INFLUENCE OFHEAD TEACHERS' TRANSACTIONAL LEADERSHIP STYLE ON TEACHER SERVICE DELIVERYIN PRIMARY SCHOOLS IN NANDI CENTRAL SUB-COUNTY, KENYA

BY

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KISII UNIVERSITY

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

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Declaration by the supervisors

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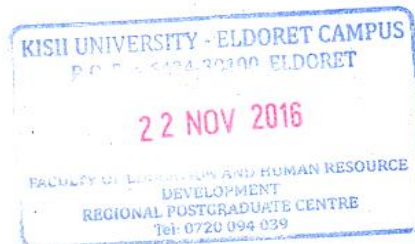   Affiliation _Kisii University_   Date _22/11/2016_

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DEDICATION

I dedicate this thesis to the Chepng'abit family for their moral and financial support.

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First and foremost I thank the Almighty God for his endeavor in writing this thesis. I also thank Kisii University for giving me an opportunity to study at this level of MastersDegree.Ithank my supervisors Dr.OkutuAggreyand Dr. Kiprop David for their guidance in writing this thesis. With much memory, I wouldn't like to miss mentioning and posthumously thank Dr. Kogo Christine who supervised this work up to data collection level before she was promoted to Glory. May she rest ineternalpeace.

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ABSTRACT

The purpose of this study was to find out the influence of transactional leadership style on teacher service delivery in primary schools in Nandi Central Sub-County, Kenya. The study objectives were to find out the contribution of contingent reward on teacher service delivery, examine the influence of passive management on teacher service delivery, investigate the influence of active management on teacher service delivery and suggest ways by which head teachers can enhance teachers' service delivery in primary schools in Nandi central Sub-County. The target population comprised1536 teachers drawn from 193public primary schools in Nandi central Sub-County. Simple random sampling was used to select a sample of 174 teachers and purposive sampling was used to select58 head teachers from the target population. Furthermore, cluster sampling was used to select schools from every cluster in the Sub-County. The study used descriptive survey research design with both qualitative and quantitative approaches. This study used questionnaires to collect data from the teachers and interviews to collect data from the head teachers from the sampled schools. Quantitative data was analyzed using descriptive statistical techniques such as frequencies and percentages. Qualitative data was analyzed using transcriptive method. Validity of research instruments was assured through suggestions and advice given by colleagues, experts from school of education, supervisors and lectures for modification. The reliability index was determined using split-half method where it was piloted. The study findings showed that contingent reward in transactional leadership style impacts negatively on teacher service delivery. It is the responsibility of head teachers to ensure active management does not affect the level of autonomy of staff. Passive management has a positive influence on teacher's service delivery. Transactional leadership style and its components enhance service delivery. Monitoring should be at a level that does not affect autonomy of the staff. Further research should be done in other counties that will focus on specific components and factors affecting teacher service delivery.

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LIST OF ACRONYMS

AME	Active Management by Exception
CPD	Continuous Professional Development
KCPE	Kenya Certificate of Primary Education
KNEC	Kenya National Examination Council
NACOSTI	National Council for Science and Technology Innovations
NCATE	National Council for the Accreditation of Teacher Education
SMART	Specific, Measurable, Attainable, Realistic, and Timely
SPSS	Statistical Package for the Social Science
UK	United Kingdom
USA	United State of America

CHAPTER ONE

INTRODUCTION

1.1   Background

Globally, the education sector has undergone tremendous changes. The number of schools is increasing day by day as the parents are seeking schools that offer better quality education to pupils. In modern competitive school environment, service-delivery is gaining increasingly more importance in the competitive formula of education institutions (Petruzzellis and Romanazzi, 2010). To achieve that goal, every institution of education needs to have an effective leader as it is the heart in every organization that could lead to high service delivery. Oseku (2009) argued that enhanced communication improves the relationship between workers at all levels and subsequently the effectiveness of service delivery.

In order to make a significant impact in the lives of individuals and groups, leadership becomes an important personal commitment towards this endeavor. In addition to high personal commitment, high motivation, conviction and courage enhance the leadership potential of an individual. As a result, management can be seen as the capacity of working within boundaries of the status quo. On the other hand, leadership is all about the capacity to bring a fresh perspective and the resolve to make them a reality as entrenched in transactional leadership techniques on the service delivery of instructors.

To put the concept of leadership into a cleareroutlook, Omolayo (2009) identified different styles of leadership. Autocratic leaders outlineall their objectives and guide their followers towards their effective achievement (Omolayo, 2009). In a school

setting, an autocratic head teacher unilaterally makes all decisions and then comes up with strategies to rally his teachers to work with them towards improving the schools effectiveness and productivity. This means that this kind of leader has little trust in other people. On the other hand, a democratic leader encourages the autonomy of their staff by taking a passive role to their goal development and accords them all the necessary resources to make their visions a reality. This would definitely improve efficiency and production in the group. Furthermore, the lassez faire leader allows the follower to make decisions which bring about non-enforcement of rules and regulations. Finally, a transformational leader is one who actively with followers. A transformational leader emphasizes on greater intrinsic desires and causes the importance of particular results and how to accomplish them (D'Souza, 2006). This study specifically gave focus to transactional leadership as measured against teacher service delivery.

Transactional methods of leadership are also known as managerial techniques of leadership. This leadership styleconcerns itself with understanding the function supervision plays in enhancing the performance of anorganization. Pandey (2014) points out that a leader who practices this leadership style improvesobedience from the followers by rewarding them in case of good performance and punishing them if the results are not good. Leaders who favor this approach are not driven by a strong need to radically change systems or structures.Murphy (2005) notes that transactional leaders focus on maintaining the status quo, that is, they consider on keeping things running in the same direction and are conducted in a similar manner. These leaders are very analytical of the way their staff carry out their tasks and can identify differences and inefficiencies fairly easily. Murphy (2005) further notes that this leadership style is effective in developing good practices and in processes that are

mechanical in nature. In this study leaders tend to give a desired direction to their employees with an aim of achieving institutional goals through service delivery.

Transactional leadership is predominantly concerned with motivation of employees and making them work using motivation (Awan and Mahmood, 2010). Tengilimoğlu(2009) emphasizes that a transactional leader commonly works while focusing on continuation of past work and transferring and relating them to the future. These kinds of leaders reward based on performance. Robin (2007) notes that these leaders pay attention to the performance and guarantee that they would reward for good performance. In confirming this, some form of reward scheme, either monetary or otherwise, should be at the heart of performance management and should be clearly stated at the beginning of all contracts (Nahavandi, 2006).

Yavuz (2008) further notes that there is a strong relationship between quality of service delivery and the leadership techniques applied. In Europe and United States, Yılmaz (2008) indicates that one of the reasons that results in the reduction of the quality of service delivery and productivity in schools is the absence of strong institutional commitment.

In Italy, Ruggieri(2009) notes that transactional leaders are often characterized as being very confident and passionate in all that they do, affirmative and strong. This is to say that this although this kind of leadership technique relies heavily on employee feedback, it does not necessarily actively promote their leadership development (Sahin, 2012) on the job.

Chen et al. (2005) carried out a study in China and they found out that reward incentives significantly increased motivation levels among leaders that practiced

transactional leadership techniques. Similarly, in a study carried out by Jansenet al. (2009), they found out that leaders who practice the transactional leadership style have behaviors that facilitate refining and spreading existing knowledge and are connected with exploitative innovation. The study reveals that transactional leadership behaviorsdisclose different outcomes that are highly dependent on particularcircumstances as well as environs with both negative and positive relationship to service delivery being envisioned. For instance, Munwar and Kamal (2015) carried out a study in Pakistan where they indicated that transactional leadership increased employee investment to service delivery.

A leader who practices this type of leadership is furthercharacterized by the mutually beneficial agreements they make with their subordinates in which the leader agrees to reward staff commensurate to their accomplishment of set goals and objectives.Research on leadership in Africahas often been partial to inspirational leadership qualities that are known to result in either transformational ortransactional leaders (Walumbwa et al., 2005).

In the Kenyan scenario, Chirchir (2014) found that transactional leadership techniques were directly related to high staff commitment. He further notes that transactional leadership attributes should be used and emphasized in order to bring out the positive effect on the level of teachers commitment. Orodhoand Musya (2014) adds that this style differentiates tasks to enhance their systemic accomplishment. This significantly increases the effectiveness of their success and saves the process a lot of time and resources. Transactional leadership makes top level management more involved in ensuring high levels of customer service because it ensures that the bark stops with them(Orodho and Musya, 2014). This means that transactional leaders play a critical

role in increasing the efficiency and good governance of the utility of public resources aimed at strategically solving socioeconomic policies through continuous monitoring and evaluation.Moreover, Minja (2010) postulates that most leaders in Kenya favor participative approaches to leadership with a hint of transactional and sometimes transformational techniques during the execution of their tasks. This ideally confirms the way different types of leadership styles are applied within different countries basing mainly on the scenario of application. Social, religious, political and cultural factors also play a large role here.

In their study on leadership styles in schools in Nandi County, Kipkemboi and Sirma (2014) note that the climate of the workplace in a school is greatly dependent on the techniques that leaders use.This further affects the job satisfaction of the teachers. They also established that the many school heads used democratic techniques since they had higher proven levels of success with respect to increasing teacher motivation and reducing their stress and turnover.

Therefore, there is still room for more research into how teacher perspectives influence the leadership techniques of their head teachers. Studies regarding relationships between those leadership styles and teachers' job satisfactions have been examined. As seen in the literature review, however, this study intends to find out the influence of transactional leadership styles on teachers' service delivery are yet to be examined in Nandi Central Sub-County, Nandi County.

1.2   Statement of the Problem

Leadership plays a primary role in high and low achievement when it comes to school settings. In order for a school to be held together and progress, . Effective leadership

and management play a critical role in ensuring the continuous good progress and unity of a school.In this case an effective leadership styleoffers necessary guidance and clarity of direction through a commanding authority or inspiration. The choice of leadership style significantly influences teachers' service delivery. Head teachers in Nandi Central Sub-County have been observed using variety of leadership styles. On education, parentsand academic days, teachers have been awarded for their respective subjects performing well in national examinations (KCPE). Those below the expected targets are never rewarded. In one of the Sub-County education days, the then District Education Officer (DEO) made an observation that all teachers be rewarded equally to improve on teacher service delivery. All these are attributed to service delivery and the main aim of this is to improve service delivery yet the situation has remained the same. Rewards and punishments are associated with transactional leadership style that has been employed in Nandi Central Sub-County. However, teachers' service delivery has not improved greatly based on the KCPE results for the past five years as evidenced by the table in the Appendix page. However, this assumption has not been tested empirically. The present study therefore focuses on investigating influence of transactional leadership style employed by head teachers, in relation to teachers' service delivery in primary schools in Nandi Central Sub-County, Nandi County.

1.3   Purpose of the study

The main purpose of the study isto establish the influence of transactionalleadership style used by head teachers on the service delivery of the teachersin primary schools in Nandi Central Sub-County- Nandi County.

1.4   Specific Objectives

   i.   To investigatethecontribution of contingent rewardon teachers service delivery in primary schools inNandi central Sub-County.

  ii.   To investigatethe influences of passive management on teacher service delivery to teachingin primary schools in Nandi central Sub-County.

 iii.   To investigate the influence of active management on teacher service delivery to teaching in primary schools in Nandi central Sub-County.

  iv.   To suggest ways by which head teachers can enhance teachers' service delivery to teaching in primary schools in Nandi Central Sub-County.

1.5   Research Questions

   i.   To what extent doescontingent reward influence teacher-service delivery in primary schools in Nandi central Sub-County?

  ii.   In which way does passive management influence teacher service delivery in primary schools in Nandi central Sub-County?

 iii.   How does active management influence teacher service delivery in primary schools in Nandi central Sub-County?

  iv.   In what ways can headteachers enhance the teachers' service delivery in primary schools in Nandi Central Sub-County?

1.6   Significance of Study

The results on transactional leadership style on teacher service delivery will be able to provide useful information to school head teachers on the extent to which this leadership style is perceived, its effectiveness and efficiency in their administrational level focusing mainly on teacher service delivery. Furthermore, it explored possible

strategies for improving teacher's service delivery amongst teachers in schools with intent to achieve greater heights.

The study would beimportant to policy planners and Ministry of Education, science and Technology as it identified major strategies to modify the leadership behavior of primary schoolhead teachers with an aim of improving teacher service delivery in primary schools in Nandi Central Sub-County. Finally the findings would form a basis for further research to other scholars.

1.7   Scope of the study

This study only focused and covered primary schools in Nandi Central Sub-County in Nandi County. The study unit of analysis was teachers and head teachers of public primary schools. The study focused oncontribution of contingent rewards,influence of passive management and active management on teacher service delivery.

1.8   Limitationsofthestudy

The reliability of the information obtained is largely dependent on the attitudes of the respondents. The researcher humbly requested them to be positive about the questionnaires as the information they gave was confidentially handled.

In some schools the teachers were not open enough to fill in the questionnaire and others claimed to be too busy. Out of the given information on the questionnaires and the interview schedules, they had mixed perceptions about the information they gave, as they feared being used elsewhere. The researcher took time to clarify that the exercise was mainly for academic purposes and that the questionnaires had no identity or secret codes of respondents. During the interview, some of the head teachers and

teachers were not at ease while giving out the information about their respective schools; however, the researcher assured them of confidentiality.

Apart from these, it also involved only schools found in Nandi Central Sub-County. The results of this study were meant to be generalized to include all head teachers of public primary schools in Kenya. This did not happen because the schools, classrooms, learners and their environment throughout the country were unique. Therefore, the findings were applied with caution.

1.9   Assumptions of the study

The study was based on the following assumptions; teachers from the various primary schools co-operated in filling questionnaires and answering oral interview questions, teachers provided reliable information to enhance the study and gave accurate information for final analysis The portion of the population in which the research was carried out was a representative of the target population and the research instruments yielded good results.

1.10   Conceptual framework

The study independent variable wastransactional leadership styles with dimensions such as: contingent reward, passive management and active management. Teacher service delivery which is a dependent variable wasmeasured using Promise, Sincere interest, willing, commitment and effectiveness. When transactional leadership style is effectively used, service delivery is improved by teachers. This informationwas diagrammatically presented in Figure 1.

Independent Variables

Head teachers' Transactional Leadership style

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┌─────────────────────────────┐
│  Contingent Reward          │ ─────────┐
└─────────────────────────────┘          │
                                          ▼
┌─────────────────────────────┐
│  Passive Management         │ ─────────┐
└─────────────────────────────┘          ▼
┌─────────────────────────────┐
│  Active Management          │ ─────────┐
└─────────────────────────────┘          ▼
```

Dependent Variables

Teacher Service Delivery

- Promise/Target
- Sincere interest
- Willing
- Commitment
- Effectiveness

Intervening variables

- School category
- Teachers' characteristics
- Pupil characteristics
- Government policy
- Students performance
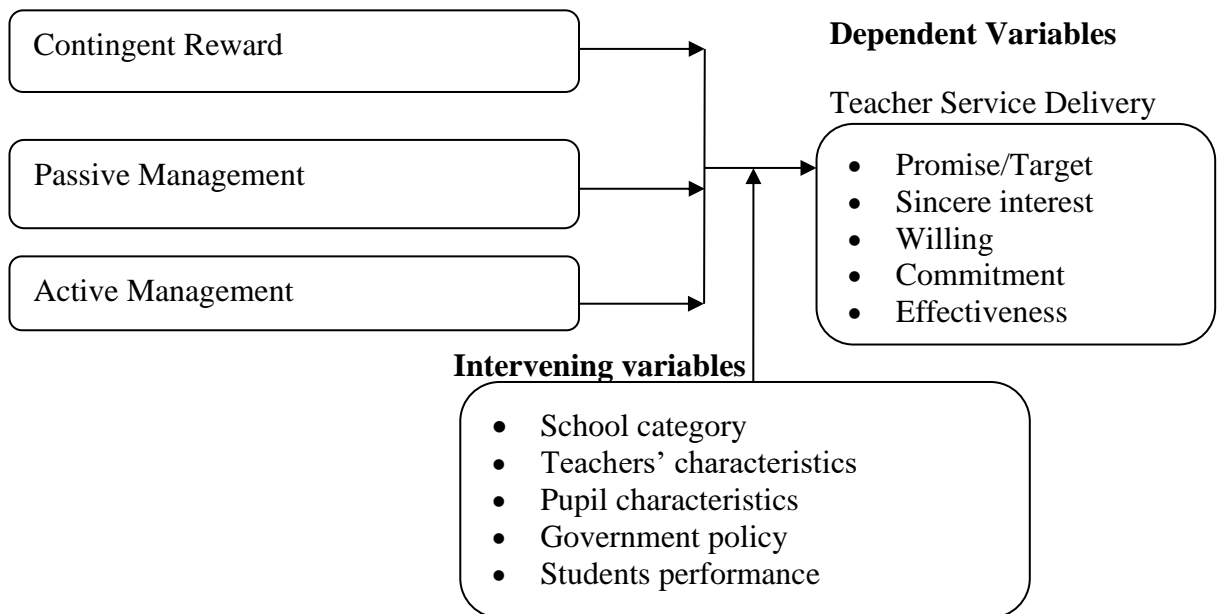
Figure 1: Transactional leadership style on teachers service delivery

Source: Self initiative (2015).

1.11 Operational definition of terms

Active Management: A type of transactional leadership in which the leade continuously evaluates their staff's work in order to identify variations and patterns and help in developing standard operating protocols to enhance uniformity.

Contingent Reward: Atype of transactional leadership in which the leaders connect the goal to some form of rewards. The leader also clarifies expectations, provides necessary resources for the performance of tasks, sets mutually agreed upon objectives, and provides various kinds of rewards for positive performance. These leaders set Specific, Measurable, Attainable, Realistic, and Timely (SMART) goals.

Headteacher: An instructor appointed by the Teachers Service Commission to head learning institutionand be in charge of all activities and processes that concern the management and leadership of the assigned institutions and are responsible and accountable for the outcomes at various levels

Passive Management: A type of transactional leadership in which the leaders only actively involve themselves in the processes when they fall below quality thresholds or when targets are not realized. Punishment is often used as an incentive in the event that there is unacceptable performance

Teacher Service Delivery: It is theteachers' commitment, interest and effectiveness aiming at learning achievement, making sure they do not waste student'stime, being present most of the time and ensuring that every student is able to comprehend the contents taught, lesson attendance, marking students work, syllabus coverage and academic performance.

Transactional Leadership: It is a typeof leadership style where leaders use a quid pro quo techniques to enhance compliance and performance.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

In this chapter, an overview of existingstudieson leadership style against service delivery was presented. The reviewed literature discussed leadership styles, influence of contingent reward on service delivery, passive management on teacher service delivery, active management on teacher service delivery and ways to improve teacher service delivery. The studyidentified the gaps to be addressed. It addressed on contingent rewards, active management and passive management on global regional and national perspective in details focused on transactional leadership style over teachers' service delivery.

2.1 Leadership Styles

Leadership style is viewed and defined differently among various people in different parts of the world. It has been put into practice in many areas of the human existence like politics, the corporate world, in social work and the educational sectors as well as many other sectors. McGrath and MacMillan (2000) note that there are existing views about leadership and they show this notion as a personal ability.

Similarly, Robinson*et al*. (2008) explain that the leadership theory which comes about through specific instructions originated in the 1970's and 1980's in societies that are not well up where learners have achieved much despite experiencing a lot of challenges. Robinson *et al*. (2008) also point out that in these educational institutions, there is instructional leadership which serves to achieve educational objectives and

high teacher expectations for learners. Furthermore, Robinson *et al*. (2008)performed an analysis in which they examined 22 studies which played a key role in comparing transformational and instructional techniques of leadership on the academic achievement of learners and they found out that overall,instructional leadership was at least four times as effective as transformational leadership in improving the academic achievement of learners. This review comprised data from 22 out of 27 published studies in New Zealand. The current study was carried out among 174 out of 1536 teachers and 58 out of 193 headteachers from public primary schools in Nandi Central Sub-County in Nandi County in Kenya. The study by Robinson *et al.* (2008) dwelt on leadership style against student academic outcomes while the current study investigated leadership style against teacher service delivery.

According to Messick and Kramer (2004) the level or amount of leadership qualities that a person is able to show greatly relies on his personal traits and the existing situation within which he is supposed to exercise his leadership qualities. Because humankind have the potential to join certain organizations so as to attain certain goal, the ability of them to get more involved and committed depends on how they are able to see their usefulness in being in the particular organization or firm. Hence a person is more likely to favor an organization that meets his/her goals or objective. The most important factor in determining how successful the organization is or will be is directly linked to the type of leadership style exhibited by the leadership in an organization. This exhibits strong qualities that are great towards improvement of service delivery.

In addition, Don (2010) carried out a study in which he asserts that learning institutions are held accountable for the results of their performance thus a lot of them

see it fit to widen the leadership structure so as to provide more room for better management and improved performance. Lee and Chuang (2009) argued that many leaders working in conjunction with each other will do great things for the schools hence improve the academic performance. The above reviewed study was done in Colombia among 195 high school principals and superintendents whereas the current study is done among 58 primary head teachers and 174 teachers in primary schools in Nandi Central Sub-County. This study employed the use of questionnaires as data collecting tools where emerging themes were gathered and analyzed.

According to Lee and Chuang (2009) a good leader not only promotes those below him to bring about efficiency but goes ahead to provide what is needed to attain the targets for the organization that have been set up. Fry (2003) argues that the kind of leadership applied has the potential to influence the behavior of employee and thus their level of motivation. The level of performance in a firm or organization is and should be directly linked to the type of leadership style being practiced. The impact of leadership should be well understood because research has termed leadership style to be the main contributor of organization performance in the current market. Zhu*et al.* (2005) pointed out that transactional leadership enables organizations to attain their put in place goals better by making sure that the employee are able to work with the existing resources thus improving firm performance. Based on this study, the main contributor of service delivery is transactional leadership style which makes sure teachers work towards targets and goals.

Effective leaders are visionary leaders and they are often expected to come up with a specific vision for the company and outline it to those involved. They then strategize on how to make the vision a reality (McShane and Von Glinow, 2000). The effect of

this type of leadership style is the promotion of a greater level of solidity, assurance, confidence, and motivation and largely, the performance within different organizational environments.

The type of leadershipdemonstrated in a firm has the ability to strongly customer satisfaction, staff satisfaction together with improved performance. Many comprehensive studies have not been able to analyze how the various leadership styles are practiced within the organizations and how they help achieve improved organization performance. Critiques have challenged the leadership concepts created and argued that some of them do not significantly influence organization performance. House and Aditya (1997) differentiated the internal research which deals with the leader by relating them to the juniors and direct superiors while the external research which deal with the firm and the complete setting by which it is operating. Various intellectuals have also argued that the leaders and the type of leadership style exhibited significantly influences those working below them and the level of financial and organizational performance (Solomon*et al.* 2005). Service delivery as well has a high connection with influence from transactional leadership style.

Hitt*et al*. (2001) asserts that strategic leadership is how a leader is able to expect change and make profound decision that will affect how the organization performs in the current global faced with a lot of competition. The term strategic leadership came from studies that had been done on strategic management and entailed coming up with the most strategic direction; ensuring that unique core competencies are kept within the organization; coming up with human resources; maintaining efficient

organizational culture; maintaining ethical or moral practices as well as putting in place well controlled organizational controls (Jooste &Fourie, 2009).

Sosik*et al*. (2010) asserts that strategic leaders who are exemplary are those who give key actions that the organization is supposed to copy. They are leaders who have a lot of strategies to better the organizations. Getting to comprehend the workings of strategic leadership entails highlighting what these leaders are supposed to do to enhance organization commitment and satisfaction (Sosik*et al*., 2010).

According to Abwalla (2014), the study revealed that the type of leadership style that the principle had in secondary schools in Gambella region affected the ability of the teachers to make decisions and how the performance of the school was achieved. The above reviewed study was conducted among 170 teacher and 20 general secondary school principals in Ethiopia whereas the current study used 174 selected primary school teachers and 58 headteachers of primary schools in Nandi Central Sub-County. The above study employed the use of questionnaires and interviews as the main instruments for data collection which is similar to the current study. The analysis of the quantitative data was carried out using frequencies, percentages, means, and standard deviations.

In the recent years, strategic leadership has continued to be practiced among the top management in most organizations (Yukl, 2010). Bateman and Snell (2009) argue that strategic leadership provides the reasons for existence to organizations. Strategic leadership expecting a successful future for the organization and putting more work towards achieving that future.

According to Rowe (2001), strategic leadership is the capacity to impact others to deliberately settle on everyday choices that upgrade the long-term practicality of the association, while in the meantime keeping up its short-term monetary stability. According to Nel (2008), organizations exist primarily to provide adequatestructures and systems to guarantee that all individuals are aware about and willing to embrace great practices of strategic leadership. This may, practically speaking, imply that individuals should be intimately involved in the development process of such strategies.The best method for accomplishing this is to create and use a coordinated strategic leadership structure that is equipped for being connected to the broadest conceivable scope of business-related issue and parts. In addition, this integrated strategic leadership framework should be all inclusive from the lower levels of the workforce to the higher hierarchy.

This means that all the members have to assume a dynamicpart in both the growth of the strategic leadership framework and the implementation of such a collectively developed strategy.Organizations must, therefore, learn how to identify and leverage both their internal and external dynamics to increase the firm's capacity to enhance its strategic leadership management.

Nel (2008) adds that this might imply the ability of all the members of the organization to pull together and find a harmonized and healthy way of actively engaging with each other on the background of a common mission and vision of the institute clearly outlined and understood to such an extent that achieving balance as well as incorporating and aligning all the external and internal factors does not become a challenge but rather a source of synergy to the organization and through which each member is active and relates to. These external and internal variables

include the identification of patterns, examples and conceivable responses that might be brought on by the initiation of strategic development of leaders. Subsequently, making the fundamental strides and moves to guarantee the conveyance of products and services which address the issues of both inner and outer clients is imperative for the future particularly in the achievement of its vision. Issues, for example, strengthening and individual responsibility for building quality are essential components at this level.

Fulmer (2007) points out that challenges related to the development and management of strategic leadership include:unforeseen and unprecedented internal and external rivalry.Since the principles of running successful businesses areas fluid as these rivalries, they make current leaders redundant because they rely largely on the past;poor succession planning and development further creates vacuums in the system because there is little involvement of the subordinate which denies them the chance to learn and gain the necessary experiences that would propel them to higher levels of responsibilities in the organization; the association's expansion objectives surpass the measure of the inner ability expected to bolster them; globalization and expanding technological demands requests make the leaders responsibility more challenging than any time in recent memory; high competition on most operating environments create and in some cases worsen issues with strategic direction, organizational alignment and commitment of the employees.

Human resources and those in charge of improvement in administration feel increased pressure to show value, especially regarding quantifiable profit for leader advancement, and other education and training activities; advancement of leadership activities are not incorporated with business needs and subsequently are of

questionable value to interior clients. This implies that the leader should provide a participatory environment in which the subordinates can learn from them so that replacement of the leader becomes an easy process in the organization in case the leader is leaving.

Transactions sometimes result in low compliance to requests by employees because the process did not sufficiently include them in the development of strategies and processes that form the basis oftransactional leadership style. Boehnke*et al*. (2003) points out that the transactional leader emphasizes on having interiorplayers to carry out roles and responsibilities that facilitate the organization reaching its anticipatedobjectiveswithout giving consideration to the views of the follower. The goal of the leaders who exercises the transactional leadership style is to establish clear internal best practices procedures that ensure effective goal attainment, and remove potential system inefficiencies and encourage employers to accomplish predefined targets and they might not play a greaterpart in guaranteeing that the follower has the capacity and resources to perform their tasks effectively.

Similarly, Okoroji*et al*. (2014) looked into how leadership styles affect the entire learning process and its key players. They found out that gender significantly affects the choice of leadership techniques in the teaching and learning process. This implies that the leadership style is confounded by the gender of the leader and the approaches might be different basing on the gender. The study further found out that many high school teachers practiced the democratic leadership style as compared to other forms of leadership styles.

Linet (2014) found out that the leadership styles reveal that majority of principals employ the use of autocratic leadership style, which is shown to be unfavorable in the

accomplishment of institutional culture and teamwork hence formingconflict, disbelief and distrust. This is because the leader does not uphold a clear network of communication with the juniors and also fails to assignpower or permit them to take part in policy making. Various studies have associated democratic leadership to successful organizations. This is because democratic leaders foster stronger subordination of teachers, facilitate higher morale as they involve teachers in formulation of school policies, emphasize on consultation, teamwork and participation. This concurs with (Bloxham 2013) where it was reported that a specific behavior applied by a leader motivates the juniors to accomplish the goals.

The Above reviewed study was conducted in Lurambi Division, KakamegaCounty, Kenya in public Secondary schools whereas the current study was conducted in Nandi Central Sub-County among selected primary schools. In the collection of the data, two self- administered questionnaires and a document analysis checklist were used. In addition; the above study used descriptive statistical metrics such as ratios and rates in the data analysis. The current study employed the use of questionnaires and interviews as its data collection tools.

This is further supported by Bloxham(2013) who indicates that a leader endeavors to make every individual feel that they are essential in the association and that correspondence is multi-directional while thoughts are traded amongst workers and the leader. This provides an avenue for each employee to own the organization and is able to play a significantpart in the making of pivotal decisions that influence the whole organization. A leader who exercises the transactional leadership style allowsfor practices that promote aspects of good human relationship and this

improves academic performance (Bloxham, 2013). This means that the status quo is maintained and they stress correct actions to improve performance.

2.2   Influence of Contingent Reward on Teachers Service Delivery

D'Addio*et al*. (2007)found that compulsory tasks and activities significantly reduced employee satisfaction in a job. They however realized that this negative effect reduced depending on the nature of the contract and time of employment.In another study, Bardasi and Francesconi (2004) argue that the above negative relationship for seasonal jobs does not exist, implying that it is significant to differentiate between various types of contingent employment associations. This showed mixed results on contingent reward.

However, these studies did not give evidence on how continent reward influence service delivery. In transactional leadership, the leader tends to reward only at the result point, that is, when the result is positive and are not actively engaged in the process. Transformational and contingent reward leadership behaviors improve the level of organizational commitment and employee performance (Abdalla, 2010). On the other hand, when compared to transactional leadership and contingent rewards, leaders who practice the transformational leadership style engage with followers, emphasize on advanced intrinsic needs and raise consciousness about the significance of specific results and new ways in which they might be achieved. This implies that while transactional leaders tend to be more passive, transformational leaders exhibit active behaviors that include providing a sense of mission and as a result, this leadership style is more proactive. Furthermore, Abdalla (2010) found a positivesignificantassociation between contingent rewards and transformational leadership styles and performance levels as well as commitment of the employee.

This current study focuses on transactional leadership style over service delivery as the previous is geared towards performance.

Heuvel (2010) examined the effectiveness of using the transactional leadership style in times of uncertainty by investigating the employees' motivation and coercive power. Transactional leadership style acquired 3 three forms; contingent reward, management-by-exception and laissez-faire leadership. Heuvel (2010) found out that the contingent reward system had two main characteristics of motivation and coercive power. To explain this, coercive power implied that power was directed from superiors to make decisions while the motivational characteristic involved the motivation of the employees through reward schemes. This means that the leader motivates by engagingand linking totheir own self-interest. In addition, it was found that motivation is a crucialinstrument to make the employees respond as desired. This means that as the employees behave and work as expected, they are rewarded accordingly. However, the study recommended that there was need for enhanced level of trust, clarity and expectations in both the effort that is expected from the employees as well as the rewards received in return. The above study was theoretical.

Similarly, Judge & Piccolo (2004) and Podsakoff*et al*.(2006) carried out studies in which they found out that contingent reward leadership, which has been found to be the transactional leadership behavior which is strongly related to outcomes, has received little consideration and in some cases even received considerable criticism. Solomon (2005) supported that transactional leaders exhibit both constructive and corrective characteristics. The constructive behavior involves contingent reward, and corrective measurementabsorbsorganization by exemption. Additionally, Judge & Piccolo (2004) found out that contingent reward leadership is the most strongly

related to transactional dimensions of transformational leadership. This provided evidence that contingent reward leadership lead to positive outcome. However, the findings do not show how contingent reward leadership relates to teacher service delivery. This study seeks to establish how contingent reward leadership influences teacher service delivery.

In addition, Murphy (2005) notes that contingent rewards in transactional leadership are given when the employees attain pre-set objectives. These objectives are time-bound and specific in the context in which they have been defined. Employees are given rewards for accomplishments. In addition, Chan and Chan (2005) note that proposals to augment pay and promotion, or praise for superior hard work as well as other intrinsic benefits are awarded. This means that a transactional leader who recognizes the potentials of their employees will apportionresponsibilities that will permit the employee to accomplish the mission and acquire their just reward which in turn will motivate them (Webb, 2007). Although other studies have indicated a negative relationship, Webb (2007) indicated there was an optimistic positive relationship between contingent rewards and organizational outcomes.

However, most scholarshypothesize that principals bear little direct impact on students' academic achievement because most often, their role is confined to the management of the institution. Ross and Gray (2006) in their assessment found out that head teachers indirectly contributed to student academic achievement through enhanced teacher commitment and beliefs about their collective level of capacity building. In addition, Ross and Gray (2006) re-analyzed data to test the association between leadership style and student attainment. From the findings, Ross and Gray (2006) indicated that head teachers who exhibited the transformational leadership

style bear a stronger effect on teachers' commitment to the mission of the institution. This in turn impacts indirectly to the school process and student academic attainment. This means that the principal strives to redefine the teachers needs to align with institutional preferences, raises the value of the teachers and motivates them to go beyond self-interests to embrace institutional objectives and strive towards achieving them. Through this, the commitment to the mission and vision of the school is elevated which in turn affects academic achievement. Data collection was performed using Likert items with a 6-point response scale ranging from strongly disagree to strongly agree within a questionnaire which is similar to the current study. The above reviewed study was also generalized to any school regardless of the level of the school whereas the current study specifically focused on primary schools. This research differs from the current due to the fact that it embarrasses on leadership styles over student achievement while the current study focuses on transactional leadership styles over teacher service delivery.

In understanding transactional leadership, persons are motivated through a system of rewards as well as punishment for non-performance and the overall relationship between the leader and the follower is one of quid-pro-quo. The positive relationships between contingent reward leadership and desired individual outcomes have been found in two recent meta-analyses (Judge & Piccolo, 2004; Podsakoff*et al*., 2006) ,in addition to other contingent reward leadership research not in the meta-analyses (Rowold&Schlotz, 2009; Zopiatis&Constanti, 2010). Transactional leadership is more closely related to traditional management methods in which the leader institutes organizational objectives and enters into a prescribed arrangement with the juniors based on the reward-punishment system. More specifically, other studies have reported strong relations between contingent reward leadership and higher levels of

employee job satisfaction, performance, commitment, and service delivery where persons perform responsibilities better with highest loyalty and obedience of the commands of the leader while the leader carefully monitors to ensure that the expectations are met.

Contingent reward leadership displays strong linear associations with desired outcomes (Judge and Piccolo, 2004; Podsakoff*et al.*, 2006) Zopiatis&Constanti (2010) reported that after completion of agreed upon job requirements and if the leaders provide valued rewards employees are likely to be more satisfied with their jobs and even report lower levels of stress and burnout, as valued rewards often minimize stress-related reactions (. The findings provide a rationality argument that managers should take actions within their power to increase contingent rewards, as higher levels of contingent reward leadership are associated to better individual results. With the above findings this study sought to establish how contingent reward leadership affects teacher service delivery.

Contingent reward incorporates the interpretation of the work necessary to obtain rewards and the use of incentives and contingent reward to exert influence (Solomon, 2005). It reflects follower anticipations and offers appreciation when objectives are accomplished. However, contingent punishment is applied in the event of below par or non-performance of given tasks. This leadership style is one in which coercion is vital with the leader holding the follower at ransom. This is despite the fact that the leader is able to articulate clearly what is to be done, how it is done and does not really define why it is done. The follower in this case does not contribute in terms of intellectual contribution of ideas that would define the goals of the organization in a

new way. Simply put, this style of leadership is a hybrid between democracy and dictatorship.

Transactional leaders use an exchange model, with rewards being given for good work or positive outcomes. Similarly, Bernard (2008) notes that within the context of Maslow's hierarchy of needs, transactional leadership works at the basic levels of need satisfaction, where transactional leaders focus on the lower levels of the hierarchy. On the other hand, individuals with this leadership style also can punish poor work or negative outcomes. One way that transactional leadership focuses on lower level needs is by stressing specific task performance and is not directly involved in the process rather than the outcome. Transactional leaders are effective in getting specific tasks completed by managing each portion individually.

Hay (2012) notes that transactional leaders are worried with processes rather than forward-thinking ideasand they operate mainly within the cultural defined limits in the organization without having to strive to change and redefine these limits. These types of leaders become and are more reactive than proactive whereby the actual involvement of the leader in the process is reacting to the outcome of the follower than the process as compared to transformational leadership. The concept of contingent rewards seems not to be questioned by those receiving the reward especially on whether the reward is adequate or not. The receiver of the reward might have reservations about the reward but are not in a position of questioning or negotiating.

To be more effective, Hargis (2011) notes that the reward options in this motivation system must be of concern to the teachers when an institutional setup is put in consideration. Basing on this argument, the notion of the type of reward and whether

it actually carries the intended influence comes into focus. This implies that in the case where the rewards given do not capture the attention of the teachers and the teacher is not satisfied or pleased, then the rewards will not provide effective motivation in efficient delivery of service. This means that there is a risk that the reward has been received yet the goals and objectives of the institution are not met at all or the standards are not below the required levels.

Contingent reward influences the service delivery in a variety of ways. However, the contingent reward system must inspire the overall desired behavior thus effective service delivery (Hackman, 2009). Shortage of compliance, poor attendance and lack of professionalism could also overlook the professional from the rewards.

Leaders are not recruited and awarded for their leadership potential but for their academic qualifications, research, teaching and community service. These leaders seldom receive critical training in strategic planning, budgeting, human resource development and faculty management (Sifuna, 2012). This means that the propensity of the leader defining a new system which is effective entirely depends on the organizations culture in terms of providing avenues for participatory change as well as the leadership ethos of the leader. This gives evidence to the study that most head teachers are not recruited due to their leadership styles, thus there is need to establish which leadership style they have and how it affects teachers' service delivery

In addition, Ongeri*et al*. (2012) conducted a study in Kenya on whether head teachers leadership style had a relationship with absenteeism among teachers. The study found that Contingent reward as factor of transactional leadership had the highest mean score.

A study by Wangithi (2014) investigated the influence of head teachers' leadership styles on teachers' job satisfaction on 844 teachers in 86 public primary schools in Kajiado North District. The study determined the degree to which the type of leadership style was practiced by the head teachers influenced the primary school teachers in terms of their levels of job satisfaction. The study postulated that the democratic leadership style was mostly adopted style in primary schools. After analysis, the study concluded that the head teachers' democratic leadership style influenced the teachers' levels of job satisfaction positively and the head teachers' laissez faire leadership style on primary school influenced teachers' levels of job satisfaction moderately while transformational leadership styles had a positive influence on the primary school teachers' levels of job satisfaction. Questionnaires were administered to the head teachers and teachers to collect the required information for the study. Data was analyzed both qualitatively and quantitatively and content analysis which obtained the frequencies, means and percentages.

Moreover, Minja (2010) found that leaders in Kenya practiced participative and a blend of transactional and transformational leadership styles. These findings contribute to the study by showing that head teachers were more predisposed to use transactional leadership style, the contingent reward factor. However, the findings do not show how head teachers contingent reward influences teacher service delivery. However, no study linked contingent reward leadership directly to teacher service delivery. The current study therefore adds sufficient insights on the aspects of contingent reward leadership and its effect on teacher service delivery. Hence, this study will show influence of head teachers' contingent leadership on teacher service delivery.

2.3   Influence of Passive Management onTeachers Service Delivery

Passive leadership is a combination of passive management-by-exception and laissez-faire leadership. It is a hybrid type of leadership and the effects of each individual elementemphasize the general effect of passive leadership. Bryman (2007) notes that it means avoiding action until mistakes or problems can no longer be ignored. Laissez-faire leadership is defined as the absence of leadership altogether which leads to low levels of service delivery. It is a hands-off approach in which the leader only reacts when things do not go to plan. In addition, Van Eeden*et al*. (2008) highlights that a non-listening, reactive leader who does nothing to curb predictablemistakes or problems is considered to be leading by the passive management- by-exception style.

In a study by Cole (2004), passive leadership negatively affects workplace safety and increase injury rates and low service delivery which is the same case with laissez-faire leadership. The findings by Cole (2004) are crucial to the current study sincethey provide support to the assumption that passive leadership influences teacher service delivery. However, his findings were limited within corporate setting but not in school setting.

A study by Laura*et al.* (2015) found out that the relation between the students' academic achievement and teachers' perceived leadership styles depends on the study field, the correlation being significant and positive only in Math. The above reviewed study was carried out in Romania among 243 students in 11th and 12th grade. The study employed the use of multi-factor leadership questionnaire as its data collection tool. The study's descriptive statistics included measures of dispersion such as the mean and standard deviation and independent samples t-test used in the study to test the hypothesis. The current study employed the use of questionnaires and interview

schedules and was conducted among 174 teachers and 58 head teachers from public primary schools in Nandi Central Sub-County, Kenya.

Furthermore, a study by Wilson (2004) submitted that employees of passive leaders ultimately have a perception that their organization does not care about their well-being or provide the support necessary to succeed or achieve the set objectives. In addition, the results suggest that workplace incivility may flourish under passive leaders resulting in low levels of service delivery. These findings have similar assumption with study that passive leaders care about well-being of teachers hence, improving their service delivery. However, the findings are inconclusive.

Additionally, results of a study carried out by Bernard, (2008) revealed that passive leaders can have serious implications for organizational effectiveness, and specifically, this passive leadership was associated with lower perceived support because of non-existent support and leadership, weaker organizational identity through non-ownership of the organization and the goals set, less citizenship behavior, and greater workplace incivility and low level of service delivery.

According to Hargis (2011), majority of the studies have focused on effective leadership behavior and paid relatively little to no attention to ineffective leadership behavior because both types of behavior are associated with particular type of effect whether positive or negative. The results of this study point out that the failure to lead or take the lead can have detrimental effects on organizational functioning. Explicitly, results suggested that passive leadership was associated with increased perceptions of workplace incivility, lower organizational identification, and reduced citizenship behavior. These findings have important implications for this research and practice and would help in defining the direction of research and the approach to defining the

leadership style. The findings inform the study on how passive leadership is associated with how teacher perceive their workplace.

In addition, George and Jones, (2008) stated that passive leadership has been shown through previous studies to affect organizations service delivery systems and the achievement of organizational objectives. For example, passive leadership has been shown to negatively impact on the safety climate and increase injury rates since the leader displays a reactive hands-off approach. Similarly, the laissez-faire leadership style has been found to effect greater role conflict, role ambiguity, and interpersonal conflict with coworkers, perceived bullying, and psychological distress. This shows an overall negative effect of a hands-off kind of leadership and a mixture of passive leadership and laissez-faire leadership is a hybrid that would have more negative effects on organizational performance and the level of employee job satisfaction which is directly linked to the level of service delivery. George and Jones, (2008) sought to extend this line of research to examine the effects of passive leadership on additional outcomes.

Similarly, Hetland *et al.* (2010) in their study argued that it is conceivable that well-intentioned supervisors could mistakenly perceive that passive leadership is an effective management style. For instance, supervisors might wish to avoid being perceived as 'micro-managing' subordinates and in such a case, there is the risk of the supervisors failing to carry out proper supervision which ends up attracting failure of not achieving the organizational objectives. Similarly, supervisors might understand that providing autonomy can be empowering and foster motivation among employees. This could lead individuals to assume that a hands-off approach to leadership is optimal (Sifuna, 2012). This might also provide an avenue in which mutual respect by

virtue of the role played in the organization is mistaken and would often breed and provide grounds for disrespect and the usurping of roles and powers.

Similarly, a study by Orodho, Eunice, and Obama (2016) in Homabay County state that that most principals were deficient in the types of leadership behavior that support the creation of a favorable learning environment and support to teachers necessary. This was effective for teaching and the expected enhanced students' academic achievement. The above reviewed study was conducted among 216 secondary school teachers and 39 principals. The current study was done among 1536 primary school teachers and 58 head teachers. The above reviewed study employed similar tools of data collection: Questionnaires to the teachers and interview schedule to the Head teachers and principals of the selected sampled schools. The above reviewed study was done in HomaBay County Kenya among secondary schools while the current study was done in Nandi Central Sub-County among Selected Primary Schools.

2.4   Active Management onTeachers Service Delivery

A study by Ware, (2012) states that the transactional leader works through creating clear arrangements whereby it is clear what is required of their juniors, and the rewards that they get for following instructions. A study by Al-Safran, Brown & Wiseman (2010) in USA investigated the effect of head teacher's leadership style on school outcome. After data analysis, the study revealed that the head teacher's leadership style was related to school results. This relationship is found to be both direct and indirect through the school environment. The study found out that the leadership style of the head teachers in Kuwait and USA school was very different. Kuwait schools' head teachers were authoritative while the USA was integrative. The study found out that the integrative head teacher's leadership style in USA

encouraged and created a cooperative school environment for better school outcome than the Kuwait schools' head teacher's authoritative mode of leadership. The above study fetched data from The Third International Mathematics and Science Study 1995 on Kuwait and the USA. The current study employed the use of questionnaires for teachers and interviews for head teachers to collect data relevant to the study. The study was conducted among 174 teachers and 58 head teachers in Nandi central Sub-County.

Organic leadership is an emerging leadership style because with the passing of time, new paradigms of leadership emerge. This leadership style is mixture of leadership paradigms focused around the humanistic and compassionate style of influence. This style is transformational in that people will morph into the identity of their respective narrative community and also reflects relational leadership in its attitude towards valuing people. It encompasses the humble attitude of servant leadership, making people the mission. Miller and Rowan (2006) studied the relationship between organic management and growth in student achievement by using two large scale data sets of longitudinal data. Additionally, Miller and Rowan (2006) looked at two different Cohorts in both reading and mathematics which involved above 5000 students among 146 schools in the United States. They found out that at the elementary level, when examining at the variables studied none of the measures of organic management of staff cooperation, teacher control or supportive leadership had any effect on achievement status. In trying to provide a means of understanding the mixture of various leadership paradigms, a problem emerges in that a more coherent description of this leadership style is not easy to pin down. They furtherhypothesized that organic management was not a powerful determinant to the student's academic achievement at neither the elementary nor the secondary level on education and the rates of

academic growth among schools was largely due to random school effects such as attendance.

Although much has been written about the organizational benefits of high-quality and effective leadership, very few studies have examined the effects of passive leaders. In addition, astudy by Hetland*et al*., (2010) on leadership and learning environment recently addressed passive management by exception, as part of a passive leadership style. Significant negative associations were found between passive leadership, embedding passive management-by-exception and perceptions of a less supportive work team (Hetland*et al*., 2010). Results from research has showed that passive leaders can have serious consequences for organizational effectiveness, and specifically, this passive leadership was associated with lower perceived support, weaker organizational identity, less citizenship behavior, and greater workplace incivility. Research has also shown that passive leaders avoid engaging with their subordinates, fail to make decisions, and are generally ineffective.

It is a leadership style that is defined as a combination of passive management by exception and laissez-faire exception and represents an avoidance of action until mistakes or problems can no longer be ignored and laissez-faire leadership is defined as the absence of leadership all together. In trying to understand the importance of active leadership, the negative effects of passive leadership have been highlighted. Through several studies, the passive leadership style has been shown to have a significant effect on organizations. For instance, passive leadership has been shown to negatively influence on the safety climate, increase in injury rates. Similarly, laissez-faire leadership, which is a component of passive leadership, has been found to result in greater role conflict, role ambiguity, interpersonal conflict with coworkers,

perceived bullying and psychological distress.The above findings demonstrate how active management leadership support team work without indicating its influences on teacher service delivery. Thus, this study will utilize the findings of the study on assessing effect of active management on teacher service delivery in schools.

Leaders are considered effective when their groups perform well against set standards and better service delivery. Basham (2012) further elucidates that traits that define leadership are included in either a group or individual category. This implies that effective leaders are able to attain high goals whether they are dealing at the individual level or group level because they are guided by the characteristics that define that particular leadership style. Qualities or traits include collaboration, shared purpose, disagreements with respect, division of labor and a learning environment. Individual traits include self-knowledge, authenticity/integrity, commitment, empathy and competence. Conversely, individuals with this leadership style also can punish poor work or negative outcomes until the problem is corrected. Basically, this implies that if this style of leadership is implemented, the main focus would be on the supervision processes, organization and group performance. The leader will mainly be concerned with efficiency rather than forward-thinking ideas. It is a leadership style that makes two assumptions about the team, that is; that the team is mainly motivated by rewards or punishment which implies that self-motivation is out of the question; that they must from the start, obey instructions to the letter without questions and should be closely monitored and controlled. These arguments will help the study to formulate questions on active management using the trait demonstrated above.

A study by Kipkemboi and Sirma (2014) in Nandi found out that leadership styles have a great impact on the working atmosphere in a school and consequently on

teachers job satisfaction. This would eventually have an impact on the accomplishment of the students and the overall objectives of the school. This would provide an avenue to understanding whether this dominant leadership style is hybrid or stand-alone and how it can be used to attain the objectives of the institution. Furthermore, Chirchir (2014) found out a positive and significant correlation between transactional leadership style and effective commitment and the transactional leadership attributes should be used in order to bring the positive influence on teacher's commitment. Although this is the case, there is a risk of not understanding whether the teacher is satisfied with the reward or they are made to only accept it because the leader cannot be questioned.

The reviewed literature concentrates on job satisfaction and trends of transactional leadership, job performance, and impact of transactional leadership and the correlation of transactional leadership on affective commitment. From this it's evident that no study had been conducted on transactional style of leadership on teacher service delivery in primary schools in Nandi Central Sub-County.

2.5 Research Gaps

The reviewedliterature has shown that much has been done on leadership styles including transactional leadership specifically for head teachers in schools. However, these studies did not concentrate on transactional leadership only hence their results were inconclusive. Further, most studies have linked transactional leadership of head teachers with job satisfaction, job performance but did not link with service delivery in schools. Finally, most studies were conducted in other countries and in Kenya it was conducted in other Sub counties but not in Nandi Central Sub-County in particular.

CHAPTER THREE

MATERIALS AND METHODS

3.0   Introduction

This chapter givesinformation concerning how the researcher obtained data and analysed it. It consists of the research design, area of study, the target population, the sampling procedures that were adopted, and the sample techniques and sample selected for the study. It also includesthe data collection methods which were employed. The validity and reliability of research instruments were also discussed as well as the data analysis techniques that were used and ethical considerations that were made.

3.1   Description of studyarea

The study was carried in Nandi central Sub-County in Nandi County, Kenya.Nandi County is in North Rift of Kenya. Nandi County bordered by Kakamega County, UasinGishu County, Kericho County, Kisumu County and Vihiga County. Nandi Central Sub-County has 193 public primary schools. This area was chosen for the study basing on the K.C.P.E results for the past five years.Some increase was observed although it was a slight increase. This is based on each years mean score in the KCPE results as tabulated in table1 in the appendix page.

3.2 Research design

Johnson &Onwuegbuzie(2010) note that research design is an outline and the procedures for research that cover the decisions from broad assumptions to detailed methods of data collection and analysis. The study useddescriptive survey design with both qualitative and quantitative approaches. A descriptive survey design provides a

thorough and accurate description survey. This kind of research design shows the state of affairs as it existed(Kothari 2004). The selected research design is suitable for the study as it describes opinions and influences of transactional leadership style over Teacher service delivery. The research design evolved description of contingent reward, active management, passive management and ways to enhance transactional service delivery. Transcriptive method was used to analyses the data collected from the interview schedules from the head teachers. The researcher interviewed headteachers while teachers were given questionnaires to establish the influence of transaction leadership style on teacher service delivery.

3.3 Target Population

A population is the whole group of individuals, events or objects having common evident features. A target population is that population to which a researcher wants to take a broad view of the results of a study (Coolican, 2013). In this study, the target population comprised1536teachers and 193 head teachers drawn from 193 public primary schools in Nandi Central Sub-County (Sub-County Education Director Office, NandiCounty, 2016). The table shows number of teachers and head teachers in each cluster which represents the target population.

Table 1:Target Population

Cluster/Division	Number of schools	Number of teachers
Emgwen	82	653
Kilibwoni	53	421
Kapsabet	58	462
Total	**193**	**1536**

3.4   Sample Size and Sampling Procedure

A sample size is the number of items to be selected from the universe (population) to constitute a sample (Kothari, 2009). A sample size is part of the target accessible population that has been procedurally selected to represent it.The sample size was 174teachers and 58 head teachers of the target populationwhich was 30% of the population as recognized by Mugendaand Mugenda (2003) as a suitable representative sample. This data wasobtained from the three divisions of Nandi Central Sub- County namely:Emgwen, Kilibwoni and Kapsabet.

The study used cluster sampling where the Sub-County was sub divided into three cluster (divisions). This was to ensure that every part of the sub-county was included in the study. Thereafter, simple random sampling was used to pick the sample size in every cluster as Creswell (2008) notes that to attain a required representation from various groups in a population was the objective of cluster sampling.The researcher used simple random sampling for teachers and purposive sampling for head teachers.

This method hadthe benefit of yielding research data that was generalized to the larger population. The procedure for selection of schools was done by writing all names of schools for each cluster in Nandi Central Sub County on pieces of paper, each put in a tin, mixed thoroughly and randomly picked 30% from each cluster. The picked schools represented the participants for the study. For the case of headteachers, they were purposely sampled to include male and female as it was observed from the instruments that there were more male headteachers than female.This was necessary in order to allow both male and female teachers and head teachers to take part in the study.

Table 2 below shows the number of schools sample size for headteachers and sample size for teachers.

Table 2: Sample Size

Divisions	No' of schools/ head teacher	Sample size (30%)	Teachers
Emgwen	82	25	75
Kilibwoni	53	16	48
Kapsabet	58	17	51
Total	**193**	**58**	**174**

Source: Nandi central Sub-County educational office. Statistics department 2015

As the table shows, averagely three teachers which represent 30% from each sample school participated in the study.This ensuredgeneralization of conclusions from the study to the entire population as it built a sample acceptable to the needs of the study (Orodho, 2009). From the sampling methodology, a total of 174 teachers were selected for the study whereas 58 head teacherswere selected giving a total sample size of 232 respondents.

3.5   Data collection instruments

This study utilized questionnaires to collect data from the teachers and interview schedule to collect data from the head teachers to collect data relevant to the study.

3.5.1 Questionnaire

Kothari (2008) notes that a questionnaire refers to a collection of items to which a respondent is expected to react usually in written. Questionnaires were used to obtain primary data from the sampled population.

The questionnaire wasdeveloped by the researcher in line with the study objectives. The questionnaire was sub divided into two sectionswhere section A dealt with demographic data of the respondents such as working experience of the teachers, gender of the teachers and professional qualification of the teachers while section B provided questions directly related to the research objectives. The questionnaires comprised of structured questions which were open and closed ended for all the objectives.

3.5.2 Interview schedulefor headteachers

This study utilizedin-depth interviews as a method of data collection. A semi structured interview schedule comprising of a set of questions was used to seek clarification from the respondent. Interview was used in collecting data from the head teachers sampled purposively from the 58 primary schools.

The researcher established a rapport with the respondents and questions were asked when the interviewer felt it was appropriate to ask them. The content and the objective of the interview did not differ from that of the questionnaire.

3.6   Validity and Reliability

3.6.1 Validity of the research instruments
Validity is the degree to which a given data collection instrument in a given study or research purports to measure what it is supposed to measure. Validity refers to degree to which evidence supports any inferences a researcher makes based on the information collected using particular instrument (Fraenkel*et al*., 2012). The questions in the questionnaire were brainstormed with colleagues and there aftermodifications and correctionsweremade.

To determine the content validity of interview schedule and questionnaire items, supervisors, lectures and experts from school of education face validated them. Suggestion and advice offered were used as a basis to modify the research items and made them more adaptable in the study. Their feedback was used to revise the instrument. Some input given by experts included explaining the terms contingent reward, passive management and active management to make respondents understand the content prior to answering the questions. This increased the credibility of answering the questions appropriately. The patients were also made simpler as advised

3.6.2 Reliability of the research instruments

Orodho (2009) defines reliability as the degree to which the instrument yields the same results on replicated trials. It is therefore the degree of consistency or whether it can be relied upon to produce the same results when used in two or more attempts to measure theoretical concepts. Reliable measuring tool need not be applicable (Kothari, 2008). To ensure reliability of the questionnaires and interview schedule, a pilot study was carried out in neighbouring Nandi South Sub-County using split half method. This area was used for piloting because the two sub-counties shared similar conditions. Sample questionnaires and interview schedule used for the piloting were not part of the number used in the main study. Comparing the results from the two piloting groups yielded same results.

This result indicated that the research instruments were reliable and therefore adopted for data collection, according to Oluwatayo (2012).

3.7 Data collection procedure

Upon approval of the research proposal, an introductory letter from Kisii University the researcher secured a permit from the National Council for Science and Technology Innovations (NACOSTI) for the purpose of collecting data from the selected sampled primary schools in Nandi Central Sub-County. When the permission was granted, the researcher sought appointment with Education Sub-County Director's office to approve data collection from the selected schools in the Sub-County.

The researcher then visited the respective selected primary schools to obtain samples of teachers. Teacherswere given questionnaires and interview was undertaken by headteachers. The instructions on how to fill the questionnaires were carefully explained to the respondents. They were further informedthat the information given was confidential and was used for the purpose of the study. Sufficient time was allowed for them to respond to the instruments accurately. After responding to the questionnaires and the interview undertaken, the researcher then collected them immediately for data analysis and thanked the respondents for sacrificing any kind of their resources for the success of the study.

3.8 Data analysis procedure

This refers to the important assessment of the coded data and making inferences (Kombo& Tromp, 2009).Data analysing includes sorting, editing, entering, coding, cleaning and processing of data (Nyakwara 2009). Once the questionnaires were collected and interviewsundertaken by the researcher, they werecoded and fed into the SPSS computer software and analysed. Sort functions were used in screening of data. The data constituted the basis for the study. Descriptive statistical techniques which

were frequencies and percentages were used to analyse the collected quantitative data. Findings were presented using frequencytables that gave record of a number of times a score or a response occurred through which conclusions and recommendations were made. Content analysis was used to analyse interview schedule and secondary data. Content was grouped into common themes and analysed. This constituted in determine the influence of transaction leadership style and its components thus contingent reward, active management and passive management on teachers service delivery in public primary schools in Nandi Central Sub County.

3.9 Ethical considerations

Permission to carry out the study was sought from the authorities thus, NACOSTI, Sub-County Director's Office and Head teachers of selected schools and from the teachers who participated in the study. The researcher took into account the effects of the research on teachers and headteachers, by assuring them that the information given would be treated with a lot of confidentiality and this would protect their decorum. In addition the researcher sought appointment and consulted with the schools involved in the study.

In this study, the researcher guaranteed and informed all the teachers and head teachers of the selected primary schools that the information given would be used for academic purposes only. This was done to ensure honest information wasgiven and also to enhance the process of data collection. The researcher guaranteed to the participants that nobody would be questioned about any information given. Moreover, no names or personal identification numbers were reflected in the questionnaire. The numbering of the questionnaires was for ordering purpose only and that these findings of the research were purely for research purpose and consent was required if the given

information was required for use elsewhere. Additionally, all cited work was acknowledged.

CHAPTER FOUR

RESULTS

4.0   Introduction

Thischapterpresents results for contingent reward, passive management and active management and ways to enhance teacher service delivery. Theresultspresentedhereare organizedunderthese key sections:descriptivestatistics and content analysis. Thedescriptive statisticsof therespondentsprovidesanoverviewof thedemographicanalysisof thesampleusedin thisstudy as well as results on study variables.

4.1   Response rate

From the data collected, out of the 174 questionnaires administered, 163 were filled and returned, which represents 94% response rate. This response rate is considered satisfactory to make conclusions for the study. This was in line with Bailey (2000) who noted that a response rate of 50% is adequate, while a response rate greater than 70% is very good. This implies that based on this assertion, the response rate in this case of 94% was therefore very good.

4.2   Demographic information of respondents

The demographic information helps the researcher understand the general view of respondents. The researcher sought to establish the general information of the respondents, which forms the basis under which the interpretations are made. This information was important to the study because it helped the reader to understand some issues that might be important in the analysis. Among the characteristics

regarding the respondents included; gender, teaching experience and the highest level of academic qualification.

Table 3: Demographic information for teachers

		Frequency	Percent
Gender	Male	43	26.4
	Female	120	73.6
	Total	163	100
Teaching experience	1-5	62	38
	6-10	44	27
	11-15	27	16.6
	16-20	11	6.7
	20 yrs and above	19	11.7
	Total	163	100
Highest level of academic qualification	B Ed	12	7.4
	Dip Education	82	50.3
	Cert	69	42.3
	Total	**163**	**100**

In terms of gender, 73.6% (120) of the respondents were female and 26.4% (43) of them were male. This indicated that the female: male ratio in the primary schools was 7:3 and thus it meant that there were more female teachers in public schools in Nandi Central Sub-County. Zhang *et al* (2008) contend that one would expect more female teachers at the primary level because in many countries female teachers were reported to produce better pupil-educational outcomes.

In regards to their teaching experience, 38% (62) of the respondents have worked for 1 to 5 years, 27% (44) of them had worked for 6 to 10 years, 16.6% (27) for 11 to 15 years, 11.7% (19) of them for over 20 years while 6.7% (11) of the respondents have worked for 16 to 20 years in the public primary schools.The results imply that majority of teachers had experience in the field. They were therefore capable of discharging their duties effectively.

With reference to the highest level of academic qualification, 50.3% (82) of the respondents have a Diploma education, 42.3% (69) of them certificate level of education which is equivalent to P1 level of education. The primary school teachers are basically certificate and Diploma level of education. This is contrary to the norm whereby teachers are required to have solid training in teaching subjects which requires more years in college and higher entry qualifications.

Findings from table 3 show that 73.6% of head teachers are female while 26.4% of them are male this show that there is affirmative action on women taken leadership roles among schools in Nandi County. Results further shows that 37% of the head teachers had worked as head teachers for 6 years while 62.3% had highest level of academic qualification.

Table 4: Demographic information of head teachers

		Frequency	Percent
Gender	Male	21	36.4
	Female	37	63.6
	Total	58	100
Teaching experience	1-5	16	28
	6-10	21	37
	11-15	15	26.6
	16-20	4	6.7
	20 yrs and above	1	1.7
	Total	58	100
Highest level of academic qualification	B Ed	36	62.3
	Dip Education	18	30.3
	Cert	4	7.4
	Total	58	100

4.3 Contribution of head teachers' transactionalleadershipstyle

The researcher deemed it important to establish the contribution of head teacher's transactional leadership style. The results were presented in Table 5.

Table 5: Contribution of headteachers' transactional leadership style

		SD	D	N	A	SA	Mean
My head teacher spends time and energy making certain that we adhere to the principles and standards we have agreed on.	Freq.	0	26	9	74	54	3.96
	%	0	16	5.5	45.4	33.1	
My head teacher challenge people to try out new and innovative ways to do their work.	Freq.	5	15	19	43	81	4.1
	%	3.1	9.2	11.7	26.4	49.7	
My head teacher actively listens to diverse points of view.	Freq.	8	12	22	77	44	3.84
	%	4.9	7.4	13.5	47.2	27	
My head teacher follows through on the promises and commitments that I make.	Freq.	9	14	21	77	42	3.79
	%	5.5	8.6	12.9	47.2	25.8	
My head teacher appeal to others to share an exciting dream of the future.	Freq.	1	12	27	66	57	4.02
	%	0.6	7.4	16.6	40.5	35	
My head teacher search outside the formal boundaries of my organization for innovative ways to improve what we do	Freq.	8	16	37	70	32	3.63
	%	4.9	9.8	22.7	42.9	19.6	

The respondents were asked whether the head teacher challenges people to try out new and innovative ways to do their work. Theresults from thestudyrevealedthat,ofthetotalrespondents,49.7% (81) stronglyagreed, 26.4% (43) agreed that the head teacher challenge people to implement novel and inventive ways to do their work;9.2% (15)disagreed,3.1% (5) strongly disagreedand11.7% (19)wereneutral. The results also showed a mean of 4.1 and standard deviation of 1.12. Since the head teachers challenge teachers to try out new and innovative ways to do their work, it can help create a classroom environment that is more motivated and educative for both the teachers and students. The resulting outcome is improved service delivery.

Indetermining whether the head teacher appeals to others to share an exciting dream of the future,thestudyrevealedthat;35% (57)oftherespondentsagreed that the head teacher appeals to others to share an exciting dream of the future,40.5% (66) of them agreed,7.4% (12) disagreed and 16.6% (27) were neutral (mean = 4.02 and standard deviation = 0.93). The results suggest that the head teachers encourage others to be optimistic of the future particularly by appealing to them to share an exciting dream of the future.

Inarelatedquestionofwhether the head teacher spends time and energy making certain that principles and standards agreed on were adhered to,results fromthestudyshowed amean of 3.96 andstandard deviation of1.01.Thiswasasaresultof 33.1% (54) of the respondents strongly agreeing, 45.4% (74) agreeing, and 16% (26) disagreeing and 5.5% (9) of them being neutral. The results imply that the head teachers dedicate their full time and attention on ensuring that principles and standards that are agreed on are adhered to.

Inordertofindoutwhether,the head teacher actively listens to diverse points of view respondents wereaskedtostatethedegreetowhichthey concurredwiththeabove.Ofthetotal respondents, 27% (44) of them strongly agreed, 47.2% (77) of them agreed, 7.4% (12) disagreed, 4.9% (8) strongly disagreed while 13.5% (22) of them were undecided. The item had a mean of 3.84 and standard deviation of 1.06. On the whole, the head teacher is appreciative of every ones' view. As such, there is inclusivity since everyone's views are put into consideration.

Arelateditemonwhether the head teacher follows through on the promises and commitments that they make.Ofthetotalrespondents, 25.8% (42) of the respondents strongly agreed, 47.2% (77) of them agreed, 8.6% (14) of them disagreed, 5.5% (9)

strongly disagreed while 12.9% (21) of them were neutral. Thispositionwas furtherconfirmed by the3.79meanandstandarddeviationof1.09. The results imply that the head teachers go through with the promises made. Consequently, subordinates are motivated to work towards attaining set goals or targets since they are assured that the promises made to them will be fulfilled.

Thestudy further enquired from the respondents whether the head teacher searches outside the formal boundaries of their organization for innovative ways to improve what they do.Theresultsrevealedthat19.6% (32) of them strongly agreed, 42.9% (70) of them agreed, 9.8% (16) disagreed, 4.9% (8) strongly disagreed though 22.7% (37) of them were undecided. The item mean was 3.63 and the standard deviation of 1.06. From the foregoing results, it is clear that the head teachers go out of their way to search for innovative ways to do their work. There is thus high level of commitment among the head teachers in an attempt to improve their performance.

Findings from the interview schedule showed that

> *"Teachers are reprimanded in case they are unable to complete their work. Besides, supervisor precisely records any of their mistakes and gives them what they want to exchange for their hard work. Moreover, the supervisors tell them that they can get special rewards when they show good work performance" (Head Teacher)*

Also findings from the head teachers on qualitative results revealed that the head teachers have created an atmosphere with mutual respect among teachers. Teachers are rewarded for good work and promoted for increased persistence. Teachers also reiterated the effectiveness of their head teachers. One of the teachers noted that they

encourage teacher collaboration to improve instructional strategies that would appeal to various learning styles. Besides, head teachers encourage new ways of doing things. Moreover, they fulfill the promises made to teachers in the event that they accomplish certain tasks.

Similarly, a study by Mohd (2012) stated that teachers talked more about different styles based on their relationships among the teachers and head teacher, and also about their expectations of what a head teacher should be, not specifically about what their head of school main leadership style may have been. Teachers generally expected head teachers to know about all aspects of their school, while still giving teachers autonomy and freedom to make good decisions in classrooms. Teachers wanted a strong leader who can make clear and consistent decisions, while earnestly considering all opinions involved. They also wanted a person with high moral character and someone whose integrity and intellect they respected.

4.4   Contingent Reward and its influence on teacher service delivery

This section of the analysis presents findings on contingent reward as a component of head teacher transactional leadership style. Table 6 illustrates the results.

Table 6: Contingent Reward as Component of Head Teacher Transactional Leadership

		SD	D	N	A	SA	Mean
He/she tells us what to do if we want to be rewarded for our efforts.	Freq.	5	13	26	90	29	3.77
	%	3.1	8	16	55.2	17.8	
There is close agreement between what I am expected to put into the group effort and what I can get out of it	Freq.	14	29	35	77	8	3.22
	%	8.6	17.8	21.5	47.2	4.9	
He/she rewards my achievement	Freq.	9	49	17	60	28	3.3
	%	5.5	30.1	10.4	36.8	17.2	
He/she recognizes my achievement.	Freq.	20	29	23	71	20	3.26
	%	12.3	17.8	14.1	43.6	12.3	
He/she rewards the staff members equally	Freq.	41	43	15	41	23	2.77
	%	25.2	26.4	9.2	25.2	14.1	

The researcher enquired from the respondents if the head teacher tells them what to do if they want to be rewarded for their efforts. The results were such that 17.8% (29) of them strongly agreed that the head teacher tells them what to do if they want to be rewarded for their efforts,55.2% (90) of them agreed,8% (13) of them disagreed,3.1% (5) strongly disagreed while 16% (26) of the respondents were uncertain. The affirmation was confirmed by a mean of 3.77 and standard deviation of 0.94 indicating less variation in the responses. In light of the foregoing results, it can be concluded that the head teacher effectively communicates to the teachers what is required of them so as to be rewarded. This means that the head teachers are very appreciative of improved service delivery among the teachers.

The respondents were also asked whether there was close agreement between what they were expected to put into the group effort and what they could get out of it. The results showed that 4.9% (8) of the respondents strongly agreed, 47.2% (77) of them agreed, 17.8% (29) of them disagreed, 8.6% (14) strongly disagreed while 21.5% (35) of the respondents were not sure. The item had a mean of 3.22 and standard deviation of 1. 072.It could be that there is a disconnect among the head teachers and teachers

with regard to close agreement between what is expected to be put into group effort and what is to be gained from the group work.

The respondentswere alsoasked whetherthe head teacher rewards their achievement,theresultsindicatedthat, 17.2% (28) of them strongly agreed,36.8% (60) of them agreed,30.1% (49) of them disagreed and 5.5% (9) of them strongly disagreed though 10.4% (17) of the respondents were not sure. The mean value for the same was 3.3 but the standard deviation was 1.223 which indicated a wide variation in the responses. The results could mean that the teachers are not adequately rewarded for exhibiting exemplary performance.

Thestudy soughttofindoutwhether the head teacher recognizes their achievement. 12.3% (20) of the respondents strongly agreed, 43.6% (71) of them agreed, 17.8% (29) of them disagreed, 12.3% (20) of them strongly disagreed while 14.1% (23) of them were neutral. The item revealed a mean of 3.26 and standard deviation of 1.24. The results suggest that achievements made by teachers are not always recognized by the head teachers. As such, this could demotivate teachers since their efforts are not adequately appreciated.

Finally, in bidtoestablish if the head teacher rewards the staff members equally,therespondents wereaskedtorespondaccordingly.14.1% (23) ofrespondents strongly agreed, 25.2% (41) of them agreed,26.4% (43) disagreed, 25.2% (41) strongly disagreedwhile9.2% (15) of the respondents werenotsure. The results summed up to a mean of 2.77 and standard deviation of 1.43 meaning that the respondents were not entirely in agreement. This shows that there is discrepancy in rewarding teachers which create conflicts among teachers and also it might lead to dissatisfaction and low service quality among discriminated teachers.

To add on the above quantitative results, head teachers also confirmed that they got credit and praise from the head of the school for doing their work well. As evidenced from the respondents, there was a close relationship between what they were expected to do and the reward for accomplishing these tasks. It was also revealed by teachers that they received special recommendations, praise and promotion for good work. In a nutshell, teachers got credit from the head of the school for a job well done and this stimulated them towards achieving expected performance. In this style of leadership, a high degree of staff morale is always enhanced (Mba, 2004).In addition, contingent reward leadership leads to positive outcome (Judge & Piccolo, 2004).

4.5 Active Management as Component of Head Teacher Transactional Leadership

The researcher sought to establish active management as a component of head teacher transactional leadership. Table 7 illustrates the results.

Table 7: Active Management as Component of Head Teachers' Transactional Leadership

		SD	D	N	A	SA	Mean
He/she focuses on my mistakes.	Freq.	25	41	35	43	19	2.94
	%	15.3	25.2	21.5	26.4	11.7	
He/she concentrates on failures.	Freq.	35	37	12	62	17	2.93
	%	21.5	22.7	7.4	38	10.4	
He/she arranges to investigate when things go wrong	Freq.	36	17	5	56	49	3.4
	%	22.1	10.4	3.1	34.4	30.1	
He/she recognizes my achievements	Freq.	27	11	19	74	32	3.45
	%	16.6	6.7	11.7	45.4	19.6	
He/she listens to diverse points of view	Freq.	20	20	37	61	25	3.31
	%	12.3	12.3	22.7	37.4	15.3	
He/she lets others know about my abilities	Freq.	37	28	21	60	17	2.95
	%	22.7	17.2	12.9	36.8	10.4	

Toestablishwhether the head teacher focuses on the respondents' mistakes,respondentswererequestedfortheiropinionandtheresultsweresuchthat,11.7% (19) of the respondents strongly agreed, 26.4% (43) of them agreed, 25.2% (41) of them disagreed, 15.3% (25) of them strongly disagreed while 21.5% (35) of the

respondents were neutral. The results summed up to a mean of 2.94 and standard deviation of 1.265 meaning that the respondents were uncertain. It could be that there is a disconnect between the head teachers and the teachers hence they are not completely certain if the head teachers focus on their mistakes.

Inrelatedquestions,onestablishingwhetherthehead teacher concentrated on their failures, thestudyresults revealed that,10.4% (17) of the respondents strongly agreed,38% (62) of them agreed,22.7% (37) disagreed,21.5% (35) of them strongly disagreed while 7.4% (12) of the respondents were neutral. The mean for thisitemwas 2.93 and the standard deviation was 1.375. This implies that head teachers concentrated more on teachers' failure rather than their effort which is against leadership literature transactional leaders need to encourage their subordinate anytime regardless their failure

In order to ascertain whether the head teacher arranges to investigate whenever things went wrong, results revealed that, 30.1% (49) of the respondents strongly agreed that the head teacher arranges to investigate whenever things went wrong,34.4% (56) of them agreed,10.4% (17) of them disagreed,22.1% (36) strongly disagreed while 3.1% (5) of them were neutral. The results summed up to a mean of 3.4 and standard deviation of 1.546.headteachers tried their best to bring teachers back to tract before they strayed for long.

Inordertofindoutwhetherthe head teacher recognized the respondents' achievements,therespondents wereasked fortheirviewsonthisandtheresults were such that 19.6% (32) of the respondents strongly agreed, 45.4% (74) agreed, 6.7% (11) disagreed, 16.6% (27) strongly disagreed while 11.7% (19) of the respondents were neutral. The item revealed a mean of 3.45 and standard deviation of 1.334.majority

of the head teachers recognized teachers' achievement and this creates a sense of increased service delivery.

Inordertofindoutwhetherthe head teacher listened to diverse points of view,therespondents wereasked fortheirviewsonthisandtheresultsshowed that 15.3% (25) of the respondents agreed, 37.4% (61) of them strongly agreed, 12.3% (20) disagreed while 22.7% (37) of the respondents were undecided. The results summed up to a mean of 3.31 and standard deviation of 1.23.it is important for head teachers to listen to diverse views from the teachers. This widens and opens up for new ideas to be generated. With many views given, the best will be gotten.

Additionally, in a bid to establish if the head teacher let others know about their abilities, the results were such that 10.4% (17) of the respondents strongly agreed, 36.8% (60) of the respondents agreed, 17.2% (28) of them disagreed, 22.7% (37) strongly disagreed while 12.9% (21) of the respondents were neutral. The results on the item summed up to a mean of 2.95 and standard deviation of 1.369. Understanding every individual's ability enables others to borrow a leaf from each other. This created mixed and improved ability all gunned at achieving the best.

Further findings revealed that the heads of the school made sufficient efforts towards ensuring that teachers made changes in order to improve their service delivery. As espoused by the teachers, head teachers intervened on their work for the purpose of corrective action and in this way they promoted teachers job satisfaction. As well, head teachers helped teachers to solve old problems in new and alternative ways. Besides, teachers confirmed that they were provided with new ways of looking at things which they did not understand. This stimulated them to participate willingly and happily in doing school duties. In totality, active management keeps the teacher

on the track all through the period of discharge of duties. This gives an evidence that active management has a positive influence on teacher service delivery.

4.6 Passive Management as Component of Head Teacher Transactional Leadership

The researcher found it necessary to establish passive management as a component of head teacher transactional leadership. The findings are as presented in table 8.

Table 8: Passive Management as Component of Head Teacher Transactional Leadership

		SD	D	N	A	SA	Mean
He/she corrects with humor	Freq.	33	37	18	49	26	2.99
	%	20.2	22.7	11	30.1	16	
His/her philosophy is 'what if ..	Freq.	19	24	28	64	28	3.36
	%	11.7	14.7	17.2	39.3	17.2	
He/she reacts to problems if they are serious.	Freq.	18	14	11	94	26	3.59
	%	11	8.6	6.7	57.7	16	
He/she is part and parcel of the teaching force	Freq.	27	10	10	80	36	3.54
	%	16.6	6.1	6.1	49.1	22.1	
He/she listens to our grievances	Freq.	34	12	15	58	44	3.4
	%	20.9	7.4	9.2	35.6	27	

Thestudysoughttoestablishwhetherthe head teacher corrects with humor.Theresultsfromthestudy indicatedthat 16% (26) of the respondents strongly agreed, 30.1% (49) of them agreed, 22.7% (37) disagreed, 20.2% (33) strongly disagreed while 11% (18) of them were neutral. The item had a mean of 2.99 and standard deviation of 1.41 meaning that the respondents were not entirely in agreement. A transformational leader is a person who stimulates and inspires (transform) followers to achieve extraordinary outcomes (Robbins and Coulter, 2007). He/she pay attention to the concern and developmental needs of individual followers; they change followers' awareness of issues by helping them to look at old problems in a new way ; and they are able to arouse, excite and inspire followers to put out extra

effort to achieve group goals. Transactional leadership theory is all about leadership that creates positive change in the followers whereby they take care of each other's interests and act in the interests of the group as a whole (Warrilow, 2012).

Therespondentswerefurtheraskedtogivetheiropinionon the head teachers' philosophy was what if. The results of the study showed that, 17.2% (28) of the respondents strongly agreed,39.3% (64) of them agreed,14.7% (24) of them disagreed,11.7% (19) of them strongly disagreed while 17.2% (28) of them were neutral. The item revealed a mean of 3.36 and standard deviation of 1.256 indicating that the respondents were not sure if the head teacher based his philosophy on what if.

In ordertoestablishwhether the head teacher reacts to problems if they are serious,resultsfromthestudyshowed that 16% (26) of the respondents strongly agreed, 57.7% (94) of them agreed,8.6% (14) of them disagreed,11% (18) of them disagreed while 6.7% (11) of them were neutral. The results summed up to a mean of 3.59 and standard deviation of 1.185 indicating that the head teachers react to problems if they are serious. One of the Head teachers during the interview clarified that:

> *"... in my school when a teacher makes any mistake, I have to reprimand him/her orally, and if the same mistake is repeated then I tell a teacher to write a note to make an apology on the same..., but at the same time I have to note down as my reference in note book... also in my school I do report lazy teachers to the district Education office so that they can be punished for their blunders otherwise things will not go as planned..." (Head teacher, March, 2016).*

Thestudy furthersoughttoknowwhether the head teacher was part and parcel of the teaching force.Resultsfromthestudy indicated that, 22.1% (36) of the respondents strongly agreed, 49.1% (80) of them agreed, 6.1% (10) of them disagreed, 16.6% (27) strongly disagreed while 6.1% (10) of them were neutral. The item had a mean of 3.54 and standard deviation of 1.348 indicating that the head teachers are part and parcel of the teaching force.

Thestudy alsosoughttoestablishwhetherthe head teacher listens to their grievances.Ofthe totalrespondents, 27% (44) of them strongly agreed, 35.6% (58) of them agreed, 7.4% (12) of them disagreed, 20.9% (34) strongly disagreed while 9.2% (15) of them were neutral. The item revealed a mean of 3.4 and standard deviation of 1.481 meaning that it is uncertain whether the head teacher listens to the respondents' grievances. In one of the schools from those were studied, a head teacher had this to say:

> *" ...I always involve my teachers in all issues done in my school, though are involved only in good things that leads to the achievement of school objectives and those that bring good achievement to my school. Things that are not good, I must decide myself not involving teachers and I am always a last decision maker to all issues that do not bring success to my school..." (Head teacher, March, 2016).*

With respect to passive management, teachers noted that it was important for the heads of the schools to perform routine checks and not take action only after things have gone wrong. Also, they find it prudent for the head teachers to promptly respond to urgent problems that arise in school. When mistakes arise, the heads need to offer

plausible solutions to the problems and derive appropriate mechanisms for identifying problems before they even occur.

4.7   Implications of teachers commitment to teaching

This section of the analysis presents the results on service delivery. The results were summarized and presented in table 9.

Table 9: Implications of teachers commitment to teaching

		SD	D	N	A	SA	Mean
When I promise to do something by a certain time, I do so.	Freq.	1	4	16	110	32	4.03
	%	0.6	2.5	9.8	67.5	19.6	
When a pupil has a problem, I show a sincere interest in solving it.	Freq.	16	0	0	72	75	4.17
	%	9.8	0	0	44.2	46	
I perform the service right the first time.	Freq.	3	19	6	94	41	3.93
	%	1.8	11.7	3.7	57.7	25.2	
I give pupils prompt service.	Freq.	12	0	0	101	50	4.09
	%	7.4	0	0	62	30.7	
I am always willing to help my pupils	Freq.	3	4	1	97	58	4.25
	%	1.8	2.5	0.6	59.5	35.6	
I am never too busy to respond to my pupils requests.	Freq.	34	3	2	73	51	3.64
	%	20.9	1.8	1.2	44.8	31.3	

Inabidtofindoutwhether the respondents did something by a certain time if they promise to do so,theresultsshowedthat 19.6% (32) of the respondents strongly agreed, 67.5% (110) of them agreed,2.5% (4) of them disagreed while 9.8% (16) of them were neutral. The overall mean of 4.03 and the standard deviation of 0.671 showed that there was less variation in the responses. The results imply that the respondents were effective since they are able to accomplish their individual set targets.

The respondents were also asked whether they showed a sincere interest when a pupil had a problem. The results revealed that 46% (75) of the respondents strongly agreed, 44.2% (72) strongly agreed while 9.8% (16) of the respondents strongly disagreed. The overall mean of 4.17 and standard deviation of 1.151implied that the teachers show a sincere interest when a pupil has a problem. The teachers dedicate their time and attention to ensure that learners have a conducive environment for learning and that the problems they encounter are resolved accordingly.

With an intention to find out whetherthe respondents perform theirduties right away first time, thestudyresultsindicatedthat, 25.2% (41) of the respondents strongly agreed, 57.7% (94) of them strongly agreed, 11.7% (19) disagreed while 3.7% (6) of the respondents were neutral. The overall mean of 3.93 and standard deviation of 0.959 implied that the respondents performed the service right the first time.

This means that the teachers work towards ensuring that their students' needs are met and within the required timeframe.

In ordertoestablishwhether the respondents were always willing to help their pupils,resultsfromthestudyshowed that 35.6% (58) of the respondents strongly agreed, 59.5% (97) of them agreed,2.5% (4) of them disagreed and 1.8% (3) of them strongly disagreed. The overall mean of 4.25 and standard deviation of 0.754 meant that majority of the teachers are always willing to help their pupils. This is indicative of high commitment levels among the teachers which results to improvement in their service delivery. One of the head teachers commented on the aspect of teacher commitment as quoted below;

> " ...Teachers are most of the time committed and have in many cases shown a lot of commitment in terms of teaching in classroom as well as helping the pupils outside classroom. I have always been encouraging my teachers on the need to being committed to helping the pupils. However, the level of commitment is not always guaranteed because of inadequate number of teachers. The available teachers always complain of being overwhelmed especially by not being able to cater for academic needs of all the pupils given that they most often have to teach many classes because of lack of teachers in the school..." (Head teacher, March, 2016).

Finally, thestudy alsosoughttoestablishwhetherthe teachers were never too busy to respond to their pupil's requests.Ofthe totalrespondents, 31.3% (51) of them strongly agreed, 44.8% (73) of them agreed, 1.8% (3) of them disagreed, 20.9% (34) strongly disagreed while 1.8% (3) of them were neutral. The overall mean of 3.64 and standard deviation of 1.469 implied that the teachers always have time to respond to the pupil's requests.

Teacher commitment has been shown to lead to increased job satisfaction, performance, decreased employee turnover, decreased intention to leave, decreased intention to search for alternative jobs and decreased absenteeism from school.Studies on the influence of leadership style and organization commitment reveal a positive significant relationship. The level of impacts varies with the type of leadership style and component of commitment. Studies in the educational sector in Pakistan indicated that both transformational and transactional leadership have a positive influence on commitment (Rehman, *et al*, 2012).Another head teacher was quoted saying;

> *"... Although the teachers have had the time to attend to the needs of the pupils, they need to be encouraged not only at the school leadership level but also at the concerned ministry of education. This is because the amount of workload is too much given that there are not enough teachers. This gravely affects the performance of the pupils especially in the national examination. In many cases, the school has to prioritize on pupils in class 7 and 8 because of the exams. Although this has resulted in better achievement of the pupils, the results do not always meet the expectations in addition to the neglect of the lower classes. Basically, I strive to encourage the teachers and this has*

assured some level of commitment from them to the goals of the school…"
(Head teacher, March, 2016).

On the same note, it was found out that teachers noted that there were a number of initiatives that head teachers could take to improve service delivery. It was also found out that the teachers wanted head teachers to allow them freedom to use different techniques in teaching, such as freedom to make innovations in their area of expertise,join in decision making that affects them and formation of task force committees to look into problems that require immediate attention.

Ross and Gray (2006) supports this in his results that the headteachers effect on academic accomplishment primarily occurs through leadership contributions to teacher perception in terms of capacities, commitment to professional values and collective teacher efficacy.

The extant literature indicates that contingent reward leadership is most strongly related to outcomes, though it has received less attention and in some cases considerable criticism (Judge & Piccolo, 2004; Podsakoff, *et al* 2006). It is therefore notable that the aforementioned authors do not show contingent reward leadership relate to teacher service delivery. This is also the case with Webb (2007) who indicated that there was an optimistic association between contingent rewards and organizational results.

Similarly, Zopiatis&Constanti, (2010) noted that if leaders provide followers with valued rewards such as recognition or compensation, followers are likely to be satisfied with their job and exhibit lower levels of stress and burnout which will in turn enhance their service delivery. From prior literature, the notion is that contingent

reward leadership leads to high levels of job satisfaction, performance, and commitment. From the study, contingent reward leadership positively and significantly relates with teacher service delivery.

Chirchir*et al*. (2014) carried out a study on the level of commitment of teachers given the leadership style of the head teacher while specifically focusing on the transformational and transactional leadership. From their findings, it was revealed that there was a significant and positive relationship between transformational and transactional leadership styles and teacher commitment. This implies that the perceived transformational leadership style used by head teachers in primary schools impacts directly on normative commitment.

4.8   Ways by Which Head Teachers Can Enhance Teachers' Service Delivery

The researcher sought to establish the ways in which the head teachers can enhance teacher service delivery. From the results, half of the respondents stated that the head teacher can enhance teachers' service delivery through the use of pupil premium. Also, there was an equal agreement by the respondents that teacher service delivery can be increased through consistency of approach and Continuous Professional Development, this was at a proportion of 45%.The rest of the respondents noted that teacher service delivery can be increased through personalized learning (44%),vision and aims (35%),ownership (33%),shared leadership (28%) and managing change (26%).

Majority of headteachers postulated that they used democratic leadership style and accompanied it with any other depending on the prevailing situation. Some of the headteachers responded to say they use all the leadership style because a single style

wound not is sufficient as leaders encounter massive situations which compel them to vary their leadership styles. Furthermore, headteachers perceived transactional leadership style as one of the best. This is because they felt it directs a teacher to fight towards achievement of the set target. It also limits the task of a head teacher having to check critically and openly what a teacher is doing. Very few of the head teachers said that it is an expensive style because tangible rewards are preferred.

The contingent reward on the other hand motivated few teachers who worked hard towards achievement of their targets. They work tirelessly with an aim of doing well in order to receive a reward. Majority of the teachers who do not receive rewards positively get discouraged as it serves as a punishment thereby lowering their commitment to teaching.

Moreover, head teachers pointed out that passive management was seen to demoralize teachers' effort in service delivery. Although it is a component of transactional leadership style, majority of the headteachers did not like its application in their leadership system.

Active management was preferred by many. This provided room for adjustment before deviations went far. They also stated that this demonstrated a democratic way of doing things as it involved discussions. Few of the respondents were opposed to it in that it wasted time and may cause instability at the time of corrections.

Headteachers suggested that service delivery could be improved through application of some innovativeness such as and not limited to giving incentives, creating a free atmosphere for self-expression at all times, guiding and counseling, motivation, delegation of duty, appraisal, applauding teachers when they do well or come up with

new ideas and promotions. It is clear that schools that have efficient leadership generally have a happy community of students and teachers. Their performance could be attributed to a leadership of its managers which is responsive to the needs of the subordinates and the students. On the contrary, schools which do not performed well could be attributed to poor leadership leading to lack of commitment of teachers. In general, head teachers prefer the use of transactional leadership style as revealed by their responses.

CHAPTER FIVE

DISCUSSION

5.1   Introduction

Thischapterpresentsthesummary ofthestudy findings in relation to the various aspects such as demographics as well as the objectives of the study.

5.2   Summary of Findings

This research aims at discussing the influence transactional leadership style and teachers service delivery.

5.2.1 Demographic information

The demographic information of the respondents revealed that majority of the teachers were female who had worked for over a year at the public primary schools in Nandi central Sub-County. Majority of the teachers had Diploma and Certificate level of education as their highest level of academic qualification. In reference to work experience, most head teachers of the selected public primary schools in Nandi Central Sub-County had served in the position of head teacher for a period of 11 years and above.

5.2.2 Contribution Of Contingent Reward On Teacher Service Delivery

The results on contingent reward as a component of head teachers' transactional leadership revealed that the head teacher informed the staff of what to do if they were to be rewarded for their efforts. It was however not fully established whether the head teachers' recognized teachers' achievement and rewarded staff members equally and

if there was close agreement between what teachers were expected to put into group effort and what they could get out of it.

Contingent reward involves use of rewards and punishment for high and low achievers respectively. In the questionnaire which sought to find out contribution of contingent reward, majority of the respondents 55.2% agreed to the fact that head teachers told them what to do if they were to be rewarded for their efforts. Another big number of respondents strongly agreed to the same. Fewer disagreed to the fact with gotten results, contingent reward contribute lowly on teacher service delivery. It was further observed that achievements were rewarded as well as being recognized. The issue of rewarding teachers equally met a lot of disagreement. 43 respondents disagreed and 41 strongly disagreed that the head teachers rewarded them equally compared to same number that consented to this idea. Therefore a bigger number of teachers do not receive rewards especially the low achievers hence de-motivation which leads to low commitment to duty. Although all teachers strive to attain the set goals and targets agreed upon in their institutions, head teachers have a responsibility to give desired direction.

5.2.3 How Active Management Influences Teacher Service Delivery

With reference to active management, as component of head teachers' transactional leadership style, it was revealed that the head teachers recognized the teachers' achievement though it was not fully ascertained if the head teacherusually arranged to investigate whenever things went wrong and whether he/she let others know about their abilities. Moreover, it was also uncertain if the head teachers listened to diverse points of view and if they concentrated on teachers failures.

To establish the final results for influence of active management, results reverted many of the respondents to be against these component. A number almost the same liked this contently. Some 0f the respondents were not able to display their actual position and they remained neutral. A head teacher is to be good listener as demonstrated by 61 participants as this uplifts the level of personal achiverment. It is equally important for head teachers to let others know about a teacher's ability. These abilities will enable others work harder to achieve organizational goals and targets. Active management influences service delivery in schools and should be applied with a lot of caution.

5.2.4 How Passive Management Influences Teacher Service Delivery

Additionally, results on passive management as a component of head teachers' transactional leadership showed that the head teacher was part and parcel of the teaching force. Also, the head teacher reacted to problems if they were serious. However, there was doubt whether the head teacher listened to teachers' grievances and corrected them with humor

Passive management, which allows things to happen before stepping in , had this outcomes. Head teachers corrected teachers with humor while another number strongly disagreed and disagreed meaning that the head teachers at times are hush. The philosophy of "what if" finds better space as 64 respondents supports. The rest of the respondents were not sure of what exactly head teachers does. 94 participants support the fact heads of schools only react to a problem if it is serious. Very few where neutral likewise to those on the disagreed. Although the headteachers are recommended for their response ,I encourage them to pay attention to all problems , small or big. The head teacher is teacher is teacher number one for those to emulate

him or her as evidenced by 80 participants. Robbies and couter (2007) states that leaders stimulate followers to achieve extra ordinary outcomes. Teachers have different views about passive management perhaps depending on attitude. Some teachers may create problems when corrected hence allowing no humor amongst themselves. Head teachers were also heard saying they only encourage good things that help maintain school culture.

5.2.5 Ways To Enhance Teachers Service Delivery

The respondents further articulated on ways to improve service delivery. These included pupil premium, personalized learning, shared leadership, managing change and ownership among others. Teachers are noticed being committed in leading through punctuality, interest, will and prompt service.

To sum up, head teachers usually directed their efforts towards enhancing teacher service delivery. Some of the ways that were being employed included; use of pupil premium, consistency of approach and Continuous Professional Development (CPD), personalized learning, vision and aims, ownership, shared leadership and managing change.

Finally transactional leadership style and its components influence teacher service delivery.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1   Introduction

This chapter presents conclusions and recommendations of the study based on the findings presented.

6.2   Conclusions

The study on transactional leadership style concludes that, contingent reward leadership exhibited a negative and significant effect on teachers' service delivery. In contingent reward leadership, the staff was made aware of what they were supposed to do if they wanted to be rewarded for their efforts. However, when head teacher (s) assigned tasks that allowed teachers to easily accomplish, it did not contribute to service delivery. There is thus need for further study on the same since whenever teachers are motivated, service delivery is enhanced.

Additionally, the study findings have shown a link between active management in transactional leadership style and teacher service delivery. In active management, the head teacher recognized teachers' achievement though emphasis on compliance with the rules in place. The use of rewards and punishment was evident. The head teachers were considered effective in the event that their subordinates performed well against set standards and better service delivery. In light of the foregoing literature, active management fosters effective service delivery though it should be ensured that it does not pose a threat to autonomy.

To sum up, there were overwhelming evidence from the study that passive management in transactional leadership style contributed positively to service delivery. This was contrary to the extant literature on passive management. It seems that in the school setting, providing autonomy empowers and motivates the staff thereby improving their service delivery. The study provides ground for further research on passive management in the school setting in order to have conclusive results on its influence on teacher service delivery.

Finally, the ways in which head teachers could enhance teachers' service delivery were identified. The ways that contributed immensely to teacher service delivery were personalized learning, CPD and the use of pupil premium. However, head teachers presence in school and monitoring least contributed to teacher service delivery. This inferred that leaders who constantly intervene on teachers work for the purpose of corrective action might create feelings of interference.

6.3   Recommendations

The study on influence of head teachers' transactional leadership style on teacher service delivery givesthe following recommendations:

i.   The head teachers need to ensure that the rewards offered to staff capture their attention so that it can provide effective motivation in effective service delivery. More importantly, it is utmost necessary for the head teachers' to recognize teachers' achievement and reward staff members equally.

ii.   With respect to active management, it is recommended that head teachers should recognize teachers' achievement. Also, they should listen to diverse points of views rather than concentrating mainly on teachers' failures. As well,

it is important for the head teachers' to investigate whenever things went wrong so that they can establish the cause of the problem. Additionally, head teachers should ensure that active management does not affect autonomy of the staff. In so doing, better service delivery will be realized.

iii. Further, passive management has a positive influence on teacher service delivery. As head teachers increase autonomy in the school, it is important for them to be part and parcel of the teaching force. The head teacher needs to listen to teachers' grievances and engage with them so as to foster increased service delivery. As well, the head teachers should make sufficient efforts to curb foreseeable problems rather than wait for them to occur so as to take measures.

iv. Finally, the manners in which teacher service delivery can be enhanced were identified. Therefore, in order to enhance teacher service delivery, it is important to have personalized learning with the use of pupil premium. There is also need for personalized learning as well as consistency of approach. In addition, monitoring should be at a level that does not bring about interference to teachers' work.

6.4 RecommendationsFor Further Research

Based on the findings of the study, a number of recommendations were suggested with the aim of providing a means of solving the gaps identified and encountered in this research and improve the related research studies conducted by other researchers in the future.In this research, future researches are recommended not only focus on public primary schools in Nandi Central Sub-Countybut also focus in primary schools in other counties. By doing so, the research can be conducted in a much more specific way and researchers are able to track to most significant factors

that could influence teacher service delivery.The recommendations were;

i.   Contingent reward and its effectiveness in teacher service delivery.

ii.   Influence of passive management in a school setting.

iii.   Effects of active management on teacher commitment in schools.

iv.   Ways to enhance teacher service delivery in primary schools.

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APPENDIX I: TEACHERS' QUESTIONNAIRE

I kindly request you to complete the questionnaire to the best of your knowledge. All the information you provide will be used for the purpose of this research only. Tick the correct alternative and fill in the spaces where applicable.

SECTION A - BACKGROUND INFORMATION OF THE TEACHER

1. Give your gender?   Male [ ]   Female [ ]

2. How long have you been a teacher?

    1 – 5 years   [   ]   6 – 10 years   [   ]

    11 – 15 years   [   ]   16 – 20 years   [   ]

    20 years over   [   ]

3. What is the highest level of your academic qualification?

    (i)   M. Ed   [   ] (ii) B. Ed [   ]   (iii) Dip Education [   ]

    (iv) Certificate [   ]

    (v)   Others. Specify…………………………………………………….

SECTION B I: CONTRIBUTION OF HEAD TEACHERS' TRANSCTIONAL LEADERSHIP STYLE

Note: Transactional leadership is a kind of leadership style which promotes compliance used in a school by head teachers through rewards and punishments.

Please tick the most appropriate scale representing the degree to which you agree or disagree with the following attributes

Key:

Where *SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD= Strongly Disagree*

	SA	A	N	D	SD
My headteacher spend time and energy making certain that we adhere to the principles and standards we have agreed on.					
My headteacher challenge people to try out new and innovative ways to do their work.					
My headteacher actively listen to diverse points of view.					
My headteacher follow through on the promises and commitments that I make.					
My headteacher appeal to others to share an exciting dream of the future.					
My head teacher search outside the formal boundaries of my organization for innovative ways to improve what we do					

Please indicate any other contribution of head teachers' transactional leadership style

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

SECTION B II :CONTINGENT REWARD AS COMPONENT OF HEAD TEACHER TRANSACTIONAL LEADERSHIP

Note: contingent is where a head teacher provides various rewards for successful performance on mutually agreed goals.

Please tick the most appropriate scale representing the degree to which you agree or disagree with the following attributes

Key:

Where *SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree*

	SD	D	N	A	SA
He/she tells us what to do if we want to be rewarded for our efforts.					
There is close agreement between what I am expected to put into the group effort and what I can get out of it					
He/she rewards my achievement					
He/she recognizes my achievement.					
He/she rewards the staff members equally					

Please indicate other various rewards and recognitions you receive from your head teachers for job well done

…………………………………………………………………………………………

…………………………………………………………………………………………

SECTION B III :ACTIVE MANAGEMENTAS COMPONENT OF HEAD TEACHER TRANSACTIONAL LEADERSHIP

Note: Active management is where a head teacher monitors deviations from rules and standards then takes corrective measures to prevent mistakes

Please tick the most appropriate scale representing the degree to which you agree or disagree with the following attributes

Key:

Where *SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree*

	SD	D	N	A	SA
He/she focuses on my mistakes.					
He/she concentrates on failures.					
He/she arranges to investigate when things go wrong					
He/she recognizes my achievements					
He/she listens to diverse points of view					
He/she lets others know about my abilities					

Please indicate various ways your head teacher help you to make changes in order to improve your service delivery in future

…………………………………………………………………………………………

…………………………………………………………………………………………

SECTION B IV: PASSIVE MANAGEMENT AS COMPONENT OF HEAD TEACHER TRANSACTIONAL LEADERSHIP

Note: passive management is when a head teacher intervenes only when desired performance is not achieved and responds through punishment.

Please tick the most appropriate response that corresponds closely to your desired scale representing the degree to which you agree or disagree with the following attributes

Key:

Where *SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree*

	SD	D	N	A	SA
He/she corrects with humor					
His/her philosophy is 'what if ..					
He/she reacts to problems if they are serious.					
He/she is part and parcel of the teaching force					
He/she listens to our grievances					

How else would you prefer your head teacher to respond to mistakes when performance is not achieved?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

SECTION B V: SERVICE DELIVERY

Please tick the most appropriate degree to which you agree or disagree with the following attributes

Key:

Where *SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree*

		SD	D	N	A	SA
1.	When I promise to do something by a certain time, I do so.					
2.	When a pupil has a problem, I show a sincere interest in					
3.	Solving it.					
4.	I perform the service right the first time.					
5.	I give pupils prompt service.					
6.	I am always willing to help my pupils					
7.	I am never too busy to respond to my pupils requests.					

Which various ways can your headteacher improve your service delivery

i.   …………………………………………………………………………………

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

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

ii.   …………………………………………………………………………………

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

iii.   …………………………………………………………………………………

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

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

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

iv.   …………………………………………………………………………………

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

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

v.   …………………………………………………………………………………

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

APPENDIX II: INTERVIEW SCHEDULE FOR HEAD TEACHERS

1. Please describe your styles of leadership

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

2. What is your perception towards head teachers' transactional leadership style in schools?

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

3. How does contingent reward influence teacher service delivery?

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

4. How does passive management influence teacher service delivery?

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

5. How does active management influence teacher service delivery?

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

6. Which other ways can you apply to improve teachers' service delivery?

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

APPENDIX III:NANDI CENTRAL SUB-COUNTY KCPE RESULTS

Nandi Central Sub-County KCPE Results for the last 5 Years

DIVISION	2009	2010	2011	2012	2013
KAPSABET	271.647	273.395	275.817	279.777	279.81
KILIBWONI	264.922	267.887	269.841	268.409	268.43
EMGWEN	256.299	258.926	261.793	260.978	265.15
TOTAL	264.29	266.736	269.15	269.721	271.13

Source: Nandi Central Sub-County Education Office

APPENDIX IV: RESEARCH AUTHORIZATION LETTER (UNIVERSITY)

KISII UNIVERSITY

(ISO 9001:2000 Certified Institution)

ELDORET CAMPUS

OFFICE OF THE DEPUTY DIRECTOR-ACADEMIC AFFAIRS

Phone: 020-2610479
Email:eldoretcampus@kisiiuniversity.ac.ke

P. O. Box 408- 40200
ELDORET-KENYA

15ᵗʰ December, 2015

TO WHOM IT MAY CONCERN

Dear Sir / Madam.

RE: RESEARCH DATA COLLECTION

CHEBONYE ROSE TALAM   EM17/03646/14

The above named is a bonafide student of Kisii university- Eldoret Campus pursuing a Master's degree in Education Management (Administration Option) in the Faculty of Education and Human Resource Development.

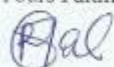She is working on her research entitled *"Influence of Headteachers' Transactional Leadership style on Teachers' Service Delivery in Primary Schools in Nandi Central Sub-county of Nandi county-Kenya ."* in partial fulfilment for the requirement of the Award of Masters of Education Management.

We are kindly requesting your office to provide her with the permit to proceed to the field for data collection and completion of her research.
Please do not hesitate to call the undersigned for any verification.

Any assistance extended to her will be highly appreciated.

Yours faithfully.

Charles O. Ongiyo (0720...905)

DEPUTY DIRECTOR – ACADEMIC AFFAIRS

APPENDIX V: RESEARCH AUTHORIZATION LETTER (INDIVIDUAL)

Chebonye R. Talam

P.O Box 43-50305,

Sirwa.

Date: 28th Jan 2016

The Sub- County Director of Education

Nandi Central Sub- County

P.O Box 36,

Kapsabet.

Dear Sir/Madam

REF: PERMISION TO VISIT SCHOOLS FOR RESEARCH DATA COLLECTION

I am a student at Kisii University Eldoret Campus persuing a Masters Degree in Education Management (Administration) in the Faculty of Education and Human Resource Development. My admission number is EM17/03646/14.

I am working on my research entitled '*Influence of Head teacher's Transactional Leadership style on Teacher's service Delivery in Primary Schools in Nandi Central Sub-county of Nandi County –Kenya*'

Kindly grant me permission to visit various schools for collection of data to enable me complete my research.

Attached is a letter of the same from Kisii University Eldoret Campus.

Thank you in advance.

Yours Faithfully

Chebonye R. Talam

TSC NO: 276544

MOB NO: 0722 573 403

APPENDIX VI: RESEARCH AUTHORIZATION LETTER (MINISTRY)

REPUBLIC OF KENYA

MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

Telephone:Kapsabet (053)-52084
Fax: 05352084
E-mail: deonandicentral@yahoo.com

Sub-County Education Office,
Nandi Central,
P. O. Box 36,
KAPSABET.

When replying please quote
Ref.NCD/80/VOL.III/109

28th January, 2016.

The Headteachers,
Primary Schools,
Nandi Central Sub-County.

Ref: RESEARCH DATA COLLECTION AUTHORIZATION LETTER – CHEBONYE R. TALAM

Your application to conduct research on *"Influence of Head teacher's*

Transactional Leadership style on teacher's service delivery in Primary Schools

in Nandi Central Sub-county, Nandi county" is hereby granted.

Mrs. Chebonye R. Talam is here by given the permission to visit schools

within Nandi Central Sub County and collect the information required.

All the best as you conduct your research.

For: Sub County Education Officer
Nandi Central

Richard K. Melly
Sub-County Education Officer,
Nandi Central Sub-County.

APPENDIX VII: RESEARCH AUTHORIZATION LETTER (NACOSTI)

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471.
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

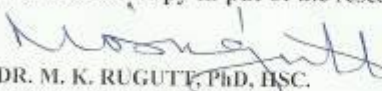Ref. No. **NACOSTI/P/16/23697/9290**

Date:

17th February, 2016

Rose Chebonye Talam
Kisii University
P.O. Box 402-40800
KISII.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of headteachers' transactional leadership style on teacher service delivery in primary schools in Nandi Central Sub-County of Nandi County, Kenya"* I am pleased to inform you that you have been authorized to undertake research in **Nandi County** for a period ending **17th February, 2017.**

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

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

DR. M. K. RUGUTT, PhD, HSC.
DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nandi County.

The County Director of Education
Nandi County.

APPENDIX VIII: RESEARCH PERMIT (NACOSTI)

CONDITIONS

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

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 7831

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MISS. ROSE CHEBONYE TALAM
of KISII UNIVERSITY, 0-50305
KAPSABET, has been permitted to
conduct research in *Nandi* County

on the topic: *INFLUENCE OF HEADTEACHERS' TRANSACTIONAL LEADERSHIP STYLE ON TEACHER SERVICE DELIVERY IN PRIMARY SCHOOLS IN NANDI CENTRAL SUB-COUNTY OF NANDI COUNTY, KENYA*

for the period ending:
17th February, 2017

Permit No : NACOSTI/P/16/23697/9290
Date Of Issue : 17th February, 2016
Fee Recieved :Ksh 1000

....
Applicant's Signature

....
Director General
National Commission for Science,
Technology & Innovation

APPENDIX IX: MAP OF NANDI CENTRAL SUB-COUNTY

chebonye333