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**Influence of Head Teachers' Transactional Leadership Style on Teacher Service Delivery in Primary Schools in Nandi Central Sub-County of Nandi County, Kenya**

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**Abstract**

The purpose of this study was to find out influence of transactional leadership style on teacher service delivery in primary schools in Nandi Central sub-county, Nandi County. The target population comprised 1536 teachers drawn from 193 primary schools in Nandi central sub - county. Simple random sampling procedure was used to select a sample size of 174 teachers and purposive sampling for head teachers to ensure both genders among 58 head teachers participate. Stratified sampling was used to select schools from every division in the sub-county. The study used descriptive survey research design with both qualitative and quantitative approaches. This study used questionnaires for teachers and interviews for head teachers to collect data relevant to the study from the sampled schools. Quantitative data collected was analyzed using descriptive statistical and inferential statistics techniques. The study findings showed that contingent reward in transactional leadership style impacts negatively on teacher service delivery. Head teachers to ensure active management does not affect autonomy of staff. Passive management has a positive influence on teacher's service delivery. Monitoring should be at a level that does not affect autonomy of the staff. Further research to be done in other counties that will focus on other related factors and also research on factors affecting teacher service delivery.

**Keywords:** contingent reward, transactional leadership style, active management

Passive management

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### **Introduction**

Globally, education has undergone 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 need to have an effective leader as it is the heart in every organization that could lead to high service delivery. Oseku (2009) noted that the poor relation between the leaders and supervisors and subordinates undermine service delivery. In order to make a significant impact in the lives of individuals and constituents, leadership becomes an important personal commitment towards this endeavor. In addition to personal commitment, motivation, inspiration, aspirations, relationship building and creative change (Oseku, 2009) are also key components of leadership. 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 visualize other possibilities and trying to make them happen.

In order to put the concept of leadership into a more clear perspective, Omolayo (2009) identified different styles of leadership. These were; autocratic, democratic, laissez faire and transactional leadership styles. Omolayo points out that an autocratic leader defines his goals and facilitates his group movement towards them. Borrowing this concept and applying it to the autocratic head teacher, it means that the head teacher decides everything and tries to manipulate the teachers into improving his ideas on how the school functions. This means that this kind of leader has little trust in other people. On the other hand, a democratic leader does not help other members of his staff define their own goals and instead, in case of a head teacher, he or she follows the teachers' participation in defining specific goals. This would definitely improve efficiency and production in the group. Furthermore, the laissez faire leader allows the follower to make decisions which bring about non-enforcement of rules and regulations. Finally, a transformational leadership engages with followers, focuses on higher order intrinsic needs and causes the significance of specific outcomes and how to achieve them (D'Souza, 2006). However, this study specifically gave focus to transactional leadership as measured against teacher service delivery.

Transactional leadership, also known as managerial leadership, gives precedence on the role of supervision, organization and group performance. This is a style of leadership where the leader enhances compliance of the followers through rewards and punishments (Pandey, 2014). Leaders using the transactional approach are not looking to change the future; they are looking to merely keep things the same (Murphy, 2005). Leaders using transactional leadership

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as a model pay attention to followers' work in order to find faults and deviations. This type of leadership is effective in crisis and emergency situations, as well as for projects that need to be carried out in a specific way (Murphy, 2005).

Transactional leadership is particularly concerned with motivation of employees and making them work using motivation (Awan and Mahmood, 2010). It is worthy to point out that transactional leadership has more shortcomings than advantages. For instance, in Italy, Rugieri (2009) contends that a transactional leader is more commanding, has high confidence and is usually more fixated on the job. This means that although transactional leaders center on employee needs, Sahin (2012) notes that they do not offer opportunities for obtaining motivation, job contentment or allegiance. In Nandi County, Kipkemboi and Sirma (2014) note that leadership styles have a great impact on the working atmosphere in a school and consequently on teachers job satisfaction. They also established that the dominant leadership style in was democratic leadership style and that most teachers are satisfied in their job in relation to the leadership style in place. Therefore, there is a need to uncover the relationships that exist between teachers' perceptions of leadership styles exhibited by their head teachers in their school administrative duties. Studies regarding relationships between those leadership styles and teachers' job satisfactions have been examined. However, 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.

### **Statement of the Problem**

For a school to be held together and progress, good leadership and efficient management are critical. Continuous effort is required in order to achieve organizational goals. Good leadership provides necessary guidance and clarity of direction through a commanding authority or influence. Leadership in a school has been noted widely as a factor that makes a difference between achievers and non- achievers. 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 and parents days and academic days, teachers have been awarded for their respective subjects performing well in national exams (KCPE). Those below the expected targets are never rewarded. 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, but teachers' service delivery has not improved based on the K.C.P.E results over the past five years. However, this assumption has not been tested empirically. The present study therefore centers 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. The study Specific Objectives are:

1. To find out the contribution of contingent reward on teachers service delivery in primary schools in Nandi central sub-county.

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2. To examine the influences of passive management on teacher service delivery to teaching in primary schools in Nandi central sub-county.

## **Review of Related Literature**

### **Influence of Contingent Reward on Teachers Service Delivery**

D'Addio, Eriksson and Frijters (2007) in their study found a negative association between contingent work arrangements and job satisfaction. D'Addio *et al.* (2007) found that after allowing for individuals to have different baseline satisfaction levels the negative relation between fixed-term employment and job satisfaction disappears. In another study, Bardasi and Francesconi (2004) argue that the negative relationship does not hold for seasonal/casual jobs, implying that it is important to distinguish between several types of contingent employment relationships. This showed mixed results on contingent reward. However, these studies did not give evidence on how contingent reward influence service delivery. As a component of transactional leadership style, it primarily passive and the leader tends to reward only at the outcome point, that is, when the outcome is positive and are not actively engaged in the process. In addition, a study by Abdalla (2010) supports that transformational and contingent reward leadership behaviors enhance organizational commitment and employee performance in service delivery. In comparison to transactional leadership and contingent rewards, transformational leaders are those who engage with followers, focus on higher order intrinsic needs, and raise consciousness about the significance of specific outcomes and new ways in which those outcomes might be achieved. This means that as transactional leaders tend to be more passive, transformational leaders demonstrate active behaviors that include providing a sense of mission and as such, this leadership is proactive. Furthermore, the study found a positive significance correlation between contingent reward and transformational leadership styles and performance levels and employee commitment.

A study by Heuvel (2010) examined the effectiveness of using the transactional leadership style in times of uncertainty. The study investigated the employees' motivation and coercive power. Transactional leadership style took 3 three different forms, contingent reward, and management-by-exception and laissez-faire leadership. The study found that the contingent reward system had two main characteristics which were motivation and coercive power. Coercive power indicated that power was directed from superiors to make decisions while the motivational characteristic was the motivation of the employees through rewards. This means that the leader motivates followers by appealing to their own self-interest. The study added that motivation is an important mechanism to behave the employees as desired as the employees behave and work as expected for they perceive and will be rewarded accordingly. However, the study recommended that there was need for trust, clarity, expectations in both the effort that is expected from the employees as the rewards received in return. The above study was conducted based on only theoretical research while the current study was conducted on a sample size of 174 teachers and 58 head teachers in public primary schools in Nandi central sub-

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county. Questionnaires were administered to the teachers while interview schedule was used on the head teachers in the current study.

Similarly, studies by Judge & Piccolo, 2004; Podsakoff, Bommer, Podsakoff & McKenzie 2006) contingent reward leadership, which has been found to be the transactional leadership behavior most strongly related to outcomes, has received less attention and in some cases even received considerable criticism. Solomon (2005) supported that transactional leaders display both constructive and corrective behaviors. Constructive behavior entails contingent reward, and corrective dimension imbibes management by exception. Additionally, contingent reward leadership has been found to be the most strongly related to transactional dimensions of transformational leadership (Judge and Piccolo, 2004). 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. However, most researchers postulate that principals bear little direct impact on students' academic achievement. The above reviewed study used 205 schools within two districts and 3,042 teachers whereas the current study used 193 schools within Nandi Central Sub-County and 174 teachers and 58 head teacher for research. 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 also generalized it to any school regardless of the level of the school whereas the current study specifically directed to primary schools in Nandi Central Sub-County.

The findings by Judge and Piccolo, 2004; Podsakoff *et al.*, (2006) have pointed to the notion that contingent reward leadership exhibits strong linear associations with desired outcomes. After completion of agreed upon job requirements, if leaders provide followers with valued rewards (e.g., recognition or compensation), followers 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 (Zopiatis & Constanti, 2010). The findings provide a logic argument to this study that managers should take actions within their power to increase contingent rewards, as higher levels of contingent reward leadership are linked to better individual outcomes. With the above findings this study sought to establish how contingent reward leadership affects teacher service delivery.

Solomon, (2005) states that contingent reward encompasses the clarification of the work required to obtain rewards and the use of incentives and contingent reward to exert influence. It considers follower expectations and offers recognition when goals are achieved. 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. The clarification of goals and objectives and providing of recognition once goals are achieved should result in individuals and groups achieving expected levels of

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performance. Active management by exception refers to the leader setting the standards for compliance as well as for what constitutes ineffective performance, and may include punishing followers for non-compliance with those standards. This style of leadership implies close monitoring for deviances, mistakes, and errors and then taking corrective action as quickly as possible when they occur. Simply put, this style of leadership is a hybrid between democracy and dictatorship.

Similarly, Bernard (2008) argues 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. Transactional leaders use an exchange model, with rewards being given for good work or positive outcomes. Conversely, people with this leadership style also can punish poor work or negative outcomes, until the problem is corrected. 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.

According to Hay, (2012) transactional leaders are concerned with processes rather than forward-thinking ideas. 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 focus on contingent reward also known as contingent positive reinforcement or contingent penalization also known as contingent negative reinforcement. 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. Contingent rewards come in the form of praise and are given when a set of goals are accomplished on-time, ahead of time and are meant to keep subordinates working at a good pace at different times throughout completion of the task. On the other hand, contingent punishments such as suspensions are given when performance quality or quantity falls below par or below production standards or goals and tasks are not met at all. This 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.

According to Hargis, (2011), to be effective, the reward options in this motivation system must be of interest to the teachers when an institutional setup is put in consideration. The notion of the type of reward and whether it actually carries the intended influence comes into focus. This implies that if the rewards 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 effective service delivery. 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. In business, commissions and monetary bonuses are the most common types of rewards. However, other rewards can be just effective. Rewards such as free memberships, trips, paid vacation days and even free lunches are effective reward factors when introduced properly.

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In addition, Hackman, (2009) states that as positive reinforcement, the contingent reward system must encourage the overall desired behavior thus effective service delivery. Not only should the teachers meet the immediate goal, he should uphold and maintain the schools service delivery of desired behavior. This is because, although rewards are given, there could be a risk of the reward not achieving the intended effect because of the non-involvement of the teacher in deciding whether the reward is adequate. Lack of compliance, poor attendance and lack of professionalism could also omit the professional from the rewards. Contingent reward influences the service delivery in a variety of ways.

Furthermore, in Africa a study by Sifuna (2012) found out that leaders are not recruited and awarded for their leadership potential but for their academic qualifications, research, teaching and community service and rarely receive critical training in strategic planning, budgeting, human resource development and faculty management. 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 in public primary schools in Kajiado North District. The study determined the extent to which Autocratic leadership style, Democratic leadership style, Laissez faire leadership style and Transformational leadership style was practiced by the head teachers in public primary schools in Kajiado North District influences the primary school teachers' in their levels of job satisfaction. The study postulated that the democratic leadership style was mostly adopted style in primary schools. The study added that the head teachers' autocratic leadership style impacted negatively the primary school teachers' levels of job satisfaction.

After analysis, the study concluded that the head teachers' democratic leadership style impacted the primary school 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 impacted positively to the primary school teachers' levels of job satisfaction. The above reviewed study employed descriptive survey research design on a target population of 86 head teachers and 844 teachers in the 86 public primary schools in Kajiado North District. The study used simple random sampling technique to obtain its 26 head teachers and 169 teachers. Questionnaires were administered to the head teachers and teachers to collect the required information for the study. Data was analyzed both qualitatively and quantitatively using the SPSS software (Statistical Package for Social Science) and content analysis which obtained the frequencies, means and percentages.

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Moreover, Minja (2010) carried out a study on leadership practices in Nairobi Kenya and found that leaders in Kenya practiced participative and a combination 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 influence of contingent reward leadership on teacher service delivery. Hence, this study showed influence of head teachers' contingent leadership on teacher service delivery.

### **Influence of Passive Management on Teachers Service Delivery**

Passive leadership is a combination of passive management by exception and laissez- faire leadership hence is a hybrid type of leadership and the effects of each individual component accentuate the overall effect of passive leadership. Passive management by exception 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 service delivery (Bryman, 2007). It is a hands-off approach in which the leader only reacts when things do not go to plan. A non-listening, reactive leader who does nothing to curb foreseeable errors or problems is considered to be leading by the passive management exception (van Eeden *et al.*, 2008).

In a study by Cole (2004), passive leadership has been shown to negatively impact workplace safety and increase injury rates and low service delivery. Similarly, laissez- faire leadership results in greater role conflict, role ambiguity, interpersonal conflict with co-workers, perceived bullying, and psychological distress which are negative effects that would result in an employee who is less motivated and their propensity to achieve the goals set by the leader is low. Cole findings are of importance to this study because they 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.

After analysis, the study concluded that the head teachers' democratic leadership style impacted the primary school 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 impacted positively to the primary school teachers' levels of job satisfaction. The above reviewed study employed descriptive survey research design on a target population of 86 head teachers and 844 teachers in the 86 public primary schools in Kajiado North District. The study used simple random sampling technique to obtain its 26 head teachers and 169 teachers.

Questionnaires were administered to the head teachers and teachers to collect the required information for the study. Data was analyzed both qualitatively and quantitatively using the SPSS software (Statistical Package for Social Science) and content analysis which obtained the frequencies, means and percentages. A study by Laura, Ana, Adrian & Cristian (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.

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After a regression analyses on the study, it was further revealed that the predictive power of transformational and transactional styles depends on how students' academic performance is measured. The study further added that, regardless of the study field, academic achievement was positively influenced by the deep learning approach, and negatively by the surface learning approach. 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 statistical analyses were carried out using the Statistical Package for Social Sciences (SPSS) version 20 for Windows. Cronbach's alpha was computed to estimate the internal consistency of all instruments used, that is, reliability of the instrument. The study's descriptive statistics included measures of dispersion such as the mean and standard deviation for continuous variables and independent samples t-test used in the study to test the hypothesis on the effect of leadership styles on performance. 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.

In addition, Odumeru & Ifeanyi (2013), states that transactional leaders are willing to work within existing systems and negotiate to attain goals of the organization. They tend to think inside the box when solving problems Transactional leadership is primarily passive. The behaviors most associated with this type of leadership are establishing the criteria for rewarding followers and maintaining the status quo. The above reviewed study was conducted in Nigeria whereas the current study was conducted in Nandi Central Sub County, Kenya.

Furthermore, a study by Wilson, (2004) suggested that employees of passive leaders ultimately perceive that their organization does not care about their well-being or provide the support necessary to succeed. Further, the results suggest that workplace incivility may flourish under passive leaders thus low 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) showed that passive leaders can have serious consequences 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), research has focused on effective leadership behavior and paid relatively little 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 suggest that failing to lead can have detrimental effects on organizational functioning. Specifically, 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

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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, laissez-faire leadership has been found to result in 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 combination of passive leadership and laissez-faire leadership is a hybrid that would have more negative effects on organizational performance and 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, Skogstad, and Mikkelsen (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 „micromanaging“ 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. This finding has implication on this study that passive leadership is associated with lower perceived support, weaker organizational identity, less citizenship behavior, and greater workplace incivility. Passive leaders avoid engaging with their subordinates, fail to make decisions, and are generally ineffective hence low service delivery.

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 conducive 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. Both the above reviewed study and the current study employed the use of stratified random sampling and purposive sampling techniques in sample size. 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.

From the above reviewed literature, it is evident that much has been done on head teachers' leadership styles including transactional leadership. However, these studies did not

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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.

### **Methodology**

The study used descriptive survey design with both qualitative and quantitative approaches. The target population comprised 1536 teachers and 193 head teachers drawn from 193 public primary schools in Nandi Central Sub- County (Sub County Education Director Office, Nandi County, 2016). The sample size was 174 teachers and 58 head teachers of the target population which was 30% of the population as recognized by Mugenda and Mugenda (2003) as a suitable representative sample.

This data was obtained from the three divisions of Nandi Central Sub- County namely: Emgwen, Kilibwoni and Kapsabet. Simple random sampling procedure was used to pick the sample size in every stratum. A purposive sampling also was used to ensure both gender were included in the study sample, especially in head teachers' sample where few ladies were heads of schools. This study used questionnaires, for teachers and interview schedule for head teachers to collect data relevant to the study. Split half method was used to determine a reliability index through Pearson's Product Moment Correlation coefficients. The SPSS computer software aided in working out this coefficient correlations achieved. The study obtained co-efficient alpha of 0.77. Descriptive statistical techniques which were frequencies and percentages were used to analyze the collected quantitative data. The findings were presented by use of frequency distribution tables that gave record of a number of times a score or a response occurred through which conclusions and recommendations were made.

### **Discussion of Findings**

This section presents data analysis, presentation and interpretation of the findings. From the data collected, out of the 174 questionnaires administered, 163 were filled and returned, which represents 94% response rate.

### **Sample characteristics**

The demographic information helps the researcher understand the general view of the respondents. 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. In regards to their teaching experience, 38% (62) of the respondents have worked for 1 to 5 years. 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. This is

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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.

### **Contingent Reward and its influence on teacher service delivery**

This section of the analysis presents findings on contingent reward as component of head teacher transactional leadership. Table 1 illustrates the results.

Table 1 Contingent Reward

	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 expected to put into the group effort and 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	Freq. 41	43	15	41	23	2.77
	% 25.2	26.4	9.2	25.2	14.1	

The results were such that respondents agreed that the head teacher tells them what to do if they want to be rewarded for their efforts. The affirmation was confirmed by a mean of 3.77 and standard deviation of 0.94 indicating less variations in the responses. Findings showed that the respondents were uncertain on close agreement between what they were expected to put into the group effort and what they could get out of it (M=3.22, SD=1.072). Head teacher rewards their achievement, however, the mean value for the same was 3.3 but the standard deviation was 1.223 which indicated a wide variation in the responses. Head teacher recognizes their achievement (M=3.26, SD =1.24). To add on the above quantitative results, 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).

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### Passive Management

The researcher found it necessary to establish passive management as component of head teacher transactional leadership. The findings are as presented in table 2

Table 2 Passive Management

		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 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	

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. 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. Transformational 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).

One of the Head teacher from 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 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 1, March, 2016).

The study further sought to know whether the head teacher was part and parcel of the teaching force. Results from the study 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

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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.

The study also sought to establish whether the head teacher listens to their grievances. Of the total respondents, 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 that 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 brings good achievement to my school. Things those are not good, I must decide myself not involving teachers and I am always a last decision maker to all issues that does not bring success to my school...” (Head teacher 2, 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.

### **Conclusions and Recommendations**

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.

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

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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. In this research, future researches are recommended not only focus on public primary schools in Nandi Sub County but 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. Thus, there is a limitation in this research study because there are other factors that might also affect teacher service delivery that were not covered by the study.

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