

Effect of Principals' Practices of Transformational Leadership on Teachers' Commitment in Public Secondary Schools of Trans-Nzoia County, Kenya

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Abstract: The study investigated the effect of principals' transformational leadership practices on teachers' commitment in public secondary schools of Trans-Nzoia County. Theoretical framework was hinged upon Bass' transformational leadership theory that elucidates what leaders undertake to achieve greater magnitudes of development in their institutions. Descriptive research design was utilized in the study. The study's target population of 240 principals and 2400 teachers from public secondary schools of Trans-Nzoia County was considered and from which a sample of 30 principals and 322 teachers totaling 352 respondents was determined through the use of Morgan formula. Stratified and simple random sampling techniques were used to sample the required sample size. The instruments used for data collection were questionnaires for teachers, focus group discussions for teachers and interviews schedules for principals. The validity of instruments in the study was ascertained through construct validity technique. A test-retest technique using Spearman rank correlation was undertaken to determine reliability of instruments and was accepted at 0.82. Qualitatively, data was analyzed thematically through content analysis. Quantitative data was analyzed by use of both descriptive and inferential statistics using frequencies, percentages, standard deviation, chi-square, and Spearman rank correlation. Statistical Package for Social Sciences (SPSS) version 23 helped in data analysis. Findings revealed that principals' practices of transformational leadership had a significant effect on teachers' commitment with a positive correlation $p=0.0005$. This study recommends that principals should embody individualized consideration and often engage teachers in decision making processes to make them be part and parcel and own the school. It is anticipated that the study outcomes will be useful to teachers' who may perform better as a result of being motivated, inspired and appreciated by their principals.

Key words: Commitment, principals, motivation, charisma, leadership.

1.0 Background to the Study

Uko (2015) conjectures that principals play a cardinal role of effectual running of their institutions that entail the management of both the academic and administrative issues. This they do by performing both administrative and management functions (Kiprop, 2012). The use of two terms management and administration has been and remains a controversial issue. In accordance to Kreitner and Cassidy (2012), administration is seen as a subset of management whereas management is a social engagement of working in collaboration with and through team members to effectively and efficiently achieve organisational objectives. Similarly, Balc (2017) together with

Dash and Dash (2008) looks at management both as an art and a science. As art management is defined as getting things accomplished in the organization through people as they undertake apportioned tasks by asking the question how? This entails:- utilization of human and public relations techniques to get things done; the delegation of authority to staff members coupled with accountability, communication and effectively managing the resulting change. As science management is defined as an act of establishing a given philosophy, guiding principles, laws, theories, processes and practices that can be successfully applied in schools and other diverse situations and asks the question why? Contrarily, Azad et al. (2017) aver that management and leadership/administration are an inseparable component that forms the fabric for skills and abilities critical for one to drive team success. Leading entails exercising one's persona of who you are whereas managing entails effective utilisation of resources in the interest of the organization. Azad et al. (2017) further reaffirms that successful administrators share the traditional qualities of leaders and managers in a continuum that merges at areas of integrity, making of decisions, optimism and communication.

Hutasuhut (2019) points to the fact that for principals to work well, management ability is paramount. This refers to the capability of effectively carrying out functions to do with planning, supervision, organisation and implementation to meet set targets. Nyakan, Getange and Onchera (2018) study considered the influence of management competencies of school principals on the instructional supervision in their respective institutions in Homabay County of Kenya. These management competencies of planning, organizing, coordinating, supervising and controlling help move the organization towards achievement of its societal goals. The research outcomes denoted a positive and statistically significant connection between school principals' management competencies and the instructional supervision in their respective institutions. Further, Uko (2015) reiterates that the school principal superintends over the schools' management processes of planning, organizing, staffing, directing, leading and controlling the processes of procurement, supply, utility, improving and renovating educational facilities with the sole aim of fulfilling the set institutional targets or goals.

Trans-Nzoia county's public secondary schools have faced a myriad of management problems ranging from insufficient teaching and learning resource, cheating in national examinations, drug abuse, mismanagement of school funds, and succession politics which impedes negatively on the fulfilment of schools' core mandate of knowledge impartation (Alunga & Maiyo, 2019; Barasa, Wamocha, & Poipoi, 2017; Okayo, 2017; Mwaria, Namusonge, Makokha & Nyagechi, 2016).

Northouse (2016) and Bush (2018) insinuate that transformational leadership is an engagement cause of connection of a leader with people that helps them transcend higher levels in the achievement of set goals. The leader influences team members to work animatedly and in the process they end up exceeding expectations. This occurs since leaders give preference to the needs of staff members and stirs them up to discard their selfish weal for the good of the team and firm. A quantitative study by Valentine and Prater (2011) revealed that the principal's transformative tenets of being visionary and proactive had the greatest bearing in the students' outcome in public high schools. In accordance with Litz and Scott (2017), this augurs well with the transformational leadership principals who bring reforms and institute positive change that helps improve students' outcomes in national examinations. Northouse (2016) notes that a transformative leader is the one who is proactive, exudes positive charisma, leads by example and exalts workers above selfish aims through the avenues of idealized influence, inspiration, intellectual stimulation, and individualized consideration. Transformational leadership cuts across all organisations provided that the leader has

the requisite skills and is hence effective in all situations or cultures (Bass, 1985; Hater & Bass, 1988; Howell & Avolio, 1993; Ross & Offermann, 1997 as cited in Krishnan, 2002). Such skills include but not limited to:- a leader creating vision about what he/she wants achieved in the organisation; effectively communicating the vision to the subjects; effectively modelling the vision; and creating a commitment of the subjects to the same vision for them to own it.

1.2 Statement of the Problem

Principals play a fundamental role of ensuring all school activities are accomplished in a manner that helps to attain the various school goals and objectives. They work with and through others to ensure learning institutions operate optimally for the benefit of learners. Thus principals' leadership is a great determinant of guarantying quality in schools for the benefit of all stakeholders. In spite of their very fundamental role, they are primarily prepared for classroom management and not necessarily school management which makes them to experience challenges in the course of their working.

The management challenges faced by the principals of public secondary schools of Trans-Nzoia County include: misuse of school funds, embezzlement of money, ineffective monitoring and supervision of staff, erratic fees payment, truancy, students' dropout as a result of poverty and pregnancy, and indiscipline by students. Earlier studies and Trans-Nzoia QASIR 2018 and 2019 reports point to such problems faced by the principals (Alunga & Maiyo, 2019; Barasa et al., 2017; Mwaria et al., 2016; Okayo, 2017). The management problems if not well dealt with often lead to dilapidation of schools a key indicator being poor performance in national examinations. To forestall such it behoves of the principals to exercise and adhere to prudent management practices.

It is therefore imperative that a paradigm shift be instituted in the way secondary schools are run in a bid to forestall the numerous management challenges experienced by school principals. The current study relying on previous studies and reports pointing towards principals' mismanagement of schools in Trans-Nzoia County and elsewhere would like to present a premise that school principals need to change and adopt leadership modes like transformational leadership if positive change is to be realized in their schools. The study sought to investigate the effect of principals' practices of transformational leadership on teachers' commitment in public secondary schools of Trans-Nzoia County. This was accomplished through testing of a null hypothesis at an alpha level of significance of 0.05 and which states:

H₀₁: There is no significant effect between principals' transformational leadership practices and teachers' commitment in public secondary schools in Trans-Nzoia County.

1.3 Significance of the Study

It is hoped that the study findings will be useful to principals' who may change their administrative styles in favour of transformational leadership style and teachers' who may perform better as a result of being motivated, inspired and appreciated by the principal.

1.4 Theoretical Framework

Kumar (2014) defines a theoretical framework as the substances or theories in which the study is embedded. It comprises of stated theories from experts that attempt to explain the relationships in a given study. Additionally, Kivunja (2018) allude that theoretical framework is a sub-set of conceptual framework that acts as a structure or data mining lens which helps a researcher to come up with a well informed perspective vital for examining one's data, conducting data analysis, interpretation of findings, discussion of findings, making of recommendations, and reaching desirable conclusions. In essence, theoretical framework helps a researcher to make sense of the data in his/her study. The study was anchored on Bass' 1985 transformational leadership theory that

goes out at length to elucidate how leaders can achieve greater heights of development in their institutions against the odds.

2. LITERATURE REVIEW

2.1 Effect of Principals' Transformational Leadership Practices on Teachers' Commitment

Mowday, Steers and Porter (as cited in Al-Jabari, 2019) define commitment in the organization as the relative strength of a worker to identify with and be actively involved in the day-to-day activities of that particular organization. When individuals in a given organization are committed, the organization tends to benefit in many ways:- job satisfaction amongst members, heightened performance, reduced turnover among workers, and increased flexibility of the organization (Saeed, Waseem, Sikander, & Rizwan, 2014). This leads to a high trust between workers and the organization hence a positive correlation to job satisfaction and organizational commitment (Fard & Karimi, 2015 as cited in Al-Jabari, 2019).

Barbieri, Sulis, Porcu and Toland (2019) undertook a study among Italian high school teachers' to gauge their well-being and welfare in their respective schools. Findings showed that transformative school leaders always put staff welfare at the fore of their leadership. This is as reflected in the teachers' positive perception of the school environment as one that has adequate human resources, physical facilities, availability of professional development opportunities, and provision of basic needs, leading to teachers' job satisfaction.

Tangirala and Ramanujam (as cited in Atalay et al., 2019) consider organizational silence as the situation where employees gag their mouths, keep mum, refrain from sharing vital information from within and without the work-place and hence keep it to themselves. This impacts negatively to the organization as members have to share while working and can result from employee problems from within and without the organization. Organizational silence is the antithesis of organizational attractiveness where the latter basically refers to an individual having a positive attitude towards the organization and liking the organization. The concepts of organizational attractiveness and silence are affected by many causative agents within the organization and ends up affecting performance of teachers, workers' commitment, teachers' motivation as well as many other organizational behavior factors (Vakola & Bouradas, 2005 as cited in Atalay et al., 2019).

Lynch, Smith, Yeigh and Provost (2019) study in Australia involving 22 high schools from a single school district measured the readiness of organizations and their effects on school improvement as perceived by teachers and school leaders. Prior to the study, the schools had been exposed to a system sponsored program tabbed "teaching improvement" in a bid to leverage them by equipping them accordingly. This entailed internal reorganization of the participating schools by principals as per the alignment capability and engagement (ACE) approach, this motivated teachers, enhanced teacher learning and consequentially led to improved students' test outcomes.

Da'ar's (2019) study in Israel's elementary school examined a prototype that linked the principals' strategic and interpersonal skills with participation of teachers in the schools' decision making process so as to predict their skill flexibility in the course of the implementation of an educational reform, New Horizon. Results indicated that principals who had been equipped with strategic skills were able to marshal and influence teachers to freely participate in the schools' decision making process and which in turn impacted on teachers' skill flexibility. This in effect has a tendency to motivate teachers and make them feel part and parcel of the school thereby promoting organizational attractiveness (Atalay et al., 2019).

Bawuro, Danjuma and Wajiga's (2018) study in Nigeria's North East secondary schools found out that principals' transformational leadership in schools was the key causal factor affecting innovative character of teachers besides others like work-place happiness and organizational climate which

automatically come into existence as principals adopt this leadership mode. Studies by Arif and Akram (2018) and Ripki, Murni and Wahyudi (2019) collaborates Bawuro et al. (2019) findings by noting that team members tend to approach situations in new ways which impacts positively on their satisfaction and hence organizational commitment. Additionally, Rahmi (as cited in Hutasuhut, 2019) conjectures that transformative school principals promote intellectual stimulation by giving teachers challenging tasks that compel them to think rationally thereby increasing their intelligence and ability to solve challenges and problems amicably. Furthermore, Raman et al. (2015) together with Mosawi and Mohamed (as cited in Kheir-Faddul & Danaiaata, 2019) opine that job satisfaction tends to increase one's level of organizational commitment, timely completion of tasks and willingness to sacrifice their time and personal agenda for the sake of the school. Likewise, Kheir-Faddul and Danaiaata's (2019) study in Israeli's Druze junior high schools arrived at a positive correlation between the principal's transformational leadership style and job satisfaction or commitment.

Transformational leaders are both task-oriented and relations-oriented. Rajbhandari, Rajbhandari and Looock's (2016) study in Finland found out that this behavior of leaders tends to impact positively on the motivation and commitment of team members. Effective school leaders are people preoccupied with a mentality of work and the people they lead by effectively catering for the staff needs leading to their job satisfaction (Leithwood, Day, Sammons, Harris & Hopkins, 2006). Ibrahim, Mokhtar, Ali and Simin's (2017) Malaysian study results showed a positive and eminent relationship between the transformational leadership style of principals and teachers' commitment. Conclusively, principals who espouse transformational leadership mannerisms end up elevating commitment of teachers under their jurisdiction. This corroborates earlier research work conducted (Wang & Walumbwa, 2007; Chu, 2006, Emery & Barker, 2007; Erkutlu, 2008; Hamel, 2007; Limsila & Ogunlana, 2008; Washington, 2007 as cited in Ibrahim et al., 2017). The current study was undertaken to ascertain the above relationship and whose findings corroborated those of earlier researchers (Wang & Walumbwa, 2007; Chu, 2006, Emery & Barker, 2007; Erkutlu, 2008; Hamel, 2007; Limsila & Ogunlana, 2008; Washington, 2007 as cited in Ibrahim et al., 2017; and Raman et al., 2015).

Maria's (2014) study in Cyprus findings pointed out to the fact that the contingent reward dimension (which rewards effort and recognises good performance) of leadership loads on transformational leadership rather than its transactional mode. This was corroborated by other studies done by Bass, Hinkin and Schriesheim, and Tejada et al. (Bass, 1985; Hinkin and Schriesheim, 2008; Tejada et al., 2001 as cited in Maria, 2014; and Sun & Leithwood, 2012). The above study findings were in support of an integrated leadership model encompassing transformational, transactional and passive-avoidant forms of leadership which also portrayed a positive link between principals' school leadership behaviors and job satisfaction.

Sammons et al. study in England and that of Mascall and Leithwood in American schools revealed that principals' transformational leadership positively impacts on staff motivation, commitment and supportiveness through the provision of a conducive working environment (Mascall & Leithwood, in press; & Sammons et al., 1997 as cited in Day & Sammons, 2013). This promotes staff performance that eventually results in improved student learning and academic achievement.

3.0 Methodology

3.1 Research Design

The study embraced descriptive survey design with a mixed methods approach. The design was preferred for the study since it is a field study undertaken in a natural setting in schools where teachers filled questionnaires, participated in focus group discussions and principals were interviewed to yield qualitative data that entailed description of phenomena. The use of questionnaires with close-ended questions provided quantitative data that informed the incorporation of the mixed methods approach which allows for collection of both qualitative and quantitative data (Creswell, 2013).

3.2 Population and Sample size

Simple random and purposive samplings were used to arrive at a sample of 352 respondents of which 30 were principals and 322 teachers as determined by Morgan's table and formula.

Table 1 Sample Distribution of Principals and Teachers Per Sub County and School Category

Sub County	National		Extra County		County		Sub County	
	Principal	Teacher	Principal	Teacher	Principal	Teacher	Principal	Teacher
Saboti	1	15	2	28	2	28	2	12
T/N East	-	-	2	28	2	28	2	12
Kwanza	-	-	2	28	2	28	2	12
Kimini	1	15	2	28	2	28	2	12
Endebess	-	-	1	14	1	14	2	10
Total	2	30	9	126	9	108	10	58

Source: Researcher's Field Data (2020)

3.3 Instruments of Data Collection

Three instruments of data collection were put to use and these were questionnaires for teachers, focused group discussions for teachers and interviews for principals. The researcher used questionnaires and focus group discussion instruments on teachers so as to facilitate triangulation and which in turn enhances the validity of instruments by reaching inferences that are accurate (Schreiber & Asner-self, 2011).

3.4 Data Collection Procedures

The researcher sought and obtained necessary permits and authorisations to conduct research followed by seeking permission from principals of the sampled schools prior to commencement of the data collection exercise. The researcher sought and got informed consent from the respondents prior to the administration of the three instruments of data collection and assured them that confidentiality would be upheld. The researcher conducted the study by administering questionnaires to teachers of the sampled public secondary schools of Trans-Nzoia County and carrying out five focus group discussions with 35 teachers. The school principals were subjected to an in-depth interview in the course of the research process. Questionnaires were dispensed to 322 teachers from the sampled schools of Trans-Nzoia County and collected thereafter.

3.5 Methods of Data Analysis

The study yielded both qualitative and quantitative data. The collected qualitative data was screened, sorted, coded and put under themes consistent with the research objective and then

analyzed thematically using content analysis. It entails text selection, text unitizing, coding and finally analysis of coded data to reveal extent of relationships between themes. Quantitatively data was analyzed by descriptive and inferential statistics using frequencies, mean, standard deviation, chi-square, and Spearman rank correlation. Respect for intellectual property was adhered to by ensuring the study's plagiarism levels were in the accepted levels of below 19% as per the university requirements when subjected to Turnitin plagiarism software by the supervisors. Furthermore, proper acknowledgement of cited works was also made.

4.0 Data Analysis and Discussion

4.1 Introduction

The study investigated the effect of principals' practices of transformational leadership on teachers' commitment in public secondary schools of Trans-Nzoia County using questionnaires tailored on a five point Likert scale. In the scale 1=SD-strongly disagree; 2=D-disagree; 3=NS-not sure; 4=A-agree; 5=SA-strongly agree. The findings are as presented in table 2.

Table 2 Effect of Principals' Transformational leadership practices (TLP) on Teachers' Commitment

When principals demonstrate TLP	N=305	SD	D	NS	A	SA	Mean	SD
Teachers freely work without necessarily being supervised	F	5	20	3	157	120	4.20	0.880
	%	1.6	6.6	1	51.5	39.3		
There is increased productivity by teachers	F	10	9	17	171	98	4.11	0.884
	%	3.3	3	5.6	56.1	32.1		
There is improved students' test scores	F	5	10	27	178	85	4.08	0.801
	%	1.6	3.3	8.9	58.3	27.9		
Teachers have a sense ownership of the school	F	22	32	39	116	96	3.76	1.201
	%	7.2	10.5	12.8	38	31.5		
Teachers take active role in decision making	F	30	35	17	109	114	3.79	1.312
	%	9.8	11.5	5.6	35.7	37.4		
Teachers work as a team	F	2	10	3	143	147	4.39	0.731
	%	0.7	3.3	1	46.9	48.2		
Teachers willing to spend more time in school to help learners beyond official working time	F	4	12	9	144	136	4.30	0.815
	%	1.3	3.9	3	47.2	44.6		

Source: Researcher's Field Data (2020)

Generally, the findings on the effect of principals' transformational leadership practices on teachers' commitment show that most of the respondents acted in the affirmative implying that teachers work freely without necessarily being supervised, there is increased teachers' productivity, there is improved students' test scores, teachers own the school, teachers are actively involved in decision-making processes, teachers embrace team-work and teachers willingly spend more time in the school helping students (Atalay et al., 2019; Barbieri et al., 2019; Da'ar, 2019; Ibrahim et al., 2017; Kheir-Faddul & Danaiaata, 2019; Muia, 2018; Ripki et al., 2019).

During the focus group discussions, the researcher asked teachers to explain how principals ensure that teachers become committed to school and end up liking the school. The researcher then rated their comments through a poll and their responses are as presented in table 3.

Table 3: Focus Group Discussion Results on Principals' Transformational Leadership and Teachers' Commitment Strategies

Strategy	F (N=35)	Percentage (%)
Help teachers work without supervision	8	22.87
Helping teachers to work extra hard	9	25.72
Helping teachers to own the school	21	60
Involving teachers in decision-making	35	100
Helping teachers stay in school beyond official working hours	15	42.85

Source: Researcher's Field Data (2020)

From the findings in table 3, it can be seen that the most commonly used strategies by principals to help teachers be committed and like the school is involving them in the decision making process, making them own the school and stay in school beyond the normal working hours. This is in agreement with the study of Komang (as cited in Hutasuhut, 2019) who found out that transformational leadership has a 54.4 per cent influence on teachers' motivation that leads to increased commitment and hence increased productivity.

Further, teachers claimed that principals help them own the school as indicated below;

'Often, principals delegate duties to teachers and engages them in the different ongoing activities within and outside the school...By assigning us roles and leaving us to work on these assigned duties without undermining our capabilities, hence this makes us feel like we own the school'

Similar sentiments were expressed by principals during interviews sessions where one claimed;

'I ensure that I involve members of the teaching fraternity in school programs and seek their suggestions on issues that affect them and the school at large. I do this by adhering to a management regiment based on delegated roles without minimal interference and respecting their decisions as long as they are geared to the positive growth of the school.'

In regards to involving teachers in the decision-making process, one teacher noted;

'Our principal ensures that we hold meetings on important matters that need teacher's involvement. These meetings are held often to ensure that teachers get ample opportunities to air their opinions and take part in the decision making processes.'

The principals during the interview sessions also had similar views as teachers on the strategies adopted to involve the teachers in the decision making process. One claimed;

'I ensure that we hold regular meetings in school where each teacher is given an opportunity to participate by airing their views on issues or by giving their opinions on how to improve the school.'

The researcher then conducted a Spearman's rank correlation test to find out association between the principals' transformational leadership and teachers' commitment as well as the direction and strength of the relationship in the first null hypothesis 'Ho₁: There is no significant effect between principals' transformational leadership practices and teachers' commitment in public secondary schools in Trans-Nzoia County' as shown in table 4.

Table 4: Correlations between Teachers' Commitment and Principals' Transformational Leadership Practices

		Transformational Leadership	Teachers' Commitment
Spearman's rho	Transformational Leadership		
		Correlation Coefficient	1.000
		Sig. (2-tailed)	.
		N	305
		Teacher's Commitment	
		Correlation Coefficient	0.8
	Sig. (2-tailed)	.005	
	N	305	

Source: Researcher's Field Data (2020)

Table 4 shows that a strong positive association exists between transformational leadership practices and the teachers' commitment as evidenced in the correlation coefficient value 0.8 and a statistically significant p value $0.005 < 0.05$. This is in agreement with the study findings of Raman et al. (2015) and Kheir-Faddul and Danaiaata (2019) who found out that job satisfaction tends to increase one's level of commitment to the organisation. Therefore, the null hypothesis 'Ho₁: There is no significant effect between principals' transformational leadership practices and teachers' commitment in public secondary schools in Trans-Nzoia County' was rejected. Thus the alternative hypothesis Ha₁: There is significant effect between principals' transformational leadership practices and teachers' commitment in public secondary schools in Trans-Nzoia County was upheld.

The researcher then conducted a chi-square goodness of fit test on the teachers' commitment and principals' transformational leadership practices to test the first null hypothesis. The results are as displayed in table 5.

Table 5: Chi-Square Test Results on Teachers' Commitment and Principals' Transformational Leadership Practices

Transformational leadership practices		Teachers' Commitment			P value
		N=305	Yes	No	
Acts as a role model to all workers	Yes	F	59	3	0.026
		%	19.34	0.98	
	No	F	13	230	0.002
		%	4.26	75.41	
Attends to individual needs of workers and ensures they are comfortable	Yes	F	58	1	0.002
		%	19.02	0.33	
	No	F	15	231	0.021
		%	4.92	75.74	
Expresses optimism that schools goals will be achieved	Yes	F	33	3	0.021
		%	10.82	0.98	
	No	F	13	256	0.028
		%	4.26	83.93	
Encourages workers to be creative and innovative	Yes	F	67	4	0.028
		%	21.97	1.31	
	No	F	12	222	0.045
		%	3.93	72.79	
Creates vision to guide school operations	Yes	F	33	3	0.045
		%	10.82	0.66	
	No	F	14	256	0.019
		%	4.59	83.93	
Models and communicates the vision	Yes	F	22.3	0.98	0.019
		%	13	221	
	No	F	4.26	72.46	0.000
		%	4.26	72.46	
Creates commitment to the vision	Yes	F	30	2	0.000
		%	9.08	0.66	
	No	F	14	259	0.000
		%	4.95	84.92	

Source: Researcher's Field Data (2020)

Generally, table 5 findings show that teachers' commitment is influenced by the principals' transformational leadership practices and that principals' transformational leadership practices have a statistically significant effect on the management of teachers' commitment in schools. The principal's transformational leadership practices like idealized influence ($p=0.026<0.05$), individualized consideration ($p=0.002<0.05$), inspirational motivation ($p=0.021<0.05$), intellectual stimulation ($p=0.028<0.05$), creating vision ($p=0.045<0.05$), modelling and communicating vision ($p=0.019<0.05$) and committing to the vision ($p=0.000<0.05$) which had a significant influence on the management of physical resources in public secondary schools. Therefore, the first null hypothesis H_{01} : There is no significant effect between principals' transformational leadership practices and teachers' commitment in public secondary schools in Trans-Nzoia County was

rejected. Thus the alternative hypothesis H_{a1} : There is significant effect between principals' transformational leadership practices and teachers' commitment in public secondary schools in Trans-Nzoia County was upheld.

5.0 Conclusion and Recommendations

5.1 Conclusion

Based on the study findings, it is evident that there is significant effect between principals' transformational leadership practices and teachers' commitment in public secondary schools in Trans-Nzoia County. Thus, when the principals' transformational leadership practices increase, so would the teachers' commitment.

5.2 Recommendations

The listed recommendations were made based on the study findings:

- i) Principals to improve on the engagement of teachers in decision making processes to make them feel part and parcel of the school and also own the school.
- ii) Principals to adopt transformational leadership as the management style of choice since it make teachers to be motivated and committed.

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