INFLUENCE OF PRINCIPALS' TRANSFORMATIVE CORPORATE LEADERSHIP STYLE ON TEACHERS' JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN ATHI RIVER SUB COUNTY, MACHAKOS COUNTY, KENYA.

Damaris Ngina Peter and Dr. Jeremiah M. Kalai

INFLUENCE OF PRINCIPALS' TRANSFORMATIVE CORPORATE LEADERSHIP STYLE ON TEACHERS' JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN ATHI RIVER SUB COUNTY, MACHAKOS COUNTY, KENYA

[1]* Damaris Ngina Peter

Post Graduate Student
University of Nairobi
***Corresponding Author's Email:**

[2]**Dr. Jeremiah M. Kalai**
Lecturer, School of Education
University of Nairobi

Abstract

Purpose: The purpose of this study was to analyse influence of principals' transformative corporate leadership style on teachers' job commitment in public secondary schools in Athi river sub county, Machakos county, Kenya.

Methodology: The study used correlation research design to collect data from principals, deputy principals and teachers in public primary schools in Athi River Sub County. The total number of respondents was 13 principals, 13 deputy principals and, 260 teachers and thus the total target population was 286. The researcher used census approach to select all the schools' heads and their deputies and stratified random sampling to select 104 teachers. The analysis was done by descriptive statistics using Statistical Package for Social Sciences version 21.0. In addition, Pearson's correlation analysis and regression analysis were used to establish the relationship between the study variables.

Results: The study found that idealized influence and teachers' job commitment were positively and significant related, further inspired motivation and teachers' job commitment were positively significant related, also intellectual stimulation and teachers' job commitment were positively and significantly related while finally +individualized considerations and teachers' job commitment were also positively and significantly related.

Unique contribution to theory, practice and policy: The study therefore recommends that there is need for principals in public secondary schools to adopt transformation leadership styles so as to improve on teachers' job commitment.

Keywords: *idealized influence, intellectual stimulation, individualized consideration*, *Inspirational motivation*

1.1 INTRODUCTION

Leadership is the capability to inspire confidence and support among an organization's people who are needed to achieve organizational goals (Mostashari, 2009). Leadership is an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes (Rost, 2003). The influence of the leader is of significance level that can influence the social and economic factors in particular and a society as a whole, and influence the employee behavior in an organization to achieve the set goals (Khan, Ghouri & Awang, 2013).

The idealized influence represents the ability of building confidence in the leader and appreciating the leader by the followers, which forms the basis for accepting radical change in the organization. Without such confidence in the leader, that is, in his motives and aims, an attempt to redirect the organization may cause great resistance. You can "lead" people if you make them ready to engage. You will have to become a leader who possesses idealized influence and who represents "The Roles Model" to his followers (Bass, 2006). The leaders with idealized influence are honored, appreciated, they are trusted, the followers admire them, and they identify with them and try to imitate them. Such leaders, which represent the model roles to their followers, do "the right things", demonstrating high morale and ethical behavior. They do not use their position and abilities to achieve personal interests, but they use the potentials of people to achieve the aims of organizations (Bass, 2006).

Inspirational motivation is the ability of transformational leadership, to inspire and motivate people to adopt the appropriate behavior. In the conditions when transformational change is being conducted in an organization, the leader has the task of clearly and continuously stimulating others to follow a new idea. Transformational leaders should, therefore, behave in such a way, which motivates and inspires people. Such behavior includes implicitly showing enthusiasm and optimism, stimulating team work, pointing out positive results, advantages, emphasizing aims and stimulating followers (Bass, 2006).

Intellectual stimulation has an important role in the transformation process of organizations. Transformational leaders stimulate permanent reexamination of the existent assumptions, stimulate change in the way of thinking about problems, and plead the use of analogy and metaphor. By constantly searching for new knowledge, transformational leaders constantly teach, illustrate, but also promote and get new and creative ideas for solving problems from all organizational members (Bass, 2006).

Individualized consideration is the inclusion of people into the transformation process of an organization. These arises the need to diagnose their wishes, needs, values and abilities in the right way. This type of activity leads to higher levels of trust in the leader. So, besides a global picture, a transformational leader must know what motivates any of his team members individually. Human wishes and needs are different. Some want certainty, some want excitement and change; some prefer money, and some free time. The leader, who is aware of the difference needs and wishes of people, has an opportunity to use all those different demands in the right way. By their behavior, transformational leaders demonstrate acceptance of individual differences and assign the tasks in accordance with their personal affinities. Following the progress in performing the individual tasks,

a leader gets a picture of regularity (or irregularity) of his own action of individualized consideration (Bass & Avolio, 2009).

The impact of leadership upon school effectiveness and school improvement is significant (Wallace, 2012). It is widely recognized and agreed upon that one of the key factors determining school's effectiveness is the nature and quality of school heads. The most significant challenge of leadership is to build and sustain organizational culture that focuses on continual improvement of educational reforms, teacher capacities and skills and student learning. Kenya's education system is undergoing many changes and the system involves school heads on daily basis in the process of change. It is expected that such changes will bring a shift in the current leadership styles and adapt one capable of meeting the demands of the changes. Transformational leadership has a Substantial impact as it focuses on capacity building and leads to sustenance of school improvement (Fullan, 2005).

Formal secondary education in Kenya is a Sub-sector that consists of over 4,000 public secondary schools with a total student population of over 850,000 (MOEST, 2014,). There has been a major concern on the secondary students' achievement in the national examinations as measured by the Kenya Certificate of Secondary Education (KCSE). For instance, every year when the KCSE examinations results are released, records indicate that a large percentage of the students score grade "D" (Mean Score: 3.00 out of 12.00), at such times, fingers point at the school principal, seeking answers. The low grades may be attributed to low teachers' commitment on their job.

One of the main concerns of the parents is the academic achievement of majority of students in Athi River Sub County in that many schools record a mean score in the Kenya Certificate of Secondary Education (KCSE) that is below the average score required for university admission. Current educational leadership literature offers no unitary concept of transformational leadership

1.2 Problem Statement

In Kenya, schools like all organizations are advancing in complexity with an increasing number of factors that impact on school's management and performance (Momanyi, 2016; Sisungo, 2002). Consequently, they raise challenges for leadership styles that call for principals as leaders in these schools to create attractive and enabling working environment in order to motivate and retain effective teachers. The ministry of education and other sponsors has channeled more resources to support learning. Teachers' service commission (TSC) has also increased the number of teachers in public secondary schools but despite this, poor students' performance is still witnessed (Otieno, 2010).

Despite the fact that public secondary schools in Athi River Sub County have qualified school principals using various management styles in their respective schools, the students' academic performance in these schools have persistently been below average over the last five years. The performance index had steadily remained below the conventionally perceived average mean of 6.000 points (grade C) over the last 5 years, averaging 5.3 40 (grade C-) for the years 2007 – 2013 period. Of the 14,223 students presented by the Sub County for KCSE over this period, only a paltry 4,435 constituting approximately one third of the total candidature attained the minimal university admission grade of C+ and above, which is also the practical admission grade for competitive diploma courses offered by tertiary institutions. Despite the government channeling resources to the learning institutions, poor performance still exists. These therefore inform this study to interrogate the type of management leadership practiced.

One of the main concerns of the parents is the academic achievement of majority of students in Athi River Sub County in that many schools record a mean score in the Kenya Certificate of Secondary Education (KCSE) that is below the average score required for university admission. This therefore informed the choice of the study location.

1.3 Study Objectives

- To establish influence of principals' idealized influence on teachers' job commitment in public secondary schools in Athi River Sub County, Kenya.

- To determine influence of principals' inspired motivation on teachers' job commitment in public secondary schools in Athi River Sub County, Kenya

- To assess influence of principals' intellectual stimulation on teachers' job commitment in public secondary schools in Athi River Sub County, Kenya

- To examine the influence of principals' individualized consideration on teachers' job commitment in public secondary schools in Athi River Sub County, Kenya

2.0 LITERATURE REVIEW

2.1 Concept of transformational leadership

Transformational leadership represents the essential quality for successful management. It creates adaptive, innovative and dynamic organizations that are transforming. Transformational leadership comprises any one of the following attributes: Idealized influence, where the leader influences followers only when she/he practices what she/he preaches (Judge, & Piccolo, 2004).

According to Bass (1991) transformational leadership is characterized by the presence of leadership qualities contained in appropriate transformational abilities of leaders and in certain attributes which are assumptions for the use of leaders' skills and for successful performance of leadership roles. Bass and Avolio (2009) presented a classification of skills of transformational leaders in what is known as the "Four I's" model. The "Four I's" model forms the basis of this study. The idealized influence represents the ability of building confidence in the leader and appreciating the leader by the followers, which forms the basis for accepting radical change in the organization. Without such

confidence in the leader, that is, in his motives and aims, an attempt to redirect the organization may cause great resistance (Judge, & Piccolo, 2004).

A person "leads" people if he/she makes them ready to engage. An individual will have to become a leader who possesses idealized influence and who represents "The role model" to his followers (Bass, 2006). The leaders with idealized influence are honored, appreciated, they are trusted, the followers admire them, and they identify with them and try to imitate them. Such leaders, which represent the model roles to their followers, do "the right things", demonstrating high morale and ethical behavior. They do not use their position and abilities to achieve personal interests, but they use the potentials of people to achieve the aims of organizations (Bass, 2006).

2.2 Idealized influence and teachers' job commitment

Idealized influence at its core represents the highest levels of moral reasoning and perspectivetaking capacity. Such leaders are willing to sacrifice their own gain for the good of their work group, organization, and community. They set high standards for work conduct and are a role model for those standards. They build trust in people because those who work with them know they are committed to the common good and their sacrifices along the way evidence the consistency of their actions with their values. Transformational leaders in applying idealized influence can see the good in others first and when it is not obvious they work to bring it out through continuous endeavour (Avolio, 2005).

Kibui (2013) conducted a study on the impact of transformational leadership in capacity building in Kenyan secondary schools and the perceptions of teachers, students, principals and quality assurance and standards officers about the principal's transformational leadership. The major findings were that while evidence gathered underpins the need for school leaders to receive training, most receive little formal or structured preparation for the job.

2.3 Inspired motivation and teachers' job commitment

Transformational leader who practice inspirational motivation encourage Subordinate in generating enthusiasm and challenging people. These leaders create clear understanding of expectations and demonstrate high commitment to organizational goals and shared vision (Stewart, 2006).

 Momanyi (2016) and Sisungo (2002) found that teachers with a high job satisfaction will exhibit the following characteristics: highly efficient and effective, supportive to administration, have low turnover, and always present in school. They also found that teachers with low satisfaction lead to Absenteeism, apathy, reduced performance, frequent requests for transfers to other schools, value material rewards, be hostile to school officials, and work towards promotion to other positions with better prospects or quitting altogether resulting to high teacher education costs.

2.4 Intellectual stimulation and teachers' job commitment

Yuen, Law and Chan (2003) conducted case study of 18 schools in Hong Kong. They found that in catalytic integration model schools, the school principal is the key change agent, exhibiting visionary leadership, staff development and involvement while in cultural innovation model schools, multiple leadership is exhibited where the school principal is not necessarily involved in

ICT leadership, teachers are free to implement new ideas in supportive and enhancing culture. Also studies have shown that various levels of leadership such as principal, administrative leadership and technology leadership influence successful use of ICT in schools.

This aspect of leadership will help the principal to share tasks with Subordinates while focusing on the adoption and integration of technology in the school. Institutions exemplified by executive involvement and decision-making, strengthened by ICT plan, effectively adopt ICT integration curriculum.

Anderson and Dexter, (2005) argued that various levels of leadership such as principal, administrative leadership and technology leadership influence successful use of ICT in schools. This aspect of leadership will help the principal to share tasks with Subordinates while focusing on the adoption and integration of technology in the school. Institutions exemplified by executive involvement and decision-making, strengthened by ICT plan, effectively adopt ICT integration curriculum.

2.5 Individualized consideration teachers' job commitment

Individualized consideration constitutes developing followers through coaching, mentoring and teaching are the central indicator of the factor (Kirkbride, 2006). Individualized consideration is the first factor of transformational leadership style. The individualized consideration leader demonstrates high concern for their followers, treats them as individuals, and gets to know well about them and listens to both their concerns and ideas (Kirkbride 2006). Individualized consideration deals with fundamental transformational leadership behaviours of treating individuals as important contributors to the organization. Leaders who use this style of leadership give due consideration for their employee needs and coach them to bring sustainable development (Sarros & Santora, 2001).

Wong and Li (2008) conducted a study on factors that influenced transformational integration of ICT in eight schools in Hong Kong and Singapore. The study revealed that leadership promotion of collaboration and experimentation and teacher's dedication to student-centred learning influenced effective ICT transformation. In a quantitative study conducted by Ng (2008) on aspects of transformational leadership with 80 Singaporean secondary teachers, he found that a transformational leadership with qualities of identifying and articulating a vision, promoting acceptance of group goals, providing individualized support, offering intellectual stimulation, providing an appropriate model, creating high performance expectations, and strengthening school culture could influence the integration of ICT.

Afshari et al. (2009) distributed questionnaires to 30 heads of second-cycle institutions in Tehran. Their results revealed a relationship between the head's level of computer competence and transformational leadership practices. They concluded that transformational leadership could help improve the integration of ICT into teaching and learning processes.Long et al (2014) examined the relationship between transformational leadership style and employee job satisfaction. An empirical study was conducted in a Government Linked Company in Malaysia. The findings show that only one of the four transformational leadership characteristics is found to have significant relationship with job satisfaction. Characteristic of individualized consideration was found to be contributed most in job satisfaction.

2.6 Theoretical framework

The theory guiding this study is transformation leadership theory which was founded in 1978 by Burns. Burns formulated the original theory of transformational leadership. He defined transformational leadership as a process in which leaders and followers raise one another to higher levels of morality and motivation. Transformational leader cultivates the needs of followers in a follower centred manner and is accountable to the follower. First, Burns (1978) contended that followers are driven by a moral need, the need to champion a cause, or the need to take a higher moral stance on an issue. Secondly, transformational leaders help followers make sense out of inconsistency and conflict is necessary in creating alternatives and to make change possible. Arguably the greatest charge against transformational leadership theory is that the Multifactor Leadership Questionnaire (MLQ) - an instrument which underpins the entire philosophical framework of the theory itself is conceptually flawed. Its detractors argue that the four elements which comprise TL theory (idealized influence, inspirational motivation, intellectual stimulation and individualized consideration) are not sufficiently distinctive to facilitate a meaningful separation of TLs theoretical arguments from those of other leadership theories (Northouse, 2007).

The process of transformation is founded on empathy, understanding, insight, and consideration; not manipulation, power wielding, or coercion. To date, researchers have linked transformational leadership to various measures of leadership effectiveness such as follower motivation, creativity, satisfaction, team performance and teachers' job commitment (Avolio & Shamir, 2002; Masi & Cooke, 2000). This theory relates to teachers' job commitment. Commitment of teachers' to do their work may depend on the principal's transformational leadership style. Teachers are motivated by the principal's leadership style

2.3 Conceptual Framework

Idealized Influence
– Ethical policy
– Vision articulation
– Risk management policy

School Management

Inspired Motivation
– Shared vision and values
– Optimistic and enthusiastic talk/speeches
– Rewarding loyalty and commitment

Principals 'Management of teacher dynamics to enhance commitment

High job commitment
☐ Friendly to administration
☐ Low turnover
☐ Active and enthusiastic

Low job Commitment
☐ Absenteeism
☐ Apathy
☐ High turnover

Intellectual Stimulation
– Critical thinking
– Problem solving
– Creativity

Individualized Consideration
– Mentorship policy
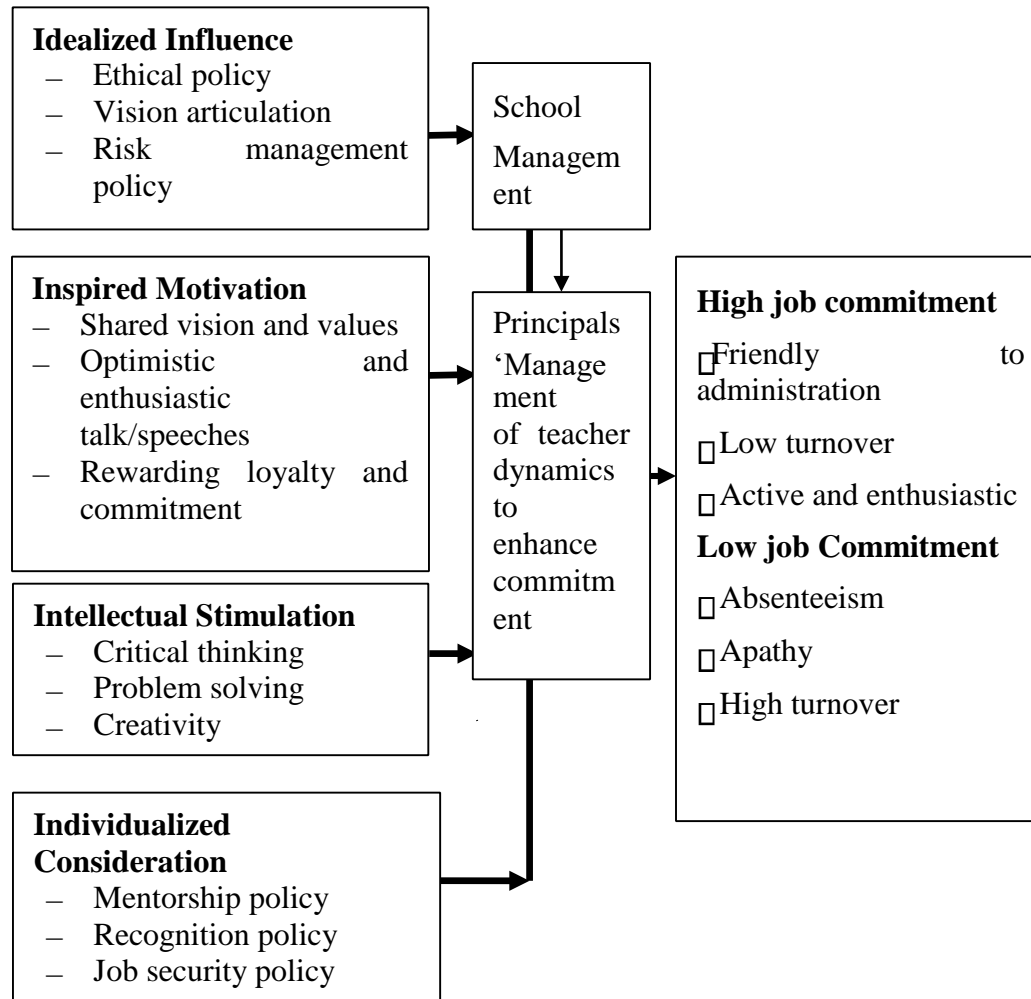– Recognition policy
– Job security policy

Figure 1: Conceptual Framework

3.0 RESEARCH METHODOLOGY

The study employed a correlation research design. The study used correlation research design to collect data from principals, deputy principals and teachers in public primary schools in Athi River Sub County. The total number of respondents was 13 principals, 13 deputy principals and, 260 teachers and thus the total target population was 286. The researcher used census approach to select all the schools' heads and their deputies and stratified random sampling to select 104 teachers. The analysis was done by descriptive statistics using Statistical Package for Social Sciences version 21.0. In addition, Pearson's correlation analysis and regression analysis were used to establish the relationship between the study variables.

4.0 RESULTS AND DISCUSSIONS

4.1 Response Rate

The return rate provides a profile of respondents who participated in this study. The respondents of the study were principals, deputy principals and teachers. Response rate for the study was shown in table The average return rate was 91.4 percent which was considered appropriate for the research findings of the study.

Table 4.1 Response Rate

Respondents category	Administered	Returned	Unreturned	Percentage returned
Principals and deputies	26	23	3	88.5
Teachers	104	98	6	94.2
Total	130	121	9	91.4

4.2 Demographic Characteristics

4.2.1 Academic qualification of the respondents

The respondents were requested to indicate their level of education. The results are presented in table 4.2. Majority of the principals and deputies and teachers had a university level as their highest level of education, followed by post graduate as their highest level the list number of respondents had college to be the highest level of education.

Table 4.2: Distribution of principals and deputies and teachers by academic qualification

Education level	Principals and deputies	%	Teachers	%	Total	%
College level	2	8.7	9	9.2	11	9.
Post graduate level	9	39.1	43	43.9	52	43
University level	12	52.2	46	46.9	58	48
Total	**23**	**100**	**98**	**100**	**121**	**100**

www.iprjb.org

4.3 Descriptive statistics on transformational leadership styles and teachers' job commitment

4.3.1 Idealized influence and teachers' job commitment

The first objective of the study was to establish influence of principal's idealized influence on teachers' job commitment in public secondary schools in Athi River Sub County, Machakos County, Kenya. The teachers were asked to respond on statements on principals' idealized influence. The responses were rated on a five likert scale as presented in Table 4.6. From Table 4.6, majority 79.4 percent of the respondents agreed with the statement that schools have a clearly articulated vision. Majority of teachers who were 70.5 percent agreed that the Principals in their school have high ethical and moral conduct. In addition, 66.9 percent also agreed that there exists a clear vision in their schools. Further, results showed that 79.3 percent of the respondents who were also the majority agreed that principal in their school go beyond selfinterest for the good of the teachers while 82.7 percent of the respondents agreed that jobs in their school are clearly described. On a five point scale, the average mean of the responses was 3.9 which mean that majority of the respondents were agreeing with most of the statements; however the answers were varied as shown by a standard deviation of 1.0.

Table 4.3: Idealized influence

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std Dev
Our school has a clearly articulated vision.	4.1%	6.6%	9.9%	49.6%	29.8%	3.9	1.0
The Principal in our school has high ethical and moral conduct.	4.1%	10.7%	14.0%	35.5%	35.0%	3.8	1.1
There exists a clear vision in our school	10.7%	5.0%	17.4%	38.8%	28.1%	3.6	1.2
Principal in our school go beyond self-interest for the good of the teachers	6.6%	9.1%	5.0%	56.2%	23.1%	3.8	1.1
Jobs in our school are clearly described.	0.0%	10.7%	6.6%	29.8%	52.9%	4.2	0.9
Average						3.9	1.0

4.3.2 Inspired motivation and teachers' job commitment

The second objective of the study was to establish influence of principal's inspired motivation on teachers' job commitment in public secondary schools in Athi River Sub County, Machakos County, Kenya. The teachers were asked to respond on statements on principals' inspired motivation. The responses were rated on a five likert scale as presented in Table 4.7.

www.iprjb.org

From table 4.7, majority of the respondents agreed with the statement that there is shared vision between the principal and the teachers in their school. Majority agreed that the there exist high standards of job commitment in their school. Majority also agreed that their principals demonstrate inspiration appeals of faith and trust from the school principal. Majority indicated that their principal demonstrate inspiration of loyalty and commitment to work from the leadership in their school. Further, results showed that 71 percent of the respondents who were also the majority agreed that There exists a display of optimism and enthusiasm from the school leadership while 73.6 percent of the respondents agreed that their school leadership emphasis on collective team building. On a five point scale, the average mean of the responses was 3.9 which mean that majority of the respondents were agreeing with most of the statements; however the answers were varied as shown by a standard deviation of 1.1.

Table 4.4: Inspired motivation

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std Dev
There is shared vision between the principal and the teachers in our school	17.4%	4.1%	8.3%	11.6%	58.7%	3.9	1.6
There exist high standards of job commitment in our school.	4.1%	15.7%	9.1%	39.7%	31.4%	3.8	1.2
Our principal demonstrate inspiration appeals of faith and trust from the school principal.	4.1%	4.1%	11.6%	40.5%	39.7%	4.1	1.0
Our principal demonstrate inspiration ofloyalty and commitment to workfrom the leadership in our school.	4.1%	5.0%	8.3%	42.1%	40.5%	4.1	1.0
There exists a display of optimism and enthusiasm from the school leadership.	10.7%	5.0%	13.2%	42.1%	28.9%	3.7	1.2
Our school leadership emphasis on collective							

						Mean	Std Dev
team building.	4.1%	10.7%	11.6%	33.1%	40.5%	4.0	1.2
Average						3.9	1.1

4.3.3 Intellectual stimulation and teachers' job commitment

The third objective of the study was to establish influence of principal's intellectual stimulation on teachers' job commitment in public secondary schools in Athi River Sub County, Machakos County, Kenya. The teachers were asked to respond on statements on principals' intellectual stimulation. The responses were rated on a five likert scale as presented in Table 4.8. From Table 4.8, majority 71.1 percent of the respondents agreed with the statement that the school leadership encourages the teachers to rethink some of the basic assumptions about their work. Majority agreed that the enterprise leadership stimulates thinking of teachers to enhance generation of solutions to problems. Majority also agreed that their schools acknowledge improved quality of solutions generated by teachers. Further, results showed that 67.7 percent of the respondents who were also the majority agreed that the school leadership encourages employees to increase their conceptualization, comprehension, and analytical capability to problem solving while 75.2 percent of the respondents agreed that their school leadership encourages knowledge transfer between senior and junior teachers.

On a five point scale, the average mean of the responses was 3.9 which mean that majority of the respondents were agreeing with most of the statements; however the answers were varied as shown by a standard deviation of 1.3.

Table 4.5: Intellectual stimulation

Statement	Strongly disagree	Disagre e	Neutral	Agree	Strongly agree	Mean	Std Dev
The school leadership encourages the teachers to rethink some of the basic assumptions about their work.	6.6%	18.2%	4.1%	30.6%	40.5%	3.8	1.3
The enterprise leadership stimulates thinking of teachers to enhance generation of solutions to							

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std Dev
problems.	11.6%	11.6%	8.3%	21.5%	47.1%	3.8	1.4
Our school acknowledges improved quality of solutions generated by teachers.	6.6%	4.1%	15.7%	34.7%	38.8%	4.0	1.1
The school leadership encourages employees to increase their conceptualization, comprehension, and analytical capability to problem solving.	6.6%	8.3%	17.4%	25.6%	42.1%	3.9	1.2
Our school leadership encourages knowledge transfer between senior and junior teachers	11.6%	4.1%	9.1%	32.2%	43.0%	3.9	1.3
Average				3.9	1.3		

4.4.4 Individualized considerations and teachers' job commitment

The forth objective of the study was to establish influence of principal's individualized considerations on teachers' job commitment in public secondary schools in Athi River Sub County, Machakos County, Kenya. The teachers were asked to respond on statements on principals' individualized considerations. The responses were rated on a five likert scale as presented in table 4.9. From Table 4.9, majority 81 percent of the respondents agreed with the statement that their school leadership values their individual efforts. Majority (69.4%) agreed that their school leadership gives personally compliments doing outstanding work. Majority also agreed that their school leadership provides rewards such as praise and acknowledgement of effort for achievement of specified goals. Further, results showed that 68.1 percent of the respondents who were also the majority agreed that their school leadership encourages personal attention to teachers who look neglected and lonely, while 84.3 percent of the respondents agreed that their school leadership encourages innovation, freedom and uniqueness at work.

On a five point scale, the average mean of the responses was 4.0 which mean that majority of the respondents were agreeing with most of the statements; however the answers were varied as shown by a standard deviation of 1.1. **Table 4.6: Individualized considerations**

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std Dev
Our school leadership values my individual efforts.	4.1%	4.1%	10.7%	34.7%	46.3%	4.2	1.0
Our school leadership gives personally compliments doing outstanding work. Our school leadership provides rewards such as praise and acknowledgement of effort for achievement of	4.1%	9.1%	17.4%	42.1%	27.3%	3.8	1.1
specified goals. Our school leadership encourages personal attention to teachers who	5.0%	10.7%	18.2%	26.4%	39.7%	3.9	1.2
look neglected and lonely. Our school leadership encourages innovation, freedom and uniqueness at	8.3%	10.7%	12.4%	32.2%	36.4%	3.8	1.3
work.	0.0%	0.0%	15.7%	44.6%	39.7%	4.2	0.7
Average						**4.0**	**1.1**

4.4 Inferential statistics informing the study

Correlation analysis was used to test the association between key variables and teachers' job commitment and results presented in form of Pearson statistic, having been worked out at the significance level set at 0.05. Multivariate regression model was used to check on the relationship between the variables and also used for hypotheses testing which were stated The data presented before on idealized influence, inspired motivation, intellectual stimulation, individualized considerations and teachers' job commitment were computed into single variables per factor by obtaining the averages of each factor. Pearson's correlations analysis was then conducted at 95% confidence interval and 5% confidence level 2-tailed. The table 4.7 indicates the correlation matrix between the factors (idealized influence, inspired motivation, intellectual stimulation, individualized considerations) and teachers' job commitment. According to the table 4.14, there is a positive and significant relationship between idealized influence and teachers' job commitment. The positive relationship indicates that there is a correlation between the factors and the Teachers motivation. The findings also indicate that there is a positive and significant relationship between inspired motivation and teachers' job commitment in public secondary schools in Athi River Sub County.

www.iprjb.org

The findings also indicate that there is a positive and significant relationship between intellectual stimulation and teachers' job commitment in public secondary schools in Athi River Sub County. The findings further indicate that there is a positive and significant relationship between individualized considerations and teachers' job commitment in public secondary schools in Athi River Sub County.

Table 4.7: Correlation between leadership styles and teachers' job commitment

		Teachers' job commitment	Idealized influence	Inspired motivation	Intellectual stimulation	Idealized consideration
Teachers' job commitment	Pearson Correlation	1.000				
	Sig. (2-tailed)					
Idealized influence	Pearson Correlation	.287**	1.000			
	Sig. (2-tailed)	0.001				
Inspired motivation	Pearson Correlation	.342**	0.041	1.000		
	Sig. (2-tailed)	0.000	0.659			
Intellectual stimulation	Pearson Correlation	.360**	0.127	0.167	1.000	
	Sig. (2-tailed)	0.000	0.166	0.068		
Idealized consideration	Pearson Correlation	.353**	-0.015	0.071	-0.141	1.000
	Sig. (2-tailed)	0.000	0.868	0.441	0.123	

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

4.5 Regression Analysis of independent variables and dependent variable

The results presented in table 4.8 present the fitness of model used of the regression model in explaining the study phenomena. Principal's idealized influence, inspired motivation, intellectual stimulation and individualized considerations were found to be satisfactory variables in teachers' job commitment.

Table 4.8: Model Fitness on transformational leadership styles and teachers' job commitment

Indicator	Coefficient
R	0.643
R Square	**0.414**
Adjusted R Square	0.394
Std. Error of the Estimate	0.2715631

This is supported by coefficient of determination also known as the R square of 41.4%. This means that Principal's idealized influence, inspired motivation, intellectual stimulation and individualized considerations explain 41.4% of the variations in the teachers' job commitment in public secondary schools in Athi River Sub County. This therefore indicated that we have other factors that influence teachers' job commitment which are not captured under transformative leadership. This results further means that the model applied to link the relationship of the variables was satisfactory.

In statistics significance testing the p-value indicates the level of relation of the independent variable to the dependent variable. If the significance number found is less than the critical value also known as the probability value (p) which is statistically set at 0.05, then the conclusion would be that the model is significant in explaining the relationship; else the model would be regarded as non-significant.

Table 4.9: Analysis of Variance on transformational leadership styles and teachers' job commitment

	Sum of Squares	df	Mean Square	F	Sig.
Regression	6.04	4	1.51	20.477	**.000**
Residual	8.555	116	0.074		
Total	14.595	120			

Table 4.9 provides the results on the analysis of the variance (ANOVA). The results indicate that the overall model was statistically significant. Further, the results imply that the independent variables are good predictors of teachers' job commitment. This was supported by an F statistic of 20.477 and the reported p value (0.000) which was less than the conventional probability of 0.05 significance level.

Regression of coefficients was obtained after regressing the means score of the independent variables (Principal's idealized influence, inspired motivation, intellectual stimulation and individualized considerations) and the dependent variable (teachers' job commitment). Results were presented in table 4.10

Table 4.10: Regression of Coefficients on transformational leadership styles and teachers' job commitment

Variable	B	Std. Error	t	sig
(Constant)	0.911	0.338	2.693	0.008
Idealized influence	0.109	0.033	3.338	**0.001**

Inspired motivation	0.139	0.041	3.421	**0.001**
Intellectual stimulation	0.279	0.06	4.668	**0.000**
Individualized considerations	0.251	0.047	5.374	**0.000**

Regression of coefficients results in table 4.10 shows that organization idealized influence and teachers' job commitment are positively and significant related (r=0.109, p=0.001). The table further indicates that inspired motivation and teachers' job commitment are positively and significant related (r=0.139, p=0.001). It was further established that intellectual stimulation and teachers' job commitment were positively and significantly related (r=0.279, p=0.000) while individualized considerations and teachers' job commitment were also positively and significantly related (r=0.251, p=0.000). the result findings therefore indicate that cultivating transformative leadership among school principals in terms of idealized influence, inspired motivation, intellectual stimulation and individualized considerations increases teachers' job commitment. Increasing idealized influence, inspired motivation, intellectual stimulation and individualized considerations increases the level of teachers' job commitment by the indicated units.

The fitted model is as follows;

$Y = 0.911 + 0.109X_1 + 0.139X_2 + 0.279X_3 + 0.251X_4$

5.0 DISCUSSION CONCLUSIONS AND RECOMMENDATIONS

5.1 Discussion

The first objective of the study was to establish influence of principal's idealized influence on teachers' job commitment in public secondary schools in Athi River Sub County, Machakos County, Kenya. From the results, the study   found out that majority of the schools has a clearly articulated vision. Majority of the Principals in their school have high ethical and moral conduct. There exists a clear vision in their schools. Further, principal in schools go beyond self-interest for the good of the teachers and also jobs in the school are clearly described.

.

The second objective of the study was to establish influence of principal's inspired motivation on teachers' job commitment in public secondary schools in Athi River Sub County, Machakos County, Kenya. Results indicated that there is shared vision between the principal and the teachers in majority of school; there exist high standards of job commitment in majority of the school; principals demonstrate inspiration appeals of faith and trust from the school principal. The studies also revealed that principal demonstrate inspiration of loyalty and commitment to work from the leadership in their school. Further, results showed that there exists a display of optimism and enthusiasm from the school leadership.

The third objective of the study was to establish influence of principal's intellectual stimulation on teachers' job commitment in public secondary schools in Athi River Sub County, Machakos County, Kenya. Results indicated that the school leadership encourages the teachers to rethink some of the basic assumptions about their work and also encourages knowledge transfer between senior and junior teachers. Enterprise leadership stimulates thinking of teachers to enhance generation of

solutions to problems. Schools acknowledge improved quality of solutions generated by teachers. Further, results showed that the school leadership encourages employees to increase their conceptualization, comprehension, and analytical capability to problem solving.

The fourth and last objective of the study was to establish influence of principal's intellectual stimulation on teachers' job commitment in public secondary schools in Athi River Sub County, Machakos County, Kenya. Majority of school leadership values their individual efforts and also gives personally compliments doing outstanding work. In addition, school leadership provides rewards such as praise and acknowledgement of effort for achievement of specified goals. Further, school leadership encourages personal attention to teachers who look neglected and lonely and also encourages innovation, freedom and uniqueness at work.

5.3 Conclusions

Based on the findings from the study, it can be concluded that idealized influence has a positive and significant effect on teachers' job commitment. Inspired motivation has a positive and significant effect on teachers' job commitment. Intellectual stimulation has a positive and significant effect on teachers' job commitment and lastly individualized consideration has a positive and significant effect on teachers' job commitment.

In addition, the study concluded that idealized inspiration, intellectual stimulation, and individualized consideration are four factors that determine the behavioural components of principal's transformational leadership. The principlals' transformational leader articulates a vision of the future that can be shared with teachers and Subordinates, intellectually stimulates teachers, and pays high attention to individual differences among staff.

5.4 Recommendations

There is need for principals in public secondary schools to build and sustain organizational culture that focuses on continual improvement of educational reforms, teacher capacities and skills and student learning.

The study recommends for changes in Kenya education system that involves school heads that will bring a shift in the current leadership styles and adapt one capable of meeting the demands of the changes. Principals' transformational leadership has a Substantial impact as it focuses on capacity building and leads to sustenance of school improvement.

There is a need to uncover the relationships that exist between teachers' perceptions of leadership styles engaged by their principals and their job satisfaction in public secondary schools.

Ministry of Education Science and Technology and secondary schools should organize on seminars and workshops to train school leaders on importance of transformational leadership.

There is need for current educational leadership to offer unitary concept of transformational leadership. This should be done to reflect modern needs in teacher education locally and globally.

5.5 Suggestions for further research

. This called for the case study of Athi River Sub County only, thus areas for further studies could consider other Counties and thus the study should be replicated elsewhere in Kenya for purpose of making a comparison of the findings with those of the current study. In addition, this study focused

www.iprjb.org

only on public secondary schools and thus future studies could consider private secondary schools for comparison purposes.

REFERENCES

Afshari, M., Bakar, K. A., Luan, W. S., Samah, B. A., & Fooi, F. S. (2009). Factors Affecting Teachers' Use of Information and Communication Technology. *Online Submission*, *2*(1), 77-104.

Avolio, B. J. (2009). Full leadership development: Building the vital forces in organizations. Thousand Oaks, CA: Sage

Avolio, B. Waldman, D. and Yammarino, F. (2005). The four I's of transformational leadership. J Eur Ind train; 15 (4):9–16.

Avolio, B.J. (2005). *Leadership development in balance*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.

Avolio, B.J., Bass, B.M. (2002). *Developing Potential across a Full Range of Leadership Cases on Transactional and Transformational Leadership*, Lawrence Erlbaum Associates, Mahwah, NJ.

Avolio, D. and Davies, L.H. (2004). *Educational Performance in High Schools and Leadership Perspective:* London: OUP.

Bass, B. M. &Avolio, B. J. (2009). Transformational leadership and organizational culture.*Public Administration Quarterly*, 17(1), 112-121.

Bass, B. M. (1985). *Leadership and performance beyond expectations*. NY :Free Press.

Bass, B. M. (1985). *Leadership and performance beyond expectations*. NY :Free Press.

Bass, B. M. (1991). From transactional to transformational leadership: Learning to share the vision. *Organizational dynamics*, *18*(3), 19-31.

Bass, B. M. (2006). *Transformational leadership: Industrial, military, and educational impact.* Mahwah, NJ: Lawrence Erlbaum Associates.

Bass, B., & Avolio, B. (2005). *Transformational leadership development: Manual for the multifactor leadership questionnaire*. Palo Alto, CA: Consulting Psychologists Press.

Bass, B.M., & Riggio, R.E (2006). *Transformational leadership.* Mahwah, New Jersey 07430: Lawrence Erlbaum Associates, Inc.

Burns, A., & Groove, B. (1978). *The Practice of Nursing Research*: Conduct, critique & utilization. 4th edition. W. B. Saunders Company.

Hou, T. C. (2001). *The relationship among transformational leadership, organizational commitment, and organizational civil behavior: A study on of Taiwan electronics industry*. Unpublished master's thesis, National Sun Yat-sen University.

House, R. J. (1977). *A theory of charismatic leadership*. In J.G Hunt & L.L. Larsen (Eds), Leadership: The cutting edge. Carbodale, IL. Southern Illinois University Press

Jack, B., & Clarke, A. M. (1998). The purpose and use of questionnaires in research. *Professional nurse (London, England)*, *14*(3), 176-179.

Johnson, B., & Stevens, J. J. (2006). Student achievement and elementary teachers' perceptions of school climate. *Learning Environments Research*, *9*(2), 111-122. doi:10.1007/s10984006-9007-7

Judge, T. A., & Piccolo, R. F. (2004). Transformational and transactional leadership: a metaanalytic test of their relative validity. *Journal of applied psychology*, *89*(5), 755.

Khan, N. R., Ghouri, A. M., & Awang, M. (2013). Leadership styles and organizational citizenship behavior in small and medium scale firms. *Researchers World-Journal of Arts, Science & Commerce*, *4*(2), 153-163.

Kiboss, J. K. and Jemiryott, H. K. S. (2014). *Relationship between principals' leadership styles and secondary school teachers' job satisfaction in Nandi South District, Kenya:* American Research Institute for Policy Development.

Kibui,W.A.(2013). Transformational Leadership in Schools Management and Capacity Building: A Survey of Public Secondary Schools in Kenya. International Journal of Applied Research and Studies (iJARS) ISSN: 2278-9480 2(5)

Kim, H., & Shim, S. (2003). Gender-based approach to the understanding of leadership roles among retail managers. *Human Resource Development Quarterly, 14,* 321-342.

Kirkbride, P. (2006). Developing transformational leaders: the full range leadership model in action. *Industrial and commercial training*, *38*(1), 23-32.

Kombo, D. K., & Tromp, D. L. A. (2006). Project and Thesis Writing: An Introduction. *Pauline" s Publications Africa*.

Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International. Nairobi.

Lee J.S and Chuang K.D (2009). The Impact of Leadership Styles on Job Stress and Turnover Intention: Taiwan Insurance Industry as an Example. www.hclee@ttu.edu.tw

Leithwood, K. (1994). Leadership for school restructuring. *Educational administration quarterly*, *30*(4), 498-518.

Leithwood, K., Jantzi, D., & Steinbach, R. (1998), Changing leadership for changingtimes, Open University Press, London

Lipham, J.M. (1981).*Effective Principal, Effective School*. Reston, Virginia: National Association of Secondary School Principals.

Lussier, R. N., & Achua, C. F. (2007). *Effective leadership*. Thomson South-Western.

Mahfooz, A. (2009). Managing people at work leadership styles and influence strategies.*Management Journal* 16(7), 551–564.

Martinez, V. F. (2013). *Leading and Managing Public Secondary Schools*: An Educational Perspective; Canberra, AGPS Publishing Company Limited.

Ministry of Education Science and Technology (2014). MoEST Reform report on tertiary education in Kenya. Nairobi, Kenya.

Momanyi, L. M. (2016). The Influence of Headteachers' leadership behavior on teachers' involvement in School Development Activities: a case of Nyamira County secondary schools, Kenya. *Imperial Journal of Interdisciplinary Research*, *2*(4).

Mostashari, E. (2009). *Impact of organizational leadership on organizational performance: a study on small and medium size private companies in three cities of Tehran, Mashhad, Isfahan, Iran* (Doctoral dissertation, British University in Dubai).

Muogbo, U. S. (2013). The Impact of Employee Motivation on Organizational Performance (A Study of Some Selected Firms in Anambra State Nigeria).*The International Journal Of Engineering And Science (IJES)* 2 (7) 70-80. ISSN(e): 2319 – 1813

Ndiritu, A. W. (2012). Effects of principals' transformational leadership characteristics on students' academic performance in secondary schools in Nairobi County, Kenya (PHD thesis, University of Nairobi, Kenya).

Northouse, P.G., (2007). Leadership: theory and practice (4th edition), Open University Press, London: *Sage Publications*

Orodho, A. J. (2008). *Essentials of Educational and Social Sciences Research Methods*. Nairobi: Masola Publishers

Otieno, K. O. (2010). Teaching/learning resources and academic performance in mathematics in secondary schools in Bondo District of Kenya. *Asian Social Science*, *6*(12), 126.

Polit, D. F. & Beck, C.T. (2003). *In Nursing Research: Principles and Methods*. (7th Edition) (413-444). Philadelphia: Lippincott Williams & Wilkins.

Rost, J. (2003). *Leadership for the Twenty-First Century*, Westport, CT: Praeger Publishers.

Rost, J. C. (2003). *Leadership for the twenty-first century.* Westport, CT: Praeger.

Sarin, S., & Mahajan, V. (2001). The effect of rewards structures on the performance of crossfunctional product development team. *The journal of marketing,* 65(2), 35-53.

Sarros, J. C., & Santora, J. C. (2001). The transformational-transactional leadership model in practice. *Leadership & Organization Development Journal*, *22*(8), 383-394.

Sekaran, U. (2006). *Research Methods for Business:A Skill Building Approach*. Fourth edition. New Delhi-India:John Willey and Sons, Ltd.,

Sisungo, Z. W. (2002). Head Teachers' and Teachers' Perceptions on the Influence of Management Skills Practice on School Climate in Secondary Schools in Western Province of Kenya. *Unpublished Thesis). Njoro: Egerton University*.

Upagade, V., and Shende, A. (2012*). Research Methodology*. S.Chand and Company Ltd.NewDelhi,India.

Wallace, R. W. (2012). *Leadership, Education and Training* (LET).

Wong, E.M.L. & Li, S.C. (2008). Framing ICT implementation in a context of educational change: a multilevel analysis. *School effectiveness and school improvement*, 19(1), 99120

Yasin, G., Nawab, S., Bhatti, K. & Nazir, T. (2014). Relationship of Intellectual Stimulation, Innovations and Smes Performance: Transformational Leadership a Source of Competitive Advantage in SMEs, *Middle-East Journal of Scientific Research 19 (1): 7481*

Yukl G, (2002) *Leadership in Organisations* (5th edition), Prentice Hall, Upper Saddle River, New Jersey

Yukl, G. (2002), *Leadership in Organizations*, 5th ed., Prentice-Hall, Inc., Upper Saddle River, NJ.

Zikmund, G.W., Babin, B.J., Carr, C.J. & Griffin, M.(2010). *Business Research Methods* 8th ed. South-Western, Cengage Learning.