

**INFLUENCE OF PRINCIPALS' LEADERSHIP STYLES ON MOTIVATION OF  
TEACHERS IN PUBLIC SECONDARY SCHOOLS IN SABATIA  
SUB - COUNTY, KENYA**

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## DECLARATION

### DECLARATION BY THE CANDIDATE

This thesis is my original work and has not been presented for a degree to any other University.

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## **DEDICATION**

This thesis is dedicated to my parents, the late Peter Musaa and Annah Atieno for their spiritual, moral and financial support and inspirational advice throughout my education; my beloved wife Elizabeth and children Ian, Siphrose, Gilbert and Steve for their encouragement, understanding and sacrificing during the process of course work and thesis writing when I was not available most of the time to give my fatherly support to them.

## ABSTRACT

Studies worldwide have revealed that Principals use democratic (DLS), autocratic (ALS), laissez-faire (LFLS) leadership styles to motivate teachers who manifest commitment to duty and good performance imparting relevant knowledge, skills and attitudes to the students. Despite the use of these Principals' leadership styles in Sabatia Sub County, low motivation related cases among teachers were reported between 2010-2013 as follows; desertion in 20(62.5%) schools, transfer requests 31(96.9%) schools, chronic absenteeism 24(75%) schools, negligence of duty 20(62.5%) schools, lateness/missing of lessons 22(68.8%) schools and quitting teaching in 28(87.5%) schools. The purpose of this study was to examine the influence of Principals' leadership styles on teachers' motivation in public secondary schools in Sabatia Sub County. Objectives of the study were to; determine teachers' level of motivation, establish the influence of Principals' DLS on teachers' motivation, assess the influence of Principals' ALS on teachers' motivation and establish the influence of Principals' LFLS on teachers' motivation. A conceptual framework consisting of Principals' leadership styles as independent variables and motivation of teachers as dependent variables was used to guide the study. The study adopted a descriptive and correlation research designs. The study population consisted of 32 Principals, 32 Deputy Principals, 500 teachers. Saturated sampling was used to select 29 Principals and 29 Deputies while simple random sampling was used to select 290 teachers. The data was collected using teachers' questionnaire, interview schedules and document analysis. Face and content validity of the instruments was established by experts in the department of Educational Management and Foundations. Reliability of the instruments was determined by a pilot study in three schools whereby test re-test method yielded a Pearson's  $r$  of .79 at the set  $p$ -value of .05. Quantitative data was analyzed using frequency counts, percentages, means and regression analysis. Qualitative data was transcribed and analyzed in emergent themes. The study established that teachers were moderately motivated at a mean rating of 3.21. The study established that there was a strong positive correlation between Principals' DLS and teachers' motivation as signified by Pearson's  $r$  of .772 and was significant at the set  $p$ -value of .05. Democratic leadership style accounted for 59.6% of teachers' motivation. The study established that there was a weak positive correlation between Principals' ALS and teachers' motivation with Pearson's  $r$  of .139 and significant at the set  $p$ -value of .05. Laissez-faire leadership style had a weak positive correlation with teachers' motivation as signified by Pearson's  $r$  of .195 and significant at  $p$ -value of .05. Since ALS and LFLS accounted for 1.9% and 3.8% respectively, they did not really influence motivation of teachers as confirmed by multiple regression analysis. The study concluded that democratic leadership style should be enhanced in schools to motivate teachers by involving them for instance in decision making. The study recommended that Principals should use more of DLS and less of ALS and LFLS in motivating teachers. The findings of this study are useful to school management in facilitating teachers' motivation for effective participation in school management and curriculum implementation.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

### **ABBREVIATIONS**

D.E.O	District Education Officer
H.O.D	Head of Department
K.C.S.E	Kenya Certificate of Secondary Education
U.S.A	United States of America

### **ACRONYMS**

ALS	Autocratic Leadership Style
BOM	Board of Management
CDF	Constituency Development Fund
DLS	Democratic Leadership Style
FDSE	Free Day Secondary Education
KEMI	Kenya Education Management Institute
LFLS	Laissez-faire Leadership Style
KSSHA	Kenya Secondary Schools Heads Association
MOEST	Ministry of Education Science and Technology
SCHRO	Sub-County Human Resource Officer
SGS	School of Graduate Studies
TSC	Teachers Service Commission

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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the study**

In the opinion of Campbell (2013) leadership is a process through which an individual (leader) secures cooperation of others (followers) toward goal achievement in a particular setting. Davies (2005) is of the view that leadership is about direction setting and inspiring others to make the journey to a new and improved state for the school. He further notes that leadership is not a preserve of an individual but of a group of people who provide leadership in the school and by doing so, provide support and inspiration to others to achieve the best for the children in their care. Milkos and Ratsoy (2005) confer that leadership is independent of position and that it need not be a function of an individual. This concept of leadership underscores the critical roles played by the secondary school Principal in influencing teachers to apply themselves with zeal and confidence to achieve the school set goals.

Principal leadership styles will be viewed from the context of the principals' behaviors and how these behaviors translate to teachers, students and staff of the school. Where the principal practices a positive leadership style, it will in turn help bring a positive learning climate to the school. Teachers feel more comfortable and therefore motivated. If the opposite is true then teachers' job satisfaction can be expected to decrease (Ismail, 2012). Sarava-Shore (2008) notes that teachers play the main role in ensuring that performance increase every year since they are in charge of the classroom and curriculum. To ensure teachers are able to play this role, they need support and motivation that is often affected by

the principal at the school. Further more teachers will be satisfied with their job if they have a good relationship with the principal of their school and are involved in decision making process (Ismail, 2012). Stephen and Linda (2005) observed that lack of a motivation and commitment on teachers as a result of the school leader produces poor attendance and unprofessional attitudes on the teachers. According to Miller, Murnane and Willet (2007) research absenteeism disrupt the routines and relationships that support learning, makes students lose opportunity to learn and have a negative effect on student achievement. These studies dwelt on teachers' job satisfaction in U.S.A and Britain respectively and did not indicate how principal's leadership styles influence teacher motivation that the current research investigated in Sabatia Sub-County.

Several researchers have examined variables such as: teacher salaries, status, increase in class size, changes in educational system, tardiness, and absenteeism and turnover rates as indicators of teacher motivation (Buitendach and Rothmann, 2005). These show that motivation is an important facet of having a productive educational system. Directly related to a teachers' motivation is the effectiveness of the principal's leadership style which the current study intends to find out. Study done by Olsen and Anderson (2004) indicate that teachers motivation play an important role in teachers being highly productive educators. They note that teachers will leave their positions for reasons such as poor salary, poor administrative support and ineffective leadership style of their principal. Such findings are lacking in Sabatia necessitating the current research.

Leadership according to Singh (2005) is the art of mobilizing others to want to struggle for shared aspirations. He further notes that school leaders embrace collaborative process that entails devolution of power to the teachers to become an integral part of the leadership

processes of the school that are guided by shared school vision. Research by Silns and Mulford (2003) highlight the importance of teachers and principals working together in collaboration for successful school restructuring and improvement. This view is supported by a study conducted by Nasongo (2009) who observed that head teachers who used team work by ensuring parents, teachers and students are involved in running the school enhanced performance of their schools. Nasongo's (2009) study looked at role of Headteacher in academic achievement unlike the current research that looked at Principals' leadership style on teachers' motivation as a knowledge gap to fill.

Leadership practices of school principals not only affect teachers' performance but also influence students' achievements. The impact of principals on students' achievements is not as direct and obvious as that of teachers; nonetheless, principals affect students' achievement through their teachers by motivating teachers to be effective educators. Reaching a high level of achievement for students is a result of a positive interaction between teachers and principals (Marks & Printy, 2006). According to Leithwood, Aitken & Jaintz (2006), successful leaders have a strong positive influence on staff motivation, commitment and working conditions, leading to enhanced classroom practices. A study conducted by Cemaloglu, Sezgin and Kilinc (2012) in Turkish Primary schools found that principals' leadership style is related to organizational commitment which is an indicator of teacher motivation. Principals being supportive and open to teachers are important for their commitment to their schools. Their sample of 237 teachers in 18 schools was small. The current study intends to involve 290 teachers in 32 secondary schools and involve principals who were not considered in their research. Moreover the study did not address the influence

of Principals' leadership styles on teacher motivation at secondary school level, the gap this study sought to fill.

It is therefore prudent that school leaders should incorporate into their leadership practices skills that encourage, reinforce, and sustain teachers who are actively engaged in teaching and learning, open to new ideas and approaches, and committed to students (Hoy and Miskel 2005). A study conducted in India by Vimila (2005) indicates that regular teaching, discipline among students and teaching with interest indicated motivation among teachers. He further notes, the ability of children to learn to read and write and pass examinations was another indicator. Adeyemi (2011) argued that the main task of the principal is to create a conducive atmosphere for the teachers to be able to achieve desired changes in the students. Supporting this argument Adegbesan (2013) found that teachers in Nigeria express a desire for more participation in decision making which is an aspect of democratic leadership style in motivation of teachers. Adegbesan (2013) study was conducted in Nigeria and its focus was on effect of Principals' leadership style on teachers' attitude towards work. The study did not deal directly with the influence of democratic leadership style on teacher motivation necessitating this research in Sabatia Sub-County

Mwanmuye (2012) stated that the quality of leadership offered by the head teacher is what makes the difference between the success and failure of a school. Wanjiku, Mulewa, Ombuki and Migosi (2013) remarked that head teachers are directly involved in influencing the activities of the school towards goal setting and attainment. Omolayo (2009) on the other hand identified different types of leadership. They are autocratic, democratic and laissez-faire. An autocratic leader defines his goals and facilitates group movement towards them.

He decides everything and manipulates teachers into approving his ideas. A democratic head teacher helps members of staff define their own goals and facilitates action towards them. He improves efficiency and production as members participate in defining the goals. The laissez-faire leader allows the employees make decisions. He avoids power and authority. It is this leadership styles that the researcher investigated their influence on teacher motivation.

A study in Kenya, Taita District by Mwalala (2008) found that authoritarian leadership leads to poor performance of students. Laissez-faire leads to indiscipline of the staff and students due to non-enforcement of rules and regulations hence poor performance in national examinations. It is worth noting that in Kenya the success of a school and teachers is gauged by their performance in national examinations. A study by Mwangi (2013) in Nakuru County showed that principals' attitude of note considering teachers' suggestions in decision making made teachers lose interest in their job. Nthuni, (2012) further notes that authoritarian and laissez-faire leadership styles demotivate teachers. Where democratic leadership style is used the teachers are highly motivated and inspired. These studies dealt with Principals' leadership styles in relationship to performance. The current research investigated influence of autocratic and laissez-faire leadership styles by Principals on teacher motivation in Sabatia Sub-County as knowledge gap to be filled as they were not addressed by these studies.

Mwangi (2013) opines that most head teachers are not effective in their leadership behavior because they treat teachers as tools believing that teachers can be treated anyhow. In response teachers do not handle their work properly. In highly effective schools with good academic performance the head teacher sets the pace leading staff and students motivation hence perform to their highest potential (Bush & Oduro, 2006). It is therefore not surprising that there is pressure mounted by stakeholders on effective leadership among principals. The

current study aimed at establishing the influence of Principals leadership styles on teachers' motivation in Sabatia Sub-County. This is the knowledge gap the study attempted to fill. In Sabatia Sub-County the K.C.S.E examination results have been below average as shown in Table 1.1 below raising concern among stakeholders. The performance in K.C.S.E in the Sub-County ranged between 4.4 in 2007 to 5.4 in 2012 (Table 1.1).

**Table 1.1 Sabatia Sub-County KCSE Mean Score from 2007 to 2012**

<b>Year</b>	<b>Mean Score</b>
2007	4.399
2008	4.587
2009	5.292
2010	4.980
2011	5.240
2012	5.374

**Source: DEO's Office Sabatia Sub-County 2012**

From Table 1.1 it can be observed that performance of students in K.C.S.E was 4.339 in 2007, increased to 4.587 in 2008, then 5.292 in 2009. It dropped in 2010 to a mean of 4.98, in 2011 it increased to 5.24 and then to 5.374 in 2012. A preliminary survey found that teacher motivation was one of the factors that led to the below average results but the actual influence by different leadership styles was not known. It however served as an indicator of teachers' low motivation since studies have shown that demotivated teachers perform poorly resulting in students' poor performance in K.C.S.E.

Apart from the below average performance other indicators of teachers' low motivation according to SCHRO in Sabatia Sub-County were cited as shown in Table 1.2

**Table 1.2 Indicators of low teacher motivation Sabatia Sub-County 2010–2013**

<b>Low motivation related cases</b>	<b>Total No. of schools</b>	<b>No. of schools with the cases</b>	<b>Percentage</b>
Desertion	32	20	62.5
Transfer requests	32	31	96.9
Chronic absenteeism	32	24	75
Negligence of duty	32	20	62.5
Lateness/Missing lessons	32	22	68.8
Quitting teaching	32	28	87.5

**Source: SCHRO's Office Sabatia Sub-County 2013**

Desertion of duty, transfer requests, chronic absenteeism, and negligence of duty, lateness, missing of lessons and quitting teaching which are indicators of low motivation were associated with Principals' leadership styles in one way or another. The below average K.C.S.E results and the indicators of low motivation therefore prompted the choice of Sabatia Sub-County as an area of study. In this respect, Subramanam (2011) points out that for educational process to achieve its goals it needs teachers with high motivation. At the same time, teachers need support to increase their satisfaction and motivation, and this will come about through principals' effective leadership style (Johnson, 2007). The data above did not give information on teachers' level of motivation neither did it give information on Principal leadership styles that motivates teachers necessitating this study to establish level of teachers' motivation and influence of Principals' leadership styles on motivation of teachers in Sabatia Sub-County.

## **1.2 Statement of the Problem**

Principals' leadership styles do enhance teacher motivation thus influence student achievement. The Principal does this by matching teacher characteristics with the desired leadership style that enhances teacher commitment to work and the institution which are key indicators of teacher motivation. Principals using leadership styles that do not fit the needs of teachers frustrate them and decrease their motivation. Studies have shown that, worldwide, teachers are motivated differently by different leadership style adopted by their Principals. Where democratic leadership style is used teachers are motivated and inspired. Autocratic and laissez-faire leadership style tends to demotivate teachers. Principals affect students' achievement through their teachers by motivating teachers through their leadership styles to be effective educators. Successful Principals have a strong positive influence on teacher motivation, commitment and working conditions leading to enhanced classroom practices. According to SCHRO (2012) in Sabatia Sub-County Principals either use democratic, autocratic or laissez-faire leadership styles while motivating their teachers. Cases of demotivated teachers based on records at the SCHRO's office in Sabatia Sub-County schools were as follows: desertion 20(62.5%), transfer requests 31(96.9%), chronic absenteeism 24(75%), negligence of duty 20(62.5%), lateness and missing of lessons 22(68.8%), quitting teaching 28(87.5%) from the years 2010 to 2013 and below average results in national examinations from 2007 to 2012. These have raised a lot of concern among stakeholders who have invested heavily in their children. It is against this background that there was a need to conduct a study on the influence of Principals' leadership styles on teacher motivation as a knowledge gap to be filled.

### **1.3 Purpose of the Study**

The purpose of the study was to establish the influence of principals' leadership styles on motivation of teachers in public secondary schools in Sabatia Sub-County, Kenya.

### **1.4 Objectives of the Study**

The objectives of the study will be to:

- i. Determine teachers' level of motivation in Sabatia Sub-County,
- ii. Establish the influence of Principals' democratic leadership style on teachers' motivation,
- iii. Determine the influence of Principals' autocratic leadership style on teachers' motivation,
- iv. Establish the influence of Principals' laissez-faire leadership style on teachers' motivation.

### **1.4 Research Questions**

The study shall aim to answer the following questions:

- i. What is the level of teachers' motivation in Sabatia Sub-County?
- ii. What is the influence of Principals' democratic leadership style on teachers' motivation?
- iii. What is the influence of Principals' autocratic leadership style on teachers' motivation?
- iv. What is the influence of Principals' laissez-faire leadership style on teachers' motivation?

### **1.6 Significance of the study**

The findings will enable the education policy makers in the Ministry of Education Science and Technology and KEMI to develop policies on leadership and management of schools which would reflect on participatory leadership and discuss ways in which it can be enhanced by all secondary school heads. The findings will be used to sensitize the B.O.M, teachers, parents, support staff and students to assist the principal where possible to develop a conducive environment that facilitates teacher motivation. The study may also reveal areas of leadership that require emphasis in this respect and form a basis for future research in related areas.

### **1.7 Scope of the Study**

Study confined itself to leadership styles used by principals in 32 public secondary schools in Sabatia Sub County. The respondents included Principals, Deputy Principals and Teachers. The study concentrated on influence of Principals' leadership styles on motivation of teachers in public secondary schools in Sabatia Sub County.

### **1.8 Assumptions of the study**

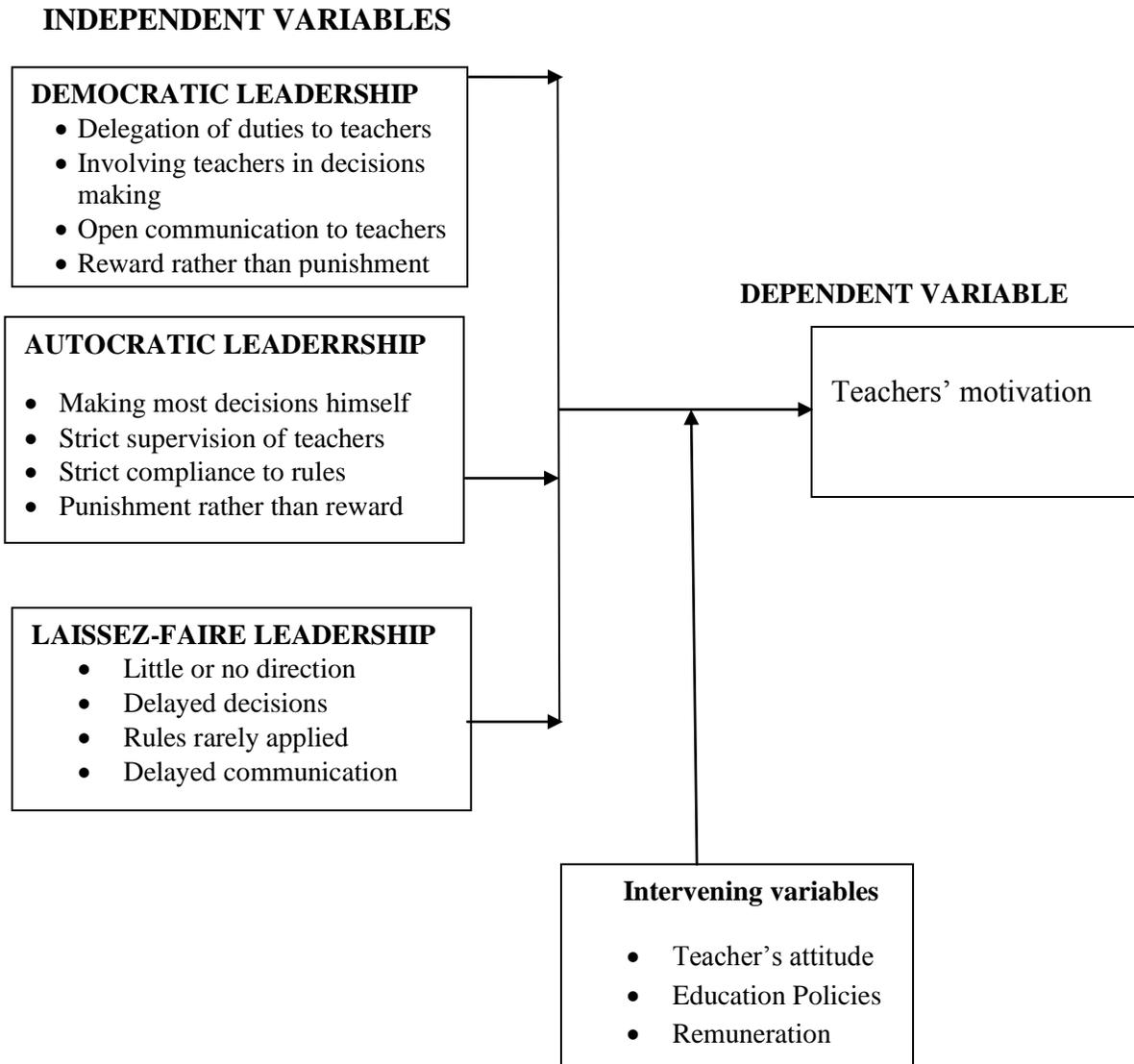
The following assumptions were taken into account;

- (i) Principals' DLS, ALS and LFLS leads to motivation of teachers;
- (ii) Principals use mainly one of the leadership styles in motivation of teachers;
- (iii) Teachers are aware of the three leadership styles exercised by Principals in teacher motivation;

## **1.9 Conceptual framework**

The Principal's leadership style is the independent variable of this study while motivation of teachers is the dependent variable. The leadership style of the school Principal creates an impact as far as it is perceived by the teacher. It also depends on whether or not that particular leadership style motivates the teacher towards pre-determined goals. The intervening variables of this study such as teachers' attitude, education policies and remuneration were held constant. Motivation of the teachers leads to outcomes like: increased performance, personal commitment, punctuality, regular attendance to duty, teamwork, mutual trust, loyalty to the school and increased staff retention including good relationship among the teachers which are indicators of teacher morale and motivation. The different leadership styles lead to different levels of motivation of the teacher depending on the perceptions and anticipation of the teachers. The intensity and duration of the outcomes determine the level of teacher motivation whether it is low, moderate or high depending on the leadership behavior demonstrated by the Principal in the school.

The conceptual Framework (Figure 1) shows the interaction between Principal’s leadership styles and teacher motivation.



**Fig. 1: Conceptual Framework showing Interaction between Principals’ Leadership Styles and Motivation of Teachers.**

### **1.10 Limitation of the Study**

Five respondents (2.07%) did not fill in the questionnaires completely and returned them blank. Interview was used to counter this.

## 1.11 Operational Definition of Terms

**Autocratic Leadership:** Leadership style in which the Principal makes most decisions by himself, strictly supervises teachers, strictly apply rules and regulations and punishes teachers rather than reward them

**Democratic Leadership:** Leadership style that involves teachers in decision making, delegates duties to teachers, communicates openly to teachers and reward teachers rather than punish them.

**Leadership:** The execution of policies and decisions which help to direct activities of an organization towards its goals.

**Leadership styles:** Ways in which Principals execute policies and decisions that help in directing activities in schools i.e democratic, autocratic and laissez-faire.

**Principal:** A trained teacher who has undergone professional training (a bachelor's degree or diploma in education) and employed by the TSC to teach in a public secondary school.

**School culture:** Deep patterns of values, beliefs and traditions that have been formed over the course of the schools' history and which are understood by members of the school community.

**Public secondary schools:** The schools for communities and build by the communities and which gets policy directions from the MOEST (Kenya).

**Teacher motivation:** The factors, forces, drives, needs, actions or other mechanisms that start and maintain the teachers' work-related behavior towards the achievement of personal and school goals

## **CHAPTER TWO**

### **REVIEW OF THE RELATED LITERATURE**

#### **2.1 Introduction**

The literature review focuses on the concept of leadership and motivation and description of leadership styles. It provides a comprehensive theoretical understanding of Principals' leadership styles and their influence on teachers' motivation.

#### **2.2 Principals Leadership Styles and Teachers' Level of Motivation**

According to Erkutlu, (2008) leadership is the influence that a particular individual (leader) exert upon the goal achievement of others (subordinates) in an organization. Leadership is thus the skill of a manager which enables him/her to persuade subordinates to apply themselves with zeal and confidence (Sagimo, 2002). Owen, (2004) notes that leadership is not something that one does to people, nor is it a manner of behaving towards people; it is working with and through people to achieve organizational goals.

Erkutlu, (2008) says that through leadership managers influence the behavior of people in business. Motivated employees are of the most important results of effective leadership. Most successful managers are successful leaders. They get people accomplish organizational goals. Success in leadership comes when the leadership style is matched with the characteristics of followers. A manager using a leadership style that doesn't fit the needs of employee is likely to frustrate them and decrease their motivation.

In the opinion of Robbins and Judge, (2011), motivation is a psychological feature that arouses an employee to act towards a desired goal and elicits controls and sustains certain

goal directed behaviors. It is considered a driving force that compels or reinforces an action towards a desired goal. Eres, (2011) notes that motivation is the main factor in being successful in any job. At the same time teachers need support to increase their satisfaction and motivation and this will come about through Principals' effective leadership style (Johnson, 2007). Hoy and Miskel (2005) confers; highly motivated teachers are more effective in classroom and lead students toward greater achievement than unmotivated teachers. It is the school leaders that enhance teacher motivation, thus influence student achievement.

Leadership practices of school principals not only affect teachers' performance but also influence students' achievements. The impact of principals on students' achievements is not as direct and obvious as that of teachers; nonetheless, principals affect students' achievement through their teachers by motivating teachers to be effective educators. Reaching a high level of achievement for students is a result of a positive interaction between teachers and principals (Marks & Printy, 2006). According to Leithwood, Aitken & Jaintz (2006), successful leaders have a strong positive influence on staff motivation, commitment and working conditions, leading to enhanced classroom practices. A study conducted by Cemaloglu, Sezgin and Kilinc (2012) in Turkish Primary schools found that principals' leadership style is related to organizational commitment which is an indicator of teacher motivation. Principals being supportive and open to teachers are important for their commitment to their schools. Their sample of 237 teachers in 18 schools was small. The current study intends to involve 290 teachers in 32 secondary schools and involve principals who were not considered in their research. Moreover the study did not address the influence

of Principals' leadership styles on teacher motivation at secondary school level, the gap this study sought to fill.

### **2.3 Influence of Principals' Democratic leadership style on teachers' motivation.**

In highly effective schools, the Head teacher sets the pace leading and motivating pupils and staff to perform to their highest potential (Bush and Oduro, 2006). Schmoker, (2001) notes that school performance is an important measure of success or failure for students, teachers and Principals. Effective Principals are strong educators, anchoring their work on central issues of learning and teaching and continuous improvement. DiPaola, Maran and Thomas, (2004) observed that the attitude held by school administrators are important. The Principal's attitude, values, beliefs and personal characteristics can inspire people to accomplish organizational goals. Empirical research confirm that schools that perform well have a strong and effective organization culture, whereas poorly performing schools have a negative organization culture (Westhuizen et al 2005).

A research done by Tansim, (2006) in Bangladesh discovered that teachers were not motivated as a result of higher dissatisfaction with issues of salary and lack of being involved by administrators in decision making process. In the opinion of Dessler, (2007); allowing staff to have in-puts into policy formulation and to participate in educational decision making which is an aspect of democratic leadership style can be a source of intrinsic motivation. He further found that, in a situation where school managers retain all major decision making powers; some teachers become resentful and feel a sense of neglect on the other hand, where decision making of important issues is discussed by all concerned, teachers will feel part and

parcel of management. Kadzamira (2006) concedes that teachers are more motivated and productive when they are provided with the opportunity to participate in school decision making process. Such a research is lacking in Sabatia Sub-County that this research investigated

Darling, (2013) notes that in thriving schools you have a professional learning community. This is something that teachers and leaders built together. The principal functions as a principal teacher who is really focusing on instruction along with other teachers. When principals help to create such a culture, they open the doors to say “let us talk about our practice, let’s show our students our work, let’s go look at each other classes and see what we are doing”. This creates a collaborative culture where learning is always building on what the teachers and leaders are doing together. Darling, (2013) further says that studies indicate greater gain is found in student achievement in schools when people work collaboratively in teams and when teams of teachers stay together over a period of time and build their collective knowledge and collective capacity. The whole can be greater than the sum of the parts. That is one of the major jobs of leadership. The current research investigated how the team spirit an aspect of democratic leadership style created by principals motivates teachers. Such a research is lacking in Sabatia Sub-County necessitating this research.

Omolayo (2009) identified three types of Principals’ leadership style that is Democratic, autocratic and laissez-faire. The leadership style adopted by school managers has a far reaching impact on motivation of teachers. Democratic leader of a school carries his colleagues a long with him/her to achieve set goals. Teachers under such a leader are free to express themselves without feeling intimidated. The managers who treat employees in friendly manner are apt to get more of a positive response. Democratic Principals recognizes

each teacher's self worth and esteem. The leader's actions are based upon trust, integrity, honesty, equality, openness and mutual respect. Democratic Principals show consideration and concern for teachers by empathetic listening and understanding (Anderson 2013). He found that, democratic leader fosters open communication among all employees at all levels. Reasons and circumstances pertaining to decisions that affect the employees, department, or organization are shared in a timely fashion. Under such leadership, a highly positive, motivation-oriented environment is established to help satisfy the higher-level self-esteem and self-actualization needs as defined by Maslow (1998) in his hierarchy of needs. Ultimately, the democratic leader strives to empower all employees to their maximum capability and desire. Anderson, (2013) further notes that democratic leader places a strong emphasis on teamwork, while functioning as a facilitator to develop a natural synergy among the group. His research on how managers with different leadership styles motivate their teams focused on all employees in any organization, however the current research restrict itself on democratic, autocratic and laissez-faire leadership styles on teacher motivation in Sabatia Sub-county

A study done by Akpilimah (2011) in Nigeria found out that school management and leadership style adopted by school managers have a far reaching impact on the motivation of the teacher. Progressive and democratic leader of a school carry colleagues along with him/her to achieve set goals. They make teachers free to express themselves and therefore rally behind them. Teachers feel motivated hence productive and can influence students' achievement. On the other hand, low level of satisfaction is associated with decreased teacher productivity and attrition (Otupe, 2004). Ronnie, (2012) confers; a principal who adopts autocratic leadership style may face resistance from the staff. Both the staff and the parents

may not feel they are part of the school because the leader dictates. Tension develops among the staff making teachers to leave the school due to poor leadership. This creates a need for further study on democratic and laissez-faire leadership style that was not considered by the above studies. Hence the gap this sought to fill.

Bhatti, Maitlo, Shaik, Hashmi and Faiz (2012) pointed out that democratic leader invites other team members to contribute in decision making process. This increases job satisfaction and helps to develop peoples skills therefore motivated to work hard by more than just a financial reward. Nyaboga (2011) in his study in Nyamira district found that participatory leadership of the head teacher had a strong relationship on students' academic performance. However his study did not consider how democratic Principals influence motivation of teachers, further more he did not consider influence of autocratic and laissez-faire leadership styles and at the same time his sample of 72 teachers and 6 head teachers was low. The current study used a bigger sample to investigate influence of Principals' leadership styles on motivation of teachers.

Akpilimah (2011) asserts that autocratic school managers do not build a good school climate, and do not get teachers rallying behind him/ her. Otupe (2004) notes that teachers who are motivated are more productive and can influence students' achievement. Raising teachers' morale makes teaching more pleasant to the teacher. On the other hand, low levels of satisfaction are associated with decreased teacher productivity and attrition. Teachers feel motivated when consulted about decisions concerning their work. Adeyemi (2011) is of the view that autocratic principal is the best and enhances better performance among teachers than democratic and laissez-faire. He notes that people need to be forced before they can

improve productivity. However Omolayo (2009) differs; saying that Democratic Principals improve efficiency and production. Ronnie (2012) on the other hand says; autocratic leadership quickens decision making, activities of workers are closely monitored which eliminates laziness, allows complete control and streamlines work process. The researches above concentrated on principals' leadership styles in relation to performance and did not mention how the leadership styles influence teacher motivation that the current research sought to do.

Chandan (2010) concludes that an employee oriented supervisor will tend to get better productivity, motivation and work satisfaction. Such a supervisor is considerate for the needs and feelings of his subordinates hence positive effect on their motivation to perform their job effectively. According to Chatiavi (2002), there is no doubt that every head teacher dreams to get his school ranked among the best in national examinations results. When results are released, schools with good investments reap good results over which they celebrate jubilantly. Statistics reveal that schools perform well while others perform poorly. A close investigation reveals that good performance does not just happen. It is a result of good teaching and overall effective headship. The quality of leadership makes the difference between the success or failure of a school that necessitated this research.

#### **2.4. Influence of Principals' Autocratic leadership style on teachers' motivation**

Autocratic leaders are usually rigid in their thinking and perceptions (Erkutlu, 2008). They believe that employees have minimal abilities and capabilities and need close supervision and direction, and that controls are needed to assure their compliant behavior. The autocratic

leader believes their style is highly efficient. Unfortunately this style of leadership results in minimal or no innovation. Cooperation, commitment and achievement are stifled (Hersey, Blanchard and Johnson, 2000).

Anderson (2013) observes that autocratic managers tend to motivate employees by establishing confidence in the manager's ability to make accurate and productive decisions. Employees become comfortable with the manager's knowledge of the industry and the company processes and derive motivation from the manager's ability to keep the department focused on achieving company goals. Hammeed (2010) however notes that a manager-leader who has less faith in his subordinates or knows much more than the team may not delegate responsibilities and may keep the entire control to himself. Such managers get things done little by act of motivation and more by the carrot and stick technique, coercion, pressurizing, manipulating and harassing. In such an eventuality, motivation slips to its lowest degrees and workers work out of fear of losing jobs and cuts in salaries. Command-and-Control leadership drains ambition while worker responsibility increases ambition which the researcher investigated

Anderson (2013) found that autocratic leadership can be advantageous in a fast – paced work environment where people need to quickly make decisions for daily work tasks. He further observes that autocratic leaders tend to motivate employees by establishing confidence in the manager's ability to make accurate and productive decision. A study done by Gray (2000) shows that autocratic leadership is most prevalent in schools with serious weaknesses, particularly those in their early stages. He says that in a failing school context, immediate action is required and hence leadership approaches are often very directive and task focused.

This study was done in ten schools and focused on failing schools unlike the current research that focused on 32 stable schools.

In a study carried out by Harris and Chapman (2002) in England it was found out that Principals adopt leadership styles that match specific context of the school and the needs of the community. The Principals acknowledged that they all adopt autocratic leadership at critical times; they also agreed that this leadership approach was least likely to lead to sustained school improvement. Tarus (2006) differs; in his research in Nandi North District he found out that autocratic leadership leads to academic achievement. He says that unsuccessful schools are led by Head teachers who are not assertive. However their research did not indicate the extent to which autocratic leadership approach motivates teachers that the current research sought to find out.

### **2.5. Influence of Principals' laissez-faire leadership style on teachers' motivation**

This is a leadership type in which a leader is hands-off. A laissez-faire head teacher does not make decisions or give direction or control (Massie, 2000). Goodnight (2004) notes that in laissez-faire leadership understanding job requirement policies and procedures are exchanged from employee to employee. Because of this, many processes are out of control, no direction is given and the leader functions in a crisis or reaction mode. Even if goals and objectives are shared, rarely is there defined plan to accomplish them. This leads to anarchy, chaos and inefficiency. Bass and Alvahio (2002) further asserts that, although subordinates desired autonomy that laissez-faire leadership provided, research has shown followers dissatisfaction with this leadership style as the leader avoids getting involved when important issues arise, is absent when needed, avoids making decisions and delays responding to urgent questions.

Such leaders are not successful in organizing their staffs to accomplish goals. This study looked at influence of laissez-faire leadership style on school climate in Vocational Technical Training Colleges. However it did not examine how laissez-faire Principal influence motivation of teachers in secondary schools which the current research sought to establish.

Mwalala (2008) found out that laissez-faire leadership leads to indiscipline among students and teachers as there is non-enforcement of the rules and regulations leading to poor performance in national examinations. Yusuf, (2012) confers; Principals who are laissez-faire fail to follow up on those they delegate tasks to leading to decline in performance. Kamacia, (2007) supports this by saying that groups are unproductive if their supervisor avoided exercising control over subordinates. Goodnight (2004) further found that laissez-faire leadership leads to lack of direction resulting in low morale and lack of interest in the work. Laissez-faire leadership is associated with highest rates of truancy and unproductive attitudes of subordinates. Chaudhy and Javad (2012) in their research found that laissez-faire leadership style led to low productivity and motivation among followers due to insignificance relationship. Bush and Bell as cited by Tarus (2006) conducted a research in 5 European cities, 700 teachers were asked to explain the extent to which certain tasks were a problem to their teaching. 40% of the respondents gave ineffective head teacher as their main problem, saying that they hindered their work because they failed to handle discipline cases and did not set standards to be achieved. This study looked at head teachers' leadership style in relation to their productivity and did not say whether ineffective head teacher is hands-off or whether laissez-faire leadership motivates teachers, the gap the current research sought to fill.

In the opinion of Cherry (2011), laissez-faire leadership is not ideal in situations where group members lack experience, they need to complete tasks and make decisions. Some people are not good at setting their own deadlines, managing their own projects and solving their own problems. Teachers under such Principals fail to meet deadlines and most programs fail to be undertaken in time. Lambert (2003) supports this view; though laissez-faire leaders may be competent in other areas, they create a school that is fragmented, individualistic and lacks program coherence because they lack shared purpose, vision and commitment. Whereas Cherry and Lambert give us the disadvantages of laissez-faire leadership they don't mention whether the teachers under such leadership are motivated which the current study examined

Berg and Donaldson, (2005) asserts that nearly 450000 teachers leave their jobs either transfer to different schools or leave the profession altogether. According to Carrol and Foster (2010) teachers leave teaching within the first three years. They note that teaching is a "profession that eats its young" they leave because of poor working conditions that affect their ability to teach and the ineffectiveness of the leadership of the principal also contributes to their dissatisfaction. Carlson, (2012) found that over one-third who transferred to new schools reported that their dissatisfaction with the administrations' support was either a "very important" or "extremely important" reason for leaving their profession. They described their principals as arbitrary, abusive, or neglectful.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This Chapter describes the procedure of the study and also the area covered by the research. It also indicates the population, sample and the sampling techniques and the instruments used including their validity and reliability. The chapter also describes how data was collected and analyzed.

#### **3.2 Research Design**

This study adopted descriptive and correlational research designs. The researcher investigated the influence of principal's leadership styles on motivation of teachers by observing existing conditions or state of affairs. In this design, the researcher has no influence or direct control over the independent variables which are the Principals' leadership styles like democratic, authoritarian and laissez-faire because the manifestations had already occurred or they would be inherently not manipulatable, (Mugenda & Mugenda, 2003). Correlation research design is used to analyze the degree of relationship between two variables (Mugenda & Mugenda, 2003). The researcher established the correlation between Principal's leadership styles and teachers' motivation level.

#### **3.3 Area of Study**

The research was carried out in Sabatia Sub-County located on latitude 0,.02'N and 0.2'N and longitude 34.40'E and 34.52'E. The Sub-County is divided into two Administrative Divisions; Chavakali and Sabatia Division and is bordered by Hamisi Sub-County to the

East, Kakamega South Sub-County to the North, Emuhaya Sub-County to the West and Vihiga to the South. Sabatia has an altitude ranging between 1,300m and 2000m above sea level and slopes gently from west to east. Generally the District has undulating hills and valleys with streams flowing from north-east to south-west and draining into Lake Victoria. The Sub-County has Modified Equatorial Climate with fairly well distributed rainfall throughout the year with an average annual precipitation of 1900mm. Temperature range from 14<sup>0</sup>C to 32<sup>0</sup>C.

The soils in Sabatia Sub-County are sedimentary in nature and rocky deposits occasion many parts of the district. The soils support various farming activities. Cash crops grown include tea and coffee in some parts. Majority of the crops are subsistence in nature such as maize, beans, sweet potatoes, sorghum and fruits like avocados. Livestock farming is done on small scale. Sabatia Sub-County has a population of about 103,067 people and a population density of 1403.2 per square kilometers. The inhabitants are mainly Maragolis however it is cosmopolitan in the major market centres. The road network in the Sub-County is fairly good except a few feeder roads which need routine maintenance.

### **3.4 Study Population**

The target population included 32 Principals, 32 Deputy Principals and 500 teachers in Sabatia Sub-County. The 32 public secondary schools and the staff formed the population for the study. (SCHRO, 2013). The Principals were involved because they are the ones who practice the leadership styles. The Deputy Principals involved because they are second in

command and assist Principals in managing the schools and teachers because they are the ones affected by the leadership styles. The study used Fisher's formula  $nf = \frac{n}{1 + \frac{n}{N}}$

$$nf = \frac{384}{1 + \frac{384}{500}} = nf = \frac{384}{1.768} = 217 \quad \text{a sample of 217 was obtained.}$$

However 73 more teachers were added to carter for the questionnaires that might not be returned and increase accuracy giving a sample size of 290 teachers. (Appendix E). Fisher's formula gives an opportunity to determine a sample size that is from a population that is below or above 10,000 scientifically (Mugenda & Mugenda, 2003).

### 3.5 Sample Size and Sampling Technique

The target population of teachers was 500 out of which 290 were sampled giving 58% of the population which was sufficient enough according Gay (1981) as highlighted in Mugenda & Mugenda (2003) that for a descriptive study at least 10% of the population can make the sample. Saturated sampling was used to select 29 Principals and 29 Deputies while Simple random sampling was used to select the 290 teachers included in the study. The names of the teachers sampled in the school where the Principal was accessible were written down on small pieces of papers folded and put in a small basket. After shuffling the chits, they were picked with the eyes closed (Mbwesa 2006). The picking was done and recorded and returned until the numbers of teachers desired in a school were identified. Table 3.1 shows the sample frame:

**Table 3.1: Sample Frame**

<b>Category of Respondents</b>	<b>Target Population (N)</b>	<b>Sample (n)</b>	<b>Percentage (%)</b>
Principals	32	29	90.6
Deputy Principals	32	29	90.6
Teachers	500	290	58

### **3.6. Data Collection Instruments**

The data was collected through questionnaire, interview schedules and document analysis. There was one teachers' questionnaire. Questionnaire allows greater uniformity in the way the questions are asked ensuring greater comparability in the process (Borg, Gall & Gall 1996). It was suitable to this study because it allowed the researcher to reach a large sample within a limited time with no extra personnel. Mugenda & Mugenda (2003) say that questionnaires are ideal for data collection because they can be formulated to address specific objectives or research questions in the study. Any deficiencies will be revealed in pretesting. They also note that it is possible for the interviewer to clarify questions that are not clear. There were interview schedules for the Principals and Deputy Principals. The interview schedule was unstructured. Interview schedule made it possible to obtain data required to meet specific objectives of the study. Probing was used where respondents were not clear and to get deeper information. Document analysis was used to check performance over the past five years. This involved checking analyzed past K.C.S.E results, checking the number of transfer cases and reasons for the transfers and teachers attendance lists in the Principals' and Deputy Principals' offices.

### **3.6.1 Teachers Questionnaire**

The teachers' questionnaires consisted of open-ended questions and close-ended questions. The questionnaires had spaces left for the respondents to fill in their responses for closed questions and spaces for expressing their views for the open-ended questions. The questionnaires were used to get information on level of motivation of teachers and the influence of Principals' leadership styles on teacher motivation.

### **3.6.2 Principal's Interview Schedule**

This was done to add proof on information collected by teachers' questionnaires. Interviews helped the researcher to follow up the responses in the teachers' questionnaires in order to obtain more information and clarify vague statements. It enabled the researcher to build a good rapport with the respondents hence making it possible to get information the respondents would not give in a questionnaire. The interview was used to get information on teachers' level of motivation and the influence of Principals' leadership styles on motivation of teachers.

### **3.6.3 Deputy Principal's Interview Schedule**

This was done to add proof on information collected by teachers' questionnaires. Interviews helped the researcher to follow up the responses in the teachers' questionnaires in order to obtain more information and clarify vague statements. It enabled the researcher to build a good rapport with the respondents hence making it possible to get information that the respondents would not give in a questionnaire. The interview was used to get information on teachers' level of motivation and the influence of Principals' leadership styles on motivation of teachers.

### **3.6.4 Document Analysis**

Document analysis was used; official documents such as record of work, scheme of work, attendance list, and result analysis file and log book was used to obtain data. These documents were obtained from the Principal's and Deputy Principal's offices.

### **3.7. Validity of the Instruments**

Face validity of the instruments was done by presenting the questionnaire to the experts in the Department of Educational Management and Foundations, Maseno University for checking, comments and advice before preparing the final copy. Their comments and recommendations were put in the questionnaire that made it more meaningful and accurate therefore valid.

#### **3.7.1 Reliability of the Instruments**

Reliability of the instruments was ascertained through pilot study in three secondary schools in Sabatia Sub County. The three schools were not included in the study sample. The questionnaires were given to the same respondents in the three piloted schools. The researcher used Test Re-test method to determine the reliability of the questionnaire. Mean scores from each item as answered by each respondent in the first and second test were calculated. The researcher found a Pearson's  $r$  correlation of 0.79 at a set P-value of 0.5 for the teachers' questionnaire. Since the correlation coefficient was greater than 0.7 it was concluded that the questions were reliable. This is the simplest method according to Frankel and Wallen (2000).

### **3.8 Data Collection Procedure**

To generate data for this study the researcher obtained an introduction letter from SGS Maseno University to proceed to the field. The researcher then sought written permission from Vihiga County Director of Education and Sabatia Sub-County Human Resource Officer before proceeding to collect data. The researcher then visited the sampled schools in the Sub County to make appointment and develop rapport with Principals, Deputy Principals and the teachers. The questionnaires were then given to the respondents who were required to fill them as the researcher assisted them in making clarifications on the ambiguous questions. The teachers who were busy or not available on the agreed date and could not fill the questionnaires, the questionnaires were left behind and collected later for analysis. Interviews for the Principals and the Deputy Principals were done at the time of collecting the filled in questionnaires.

### **3.9 Data Analysis**

The quantitative data collected using closed-ended questionnaire were analyzed using descriptive statistics such as frequency counts, percentages and means. Frequencies and percentages were preferred because they easily communicate research findings to the majority of the readers. A five point rating scale was used to establish mean scores of the responses of the teachers based on their experiences on their level of motivation and influence of principals' leadership styles that is democratic, autocratic and laissez-faire on their motivation. The five point rating scale responses were scored to indicate the level of motivation: very highly motivated 5, highly motivated 4, moderately motivated 3, lowly motivated 2 and very lowly motivated 1. For each respondent the scores on the items were

summed up and divided by the number of respondents to give the mean score for the item. A mean score of 1.00–1.44 meant that the respondents' level of motivation was very low, 1.45–2.44 level of motivation was low, 2.45–3.44 level of motivation was moderate, 3.45–4.44 level of motivation was high and 4.45–5.00 level of motivation was very high. Pearson's  $r$  was computed to establish the strength and direction of the influence of the leadership styles on teachers' motivation, coefficient of determination to estimate the influence in percentage, ANOVA to establish whether the leadership style was significant or not and regression analysis done to establish the actual influence. Qualitative data obtained using open-ended items in the questionnaires and interview schedules were analyzed on an on-going process in emergent themes.

### **3.10: Ethical Consideration**

The rights of the respondents were taken care of by ensuring that their identities were concealed, they were not required to write their names in the questionnaires. They were assured of confidentiality of the data collected and that the data was only to be used for the purpose of the study. The respondents were assured of their access to the findings of the research. Appointments were made prior to visiting the schools to collect data from teachers and their consent was sought before collecting data from them (Mugenda & Mugenda, 2003). The County Director of Education and Sub-County Human Resource Officer were informed and gave consent before visiting the schools to collect data and all data obtained from other researchers were acknowledged to avoid plagiarism.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents the results, analysis and discussions of the data collected during the study. This study investigated the influence of principals' leadership styles on motivation of teachers in public secondary schools in Sabatia sub-county, Kenya. The study had four objectives namely to; determine teachers level of motivation, establish the influence of principals' democratic leadership style on teachers' motivation, assess the influence of principals autocratic leadership style on teachers' motivation and to establish the influence of principals' laissez-faire leadership style on teachers' motivation. Teachers questionnaire, Deputy Principals' and principals' interview schedules were used to collect data. The return rate of the questionnaires from teachers was 241(83.1%). However out of the 241, five teachers declined to fill the questionnaire and therefore 236 (81.4) questionnaires were used for data analysis.

#### **4.2 Demographic Characteristics of Respondents**

This section brings out demographic characteristics of teachers. The characteristics include gender, age, professional and academic qualifications and the length of stay in the current school. These characteristics were important to the study in order to understand the level of teachers' motivation in public secondary schools in sabatia sub-county.

##### **4.2.1 Teachers Demographic Characteristics**

The teachers were asked to indicate their gender. Their response were as follows in Table 4.1

**Table 4.1 Teachers' Gender**

<b>Gender</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Female	77	32.63
Male	159	67.37

Table 4.1 shows the gender of teachers. There were more male teachers 159 (67.37%) as compared to female teachers 77 (32.63%). This may be an indication that more male teachers qualify during teacher recruitment than the female teachers.

**Table 4.2 Age Category of Teachers**

<b>Age Category in Years</b>	<b>Teachers (f)</b>	<b>Percentage (%)</b>
30 and below	117	49.58
31 – 35	25	10.59
36 – 40	34	14.41
41 – 45	25	10.59
46 – 50	24	10.17
Above 51	11	4.66

Table 4.2 shows that majority of teachers are 117 (49.58%) are below 30 years. Age category 36 – 40 were second in number 34 (14.41%) followed by teachers in age category 31 – 35 and 41 – 45 that tied at 25 (10.59%) teachers. Age 46 – 50 had 24 (10.17%) while the lowest number of teachers 11 (4.66%) were in the category above 51 years. This is an indication that majority of teachers were newly recruited by Teachers Service Commission under the new policy of policy of employment of teachers based on demand. The newly established schools have recruited teachers forming the bulk of teachers in the Sabatia Sub-County. The few older teachers indicated that either teacher have left teaching for other well paying jobs or transferred to other sub-counties. This calls for teachers to be motivated to remain in the

teaching force and therefore use the much needed experience gained over the years for the good of the children in Sabtia Sub-County.

**Table 4.3: Highest Academic and Professional Qualities of Teachers.**

<b>Academic qualification</b>	<b>Teachers (f)</b>	<b>Percentage (%)</b>
Diploma in Education	36	15.25
Bachelor of Education	182	77.12
Masters in Education	18	7.63

Table 4.3 indicates that most teachers' professional qualification was Bachelors in education 182 (77.12%). 36 (15.25%) teachers had Diploma in education and 18 (7.63%) had Masters in education. This showed that teachers were qualified and had undergone training to enable them teacher in secondary schools.

**Table 4.4: The Length of Stay in the Current School**

<b>Years in the school</b>	<b>Teachers (f)</b>	<b>Percentage (%)</b>
0 – 5.5	169	71.61
5.6 – 10.5	36	15.25
10.6 – 15.5	19	8.05
15.6 – 20.5	11	4.66
Above 20.6	3	1.27

Table 4.4 shows that teachers do not stay long in the schools they were initially posted. The category of below five and a half years was very many 169 (71.61%). They were the newly recruited teachers serving under the mandatory five year rule before seeking for transfer. The 28 teachers in this category aged above 35 years transferred from other schools to the current

stations. 36 (15.25%) were in the category of 5.6 to 10.5 years while 19 (8.05%) teachers were between 10.6 to 15.5 years in their schools. 11 teachers (4.66%) had stayed in the current schools between 15.6 to 20.5 years while only 3 (1.27%) had stayed in their current stations for aver 20.6 years. This indicated that many teachers do not stay long in the schools they were first posted. It also indicted that teachers left the teaching profession all together for well paying jobs.

### **4.3 Motivational levels of Teachers in Sabatia Sub-County**

The first research question responded to was; what is the level of teachers' motivation in Sabatia Sub – County. Teachers were asked to rate their level of motivation based on their day to day experiences in their schools. Their responses were shown in Table 4.5. (Derived from Appendix D)

**Table 4.5: Motivational Levels of Teachers n=236**

<b>Motivation level</b>	<b>Frequency</b>	<b>Percentage</b>
1.00 – 1.44	-	-
1.45 – 2.44	23	9.7
2.45 – 3.44	109	46.2
3.45 – 4.44	94	39.8
4.45 – 5.0	10	4.2

**Interpretation of Mean Ratings: 1.00-1.44 very low motivational level, 1.45-2.44 low motivational level, 2.45-3.44 moderate motivational level, 3.45-4.44 high motivational level and 4.45-5.00 very high motivational level.**

From Table 4.5 it can be observed that 23(9.7%) of the teachers were experiencing low motivational level at mean rating of 1.45 – 2.44. It can also be observed that 109(46.2%) of the teachers were at moderate motivational level at a mean rating of 2.45 - 3.44. Ninety four (39.8%) were at high motivational level at a mean rating of 3.45 - 4.44 and only 10(4.2%) were at very high motivational level at a mean rating of 4.45 – 5.0. All these depended on how the leadership in the school treated them with respect to the aspects of motivation in table 4.6.

**Table 4.6 Motivational level of Teachers Based on Aspects of Motivation in Schools**

Aspects of Motivation	Rating					Total	MR	
	VL	L	M	H	VH			
Teaching load in the school	F	18	60	98	48	12	236	<b>2.89</b>
	%	7.6	25.4	41.5	20.3	5.1	100	
	S	18	120	294	192	60	684	
Clocking in and out of school	F	64	90	52	10	20	236	<b>2.29</b>
	%	27.2	38.1	22	4.2	8.5	100	
	S	64	180	156	40	100	540	
Maintenance of professional records	F	10	32	77	80	37	236	<b>3.43</b>
	%	4.2	13.6	32.6	33.9	15.7	100	
	S	10	64	231	320	185	810	
Interpersonal relationship among staff	F	9	30	66	91	40	236	<b>3.52</b>
	%	3.8	12.7	27.9	38.6	16.9	100	
	S	9	60	198	364	200	831	
Class sizes	F	30	60	86	42	18	236	<b>2.82</b>
	%	12,7	25.4	36,4	17.8	7.6	100	
	S	30	120	258	168	90	666	
Availability of teaching/learning materials	F	20	39	80	70	27	236	<b>3.19</b>
	%	8.5	16.5	33.9	29.7	11.4	100	
	S	20	78	240	280	135	753	
Student discipline	F	15	51	82	67	21	236	<b>3.12</b>
	%	6.4	21.6	34.7	28.4	8.9	100	
	S	15	102	246	268	105	736	
Participation in co-curricular activities	F	20	45	80	61	30	236	<b>3.15</b>
	%	8.5	19.1	33.9	25.8	12.7	100	
	S	20	90	240	244	150	744	
Teaching staff-administration relationship	F	13	30	70	88	35	236	<b>3.43</b>
	%	5.5	12.7	29.7	37.3	14.8	100	
	S	13	60	210	352	175	810	
Allocation of duties by the principal	F	12	19	65	85	55	236	
	%	5.1	8.1	27.5	36.0	23.3	100	

	S	12	38	195	340	275	860	<b>3.64</b>
Involvement of teachers in decision making	F	27	29	72	67	41	236	
	%	11.4	12.3	30.5	28.4	17.4	100	
	S	27	58	216	268	205	774	<b>3.28</b>
Conflict resolution among teachers	F	14	42	77	78	25	236	
	%	5.9	17.8	32.6	33.1	10.6	100	
	S	14	84	231	312	125	766	<b>3.25</b>
Approval teachers' financial budget	F	33	40	75	57	31	236	
	%	13.9	16.9	31.8	24.2	13.2	100	
	S	33	80	225	228	155	721	<b>3.06</b>
Staff welfare organization e.g meals.	F	31	46	70	55	34	236	
	%	13.1	19.5	29.7	23.3	14.4	100	
	S	31	92	210	220	170	723	<b>3.06</b>
Award system adopted by the school for achievers	F	38	64	60	49	25	236	
	%	16.1	27.1	25.4	20.8	10.6	100	
	S	38	128	180	196	125	667	<b>2.83</b>
Organization of school routine	F	10	24	89	74	39	236	
	%	4.2	10.2	37.7	31.4	16.5	100	
	S	10	48	267	296	195	816	<b>3.46</b>
Organization of duty roster	F	12	20	60	84	60	236	
	%	5.1	8.5	25.4	35.6	25.4	100	
	S	12	40	180	336	300	868	<b>3.68</b>
Dress code of students and teachers	F	9	22	74	87	44	236	
	%	3.8	9.3	31.4	36.9	18.6	100	
	S	9	44	222	348	220	843	<b>3.57</b>
Organization of staff and departmental meeting	F	15	35	68	89	29	236	
	%	6.4	14.8	28.8	37.7	12.3	100	
	S	15	70	204	356	145	790	<b>3.35</b>
Sponsorship of workshops and seminars	F	33	39	62	62	40	236	
	%	13.9	16.5	26.3	26.3	16.9	100	
	S	33	78	186	248	200	745	<b>3.16</b>
<b>Overall mean rating</b>								<b>3.21</b>

**Responses Key: VL – Very Low, L – Low, M – Moderate, H – High, VH – Very High  
F – Frequency, S – Score, % - Percentage, MR – Mean Rating**

**Interpretation of Mean Ratings: 1.00 – 1.44 very lowly motivated 1.45 – 2.44 lowly motivated, 2.45 – 3.44 moderately motivated, 3.45 – 4.44 highly motivated and 4.45 – 5.00 very highly motivated.**

From Table 4.6 teachers mean rating on teaching load in school was rated at 2.89. This indicated that teaching load in Sabatia sub-county was moderately motivating to teachers. From interview findings it emerged that the teachers were having heavy workload due to acute shortage of teachers and the big number of students in the classes. This posed a big problem in curriculum delivery as teachers could not move in the classes to monitor how the students were learning. In one of the questionnaires one teacher responded, “Involvement of students in learning processes is hard and marking students scripts is even harder and takes long time. This lowers teachers’ motivation”. This situation has made teachers’ work hard and unbearable hence affecting the quality of their input. Adequate staffing leads to a teaching force that effectively implemented the curriculum.

In Kenya, the Teachers Service Commission is charged with recruitment and deployment of teachers (Teachers Service Commission, 2005). However due to inadequate funding from the government, TSC has been replacing teachers who exited due to natural attrition such as death and quitting teaching for greener pastures. This finding concurs with those of Omar (2004) who found that the government of Nigeria employed teachers who were unqualified to alleviate teacher shortage due to free education policy. The study further observed that existing teachers’ recruitment and retention policies were not uniformly applicable leading to staff shortage and high work load in some schools hence a demotivating factor to the teacher.

Vimala (2005) found that the rapidly expanded education system and enrolment rates had not kept pace with the recruitment of teachers. The classroom had become complex. Teacher – pupil ratios were high in schools demoralizing the teachers. TSC recommends teachers to have 27 lessons a week in secondary schools. This is high considering the large number of students teachers attend to, the books to be marked and lesson preparation to be which demotivates the teachers.

Clocking in and out of school by teachers was rated at 2.29. This showed that the teachers in sabatia Sub County were lowly motivated by this aspect of motivation. One principal had this to say in an interview “Clocking in and out of school is meant to ensure teachers report to school on time and to reduce absenteeism majority of the teachers felt angry, frustrated and demotivated with this procedure”. In an open ended questionnaire a teacher stated “It is hard to define who actually reported to duty as other filled in and signed for others. Moreover many teachers work off the clock”. Deputy Principal Mr. Kiprop Joseph (pseudonym) was in agreement, he said “having teachers clock in and out of work is unprofessional and unnecessary. It does not consider the effort of the teachers who work out of working hours and therefore demotivating”. These findings are in agreement with that of Panell (2014) who found that being made to clock in and out of school sends a message of distrust from the administration to teachers. Many teachers resented this as it did not allow them to get credit for all the hours they work on the evening, weekends or even holidays. In his study a teacher noted; “We don’t complain about those hours. We do what we need to do to get our jobs done. We put in the time that our students need us to do so, so that they can be successful. We just want that contribution to be recognized. Clocking in and out therefore does not measure or recognize what teachers do during the extra hours and therefore demotivating’.

Clocking in and out of school does not take care of teachers who work off the clock. Some teachers report early and leave late. Therefore clocking in and out discourages hard working teachers who feel they are not compensated for the extra work they put in.

The maintenance of professional records was rated at 3.43. This indicated that teachers were moderately motivated by the way professional records were maintained. According to a manual for Heads of secondary schools in Kenya (1987), professional documents kept by the teachers include; syllabus, scheme of work, lesson plan, notebooks, record of work books and mark books. The overall responsibility for ensuring that the school is using the correct professional documents is held by the Head teacher. In an open ended questionnaire a teacher stated “a scheme of work helped each subject teacher greatly with lesson preparation; this in turn led to more and more activity among the students. The well prepared scheme prevents the teacher from working in a vacuum”. These findings concur with that of Atherton (2013) who found that the scheme of work was a working document, most useful evaluation tool a teacher made to help in guiding his activities. It helped teachers in the general development of the lesson and understanding of the subject and consequently motivating. Lesson plans, notes, charts and well maintained mark books are motivating tools for teachers. A teacher who is well prepared is motivated to teach students and monitor their performance.

Interpersonal relationship among the teachers was rated at 3.52. This showed that teachers in sabatia Sub County were highly motivated with the way they were relating with each other. Interpersonal relationship fostered productive learning environment that was characterized by supportive and warm interactions (Zandvliet, Brok, Mainhard & Tartwijk, 2014). Dyson (2002) in his research collaborated that interpersonal relationship among teachers helped in reflective mentoring. The younger teachers were mentored and assessed by the more

experienced teachers who know the practices. It created trust among teachers and reduced uncertainty about intentions and motivated the other person involved in the relationship. This view was confirmed by a research done by Grodsky and Gamoran, (2003). They found that interpersonal relationship helped in building school communities and enhanced teacher commitment and gave teachers a sense of belonging and efficacy. Interpersonal relationship leads to teacher commitment and motivation as it creates a sense of belonging among the teachers. Teachers assisting each other in teaching and solving other personal issues creates trust and reduce conflict among them hence increasing their motivation level.

The class sizes in Sabatia Sub County moderately motivated the teachers as it was rated at a mean rating of 2.82. According to the Kenya Economic Survey 2010, free primary education (FPE) and free day secondary education (FDSE) was introduced in 2003 to achieve the universal primary education (UPE). This caused increased enrolment both in public and private schools. The cohort of 2003 joined secondary schools in 2011 that led to inadequate staff and congested classes. Artkins (2002) in his research found that management of behavior is hard and time consuming in larger classes. Smaller classes were of most direct benefit to the pupils and enabled teachers to carry their duties effectively with a lot of commitment. Chingos (2013) concur. He found that teachers supported small classes because they found them motivating to manage in terms of planning, preparation and assessments. Public schools in Kenya have become congested due to high enrolment brought about by FDSE funding by the government. The large number of students is a discouragement to the teachers as they cannot effectively monitor, discipline and mark the students work.

The availability of teaching and learning materials was rated at 3.19. This indicated that teachers were moderately motivated with the provision of teaching and learning materials.

These include textbooks, stationary and laboratory equipments and chemicals. The Ministry of Education (2008) provides teaching and learning materials to schools through FDSE funds. However FDSE funds often delay making the school management to take these items on credit or request parents and well wishers to supplement through donations as noted by one of the Principals. In one of the open ended questionnaires a teacher observed that “We would wish to be involved in purchasing teaching and learning materials especially laboratory chemicals and equipments to minimize supply of unwanted items”. The findings of this study concur with Tarus’s (2006) who found that most head teachers involved teachers in the purchase of materials for teaching and learning because they are the experts in their subjects. The availability of the materials and the involvement of teachers motivated teachers. Failure to purchase teaching/learning materials makes preparation of lessons difficult for the teachers hence lowering their motivation. Principals should therefore avail them to make teachers conduct their work effectively and efficiently.

Students discipline in this research was rated at 3.12. This showed that teachers in Sabatia Sub County are moderately motivated with the way the students behaved. In Kenya school indiscipline manifest itself in lateness, chronic absenteeism, truancy, rudeness, insubordination, disrespect, unacceptable verbal expression, non compliance with rules and regulations, drug and substance abuse, destruction of property, bullying, boycotts, assault, rape and arson (Gitome, Katola & Nyabwari 2013). When asked to comment on students discipline one Deputy Principal noted that “We involve our students in running the school. They are involved in choosing their leaders. The Principal meets them weekly during Sunday service and monthly for a “baraza”. The school has been peaceful creating good environment for learning. This finding is in agreement with a research done by Gitome, Katola &

Nyabwari (2013) who found that indiscipline among students affected smooth running of schools lowering teachers' morale and leads to poor performance. It affected the orderly functioning of the school system hence lack of commitment and motivation among teachers who feared to teach undisciplined students. Griffins (1996) further found that the more free and happy a boarding school is, the less stress and possibility of an occurrence of a strike hence good learning environment. It is important to note that aggression, immorality, defiance of authority, class disruptions and general failure to adhere to school rules and regulations create fear among teachers lowering their commitment and motivation to do their work. Principals should therefore encourage good behavior; promote self discipline and proper regard to school authority to boost teacher motivation.

Participation in co-curricular activities in Sabatia Sub-County was rated at 3.15. This indicated that teachers were moderately motivated by their involvement in co-curricular activities such as Games, drama, music, science and science and engineering fair including club activities. Kumar et al (2004) noted that co-curricular activities are an integral part of educational system for development of an all round child. Asked to comment on co-curricular activities, Mr. Omukoko James (pseudonym) one of the Principals noted that "success in co-curricular activities inspires students to do their best in class. It creates a spirit of competition and discipline among students. Teachers feel happy and have a strong sense of belonging to the school as they succeed in sports, drama and music". Wangai (2012) concur when he found in his research that the involvement of teachers in co-curricular activities builds the students self confidence and develop their talents, skills and personality. This in turn motivated the teachers through the trophies and certificates they receive. These

trophies and certificate are presented by teachers during interviews for promotion in positions of responsibility or to the next job group.

Teaching staff – administration relationship was rated at 3.43. This indicated that teachers were moderately motivated with the relationship with their Principals. One teacher noted that “The Principal is always with us. He provides us with what we need, he marks exams with us and available to us during times of bereavement and times of happiness such as weddings and birthdays. Mr. Ombati Isaac (pseudonym) a deputy principal said this during interview “The principal found talent in me that I didn’t know. I feel enriched beyond classroom and it is great as I feel am part of a helping hand for the school to succeed” Rosa (2011) concur in her study she found that Principal’s behavior ultimately related to student performance through interactions with teachers. School administrators’ actions influenced the actions of teachers, the school and students achievements through influence on teachers.

Zakrzewski (2012), the education director of the Greater Good Science Center U.S.A aptly puts it: “the culture in my former school did not encourage seeking advice or support from the Principal. I changed schools and was pleasantly shocked by a supportive staff and the Principal I found. I felt safe to make mistakes, ask for help and take risks. My role as a teacher was respected and my triumphs and trials validated. As a result, I gained confidence in my ability to teach and most importantly my students were showing greater academic progress than at my previous school”. Principals should create a culture in which members cooperate with each other. The good relationship among teachers and administrators increases teacher motivation.

The allocation of duties by Principals rated was at 3.64. This indicated that the teachers were highly motivated with the way principals gave them responsibilities in the school. In an interview with Mr. Okwara Mathews (pseudonym) a principal about allocation of duties he had this to say “principals are responsible for educational outcomes of their schools. I work together with all teachers in a collaborative manner to achieve required outcomes. In addition to teaching load teachers are allocated other duties like class teachers, hostel masters and patrons of clubs. Therefore work is distributed across to all teachers so that workloads are fair and reasonable. In a research done by Rosa (2011) teachers concurred that they felt appreciated and motivated when given opportunity to serve in various capacities as they developed their leadership skills. Positions of responsibility make teachers to have authority. This makes them motivated as they carry out their responsibility.

Involvement of teachers in decision making was rated at 3.28. This indicated that teachers were moderately motivated with their involvement in decision making. A school consists of the management body, teaching staff and students. Central in the school activities are the teachers who teach and mould the students into responsible citizens (Omboto 2013). According to Tyala’s (2004) findings the school management needs to work hand in hand with teachers to achieve school goals by enhancing the participation of teachers in the planning process that in the end create ownership and sustainability of such plans. In an open ended questionnaire, a teacher noted that “it is important to involve teachers in decision making processes and activities concerning the school. This makes the teachers to exercise their professional judgment and hold views and opinions about school matters”.

In an interview the Deputy Principal Mrs. Pamela Anaya (pseudonym) noted that “Our teachers are involved in various committees such as PTA, guiding counseling, prefects choosing, disciplinary committee, timetable committee and welfare committee. There are tender committee and teaching and learning materials committee.” These findings are in agreement with Nsubuga’s (2010) findings which established that head teachers had to motivate their teachers by participating in decision making process and in the end embrace their contributions for the good of academic progress and quality teaching. It is worth noting that involvement of teachers in the day to day management of the school enhance achieving set goals. The ownership created motivates the teachers who work hard to sustain the programs.

Conflict resolution was rated at 3.25 by teachers of sabatia Sub County. This showed that Principals resolved conflicts to the satisfaction of the teachers. Adhiambo and Simatwa (2011) found that it is important for school administrators to quickly resolve conflicts in the school. When conflicts were not resolved or delayed, academic hours are lost and discontentment among the staff increased leading to lack of commitment to school activities. Asked to comment about conflicts in the school Mr. Momanyi Alfayo (pseudonym) one of the Deputies noted that “conflicts sometimes arise in the school due to insufficient and unequal distribution of resources among the staff, subject allocation, teaching load and arrangement of the teaching timetable” In an interview with Mr. Obadiah Ndege (pseudonym) a Principal he noted “conflict is an inevitable outcome in a school. I resolve conflict in school by inviting the parties involved and talking about the issue affecting them. I make them agree devoid of mistrust”

Adhiambo and Simatwa (2011) established that causes of conflicts between teachers and administration were academic performance, difference in opinion, negative attitude towards each other, disciplining of students, intimate relationship between teachers and administration, irresponsibility on the part of all parties and lack of preparation on the part of the teachers. This study looked at conflict resolution between head teachers and teachers and found out that teachers would prefer somebody else (DEO) to solve conflict between them and head teachers. School administrators need to resolve conflicts faster to ensure teachers do not become aggrieved. Unresolved conflicts create camps in school that demoralizes teachers

Approving teachers' financial budgets was rated at 3.06. This was an indication that teachers were moderately motivated with the way principals' approved their financial budgets. Teachers make budgets and forward to Principals for approval when they are taking students out for co-curricular activities. They also do so when attending workshops and seminars. One teacher reported in the open ended questionnaire that "the principal doesn't approve all outings. Letters for tournaments are hidden or not forwarded to the teachers concerned" this was confirmed by another Principal Mr. Ombati Isaac (pseudonym) who in an interview said that "due to insufficient funds and failure by parents to pay school fees in time, it has been hard to sponsor students and teachers to participate in all activities out of the school" A research done by Wangai (2012) confirmed this. She found that Principals face financial constraints to support all activities. The government provided funds for activities however the funds were inadequate and delayed to be remitted to schools. Due to this teachers find it hard to access funds to take students for co-curricular activities. This is in agreement with Luthans (2005) who found that both curricular and extra-curricular activities were guided by a staff member. However both of them required approval from school authorities and when

approval was not given in form of financial support both students and teachers in-charge filled dejected as their talents were inhibited. Schools experience financial constraints, it is therefore important for Principals to explain financial position of the school to teachers for them to remain motivated whenever their budgets are not approved.

The organization of the school staff welfare was also rated at 3.06. This was an indication that teachers were moderately motivated in Sabatia by the way the staff welfare is organized. “The administration provides the teachers with 10.00 o’clock tea but teachers contribute one hundred shillings per week for lunch” reported one teacher of a day school in an open ended questionnaire however in one boarding girls school the provision of meals seemed better. Mrs. Otee Lilian (pseudonym) a deputy principal noted that “here we provide all meals from breakfast to supper. Teachers feel motivated and stay long in school as they help students in revision and syllabus coverage”. This meant that the way teachers’ welfare was met depended on the school’s financial position.

Mrs Otee Lilian further noted “We have a welfare association of teachers and support staff that runs the school canteen. We share dividends at the end of the year and console with members during bereavements. We also share their happiness during weddings and birthdays. This brings us together as a staff”. These findings concur with Alao (2012) who found that teachers spend most of their time on classroom activities, such as lesson preparation, marking, curriculum development, meetings, reporting writing, social and talent development. He further found that teachers develop burnout due to stress and that unless their morale is boosted and made to feel happy at their place of work they become frustrated leading to poor performance.

The award system adopted by the school for achievers was rated at a mean of 2.83. This indicated that teachers were moderately motivated with the award systems in their schools. The awards usually come after K.C.S.E results when the efforts of the teachers were recognized by provision of certificates, presents and cash awards (Omboto 2013). In an interview with a Deputy Principal Mr. Azura Brown (pseudonym) he said “Teachers feel it is only teachers who taught the candidates class who are given recognition unlike those who handled the lower classes which lowers their morale”. Consequently the school management should come up with award system those that appeals to the majority of the teachers to avoid the feeling of favoritism. In a study done by Opiyo (2010) she found that lack of recognition by the concerned authority demotivated teachers and most of them left teaching for other respectable jobs. School administrators need to recognize work done by teachers and the achievements they make which in turn motivates teachers.

The organization of school routine was rated at 3.46. This indicated that teachers in Sabatia Sub County were highly motivated with the routine in their schools. A manual for heads of schools in Kenya (1987) stipulates that the Deputy Principal is in charge of the timetable and school routine. Mr. Azura Brown (pseudonym) one of the deputies in an interview noted that “the school routine begins at 4.45 am when the students wake up to 10 pm when they are going to sleep. All the programs are supervised and teachers have been put in-charge of both curriculum and co-curricular activities”. The principal of the same school confirmed “games, clubs, societies and debates are organized when teaching ends at 4pm and weekends. Different activities are arranged in different days and the staff and students are encouraged and assigned to participate according to interest”. It is therefore worth noting that teachers

knew what was to be done every day at a particular time that encouraged them to do their work. Their involvement in running the school activities of interest was a motivating factor.

Organization of the duty roster had a mean rating of 3.68. It indicated that teachers in sabatia were highly motivated with the way the duty roster was organized. According to a Manual for Heads of schools in Kenya (1987) the deputy principal is responsible for drawing the duty roster. The supervision of daily routine of the school is in the hands of the duty master who deals with minor disciplinary offences. One Deputy Principal Mr. Momanyi Alfayo in an interview noted “I make a duty roster involving all teachers. There is a teacher allocated day hours and another in the night” this was confirmed in an open ended questionnaire by a teacher who reported that “We are left to make decisions and run the week by the administration without much interference. This makes us feel appreciated.” Involving teachers in managing the affairs of the school motivates them. This is because they are made to develop their administrative skills.

The dress code of the students and teachers was rated at 3.57. This was an indication that the teachers in sabatia Sub County were highly motivated with the way students and teachers dressed in the schools. Teachers Service Commission code of regulations for teachers (2005) stipulates that teachers are required to dress in manner that reflects credit to the teaching profession and sets a good example to their pupils. The clothes should present a respectable, neat and clean appearance. This was confirmed by the Principal of one of the girls’ schools who noted that “our teachers are well dressed and presentable in clean clothes. We don’t demand that they should be in suits or ties however they are well groomed to the satisfaction of the school community”. Research by Jaehing (2009) found that teachers served as role

models for students. More importantly, it is difficult to establish authority and discipline in the classroom if the teacher looked just like the kids.

Another research on teachers' dress code by Morgan (2014) confirmed. She found that teachers commanded greater respect when they dressed professionally whenever they go. Teachers who dressed for success were more likely to get positive results by inspiring students to achieve excellent test scores in a classroom. As a high school teacher Rebecca Morgan in his research noted that "I am a competent person, yet my students were not taking me seriously. Even the other teachers viewed me as kind of "flaky". After advice from colleague teachers I bought new clothes that were presentable". This research looked at teachers' dress code and its influence on students. The current research aimed at teachers' dress code in relation to how it motivates the teachers. From Rebecca Morgan's talk, if a teacher dressed badly, other teachers looked at him as a let down to the profession. Dress code creates discipline and professionalism in the school.

Organization of staff and departmental meetings had a mean rating of 3.35. This showed that Sabatia teachers were moderately motivated with the way staff and departmental meetings are organized. Staff meetings offer a rare but crucial opportunity for all teachers and administrators to collaborate and communicate. It is a creative process for staff growth and a road to innovative solution to educational problems (Menard, 2010). In an interview with Onzere Thomas one of the Principal he noted that "I involve all my teachers in staff meeting deliberations. Agenda is circulated in time and members are encouraged to stick to the agenda items that help us to complete our meetings in time". These findings are consistence with those of Hopekins 2008 of Read middle school in Hubbard in U.S.A who in one of his research found that staff meetings are successful when members of the school community are

involved .The staff became interested in sharing new learning. Everyone learned from each other which helped to develop staff morale and raise the level of expertise of the entire staff. Regular staff meetings help aggrieved parties to air their grievances and dialogue with each other. Such open communication creates a feeling among teachers that they have been heard therefore motivated.

Sponsorship of workshops and seminars rated 3.16. This indicated that teachers of Sabatia Sub-County were moderately motivated with the way the school administration sponsored teachers for workshop and seminars. One principal Mr. Obiro Musa (pseudonym) observed that “The Heads Association in Vihiga County and Sabatia Sub-County organizes seminars and workshops every year. Teachers are given (imprest) to attend in all subjects. Our Board allows me to sponsor two teachers for KEMI courses and two trains as national examiners. In the same school the Deputy Principal confirmed “Apart from the sponsored seminars and KEMI courses teachers and students are taken to performing schools to bench-mark good practices. This has boosted the morale of teachers. This finding is in agreement with a research done by Ngala and Odesero (2010) seminars, workshops and education conferences improve teachers’ effectiveness. The programmes were popular among teachers because they are sponsored by various education stakeholders, take a short time and are practical oriented. Most teachers reported that seminars, workshops and education programme impacted on teachers’ effectiveness because their objectives were specific and achievable within a short time after which certificates were awarded. Teachers used the certificates to seek promotion to higher grades and positions hence a motivating factor in their career. Principals should therefore allow teachers to attend seminars and workshops in order to gain experience and share ideas with other teachers and facilitators. Otherwise the overall level of teachers’

motivation in Sabatia Sub – County was moderate. This was indicated by one overall mean rating of 3.21.

#### 4.4 Influence of Principals’ Democratic Leadership Style on Teachers’ Motivation in Sabatia Sub County

The second research question responded to was: What is the influence of Principals democratic leadership style on teachers’ motivation? Teachers were asked to rate the influence of various aspects of Principals’ democratic leadership style on teachers motivation. Their responses were shown in Table 4.7

**Table 4.7 Influence of Principals’ Democratic Leadership Style on Teachers’ Motivation n=236**

Aspects of Principals Democratic leadership style		Rating					Total	MR
		VL	L	M	H	VH		
Involves teachers in decision making	F	2	10	71	110	43	236	
	%	0.9	4.2	30.1	46.6	18.2	100	
	S	2	20	213	440	215	890	<b>3.77</b>
Delegates duty to teachers in the school	F	1	8	53	109	65	236	
	%	0.4	3.4	22.5	46.2	27.5	100	
	S	1	16	159	436	325	937	<b>3.97</b>
Delegates supervision to Deputy and HODs	F	1	4	51	118	62	236	
	%	0.4	1.7	21.6	50	26.3	100	
	S	1	8	153	472	310	944	<b>4.00</b>
Guides sloppy teachers who fail to work without pressure/ Praises work done by them	F	2	6	56	107	65	236	
	%	0.9	2.5	23.7	45.3	27.5	100	
	S	2	12	168	428	325	935	<b>3.96</b>

Fosters open communication among teachers	F	0	3	52	121	60	236	
	%	0	1.3	22	51.3	25.4	100	
	S	0	6	156	484	300	946	<b>4.01</b>
Gives teachers direction on school policies and expectations	F	0	5	45	103	83	236	
	%	0	2.1	19.1	43.6	35.2	100	
	S	0	10	135	412	415	972	<b>4.12</b>
Believes each teacher is competent and given a chance will do a good job	F	0	6	33	102	95	236	
	%	0	2.5	13.9	43.2	40.3	100	
	S	0	12	99	408	475	994	<b>4.21</b>
Stress reward rather than punishment	F	4	9	58	96	69	236	
	%	1.7	3.8	24.6	40.7	29.2	100	
	S	8	18	174	384	345	929	<b>3.94</b>
Involves teachers in purchasing teaching /learning materials	F	3	3	40	110	80	236	
	%	1.3	1.3	16.9	46.6	33.9	100	
	S	3	6	120	440	400	969	<b>4.11</b>
Resolves conflicts among teachers	F	1	1	27	117	90	236	
	%	0.4	0.4	11.4	49.6	38.1	100	
	S	1	2	81	464	450	1002	<b>4.25</b>
<b>Overall Mean Rating</b>								<b>4.03</b>

**Responses key : VL – Very Low , L - Low, M- Moderate, H- High, VH- Very High, F- Frequency, S- Scores, %- Percentage MR- Mean Rating.**

**Interpretation of Mean Ratings: 1.00 - 1.44 =Very lowly Motivated, 1.45 – 2.44 = Lowly Motivated, 2.45 – 3.44 = Moderately Motivated, 3.45 - 4.44 = Highly Motivated, 4.45 - 5.00 = Very Highly Motivated.**

From Table 4.7 teachers mean rating on Principals’ involvement of teachers in decision making was rated at 3.77. This indicated that teachers in Sabatia Sub-County considered this aspect of Principals’ democratic leadership style to be highly motivating. In an interview Mr. Momanyi Steve (pseudonym) a Deputy Principal indicated that “the principal involves us in

making decisions about school significant matters and activities. Teachers are involved in text book selection, learning assessment, student placement, personnel staffing, student discipline and professional development including motivational trips. This makes us own and be committed in implementing what we have discussed” This finding is in agreement with Omboto’s (2013) study, he found that teachers’ involvement in decision making increased their commitment. It encouraged them to understand how things were planned and designed. It made them committed to school policies and this increased their motivation to implement them. He further noted that teacher participation in decision making presented crucial information improving the quality of decisions effectively. It is important to note that when teachers are involved in decision making, they own the resolutions and therefore are motivated to implement them.

Another aspect of Principals democratic leadership style was delegating duty to teachers in school. This was rated 3.97. It indicated that teachers in Sabatia Sub-County were highly motivated when principals delegated duties to them. In an open ended questionnaire a teacher observed that ‘involving us in school activities empower us to exercise our professional judgment and participate in running the school”. The Deputy Principal of the same school Mrs. Otee Lilian had the following to say “The school administration has given all teachers in the school a responsibility to do. During major school functions such as Parents Day, Price Giving and Harambees teachers are assigned specific roles. This encourages them to show their best not to let the school down”. These findings are in agreement with Nandwah’s (2011) research who found out that principals proper delegation of duties made teachers to inculcate a sense of responsibility, hardworking and commitment among themselves which in

turn enhances teacher performance. The findings discovered that if teachers are guided on how to perform the delegated duties they become motivated to perform their duties efficiently and effectively. Delegation of duties make teachers feel trusted by the Principal which makes them motivated to conduct their duties diligently.

The delegation of supervision to deputy principals and heads of department by the principals was rated at 4.00. This was an indication that teachers were highly motivated when the principal delegates some of his responsibilities to his subordinates. One teacher indicated that “this is the best way to improve and develop school principals “. In a candid interview with Mr. Momanyi Steve one of the Deputies, he had this to mention “I am happy that the principal gives me authority to run the school in his absence. He appoints me in written and makes me responsible for every decision i make. I am the chairman, Tender Committee, Teaching/Learning materials Committee, Disciplinary Committee, Timetable Committee and most of the Heads of Departments are my members. I feel part and parcel of the management”. The principal of the same school confirmed. “I run the school through committees and this has made me to prepare and develop future deputies and principals. My work is to supervise advice and get reports. These findings are in agreement with Nandwah’s (2011) research which found out that leadership roles held by teachers in schools before they were appointed principals, play a very big role in preparing them for school leadership. These responsibilities included being heads of department senior masters and deputy principals. The other teachers saw their HODS and Deputy’s being promoted and worked hard to occupy their positions. Delegation provided practical lessons from which they learned and prepared for school leadership.

The aspect of democratic Principals guiding sloppy teachers who fail to work without pressure or praises work done by teachers rated at 3.96. This showed that teachers were highly motivated when principals guided them to work and also praised their work. “It is important to publicly mention what a teacher or student has done well. I usually announce on the assembly and during staff briefs any achievement made by a teacher which makes them to do their best in their undertakings”. Mr. Ombijo Lameck Principal of one of the schools mentioned during an interview. In an agreement in his research Meandor (2011) found that in schools where Principals balance tough love with earned praise, teachers were motivated to do their work diligently and students did well in national examinations. Teachers must not be allowed to get away with mediocrity. It is important for Principals to appreciate and recognize the efforts made by teachers hence motivate them to offer their best.

Fostering open communication among teachers had a mean rating of 4.01. This indicated that teachers in sabatia Sub County were highly motivated when principals promoted open communication in the school. In one of the open ended questionnaire a teacher reported that “the principal effectively communicates to us to be aware of what is happening in the school. He interacts freely with all members of staff that has made us trust him”. Research done by Brewster and Railsback (2003) on building trusting relationships for school empowerment is in agreement with these findings. They found that guarded communication provokes distrust because people wonder what is being withheld and why. Hence openness was crucial to the development of trust between the principal and teachers so that they work together.

Giving teachers direction on school policies and expectations had a mean rating of 4.12. This showed that teachers were highly motivated when Principals gave them direction on what is expected from them. Mr. Ombijo Lameck (pseudonym) one of the Principals in an interview

“Each year we sit as a staff and set mean targets for each subject, the school mean is also agreed upon. This makes teachers and students to work with a target in mind”. The Deputy Principal of the same school Mr. Muindi Daniel (pseudonym) mentioned that “The Principal has directed departments to set targets and deadlines for syllabus coverage. This has made teachers expectations to be raised. These findings are in agreement with the research done by Vanderbilt University researchers, Porter, Murphy, Goldring, Elliot, Popikoff and May (2008). They found that for academic achievement to be realized in a school, the Principal must spell out high standards and rigorous learning goals. Having high expectations for all, including clear and public standards was key in motivating teachers to achieve their best. During their research one teacher said; “My expectations have increased every year because of the expected standards from me by my Principal. I have learned that as long as you support them, there is really nothing the students cannot do”. It is important for teaches to jointly set realistic targets which will make them motivated to work towards their achievement.

The belief that each teacher is competent and given a chance will do a good job was rated at 4.21. This indicated that the teachers were highly motivated when principals believed in their competence and gave them a chance to do their work. A study done by Lavinsky (2012) is consistent with this finding. He found that the number one way to motivate employees was to make them feel that they are doing something meaningful. If employees were not believed in that they can do something, then they wouldn't believe they could either, and they wouldn't do it. The employer must have faith in employees by showing, to enhance their confidence in their ability. In an interview with Mr. Muindi Daniel (pseudonym) a deputy principal he had this to say “Our Principal makes us feel that we are doing something meaningful to the school. He publicly tells stakeholders that the school has good teachers doing their best to the

school and this is more motivating than money could have done”. The two researches are in agreement that believing in teachers’ ability and giving them a chance to do their work motivated them.

Stressing reward rather than punishment had a mean rating of 3.94 which indicated the teachers were highly motivated when principals dwelt more on reward rather than punishing them. A teacher stated in an open ended questionnaire that “It is effective to reward a teacher for getting something right than to punish him for getting it wrong” Mr Alfayo Olunga a Principal in an interview also observed that “Punishment makes teachers see me as a mean and cruel person unlike rewarding the best which makes teachers view me as kind and generous. People change and therefore I warn those who make mistakes and reward best practices to attract change and it has worked”. A research done by Herold (2010) on employees is in agreement with this finding. He found that it is much easier to change an established behavior by offering rewards rather than threatening with punishments. However once a norm has been established, sustaining it is by the threat of punishment because only a few people will violate the norms. Punishing teachers for their mistakes make them hate the teaching profession and leave for greener pastures. Principals should therefore guide and counsel teachers to do the right thing.

Involving teachers in purchasing teaching/learning materials had a mean rating of 4.11. This showed that teachers in Sabatia were highly motivated when Principals involved them in buying materials for teaching/learning. According to Tuition Waiver Fund allocation for teaching/learning materials manual by Ministry of Education Science and Technology, Republic of Kenya (2008) each school is expected to establish a Teaching Learning Materials Committee (TLMSC), which is responsible for preparing the draft school order for approval

by the Principal and the Board of Management. The TLMSC secretary is the deputy principal and all academic HODS are members including the school bursar. Mr. Masanga Obadiah (pseudonym) one of the Principals noted in an interview that “I usually observe the Ministry’s regulations to the letter, when tuition fund is sent by the government, I announce to the staff, the departments meet and assess their needs, later the TLMSC meet to prepare a budget according to the amount remitted”. The finding of Tarus (2006) is in agreement with this, that most head teachers involved teachers in the purchase of teaching and learning materials given the fact that teachers are the experts in those areas. Hence teachers who are involved in purchasing these materials were motivated than those who are not.

Resolving conflicts among teachers by Principals as an aspect of democratic leadership was rated 4.25. This means that teachers were highly motivated when Principals resolved conflicts amongst them. “Conflicts in a school system are inevitable, however when they arise a quick remedy must be sought to avoid further conflict. I act fast and deal with the symptoms before they turn out to be unmanageable.” Observed Mr. Obadiah Masanga (pseudonym) a Principal during an interview. The findings of Langat (2009) on conflict management in Nandi Central District found that in a school situation the Principal was in-charge of bringing conflicting parties together. Teachers observed that principals must create an environment in which teachers cooperate with each other by having regular meetings where the aggrieved parties aired their grievances; fostering effective communication and helping teachers to grow in the teaching profession hence use their talents and aspirations. An environment where conflicts are resolved amicably teachers feel secure to work. When Principals fail to resolve conflicts faster teachers feel aggrieved. This creates camps in school that demoralizes teachers.

Overallly teachers were highly motivated by Principals’ democratic leadership style as signified by an overall mean rating of 4.03. Descriptive statistics revealed that Principals’ democratic leadership style had a positive influence on teachers’ motivation.

In order to determine the influence of democratic leadership style practiced by Principals, the teachers’ level of motivation was computed as shown in table 4.5. Pearson’s r was computed to determine the strength and direction of influence of democratic leadership style on teachers’ motivation. In order to achieve this, ratings of principals’ democratic leadership style were correlated with those of teachers’ motivation level (Table 4.6). The results were as shown in Table 4.8

**Table 4.8 Correlation between Principals’ Democratic Leadership Style and Teachers’ Motivation**

		<b>Democratic</b>	<b>Motivation</b>
<b>Democratic</b>	P	1	.772
	S		.000
	N	236	236
<b>Motivation</b>	P	.772	1
	S	.000	
	N	236	236

**Key: P=Pearson Correlation, S=Significance Level, N=Study Sample**

Form the Table 4.8 there was a strong positive correlation between democratic leadership style and teachers’ motivation level (Pearson’s r of .772) which was statistically significant at  $p < 0.05$ . This findings agree with (Omolayo, 2009) who found that democratic Principals motivate their teachers to achieve set goals. Teachers under such a leader are free to express themselves without feeling intimidated leading to motivation. It also concurs with (Anderson,

2013) who found that democratic Principals recognizes each teacher’s self-worth and esteem, they show consideration and concern for teachers by empathetic listening and understanding. This leads to a highly positive motivation oriented environment for effective teaching hence a motivated staff. From the overall rating of 4.03 in Table 4.7 it can be observed that teachers were highly motivated with Principals’ democratic leadership style. In Table 4.5 highly motivated teachers were (94)39.8% while very highly motivated were (10)4.2%. Aspects like involvement of teachers in decision making purchase of teaching/learning materials, resolving conflicts among teachers, giving teachers direction on policies and school expectations and believing in the ability of teachers were very highly motivating to teachers and were practiced by Principals to enhance teachers’ motivation.

To estimate the influence of democratic leadership style a coefficient of determination was computed and the results were as shown in Table 4.9

**Table 4.9 Regression Analysis of Influence of Principals’ DLS on Teachers’ Motivation**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std Deviation of Estimate</b>
1	.772a	.596	.595	.423407

**a=Predictors: (Constant), democratic**

From Table 4.9 it can be observed that democratic leadership style accounted for 59.6% of motivation level of teachers as signified by the  $R^2$  of 0.596. This means that 40.4% of teachers’ motivation was due to some other factors. Principals therefore used more of democratic leadership style to motivate teachers as it accounted for almost 60% of teachers’ motivation.

To establish whether the influence was significant or not ANOVA was computed and results were as shown in Table 4.10

**Table 4.10 ANOVA of the Influence of Principals' DLS on Teachers' Motivation**

<b>Model</b>		<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig</b>
	Regression	61.701	1	61.701	344.175	.000b
1	Residual	41.771	233	.179		
	Total	103.472	234			

**a=Dependent Variable: Motivation, b=Predictors: (Constant), democratic**

From Table 4.10 democratic leadership style is a significant predictor as shown by the calculated p-value of 0.000 which is less than the set p-value of 0.05. Democratic leadership style and teachers level of motivation was statistically significant, it can therefore be relied upon to motivate teachers. This finding concurs with that of Bhatti et al (2012) who found that democratic leader allows members to participate in decision making process that increases job satisfaction and helped to develop peoples skills therefore motivated to work hard by more than just a financial reward.

In order to get the actual influence of democratic leadership style on teachers' motivation a linear regression analysis was undertaken and the results were as shown in Table 4.11

**Table 4.11 Linear Regression Analysis of Principals' DLS on Teachers' Motivation**

Model	Unstandardized coefficient	Standardized coefficient	T	Sig		
	B	Std error				
1	(constant)	1.057	.124	8.529	.000	
	Democratic	.617	.033	.772	18.552	.000

**a=Dependent Variable: Motivation**

From Table 4.11 it can be observed that democratic leadership style had an influence on teachers' level of motivation at 0.617. This implies that for every one unit increment in democratic leadership style practices there will be an increase of teachers' motivation level by 0.617 as signified by a coefficient of 0.617. Principals can therefore rely on democratic leadership style to increase teachers' motivation in schools.

#### **4.5 Influence of Principals' Autocratic Leadership Style on Teachers' Motivation in Sabatia Sub County.**

The third research question responded to was: What is the influence of Principals' Autocratic leadership style on teachers' motivation? Teachers were asked to rate the influence of various aspects of Principals' autocratic leadership on teachers' motivation. Their responses were shown in Table 4.12

**Table 4.12 Influence of Principals' Autocratic Leadership Style on Teachers' Motivation n=236**

Aspects of Principals' Autocratic Leadership style	Ratings					Total	MR
	VL	L	M	H	VH		
Strictly supervises teachers to do their work	F	40	29	84	58	25	236
	%	16.9	12.3	35.6	24.6	10.6	100
	S	40	58	252	232	125	707
Makes most decisions by himself	F	86	48	70	24	8	236
	%	36.4	20.3	29.7	10.2	3.4	100
	S	86	96	210	96	40	528
Emphasizes disciplinary processes for work to be done	F	46	47	74	45	24	236
	%	19.5	19.9	31.4	19.0	10.1	100
	S	46	94	222	180	120	662
Restricts communication and filters information/withholds information	F	92	57	53	30	4	236
	%	37.3	23.7	22.5	13.6	2.9	100
	S	92	114	159	120	20	505
Strictly follows rules and regulation of ministry and TSC	F	25	25	58	69	59	236
	%	10.6	10.6	24.6	29.2	25	100
	S	25	50	174	207	295	751
Observes school chain of command	F	26	26	65	67	52	236
	%	11.0	11.0	27.5	28.4	22.2	100
	S	26	52	195	268	260	801

Apportions blames when standards fall	F	95	45	63	26	4	236	
	%	40.3	19.1	26.7	11.0	2.9	100	
	S	95	90	189	104	20	498	<b>2.11</b>
Claims glory when success is realized	F	78	35	58	40	25	236	
	%	33.1	14.8	24.6	16.9	10.6	100	
	S	78	70	174	160	125	607	<b>2.57</b>
Stresses punishment rather reward	F	100	48	62	13	13	236	
	%	42.4	20.3	26.3	5.5	5.5	100	
	S	100	96	186	52	65	499	<b>2.11</b>
Regularly finds faults in teachers work and quarrels them in public	F	139	33	36	20	8	236	
	%	58.9	13.9	15.3	8.5	3.4	100	
	S	139	66	108	80	40	433	<b>1.83</b>
<b>Overall Mean Rating</b>								<b>2.53</b>

**Responses Key: VL = Very Low, L = Low, M = Moderate, H = High, VH = Very High, F = Frequency, S = Score, % = Percentage, MR = Mean Rating.**

**Interpretation of Mean ratings; 1.00 – 1.44 = Very Lowly Motivated, 1.45 – 2.44 = Lowly Motivated, 2.45 – 3.44 = Moderately Motivated, 3.45 – 4.44 = Highly Motivated, 4.45 – 5.00 = Very Highly Motivated**

From table 4.12 strictly supervising teachers to do their work had a mean rating of 2.99. This indicated that teachers in Sabatia were moderately motivated when principals strictly supervised them. Mr. Muindi Daniel (pseudonym) a deputy principal had this to say when interviewed “too much supervision makes teachers feel they are too heavily watched and policed. The teachers get a feeling that the administration does not trust or respect them. This

increases tension and rumors in school and decreases the overall morale of teachers”. A research done by Nawaz and Yasin (2015) in Bahawalpur in India is in agreement with this finding. He found that poor supervision made teachers not to have enough responsibility for taking action for prevention of problems, mistakes, accidents and injuries. It made teachers to feel their work is not valued and opened up unethical behavior. However, teachers felt demotivated as a result of strict supervision by the school administration. Principals should delegate and check to find out if the teachers are doing the right thing.

The aspect of autocratic principals making most decisions by themselves had a mean rating of 2.24. This indicated that teachers were lowly motivated with such leadership. When asked if some of the teachers participated in making decisions Mr. Ogweno Michael (pseudonym) a deputy principal had this to say “teachers make decisions regarding students who are for disciplinary actions, selection of students for honor, preparation of annual calendar, purchase of teaching/learning materials and remedial classes for slow learners”. A research done by Canaya (2008) found that in public secondary schools, participatory decision making motivated teachers. He attributed this to those schools that exercise democratic form of management where each teacher has the voice to share in decision making. These findings are in agreement with what Omubude and Igbudu (2012) found out that those teachers who participate in decision making performed better than those who do not. The teachers’ performance was enhanced and their morale boosted when Principals practice participatory leadership. This finding agrees with the current one in which teachers were lowly motivated with autocratic principals who make most decisions by themselves. Principals who fail to involve teachers in decision making make teachers not to own the decisions and therefore not motivated to implement them.

Emphasizing disciplinary processes for work to be done in the schools had a mean rating of 2.81. This showed that teachers were moderately motivated when principals emphasized disciplinary processes. According to the Teachers Service Commission Code of Regulations for Teachers (2005), the commission has outlined its expectations on teachers' performance of duties and offences for which they may be disciplined. In an interview with Mrs. Mudanya Caroline (pseudonym) a deputy principal she mentioned that "the principal ensures that teachers work as per expectations of the employer. I have made teachers understand the TSC code by placing a copy in the staff room and the library. I also remind and encourage them to operate within the expected standards". This is in agreement with the findings of Nawaz and Yasin (2015) who found that poor supervision and failure to enforce rules make teachers to feel their work is not valued and opens unethical behavior. It is therefore important for Principals to enforce education policies for work to be done in school.

Restricting communication and filtering information or withholding information by principals was rated at 2.14. This indicated that when information is withheld teachers, were lowly motivated. One teacher in an open ended questionnaire stated that "When principals hide information from us, we feel he is untrustworthy and this affects our interaction with him. Some information on seminars/workshops and club activities are withheld when funds are not available in school which demoralizes both students and teachers." This finding is in agreement with Kowalski, Peterson and Fusarelli (2007) who in their study found that a communicative principal uses language and communication to motivate his subordinates. Communication concerned everyday activities, information and efficiency. The teachers felt they were well informed and satisfied with their daily communication with their principals, however in other five large schools where principal's awareness and knowledge about

communication was low, their everyday conversations with teachers was unintentional and focused negative aspects of the teachers which was demotivating. Hence communication is a vital aspect of leadership that makes teachers to be motivated.

Strictly following rules and regulations of the Ministry and Teachers Service Commission had a mean rating of 3.18. This indicated that the teachers were moderately motivated when principals observed laid down rules and regulations. Mr Masanga Obadiah a Principal in an interview had this to say “the rules exist to establish an atmosphere of mutual confidence, work ethics and respect both within and outside the school. Teaching and learning can only proceed efficiently and effectively if rules and regulations are observed. I enforce these rules fairly and consistently, providing opportunities for discussion so that all teachers know their boundaries which have made them to be committed to their duties”. The findings of Nawaz and Yasin (2015) are in agreement with the current research. They found that supervision was an extremely vital part of a school that intended to maximize its success. Poor supervision in a workplace was the primary obstacle to achieving potential successes in a school. Teachers felt valued when their work was supervised so that they do not engage in unethical behavior. Principals should make teachers understand the policies that govern education for them to appreciate them and abide by them.

The observation of school chain of command by principals had a mean rating of 3.39. This showed that teachers were moderately motivated when the Principals observed the chain of command in a school system. Mrs. Chole Beatrice (pseudonym) a deputy principal when asked to comment about the school chain of command she had this to say ‘Chain of command helps us to avoid role conflict. The principal has assigned each teacher duties and responsibilities they ought to do starting from the principal himself to the class teacher. This

is a motivator as no teacher interferes with any other role that is not assigned to him”. In the same school Mrs. Mudanya Caroline a deputy Principal noted that “chain of command allows coordination of different individuals and groups engaging in task specialization in order to achieve school goals. The teachers are allowed to handle cases and problems in their areas before proceeding to the next level. The boarding master handles boarding issues; class teachers address class problems and assist parents to understand academic progress of their sons. This lessens my work and gives teachers a chance to develop their administrative skills which is motivating. CMMA (2006) findings are in agreement with the findings of the current research. They found that many parents and community questions were easily and completely answered by communicating directly with the educator in-charge of the class or programs. The teachers noted that each situation should first be addressed at the initial level with the appeals moving on to the chain of command in order to motivate teachers in charge to make decisions. Going direct to the Principal with cases that could be resolved at lower level demotivate teachers as they feel neglected and less important in school.

The autocratic principals apportioning blames when standards fall was rated at 2.11. This showed that the teachers were lowly motivated when blamed on falling standards. Mr. Onzere Simon (pseudonym) a deputy principal had this to say “After K.C.S.E results are released, we meet as a staff to set targets. The teachers are therefore expected to put in more effort in order to realize the school mean and the subject mean. Blaming teachers for failing to meet target makes them accountable for the results they get”. This finding differs with the findings of Daman (2015) who found that unreasonable pressure to meet targets by administrators made some teachers to cheat and use unfair means to make students do well in exams. He further found that the desire to achieve targets created an environment where

achieving desired end results were more important than students' education. Realistic targets should be set to make teachers motivated to work towards their realization.

The act of claiming glory when success is realized was rated at 2.57. This indicated that teachers in Sabatia were moderately motivated when principals claimed glory when the school succeeded. Mrs. Chole Beatrice (pseudonym) a deputy principal of one of the girls' schools in an interview mentioned that "principal is a leader, facilitates management, a social worker, P.R director, a coach, policeman and a cheer leader. He is everything and deserves credit of all achievements in the school. A good school is determined by the principal". She therefore supported the idea that principals should claim glory when success is achieved. However another deputy principal Mr. Momanyi Alfayo (pseudonym) had a different view "There is no way a principal can claim glory for everything in a school. Success of a school is a joint responsibility of teachers, students, parents and administrators". This is in agreement with the findings of Gillat and Sulzer-Azaroff (1994) found that Principals of successful schools are strong instructional leaders; they involve staff in planning for school improvement and arrange programs to develop specific teacher skills. They further found that many principals were unable to subtract time from their busy schedule to prepare tests and charts and play games with the students. Therefore success in a school is obtained through teamwork.

The aspect of autocratic principal stressing punishment rather than reward had a mean rating of 2.07 an indication that teachers were lowly motivated with this aspect of autocratic leadership style. In the opinion of one teacher in an open ended questionnaire he had this to say "it is effective as a learning tool to reward a teacher for getting something done than to punish him for getting it wrong". Mr. Olunga Alfayo (pseudonym) a Principal in an interview

also observed that “punishment makes teachers to see me as a mean cruel person unlike rewarding the best which makes teachers to view me as kind and generous. I warn those who make mistakes as I reward best practices to attract change and it has worked”. In agreement Herold (2010) found that it is easier to change an established behavior by offering rewards rather than threatening with punishment. Punishment creates fear and therefore Principals should appeal and encourage teachers to love their work

Regularly finding faults on teachers work and quarrelling them in public by autocratic principals rated at 1.87. This was an indication that teachers were lowly motivated when they are quarreled in public or constantly found fault in their work. Mr. Alfayo Olunga (pseudonym) a Principal observed in an interview that “quarrelling teachers in public steals their dignity, self-esteem, confidence, joy, happiness and quality of life. It is a great form of injustice because it makes students to be disadvantaged as they are taught by a demotivated teacher”. His deputy Mr. Ombijo (pseudonym) Musa concurred “in my former station as a teacher, the head mistress was so quarrelsome. She removed three of us from the timetable and transferred us. I find peace in the current school and I have offered my best”. These findings are in agreement with a Turkish Psychiatrist Kerem Doksat’s research as quoted by Marcan (2014). He found that manager’s authoritarian attitude towards employees led rise to fatigue and absenteeism. The stressed workers became poorly motivated and less competitive, which reduced their productivity and efficiency in the workplace. Finding fault on teachers work and quarreling them in public dehumanizes them and show lack of respect to them. It is important for Principals to talk to teachers in privacy whenever an error is to be addressed.

Overallly teachers were moderately motivated with Principals' autocratic leadership style as shown by a mean rating of 2.53 in Table 4.12. Descriptive statistics revealed that the Principals' autocratic leadership style had a moderate positive influence on teachers' motivation. Pearson r was performed to determine the strength and direction of the relationship between autocratic leadership style and teachers' motivation as shown in the Tables 4.13. In order to achieve this, ratings on influence of Principals' autocratic leadership style were correlated with teachers' motivation levels (Table 4.6). The results were shown in Table 4.13.

**Table 4.13 Correlation between Principals' Autocratic Leadership Style and Teachers' Motivation**

		<b>Autocratic</b>	<b>Motivation</b>
<b>Autocratic</b>	P	1	.139
	S		.037
	N	236	236
<b>Motivation</b>	P	.139	1
	S	.037	
	N	236	236

**P=Pearson Correlation, S=Significance Level, N=Study Sample**

From Table 4.13 it can be observed that there was a weak positive correlation between autocratic leadership style and teachers' level of motivation of Pearson's  $r$  0.139. A study done by Hammeed (2010) found that autocratic leadership style results in minimal or no innovation. Cooperation, commitment, motivation and achievement is stifled. Autocratic Principals make things done by coercion, pressurizing, manipulating and harassing. This makes motivation to slip to its lowest degrees. From Table 4.12 an overall mean rating of 2.49 can be observed. This indicated that teachers were moderately motivated with autocratic

leadership style, none of the aspects were found to be highly or very highly motivating. However aspects like regularly finding faults with teachers and quarreling them public, stressing punishment rather than reward, restricting information and apportioning blames when results fall and failure to involve teachers in decision making were found to be very lowly and lowly motivating to teachers therefore lowered teachers motivation. Two aspects; strictly following rules and regulation of MOEST and TSC and observing school chain of command were found to be moderately motivating possibly because of the order they create in schools.

To estimate the influence of autocratic leadership style a coefficient of determination was computed as shown in Table 4.14

**Table 4.14 Regression Analysis of Influence of Principals' ALS on Teachers' Motivation**

<b>Model</b>	<b>R</b>	<b>r square</b>	<b>adjusted r square</b>	<b>std. error of the estimate</b>
1	.139a	.019	.015	.654957

**a=Predictors: (Constant), autocratic**

From Table 4.13 autocratic leadership style accounted for 1.9% of teachers' motivation as signified by  $R^2$  of 0.019. This means that 98.1% was possibly due to other factors. Teachers were therefore demotivated by the use of autocratic leadership in schools except the two aspects that possibly created order like strictly following MOEST and TSC rules and regulations and observing school chain of command.

To estimate whether the influence was significant or not ANOVA was computed as shown in Table 4.15.

**Table 4.15 ANOVA of the Influence of ALS on Teachers' Motivation**

<b>Model</b>		<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig</b>
1	Regression	1.884	1	1.884	4.393	.037
	Residual	96.089	236	.429		
	Total	97.973	236			

**a=Dependent Variable: Motivation, b=Predictors: (Constant), autocratic)**

From Table 4.15 it can be observed that the relationship between autocratic leadership style and teachers' motivation level was statistically significant at p-value of 0.037 which is less than p-value of 0.05. However it cannot be relied upon in prediction of teacher motivation level as indicated by  $R^2$  of 0.019 which is very low. Therefore there was no need to compute linear regression to establish the actual influence of autocratic leadership style on teachers' level of motivation. The practices were not motivation oriented.

#### **4.6 Influence of Principals' Laissez-Faire Leadership Style on Teachers' Motivation in Sabatia Sub County**

The fourth research question responded to was: What is the influence of Principals' Laissez-faire Leadership Style on teachers' Motivation. Teachers were asked to rate the influence of various aspects of Principals' Laissez-faire leadership style on teachers' motivation. Their responses were shown in Table 4.16.

**Table 4.16 Influence of Principals' Laissez-Faire Leadership Style on Teachers' Motivation**

Aspects of Principals' Laissez-faire Leadership style	Ratings					Total	MR
	VL	L	M	H	VH		
Avoids using his power and authority	F 87	46	64	24	15	236	
	% 36.9	19.5	27.1	10.2	6.4	100	
	S 87	92	192	96	75	542	<b>2.30</b>
Leaves teachers to design their own working approaches	F 41	48	62	58	28	236	
	% 17.4	20.3	26.3	24.6	11.4	100	
	S 41	96	186	232	135	690	<b>2.92</b>
No defined plan to accomplish tasks	F 95	72	40	14	10	236	
	% 40.3	32.6	16.9	5.9	4.2	100	
	S 95	154	120	56	50	475	<b>2.01</b>
Takes time to make decisions	F 52	41	63	44	36	236	
	% 22	17.4	26.7	18.6	15.3	100	
	S 52	82	189	176	180	679	<b>2.88</b>
Gives teachers little direction because they know their role and requirements	F 33	34	71	56	42	236	
	% 13.9	14.4	30.1	23.7	17.8	100	
	S 33	68	213	224	210	748	<b>3.17</b>
Leaves teachers to exchange job requirements amongst themselves	F 44	35	78	49	30	236	
	% 18.6	14.8	33.1	20.8	12.7	100	
	S 44	70	234	196	150	694	<b>2.94</b>
Believes that teachers prefer little input from Principals	F 52	54	77	40	13	236	

	%	22	22.9	32.6	16.9	5.6	100	
	S	52	108	231	160	65	616	<b>2.61</b>
Takes long communicate to teachers	F	103	60	46	17	10	236	
	%	43.6	25.4	19.5	7.2	4.2	100	
	S	103	120	138	68	50	479	<b>2.03</b>
Avoids to apply laid down rules and regulations from MOEST and TSC	F	104	63	42	18	9	236	
	%	44.1	26.7	17.8	7.6	3.8	100	
	S	104	126	126	72	45	473	<b>2.00</b>
Allows teachers to formulate rules and regulations in their departments	F	27	26	74	62	47	236	
	%	11.4	11	31.4	26.3	19.9	100	
	S	27	52	222	248	235	784	<b>3.32</b>
<b>Overall Mean Rating</b>								<b>2.62</b>

**Responses Key: VL = Very Low, L = Low, M =Moderate, H = High, VH = Very High  
F = Frequency, % = Percentage, S = Score, MR = Mean Rating**

**Interpretation of Mean Ratings; 1.00 – 1.44 = Very Lowly Motivated, 1.45 – 2.44 = Lowly Motivated, 2.45 – 3.44 = Moderately Motivated, 3.45 – 4.44 = Highly Motivated, 4.45 – 5.00 = Very Highly Motivated.**

From table 4.16 avoiding using power and authority by laissez-faire principals had a mean rating of 2.30. This showed that teachers in Sabatia were lowly motivated when principals avoided using their power and authority. Mrs. Chole Caroline (pseudonym) a deputy principal had this to say in an interview. “Some teachers who are lazy and have I don’t care attitude feel good when they are not followed to do what is right, however this type of leadership is dangerous in a school as it makes both teachers and students fail to do what is expected of them”. A research done by Kamacia (2007) supported this finding. He found that

groups are unproductive if their supervisor avoided exercising control over subordinates. Laissez-faire leadership had the highest rates of truancy and unproductive attitudes of subordinates. This is corroborated by Chaudly and Javad (2012) who found that laissez-faire leadership style led to low productivity and motivation among followers due to insignificance relationship. Principals should exercise their power and authority for teachers to be motivated.

Leaving teachers to design their own working approaches was rated at a mean of 2.92. This indicated that teachers were moderately motivated when principals left them to design their own activities in conducting their duties. In an interview with Mr. Alfayo Olunga (pseudonym) a principal, he noted that “although it is good to give every teacher an opportunity to make his decisions, it is unrealistic in a secondary school as it can lead to anarchy if allowed to function for a long period of time. Decisions should be made jointly and enforced for effectiveness and efficiency”. Njeru (2012) in her research found that laissez-faire leadership style led to low motivation among followers. Followers were dissatisfied as the leader avoided getting involved when important issues arose, is absent when needed and avoided or delayed making decisions. Hence as principals involve teachers in school programs and activities, they become motivated.

The aspect of not having a defined plan to accomplish tasks by laissez-faire Principal had a mean rating of 2.01. This showed that teachers were lowly motivated when principals fail to define plan to accomplish tasks in school. In an open ended questionnaire one teacher noted that “a principal who has no plan can make teachers get off track, do their own things and fail to prioritize school activities”. Njeru, (2012) in her research found that Head teachers who

adopt laissez-faire leadership style have a negative impact on teachers' morale and performance. She found that teachers are not good at setting their own deadline, managing their own schedules and solving their own problems. In such a situation morale among teachers was down and student academic performance declined since they do not get enough guidance and feedback from the Head teachers. This research is in agreement with the current one that failure of a laissez-faire principal to plan demoralizes the teachers. However it concentrated more on influence of principals' leadership style on students' performance unlike the current one that looked at laissez-faire leadership style and its influence on teachers' motivation.

Taking time to make decisions by laissez-faire principals was rated at a mean of 2.88. This meant that teachers in Sabatia were moderately motivated when decisions were delayed. One teacher in an open ended questionnaire noted that "when a principal delays in making decisions important matters that need to be sorted out at a short notice can go terribly wrong. Delayed action and inadequate utilization of authority makes staff members frustrated and not to take their obligations seriously". However Perkins (2009) research disagreed with this view. He found that decision making went wrong because it was not evidence based. People often act impulsively and with limited view of the matter at hand, not looking beyond the obvious options available, not sufficiently consulting past experiences or informed friends and colleagues. A good decision is never rushed. It is important to note that Perkins (2009) research was done in a company unlike the current one that was done in public secondary schools in Sabatia Sub County.

Giving teachers little direction because teachers know their roles and requirements was rated at a mean of 3.17. This indicated that Sabatia teachers were highly motivated when left to

work with minimal direction from the principal. In the opinion of Mrs. Sitedi Grace (pseudonym) a principal, noted that experienced teachers who meet deadlines and solve most issues and problems on their own are left to manage themselves and are made to guide others. They work on their own; I simply set the pace and motivate them to the highest of their abilities.” Darling (2013) concurs; in her research she found that greater gain is found in student achievement in schools when teachers work collaboratively in teams created by the school leadership.

Leaving teachers to exchange job requirements amongst themselves had a mean rating of 2.94 which was an indication that teachers were moderately motivated when a principal left them to exchange job requirements amongst themselves. Mrs. Sitedi Grace had this to say in an interview “Leaving teachers to occasionally design their own work is a sign of making them responsible. Training, seminars, workshops and experience gained through time enable teachers to conduct their duties with minimal supervision. However newly recruited teachers should be coached and mentored before being left on their own”. In an open ended questionnaire a teacher mentioned that “it is important for teachers to be left to manage their departmental affairs with minimal supervision to create trust and responsibility among the teachers”. Nawaz and Yasin (2015) in their study found that in most private schools teachers feel demotivated as a result of strict supervision by school administration. Teachers felt coerced due to lack of autonomy to do their work feely to create a feeling of responsibility in them”. This is in agreement with the current research; however the current one was done in public secondary schools while Nawaz and Yasin (2015) did theirs in private schools.

The aspect of taking too long to communicate to teachers by a laissez-faire principal had a mean rating of 2.00. This indicated that teachers were never motivated when principals take

long to communicate to them. a research done by Kowaliki, Peterson and Fusarelli (2007) concurred with this finding. They found that effective communication decreases misunderstanding between departments, resulted in better implementation of decisions, facilitated teamwork and increased job satisfaction and motivation. In the opinion of Mr. Ombati John (pseudonym) a Principal, “delayed communication to teachers created distrust and conflict in schools.

Avoiding applying laid rules and regulations from the Ministry of Education and TSC had a mean rating of 1.97. This indicated that teachers in Sabatia were lowly motivated when principals failed to enforce rules and regulations. In the opinion of one teacher in an open ended questionnaire “failure to enforce rules and regulations makes implementation of programs ineffective and confusion prevails in the school. Teachers and students would do what they like. Such a system is frustrating to work in. Mwalala (2008) concur; in his research he found that laissez-faire leadership lead to indiscipline among students and teachers as there is non-enforcement of rules and regulations leading to poor performance in national examinations. This finding differ with the current one as it looked at principals’ laissez-faire leadership style in relation to students academic performance unlike the current research that looked at influence of principals’ laissez-faire leadership style on teachers’ motivation in Sabatia sub county.

Allowing teachers to formulate rules and regulations in their departments was rated at a mean of 3.35. This indicated that teachers were highly motivated when a principal allowed them to formulate rules and regulations in their departments, in an interview Mr. Ombati John a principal mentioned that “leaving teachers to formulate rules and regulations in their departments is a sign of making them responsible which enhances trust. The autonomy given

to teachers motivates them to perform their duties”. However Goodnight (2004) differs with this. In his research he found that understanding job requirements, policies and procedures is exchanged from one employee to another under laissez-faire leadership and because of this, many processes are out of control, no direction is given, and the leader functioned in a reaction mode. This led to anarchy, chaos, inefficiency and frustrations in a system. This therefore implies that Principals should only adopt aspects that motivate teachers and avoid the rest.

Overallly teachers were moderately motivated with Principals’ laissez-faire leadership style as signified by an overall mean rating of 2.62. Descriptive statistics revealed that Principals’ laissez-faire leadership style had slight positive influence on teachers’ motivation. Pearson’s r was performed to determine the strength and direction of the influence of Principals’ laissez – faire leadership style on teachers’ motivation. In order to achieve this, ratings on influence of Principals’ laissez-faire leadership style were correlated with teachers’ motivation levels (Table 4.5). The results were as shown in Table 4.17

**Table 4.17 Correlation between Principals’ Laissez – faire leadership style and teachers’ motivation n=236**

		<b>Autocratic</b>	<b>Motivation</b>
<b>Laissez-faire</b>	P	1	.195
	S		.003
	N	236	236
<b>Motivation</b>	P	.195	1
	S	.003	
	N	236	236

**P=Pearson Correlation, S= Significance Level, N=Study Sample**

From Table 4.17 there was a weak positive correlation between laissez-faire leadership style and teachers' motivation level (Pearson's  $r = .195$ ) which was statistically significant as  $p\text{-value} < 0.003$  which is statistically significant at  $p < 0.05$ . From Table 4.7 the overall rating 2.62 indicated that teachers were moderately motivated by Principals' laissez-faire leadership style which a little stronger than the overall rating of Principals' autocratic leadership style at 2.49. A study done by Bass & Alvahio (2002) found that followers were demotivated with laissez-faire leadership style as the leader avoids getting involved when important issues arise, is absent when needed, avoids decisions and delays responding to urgent questions. In support Chaudly & Javad (2012) found that autocratic leadership leads to low productivity and motivation among followers due to insignificant relationship. From table 4.7 it can be observed that most aspects were rated as moderately motivating however aspects like avoiding to apply laid down rules and regulations from MOEST and T.S.C, takes long to communicate to teachers and having no defined plan to achieve tasks were rated as lowly motivating and therefore should not be practiced by Principals.

To estimate the influence of laissez-faire leadership style on teachers' motivation level a coefficient of determination was computed and the results were shown in Table 4.18

**Table 4.18 Regression Analysis of Influence of Principals' LFLS on teachers' Motivation**

Model	R	R Square	Adjusted R Square	Std error of the estimate
1	.195a	.038	.034	.651269

a=Predictors: (Constant), Laissez-faire

From Table 4.7.2 it can be observed that laissez-faire leadership style accounted for 3.8% of teachers' motivation level as signified by  $R^2$  of 0.038. This means that 96.2% of teachers' motivation level was because of other factors. Principals should therefore only adopt aspects of laissez-faire leadership styles that motivate teachers like allowing teachers to formulate rules and regulations in their departments.

To estimate if the influence of laissez-faire leadership style on motivation was significant or not ANOVA was computed as shown in Table 4.19

**Table 4.19 ANOVA of the Influence of Principals' LFLS on Teachers' Motivation**

Model		Sum Squares	Df	Mean Square	F	Sig.
	Regression	3.855	1	3.855	9.088	.003b
1	Residual	97.555	230	.424		
	Total	101.410	231			

**a=dependent variable: Motivation, b=Predictors (Constant), Laissez-faire**

From Table 4.19 it can be observed that the relationship between laissez-faire leadership style and teachers' level of motivation was statistically a significant predictor as shown by the calculated p-value of 0.003 which is less than 0.05. However this influence was small as shown by  $R^2$  of 0.038. Therefore there was no need to compute linear regression to establish the actual influence of laissez-faire leadership style on teachers' motivation. The aspects of this leadership style were not motivating to teachers.

Since Principals do not rely strictly on one type of leadership style it was necessary to do multiple regression so as to determine the contribution of each leadership style towards teacher motivation the results were as shown in Table 4.20

**Table 4.20 Regression Analysis of the three Leadership Styles on Teachers' Motivation**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std Error of the Estimate</b>
1	.772	.597	.591	.423451

**A=Predictors: (Constant), Laissez-faire, democratic, autocratic**

From Table 4.20 it can be observed that the 3 leadership styles used together account for 59.7% of teachers' motivation level as signified by  $R^2$  of 0.597. This indicated that Principals tend to use more of democratic leadership style than the other two since democratic leadership style accounted for 59.6% signified by  $R^2$  of 0.596. This is probably because the government emphasizes democratic leadership in schools. The M.O.E.S.T insist school Principals should involve teachers in decision making process such as in school tendering process, purchase of text books, appraisal of teachers, election of student leaders and representation in B.O.M and P.T.A meetings among others.

To determine whether they are significant predictors ANOVA was computed and results were as shown in Table 4.21

**Table 4.21 ANOVA of the Influence of the three Leadership Styles on Teachers' Motivation**

Model	Sum of Squares	Df	Mean Squares	F	Sig.
Regression	58.374	3	19.458	108.516	.000
Residual	39.448	220	.179		
Total	97.822	223			

**a=Dependent variable: Motivation, b=Predictors: (Constant), laissez-faire, democratic, autocratic**

From this Table 4.21 it can be observed that the 3 leadership styles when used together they are predictors of teacher motivation as shown by the calculated p-value of 0.000 which is less than the set p-value of 0.05.

To determine the actual influence by each leadership style multiple linear regression analysis was done and results were shown in Table 4.22

**Table 4.22 Multiple Linear Regression Analysis of the three Leadership Styles on Teachers' Motivation**

Model	Unstandardized coefficient		Standardized coefficients	T	Sig.
	B	Std Error	Beta		
Constant	.924	.164		5.640	.000
Democratic	.601	.035	.757	17.412	.000
Autocratic	-.006	.043	-.006	-.130	.000
Total	.072	.042	.081	1.710	.089

**A=Dependent Variable: Motivation**

From the Table 4.22 multiple regression equation is as follows  $Y = .924 + .601 - .006 + .072$

From the equation it can be observed that democratic leadership style increases motivation level of teachers by .601 as signified by a coefficient of .601, autocratic leadership style reduces teacher motivation by .006 as signified by a coefficient of -.006 and laissez-faire leadership style increases teacher motivation by .072 as signified by a coefficient of .072

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter contains summary of the research findings, conclusion of the study and recommendations.

#### **5.2 Summary**

##### **5.2.1 Teachers' level of Motivation in Sabatia Sub County**

The study found out that 10(4.2%) of teachers were very highly motivated in Sabatia Sub County, 94(39.8%) were highly motivated, 109(46.2%) were moderately motivated, 23(9.7%) were lowly motivated and no teacher was found to be very lowly motivated. The teachers were highly motivated by; organization of duty roster rated at 3.68, allocation of duties by principals rated at 3.64, dress code of students and teachers rated at 3.57 and inter-relationship among the staff rated at 3.52. The following moderately motivated the teachers; teaching staff-administration relationship 3.43, maintenance of professional records 3.43, organization of staff and departmental meetings 3.35, involvement of teachers in decision making 3.28 and conflict resolution process in school that rated at 3.25 while clocking in and out of school at 2.29 and was perceived as lowly motivating to teachers. Overallly the teachers were moderately motivated at a rating of 3.21.

The study established that according to Principals and Deputies teachers were motivated by organization of duty roster, interrelationship among the staff and involvement of teachers in decision making process. Cloaking in and out of school was disliked by teachers.

### **5.2.2 Influence of Principals' Democratic Leadership Style on Teachers' Motivation in Sabatia Sub County**

The study established that the following aspects of a democratic principal were very highly motivating to teachers; resolving conflicts among teachers at 4.25, believing that each teacher is competent and given a chance will do a good job rated at 4.21, giving teachers direction on school policies and expectations 4.12 and involving teachers in purchasing teaching/learning materials 4.11. Overallly the teachers were highly motivated at a mean rating of 4.03.

Interview findings established that democratic leadership style was effective in motivating teachers. According to Deputy Principals and Principals teachers preferred being involved in decision making and management affairs of the school, purchasing of teaching/learning materials and resolving conflicts that arise between them.

The study established that there was a strong positive correlation between democratic leadership style and teachers' motivation level of Pearson's  $r$  of 0.772 which was statistically significant as  $p$ -value was greater than 0.05. It also established that democratic leadership style accounted for 59.6% of teachers' motivation level as signified by  $R^2$  of 0.596. Democratic leadership style was found to be a significant predictor shown by calculated  $p$ -value of 0.000 which was less than the set  $p$ -value of 0.05. This meant that Principals can rely on democratic leadership style to motivate teachers. Democratic leadership style was found to have an influence on teachers' level of motivation of 0.617 as revealed by linear regression analysis. This meant that Principals can rely on democratic leadership style to increase teachers' motivation in schools.

### **5.2.3 Influence of Principals' Autocratic Leadership Style on Teachers' Motivation in Sabatia Sub County**

The study found out that the following aspects of Principals' autocratic leadership were moderately motivating to teachers; observing the school chain of command rated at 3.39 and strictly following rules and regulations of Ministry of Education and TSC rated at 3.18. Making most decisions by himself rated at 2.29, apportioning blames when standards fall rated at 2.23, restricting communication and filtering information rated at 2.19 and stressing punishment rather than reward rated at 2.11 and were found to be lowly motivating to teachers. Overallly the teachers were moderately motivated with the aspects of Principals' autocratic leadership style at a mean rating of 2.53.

The study established that according to Deputies and Principals autocratic leadership was not effective in motivating teachers. The teachers are not motivated by this leadership style as they feel heavily watched and policed. They get a feeling that the administration does not trust and respect them.

The study established that there was a weak positive correlation between autocratic leadership style and teachers level of motivation of Pearson's  $r$  .139 as p-value is greater than 0.05. It was also found that autocratic leadership style accounted for 1.9% of teachers' motivation level as signified by  $R^2$  of 0.019. Autocratic leadership style was found to be a significant predictor as shown by a calculated p-value of 0.037 which is less than a set p-value of 0.05. However autocratic leadership style cannot be relied upon in prediction of teachers' motivation level as indicated by  $R^2$  of 0.019 which is very low.

#### **5.2.4 Influence of Principals' Laissez-faire Leadership Style on Teachers' Motivation in Sabatia Sub County**

The study established that the following aspects of Principals' laissez-faire leadership style moderately motivated the teachers; allowing teachers to formulate rules and regulations in their departments at a mean rating of 3.32, giving little direction because teachers know their role and job requirements that rated 3.17, leaving teachers to exchange job requirements amongst themselves rated at 2.94 and leaving teachers to design their own work schedule rated at 2.92. Taking long to communicate to teachers rated at 2.03, having no defined plan to complete tasks rated at 2.01 and avoiding applying laid down rules and regulations from MOEST and TSC rated at 2.00 were lowly motivating to teachers. Overall teachers were moderately motivated by this type of leadership at a mean rating of 2.62.

The study established that according to the Deputy Principals and Principals' laissez-faire leadership style was not effective in motivating teachers. It makes teachers avoid doing what is expected from them and can lead to chaos and anarchy in schools lowering teachers' motivation. It has the highest level of truancy and unproductive attitudes among teachers. It leads to low productivity and motivation among teachers due to insignificance relationship.

The study established that there was a weak positive correlation between Principals' laissez-faire leadership style and teachers' level of motivation of Pearson's  $r$  of .195 which was statistically significant as  $p$ -value was greater than 0.05. It was established that laissez-faire leadership accounted for 3.8% of teachers' level of motivation as signified by  $R^2$  of 0.038 which is very low. It was further established that the relationship between Principals' laissez-

faire leadership style and teachers' level of motivation was statistically a significant predictor as shown by calculated p-value of 0.003 which is less than set p-value of 0.05.

### **5.3 Conclusion**

The study concluded that;

- (i) Teachers of Sabatia Sub-County were moderately motivate
- (ii) Principals' Democratic Leadership Style in Sabatia Sub-County had a moderate Influence on Teachers' Motivation
- (iii) Principals' Autocratic Leadership Style in Sabatia Sub-County had very low Influence on Teachers' Motivation.
- (iv) Principals' Laissez-Faire Leadership Style in Sabatia Sub-County had a very low Influence on Teachers Motivation.

### **5.4 Recommendations**

In light of the findings and conclusions, the following recommendations were made:

#### **5.4.1 Teachers Motivational Level in Sabatia Sub-County**

- (i) Principals to allocate duties and responsibilities to all teachers so as to motivate them to work, develop their administrative skills and feel trusted by the administration thus increase teacher motivation in schools
- (ii) Principals should improve on clocking in and out of school so as to recognize what teachers do during the extra hours, evening, weekends and even holidays.

#### **5.4.2 Influence of Principals' Democratic Leadership Style on Teachers Motivation**

- (i) Principals should improve on conflict resolution among teachers to make them live in harmony and involve them in decision making.
- (ii) Principals should practice more of democratic leadership style to increase teachers' motivation.

#### **5.4.3 Influence of Principals' Autocratic Leadership Style on Teachers Motivation**

- (i) Principals should observe school chain of command and follow rules and regulations of MOEST and TSC to create order in schools.
- (ii) Principals should not rely on Autocratic leadership style as it lowers motivation

#### **5.4.4 Influence of Principals' Laissez-Faire Leadership Style on Teachers Motivation**

- (i) Principals should allow teachers to formulate rules and regulations in their departments to make them responsible and have trust in the Principal
- (ii) Principals to avoid Laissez-Faire leadership style as it creates disorder and indiscipline among teachers

## **5.5 Suggestions for Further Research**

The study exposed the following gaps that require further research;

- (i) A study should be carried out on the influence of school culture on teachers' motivation at secondary school.
- (ii) A study should be done on influence of education policies on teachers' motivation at secondary school.
- (iii) A study should be carried out on the influence of remuneration on teachers' motivation in secondary schools.

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## APPENDIX A

### 1. TEACHERS' QUESTIONNAIRE

The purpose of this study is to establish the influence of Principals' Leadership style on motivation of teachers in Sabatia Sub-County, Kenya. The information obtained shall be treated with utmost confidentiality and only used for the purpose of this study. Kindly provide information by ticking (✓) or filling in the spaces provided

#### PART A: BACKGROUND INFORMATION

1. Gender ----- (a) Male ( ) (b) Female ( )
2. Your Age -----
3. Your Highest Professional Qualification (a) Diploma ( ) (b) Bachelors ( )  
(c) Masters ( ) (d) PHD ( )
4. How long have you taught in this school? ----- Years -----Months

#### PART B: SPECIFIC INFORMATION

1. **Motivation levels of teachers may be rated on a five point scale as follows:**  
**1= Very Low (VL), 2 = Low (L), 3 = Moderate (M), 4 = High (H), 5 = Very High (VH).** Using the five point rating scale please indicate your level of motivation using a tick (✓) in the space provided based on your day to day experiences.

No	Aspects of Motivation in Schools	RATING				
		VL	L	M	H	VH
1.	Teaching load in the school					
2.	Clocking in and out of school					
3.	Maintenance of professional records					
4.	Interpersonal relationship among the staff					
5.	Class sizes					
6.	Availability of teaching and learning resources					
7.	Student discipline					
8.	Participation in co-curriculum activities					
9.	Teaching Staff –Administration relationship					
10.	Allocation of duties by the Principal					
11.	Involvement of teachers in decision making					
12.	Conflict resolution processes in the school					
13.	Approving teachers financial budgets					
14.	School staff welfare organization e.g. meals					
15.	Award system adopted by school for achievers					
16.	Organization of the school routine					
17.	Organization of the duty roster					
18.	Dress code of the students and teachers					
19.	Organization of staff and departmental meetings					
20.	Sponsorship workshops and seminars					

Kindly specify any other information pertaining to your level of motivation in the space provided -----

-----

**2. Based on your experience, using the five point rating scale, rate the influence of Principals' democratic leadership style on your level of motivation by ticking (✓) in the space provided, whereby; VL = Very Low, L = Low, M= Moderate, H = High, VH = Very High.**

	Aspects of Principals Democratic Leadership Style.	RATING				
		VL 1	L 2	M 3	H 4	VH 5
1.	Involving teachers in decision making					
2.	Delegation of duty to teachers in the school					
3.	Delegates supervision to Deputy and HODs					
4.	Guiding sloppy teachers who fail to work without pressure/Praises work done by them					
5.	Fostering open communication among teachers					
6.	Giving teachers direction on school policies and expectations					
7.	Believing that each teacher is competent and given a chance will do a good job					
8.	Stressing on reward rather than punishment					
9.	Involving teachers in purchasing teaching/ learning materials					
10.	Resolving of conflicts among teachers					

Kindly specify any other information pertaining to your level of motivation in the space provided -----

-----

**3. Based on your experience, using the five point rating scale, rate the influence of Principals’ autocratic leadership style on your level of motivation by ticking ( ) in the space provided, whereby; VL = Very Low, L = Low, M= Moderate, H = High, VH = Very High.**

	Aspects of Principal’s Autocratic Leadership Style	RATING				
		VL 1	L 2	M 3	H 4	VH 5
1.	Strict supervision of teachers to do their work					
2.	Making most decisions by himself					
3.	Emphasizing disciplinary processes for work to be done					
4.	Restricting communication and filters information/ Withholding information					
5.	Strict following rules and regulations of the ministry and TSC					
6.	Observing of the school chain of command					
7.	Apportioning blames when standards fall					
8.	Claiming glory when success is realized					
9.	Stressing on punishment rather than reward					
10.	Regularly finding faults in teachers work and quarrels them in public					

Kindly specify any other information pertaining to your level of motivation in the space provided -----

**4. Based on your experience, using the five point rating scale, rate the influence of Principals' Laissez-faire leadership style on your motivation by ticking ( ) in the space provided, whereby; VL = Very Low, L= Low, M = Moderate, H = High, VH = Very High.**

	Aspects of Principal's Laissez-faire Leadership Style.	RATINGS				
		VL 1	L 2	M 3	H 4	VH 5
1.	Avoiding using his power and authority					
2.	Leaving teachers to design their own working approaches					
3.	No defined plan to accomplish tasks					
4.	Taking time to make decisions					
5.	Giving teachers little direction because teachers know their role and requirements					
6.	Leaving teachers to exchange job requirements amongst themselves					
7.	Believing that teachers prefer little Principals input					
8.	Taking long to communicate to teachers					
9.	Avoiding to apply laid rules and regulations from the ministry and TSC					
10.	Allowing teachers to formulate rules and regulations governing their departments.					

Kindly specify any other information pertaining to your level of motivation in the space provided -----

-----

5. (a). Which leadership style have you found to be effective in motivating teachers to do their work? 1. Democratic (     ) 2. Autocratic (     ) 3. Laissez-Faire (     )

(b). Give reasons for your response

(i). -----  
-----

(ii) -----  
-----

(ii) -----  
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## APPENDIX B

### 1. PRINCIPALS' INTERVIEW SCHEDULE

The purpose of this interview schedule is to gather information on influence of Principals' leadership styles on motivation of teachers in public secondary schools in Sabatia Sub-County. The information collected will be treated with a lot of confidentiality and used only for the purpose of this study. Kindly spare your valuable time to respond to the following questions.

1. Teachers in schools may be motivated or not. Therefore motivation level of teachers varies from school to school. What is the motivational level of your teachers?
2. Some Principals use democratic leadership style in managing their teachers. Kindly explain the influence this leadership has on motivation level of teachers.
3. Under some circumstances the Principal may use autocratic leadership style. What influence does it have on teachers' level of motivation?
4. Laissez-faire leadership has in some occasions been used by Principals in managing teachers. Please comment on its influence on teachers' level of motivation.
5. (a). Which leadership style have you found to be effective in motivating teachers to do their work? 1. Democratic ( ) 2. Autocratic ( ) 3. Laissez-Faire ( )  
(b). Give reasons for your response

## APPENDIX C

### **3. DEPUTY PRINCIPALS' INTERVIEW SCHEDULE**

The purpose of this interview schedule is to gather information on influence of Principals' leadership styles on motivation of teachers in public secondary schools in Sabatia District. The information collected will be treated with a lot of confidentiality and used only for the purpose of this study. Kindly spare your valuable time to respond to the following questions.

1. Teachers in schools may be motivated or not. Therefore motivation level of teachers varies from school to school. What is the motivational level of your teachers?
2. Some Principals use democratic leadership style in managing their teachers. Kindly explain the influence this leadership has on motivation level of teachers.
3. Under some circumstances the Principal may use autocratic leadership style. What influence does it have on teachers' level of motivation?
4. Laissez-faire leadership has in some occasions been used by Principals in managing teachers. Please comment on its influence on teachers' level of motivation.
5. (a). Which leadership style have you found to be effective in motivating teachers to do their work? 1. Democratic (     ) 2. Autocratic (     ) 3. Laissez-Faire (     )  
(b). Give reasons for your response

## APPENDIX D

<b>RATINGS BY INDIVIDUAL TEACHERS FROM RAW DATA</b>			
<b>MOTIVATIONAL LEVEL</b>	<b>DEMOCRATIC LEADERSHIP STYLE</b>	<b>AUTOCRATIC LEADERSHIP STYLE</b>	<b>LAISSEZ-FAIRE LEADERSHIP STYLE</b>
3.450	4.700	3.400	4.375
3.700	4.600	2.600	2.600
3.650	4.200	2.500	3.400
3.300	3.700	3.900	2.900
3.550	3.400	3.000	3.000
4.579	4.400	3.400	2.333
3.438	3.900	2.778	3.200
3.250	3.100	2.300	2.800
4.250	4.400	2.500	2.200
3.500	4.600	3.100	3.000
2.600	2.500	2.400	2.200
3.650	3.300	2.700	1.900
3.950	4.500	2.400	1.400
3.200	4.000	2.500	1.600
2.850	3.200	3.000	3.000
2.650	2.600	2.900	3.200
3.050	3.800	3.000	4.600
3.550	4.300	2.900	3.700
3.737	4.100	3.300	3.500
3.333	3.700	3.700	3.800
3.889	4.500	3.111	3.500
3.050	3.300	1.600	2.600
3.400	4.500	4.200	3.889
2.950	4.500	2.556	2.000
3.667	3.300	4.200	4.200
3.800	4.700	4.800	4.833
3.000	2.900	2.000	3.200

3.000	2.900	2.600	3.900
2.850	2.400	2.400	1.600
2.947	3.700	3.444	3.800
3.500	3.300	3.200	3.400
4.100	4.556	3.100	3.667
2.700	2.500	2.200	2.700
3.632	4.800	1.400	3.000
3.550	4.000	1.250	3.100
3.150	3.700	3.100	3.300
3.850	4.700	2.400	2.000
2.250	1.600	1.800	1.900
3.350	3.700	2.200	1.000
3.400	4.200	2.900	4.500
4.250	4.300	2.710	1.300
3.850	4.600	2.800	2.200
3.450	3.500	3.700	3.400
3.050	3.400	1.400	4.100
4.400	4.800	1.800	3.300
3.650	4.000	3.300	3.000
3.200	4.500	3.600	4.100
4.250	4.700	2.200	2.300
4.600	4.500	3.800	3.700
3.350	3.500	3.300	3.500
2.421	3.600	1.500	1.800
3.600	4.100	3.100	3.700
3.300	3.200	2.200	2.400
2.750	2.900	2.700	2.400
4.350	4.800	3.000	2.900
1.600	3.600	1.600	1.000
2.947	2.700	3.700	3.600
3.400	3.300	2.600	3.000

3.700	3.700	3.100	3.000
3.550	4.300	1.800	1.900
2.100	2.400	2.300	2.300
3.700	2.900	2.900	4.000
2.600	2.500	1.700	1.700
4.250	4.500	3.200	3.100
3.150	2.100	1.600	3.300
2.750	2.600	2.700	2.500
2.800	3.000	1.200	2.000
3.200	3.800	2.000	3.700
4.250	4.800	2.800	2.700
2.900	3.100	2.800	3.000
3.400	3.200	3.500	3.200
3.412	4.100	4.400	3.700
2.550	3.000	2.600	2.200
3.050	3.000	3.400	3.200
4.053	4.200	3.000	2.500
3.250	3.400	2.700	1.500
4.150	4.400	1.800	2.400
2.850	2.600	2.100	2.600
4.421	4.000	2.400	2.300
4.550	4.900	1.200	3.000
3.650	4.800	4.900	4.900
1.900	2.200	2.200	2.500
2.889	2.900	1.667	3.200
2.353	2.800	2.286	2.286
3.000	2.700	2.100	2.750
3.250	4.600	2.889	3.800
3.850	3.400	2.800	3.500
2.150	2.600	3.000	2.300
4.211	4.700	4.500	3.300

3.400	4.400	3.300	3.800
2.750	2.700	3.000	3.200
2.750	2.600	3.000	3.100
3.200	4.000	3.100	3.800
3.450	3.800	3.300	3.667
3.450	3.800	3.300	3.600
2.938	3.900	2.900	2.400
2.500	3.000	2.200	2.500
4.000	4.000	2.600	1.700
2.850	3.200	2.900	2.800
3.350	3.111	2.900	2.700
1.950	2.778	2.875	2.875
2.750	2.600	2.300	2.700
4.600	3.600	3.400	3.700
3.050	3.600	2.600	2.778
2.700	2.700	3.200	3.300
3.200	3.600	3.200	3.300
4.000	4.300	3.100	3.000
3.350	3.600	1.900	2.200
3.700	4.400	2.700	2.222
4.300	4.800	3.100	3.900
3.650	4.500	2.700	2.600
4.000	4.800	2.200	2.600
4.450	4.900	3.300	2.500
3.368	3.600	2.750	3.000
3.650	3.400	2.600	2.700
3.600	3.900	3.100	3.000
2.700	3.000	3.200	3.500
3.350	3.500	2.600	4.400
2.800	3.000	2.600	1.300
4.526	4.900	1.400	3.700

2.700	3.100	2.700	2.900
3.000	5.000	2.400	1.000
2.500	1.900	1.900	2.100
4.000	4.700	1.500	1.857
3.150	3.100	2.300	3.000
4.150	4.900	2.100	3.222
3.400	4.100	2.500	2.600
3.150	4.900	3.300	3.000
2.800	2.000	2.000	2.000
3.550	3.600	3.500	3.800
2.368	3.333	3.400	1.200
3.650	3.800	3.700	3.000
3.550	3.700	2.800	2.900
2.800	3.800	2.700	1.100
3.050	3.800	2.600	2.500
3.889	4.200	3.800	3.000
3.900	3.300	2.000	2.500
3.000	2.300	2.100	3.800
3.750	4.000	3.100	2.500
2.400	1.400	2.400	2.300
4.450	5.000	2.200	2.900
1.900	2.500	2.100	1.800
2.600	3.900	2.500	4.100
3.850	4.400	2.200	3.500
3.050	2.700	2.100	2.750
3.600	4.700	1.600	3.600
3.700	3.600	1.400	2.200
3.800	3.300	3.000	2.900
2.700	3.222	2.333	2.700
3.300	4.000	3.900	2.800
3.450	3.500	2.300	2.500

3.800	3.200	1.500	2.900
2.700	3.200	2.200	3.000
3.200	2.800	1.100	2.800
4.250	3.900	2.300	3.100
3.250	4.000	3.600	3.300
3.000	2.900	2.600	3.000
4.000	4.600	1.300	1.400
2.400	3.000	4.000	4.000
1.750	2.100	2.300	2.100
2.650	3.500	2.889	2.600
3.158	3.600	3.222	3.000
3.550	4.100	1.300	2.000
4.600	4.900	2.200	2.700
2.500	3.100	2.300	2.800
3.600	4.200	4.000	1.800
3.950	4.200	3.333	2.400
3.750	3.667	1.000	3.000
2.900	4.000	1.600	2.900
2.450	2.400	2.000	1.900
2.650	2.900	2.600	2.600
1.950	2.400	2.200	3.300
3.700	4.100	1.000	2.900
2.400	1.100	4.300	2.500
4.750	4.700	3.333	3.000
2.750	2.300	2.800	2.500
3.050	4.200	2.100	3.300
3.350	3.000	3.700	3.800
1.850	2.000	1.900	1.800
4.050	4.300	2.000	1.800
2.400	2.800	3.400	2.600
2.050	1.900	2.600	3.100

3.450	4.000	2.700	2.500
4.050	4.000	2.900	2.800
2.850	3.889	3.222	3.600
4.100	4.200	3.200	3.000
3.500	3.000	3.800	4.000
4.300	4.600	2.400	4.300
3.750	4.100	2.200	2.600
3.050	4.500	2.700	3.400
4.105	4.400	2.700	3.700
3.650	4.100	3.000	4.000
3.800	4.800	3.600	4.200
3.100	3.900	3.000	4.400
2.700	3.800	2.800	2.800
2.600	2.700	2.600	1.500
3.300	3.200	2.600	2.700
3.500	3.700	2.700	2.700
3.550	4.600	1.800	3.100
3.000	3.900	2.400	2.800
2.800	3.200	1.600	1.800
2.300	2.400	2.300	2.500
4.100	4.500	2.000	2.000
4.150	4.000	2.333	1.000
3.300	3.600	2.400	1.700
4.100	4.700	3.100	1.600
3.250	3.600	3.000	3.500
2.850	4.400	2.200	2.400
1.900	1.700	2.200	2.000
4.100	4.300	2.700	2.600
4.600	4.900	2.800	5.000
2.600	3.400	2.900	2.600
2.700	3.300	2.800	2.800

4.450	4.500	4.444	4.700
3.550	4.400	2.500	2.400
3.150	4.300	3.800	2.800
2.650	2.800	2.500	2.800
1.800	2.200	2.400	4.000
2.900	3.400	2.800	3.556
3.150	3.500	3.300	2.500
3.700	4.000	3.000	2.600
4.300	4.900	3.000	2.889
2.950	3.000	3.000	3.000
3.450	2.800	1.900	2.900
2.850	3.100	2.600	3.900
2.850	3.200	2.900	2.900
4.000	4.000	3.900	3.900
3.800	4.700	2.300	2.300
3.000	3.000	3.000	3.000
2.050	2.000	2.900	2.600
3.350	4.100	1.400	1.900
2.900	3.600	3.000	3.300
2.000	2.000	2.000	2.000
3.842	4.400	3.000	2.900
2.350	2.900	2.400	2.900
3.500	4.200	2.300	2.200

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## APPENDIX E

### SAMPLE SIZE PER SCHOOL

<b>SAMPLED SCHOOLS</b>	<b>NO. OF TEACHERS</b>	<b>DECIMAL</b>	<b>SAMPLED TEACHERS</b>
Chavakali	53	29.9	30
Vokoli	46	26.1	26
Keveye	43	24.3	25
Mbale	40	22.6	23
Hombala	8	4.5	5
Bo-Yusuf	8	4.5	5
Ivona	10	5.7	6
Demesi	12	6.8	7
Ikobero	12	6.8	7
Bugina	15	8.5	9
Munoywa	10	5.7	6
Ellongo	7	3.9	4
Mukingi	16	9.0	9
Chandumba	18	10.1	10
Gaigedi	14	7.9	8
St.Pauls	12	6.8	7
Chamakanga	18	10.1	10
Kisangula	12	6.8	7
Bukulunya	16	9.0	9
Jemovo	10	5.7	6
Wangulu	12	6.8	7
Busali Union	10	5.7	6
Digula	6	3.4	4

Ghahumbwa	12	6.8	7
Viyalo	15	8.5	9
St. Mark	14	7.9	8
Lusengeli	20	11.3	12
Kivagala	14	7.9	8
Igunga	17	9.6	10
Total	500		290

---

Fisher's formula  $nf = \frac{n}{1 + \frac{n}{N}}$

Where:

nf – Desired sample size

n- Desired sample size when the population is less than 10000 i.e. 384

N – Target population

For example

Chavakali

$$\frac{53}{1 + \frac{384}{500}} = \frac{53}{1.768} = 29.9 = 30 \text{ Teachers}$$

## APPENDIX F



### **MASENO UNIVERSITY SCHOOL OF GRADUATE STUDIES**

*Office of the Dean*

**Our Ref:** PG/MED/00038/2011

Private Bag, MASENO, KENYA  
Tel:(057)351 22/351008/351011  
FAX: 254-057-351153/351221  
Email: [sgs@maseno.ac.ke](mailto:sgs@maseno.ac.ke)

Date: 06<sup>th</sup> March, 2015

#### **TO WHOM IT MAY CONCERN**

**RE: PROPOSAL APPROVAL FOR OKOTH SIMON KENNEDY—  
PG/MED/00038/2011**

The above named is registered in the Master of Education in Educational Administration Programme of the School of Education, Maseno University. This is to confirm that his research proposal titled "Influence of Principals' Leadership Styles on Motivation of Teachers in Public Secondary Schools in Sabatia Sub-County, Kenya" has been approved for conduct of research subject to obtaining all other permissions/clearances that may be required beforehand.

  
Prof. P.O. Owuor

**DEAN, SCHOOL OF GRADUATE STUDIES**



**APPENDIX G**

**MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY  
STATE DEPARTMENT OF EDUCATION**

Telegrams: .....  
Telephone: (056) 51450  
When replying please quote



COUNTY EDUCATION OFFICE,  
VIHIGA COUNTY,  
P.O. BOX 640,  
MARAGOLI.

REF: CDE/VCD/GEN/1/VOL 1/60

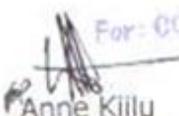
17/3/2015

**TO WHOM IT MAY CONCERN**

**RE: AUTHORITY TO CONDUCT RESEARCH  
OKOTH S. KENNEDY**

The above subject refers.

Permission is hereby granted to the above named student from Maseno University School of Graduate Studies to carry out research on **"influence of Principals leadership styles on Motivation of Teachers in Public Secondary Schools"** in Sabatia Sub-county in Vihiga to enable him write a thesis as required of him.

  
For: COUNTY DIRECTOR OF EDUCATION  
VIHIGA COUNTY  
Anne Kiilu  
County Director of Education  
**VIHIGA COUNTY**

**c.c**  
County Commissioner  
VIHIGA

## APPENDIX H

### TEACHERS SERVICE COMMISSION

Email: [cdir.vihiga@tsc.go.ke](mailto:cdir.vihiga@tsc.go.ke)

Web: [www.tsc.go.ke](http://www.tsc.go.ke)

When replying please quote

Ref. N<sup>o</sup>: TSC/NO. 349300



VIHIGA COUNTY

P.O. BOX 1453 - 50300

MARAGOLI, KENYA

2<sup>nd</sup> April, 2015

#### TO WHOM IT MAY CONCERN

#### RE: PERMISSION TO CARRY OUT RESEARCH KENNEDY SIMON OKOTH.

The above named is a student of Maseno University undertaking Master in education administrations is hereby granted permission for him to carry out research in sabatia sub-county.

Any assistance offered to him will be greatly appreciated.

B.N. Wekesa

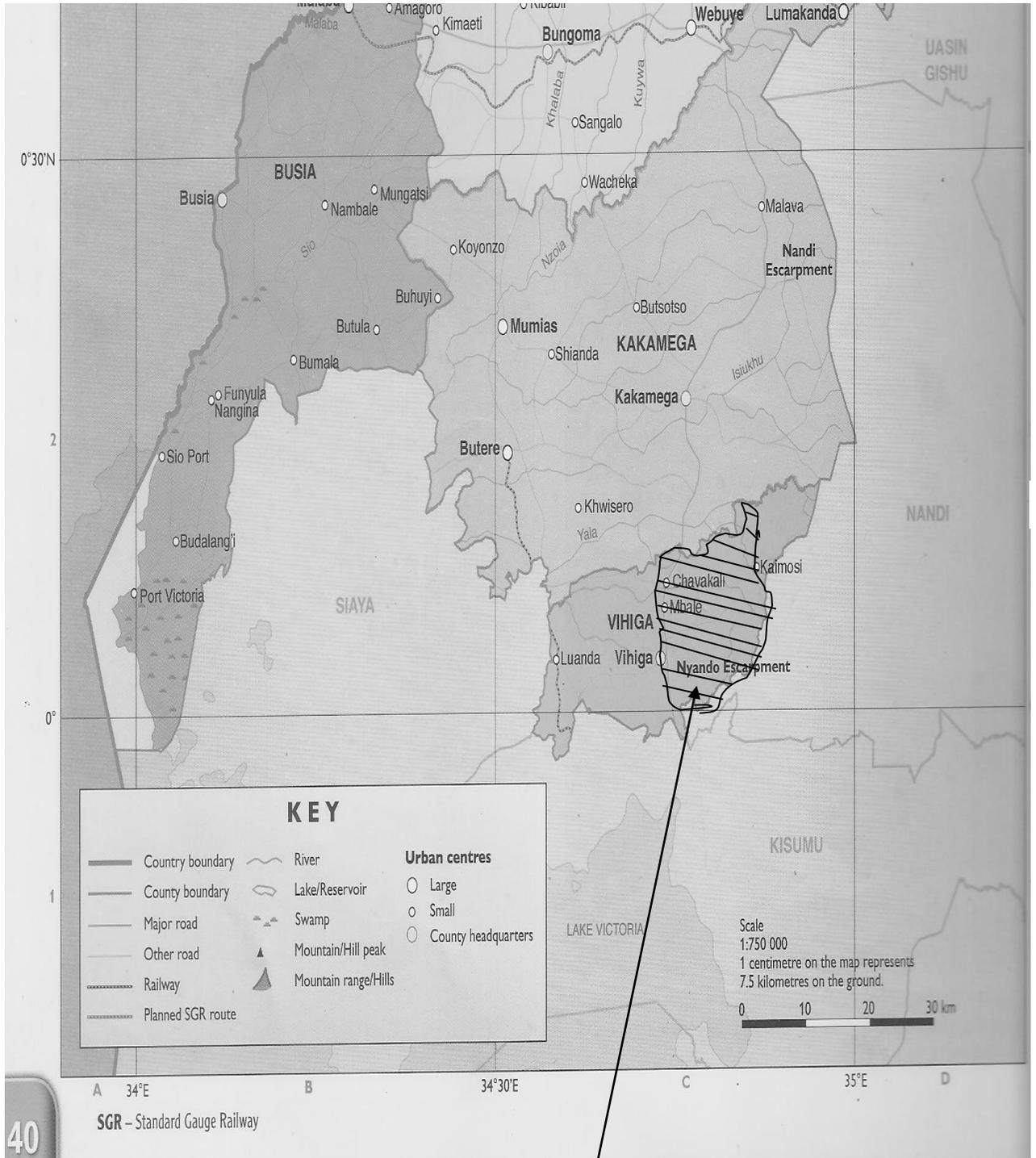
For: COUNTY DIRECTOR - VIHIGA  
TEACHERS SERVICE COMMISSION

For County Director

VIHIGA COUNTY.

# APPENDIX I

## MAP OF SABATIA SUB COUNTY



Sabatia Sub County