors that decide the capability and efficiency of the school principal. Principals' leadership style in an institution reflects how the leader oversees work, which influences the dedication of the educators (Lwasif, 2015). Leadership abilities are thus considered to as the premise of all organization tasks, thus Dubrin (2013) states that leadership entails making and maintaining up a feeling of vision, culture and relational connections. As indicated by Astin (2011), leadership is the capacity to get all individuals from the association to perform errands required to accomplish the association's objectives and targets. Further, Sezgin (2012) highlights that a leader is in a situation to shape, manage, control and change the demeanors, behaviours and execution of his group individuals.

School principals bolster teachers to advance their self-confidence and hold instructors in high regard. According to Astin (2011) educators' commitment and principals' leadership styles are emphatically connected in light of the fact that leadership control teachers' activities in an ideal bearing to accomplish the institutional goals. Principals' leadership styles are the central factors in the efficiency of the school (Sezgin, 2012). School leadership prompts explicit results like; efficiency, responsibility for school objectives, teacher promise to obligation and increment of teachers' confidence (Summers, 2010; Goldman, 2014).

As indicated by Clark (2010), leadership style in school setting is the way and approach in which the principal gives guidance, actualizes designs, and rouses school individuals to accomplish authoritative objectives. This therefore implies that authority style and the adequacy of connections between principals and the instructors is a significant determinant of teachers' responsibility and commitment to their obligations (Ololube, 2011). Handy, (2013) noticed that different leadership styles include; autocratic, democratic, transactional and transformative leadership styles among numerous others.

In African context, Sauer (2011); Adepoju (2006) and Adeyemi (2014) affirm that in Nigeria the significance of leadership and its impact on the dedication of employees influences responsibility of employees in an organization. In Ghana, Brown and Osei,(2009), express that directors can possibly utilize individuals adequately when they ingrain in them a sense of commitment and the need to achieve organization objectives. The principal has the capability to impart commitment, teamwork and construct trust among staff and increment by and large school viability.

In Tanzania, Kashagate (2013), found out that instructor responsibility has been distinguished as a standout amongst the most significant elements for the future education. Teachers' commitment is firmly identified with educators' work execution and their capacity to develop and consolidate new thoughts into their very own training. It has been contended that the principal is relied upon to give master authority in every aspect of the school projects to guarantee quality training and education (Waweru and Orodho, 2004). In Uganda, an investigation by Nsubuga (2008), concluded that compelling school execution requires forecast leadership. The research found that school execution is emphatically identified with democratic leadership style practiced by the school principal.

Autocratic leadership alludes to the administration style that is dominatingly self-ingested and acknowledges negligible inclusion of subordinates in basic decision-making. Nakola (2011), states that principals who were seen to show autocratic administration style had a significantly high motivated staff as they talked with them on the proposed activities and supported cooperation. The democratic leadership style is the authority style in which individuals depends on the aggregate commitment of the subordinates (Mgbodile, 2014). Igbal (2010), set up that instructors working under a democratic leadership style of administration were more agreeable and submitted than teachers working under different styles of leadership. Democratic leadership style intends to fabricate trust, regard and pledge to permit people thoughts be considered in choices that influence their objectives and their work.

Obilade (2012), characterizes transformational leadership style as going past the attention on the exchange among leaders and subordinates to a more extensive view that propels the enthusiasm of devotees, move adherents to look past their own enthusiasm to what best advantages the organization and urges teachers to acknowledge the school's central goal. A transformational leader motivates his subordinates simply on quality of individual charm, engaging the representative's enthusiastic needs, spurring supporters mentally to improve their responsibility and organization profitability. Hackman and Johnston (2015), attest that transformational leaders are leaders who engage their adherents, are enthusiastic about what they do, uninhibitedly communicate with their supporters and enable them, are imaginative and visionary.

Transactional leadership is an authority style which looks to keep up dependability instead of advancing change inside an association, for example, schools through normal economic and social exchanges that accomplish explicit objectives for the

leaders and their supporters (Lussier & Achua, 2014).Transactional leaders seek to energize predictable execution from subordinates that enables them to meet settled upon objectives (Bryant, 2003).They use prizes and discipline to advance execution. At the point when the transactional leaders allocate work to subordinate he is viewed as completely capable.

In Kenya, different researchers have endeavoured to investigate the relationship of leadership styles and teachers' job commitment. A study by Nthuni (2012) on leadership style factors that impact inspiration of pre-school teachers in the public pre-schools in Embu North Sub-county unveiled that there was a need for administrators to grasp a transformational authority style to upgrade inspiration of pre-school teachers. This leadership style improves the workplace environment by including teachers in basic leadership and strategy plan in schools. Kibue (2011),in an examination on transformational administration style in public secondary schools in Kirinyaga County identified that most of the principals and educators did not comprehend nor utilize the transformational initiative style in schools.

Further, Waithaka (2011), ascertain that in Tetu District, the democratic leadership was among the most utilized styles by teachers in the region. He noticed that there was requirement for educators to be prepared and legitimately enlisted on administration so as to appropriately oversee both human and natural assets. In encouraging job commitment by teachers, secondary school principals are required to show successful leadership in schools, to upgrade better responsibility among instructors. Principals' governing styles are the determinants of instructors' dedication in their schools.

A report by the Sub-county Quality Assurance and Standards Officer (SQASO, 2015) in Kipkomo Sub-County showed that principals provision of conducive working conditions especially in public secondary schools were leading to instructors giving

less time to co-curricular exercises, preparation of teaching records, developmental assessment of students and denoting their work, high educator non-attendance rate and renunciation of obligation was noted referring to the unpleasant authority styles of principals. The prior developing patterns in teachers' commitment in public secondary schools make the concern for this study which seeks to establish the influence of principals' leadership styles on the teachers' commitment in Kipkomo Sub-county within West-Pokot County in Kenya.

1.2 Statement of the Problem

The government of Kenya has increased emphasis in provision of quality education in the wake of 100 percent transition using various strategies. Teacher commitment, conducive working environment, principals leadership competence among others are key elements to increase educational achievement Teacher commitment and responsibility is reflected by successful teaching, convenient teacher readiness, viable examination supervision, checking of students' work, disciplinary capacity and best outcomes in tests among others. Instructor commitment which generally decides the accomplishment of any training and education framework is one of the real objectives of education framework in a Country (Omondi, 2015). Therefore; principals are subsequently required to adopt specialized aptitudes, human connection abilities and theoretical abilities on the management of teachers and school.

Principals' leadership styles enhance teachers to improve pedagogical commitment. The leadership styles utilized by the principals have significant relationship with teachers' job commitment for the accomplishment of educational objectives (Nguni, 2006). An appraisal report by the Quality Assurance and Standards Office in Kipkomo Sub sub-county holds that there were twenty cases in public secondary schools where instructors defied their principals because of poor authority styles (QASO Annual

Report, 2014).Ten cases have been recorded where principals were bolted out of their workplaces because of leadership styles that the guardians, educators and students were not satisfied with (Kipkomo Sub region Annual report, 2014). This research study will be informed by the emerging concerns in school leadership and seek to investigate the influence of principals' leadership styles on the teachers' job commitment in public secondary schools in Kipkomo Sub-County of West-Pokot County in Kenya.

1.3 Purpose of the Study

The purpose of this study is to investigate the influence of principals' leadership styles on the teachers' commitment in public secondary schools in Kipkomo Sub-County of West-Pokot County in Kenya.

1.4 Research Objectives

The following specific research objectives will guide the study.

i) To examine the influence of principals' autocratic leadership style on teachers' job commitment in public secondary schools in Kipkomo Sub-county.

ii) To establish the influence of principals' democratic leadership style on teachers' job commitment in public secondary schools in Kipkomo Sub-county.

iii) To determine the influence of principals' transformational leadership style on teachers' job commitment in public secondary schools in Kipkomo Sub-county.

iv) To assess extent to which principals' transactional leadership style influences teachers' job commitment in public secondary schools in Kipkomo Sub-county.

1.5 Research Questions

The following are the research questions for the study;

i) To what extent does principals' autocratic leadership style influence teachers' job commitment in public secondary schools in Kipkomo Sub-county in West Pokot County, Kenya?

ii) How does principals' democratic leadership style influence teachers' job commitment in public secondary schools in Kipkomo Sub-county?

iii) In what way does principals' transformational leadership style influence teachers' job commitment in public secondary schools in Kipkomo Sub-county?

iv) In which way does principals' transactional leadership style influence teachers' job commitment in public secondary schools in Kipkomo Sub-county?

1.6 Significance of the Study

The expected research findings of the study may be of incredible significance to the secondary principals who might be equipped with supportive learning on the best way to improve their leadership styles and direct their instructors to aggregate basic leadership so as to upgrade teachers' commitment. The Sub-County Director of education and SCQASO may benefit from the findings to gain insight on identifying existing loopholes on teachers' job commitment to emphasize on valuable education because of teachers commitment to their teaching practices and prior syllabus completion thus performance of students. Other expert bodies, for example, KEMI may utilize the expected research discoveries to distinguish areas that need remedial measures while setting up the administration courses for school principals so as to improve principals' leadership styles.

Ministry of education may benefit from the expected findings in light of the fact that the education and training segment will flourish well because of right leadership styles in public secondary schools which will make a sense of belonging and acknowledgment of the school esteems, techniques and teachers progressing in the direction of institutional objective fulfillment. The expected research findings will also add to the assortment of information of research importance as it will fill the research gap and could likewise trigger research to be conveyed in the entire West-Pokot

County in similar areas or other education and training areas to build on the knowledge gap in principals' leadership and teacher' job commitment.

1.7 Limitations of the Study

Best and Kahn (2004) defines limitation as those conditions beyond the control of the researcher that may place restrictions on the conclusions of the study. In this study, the researcher will not be able to control or manipulate the attitudes and perceptions of the respondents. Nonetheless, to mitigate this challenge, the researcher will give assurance to the respondent's secrecy. The study will be done in public secondary schools in rustic zones with a greater part of respondents. Along these lines, the findings and recommendations may not similarly be connected to public secondary schools particularly those in urban settings. Moreover, target population access related concerns may be another imperative that the study may confront. This might be because of vast distribution of schools in the sub-county high transport expenses to reach the respondents as well as security related concerns. However the use of available means of transport will be maximally utilized, while local security personnel in the County Commissioners office will be contacted to offer security during the data collection.

1.8 Delimitations of the Study

The study will cover only the public secondary schools in Kipkomo Sub-County within West-Pokot County. Although in public secondary schools there are other people only principals and teachers will be used as the research respondents only. Moreover, the study will only consider only four principals' leadership styles that are likely to influence teachers' job commitment in public secondary schools in Kipkomo Sub-county in West-Pokot County namely autocratic leadership style, democratic leadership style, transformational leadership style and transactional leadership style leaving out other equally vital leadership styles.

1.9 Basic Assumptions of the Study

This study will make the following assumptions:

i) That the respondents will be honest and will give appropriate answer to the questions in the research questionnaire.

ii) All school principals embrace leadership styles in the management of the public secondary schools.

iii) The leadership styles adopted by principals influence job commitment of teachers in public secondary schools.

1.10 Definition of Significant Terms

Autocratic leadership: refers to a form of leadership where the school principal has complete control and makes decisions without reference to teachers and non teaching staff.

Democratic leadership: consists of the head teacher sharing the decision-making process with teachers and non-teaching staff by promoting the interests of the group members and by practicing social equality.

Leadership style: refers to the perceived way of principal providing direction, implementing plans, and motivating people to achieve certain goals in public secondary schools which could be autocratic, democratic ,transaction or transformative.

Principals' leadership styles: refer to the way secondary school head teachers adopt to influence their teachers, the manner they perform the leadership roles and direct school affairs.

Teacher Commitment: refers to the efforts made by teachers in promoting and promoting education in a learning institution. It is indicated by punctuality to duty, good performance in examination results, and preparation of professional documents among others

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

Transformational leadership style: refers to a principals' leadership style that inspires, motivates and empowers their followers to look beyond their own interest to what best benefits the institution.

1.11 Organization of the Study

The study will be organized into five chapters. Chapter one will comprise of background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations of the study, assumptions of the study, definition of significant terms and organization of the study. Chapter two will focus on reviewing of relevant literature on the influence of principals' leadership style on students' performance at KCSE in public secondary schools, summary of literature review, theoretical framework and Conceptual framework.

Chapter three will comprise of research design, target population, sample size, sampling procedures, research instruments, validity and reliability of instruments, data collection and analysis procedure and ethical issues. Chapter four will comprise of data presentation, interpretation and discussion of the research findings. Finally, Chapter five will contains introduction, summary of the study, conclusions, recommendation and suggestions for further research.

LITERATURE REVIEW

Introduction

This section presents empirical literature review discussing the major themes as guided by the research objectives. It discusses the concept of leadership and job commitment, the influence of the autocratic leadership style, democratic leadership style, transformational leadership style and transactional leadership style on teachers' job commitment. Finally it ends by highlighting the research gap, theoretical framework and the conceptual framework.

2.1 The Concept of Teachers' Job Commitment

Mwangi (2014), underline that workers' commitment to their institution is more firmly identified with the accomplishment of long haul organization objectives. Authoritative responsibility is a strong belief on acknowledgment of the institution's objectives and qualities, readiness to apply significant effort in the interest of the institution (Stone, 2002). People with job commitment are more suitable, progressively fulfilled, profitable and capable subsequently causeless expense for the organization (Al-Enezi, 2014).

Dinham (2010) found that the idea of job commitment among employees influences all institutions including education organizations. The authority capacities of principals and instructors are significant in molding schools and upgrading teaching and learning quality. Suitable authority approach, helps making viable and legitimate organizational condition having a tendency to consider the employees as opposed to the association, (Letting, 2004). Teachers' commitment to their job is impacted by principals' help and the connection between principals and educators (Dannetta, 2012). Improving the magnitude of teachers' job commitment is an essential for principals because improving education quality depends on instructors performing admirably at schools (Cheng, 2007).

Luthans (2011) and Sahni (2014) affirm that a leader must be able to influence the conduct, mentality and conviction of his subordinates. The accomplishment of a leader relies upon the acknowledgment of his administration by the devotees (Gronn, 2000). Therefore, it is basic that principals learn and comprehend the significance of the styles that improve work commitment and positive execution in the schools. Hence, leadership style involves a significant position in school organization as the principal who controls school's resources is relied upon to utilize them to result in positive accomplishment of education objectives (Adeyemi, 2014).

2.2 Autocratic leadership style and Teachers' job commitment.

Autocratic leadership is a framework that gives absolute capacity to the leaders with constrained cooperation from the adherents (Bolger, 2011). It is utilized when leaders tell their employees what they need it done and how they need it done and how they need it achieved without getting the guidance of their supporters. The leadership style has a commanding identity that prompts to passive opposition from colleagues and requires ceaseless pressure and command from the leader to accomplish tasks (Sahni, 2014).

Directive or autocratic leaders lack understanding about themselves as well as other people. These leaders control others to their very own interests without thinking of others' sentiments and without regard for them as individuals (Rosenfeld & Plax, 2005). Profoundly dictatorial leaders depend on assignment conduct which results in negligible or no development. These leaders can harm the institution hopelessly as their devotees are compelled to complete strategies and administrations services reluctantly. Regularly; commitment, imagination and advancement are lowered by this administration style (Garg & Ramjee, 2013). This leadership style makes negative effect on employees' commitment. Dennis and Bocarnea (2005), underline that under

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autocratic leadership, work responsibility and commitment is completely low as employees work just to get their duty done and don't have the institution's enthusiasm on a fundamental level.

An investigation by Yavuz (2008) in Ganzi University on the connection between principals' leadership styles and teachers' job commitment, uncovered that principals who have utilized autocratic leadership style without mixing with other administration styles have fizzled an extraordinary deal. Choi and Tang (2009), demonstrate that a teacher who is exceptionally committed to his/her work puts considerable effort to enhance great outcomes. However, for this teacher to show commitment to work the principal's leadership style has significant influence on the workplace environment. Yukl (2012) ascertains that autocratic leaders style is moderately disagreeable yet in specific conditions it may be a compelling methodology when the leader does not have sufficient opportunity and when subordinates are not competent enough (Okumbe, 2013).

Principals who utilize absolutist authority style minimize the teachers' confidence and advancements which lead to low teacher commitment. However, study's results by Oyetuni (2016) on the impact of administration styles on teacher commitment and efficiency in private based schools in Wakiso District in Botswana demonstrated that dictatorial leadership manifest results in all respects rapidly as subordinates work under pressure to fulfill time constraint guaranteeing maximum commitment in obligation execution. This study seeks to assert or disaffirm the conflict of the former perceptions by researchers by exploring the influence of principals' autocratic leadership styles on teachers' job commitment in public secondary schools in Kipkomo Sub County within West-Pokot County in Kenya.

2.3 Democratic leadership style and Teachers' job commitment.

Democratic leadership is the administration style in which leaders decentralize leadership portrayed by guidance with the subordinates and their cooperation in the detailing of plans and approaches (Tourish & Pinnington, 2012). According to Montgomery (2006), democratic leadership style improves solidarity approach in which leaders depend on the provision of plainly expressed objectives and motivational tones to stimulate the workforce to another method of activity. Cole (2012), observes that individuals are focused on choices which they took an interest in planning, they will practice discretion, self-course and will be propelled to work.

Dick and Wango (2010), state that because of the inclination made by democratic leadership, workers own the majority of the thoughts in the association, their pledge to their activity similarly goes up as they need to see their thoughts flourish. A study by Yavuz (2008), points out that in circumstances where responsibilities are vague or time is of the importance, democratic leadership can prompt correspondence disappointment and uncompleted undertakings. Rafferty and Griffin (2006) have discovered that there is a positive relationship between democratic leadership and effective commitment. Scholl (1999), states that democratic style emphasizes on involvement of teachers in decision making in the establishment of school's strategies. The leader attempts to make every individual feel that he is a significant individual from the association. In this style of administration, a high level of staff spirit is constantly improved leading to higher intensity of job commitment by teachers (Mba, 2004). Hence, participation, collaboration and consultation are the significant key attributes of improving schools.

Principals who utilize democratic leadership style evoke higher commitment levels among the teachers. Pundits of this administration style however contend that it wastes time because of unlimited meetings and lead to disarray and absence of the motive (Obilade, 2009 and Okeniyi, 2005).They contend that it lessens work spirit and thus

low employee commitment a need this proposed research work wishes to discover by investigating the influence of principals' democratic leadership styles on teachers' job commitment in public secondary in Kipkomo Sub-county in West-Pokot County, Kenya.

2.4 Transformational leadership style and Teachers' job commitment.

Saif (2012) depicts transformational leadership as a process of persuading subordinates in satisfying their personal responsibility so as to accomplish the association's objectives and seek after new directions for progress. It is the job of the transformational leader to make modern vision and bearing for the institutional re-organisation. Schultz, Schultz and Duane (2010), define a transformational leader as one who isn't constrained by his or her adherents' recognition. Leaders who utilize this style would empower the subordinates to be submitted consequently organizational objective accomplishment. Ross and Gray (2006) state that transformation leadership prompted to upgraded organization among individuals. As indicated by Ross and Gray (2006) in Ontario, Canada, transformational authority is steady with comprehensively based patterns of teacher strengthening.

Transformative initiative style pulls and coordinates the teaching staff inherently towards the accomplishment of the academic target set by the school. This style of leadership changes the observation and convictions of the teaching staff to improve their association and commitment in the institutional accomplishment (Bass, Avolio, Ju and Berson, 2003). Transformational leaders influence the teaching staff so that they create trust, advance adoration towards administration, and display reliability to the association (Mester, Visser, Roodt & Kellerman 2003). They further contend that a positive relationship between transformational leadership on how compelling

subordinates see leaders, how much exertion they focus on their work, how fulfilled they are with the leaders, and how well the subordinates perform.

Bono and Judge (2003); Tourish and Pinnington (2012) attest that transformational leadership makes an appropriate and strong condition in which individual contrasts and needs are viewed hence make space for better execution. Nguni (2006), declare that school organization requires leaders who are touchy to the necessities of teachers. Such leaders empower teachers and increase job commitment and responsibility. As indicated by Nguni (2006), transformational leaders will in general be candidly wise, lively and energetic. Johnson (2010) observed that in America educators who saw their leaders as transformational leaders were very dedicated to their obligations. This perception will shape the foundation for this study about by investigating the influence of principals' transformational leadership styles on teachers' job commitment in public secondary schools in Kipkomo Sub County in West-Pokot County in Kenya.

2.5 Transactional Leadership Style and Teachers' job commitment.

Transactional leadership alludes to the administration style which happens when one individual takes the responsibility of reaching other individuals to exchange thoughts (Bass and Avolio 1998). These categories of leaders encourage the staff by speaking to their personal responsibility; the attention is on remunerations as an outer persuading factor. This kind of leader pursues standard and assignment based goals (Rehman & Shareef, 2012). Woods (2010), stresses that transactional leaders coordinates their administration on persuading adherents through a foundation of gifts and disciplines to influence employees to take every necessary step with the help of outer motivators, for example, institutional prizes.

Behboudi (2011) propose that transactional leadership is key institution advancement mediation, intended to upgrade the effect of leadership on commitment. Transactional authority is an exchange relationship that includes the reward of exertion, efficiency and reliability. Nguni (2006), declares that value-based leaders are not worried about people groups' self-awareness and lean toward a rule which is tied in with keeping up the present circumstance. Bass (2004), value-based authority style makes obviously outlined responsibilities, individuals comprehend what they are required to do and what they will be remunerated for assignment finalization, it likewise connects with leaders to offer a lot of direction and supervision.

According to Yousef (2010), transactional leadership would be better in public schools as it depends on improving the proficiency of built up guidelines and systems in this manner elevates the commitment of teachers to their activity as every teacher would endeavor to rehearse the set practices and schedule. However as indicated by Muijs and Harris (2003), transactional leadership may prompt to poor execution among educators and therefore poor job commitment employment responsibility.

Robbert (2008) discovered that in Ireland, educators were very dedicated in their obligations where their leaders utilized prizes to spur them. In Australia, Lewis (2007) learnt that transactional administration was decidedly identified with commitment of teachers in their jobs. Sauer (2011) found no connection between transactional leadership and teacher commitment in schools in San Francisco where transactional leadership was common. In Turkey, Yousef (2010), uncovered that transactional administration style was a standout amongst the most suitable styles as it permitted the principals and other school leaders to understand the requirements of teachers inside their schools and reward them to fulfill those necessities in return of certain dimension of commitment.

Transactional leaders accentuate higher intention advancement, and stir the inspiration and positive feelings of devotees by methods for making and speaking to a motivating vision of the future (Bass & Avolio 1993; Ahmadi, Ahmadi and Zohrabi 2012). Principals who use transactional leadership style propel the teachers who then submit themselves in duties. This study will be borne out of the desire to investigate the influence of principals' transactional leadership styles on teachers' job commitment in public secondary schools in Kipkomo Sub-county in West-Pokot County part of Kenya.

2.6 Summary of Reviewed Literature

The literature review obviously demonstrates that there exists a different connection between principals' authority styles and teachers' job commitment. Fewer studies have really endeavoured to build up the connection between principals' administration styles and teachers' job commitment in public secondary schools. It is very clear that further research is required to examine and show the relationship between principals' leadership styles and teachers' job commitment. The past reviewed research studies were conveyed in different locations. In any case, none of these research studies have taken a consideration at the influence of principals' leadership styles on teachers' job commitment in public secondary schools in Kipkomo Sub-County of West-pokot County in Kenya, thus creating a research gap. This study will therefore seek to fill this knowledge gap.

2.7 Theoretical Framework

Situational Leadership Theory will be adopted for this study Situational leadership theory was proposed by Paul Hersey and Ken Blanchard in 1960s. This leadership model considers the connection among leaders and subordinates and fills in as a

system to investigate every circumstance dependent on direction, consultation (task conduct) a leader gives and the measure of socio-enthusiastic guidance (relationship conduct).

According to Hersey (2009), situational leadership theory builds awareness since leaders must be acquainted with what's going on around them. Improved mindfulness can influence leaders to have compassion towards the adherents which will enable them to approach employees in the suitable manner consequently increase the level of commitment by the employee. As indicated by Nzuve (2012), the viability of a leader's conduct will increase when there is a match between authority styles and circumstances. This model makes a huge space for principals to embrace authority styles that they are of the feeling that can sufficiently address their organization relying upon the present circumstances. The theory advocates for principal to utilize powerful leadership styles according to the circumstance.

This theory will be suitable for this study in light of the fact that administration styles in secondary schools (institutions) may change the proportion of the teachers (workers) either negatively or positively prompting to high or low commitment of the teachers (employees). It is from this theoretical background that this study will look at the influence of principals' leadership styles to teachers' job commitment in public secondary schools in Kipkomo Sub County part of West-pokot County in Kenya.

2.8 Conceptual Framework

A conceptual framework helps simplify the proposed inter-relationships between the variables in the study and show the same diagrammatically (Mugenda, 2003). The figure 2.1 below shows the conceptual framework for the study.
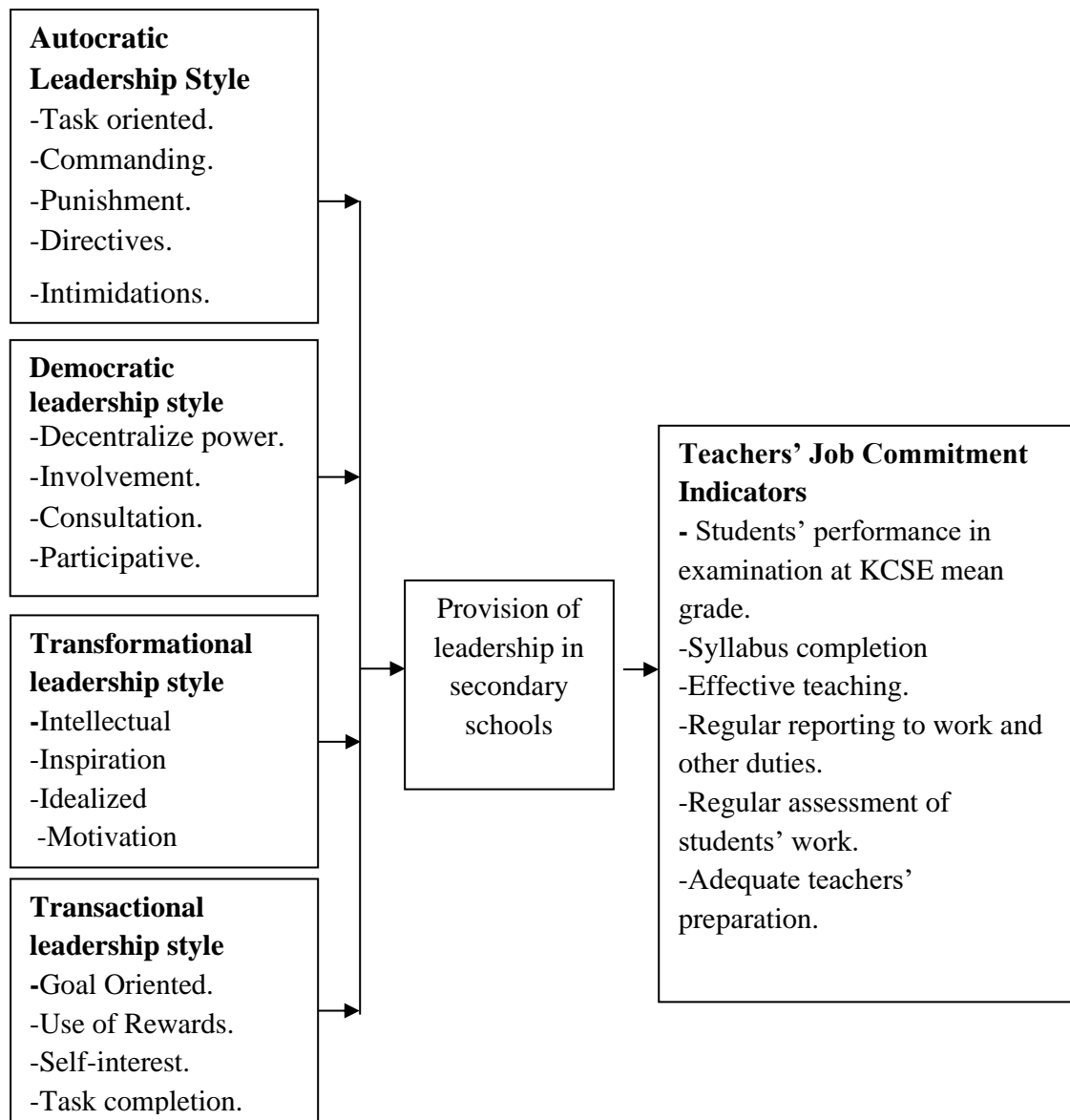
Figure 2.1: Conceptual Framework

The conceptual framework is founded on four independents variables; autocratic leadership style, democratic leadership style transformational leadership style and transactional leadership style. In the figure above, the teacher job commitment is the dependent variable which is influenced by the principals' leadership styles mentioned above. The output shows the indicators of teacher commitment in terms of students' performance in examinations, syllabus completion by teachers in good time, effective teaching, regular reporting to work and other duties, regular assessment of students' work and adequate teachers' preparation. The researcher is however of the view that

no matter the situation, the leadership style employed by the head teacher has a direct influence on the teachers' job commitment. It is from this conceptual frame work that this study will look at the influence of principals' leadership styles on teachers' job commitment in public secondary schools in Kipkomo Sub County part of West-Pokot County in Kenya.

RESEARCH METHODOLOGY

3.1 Introduction

This section covers the methodology to be used in the study. It highlights the research design, the study area, target population, sampling size, sampling procedure, research instruments, pilot study, validity of the research instrument, reliability of the research instrument, data collection procedures, data analysis techniques and ethical consideration.

3.2 Research Design

Orodho (2004) state that research design is the plan, structure and strategy of investigation proposed for obtaining answers to research questions. It includes the data collection tools and the data analysis techniques the researcher intends to use. The study will adopt descriptive survey design. Descriptive research design is a scientific method which encompasses witnessing and defining the conduct of a subject without manipulating it in any way (Ngechu, 2001). The design will be chosen because through it, the researcher will be able to collect and analyze data as it exists in the field without manipulating any variables.

The research design will also allow the researcher to generate both numerical and descriptive data that will be used in measuring relationships between variables. According to Cooper (1996), a descriptive study is concerned with finding out who, what, where and how of a phenomenon which is the concern of this study. The researcher will be able to collect data in order to answer the research questions. Thus, the researcher will consider the design appropriate for the study because it will involve facts findings and enquiries from the principals and teachers about the influence of principals' leadership styles on teachers' job commitment in public secondary schools in Kipkomo Sub County part of West-pokot County in Kenya and reporting the findings without manipulating the variables.

3.3 Target population

According to Ngechu (2004), a study population is a well-defined or specified set of people, group of things, households, firms, services, elements or events which are being investigated. The study will be conducted in all public secondary schools in Kipkomo Sub-County of West-pokot County in Kenya. The respondents of the study will be drawn from 30 public secondary schools within the Kipkomo Sub-County. The study will target 30 principals and 407 teachers (Kipkomo Sub-county Education Office, 1st May, 2019).

3.4 Sample size and sampling procedures

Due to the large number of public secondary schools, principals and teachers in Kipkomo Sub-county, a sample of between 20% and 50 % of both the public secondary schools, principals and teachers will be sampled as recommended by Gay and Airasian, (2003) who suggests that a sample representation of between twenty and fifty percent is adequate representation of a sample. Thus, 50 percent of 30 public secondary school will be sampled resulting to a sample size of 16 public secondary schools which in turn will replicate that a sample size of 16 principals will be considered. Likewise 50 percent of 407 teachers will be selected leading to a sample size of 209 teachers. Therefore, the total sample size will be 225 respondents.

To identify individual respondents, public secondary schools and teachers will then be stratified per ward to obtain the number of public secondary schools and corresponding number of principals and to participate in the actual research study. Simple random sampling technique will be used in selecting the teachers of the study. This technique will be relevant because it will provide the participants with equal opportunities to be randomly selected and the sample method to be free from preconception and unfairness (Sidhu, 2002). The table 3.1 below summarizes the sample size and the sampling procedure.

Table 3.1: Sampling Size Frame

Kipkomo Sub-County Wards	No. of Public Secondary Schools	Principals Target population	Sample Size principals	Teachers target population	Sample size teachers
Chepareria Ward	7	7	4	98	49
Chepkobegh Ward	10	10	5	137	69
Batei Ward	13	13	7	182	91
Total	**30**	**30**	**16**	**407**	**209**

Source: Kipkomo Sub-county Director of Education office, (as at 1ˢᵗ April, 2019).

3.5 Research Instruments

The study will involve the use of questionnaires as the main research instrument to be used in data collection process. The survey questionnaires will be utilized for information gathering since it will offer significant points of interest in the organization, introduce an even improvement vast quantities of individuals all the while and furnished the examination with a simple amassing of information. The questionnaires will be designed for principals and teachers.

Each questionnaire for the principal will be partitioned into two segments namely; section A and section B. Section A will gather information on the background data of the principals. Section B will contain questions dealing with all the specific research objectives for the study on Principals' leadership styles on teachers' job commitment. It will all Likert scale questionnaire which will contain open-ended items. Each questionnaire for the teachers will be partitioned into three segments namely; section A, section B and section C. Section A will gather information on the background data of the teachers, Section B will with the influence principals' leadership styles on teachers' job commitment while section C deals with teachers' job commitment. It will all Likert scale questionnaire which will contain open-ended items. Document analysis will be used to capture information on influence of head teachers' leadership styles on

teachers' job commitment in secondary schools. This will allow the verification of information to be provided by the research respondents.

3.7 Validity of the Research Instrument

The research instrument will be discussed with supervisors and colleagues in the department to improve on its content validity. From the assistance to be given by the experts, the data collection instruments validity will be improved. Piloting of the instrument will provide information required and hence confirm whether, it conforms to research questions and objectives of the actual study. Where necessary, changes will be made to the questionnaire.

3.8 Reliability of the Research Instrument

To determine instruments reliability, a test-retest pilot study will be conducted. The test-retest involves administering the same instrument twice to the same group of subjects. There will be a two week time lapse between the first test and the second. The same questionnaires will be administered to the same two principals and twenty one teachers after two weeks period keeping all initial conditions constant (Kothari, 2004). The scores from both testing periods will then be correlated to get the co-efficient of stability using the Pearson's Product Moment of Correlation Coefficient (PPMCC). Mugenda and Mugenda (1999), co-efficient of stability of between 0.5 and 0.99 is sufficient to offer reliable results although a coefficient of 0.70 or more, shows that there is high reliability of the instruments. For this study, a reliability coefficient is expected to range within a value between +0.5 and +1 which will be considered acceptable.

3.9 Data collection procedure

The researcher will obtain an approval for the study and introduction letter from the University of Nairobi to accompany the questionnaires to the research field. The researcher will also seek authority from the National Commission for Science and

Technology (NACOSTI). Prior to the distribution of the questionnaires the researcher will also seek the requisite permission from the relevant authorities including local authorities at the Kipkomo Sub-County. Thereafter the office of the sub-county director of education will be contacted by the researcher before the commencement of the actual study. The researcher will then write letters to the principals to be allowed to carry out the research in their institution .Once the permission will be granted, the researcher will visit the sampled public secondary schools and the questionnaires will be administered to the principals and teachers. Once the instruments will be completed the researcher will collect them for data analysis.

3.10 Data analysis techniques

The researcher will check the fulfillment of the questionnaires and the exactness of the respondents' answers. Data editing will be pursued to examine the information pieces, distinguish those things wrongly reacted to, spelling mistakes, duplication, segment division and any clear spaces left unfilled by the respondents. The information data to be gathered will be investigated both quantitatively and subjectively. Quantitative data will be analyzed using descriptive statistics while qualitative data will dissected in topics and sub-topics of the study significance after tallying of single factors (variables).

Statistical Package for Social Sciences (SPSS) IBM version 20 will be utilized to dissect the information to be gathered from the principal and instructors quantitatively to give the outcomes in terms of descriptive statistics, for example, percentages, means, frequencies and standard deviation. Cross tabulation will be utilized for examination purposes. The statistic information will then be broken down in terms of frequencies and percentages. The analyzed data will then be presented in form of bar-graphs and tables. The connections and linkage between the dependent and independent variables will be examined and obvious end results will be made. The

analyzed data will then be presented through tabular representation of pie charts, bar-graphs, percentage and frequency tables, for each variable, percentage will likewise be determined.

3.11 Ethical Consideration

Ethical issues relates to the privacy of possible and actual participants, voluntary nature of participation, the right to withdraw partially or completely from the process, consent, possible deception of participants and maintenance of confidentiality of data provided by individuals or identifiable participants and their anonymity (Saunders, 2017). The researcher will be guided by a number of ethical principles, no harm will be allowed to the respondents/participants as a result of their participation in the research; the respondent's right to privacy will be respected and no undue pressure will be put on the respondents.

Respondents will be provided with sufficient initial information about the survey to be able to give their informed consent concerning participation and the use of data, permission to conduct the survey. The researcher will maintain confidentiality by using the data to be gathered for exclusively for academic purposes as it will be promised to the respondents.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Department of Educational,

Administration and Planning.

University of Nairobi

P.O BOX 30197.

Nairobi-Kenya.

Date: ....

The Principal,

.... Secondary School.

Dear sir/madam,

RE: PERMISSION TO CONDUCT A RESEARCH IN YOUR SCHOOL

I am a student at the University of Nairobi and am conducting a survey on the **'Influence of Principals' Leadership styles on Teachers' job commitment in Kipkomo Sub-County of West-pokot County in Kenya'.** This study will target the principal and teachers as the respondents to provide important information of research interest. I will be grateful if you allow me to involve you and your teachers in this study. Your views will be considered important to this survey. Participation in this survey is voluntary and the information provided will be treated with utmost confidentiality and will only be used for the purpose of this survey only. Please do not write your name anywhere on the questionnaire and give as honest answers as possible.

Thank you for your co-operation.

Yours Faithfully,

Payeni K.Helen.

APPENDIX II: PRINCIPALS' QUESTIONNAIRE

This questionnaire is designed to collect data on the influence of Principals' Leadership styles on Teachers' job commitment in Kipkomo Sub-County of West-pokot County in Kenya. It is divided into two sections: Section A and Section B which aim at collecting the demographic variables and the influence of principals' leadership styles on Teachers' job commitment respectively. Do not write your name or your schools' name to ensure complete confidentiality. Please respond to all the questions. Tick (√) where applicable or write the answer in the provided space(s).

Section A: Demographic variables.

Put a tick (√) in the spaces provided.

1. Please indicate your gender

   a) Male [ ]   b) Female [ ]

2. What is your highest academic qualification?

   a) P1 [ ] b) Diploma [ ] c) Bachelor's Degree [ ] d) Masters Degree [ ] e) ATS [ ]

   Any   other

(specify)...

3. What is your age bracket?

   a) Below 35 years [ ] b) 35-45 years [ ]   c) 45-55 years [ ] d) Over 55 years [ ]

4. For how long have you served as a principal in this school? ....

Section B: Perception of Principals' own Leadership Style on Teacher Job commitment.

Please indicate by putting a tick (√) in appropriate column to which the following statements will apply to your leadership style in your school. Where, **1** – Always, **2** – Often, **3** – Occasionally, **4**- Seldom, **5**- Never.

Autocratic Leadership Style		**Perceptions**				
		1	**2**	**3**	**4**	**5**
5	I allocate my teachers specific duties that must be finished within a given time span.					
6	I keep up clear principles of execution.					
7	I attempt new experiences.					
8	I anticipate the absolute best from staff.					
9	I choose what ought to be done and by what means to be completed.					
10	I intently oversee the teachers.					
11	I anticipate standard duty from self.					
12	I set targets for teachers to pursue.					
Democratic Leadership Style		**1**	**2**	**3**	**4**	**5**
13	I grant the teachers to set their own style of persuing their duties.					
14	I make solidarity and harmony among the staff.					

15	I am open to criticism by staff					
16	I encourage teachers' collaboration.					
17	I express trust in teachers.					
18	I am friendly and easy to dialogue with.					
19	I delegate school obligations without favour.					
20	I anticipate the teachers in decision making process.					
21	I acknowledge all individuals exertion towards accomplishment of schools affairs.					
22	I am good listener to staff members.					
23	I offer support to individuals to start new and creative plans to profit the school and the rest of staff members.					
Transformational Leadership Style		**1**	**2**	**3**	**4**	**5**
24	I look for new chances for my staff.					
25	I change vision into the reality.					
26	I make up for my shortcomings.					
27	I have clear set targets for my school.					
28	I motivate my instructors to accomplishment of set targets.					
29	I encourage cooperation among staff individuals					
30	I urge teachers to form groups to accomplish set targets.					
	Transactional Leadership Style	**1**	**2**	**3**	**4**	**5**
31	I give positive response to teachers in the context they are progressing nicely.					
32	I manage and direct instructors.					
33	I offer guidelines to be pursued.					
34	I motivate the teachers to openly express their sentiments.					
35	I guarantee teachers meet the required objectives.					
36	I generally compensate dedicated instructors.					
37	I offer space to aggregate individuals to display their view focuses before expressing my stand.					
38	I dispense work to teachers.					
39	I support reliable performance.					

Thank you for your time, co-operation and assistance.

This questionnaire is designed to collect data on the influence of Principals' Leadership styles on Teachers' job commitment in Kipkomo Sub-County of West-Pokot County in Kenya. It is divided into two sections: Section A and Section B which aim at collecting the demographic variables and the influence of principals' leadership styles on Teachers' job commitment respectively. Do not write your name or your schools' name to ensure complete confidentiality. Kindly read each question and decide the most appropriate option which applies to your principal's leadership style according to the scale given. Please respond to all the questions. Tick (√) where applicable or write the answer in the provided space(s).

Section A: Demographic variables.

Put a tick (√) in the spaces provided.

1. Please indicate your gender

   a) Male [ ]   b) Female [ ]

2. What is your highest academic qualification?

   a) P1 [ ] b) Diploma [ ] c) Bachelor's Degree [ ] d) Masters Degree [ ] e) ATS [ ]

Any other (specify)...

3. What is your age bracket?

   a) Below 35 years [ ] b) 35-45 years [ ] c) 45-55 years [ ] d) Over 55 years [ ]

4. For how long have you been in your current station? ....

Section B: Perception of Principals' own Leadership Style on Teacher Job commitment.

This section consists of questions related to leadership styles which are autocratic, democratic transformational and transactional. Please indicate by putting a tick (√) in appropriate column to which the following statements apply to your principal's leadership style in your school. Where, **1** – Always, **2** – Often, **3** – Occasionally, **4**-Seldom, **5**- Never.

Autocratic Leadership Style		**Perceptions**				
		1	**2**	**3**	**4**	**5**
5	The principal allocates teachers specific duties that must be finished within a given time span.					
6	The principal keep up clear principles of execution.					
7	The principal attempts new experiences.					
8	The principal anticipates the absolute best from staffs.					
9	The principal chooses what ought to be done and by what means to be completed.					
10	The principal intently oversee the teachers.					
11	The principal anticipates standard duty from self.					
12	The principal sets targets for teachers to pursue.					
Democratic Leadership Style		**1**	**2**	**3**	**4**	**5**
13	The principal grants the teachers to set their own style of persuing their duties.					
14	The principal makes solidarity and harmony among the staff.					

15	The principal is open to criticism by staff members.					
16	The principal encourages teachers' collaboration.					
17	The principal expresses trust in teachers.					
18	The principal is friendly and easy to dialogue with.					
19	The principal delegates school obligations without favour.					
20	The principal anticipates the teachers in decision making process.					
21	The principal acknowledges all individuals exertion towards accomplishment of schools affairs.					
22	The principal is a good listener to staff members.					
23	The principal supports individuals to start new and creative plans to profit the school and the rest of staff members.					
Transformational Leadership Style		**1**	**2**	**3**	**4**	**5**
24	The principal looks for new chances for my staff.					
25	The principal changes vision into the reality.					
26	The principal makes up for my shortcomings.					
27	The principal have clear set targets for my school.					
28	The principal motivates instructors to accomplishment of set targets.					
29	The principal encourages cooperation among staff individuals					
30	The principal urges teachers to form groups to accomplish set targets.					
Transactional Leadership Style		**1**	**2**	**3**	**4**	**5**
31	The principal gives positive response to teachers in the context they are progressing nicely.					
32	The principal manages and directs instructors.					
33	The principal offers guidelines to be pursued.					
34	The principal motivates the teachers to openly express their sentiments.					
35	The principal guarantees teachers meet the required objectives.					
36	The principal generally compensates dedicated instructors.					
37	The principal offers space to aggregate individuals to display their view focuses before expressing my stand.					
38	The principal dispenses work to teachers.					
39	The principal supports reliable performance.					

Section: C Teachers' job commitment

Using the scale shown below, kindly rate your level of job commitment with the following aspects of your job. Where, **1**- St**rongly Agree 2- Agree 3-Strongly Disagree 4-Disagree 5-Neutral.**

Job Commitment		**1**	**2**	**3**	**4**	**5**
40	I get ready and adequately pursue my plans of work.					

41	I am dependably in school.					
42	I show all my day by day exercises.					
43	I keep and keep up students' examination score progressive records.					
44	I update the professional records.					
45	I plan and use exercise notes in my teaching.					
46	I like my teaching responsibility.					
47	I give and supervise students' assignments.					
48	I come to class in time.					
49	I react emphatically to obligations.					
50	Every one of the subjects I instruct students score better than expected.					
51	I complete the syllabus in time.					
62	I completely utilize my teaching skills when teaching.					

63. As a teacher what might you recognize as variables affecting instructors' duty commitment?
....
64. What might be done to improve instructors' magnitude of commitment?
....
65. What administration styles would you propose to be utilized in schools to improve teachers' duty commitment?
....
66. As per your opinion, clarify the impact of principals' administration styles on teachers' job commitment?
....

Thank you for your time, co-operation and assistance.

APPENDIX IV: PROPOSED RESEARCH BUDGET.

Core Activities	Item Participant	Unit Cost	Sub-totals
Consolidating Literature and Developing Instruments	Library search, internet search, travelling expenses, typing and photocopying of research instruments	10,000	10,000
Proposal writing	Typing first copy Printing first copy Photocopying first copy Binding first copy Typing corrected copy Photocopying corrected copy Binding corrected copy Travelling expenses	30,000	30,000
Piloting and Data collection	Printing of instrument Photocopying Travelling expenses Data analysis Research assistant	15,000	15,000
Project writing	Typesetting &printing Printing the corrected copy Photocopying corrected copy Spiral binding Hardcover binding Travelling expenses	10,000	10,000
Miscellaneous Expenses		20,000	20,000
Sub-totals			**Ksh. 95,000.**

Proposal Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Approval of research topic	■														
Concept paper development		■													
Literature Review		■	■	■	■	■	■	■	■	■	■	■	■	■	■
Proposal development		■	■	■	■	■	■	■	■	■	■	■	■	■	■
Development of research instruments								■							
Piloting									■						
Data collection										■	■				
Data Analysis												■	■		
Compiling final report														■	
Project correction														■	
Project Submission														■	
Presentation of final report															■