

**THE EFFICACY OF HEAD TEACHERS' LEADERSHIP STYLES ON
TEACHERS' ORGANIZATIONAL COMMITMENT: A STUDY OF PUBLIC
PRIMARY SCHOOLS IN NAKURU NORTH DISTRICT, KENYA**

PRISCILLA GATHONI GACHOKA

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ABSTRACT

The leadership style adopted by head teachers influences various aspects of the school effectiveness and operations including teacher organizational commitment. However, there is still lack of clear understanding of the best and most effective leadership style or a mix of them that positively influence organizational commitment among teachers, especially in developing countries. This study sought to assess the influence of leadership style on organizational commitment of teachers among public primary schools in Nakuru North district, Kenya. The study adopted a descriptive survey research design. The study population included 854 teachers in the 40 public primary schools with a pupil population of 31,049 including 15,350 girls and 15,699 boys. A sample of 180 teachers and 34 head teachers was drawn from the 34 schools. Data was collected using semi-structured questionnaires administered to teachers and head teachers. The questionnaires were pilot-tested to validate and determine their reliability. The collected data was analyzed using descriptive and inferential statistics which included frequency counts, means, percentages and ANOVA with the aid of Statistical Package for Social Sciences (SPSS) version 17.0 for Windows. The study established that leadership styles of primary school head teachers did influence organizational commitment of teachers to their schools. More than half of the teachers were found to have low or average commitment to their various schools. It was hoped that the findings of the study would identify the influence of head teachers' leadership style on teachers' organizational commitment. Such information would equip administrators with knowledge to influence commitment of teachers to the benefit of the pupils, the teacher, and the school system.