

Headteacher's Leadership Styles and Organizational Commitment of Teachers in Primary Schools in Bitooma Sub-County, Bushenyi District

Apollo Batondaine¹, Tukur Muhamadu², Kamami Wilson³, Hassan Amwine⁴, Twesiime Monica⁵, Eze Chidinma Esther³, Val Hyginus Udoka Eze^{6*}

¹Department of Education Management and Administration, Kampala International University, Uganda

²Department of Education Science, Kampala International University, Uganda

³Department of Education Foundations, Kampala International University, Uganda

⁴Department of Library Science, Kampala International University, Uganda

⁵Department of Business Administration, Kampala International University, Uganda

⁶Department of Publication and Extension, Kampala International University, Uganda

*Corresponding Author: Val Hyginus Udoka Eze, udoka.eze@kiu.ac.ug, Department of Publication and Extension, Kampala International University, Western Campus, Ishaka, Uganda (ORCID: 0000-0002-6764-1721)

ABSTRACT

This study investigates the relationship between leadership styles and teacher commitment in primary schools within Bitooma Sub-County. Utilizing a sample size of 107 teachers and 8 headteachers, data was collected through interviews and questionnaires. Results indicate a strong positive correlation between transformational leadership and teacher commitment, while transactional leadership shows a moderate positive correlation. Conversely, laissez-faire leadership demonstrates a negative correlation with teacher commitment. Regression analysis confirms the significant impact of transformational leadership on teacher commitment, highlighting the importance of leadership style in fostering teacher dedication and retention.

Keywords: Leadership Styles, Teacher Commitment, Transformational Leadership, Transactional Leadership, Laissez-faire Leadership

INTRODUCTION

Teachers who demonstrate high levels of organizational commitment are invaluable assets to educational institutions. They significantly contribute to the achievement of educational objectives and are associated with increased productivity, reduced turnover, and a willingness to make sacrifices in pursuit of organizational goals [1]. Organizational commitment refers to an individual's psychological attachment to the organization and their willingness to exert considerable effort to achieve its objectives [2]. Committed employees are more likely to align with the organization's core values and objectives, leading to enhanced organizational performance [3]. However, there is an ongoing issue regarding the level of commitment among teachers in educational settings. Research has shown that highly committed employees have a negative correlation with turnover [4][5][6]. These employees prioritize organizational goals over personal interests and dedicate additional time and

effort to support the organization's objectives [7][8]. They also take on proactive roles as organizational citizens, demonstrating a strong commitment to the organization's objectives [9]. Committed employees are more inclined to go beyond their prescribed roles to deliver high-quality services, driven by their passion for excellence and personal satisfaction in achieving superior performance [10]. In the field of education, the level of organizational commitment among teachers remains a significant concern for educational administrators worldwide as many teachers exhibit low levels of commitment. In the United States of America (USA), teacher commitment is not only evident in their dedication to the school but also in their commitment to the teaching and learning process as a fundamental school activity. Research conducted by the University of Michigan's Survey Research Centre suggests that teachers' commitment is associated with the fulfillment of basic life needs that are

relevant to their families' daily lives. The literature further suggests that the behavior of school administrators, who are responsible for fostering commitment among teachers, has a significant influence on teachers' commitment to schools and their organizational goals [11]. As school leaders, head teachers play a crucial role in enhancing teacher commitment, fostering teamwork, and building trust within the school community. In Tanzania, research indicates that teacher commitment is crucial for the future of education. This commitment directly affects teachers' productivity and competence in utilizing innovation for the benefit of the school and students. The Kenyan Education System Inquiry Commission has emphasized that teachers in public primary schools often fail to meet expected standards due to inadequate leadership. The report highlights the importance of regular in-service training as an effective strategy to enhance both teacher commitment and leadership styles among school heads. In Uganda, studies have shown that teachers' organizational commitment is influenced by various factors, including age group, educational attainment, marital status, length of service, self-efficacy, and hierarchical position. Among these factors, age group, highest level of education, single marital status, duration of service, and self-efficacy were found to be significant positive predictors of commitment. However, gender and hierarchical rank did not show a significant impact. Another study revealed low levels of commitment among staff, as evidenced by frequent strikes, participation in intimidation and threats of violence, delays in marking examinations, and absenteeism. While previous studies have linked staff or teacher commitment to these variables, this study identifies the leadership styles of head teachers, particularly in primary schools, as a fundamental factor affecting education in Uganda. This study was framed by the Leader-Member Exchange (LMX) theory proposed by [16], which states that leaders employ different approaches in managing subordinates, who may respond differently. Consequently, various types of relationships between leaders and subordinates can emerge due to constraints on time and resources. Leaders may form special relationships with a subset of members within the organization, considered a group receiving more favors, trust, respect, and benefits. A high-quality leader-member relationship benefits not only the leader but also influences members' attitudes towards the organization. High-quality member exchange relationships are positively associated with organizational commitment and negatively correlated with turnover [17]. This theory is particularly relevant to this study as it explains the type of relationship that should exist between leaders and subordinates to foster the

organizational commitment of teachers across different schools. The key concepts in this study were the leadership styles of head teachers (independent variable) and the organizational commitment of teachers (dependent variable). Leadership style is defined as the behavioral patterns that a leader adopts to influence the behavior of subordinates, which may vary depending on the situation [18]. In this context, leadership styles are conceptualized as the different approaches employed by head teachers to ensure that teachers are well-prepared for their assigned tasks. Leadership styles are categorized according to the full range of leadership models proposed by [22], including transformational, transactional, and laissez-faire styles. A transformational leadership style aims to inspire both the leader and followers to high moral and ethical performance through the leader's vision and motivation [19-24]. This style is characterized by clear task clarification and exchange between the leader and followers involving rewards or punishments based on behavior. In contrast, a laissez-faire leadership style adopts an avoidance strategy when it comes to assuming responsibility, making decisions, or taking action [22]. Organizational commitment refers to an employee's psychological connection with an organization, demonstrating a willingness to support and contribute to its objectives in order to maintain their membership within the organization [25]. It is characterized by a strong belief in the organization's values and goals, a sense of belonging to the organizational community, and an intention to remain with the organization. In this study, organizational commitment among teachers is defined as the extent to which teachers identify with their schools, their goals, and their willingness to continue teaching at these schools. Based on the three-component model proposed by [26], organizational commitment is categorized into three types: Affective Commitment, which reflects an employee's emotional attachment to, identification with, and involvement in the organization; Continuance Commitment, which is related to an employee's recognition of the costs associated with leaving the organization; and Normative Commitment, which refers to an employee's perceived obligation to remain with the organization [27]. For the purpose of this study, these types of organizational commitment are further defined as follows: Affective Commitment - the emotional identification of teachers with the schools where they work; Continuance Commitment - the inclination of teachers to remain in the school, considering the potential costs of leaving; Normative Commitment - the sense of duty or obligation that teachers feel towards remaining in the school. Organizational commitment in this study will be measured using a

scoring system. The study took place in Bitooma Sub-County, Bushenyi District, which consists of eight primary schools with a total of 138 teachers and eight head teachers. In Uganda, there is growing concern that teachers are becoming less committed to their profession, often leaving teaching roles for better-paying jobs or engaging in income-generating activities, such as trading small merchandise (Municipal Education Officer Annual Report, 2017). Reports indicate low organizational commitment among primary school teachers in Bitooma Sub-County, resulting in reduced time spent on teaching and increased focus on personal projects (Bushenyi District Headteachers Association Annual Report, 2017). Organizational commitment issues are further exacerbated when teachers enroll their children in schools other than their place of employment or exhibit negative behaviors like absenteeism and neglect of their duties, which undermine organizational commitment. Teachers' commitment to their schools is crucial for achieving educational goals and enhancing student learning outcomes. High levels of organizational

commitment among teachers are positively correlated with students' academic performance. Committed teachers take pride in their membership within the school community, value the school's objectives and ethos, and consistently strive for excellence in students' academic achievements [28][29]. Despite efforts by head teachers, parents, and other stakeholders in Bitooma Sub-County to improve working conditions and remuneration, the organizational commitment of primary school teachers remains low. This is evidenced by high levels of teacher absenteeism, neglect of duties, and a lack of urgency in serving students [30]. Previous studies have examined the relationship between leadership styles and organizational commitment across various sectors [31]. However, there is limited understanding of the applicability of these findings in the Ugandan context, particularly in Bitooma Sub-County, Bushenyi District. This study aims to explore the relationship between leadership styles and organizational commitment among teachers in primary schools in Bitooma Sub-County, Bushenyi District, Uganda.

METHODOLOGY

Research Design

The research utilized a cross-sectional research design to gather data on a specific point in time. This design was chosen for its efficiency, simplicity, and cost-effectiveness, utilizing a questionnaire survey. The cross-sectional design

allows for the collection of valuable data within a short timeframe [32]. By enabling the use of both quantitative and qualitative methods, the research gathered the necessary data for both types of analysis.

Study Population

The study population consisted of 146 participants, including 8 head teachers and 138 teachers in Bushenyi District, as reported by the

District Education Officer of Bushenyi in 2020. The breakdown of the population can be found in Table 1.

Table 1: The Number of Teachers in each Primary School in Bitooma Sub-County

Sn	Primary Schools	Head-Teachers	Teachers	Total
1	Kayengo P/S	1	13	14
2	Nyamishundo P/S	1	16	17
3	Bubaare P/S	1	19	20
4	Nyanga P/S	1	17	18
5	Rushobe P/S	1	18	19
6	Kakiira P/S	1	17	18
7	Nyampiki P/S	1	15	16
8	Kyamamari P/S	1	23	24
Total		8	138	146

Source: Primary Data, 2023

Sample Size and Determination

The determination of the teachers sample size relied on Slovenes formula:

$$n = \frac{N}{1 + N(0.05)^2}$$

$$n = \frac{146}{1 + 146(0.05)^2} = \frac{146}{1.365} = 107$$

A sample of 107 respondents comprising 8 head teachers was selected using Purposive sampling and 99 teachers determined using Slovene's

formula made up the sample. From each school, the sample size was determined proportionately using the formula:

Table 2: Population and Sample Distribution

Category	Population	Sample Size
Teachers	138	99
Headteachers	8	8
Total	146	107

The sample size for the study was 138 teachers for the questionnaire survey, which was determined using the Slovenes formula since the total population is small. The eight respondents for the interview were head teachers who were determined using purposive sampling. This is the

estimated number of participants who reflect the entire population of the study. The study used a sample of 146 respondents selected from 8 Schools and these were reached out through questionnaires and interview guides.

Sampling Techniques

The sample was selected using two sampling techniques, simple random sampling and purposive sampling. The census sampling method was used because the whole population of teachers in this study was studied since the total population is small. Simple random sampling was used to select teachers, while purposive sampling was used to select head teachers. Purposive sampling, according to [33], entails selecting items that are advantageously positioned to offer the necessary information. In choosing the sample size for the head teachers, this method was used to account for

the fact that they are considered to have expert knowledge given that they have had experiences and procedures themselves. They may also be able to supply data of information to the researcher. Simple random sampling and Purposive sampling were utilized to choose the sample for this investigation. Random sampling entails selecting a sample at random and giving each participant an equally likely to be chosen for the study. The purpose of simple random sampling, according to [34], is to attain appropriate representation from the members of the available population.

Instruments for Data Collection

Both primary and secondary sources were used to get the data [35]. Primary data was gathered using both quantitative and qualitative techniques. Self-administered questionnaires and interviews were used to gather primary data. Secondary data was gathered by examination of documents including, among others, journal articles, reports, bills, journals, and working papers. Since respondents report on current occurrences, primary data is employed since it provides the most up-to-date and accurate information on the study. The questionnaire comprised three sections, namely sections A, B, and C. Section A contains items that are measured on a nominal scale that

will elicit bio-data from participants. Socio-demographic characteristics and period of service at the current school will be among the bio-data characteristics. Section B will comprise items adopted from [36] questionnaire to measure the three dimensions of organizational commitment. Set on the Likert scale whereby Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, and Strongly Agree represent 1, 2, 3, 4, and 5 respectively. Section C will comprise items to measure the leadership styles of head teachers and they will be adopted from the Multifactor Leadership Questionnaire (MLQ) originated by [37].

Instrument Validity

Validity is defined as the extent to which a tool or instrument accurately measures what it is supposed to measure [38]. The scholar in [35] asserts that a valid measurement tool is essential in ensuring successful scientific activity, which is widely accepted among scientific studies. The self-

formulated questionnaire and the interview guide were subjected to three experts from the Faculty of Education, Kampala International University, to validate. Thereafter, corrections were effected before the questionnaires were administered to the field for data collection.

Reliability

A pilot study was conducted in two schools that were not part of the sample, and some students were selected as respondents in the pilot study. The collected data was coded and entered into the computer using the SPSS program. In order to

establish the reliability of the self-administered questionnaire, the Cronbach alpha coefficient of 0.7 for the items in the various constructs was calculated.

Data Analysis

Quantitative data was analyzed by entering coded responses from a self-administered questionnaire into SPSS, and after that, frequencies, percentages, and means were calculated. Correlation was calculated to establish the relationship according

to the stated hypotheses. The quantitative data was analyzed by sorting and categorizing contents into themes, which were analyzed based on themes with the objectives of this study.

Data Interpretation and Discussion of Findings

This section presents, an analysis and interpretation of the study findings on Leadership styles and teacher commitment in Primary Schools in the Bitooma sub-county. It Specifically presents

the response rate, background findings, and empirical findings. Qualitative data complemented descriptive data by providing additional explanations as presented in appropriate sections.

Table 3: Response Rate for the Study

Instruments	Targeted	Actual	Response Rate
Interview	8	8	100%
Questionnaires	99	99	100%
	107	107	

Source: Primary Data (2023)

The data in Table 3 shows that interview data were collected from 8 (100%) of the selected respondents for interviews and 99 (100%) respondents for the questionnaire survey. This

response rate was considered satisfactory because the researcher in [39], suggests that a response rate of 50% and above should be considered good in humanity studies.

Table 4: Personal Information of Respondents (n=107)

Item	Categories	Frequency	Percentage
Gender	Male	63	58.9
	Female	44	41.1
	Total	107	100.0
Age group (years)	Below 20	02	1.9
	20-30	51	47.7
	31-40	33	30.8
	41-50	15	14.0
	Above 50	06	5.6
	Total	107	100.0
Marital status	Single	31	29.0
	Married	70	65.4
	Widowed	05	4.7
	Divorced	01	0.9
	Total	107	100.0
Highest level of Education attained	Certificate	60	56.1
	Diploma	41	38.3
	Bachelors Degree	04	3.7
	Masters Degree	02	1.9
	Total	107	100.0
Years spent in schools	1-5	58	54.2
	6-10	31	29.0
	Above 10	18	16.8
	Total	107	100.0

Source: Primary data, 2023

The data presented in Table 4 revealed that the majority of participants were male, accounting for 58.9%, while 41.1% were female, indicating a balanced gender distribution in the dataset. Furthermore, the table illustrated that individuals in the 20-30 age group constituted the largest proportion at 47.7%, whereas those aged 50 and above represented the smallest percentage at 1.9%. Only 1.9% of respondents were below 20 years old, suggesting that the majority fell within the 20-50 age range. This demographic distribution implied that the respondents possessed sufficient experience in managing employees and demonstrating commitment based on their age

demographics. Analysis of the respondents' marital status indicated that 65.4% were married, 29% were single, 4.7% were widowed, and 0.9% were divorced. The diverse marital statuses reflected a range of family responsibilities among the participants, enhancing the representativeness of the data regarding teachers with varying life experiences. The findings related to educational attainment revealed that 56.1% held certificates, 21.9% had diplomas, 3.7% possessed degrees, and 1.9% held Master's degrees. These results indicated that all respondents were literate and capable of providing reliable responses due to their proficiency in English, the language used in the

questionnaire. Regarding tenure at their respective schools, the majority of respondents (54.2%) had worked for 1-5 years, followed by 29% with 5-10 years of service, and a smaller percentage of 16.8% who had served for 10 years or more. This

distribution showed that a significant portion of the respondents had extensive experience within their schools, thereby enabling them to offer dependable insights into the leadership styles of their head teachers

RESULTS

Analysis of teacher commitment revealed varying levels of dedication within Bitooma Sub-County primary schools. While the majority of teachers expressed satisfaction with their current roles and demonstrated loyalty to their schools, a notable proportion indicated a willingness to consider opportunities elsewhere. Transformational leadership emerged as a significant predictor of teacher commitment, with headteachers who fostered pride, recognized achievements, and

encouraged individual growth positively impacting teacher dedication. Transactional leadership, while showing a positive correlation with commitment, was not as influential as transformational leadership. Conversely, laissez-faire leadership exhibited a detrimental effect on teacher commitment, suggesting that passive or absent leadership styles can undermine teacher morale and engagement.

Table 5: Teacher Commitment in Primary Schools in Bitooma Sub-county

Teacher Commitment	SD	D	NS	A	SA	Mean
I am planning on working for another school within a period of three years	22 20.6%	8 7.5%	43 40.2%	15 14.0%	9 17.8%	.00
Within this school, my work gives me satisfaction	8 7.5%	3 2.8%	49 45.8%	21 19.6%	6 24.3%	.50
If I wanted to do another job, I would look first at the possibilities within this school	4 3.7%	13 12.1%	36 33.6%	33 30.8%	0 18.7%	.49
I see a future for myself within this school	6 5.6%	10 9.3%	48 44.9%	26 24.3%	15 14.0%	.32
It does not matter if I am working for this school or another, as long as I have work	7 6.5%	14 13.1%	29 27.1%	32 29.9%	23 21.5%	.48
If it were up to me, I would definitely be working for this school for the next five years	6 5.6%	13 12.1%	28 26.2%	33 30.8%	25 23.4%	.55
If I could start over again, I would choose to work for another school	2 1.9%	4 3.7%	43 40.2%	39 36.4%	17 15.9%	.61
If I received an attractive job offer from another school, I would take the job	4 3.7%	7 6.5%	46 43.0%	31 29.0%	19 17.8%	.50
I love working for this school	9 8.4%	7 6.5%	28 26.2%	32 29.9%	30 28.0%	.63
I have checked out a job in another school previously	15 14.0%	8 7.5%	26 24.3%	33 30.8%	25 23.4%	.42
The work I am doing is very important to me	3 2.8%	5 4.7%	16 15.0%	12 11.2%	71 66.4%	.34

Source: Primary data, 2023

Table 5 presents data on teacher commitment in primary schools in Bitooma Sub-county. It includes responses indicating Strongly Disagree (SD), Disagree (D), Neither Agree nor Disagree (NS), Agree (A), and Strongly Agree (SA). The

Mean column shows the average score for each statement. A significant portion of teachers (40.2%) plan to work for another school within three years. Satisfaction with current work within the school varies, with 45.8% agreeing that their

work gives them satisfaction. A notable proportion (33.6%) would consider other job possibilities within the current school. Less than half of the teachers (44.9%) see a future for themselves within the school. A considerable number of teachers (29.9%) believe it doesn't matter if they work for this school or another. A moderate percentage (30.8%) would definitely work for the school for the next five years if given the choice. A substantial portion (40.2%)

would choose to work for another school if they could start over again. Almost half of the teachers (43.0%) would take an attractive job offer from another school. A significant majority (66.4%) feel that the work they are doing is very important to them. Many teachers (30.8%) have previously checked out a job in another school.

Table 6: Investigates the correlation between Transformational leadership and teacher commitment in Primary Schools located in the Bitooma sub-county

Items	SD	D	NS	A	SA	Mean
My head teacher instills pride in me			7	9	1	0.62
	.7	.7	3.9	7.8	9.0	
My head teacher focuses on my strengths			1	7	0	0.70
	.8	.6	8.3	5.2	8.0	
My head teacher behaves consistently with values			1	4	7	0.00
	.9	.8	9.0	31.8	4.6	
My head teacher clarifies rewards		8	3	3	0	0.26
	.4	6.8	0.8	1.5	8.7	
My head teacher treats us as individuals	1	11	1	1	2	0.50
	0.3	10.3	9.0	9.6	9.9	
My head teacher talks about trusting each other			5	5	2	0.00
	.9	.5	3.4	3.4	9.3	
My head teacher talks enthusiastically			4	4	9	0.80
	.7	.8	1.8	31.8	7.1	
My head teacher provides reassurance for overcoming obstacles			0	5	3	0.70
	.8	.8	7.4	2.7	1.5	
My head teacher provides encouragement		5	3	4	2	0.02
	.9	4.7	1.5	1.8	9.3	
My head teacher expresses confidence		2	0	0	3	0.15
	.9	1.9	8.7	7.4	0.2	
My head teacher encourages us to rethink ideas			7	3	9	0.91
	.9	.7	5.2	0.2	7.1	
My head teacher encourages us to express ideas			6	5	0	0.83
	.9	.8	3.6	32.7	0.8	
My head teacher encourages non-traditional thinking	0		1	1	1	0.44
	.3	.5	9.0	9.0	9.6	
My head teacher encourages reasoning		4	7	3	0	0.01
	.9	3.7	5.2	0.8	7.4	
My head teacher provides advice for development			1	4	6	0.13
	.9	.7	9.6	1.8	3.0	
My head teacher promotes development			9	8	3	0.09
	.9	.7	7.8	35.5	0.2	
My head teacher recognises my achievements			2	6	9	0.08
	.9	.5	9.9	3.6	7.1	
My head teacher rewards my achievements	8	1	3	2	3	0.48
	.5	0.3	0.8	9.9	1.5	
My head teacher assists based on effort			8	9	7	0.74
	.7	.5	6.2	36.4	5.2	

Source: Primary data, 2023

Table 6 investigates the correlation between Transformational Leadership and teacher commitment in Primary Schools located in the Bitooma sub-county. It presents responses to various items related to leadership behavior, ranging from strongly disagree (SD) to strongly agree (SA), with corresponding means. Overall, the table indicates positive perceptions of transformational leadership behaviors among teachers. These behaviors include instilling pride, focusing on strengths, consistent behavior with values, clarifying rewards, treating individuals,

discussing trust, talking enthusiastically, providing reassurance and encouragement, expressing confidence, encouraging idea expression and non-traditional thinking, promoting reasoning and development, recognizing achievements, and rewarding efforts. The mean scores suggest generally favorable attitudes towards these leadership behaviors, indicating a potential positive correlation with teacher commitment in the Bitooma sub-county primary schools.

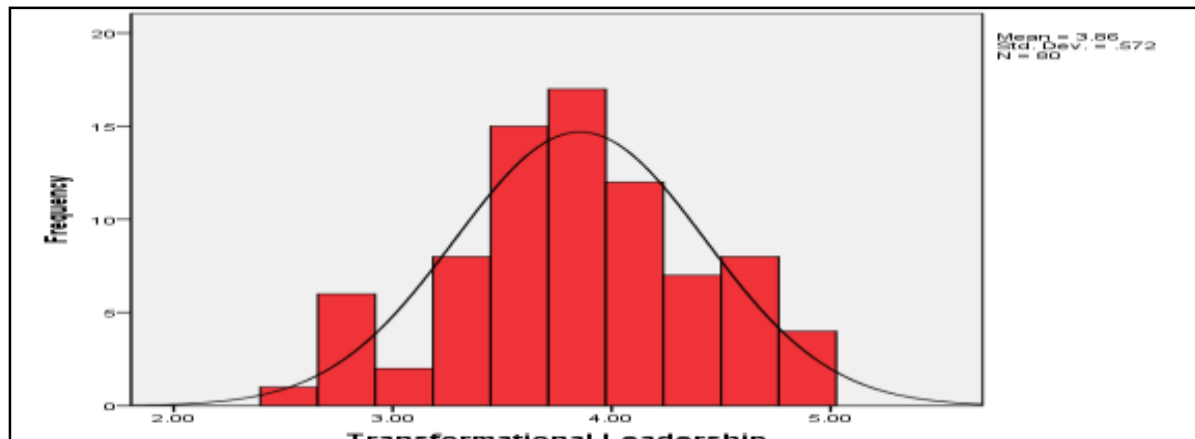


Figure 1: Histogram for transformational leadership

The results presented in Figure 1 indicate a high mean score of 3.86, suggesting strong agreement among the respondents. This supports the hypothesis that there is a significant relationship between transformational leadership style and teachers' commitment. The low standard deviation

of 0.572, along with the normal distribution curve shown in the figure, suggests that the data of transformational leadership is normally distributed. As a result, this data is suitable for linear correlation and regression, analysis, which will produce reliable results.

Table 7: Examine The Relationship Between Transactional Leadership And Commitment Of Teachers In Primary Schools In Bitooma Sub-County

	SD	D	NS	A	SA	Mean
My head teacher spends more time dealing with problems	17	22	09	4	3	.84
	5.9	0.6	6.4	3.1	2.4	
My head teacher tracks and monitors my mistakes			7	7	3	.36
	.7	.7	3.3	5.2	2.1	
My head teacher assists based on the effort of the individual teacher		10	2	2	7	.55
	.7	.3	9.9	39.9	5.9	
My head teacher clarifies rewards	0	1	3	9	4	0.24
	.3	0.3	0.2	7.1	3.1	
My head teacher recognizes my achievement			5	5	7	.51
	.7	.6	2.1	2.7	5.9	
My head teacher rewards my achievement		5	5	1	9	.33
	.6	4.0	2.1	9.6	7.8	
My head teacher focuses on my mistakes	9	2	3	2		.12
	7.8	1.2	0.8	20.6	7.8	
My head teacher concentrates on failures	1	5	9	6	6	.73
	9.0	4.0	7.1	5.0	5.0	

Table 7 presents the relationship between transactional leadership and teacher commitment in primary schools in Bitooma Sub-County. It indicates varying levels of agreement with statements about how head teachers handle various aspects of leadership. For instance, most respondents agree that their head teacher spends significant time dealing with problems, while

there's less agreement regarding tracking and monitoring of mistakes. Rewards and recognition also show a mixed response, with some agreement but also notable disagreement. Overall, the data suggests a complex relationship between transactional leadership behaviors and teacher commitment in the surveyed schools.

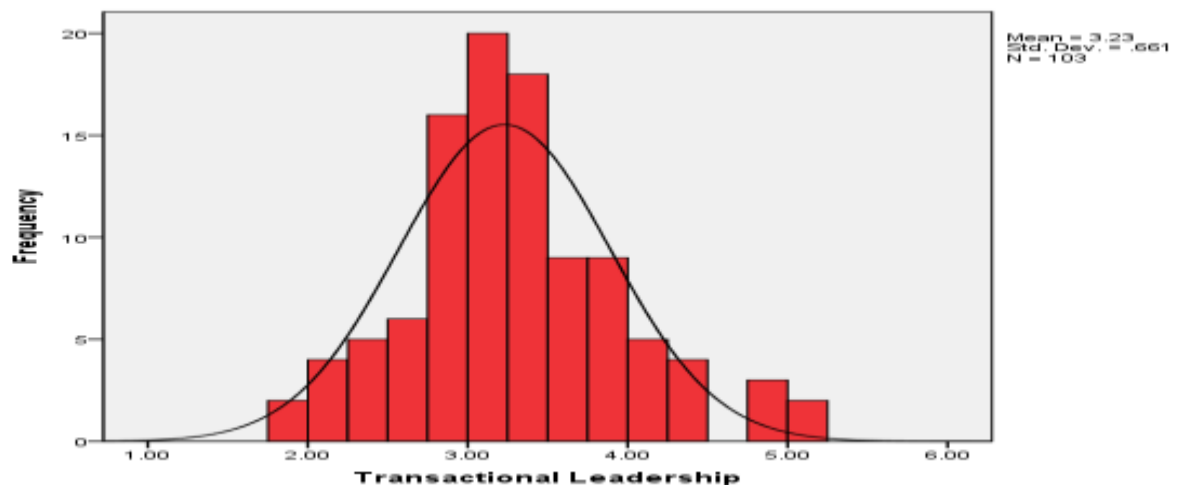


Figure 2: normality visualization

The findings presented in Figure 2 indicate a mean score of 3.23, suggesting agreement among the respondents. Consequently, the hypothesis positing a significant relationship between transactional leadership style and teacher commitment was supported. The low standard

deviation of 0.661 and the normal distribution curve depicted in the figure suggest that the data pertaining to transactional leadership were normally distributed. As a result, this data is suitable for linear correlation and regression analyses, yielding reliable results.

Table 8: Investigate The Relationship Between Laissez-Faire Leadership And Teacher Commitment In Primary Schools Within The Bitooma Sub-County

	SD	D	NS	A	SA	Mean
My head teacher avoids deciding	5	6	0			0.05
	2.1	4.3	8.7	.4	.7	
My head teacher is unavailable when needed	7	8	1			.90
	3.3	6.8	9.6	.5	.7	
My head teacher reacts to problems only if serious	0	8	6	0	0	.54
	8.0	6.8	3.6	9.3	.3	
My head teacher reacts to problems only if chronic	9	0	7	1	8	.32
	6.4	8.7	5.2	0.3	.5	
My head teacher reacts to failure	7	7	0	7	6	.98
	5.9	5.9	37.4	5.9	5.0	
My head teacher delays responding to issues	0	3	9			.05
	6.7	1.5	7.8	.4	.6	
My head teacher reacts to problems only when the situation becomes worse	4	8	5	3		.24
	1.1	6.8	3.4	12.1	.6	
My head teacher avoids involvement	4	2	5	1		.98
	0.5	0.6	4.0	0.0	.7	

Source: Primary Data, 2023

Table 8 investigates the relationship between laissez-faire leadership and teacher commitment in primary schools within the Bitooma Sub-County. It assesses various aspects of the head teacher's behavior and the corresponding responses from teachers. Each row represents a statement about the head teacher's behavior, with responses ranging from strongly disagree (SD), disagree (D), neither disagree nor agree (NS), agree (A), to strongly agree (SA). The table also includes the mean values and percentages of responses for each statement. "My head teacher avoids deciding": Most respondents strongly disagree or disagree with this statement, indicating that their head teacher does not avoid making decisions. "My head teacher is unavailable when needed": Responses are mixed, with a majority indicating disagreement or neither disagreement nor agreement. "My head teacher reacts to problems only if serious": Most respondents disagree with this statement, suggesting that their head teacher does not only react to serious problems. "My head teacher reacts to problems only if chronic": Most respondents disagree with this statement,

indicating that their head teacher does not only react to chronic problems. "My head teacher reacts to failure": Responses are mixed, with a significant percentage neither disagreeing nor agreeing. "My head teacher delays responding to issues": Most respondents strongly disagree or disagree with this statement, suggesting that their head teacher does not delay responding to issues. "My head teacher reacts to problems only when the situation becomes worse": Most respondents strongly disagree or disagree with this statement, indicating that their head teacher does not only react when situations worsen. "My head teacher avoids involvement": Responses are mixed, with a significant percentage agreeing or strongly agreeing that their head teacher avoids involvement. Overall, the data suggests varying degrees of laissez-faire leadership behaviors among head teachers in the Bitooma Sub-County primary schools, with some aspects being more prevalent than others.

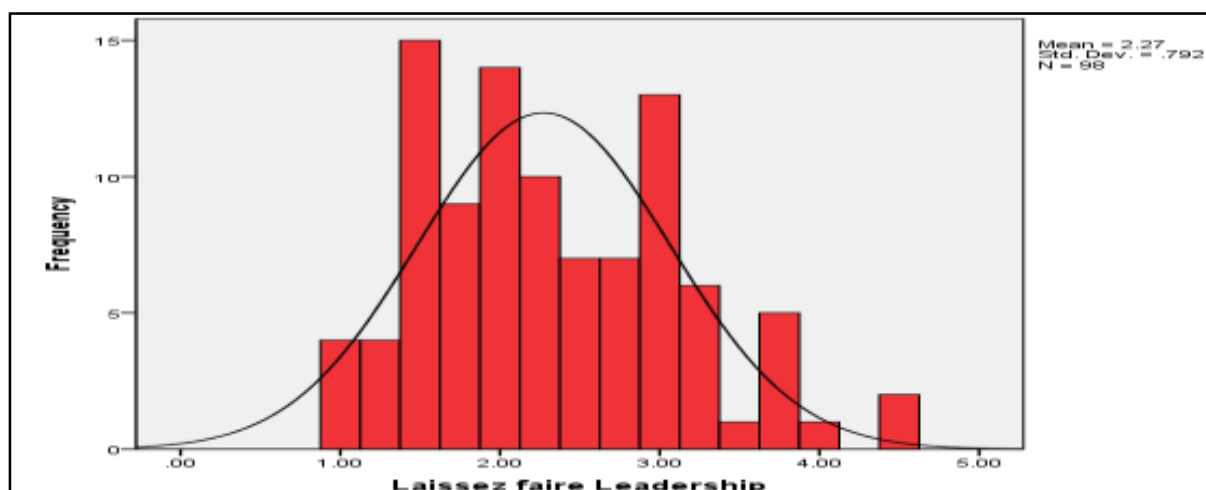


Figure 3: Histogram for Laissez-faire leadership

Figure 3 indicates a mean of 2.27, showing disagreement among respondents and rejecting the hypothesis that Laissez-faire leadership significantly impacts teacher commitment. The low standard deviation of 0.792 and the normal distribution curve suggest that the data on Laissez-faire leadership is normally distributed and suitable for linear correlation and regression analysis. In interviews with head teachers

assessing teacher independence, responses highlighted the use of transactional leadership in schools. One interviewee stated, "We supervise all teachers through heads of department." The Municipal Education Officer added, "Teachers receive school rules, sign a job description contract, and are supervised to ensure they meet their contractual duties." These findings align with the high level of transactional leadership observed in the descriptive statistics.

Table 9: Correlation Analysis of the Relationship Between Leadership Styles and Commitment of Teachers

	Commitment of Teachers	Transformational Leadership	Transactional Leadership	Laissez-Faire
Commitment of Teachers	1			
Transformational Leadership	0.681**	1		
	0.000			
Transactional Leadership	0.246**	0.442**	1	
	0.009	0.000		
Laissez-Faire	-0.391**	-0.324**	0.040	1
	0.005	0.005	0.699	

Table 9 presents correlation coefficients between different leadership styles (transformational, transactional, and laissez-faire) and teacher commitment. Transformational Leadership shows a moderately strong positive correlation with teacher commitment ($r = 0.681$, $p < 0.01$). Transactional Leadership also demonstrates a

positive correlation with teacher commitment, though it's weaker than transformational ($r = 0.246$, $p < 0.01$). Laissez-Faire Leadership exhibits a negative correlation with teacher commitment ($r = -0.391$, $p < 0.01$), indicating that as laissez-faire leadership increases, teacher commitment decreases.

Table 10: Regression analysis of Commitment of Teachers on Leadership Styles

Leadership Styles	Standardized Coefficients Beta (β)	Significance P
Transformational Leadership	0.259	0.001
Transactional Leadership	0.062	0.509
Laissez-Faire	-0.050	0.416

Adjusted $R^2 = 0.412$

$F = 8.543$, $p = 0.000$

a. Dependent Variable: Commitment of Teachers

Table 10 presents a regression analysis of how different leadership styles impact the commitment of teachers. Transformational leadership shows a significant positive relationship ($\beta = 0.259$, $p = 0.001$) with teacher commitment. Transactional leadership has a weaker positive relationship ($\beta = 0.062$), but it's not statistically significant ($p =$

0.509). Laissez-faire leadership has a negative relationship ($\beta = -0.050$), but it's also not statistically significant ($p = 0.416$). Overall, the model explains 41.2% of the variance in teacher commitment (Adjusted $R^2 = 0.412$), and the regression is significant ($F = 8.543$, $p = 0.000$).

Discussion of the Findings

Transformational style of leadership has a significant relationship with the commitment of teachers.

The primary objective of this study was to investigate the relationship between transformational leadership styles and the commitment levels of teachers in primary schools within Bitooma sub-county. The first hypothesis (H_{01}) stated that there is a significant relationship between transformational leadership style and teacher commitment. The regression analysis supported the acceptance of this hypothesis, indicating a significant relationship between transformational leadership style and teacher commitment. This finding aligns with the theoretical underpinning of Transformational Leadership Theory. According to this theory, transformational leaders enhance followers' self-interest, boost their confidence, raise their expectations, promote behavioral change, and inspire them to achieve higher levels of personal success, thereby fostering engagement and

increased commitment [40]. This study's findings are consistent with previous research. The researcher in [41], found a positive correlation between transformational leadership and employee commitment. The scholar in [42], also reported that transformational leadership correlates significantly with increased job satisfaction, enhanced staff well-being, reduced burnout, and decreased overall stress among employees. Higher levels of transformational leadership were associated with a decreased intention to leave the profession among teachers. The researcher in [43] reported that empowerment and transformational leadership contribute to increased job satisfaction and commitment among employees. Similarly, scholars in [44] identified a significant negative relationship between transformational leadership and the intention to quit. The researchers in [45][46] concluded that transformational

leadership is negatively related to turnover intention and promotes employee commitment. In summary, the results of this study align with the findings of previous research, suggesting that

Transactional style of leadership has a significant relationship with commitment of teachers

The study's second objective was to investigate the relationship between transactional leadership styles and teacher commitment in primary schools within Bitooma sub-county. The second hypothesis (H1) proposed that a transactional leadership style would be significantly associated with teacher commitment. Regression analysis confirmed this hypothesis. This finding is consistent with the foundational theory of transactional leadership, which suggests that leaders who establish clear agreements with employees regarding rewards for positive actions and consequences for negative actions tend to foster higher engagement and commitment [47]. This result is supported by prior research. For instance, the scholar in [48] found a positive

The Laissez-Faire style of leadership has a significant relationship with the commitment of teachers

The third objective of this study was to investigate the relationship between the laissez-faire style of leadership and teacher commitment in primary schools within the Bitooma sub-county. The second hypothesis (H₂) posited that there is a significant relationship between the laissez-faire leadership style and teachers' commitment. However, the results of the regression analysis did not support this hypothesis, indicating a lack of a significant relationship between the laissez-faire leadership style and teachers' commitment. This finding is consistent with previous research. For instance, researchers in [54] demonstrated that there is no significant relationship between the use of a laissez-faire leadership style and staff commitment. Similarly, reports from [55] opined

In conclusion, this study sheds light on the relationship between leadership styles and teacher commitment in Bitooma Sub-County primary schools. By elucidating the impact of different leadership approaches, particularly transformational leadership, on teacher dedication, this research contributes to a deeper

transformational leadership style has a positive and significant relationship with teacher commitment.

correlation between transactional leadership style and employee commitment. Similarly, the researchers in [49-52] reported significant positive associations between transactional leadership behavior and employee commitment. In further support of this finding, the researcher in [53], discovered that supervision had a significantly positive effect on teacher commitment. Likewise, Long and Ismail identified a significant negative correlation between transactional leadership and voluntary turnover intention. In summary, the study's findings are in line with those of previous scholars, confirming that a transactional leadership style has a significant relationship with teacher commitment.

relationship with the commitment of

that a laissez-faire leadership style leads to negative outcomes in organizational performance, such as reduced satisfaction and commitment among followers. Additionally, scholars in [56] identified a negative association between laissez-faire leadership and staff commitment. In contrast, the authors in [57], found that the laissez-faire leadership style has a significantly positive impact on job satisfaction and the willingness of employees to remain in their current positions. Considering that the findings of this study are in line with the majority of previous research, it can be concluded that the laissez-faire leadership style has a negative and insignificant relationship with teacher commitment.

CONCLUSION

understanding of factors influencing teacher retention and job satisfaction. Moving forward, efforts to enhance school leadership practices should prioritize the cultivation of transformational leadership qualities, thereby creating a supportive environment for teachers and improving educational outcomes.

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