



ISSN NO. 2320-5407

Journal homepage: <http://www.journalijar.com>

INTERNATIONAL JOURNAL  
OF ADVANCED RESEARCH

## RESEARCH ARTICLE

### Relationship between head teacher's leadership style and teacher commitment in the preparation of professional documents

Peter Kilonzo Kiteetu.

Department of Curriculum, Instruction, and Educational Management, Egerton University, P.O. Box 536, Egerton, Kenya.

#### Manuscript Info

##### Manuscript History:

Received: 14 April 2015  
Final Accepted: 23 May 2015  
Published Online: June 2015

##### Key words:

##### \*Corresponding Author

Peter Kilonzo Kiteetu.

#### Abstract

School leaders are considered to be the interpreter and the connector between the school's system goals and priorities and specific teacher practice. Given the core role teacher commitment appears to play in a school set up it is reasonable to assume that any reforms deemed desirable by schools and systems are likely to be successful if such changes are interpreted for teachers in a way that relates to their commitment. Thus, school leaders are of crucial importance in establishing and maintaining a team of committed teachers. Professional documents are documents that are used by the teachers in the preparation, implementation and evaluation of the teaching / learning process. They include schemes of work, lesson plans, records of work and progressive records. They are meant to make teaching and learning more effective. Therefore, there is a need for head teachers to ensure teachers have a commitment in the preparation of professional documents for an effective learning process. The purpose of this study was to determine the relationship between head teacher's leadership style and teacher commitment in the preparation of professional documents. The study was descriptive research design using the survey method. A sample of 96 teachers was randomly selected from the district. A stratified sampling was first adopted for the study. This was followed by proportionate random sampling from each sub-population. Data analysis was done using both descriptive (frequencies and percentages) and inferential statistics (Pearson product correlation coefficient). The major findings of the study indicated that there is a correlation relationship between head teachers, leadership style and teacher commitment in the preparation of professional documents, though not significant. From findings, the study recommends that TSC (Teachers Service Commission) and MOE (Ministry Of Education) should increase the number of the in-service course on management for head teachers, especially the newly promoted head teachers.

Copy Right, IJAR, 2015., All rights reserved

## INTRODUCTION

Leadership is the process of influencing people to achieve organizational objectives and goals (Dubrin, 2005). Leading focuses on the efforts of the manager to stimulate high performance. This involves directing, motivating, communicating with employees, both as individual and groups (Bateman & Zeithmal, 1990). According to Sisungu (2002) a head teacher as a leader should have the motivation, delegation, verbal communication, group work, human and conceptual skills. Sisungu further argued that lack of such skills makes a head teacher less effective in his or her work. Mbiti (1974) identified three types of leadership styles; democratic, authoritarian and laissez-faire.

Understanding these styles and their impact can help a leader develop his or her personal leadership style and can also help a person to become more effective.

According to Bateman and Zeithmal (1990) in autocratic leadership there is little or no input from group members, leader makes decisions alone, leader dictates all the work methods and procedures, group members are rarely trusted with decision or significant tasks and lastly planning is done by the head alone. Mohanty (2002) further argues in this leadership style there is no teamwork and communication is top – down only. According to Schriesheim (1982) autocratic leadership can be beneficial in some instances, such as; when decisions are to be made quickly, when there is no trust and respect between the leader and the group, when the task is structured, when it is only the leader who knows the task, in situations that are particularly stressful such as during military conflicts and lastly in poorly lead organizations where no deadlines are set. People who abuse this leadership style are often viewed as bossy, controlling and dictatorial, which can result in resentment among group members (Tannenbaum & Schmidt, 1973). Because the autocratic leader makes decisions without consulting the group, people in the group may dislike the leader making them unable to contribute ideas. Researchers have also found that an autocratic leader leads to a lack of creative solutions, which can automatically hurt the performance of the group (Okumbe, 1998).

According to Bateman and Zeithmal (1990) in democratic leadership style; group members are encouraged to share ideas and opinions, even though the leader retains the final say over decisions, members of the group feel more engaged in the process, and lastly creativity is encouraged and rewarded. Researchers have found that this leading style is usually one of the most efficient and leads to higher productivity, better contributions from group members and increased group morale (Nzuve, 1999). Since team members contribute to decision making, there is increased job satisfaction. This also helps develop people's skills. Team members feel in control of their destiny, so they are motivated to work hard more than where there is a financial reward. This style of leadership is used when the leader has a part of the information, and the employees have the other part of the information (Tannenbaum & Schmidt, 1973). This because a leader is not expected to know everything. Therefore, it is necessary for a leader to employ knowledgeable and skillful employees. This implies using this style is a mutual benefit for the organization because the organization benefits from the ideas of the leader and the employees resulting in better decisions. This style is also applicable to employees who are eager to share their knowledge and also when there is plenty of time to allow people to contribute, develop a plan and then vote on the best course of action (Schriesheim, 1982). While Democratic leadership has been described as the most practical style, it does have some potential downsides. In situations where roles are unclear or time is of the essence, democratic leadership can lead to communication failures and uncompleted projects (Tannenbaum & Schmidt, 1973). In some cases, group members may not have the necessary knowledge or expertise to make quality contributions to the decision-making process (Schriesheim, 1982).

According to Okumbe (1998) in laissez leadership style, the leader waves all the responsibility and allows the subordinate to work as they choose with minimum interference. This means the leader allows employees to make the decisions. However, the leader is still responsible for decisions that are made. Most often, laissez – fair leadership style is used when individual team members are very experienced and skilled self-starters (Schriesheim, 1982). Nzuve (1999) argued that in this kind type of leadership style when abused, the leader is hands off, offers no leadership and guidance in organizing programs and the leader does not supervise organization activities. Because of lack of leadership in such situations, employees become less motivated and their commitment declines (Okumbe, 1998). Schriesheim (1982) further argues that this is not a style for a leader to use so as to blame others when things go wrong, rather it is a method to be used when a leader fully trusts and has confidence with the people below him or her. Otherwise, it is not a bad style when it is used wisely. It can be effective if the leader monitors what is being achieved and communicates this back to the team regularly. Unfortunately, this type of leadership can also occur when managers do not apply sufficient control (Tannenbaum & Schmidt, 1973).

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

There is possibility that teachers in Makueni district do not prepare professional documents (D.E.O, Makueni District Education officer, 2010). This is because in some schools in the district teachers do not prepare professional documents like schemes of work, records of work, progressive records and lesson plans. Therefore, this study endeavors to determine whether there is any relationship between head teacher's leadership style and preparation of professional documents by teachers.

### Statement of the problem

For effective learning and teaching process to occur teachers need to be well prepared before going to a classroom. For this to occur teachers should prepare all professional documents that include; the scheme of work, lesson plan, records of work and progressive records. For teachers to be committed in the preparation of professional documents the schools should have competent head teachers to monitor the preparation of teachers in learning and teaching process. No study in Makueni district, which has been done on the relationship between head teachers, leadership style and preparation of professional documents by teachers. Therefore, the study sought to investigate the relation between headteachers' leadership style and preparation of professional documents by teachers.

### Purpose of the Study

The purpose of the study was to determine the relationship between head teacher's leadership style and teacher commitment in the preparation of professional documents in secondary schools in Makueni district.

### Objective of the Study

The following objective guided the study

- i. To determine the relationship between head teacher's leadership styles and teacher commitment in the preparation of professional documents.

### Research Hypotheses

The proposed study sought to test the following null hypothesis

H<sub>01</sub>. There is no statistically significant relationship between head teacher's leadership styles and teacher commitment in the preparation of professional documents.

### Theoretical Framework

Many theoretical models have been used to study the behavior of employees and managers in an organization. However, this study was guided by Abraham Maslow's hierarchy of needs theory. According to Mutai (2002) researchers need to identify and explain the relevant relationship between facts. This theoretical model was used to describe relationships between employees' needs (which can be controlled by the head teacher depending on the leadership style of the head teacher) and employee (teacher) commitment in the preparation of professional documents. High levels of employee commitment imply high levels of employee motivation (Reges, 1990). According to Okumbe (1998) Maslow hypothesizes that within every being there exists a hierarchy of needs in order of the Importance as follows:

- (i) Physical needs; hunger, thirst, sexual needs, drugs, and sleep. They are satisfied with adequate wages and salaries.
- (ii) Safety needs- security and protection from physical and emotional harm.
- (iii) Social needs- affiliation, sense of belonging, acceptance and friendship or companionship.
- (iv) Esteem needs- self-respect, autonomy, achievement, status, recognition and attention from others.
- (v) Self-actualization- growth, achieving one's potential and self-fulfillment, the drive to become what one is capable of becoming. Maslow grouped the five needs into lower and higher needs (Bateman & Zeithmal, 1990). Lower needs include physical (basic) and safety needs. Higher needs include social, self-esteem, and self-actualization needs. According to Okumbe (1998) most secondary school teachers will be more motivated by higher needs such as self-respect, autonomy, achievement, recognition, growth, self-esteem, and status. Most of the secondary school teachers can meet lower needs; hence presence of such needs has no effect on their work commitment. Head teachers can provide higher level needs to their teachers in the following ways; giving them more responsibilities, giving more interesting activities, giving them freedom to plan and implement some school programs (Bell, 1992). Other methods of providing higher needs include; involving them in decision making and giving them approval, cooperation and friendship (Chand & Prakash, 2007). Therefore, this theoretical model is relevant to the study because this Maslow's hierarchy needs form, independent variable (leadership styles of the head teacher) which when manipulated by the head teacher will affect the dependent variable (teacher commitment in the preparation of professional documents).

### Conceptual Framework

According to Orodho (2004), a conceptual framework is a model of presentation when a researcher conceptualizes or represents the relationships between variables in the study and shows the relationship graphically or diagrammatically. The following set of variables on the relationship between head teacher's leadership style and teacher commitment in the preparation of professional documents, forming a structure of the conceptual framework for the proposed study. The leadership style of the head teacher formed independent variable of the study. Type of

head teacher's leadership style, namely; authoritarian, democratic and laissez-faire may affect teacher commitment in the preparation of professional documents. In authoritarian practice head teacher commands the teachers, in democratic practice it is participative management and in laissez-faire practice leadership is missing. Teacher commitment formed the dependent variable. The leadership styles of the head teacher may influence teacher commitment in the preparation of professional documents. The intervening variable was; Type of the school, the category of the school and location of the school. In the process of studying the relationship between head teacher's leadership style and teacher commitment, this variable may influence the independent – dependent variable relationship. Teacher commitment may be affected by category of the school, type of the school and location of the school

## Methodology

Because the population of teachers is not homogenous in terms of characteristics required by the researcher stratified sampling was first adopted. Teachers were grouped in terms of their schools status and locality. The strata were therefore included teachers in district schools in urban areas, teachers from rural district schools, teachers from county urban schools and lastly teachers from rural-county schools. According to Kathuri and Pals (1993) such strata are homogenous. Once this was done, proportionate random sampling was exercised within the subpopulation to determine the number of teachers in each stratum required for the study. From the population of 363 teachers, 96 teachers were randomly selected from the population (Mutai, 2000). The sample size of each sub-population was worked out using a proportionate allocation of sample fraction formula

$$n_1 = n.p_1 \text{ (Kothari, 1990)}$$

$$n_1 = \text{sample size required}$$

$$N = \text{Total sample size}$$

$$p_1 = \text{proportion of the population included in the stratum}$$

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

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

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

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

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

$$\text{Total} = 96$$

## Instrumentation

Two data collection instruments (teacher's questionnaire and teacher's interview schedule) were used. This is because according to Mugenda and Mugenda (1999) there is no single method of data collection that can be described as perfect. The questionnaire solicited information on head teacher's leadership style that included; democratic, authoritarian and Laissez-faire and preparation of professional documents. Teacher's interview schedule solicited information on head teacher's leadership styles and preparation of professional documents.

## Results

### Commonly used leadership style or styles

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

**CONCEPTUAL FRAMEWORK**

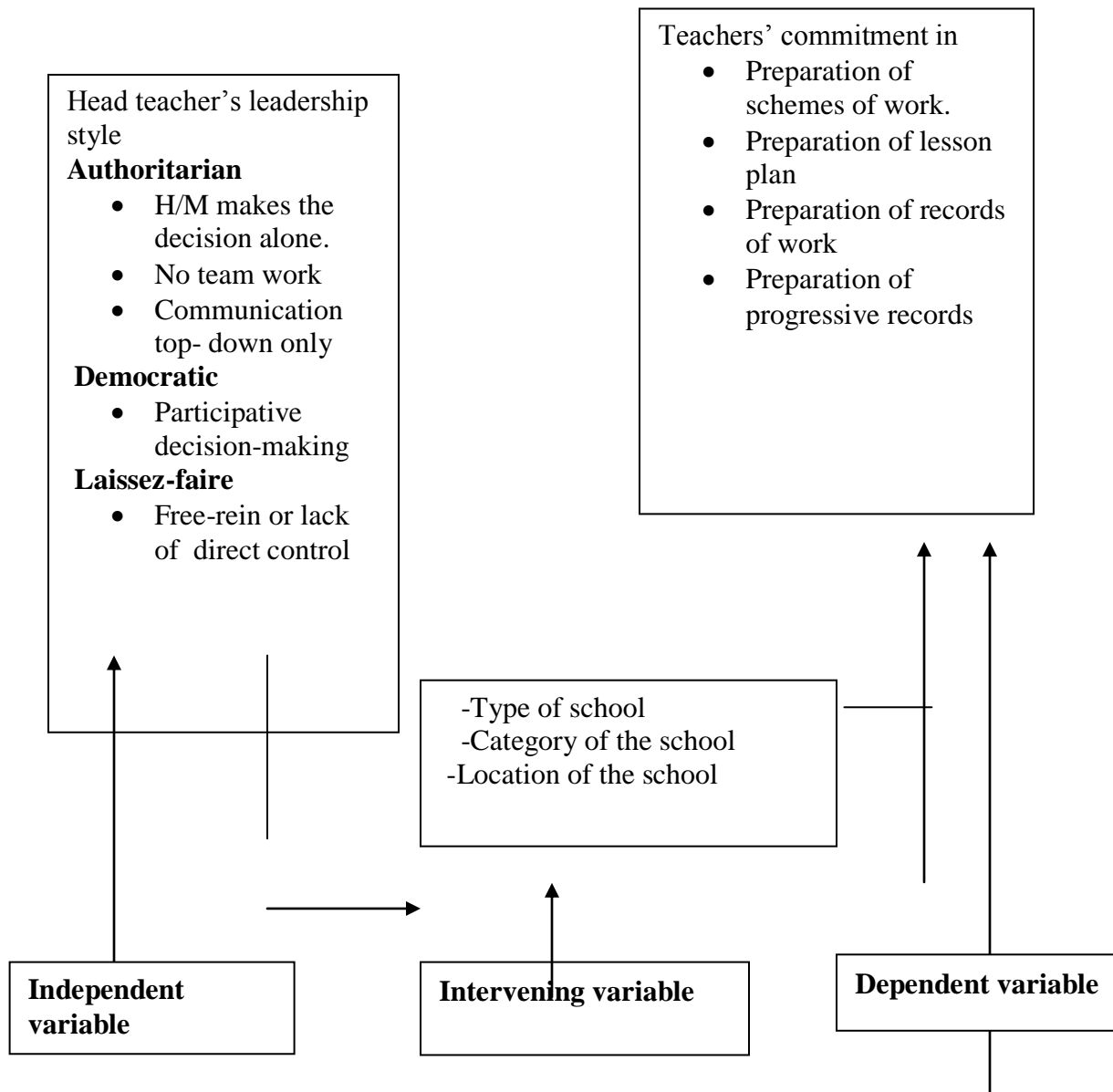


Fig 1. The conceptual framework of the relationship between the head teacher's leadership style and teacher commitment.

**Table:1**  
**Summary of sample size from each stratum**

Status and locality of the school	No. of teachers
-----------------------------------	-----------------

County schools in urban areas	29
District schools in urban areas	12
County schools in rural areas	12
District schools in rural areas	43
<b>Total</b>	<b>96</b>

Source: Researcher's computations

**Table2**

**Leadership styles of head teachers in Makueni district.**

Questionnaire	n=91	SA	A	U	DA	SD	mean
	Mean=4.1 Likert scale	5	4	3	2	1	
		Percentages					
1. There is participation of teachers in policy and Decision making		20	44	7.7	18.7	8.8	3.8
2. Opinions of all are respected in policy and Decision making		24.2	44	9.9	8.8	13.2	3.9
3. Decisions made by teachers are implemented		5.5	40.6	18.7	19.8	15.4	3.3
4. Headteacher effectively motivates teachers		15.4	42.8	12.1	15.4	14.3	3.6
5. Headteacher supervises school activities		37.4	35.1	6.6	12.1	8.8	4.2
6. There is team work under the leadership of head teacher		25.3	37.3	12.1	12.1	13.2	3.8
7. Headteacher plans school activities alone		38.4	33	7.7	13.2	7.7	4.2
8. Headteacher rarely commands teacher		37.4	36.2	7.8	9.9	7.7	4.2
9. Headteacher is concerned with promotion of teachers		35.1	33	18.7	8.8	4.4	4.2
10. A head teacher has faith and trust with teachers		42.8	35.2	6.6	8.8	6.6	4.4
11. Headteacher ensures teachers attend lessons		47.2	33	5.5	5.5	5.2	4.4
12. Headteacher is keen on set deadlines		48.3	30.8	9.9	6.6	4.4	4.1

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

The mean value for table 8 above is 4.1 on a Likert scale of 5. Therefore, Table 5 indicates that the majority of the respondents strongly agree and Agree with questions 1 to 12. The more the respondents agree and strongly agree with questionnaires above the more democratic the leader is. Therefore, Table 2 indicates that the majority of head teachers in Makueni district are democratic. A small number of Headteachers are either autocratic or laissez fair leaders.

**The level of participation in policy and decision-making.**

Table 2 indicates that the mean value for question one is 3.8 of Likert scale of 5. This implies that the majority of respondents strongly agree and agree that teachers are involved in policy and decision. Bateman and Zeithmal (1990) reported that participation in decision making has a positive link to their perception of the organization and their attitudes towards the organization including commitment. Bar-Hayim and Berman (1992) confirmed that organizational commitment and participation in decision making are positively related. Specifically speaking about the profession of teaching, Blasé and Kirby (1992) suggested that (in effective schools) teachers participate in decisions about teaching content. Gazioglu and Tansel (2002) found a direct link between participation in decision making and commitment. They reported that if teaching is to be real strengthened as a profession, then teachers must be involved in the process of decision making in professional matters.

**Motivation of teachers**

Table 2 indicates that the mean value for question 4 is 3.6 of Likert scale of 5. This implies that the majority of respondents strongly agree and agree that head teacher motivates teachers. Therefore, Table 2 indicates that the majority of teachers accept that head teachers motivate teachers.

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

The solution to employee motivation and its relationship with productivity is complex, but the application of tactics to address the issue of motivation in the individual organization is often straightforward, direct and efficient (Grensing, 2000). Head teachers as managers need to put in place certain motivational instruments in place such as free meals for teachers, Parent Teacher Association (PTA) motivational allowances, extra classes allowances, award during speech and price giving days and free accommodation for teachers.

#### **Level of teamwork in the school**

Table 2 indicates that the mean value in question 6 is 3.8 on a Likert scale of 5. This implies that the majority of respondents strongly agree and agree that there is teamwork in the school. Table 2, therefore, indicates that majority of the teachers' belief that there is teamwork in the school under the leadership of the head teacher. Leaders alone cannot do the job (D'Souza, 2002). This means teamwork is crucial in schools. Sisungu (2002) further argues that head teacher need to be a member of the team to emerge as its leader.

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

According to Hodson (1997), such social relations constitute an important part of "social climate" within the workplace and provide a setting within which employees can experience meaning and identity. Luthans (1998) postulates that work groups characterized by cooperation and understanding amongst their members tend to influence the level of job commitment. When cohesion is evident in a workgroup, it usually leads to effectiveness within a group and the job becoming more enjoyable. However, if the opposite situation exists and colleagues are challenging to work with, this may lower teacher commitment.

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

Table 2 indicates that the mean value in question 9 is 4.2 on a Likert scale of 5. This implies that the majority of respondents strongly agree and agree that head teachers are concerned with the promotion of teachers. Table 8 indicates that the majority of head teachers is concerned with the promotion of teachers. An employee's opportunity for promotion are also likely to exert an influence on teacher commitment (Marks, 1994). Robbins (1998) maintains that promotions provide opportunities for personal growth, increased responsibility and increased social status. Greasing (2000) postulates that many people become more committed when they believe that their future prospects are good. This may translate into opportunities for advancement and growth in their current workplace, or enhance the chance of finding alternative employment. They maintain that if people feel they have limited opportunities for career advancement, the job commitment may decrease. According to Hodson (1997), employees' commitment to promotional opportunities will depend on a number of factors, including the probability that employees will be promoted, as well as the basis and the fairness of such promotions.

#### **Level of teacher commitment in preparation of professional documents in Makueni district**

To investigate the level of teacher involvement in Makueni district, the respondents were asked the following questions. Their responses were used to examine the level of teacher participation in the preparation of professional documents in Makueni district.

**Table 3**  
**Level of teacher commitment in preparation of professional documents in Makueni district**

Questionnaire	n=91	SA	A	U	D	SA	Mean	
	Mean=4.6 Likert scale	5	4	3	2	1		
		Percentages						
1. Teachers prepare professional documents		37.4	49.4	5.5	3.3	4.4	4.6	

Table 3 indicates that the mean value in question one is 4.6 on a Likert scale of 5. Therefore, the majority of respondents agree or strongly agree that they keep records of work. Table 3, therefore, indicates teacher commitment in the preparation of professional documents in Makueni district. Professional documents are documents that are used by the teachers in the preparation, implementation and evaluation of teaching/learning process (Briggs, 1999). They include schemes of work, lesson plans, records of work and progress records. They are meant to make teaching and learning more effective Gagne et al. (1998)

A scheme of work is a detailed breakdown of the syllabus in terms of lessons, weeks, year for the purpose of orderly and systematic teaching (Salsbury et al., 2008). The scheme of work is derived from the education syllabus. The scheme of work details how the educational content for each class is to be covered on a weekly, termly and yearly basis

The lesson plan is a detailed account of what is to be covered in a lesson (Briggs, 1999). It is extracted from the scheme of work. According to Gagne et al. (1998) lesson plan is necessary for the effective teaching because it helps the teacher to:

1. Focus clearly on the content to be covered and the way it should be taught thus to avoid vagueness and irrelevance
2. Organize the content to be taught in advance plan, prepare and assemble teaching/learning resources
3. Take the opportunity to visualize and conceptualize in advance the teaching strategies and methods.

Records of work are a document where all details of the work covered/taught by the teacher is entered on a daily basis Briggs (1999). An individual teacher makes the entries after every lesson.

According to Gagne et al. (1998) record of work ensures:

- a) Accountability and transparency of work covered by the teacher
- b) The continuity of teaching of a particular class
- c) That a new teacher traces where to start teaching a class
- d) The evaluation of schemes of work over a period, for example, four years

e) Uniformity in content coverage in case of several streams

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

### **Relationship between head teacher's leadership styles and teacher commitment in the preparation of professional documents**

To determine the degree of relationship between headteachers' leadership styles and teacher commitment in the preparation of professional documents, Pearson product moment correlation analysis helped to determine the co-linearity among the given variables. Because the majority of the head teachers in Makueni uses the democratic leadership style, a Pearson correlation between democratic leadership style and teacher commitment in the preparation of professional documents was done as shown in Table 10 bellow

**Table 4:**  
**Pearson Product Moment correlation between democratic leadership style of head teacher and teacher commitment in preparation of professional documents**

Democratic leadership Style	n=91	Teacher commitment in preparation of professional documents
1. There is participation of teachers in policy and decision-making		-0.1033
2. Opinions of all are respected in policy and decision-making		-0.0208
3. Decisions made by teachers are implemented		-0.1424
4. Headteacher motivates teachers		0.1197
5. Headteacher supervises school activities		0.1928
6. There is team work under the leadership of head teacher		0.2296
7. Headteacher plans with teachers		0.1653
8. Headteacher rarely commands teacher		-0.0317
9. The head teacher is concerned with promotion of teachers		0.0454
10. The head teacher is keen on set deadlines		0.2345

Table 4 shows that most values are positive. This shows there is positive relationship head teacher's leadership style of the head teacher and teacher commitment in the preparation of professional documents in Makueni district.

#### **4.5.1 Participates in policy and decision-making and teacher commitment in the preparation of professional documents**

The table shows a negative relationship between head teacher's leadership styles and preparation of professional documents though not significant. Thus, the hypothesis that there is no statistically significant relationship between head teacher's leadership styles and teacher commitment in the preparation of professional documents is rejected. This disagrees with Robbins (1998) who that reported that teacher commitment to participation in decision making had a definite link to their perception of the organization and their attitudes towards the organization including commitment. This disagrees Bateman and Zeithmail (1990) confirmed that organizational commitment and participation in decision making are positively related. This disagrees with Luthans (1998) who suggested that (in effective schools) teachers participate in decisions about teaching content. This disagrees with Gressing (2000) who found a direct link between participation in decision making and commitment. They reported that if teaching is to be strengthened as a profession, then teachers must be involved in the process of decision making in professional matters.

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

This shows that there is a positive relationship between motivation and teacher involvement in the preparation of professional documents, though not significant. Thus, the hypothesis that there is no statistically significant relationship between head teacher's leadership styles and teacher commitment in the preparation of professional documents is accepted. This agrees with Nzuve (1999) who argued motivated employee works beyond the call of duty hence committed.

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

The table shows that there is a positive relationship between teamwork and teacher commitment in the preparation of professional documents, though not significant. Thus, the hypothesis that there is no statistically significant relationship between head teacher's leadership styles and teacher commitment in the preparation of professional documents is accepted. This agrees with the researchers (Graham, 1996, Reyes & Fuller, 1995) who found that teamwork was associated with teacher commitment. According to the findings of several researchers, teamwork can lead to better performance for organizations, such as the enhancement of productivity in the workplace, improvement of service quality, greater satisfaction of employees with jobs, less absences, and reduced turnover rate. However, not all teams are successful because the arrangements of the individuals' cooperation in the work may not be satisfactory and the members should be allowed to select teammates (Bateman & Zeithmal, 1990). Marks (1994) found that the success of teams in accomplishing their goals is related not only to the members' talents and their adequate resources, but is also associated with their interactions, as team interactions are based on cognition, language, and the members' interdependency. The input is transformed into the output to fulfill the goals

of the teams. Also, team interactions include the members' behavior, cognition, and affection (Jones Johnson & Johnson, 2000). According to Birds, Wair & Oswald, (1995) an individual's inner perception (inclinations and shared mental model) and feelings (sense of belonging) would certainly be transformed into the behaviors, which would influence the final output of the teams.

## Discussion

The study shows that there is a relationship between headteachers' leadership styles and teacher commitment in the preparation of professional documents for Makueni district though the relationship is not significant. This is because there is a relationship, although weak and insignificant; between headteachers' leadership styles and preparation of professional documents. In Makueni district head teachers use the three leadership styles; autocratic, democratic and laissez-faire. However, the most common styles of leadership among the head teachers in Makueni district is democratic leadership style. This is because; majority of the head teachers motivates their teachers, the majority of the head teachers involve the teachers in policy and decision-making on matters of concern to the school, the majority of the head teachers have trust and faith with their teachers, the majority of the head teachers are human when dealing with teachers and there is teamwork in majority of the schools. In Makueni district teachers prepare professional documents

## Conclusions

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

- 1) There is a relationship between headteachers' leadership style and teacher commitment in the preparation of professional documents though not significant. The leadership style preferred by the majority of the teachers is democratic leadership style. This is because in this type of leadership style the head teacher motivates teachers and is human when dealing with teachers and teachers are involved in policy and decision-making.
- 2) The majority of the teachers in public schools prepares preparation of professional documents. However, the smaller number does not.
- 3) The majority of head teachers have management skills, some are lacking management skills.

## 5.4 Recommendations

- 1) There is a need for the ministry of education to ensure that immediately teachers are promoted as head teachers they are taken to management courses. This is because when head teacher lack management skills their poor leadership skills affect teacher how teachers work. This is because students with teachers who are well prepared are likely to perform better and have a more positive attitude towards the school than students with less prepared teachers. The TSC and MOE should increase the number of in-services courses on management as a few of head teachers lack management skills.

## REFERENCE

- Bateman, T.S. & Zeithmal, C.P. (1990). *Management: functionandStrategy* Boston: Von Hoffmann
- Bird, K., Warr, p., & Oswald, A. (1995). Age differences in three components of employee Well-being. *Applied psychology: An international review*, 44,345-373.
- Blasé, J., & Kirby, P.C. (1992). The power of praise – A strategy for effective principals NASSP Bulletin, December, 69 – 77.
- Briggs, J. (1999). *Teaching for quality learning at university*. Buckingham, UK: SRHE, and open University Press.
- Cole, G.A. (1997). *Personal management: Theory and practice*. New York: Harper
- D.E.O. (August, 2010). *Monitoring schools' effectiveness in Makueni District*. Unpublished report prepared by Makueni district quality assurance and standards officer, Makueni District, Kenya.
- D'Souza, A. (2002). *A trilogy on leadership & effective management*. Nairobi: Pauline's publication.
- Dubrin, J.A. (2005). *Human Relations: A job oriented approach*. Virginia: Prentice Hall.
- Gagne; Robert; Briggs & Leslie (1974). *The principle of industrial design*. New York: Holt and Rinehart.
- Gazioglu, S., & Tansel, A. (2002). *Job satisfaction: Work environment and relationships with managers in Great Britain*. Ankara: Middle- East Technical University
- Greasing, D. (2000). *Motivating today's workforce when the carrots can't always be cash*. NorthVancouver: Self Counsel Press.

- Hodson, R. (1997). Group relations at work: Solidarity, conflict and relations with management. *Work and Occupation*, 24 (4) 426-453.
- Jones Johnson, G., and Johnson, W.R. (2000). Perceived over qualification and dimensions of Job satisfaction: A longitudinal analysis. *Journal of Psychology*, 34 (5) 537-556.
- Knoll, m. (1997). *Supervision for better instruction: Practical techniques for improving staff Performance*. New Jersey: Prentice Hall
- Kothari, C, R. (1997). *Research methodology: methods and techniques*. New Delhi: Willy Eastern limited.
- Luthans, F, (1992). *Organizational Behavior*. New York: McGraw- Hill.
- Marks, S. (1994). *Intimacy in the public realm: The case for co-workers*. USA: Social Forces Co.
- Mbiti, D.M. (1974). *Foundations of school administration*. Nairobi: Oxford University Press.
- M.O.E (2001). *Report of the task force on students' discipline and unrest in secondary schools*. Jomo Kenyatta Foundation, Kenya.
- Mohanty, J. (2002). *Educational administration, supervision and school management*. New Delhi: Deep & Deep Publications PVT. LTD.
- Mugenda, O.M. & Mugenda, A.G. ( 1999).*Research methods*. Nairobi: Acts publishers.
- Mutai, B.K. (2000). *How to write Quality Research Report: a complete and simplified recipe*. New York: Thelley Publication.
- Nzuve, N.M. (1999). *Elements of Organizational Behavior*. Nairobi: University Press.
- Okumbe, J.A. (1998). *Educational management: theory and practice*. Nairobi: University Press.
- Reyes, P., & Fuller, E.J. (1995). The effects of selected elements of communal schools and middle and high school mathematics achievement. Wisconsin; Center for Education Research, Madison; Center on Organization and Restructuring of Schools, Madison, WI (ERIC Document Reproduction Service No. ED 384 955).
- Riehl, C., & Sipple, J.W (1996). Making the most of time and talent: Secondary school organizational climates, teaching task environments and teacher commitment. *American Journal of Educational Research*, 33 (4), 873 -901.
- Robbins, S.P. (1998). *Organizational behavior* (8<sup>th</sup> Ed.). New Jersey: Prentice Hall.
- Salsbury, Denise, E. & Melinda, S. (2008). *Lesson planning*. Alexandria, VA: Prentice Hall.
- Schriesheim, C, A.. The Great High Consideration; High Initiating Structure Leadership Myth: Evidence on its Generalizability. *The Journal of Social Psychology*, April 1982, 116, pp. 221 – 228 Return.
- Sisungu Z.W.M (2002). *Head teachers and teacher perception of the influence of Management skills practice in schools in secondary schools in Western Province of Kenya*. Unpublished Doctoral Dissertation, Egerton University, Njoro.
- Tannerbaum, R & Schmidt, W. How to Choose a Leadership Pattern. *Harvard Business Review*, May, June 1973, No. 73311 (originally published in March – April 1958 issue)