

1511-3000 F

**EFFECTS OF PRINCIPALS' LEADERSHIP BEHAVIOURS ON TEACHER
MOTIVATION IN PUBLIC SECONDARY SCHOOLS IN MURANG'A COUNTY,
KENYA**

**BY
MUIRURI CHARITY WAMBUI**

E55/CE/22832/2010

**A RESEARCH PROJECT PRESENTED TO THE DEPARTMENT OF
EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES IN
PARTIAL FULFILLMENT FOR THE REQUIREMENTS OF MASTER OF
EDUCATION DEGREE OF
KENYATTA UNIVERSITY**

NOVEMBER 2013

DECLARATION

This research project is my original work and has not been presented for a degree award in any other university.

Signature  Date 5/12/2013

Muiruri Charity Wambui

E55/CE/22832/2010

This project has been submitted with our approval as University Supervisors.

Signature  Date 5.12.2013

Dr. G.A. Onyango

Lecturer

Department of Educational Management,

Policy and Curriculum Studies,

Kenyatta University

Signature  Date 06/12/2013

Dr. Mukirae Njihia

Lecturer

Department of Educational Management,

Policy and Curriculum Studies,

Kenyatta University

DEDICATION

I dedicate this work to my parents, Mr. and Mrs Muiruri, my beloved husband George and my children, Doris, Denis and Milkah for their invaluable support throughout the project.

ACKNOWLEDGEMENTS

First and foremost, I would like to thank God for the gift of life and good health from the day I started this research project to the final submission.

Special thanks to my supervisors Dr. Onyango and Dr. Njihia who guided me through what was required in the development of a good project.

Special appreciation goes to my entire family for their priceless support both financially and emotionally in the completion of the project.

In addition, I would like to thank Jane and Lucy who have greatly assisted in the typesetting of the research project.

Lastly, I thank my esteemed friends who have been encouraging me all through and giving me morale to continue.

ABSTRACT

The purpose of this study was to examine the effects of principals' leadership behavior on the motivation of teachers in Murang'a County. The objectives of the study were to: determine the leadership behaviors of secondary schools principals in Murang'a County; investigate the principals' leadership behavior that teachers respond most positively to; determine the influence of principals' leadership behavior on teacher motivation; and establish the extent to which teachers' level of motivation affects their job performance in Murang'a County. The study employed a descriptive survey design targeting all the 249 principals and 2,696 teachers from the 249 public secondary schools in Murang'a County. Stratified sampling was used to select 25 schools according to type – boys' boarding, girls' boarding, mixed day, mixed day and boarding and mixed boarding schools. All the 25 principals from the sampled schools were purposively selected to participate in the study. Simple random sampling was used to select 270 teachers to take part in the study, giving a total of 295 respondents. The study employed questionnaires as the main tool for data collection. Before data collection, a pilot study was conducted in two schools from Murang'a County to pre- test the instruments. The aim of the pilot study was to assess the clarity of the questionnaire items so that those items found to be inadequate or vague may be modified to improve the quality of the research instrument thus increasing its validity and reliability. Data obtained was quantitative. Quantitative data collected was coded and entered into an SPSS programme for analysis. The results of the data were presented in form of frequency tables and bar graphs. The study established that principals in Murang'a County mostly employed democratic and laissez-faire approaches. However, a significant proportion of the teachers felt that principals were engaging in authoritarian leadership which is discouraging. This is because teachers felt that they were not involved in school decision making processes and also principals suppressed their ideas. Moreover, the study found out that the most preferred leadership approach by most of the teachers was democratic, followed by laissez-faire and then autocratic. Pearson product moment correlation revealed that different leadership approaches employed by principals had an influence on teachers' motivation. The study found out that democratic and laissez-faire leadership had a positive impact on motivation whereas authoritarian leadership had a negative impact on motivation. The study finally concludes that leadership style of the principal is demonstrated by the activities he/she engages in. Therefore, good administrative leadership would lead to conducive working environment, improved educational plans and also effective school programmes. Consequently, this would lead to achievement of the school goals and objectives. The study recommends that: For an effective leadership, the school principal needs to employ all the leadership approaches depending on the circumstances and situation in the school; the Ministry of education should organize regular inspection to school to monitor the style of leadership used by principals that could enhance high levels of teacher motivation; among other recommendations.

TABLE OF CONTENTS

Declaration.....	ii
Dedication.....	iii
Acknowledgement.....	iv
Abstract.....	v
Table of Contents.....	vi
List of Tables.....	ix
List of Figures.....	x
List of Abbreviations.....	xi

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	8
1.3 Purpose of the Study.....	8
1.4 Objectives of the Study.....	9
1.5 Research Questions.....	9
1.6 Significance of Study.....	9
1.7 Assumptions of the Study.....	10
1.8 Limitations of the Study.....	11
1.9 Delimitations.....	11
1.10 Theoretical Framework.....	12
1.11 Conceptual Framework.....	13
1.12 Definition of Significant Terms.....	15

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction.....	16
2.2 Leadership.....	16
2.3 Leadership Styles.....	18
2.4 Teacher Motivation.....	21
2.5 Factors that Affect Teacher Motivation.....	22
2.6 Effects of Leadership on Teacher Motivation.....	23

2.7 Effects of Teacher Motivation on Job Performance	26
2.8 Summary of Literature Review	27

CHAPTER THREE: METHODOLOGY

3.1 Introduction	28
3.2 Research Design	28
3.3 Locale of Study	28
3.4 Target Population.....	29
3.5 Sample Size and Sampling Procedure	29
3.6 Research Instruments	30
3.6.1 Leadership Behavior Questionnaire for Principals.....	30
3.6.2 Teachers' Motivation Questionnaire	31
3.7 Validity	31
3.8 Piloting	31
3.9 Reliability	32
3.10 Data Collection Procedure	33
3.11 Data Analysis and Presentation	33

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction.....	34
4.2 Background Information of the Study Respondents.....	34
4.3 Leadership Behaviors of Secondary School Principals	38
4.4 Leadership Behavior that Teachers Respond most Positively to.....	51
4.5 Principals Leadership Behaviors on Teachers' Motivation.....	53
4.6 Teacher Motivation and Job Performance	57

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction.....	61
5.2 Summary of the Study	61
5.3 Conclusion	64
5.4 Recommendations of the Study	65

5.5 Areas for Further Research	66
References.....	67

APPENDICES

Appendix I: Questionnaire for Principals	76
Appendix II: Questionnaire for Teachers	80
Appendix III: Research Permit	86

LIST OF TABLES

Table 3.1: Sampling frame	31
Table 4.1: Experience in teaching	35
Table 4.2: Principals' and teachers' academic qualification	36
Table 4.3: Duration served as the principal in the current school	37
Table 4.4: Extent to which principals' engage in democratic leadership as rated by teachers	39
Table 4.5: Principals' democratic leadership style	41
Table 4.6: Teachers' responses on aspects measuring the extent to which principals engage in laissez-faire leadership style	44
Table 4.7: Principals Laissez-faire leadership style	46
Table 4.8: Teachers' responses on aspects measuring use of autocratic leadership by the principals.....	48
Table 4.9: Principals' autocratic leadership style	49
Table 4.10: Teachers' perception towards democratic, laissez-faire and autocratic leadership styles	51
Table 4.11: Teachers' motivation	54
Table 4.12: Influence of principals' leadership styles on teachers' motivation	56
Table 4.13: Teachers' responses on their work performance in school.....	58
Table 4.14: Effects of teachers' motivation on job performance	59

LIST OF FIGURES

Figure 1.1: Conceptual framework	14
Figure 4.1: Teachers' age	35
Figure 4.2: Types of the sampled schools	37
Figure 4.3: Extent of principals engaging in democratic leadership	42
Figure 4.4: Extent of principals engaging in laissez-faire leadership style	47
Figure 4.5: Extent of principals engaging in autocratic leadership style.....	50
Figure 4.6: Overall motivation of teachers	55

LIST OF ABBREVIATIONS

B.Ed	-	Bachelor of Education
BA	-	Bachelor of Arts
B.Sc	-	Bachelor of Science
KEMI	-	Kenya Education Management Institute
KESI	-	Kenya Education Staff institute
MDGs	-	Millennium Development Goals
MOEST	-	Ministry of Education, Science and Technology
OSU	-	Ohio State University
PGDE	-	Post Graduate Diploma Education
SPSS	-	Statistical Package for Social Sciences

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The academic achievement of many educational institutions has been found to be influenced by the leadership style of the administration and management team (Tetty-Enyo, 1997). In secondary schools, the role of school administration, management and planning rests on the principal (Cole, 1983). School leadership is defined as the act of influencing the activities of the teachers and students in an effort to achieve educational objectives within the school (Olembo, 1997). Campbell, (1974) indicates that secondary school principals are charged with the responsibility of running schools by addressing themselves to six major administrative tasks: Curriculum and instruction, School community relationship, Finance and business administration, Staff personnel, Pupil personnel and School plant management.

Hoy and Miskeel (1992) concur with Campbell and add by saying that at the building level, the principal is usually the key figure in fostering shared governance within the school. Principals not only have increased responsibility and authority in school programmed curriculum and personnel decisions, but also increased accountability for a student and programme success. In the discharge of their duties, principals are required to focus on the human resources available to them to ensure full productivity (D'Souza, 1994). They should also focus on the curriculum and instruction (Saylor and Alexander, 1974), the school finances (Okumbe, 1998), the management of physical and material resources (Ministry of Education, 1999), and community relations (Campbell 1993). If such duties were carried out effectively this would translate into an effective institution,

characterized by among other things: firm and professional leadership; shared vision; an orderly and attractive working environment; purposeful teaching; and maximum utilization of working time (Ministry of Education, 1993).

The repercussions of leadership behaviour and other job-related environmental conditions on teachers' career commitment and turnover intent are not yet empirically established in Kenyan context. One area that needs empirical data is the influence that principal's leadership behaviour has on teachers' motivation. Teacher commitment has been identified as one of the most critical factors for the future success of education and schools (Huberman, 1993). Teacher commitment is closely connected to teachers' work performance and their ability to innovate and to integrate new ideas into their own practice; absenteeism, staff turnover, as well as having an important influence on students' achievement and attitudes toward school (Firestone, 1996; Graham, 1996). The traditional view of teacher commitment considers it to refer to external referents. However, there is a growing body of literature that draws a strong connection between teacher commitment and the very intimate element of passion for the work of teaching (Day, 2004; Elliott and Crosswell, 2001; Fried, 1995).

For many years, the teaching profession has suffered from teacher attrition as large numbers of educators have left this vocation for other fields. While many factors impact the high teacher turnover rate, previous research (Borman & Dorling, 2008; Stockard Lehman 2004) has suggested that there is a direct link between teachers Job satisfaction and teacher attrition. Studies (Cagampang, Garms, Greenspan & Guthire, 1985; Darling – Hammon, 1984) have found that as many as fifty percent of teachers leave the profession within any seven year period and Ingersoll and Smith (1997) found that up to

half of all new teachers depart after only five years in the classroom. Even more alarming, Freidler and Haselkorn (1999) discovered that one out of ten new teachers leaves the profession before the end of their first year in the classroom.

These statistics became even more alarming when one considers the impact that teacher attrition may have on the world of education, effects that include “ ... low morale, increased costs and lower levels of effectiveness” (Stockard & Lehman, 2004, P. 742). If nothing is done to improve the teacher turnover rate in schools, the revolving door will continue to present severe challenges in educational settings.

While some literature found that teachers in general are pleased with their jobs (Mertler, 2001), other studies identified a direct link between teachers job satisfaction and teacher attrition (Borman and Dowling 2008; Stockard and Lehman 2004). If a connection does exist between teacher attrition and job satisfaction and attrition is seen as a serious problem, then a question emerges; how can the morale of educators be improved? While there may be many avenues to support improvement of teacher morale, one clearly identified area revolves around the leadership within a school.

Evidence suggests that leadership directly impacts morale, particularly because the style of a leader affects job satisfaction of teachers (Lipham 1981; Bogler 2001; Rhodes, Nevill & Allan, 2004). For example, leaders who incorporate positive reinforcement strategies often increase the levels of teacher job satisfaction (Blasé & Blasé, 1994; Blasé & Blase, 2002; Wahlstrom & Louis, 2008).

Edmonds, Lezotte, Korkmaz and Monroe (2007) denoted that the principal’s leadership acted as the key to school culture and systematic change within the school organization.

Leithwood et, al (2004) indicated that to achieve teacher principal relationship, a principal must have developed three key components; a) Setting direction via shared goals, b) developing the professional skills set of teachers and, c) establishing a positive working environment. Adams (1992) states that principals who control many of the contingencies in the work environment and are the source of much reinforcement for teaching behavior are the keys to improving morale and self esteem of teachers.

The daily efforts of the school leader to communicate verbally and through actions identified how he or she displayed support of the teachers as they worked to improve student achievement (Monroe, 1997). As far back as the early 1980S to the late 1990, various studies documented teachers dissatisfaction with the field of education due to lack of high quality leadership that utilized effective leadership styles or traits, which developed a positive work environment (Lumsden, 1998)

As teachers roles expanded to include teaching at higher cognitive levels and acting as counselors for high – risk students with a vast array of social issues, its important to explore ways to help teachers and administrators handle issues of teachers morale, how a person feels about their job and place in an organization (Mackenzie, 2007). According to Lumsden (1998) teacher morale could have a positive effect on student attitude and learning. Improved teacher morale not only make the education process more palatable to teachers; it made the process a richer and more effective learning experience for students, Vail (2005) contended that by improving teachers' professional skills through the use of inclusive leadership, principals increased morale and learning. This human resource or human capital investment allowed teachers to find meaning in their work and to have a voice in the organization. Different styles of organization leadership have

ensued over the years. (Leithwood et, al, 1999). Such leadership styles are transactional, transformational, autocratic, democratic and Laissez faire.

In their studies, Silins and Mulford (2003) reviewed that teachers' job satisfaction is largely dependent on the extent to which principals are skilled in transformational leadership styles. This assertion gained a strong back up from Bogler (2002) investigations revealing that teachers who perceived their principal as transformational leaders not only had high job satisfaction but also conceptualized teaching as their profession.

Avolio & Bass (2002) noted that no one specific leadership style is appropriate for all situations, each situation may require a different style. "Each leader has a profile that includes some or all of that transformation, transactional and non-transactional behaviors. The better leaders practice both styles and the best leaders are more transformational than transactional" (Avolio & Bass, 2002).

Researcher such as Vail (2005) warned that the principal must learn to identify leadership traits that will influence teacher morale in a positive manner and work from the understanding that teacher attitudes permeates to students through instruction and learning expectation . Notably, some related factors such as self – esteem and pay rates outside the principal control, persistently affected teacher morale; however the principal held the key to improving those things that can be controlled (Vail, 2005).

Leadership plays a key role in improving school outcomes by influencing the job satisfaction and capacities of teachers, as well as the school climate and environment (Bush, 2005). Since the principal is normally regarded as the pivot around whom all the

learning or teaching revolves (Bush, 2005), he or she should provide good leadership in order to achieve the school's objectives.

It has been generally observed that school principals play a very central role in successful management of education institutions. Mbiti (1999) and Griffin (1994) note that the success of any school depends on how effective the principal is as an administrator. Further, they advise that principals should not only respect their positions of responsibility but must also prove by actual performance that the employer was right in appointing them to the post of headship. This is despite the fact that the principals' are appointed among serving teachers most of whom have had no prior training in institution management (Republic of Kenya, 1988; Maranga, 1993). Due to this fact, Eshiwani, (1993) asserts that it was perhaps with this realization that the Kenya Government established the Kenya Education Staff institute (KESI) in 1981 to serve as an instrument for the development of administrative staff of Ministry of Education (MoE, 1994). Indeed, KESI may be instrumental to staff development in Kenya.

Morumbasi (1993) however notes that principals are first appointed from classroom and may be a year later invited to attend a KESI course (Republic of Kenya, 1987). Among the duties of a principal, is being responsible for the overall running and control of the school and for maintenance of the tone of all round standards. The MOEST management guidelines (Revised, 1999) outlines that a school principal is responsible to the Provincial Director of Education for the following: the organization and management of the approved school curriculum; the management and control of school finances and stores; management and motivation of human resource in the school; secretary to the school Board of Governors and the Parents Teachers Association; management and

maintenance of the school plant and equipment and teaching the subject of specialization. The principal will have such a keen interest in the welfare of both his and her teachers and students in order to facilitate self fulfilment in all matters including spiritual and temporal. Therefore the principal through his or her leadership styles will influence the behaviour of members of the school which include teachers, workers, students and parents and determine the school climate. This will in turn impact on the teacher's job satisfaction and in turn the teacher will give his or her best or on the contrary put in the bare minimum. Bannel and Akyeampong (2007), conclude that most schooling systems are faced with what amount to teachers' motivation crisis which has far reaching implication for the education Millennium Development Goals (MDGs) for basic education and for development as a whole.

According to Nkonge (2009), the teacher has become a caricature, the object of constant ridicule and ribald jokes by both the pupils and the public. Okumbe (1998) also argues that teaching is now regarded as 'employment of last resort' by most school leavers and university graduates. Barras (2005), and Hedges (2002), further state that in developing countries such as Uganda, Tanzania, Gambia, Ghana and Kenya teachers are in teaching not because of internal motives (e.g. self interest and commitment to develop young people) but rather due to lack of other occupation opportunities in the area. This suggests that teachers in our schools are dissatisfied with their jobs. It is the intent of this study to investigate the impact that leadership practices have on morale of teachers in public secondary schools in Murang'a County.

1.2 Statement of the Problem

Since teachers report directly to the principals on a daily basis, it is necessary to find out the principals' leadership behaviour that may contribute to teachers' motivation. The leadership behaviour of the principal could affect implementation of school policies, supervision of the teachers, work condition in school and relationship between teachers, peers and supervisors. These could be some factors that cause dissatisfaction in an organization.

Previous studies have shown that success of any school depends on how effective the principal is as an administrator (Mbiti, 1999 and Griffin, 1994). For instance, Kirkpatrick and Locke (1996), indicate that different leadership behaviours have differential effects on employee motivation. Griffith (2003) also established that transformational leadership has a positive effect on teacher motivation and performance of students. However, Brady and Helmich (1984) hold that leadership behaviour of management do not have a decisive influence upon employee motivation and work efficiency. A study by Marks and Printy (2003) also found out that transformational leadership is a necessary but insufficient condition for improved employee motivation. To address these conflicting research findings, the study aimed at determining the effects of principals' leadership behaviour on teacher motivation in public secondary schools in Murang'a County.

1.3 Purpose of the Study

The purpose of this study was to examine the effects of principals' leadership behaviors on teacher motivation in public secondary schools in Murang'a County.

1.4 Objectives of the Study

1. To determine the leadership behaviors of secondary schools principals in Murang'a County
2. To investigate the principals' leadership behavior that teachers respond most positively to, in Murang'a County
3. To determine the influence of principals' leadership behaviors on teacher motivation in Murang'a County.
4. To establish the extent to which teachers' level of motivation affect their job performance in Murang'a County.

1.5 Research Questions

1. What leadership behaviors are commonly portrayed by school principals in public secondary schools?
2. What leadership qualities do teachers believe affect their individual level of motivation and satisfaction in a positive manner?
3. Is there a significant relationship between principals' leadership behaviors and the motivation level of teachers in the County?
4. What influence does teachers' job satisfaction have on motivation and their performance?

1.6 Significance of Study

Since education constitutes the largest cost and human capital resource, it is imperative to develop a deeper understanding of the effects of principals' leadership behaviors on teachers' motivation. The findings of the study may be useful to principals' in re-

examining their own leadership behaviors. By so doing the principals would be able to identify the leadership qualities that promote improved teacher motivation and satisfaction.

In addition, the study hopes to support school leaders in implementing education reforms by identifying specific leadership practices that would increase the job satisfaction for personnel. This would have a positive influence on teachers' performance and also influence the retention rate of teachers which would be of benefit to the students and the school system.

As the government works towards improved quality of education, the findings of the study could be of benefit to training institutions and other bodies charged with training of education staff, like the Kenya Education Management Institute (KEMI), in that it may provide important information towards principal preparation programme geared towards imparting positive behaviors. With the demands of the growing school system to hire and retain teachers, this sought of principal preparation programme improvement could be very beneficial.

The study is significant to the field of education in that it fills gaps in research and may prompt other researchers to do similar studies in other regions or levels of education. The findings could also be used in human resource planning and provide additional literature for review.

1.7 Assumptions of the Study

1. That both leadership behavior of principals and motivation of teachers can be measured by the use of survey questionnaire.

2. That teachers and principals of public secondary schools have their own perceptions of leadership behavior and motivation which they can clearly anticipate
3. That level of teacher motivation is a true reflection and an acceptable measure of the best leadership style.
4. That the information given by the respondent would be true and free from bias.

1.8 Limitations of the Study

1. The limitation of this study stem from the fact that it is based on the results gathered from only a few public secondary schools in the County. Thus, the findings may not necessarily be generalized to other public secondary schools due to differences in size, geographical location, student composition and school setup.
2. The researcher is self sponsored student and this puts limit to the scope of the study due to financial constraints. The study was limited to selected principals and teachers in public secondary schools in Murang'a county.
3. Another limitation was owed to the time frame within which the researcher operated. It was short to allow a wide scope of research. Due to this, the researcher used questionnaires as the main methods of collecting data.

1.9 Delimitations

1. Although there are both public and private schools in the County, the principals and teachers involved were from public secondary schools.

2. The teachers involved were those who were in session in their respective institutions by the time of the study. Those on leave or absent were not included in the sample even though they would have had vital information.
3. Leadership behaviours are not the sole variables that affect teacher motivation. However since this study focused on leadership behaviours and its effects on teacher motivation, all other variables were held constant.
4. Locale was limited to Murang'a County hence findings may not be generalized for the whole province.

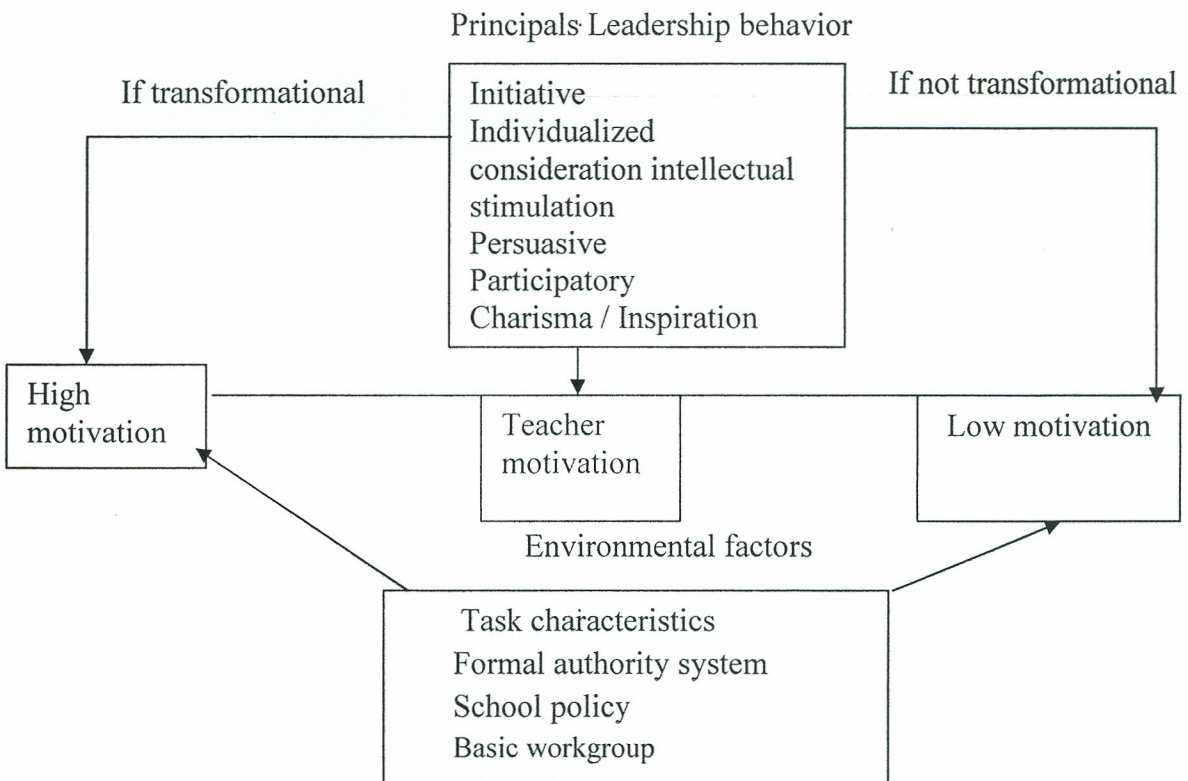
1.10 Theoretical Framework

The study was based on Path-goal theory. This theory is a contingency model of leadership that was originally developed by Martin Evans in 1970 and expanded by Robert House in 1996. Drawing on expectancy theory and the Ohio and Michigan leader behavior studies, House suggested that a leader should help elucidate the path for followers to achieve group goals. This involves the leader employing particular behaviors in specific situations to increase follower satisfaction and motivate efforts toward task accomplishment. The theory identifies four types of leader behavior that include supportive (relations oriented), directive (task oriented), achievement oriented, participative leader behavior, as well as two aspects of the situation, namely, follower characteristics and task characteristics. In situations where the task is dull or taxing, the theory predicts that supportive leadership behaviors may increase followers' interest in task accomplishment and encourage followers' expectations of a successful outcome. In turn, this may motivate followers' efforts to achieve the task. In situations where the task is ambiguous or complicated, directive behaviors such as clarifying the task at hand and

stressing rewards contingent on good performance could increase followers' positive expectancies. Therefore, a leader's behavior is motivational to the degree that it makes subordinate need satisfaction contingent on effective performance and provides the coaching, guidance, support, and rewards that are necessary for effective performance.

1.11 Conceptual Framework

The principal's leadership practice is the independent variable while teachers' motivation is the dependent variable of this study. School principals spend more time with teachers providing direction and guidance assessing and providing needed resources and observing and evaluating job performance. Thus the principal's leadership behavior affects school staff specifically their satisfaction and commitment to work.



Source: Researcher, 2013

Figure 1.1: Conceptual framework showing principals' leadership behaviour and teachers' motivation

It is expected that teachers under principals who exhibit transformational leadership traits of charisma, consideration, persuasion, participatory and individual attention would have higher motivation than those who work under principals who do not practice transformational leadership. There are also intervening variables that could influence the relationship between independent and dependent variables. These intervening variables are school environmental forces. These forces affect principal's behavior and consequently the teachers' motivation.

1.12 Definition of Significant Terms

Teacher Motivation – refers to the degree of personal fulfillment and job satisfaction a teacher feels in relationship to his or her job performance (MCNIH, 2003 p.8)

Principal Leadership – refers to behaviours that school principals exhibit in their management.

Satisfaction – refers to a combination of psychological, physiological and environmental conditions that results in a person feeling satisfied with his or her job.

School Climate - “A school personality” (Roach & Kratochwit 2004 P. 13).

School culture - “Assumptions, interpretations and expectations that drive an individuals behavior within the school context” (Roach & Krotochwill 2004, P.13)

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

To get a better understanding of the role of the principal's leadership on teacher motivation in public secondary schools in Murang'a County, the researcher reviewed literature regarding leadership, leadership styles, teacher motivation, effects of leadership practices on teacher motivation and effects of teacher motivation on job performance.

2.2 Leadership

Leadership is the process of influencing the activities of a group of people by a leader in efforts towards goal achievement (Nworgu, 1991). It could be described as the ability to get things done with the assistance and cooperation of other people within the school system (Omolayo, 2000; Aghenta, 2001). Okumbe (2007) states that leadership is the human factor that binds a group together and motivates it towards goals by transforming the group's potentials into reality. On the other hand, Pearce and Conger (2003) describes leadership as broadly distributed among a set of individuals instead of centralized in the hands of a single individual who acts in the role of a supervisor. Burns (2003) states that "leadership is not only a descriptive term but a prescriptive one, embracing a moral, even a passionate dimension" (P2). Principals are expected to be a strong instructional leaders as well as embody other facets of leadership. At a very fundamental level of school leadership, the principal has been described as an individual in a school who is responsible for the work performance of one or more other persons" (Lunenberg, 1995 P3). He added that the principal's job is to help the school achieve a high level of performance through utilization of its human and material resources.

The key functions for effective leadership has been listed as helping in accomplishment of organizational goals, motivating the subordinates, directing group activities, raising and building morale of the individuals, mobilizing the workforce of higher performance, strives for fulfilling its social responsibility towards various social groups, minimizes resistance among employees, assist in bringing change and increases interpersonal communication, and enhances teamwork among group members.

Certain theories of leadership have been identified by researchers Akintayo and Adeola, 1993 Ogunsanwo 2000). These include Trait Theory, Situational Theory, Contingency Theory, and Behavioural Theory and Path Goal Theory. The trait theory tends to emphasize the personality traits of the leader such as appearance, height, initiative, aggressiveness, enthusiasm, self confidence, drive, persistence, interpersonal skills and administrative ability. Situational theory stipulates that leaders are the product of a given situation. Thus leadership is strongly affected by the situation from which the leader emerges and in which he operates. Contingency theory is a combination of the trait theory and situational theory. The theory implies that leadership is a process in which the ability of a leader to exercise influence depends upon the group task situation and the degree to which the leaders personality fit the group (Sybil, 2000).

The behavioural theory could either be job-centred or employee centred. The job centred leaders practiced close supervision while employee centred – leaders practiced general supervision. The path goal theory is based on the theory of motivation. In this theory the behavior of the leader is acceptable to the subordinates only if they continue to see the leaders as a source of satisfaction (Ajayi and Ayodele, 2001).

2.3 Leadership Styles

Leadership style could be described in various ways. It refers to the underlying needs of the leader that motivate his behavior (Siskin, 1994 Okenyi, 1995). It is the manifestation of the dominant pattern of behavior of a leader (Olaniyan, 1999 Okurumeh, 2001). It is also a process through which persons or group influence others in the attainment of group goals (Adeyemi, 2006). It is the main task of the principal to create conducive atmosphere for the teachers to be able to achieve desired changes in students learning. Ajaiya (2000) asserts that the way the principal relates with his or her staff could contribute immensely to their effectiveness or otherwise.

Goodland (2004) feels that principal's leadership style is one of the many factors which influence job satisfaction. Bass and Avolio (1994) has observed that there is no single leadership style that is appropriate for every situation, but some are more effective than others in bringing about change in teachers motivation. Researchers have identified certain leadership styles used in organizations (Adewole and Olanyi, 1992). These are transactional, transformational, democratic, autocratic and Laissez – faire leadership.

Transactional leadership starts with the premise that team members agree to obey their leader totally, when they take a job on: the 'transaction' is usually that the organization pays the team members in return for their effort and compliance. As such, the leader has the right to "punish" team members if their work doesn't meet the pre-determined standard. The expertise of transactional leaders has been managerial in nature. Owens (2004) describes this style of leadership as one that works in completing tasks without the added component of creating more effective people.

There are four types of transactional leadership that fall along a continuum of effectiveness. That is, contingent reward leadership; where followers receive a reward when a task is completed, management by exception active leadership; where leaders actively monitor problems and take actions only when needed, management by exception passive leadership; where leaders wait for problems to arise and then try to correct them, and Laissez - Faire where leader does nothing or stressed ' error detection, monitoring and correction' (Bass & Avolio, 1997).

Transformational leadership style is the most current leadership theory. It is about getting everyone involved in decision making. "The overriding element of successful leadership is to involve people in process of leading" (Hogan 1999 P21). Transformational leadership has the following five common leader characteristics creative, interactive, visionary, empowering and passionate (Hackman & Johnson, 2000). According to Johnson (2001) transformational leadership is the type that emphasizes not only terminal values such as liberty, equality and justice, but also focuses on moving followers into leadership roles. Leithwood and Jantzi (2002) reviewed that transformational leadership fosters capacity development, personnel commitment to organizational goal and collegiality among leaders and followers.

Transformational principals are in continuous pursuit of three fundamental goals a) maintaining a collaborative culture b) Fostering teacher development and c) improving group problem solving (Lunenburg, 1995, P, 110) Transformational Principals have motivated their teacher and helped them believe in themselves. They inspired others to do their best and this caused an impact on the organization as a whole (Leithwood & Riehl, 2003). Transformational leadership gears toward support for teachers ideas and

innovations (Blasé and blasé, 2000). This enables the teachers to have high satisfaction in their job.

Principals with transformational leadership styles solicit their followers ideas and visions and creativity in order to find solutions to the pressing problems (Stone, Russel and Patterson 2004). When teachers' expertise and suggestions are acknowledged and rewarded by co-opting them in decision making, an associated high level of job satisfaction and morale is noted, Dondero (1996). In many organizations, both transactional and transformational leadership are needed. The transactional leaders (managers) ensure that routine work is done reliably, while transformational leaders look after initiatives that add value.

The democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about organizational matters are arrived at after consultation and communication with various people in the organization. The leader attempts as much as possible to make each individual feel that he is an important member of the organization. Communication is multidirectional while ideas are exchanged between employees and the leader (Heenan and Bennes, 1999). In this style of leadership, a high degree of staff morale is always enhanced (Mba, 2004).

The autocratic leadership style is also known as authoritarian style of leadership. Power and decision making reside in the autocratic leader. The autocratic leader directs group members on the way things should be done. The leader does not maintain clear channel of communication between him / her and the subordinates. He /she does not delegate authority nor permit subordinates to participate in policy – making (Smylie and Jack,

1990: Hoy and Miskel, 1993; Olaniyan, 1997). Because of this, autocratic leadership usually leads to high levels of absenteeism and staff turnover.

Laissez-faire leadership style allows complete freedom to group decision without the leaders's participation. Thus subordinates are free to do what they like. The role of the leader is just to supply materials. The leader does not interfere with or participate in the course of events determined by the group (Talbert and Milbrey, 1994).

2.4 Teacher Motivation

Websters New World Dictionary (1994) defines motivation as “the moral or mental condition with respect to inspiration, courage, discipline, confidence, enthusiasm willingness to endure. hardship etc within a group, or within an individual”. Motivation has been thought of variously as a feeling, a state of mind, a mental attitude, and an emotional attitude (Mendel, 1987). Washington and Watson (1976) defines motivation as the feeling a worker has about his job based on how the worker perceives himself in the organization and the extent to which the organization is viewed as meeting the workers own needs and expectations. Thus high motivation would result only when the process of achieving organizations goals also reaches the individuals needs. Motivation is internal feeling a person possesses free from the perceived reality of others. Teacher motivation has been defined by Bentley and Rempel (1980) as “the professional interest and enthusiasm that a person displays toward the achievement of individual and group goals in a given job situation” (P2).

2.5 Factors that Affect Teacher Motivation

When a healthy school environment exists and teacher motivation is high, “teachers feel good about each other and at the same time feel a sense of accomplishment from their jobs” Hoy and Miskel (1987). Cook (1979) discussed five major areas that affect teacher motivation. In the first area administrative leadership: positive motivation is reached when teachers feel their administrator is competent. Next, administrative concern: deals with the teachers’ need to feel appreciated. Personal interaction is the need for individuals to communicate and have support from other teachers and the administrators. Opportunity for input: recognizes the teachers need to be a part of decisions affecting them. Lastly professional growth deals with teachers’ needs to continue their education or professional development.

Adams (1992) states, “Principals who control many of the contingencies in the work environment and are the source of such reinforcement for teaching behavior, are the keys to improving the morale and self-esteem of teachers.” Favorable work place conditions were positively related to teacher job satisfaction regardless of whether a teacher was employed by a public or private school and elementary or secondary school and regardless of teachers’ background characteristics or school demographics (National centre for education statistics 1997). Teachers who receive a great deal of parental support are more satisfied than teachers who do not.

Low pay, poor professional status, interactions with students and relationship with administrators are cited by Hardy (1999) as reasons why teachers leave the profession. Wentworth (1990) listed the following as essential factors that determine teacher motivation. Input into decision making that directly affects curriculum instruction and

school climate. Recognition and appreciation of teacher and student achievement, good communication, opportunities for meaningful professional growth., clear, shared goals, strong supportive leadership, quality time for collegial interaction, well maintained physical environment, good human relations., encouragement and reward for risk taking, attention to professional needs such as salary benefits etc. and attention to personal needs such as stress management, good health and social interaction.

Daniel Griffins (1956) noted the following as characteristics of a staff with high motivation. Look forward to going to work in the morning and not in a hurry to leave in the evening, exhibit concern for the direction in which school program is moving, actively participate in school functions, committees and organizations, willingly perform various tasks above and beyond stated duties, show satisfaction from being a member of the school system and teaching profession, support school goals and philosophy and actively engage in improving school community relations

2.6 Effects of Leadership on Teacher Motivation

Many researchers have studied specific factors of educational leadership from practical and theoretical backgrounds to determine their effect on teacher motivation. Egley and Jones (2005) performed a study analyzing the relationships of elementary teachers and their principals. They found out that inviting leadership affected teacher motivation. Inviting leadership entails a principal focusing on compassion and the respect for the individual through collaboration and mutual respect.

Schulz and Teddie (1989) found that teacher motivation and the principals' use of Referent power were correlated. Referent power refers to the leader having traits that the

follower identifies with and wishes to emulate. Additionally, Blaise, Derrick, and Strathe (1986) found that teachers who perceived their principal as exhibiting helpful traits maintained higher levels of job satisfaction.

Davis and Wilson (2000) researched the effects of leadership on teachers' quality of life at work. The study revealed that "the more principals engaged in behaviours that were personally empowering, the more teachers saw that they had choices they could make in completing their work, and the greater impact they perceived they were achieving through their efforts" (P.352). Thomas (1997) performed a meta-analysis probing into leadership, leadership theory, leadership style, the effect of principal leadership and its relationship with teacher motivation. The findings supported that the principals' leadership style had an effect on teacher motivation. A collaborative leadership style had the most impact on teacher motivation. Stone et, al, (2004) asserted that principals with transformational leadership styles solicit their followers ideas, vision and creativity in order to find solutions to the pressing problems. This style of leadership motivates teachers.

Nguni, Slegers, and Devessen (2006) studied the effects of transactional and transformational leadership on teacher motivation. They found transformational leadership traits to have a positive correlation to teacher motivation while transactional leadership traits did not. Unlike transactional leadership, transformational leadership motivates the followers beyond exchange level to the level of self actualization.

Andrew, Parks and Nelson (1985) performed a study to determine the factors that determine motivation, identify the instrument to measure motivation, and produce a hand

book to aid schools in empowering their motivation. In schools with high motivation levels, principals displayed the following traits or behaviours: Outgoing, friendly, organized, enthusiastic, available, fair, and a good listener. In schools with low motivation the traits or behaviours were as follows: disciplinarian, inconsistent, unsupportive, formal and impatient. Through the study they developed the following list of administrative practices that maintain high teacher motivation.

Be open and have good morale yourself, communicate at many levels, involve others in setting objectives planning and decision making .set planning priorities your job is to get things done, not to do them yourself know the values and needs of your community, your students and your staff, hold high expectations for staff but recognize your responsibility to help them meet your expectations, give recognition to those who are helping to advance the objectives of the school, school leadership that promotes professional development not only improves school culture (Leonard and Leonard, 1999) but also leads to job satisfaction of teachers, have written policy developed for procedures and regulations, exercise your authority, provide resources needed to achieve the school objectives and do your best to obtain competitive salary levels so you can obtain the very best staff.

Teaching is a stressful profession. Principals who view teachers as part of their school family will work to provide a positive and communal ambiance for all. Principals can also strengthen teacher motivation by actively standing behind teachers. Effective principals serve as guardians of teachers' Instructional time, "assist teachers with student discipline matters, allow teachers to develop discipline codes and support teachers' authority in enforcing policy" (Blasé and Kirby, 1992).

2.7 Effects of Teacher Motivation on Job Performance

Teachers' job performance could be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals, Obilade (1999). The effectiveness of schools both academically and socially has often been increased by improving motivation and satisfaction among teachers (Finigan and gross, 2007; Kalis, 1980). Bogler (2001) states that when teacher motivation is high, job satisfaction increased and the overall environment of the school is affected in a positive way. Job satisfaction has been conceived by many as instrumental to the physical and mental well being of workers (Oshagbemi, 1999). Not only does job satisfaction improve teachers living standards but it also improves their productive capacity leading to economic growth (Oshagbemi, 1999)

Raising teacher motivation level is not only making teaching more pleasant for teachers but also learning more pleasant for the students. Teachers who felt good about the work that they performed made greater efforts to provide students with high quality instruction and engaging activities, and they more persistently worked with at – risk struggling students (Ware and kitsantas, 2007). In a school with high staff morale teachers look forward to work in the morning and are not in a hurry to leave, actively participate in decision making, perform various school tasks beyond their stated duties, are supportive of the school, its goals and philosophy and actively engage in school community relation. Black (2001) specified that when high teacher morale existed, teachers satisfaction with their work increased, as did student and school achievement.

Dissatisfaction among secondary school teachers is manifested in various acts of apathy. Mueni (2003) identified some acts as lateness and absenteeism from school without

proper reason, poor preparation of students' hence poor performance and above all union conflicts with the government from time to time.

2.8 Summary of Literature Review

This chapter has presented literature on concept of leadership styles of leadership, teacher motivation, effects of leadership practices on teacher motivation and effects of teacher motivation on job performance. From the reviewed literature it has emerged that teachers' motivation is closely connected to teachers work performance and their ability to innovate and to integrate new ideas into their own practice.

It has also emerged that principals behavior have a stronger relation to outcomes associated with staff such as job satisfaction. Thus the leadership of the principal plays a vital role in teacher motivation and affects students' achievement. In nearly every case the literature shows that positive leadership traits or behaviours are accompanied by high teacher motivation. Therefore, the review of the related literature implies that there is a significant relationship between teacher motivation and principals' leadership behaviours. The impact of leadership behaviours on teacher motivation is not yet established in Murang'a County. As such it was the purpose of this study to determine if this relationship is present in public secondary schools in Murang'a County.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the procedures that were used to conduct the study. It focuses on study locale, research design, target population sample and sampling procedures, research instruments, data collection and data analysis.

3.2 Research Design

The study employed a descriptive survey design. According to Orodho (2002), descriptive survey designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification. By involving a broad category of principals and teachers, the proposed study fits within the cross-sectional sub-types of descriptive survey study designs. A survey design is used in collecting data by interviewing or administering a questionnaire to a sample of individuals. The choice of the survey research design is based on the fact that the variables in the study cannot be actively manipulated and that the participants cannot be randomly assigned to treatment conditions.

3.3 Locale of Study

The study was conducted in public secondary schools of Murang'a County. Murang'a County is located between Kiambu County to the south, Nyeri County to the North, Nyandarua County to the West and Kirinyaga County to the East. It is therefore in Central Kenya with most of its land being mountainous. This locale was chosen because it is within reach by the researcher. Singleton (1993) advises that the ideal setting for any study should be easily accessible to the researcher and should be that which permits

instant rapport with informants. The researcher chose to do her study in Murang'a County as the County has reported teacher turnover in the past years (Statistics from County Director's Office, Murang'a).

3.4 Target Population

The target population for this study consisted of all the 249 principals and 2,696 teachers from the 249 public secondary schools in Murang'a County.

3.5 Sample Size and Sampling Procedure

Since it was not possible to cover all the 2,696 teachers and 249 principals in Murang'a County, a representative sample was selected for the study. Stratified sampling was used to select 25 schools according to type – boys' boarding, girls' boarding, mixed day, mixed day and boarding and mixed boarding schools. Stratified sampling was found appropriate as it guaranteed better coverage of the schools by ensuring each school type was included in the final sample. The sampled schools represented 10.0% of the targeted 249 schools which is line with (Gay, 1992) recommendation 10.0% minimum sample. Purposive sampling was used to select 25 principals while simple random sampling was used to select 270 teachers to take part, giving a total of 295 respondents.

Table 3.1: Sampling frame**Stratification of the target population**

Strata	No. of Principals	No. of teachers
Boys Boarding	3	33
Girls Boarding	4	44
Mixed Boarding	2	21
Mixed Day	11	112
Mixed day & Boarding	5	60
Total	25	270

3.6 Research Instruments

The study used two sets of questionnaires for data collection. One set for principals and another for teachers. The questionnaire was used to collect data because it offers considerable advantages in the administration. It presents an even stimulus potentially to large numbers of people simultaneously and provides the investigation with an easy accumulation of data. Gay (1992) maintains that questionnaires give respondents freedom to express their views or opinions and also to make suggestions. It is also anonymous. This helps to produce more candid answers than is possible with an interview.

3.6.1 Leadership Behaviour Questionnaire for Principals

The questionnaire for principals was used to collect data on principals' leadership behavior. The principals' questionnaire had two parts. Part one collected demographic data of the principal and their school. Part two consisted of a scale to measure leadership behavior of principals.

3.6.2 Teachers' Motivation Questionnaire

The questionnaire for teachers was used to gather data on teachers' perception of the leadership behavior of their principals and job motivation. Part one collected teachers' demographic data including academic, professional qualifications, work experience and gender. Part two measured teachers' perceptions of leadership behaviours of their principals and part three was a self assessment scale of teachers' motivation.

3.7 Validity

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda and Mugenda, 1999). In other words validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. The pilot study helped to improve face validity and content of the instruments. According to Borg and Gall (1989) validity of an instrument is improved through expert judgment. As such, the researcher sought assistance from university supervisor in order to help her improve the content validity of the instrument.

3.8 Piloting

Piloting is testing the instruments by trying them in the field. To enhance validity and reliability of the instrument, a pilot study was conducted in two schools from Murang'a County which did not participate in the actual study. The purpose of pre-testing was to assess the clarity of the questionnaire items so that those items found to be inadequate or vague may be modified to improve the quality of the research instrument thus increasing its validity and reliability.

3.9 Reliability

Reliability is the consistency of a measurement or the degree to which an instrument measures the same way each time it is used under the same conditions with the same subjects. It is the repeatability of a measurement. Reliability is concerned with accuracy of the actual measuring instrument or procedure (Mugenda and Mugenda, 1999). The researcher used the split-half technique of assessing reliability where an instrument is designed in such a way that there are two parts. Subject scores from one part were correlated with scores from the second part to eliminate chance error. This was done through the Spearman-Brown prophecy formula.

The following formula was utilised in the Split-half technique of reliability testing

$$(i) \quad r = 1 - \frac{6\sum (D)^2}{N(N^2 - 1)}$$

Where:

r = Correlation coefficient

N = Sample,

\sum = Summation of scores,

D = Deviation

$$(ii) \quad SH = \frac{2r}{1 + r}$$

Where:

SH = Split half

r = correlation coefficient

A reliability coefficient of 0.7966 for teachers' questionnaire and 0.7199 for principals' questionnaire was obtained as recommended by Gay (1992).

3.10 Data Collection Procedure

The researcher personally administered the questionnaire to the principals and teachers. A research permit was obtained from the MOEST. Thereafter the researcher sought clearance from Murang'a County Education Office to conduct the study. The selected schools were visited and questionnaire given to respondents. The respondents were assured of strict confidentiality in dealing with the responses. Adequate time was given to respond to the questions and then filled in questionnaires were collected after a week.

3.11 Data Analysis and Presentation

The study yielded data that required quantitative analysis technique. Quantitative data was analyzed using descriptive and inferential statistics. The statistics used included frequency counts, percentages, mean, standard deviation, Pearson product moment correlation and Chi-square test. Data analysis required the use of a computer spreadsheet, and for this reason the Statistical Package for Social Sciences (SPSS) was used. Martin and Acuna (2002) states that SPSS is able to handle large amount of data, and given its wide spectrum of statistical procedures purposefully designed for social sciences, it is also quite efficient. The results of data analysis were presented using frequency distribution tables and charts.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents results and discussions of the study findings. The main objective of the study was to examine the effects of principals' leadership behavior on the motivation of teachers in Murang'a County. The findings of the research are presented based on the following research objectives: to determine the leadership behaviors of secondary schools principals; to investigate the leadership behavior that teachers respond most positively to; to determine the influence of principals leadership behaviors on teacher motivation; and to establish the extent to which teachers' level of motivation affect their job performance. The study targeted a sample of 25 principals and 270 teachers from public secondary schools in Murang'a county. Of the 295 respondents, 25 principals and 264 teachers responded giving a questionnaire return rate of 98.0%. This response was high enough to provide reliable information on the effects of principals' leadership behaviour on the motivation of teachers.

4.2 Background Information of the Study Respondents

Out of the 25 principals, 14 (56.0%) were males while 11 (44.0%) were females. Among the 264 teachers, 129 (48.9%) were males while 135 (51.1%) were females. Figure 4.1 presents teachers' age.

Figure 4.1: Teachers' age

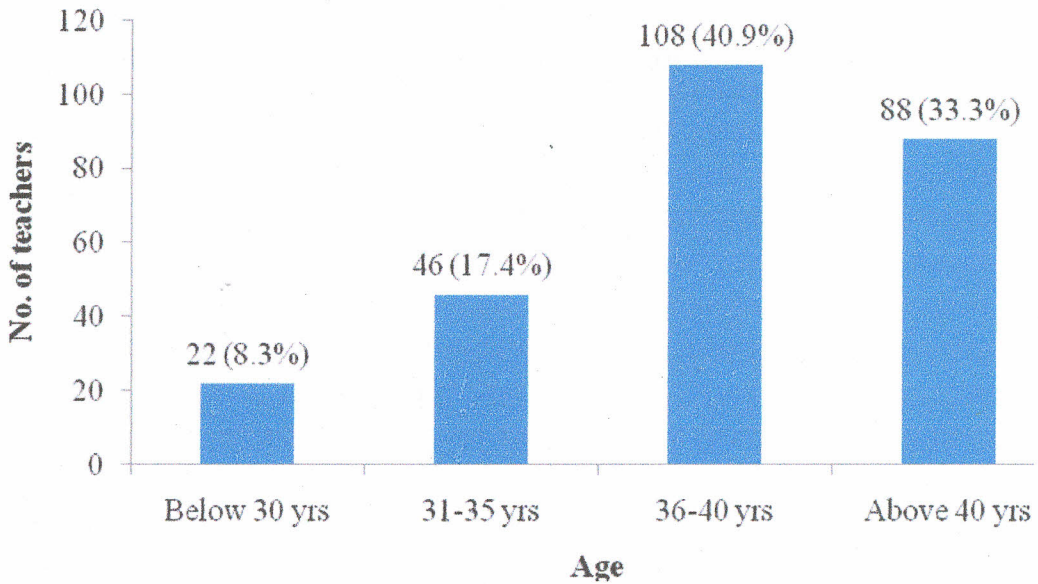


Figure 4.1 illustrates that 22 (8.3%) teachers were aged below 30 years, 108 (40.9%) were aged 36-40 years while 88 (33.3%) were above 40 years. This shows that majority of the teachers were over 40 years. Table 4.1 illustrates teachers' working experience.

Table 4.1: Experience in teaching

Experience	f	%
Below 1 yr	8	3.0
2-5 yrs	35	13.3
6-10 yrs	38	14.4
11-15 yrs	90	34.1
16 yrs and above	93	35.2
Total	264	100.0

Table 4.1 shows that 35 (13.3%) teachers had taught for 2-5 years, 90 (34.1%) had a teaching experience of 11- 15 years whereas 93 (35.2%) had served as a teacher for 16 years and above. This implies most of the teachers had a working experience of more

than ten years, meaning they had stayed in teaching profession long enough to have witnessed effects of principals leadership behaviour on teachers' motivation.

Table 4.2 shows academic qualification of the respondents.

Table 4.2: Principals' and teachers' academic qualification

Academic qualification	Principals		Teachers	
	f	%	f	%
Diploma	0	0.0	36	13.6
SI	0	0.0	3	1.1
BA, Bsc with PGDE	1	4.0	15	5.7
B.Ed	14	56.0	196	74.2
Masters	10	40.0	14	5.3
Total	25	100.0	264	100.0

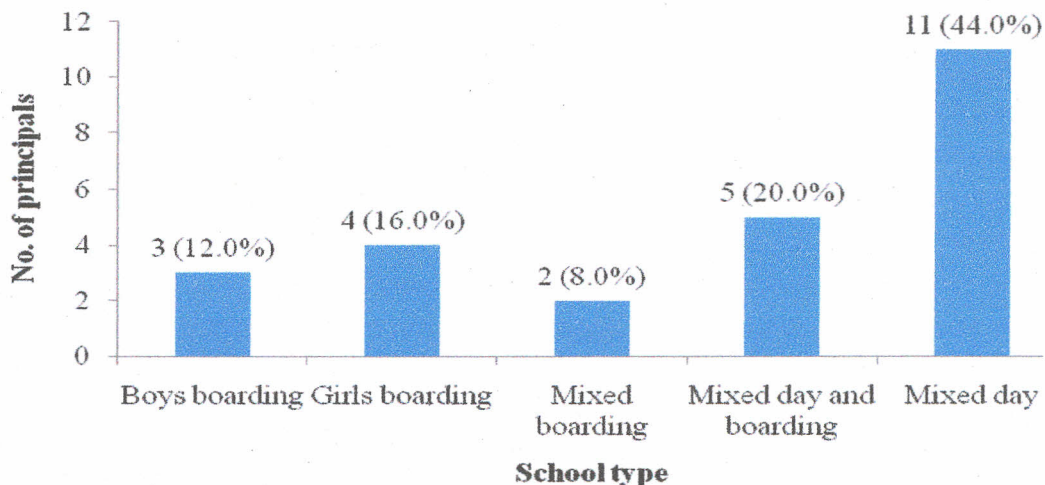
As shown in Table 4.2, majority (56.0%) of the principals and teachers (74.2%) had attained Bachelor of Education qualifications. Moreover, another significant proportion (40.0%) of the principals had achieved Masters' qualifications. This implies that principals in Murang'a County had higher academic qualifications and therefore were expected to apply leadership styles that were effective in achieving the school goals. In relation to this, previous studies have shown that principals with Masters Degree had higher leader performance scores than those with lower qualifications (Ijaz, Uzma and Ishtiaq, 2010). This clearly indicates that principals with higher level of education may involve school stakeholders (teachers, parents, students) more in decision making compared with the principals with lower academic qualifications.

Table 4.3: Duration served as the principal in the current school

Years served as a principal	f	%
Below 1 year	1	4.0
1-5 yrs	11	44.0
6-10 yrs	9	36.0
11-15 yrs	4	16.0
Total	25	100.0

Table 4.3 indicates that 11(44.0%) principals had served for 1-5 years in the current schools, 9 (36.0%) had served for 6-10 years while 4 (16.0%) had stayed in the current school between 11 and 15 years. Only 1 (4.0%) principal had served for less than a year. This implies that at least half proportion of the principals had served in their current school for over 6 years. Long time experience gives the principal an insight of leadership approach that has a positive impact towards goal attainment and those that have a negative impact. Thus, most of the principals having stayed in the current schools for a long time, were expected to apply leadership styles that could lead to success of the school. Figure 4.2 illustrates types of the sampled schools

Figure 4.2: Types of the sampled schools



From Figure 4.2, it can be observed that most (44.0%) of the sampled schools were mixed day. However, all types of the schools in the county were represented in the study in order to get a clear picture of the leadership styles practiced by principals and their effects towards teachers' motivation.

4.3 Leadership Behaviors of Secondary School Principals

The first objective of the study was to determine the leadership behaviors of secondary schools principals in Murang'a County. To answer this research objective, the study respondents were given list of items measuring leadership styles employed by the school principals. The items were grouped into three categories of leadership styles, namely: democratic, laissez-faire and autocratic leadership. Teachers and principals were expected to indicate the extent to which they agreed or disagreed with each of the item given on a four-point likert scale. The scale ranged from 1 to 4, with one denoting strongly disagree, two representing disagree, three denoting agree and four strongly agree. The midpoint of the scale was a score of 2.5. Any score above 2.5 therefore denoted that respondent agreed with the statement while scores below 2.5 signified that respondent disagreed with the statement. Table 4.4 presents means and standard deviations obtained by teachers on aspects measuring the extent to which principals' engage in democratic leadership style.

Table 4.4: Extent to which principals' engage in democratic leadership as rated by teachers

The principal.....	SA		A		D		SD		Mean	Std. Dev.
	F	%	F	%	F	%	f	%		
Is friendly and easy to dialogue with	106	40.2	144	54.5	13	4.9	1	0.4	3.34	.590
Is a good listener to you even when he/she holds divergent opinion	95	36.0	148	56.1	17	6.4	4	1.5	3.27	.645
Gives encouragement to you to take initiative	95	36.0	150	56.8	15	5.7	4	1.5	3.27	.636
Patiently encourages you and others to frankly and fully express your view points.	90	34.3	147	55.7	24	9.1	3	1.1	3.23	.654
Has high opinion over what he/she and staff are doing	79	29.9	160	60.6	21	8.0	4	1.5	3.19	.636
Frankly shares information with staff.	100	37.9	120	45.5	35	13.3	9	3.4	3.18	.786
Shows understanding of your view point	70	26.5	156	59.1	30	11.4	8	3.0	3.09	.703
Treats everybody equally	57	21.6	153	58.0	48	18.2	6	2.3	2.99	.700
Is a risk taker	60	22.7	148	56.4	47	17.8	9	3.4	2.98	.737
Expects high quality job from him/herself only	60	22.7	79	29.9	79	29.9	46	17.4	2.58	1.025

As shown in Table 4.4, the mean scores obtained by teachers ranged from 3.34 to 2.58. The highest scored statements were: principals are friendly and easy to dialogue with (3.34); they are good listener to teachers even when they hold divergent opinion in a discussion (3.27); and they give teachers encouragement to take initiative to benefit the school and other staff members (3.27). The lowest scored statements were; school principals felt that they are the only one who could perform quality job (2.58) and they

are the risk takers (2.98). Results of the analysis showed that respondents obtained scores above 2.5 in all statements, meaning majority of them agreed with them. This was a clear indication that majority of the teachers felt that principals were involving them in school decision making process hence implying that school heads were frequently engaging in democratic leadership style. According to Heenan and Bennes, (1999) democratic leadership emphasizes group and leader participation in the making of policies. Decisions about organizational matters are arrived at after consultation and communication with various people in the organization. The leader attempts as much as possible to make each individual feel that he is an important member of the organization. Communication is multidirectional while ideas are exchanged between employees and the leader.

To confirm these results, school principals were given 16 self rating items measuring the extent to which they employed democratic leadership style in their respective schools. Presented in Table 4.5 are results of the analysis.

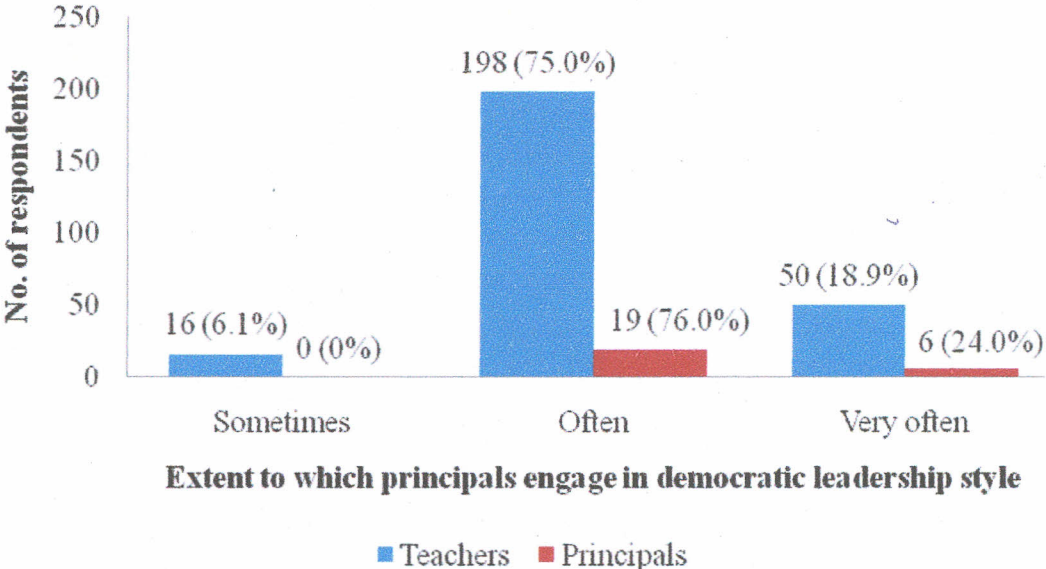
Table 4.5: Principals' democratic leadership style

Statements	SA		A		D		SD		Mean	Std. Dev.
	f	%	F	%	F	%	f	%		
I make my attitudes clear to the staff	10	40.0	15	60.0	0	0.0	0	0.0	3.60	.500
I assign staff members particular tasks	15	60.0	10	40.0	0	0.0	0	0.0	3.60	.500
I give encouragement, support and appreciation to group members	15	60.0	10	40.0	0	0.0	0	0.0	3.60	.500
I make all staff members feel at ease when talking to them	13	52.0	12	48.0	0	0.0	0	0.0	3.52	.510
I am willing to make changes in my leadership approach	14	56.0	10	40.0	0	0.0	1	4.0	3.48	.714
I mobilize and utilize the potential resources and creativity of members for accomplishing group goals	12	48.0	13	52.0	0	0.0	0	0.0	3.48	.510
I am friendly and approachable	12	48.0	12	48.0	1	4.0	0	0.0	3.44	.583
I make every member enjoy working with the others in the group	10	40.0	15	60.0	0	0.0	0	0.0	3.40	.500
I look out for the personal welfare of members	11	44.0	13	52.0	0	0.0	1	4.0	3.36	.700
I let group members diagnose group problems	7	28.0	17	68.0	1	4.0	0	0.0	3.24	.523
I get staff approval in important matters before implementing them	8	32.0	14	56.0	3	12.0	0	0.0	3.20	.645
I put suggestions met by the staff into operations	7	28.0	15	60.0	3	12.0	0	0.0	3.16	.624
I do personal forums for staff members	9	36.0	12	48.0	1	4.0	3	12.0	3.08	.954
I make sure that all members understand me	7	28.0	13	52.0	5	20.0	0	0.0	3.08	.702
I treat all staff members as my equals	4	16.0	13	52.0	7	28.0	1	4.0	2.80	.764
I do little things to make it pleasant to be a member of staff	3	12.0	12	48.0	2	8.0	8	32.0	2.40	1.080

Results presented in Table 4.5 shows that majority of the principals reported that they employed democratic leadership style in schools. This implies that principals in Murang'a County consulted and involved the school stakeholders, that is, teachers, and students in school decision making process. Use of this approach had a positive impact in the success of the school since teachers were empowered to freely express their views on how to attain the school goals. Consequently, this could positively influence teachers' motivation at work hence improving their job performance. Smith (1998) asserts that if the task is highly structured and the leader has good relationship with the staffs, effectiveness will be high on the part of the staffs. His findings further revealed that democratic leaders take great care to involve all members of the team in discussion, and can work with a highly motivated team.

Figure 4.3 shows overall ratings of teachers and principals on the extent to which the principals engage in democratic leadership.

Figure 4.3: Extent of principals engaging in democratic leadership



As shown in Figure 4.3, majority of the teachers (75.0%) and principals (76.0%) were of the view that the principals often engaged in democratic leadership style. This clearly demonstrated that most of the principals in Murang'a County frequently practiced democratic leadership style.

The other leadership style that the study considered is Laissez-faire. This style allows complete freedom to group decision without the leaders' participation. Thus subordinates are free to do what they like. The role of the leader is just to supply materials. The leader does not interfere with or participate in the course of events determined by the group (Talbert and Milbrey, 1994). Table 4.6 illustrates teachers' responses on aspects measuring the extent to which the principals engage in laissez-faire leadership style

Table 4.6: Teachers' responses on aspects measuring the extent to which principals engage in laissez-faire leadership style

The principal.....	SA		A		D		SD		Mean	Std. Dev.
	f	%	F	%	f	%	F	%		
Provides workers with the required materials	66	25.0	174	65.9	18	6.8	6	2.3	3.14	0.626
Is patient with progress by the staff towards goal attainment	78	29.5	139	52.7	34	12.9	13	4.9	3.07	0.787
Initiates and direct goals for the staff	70	26.5	154	58.3	23	8.7	17	6.4	3.05	0.781
Allows staff to arrive at a collective decision.	57	21.6	173	65.5	22	8.3	12	4.5	3.04	0.694
Allows groups to take centre stage in discussion in staff meeting	73	27.7	138	52.3	41	15.5	12	4.5	3.03	0.784
Acknowledges staff efforts towards goal attainment in school affairs	58	22.0	127	48.1	55	20.8	24	9.1	2.83	0.875
Shoulders readily any unwarranted blame for failure	35	13.3	131	49.6	81	30.7	17	6.4	2.07	0.779
Pays no attention to individuals interest in the school	31	11.7	50	18.9	78	29.5	105	39.8	2.03	1.030
Does not provide any kind of leadership to employees	18	6.8	55	20.8	79	29.9	112	42.4	1.92	0.950
Is not concerned about group performance towards attainment of school goals	8	3.0	7	2.7	113	42.8	136	51.5	1.57	0.694

Mean scores obtained by teachers on aspects measuring the extent to which principals' practiced laissez-faire leadership ranged from 3.14 to 1.57. The highest ranked statements were; school principals provides workers with the materials they need to do their work appropriately (3.14), and they are patient with progress by the staff towards goal attainment (3.07). On the other hand, majority of the teachers disagreed that

principals were less concerned about group performance towards attainment of school goals (1.57), they did not provide any kind of leadership to employees (1.92), and pays no attention to individuals' interest in the place of work (2.03). From the results, it emerged that some of the teachers felt that principals rarely practiced laissez-faire leadership style. They argued that school principals paid attention to individual interest in the place of work, were concerned about the performance and they provided leadership to the employee. On the other hand, a significant proportion of them reported that they were given freedom to make their own decisions and also have a centre stage discussion in staff meetings. This clearly demonstrated that some principals were engaging in laissez-faire leadership styles. This kind of leadership style is discouraged by many authors since majority of them felt that if it is not used wisely, it can lead to low achievement and poor job performance in the school. For instance, a study by Adeyemi (2010) showed that laissez-faire leadership style is not associated with desirable outcomes among teachers, leading to his conclusion that the use of the Laissez-faire leadership style should be discouraged among school principals as it could not bring a better job performance among teachers.

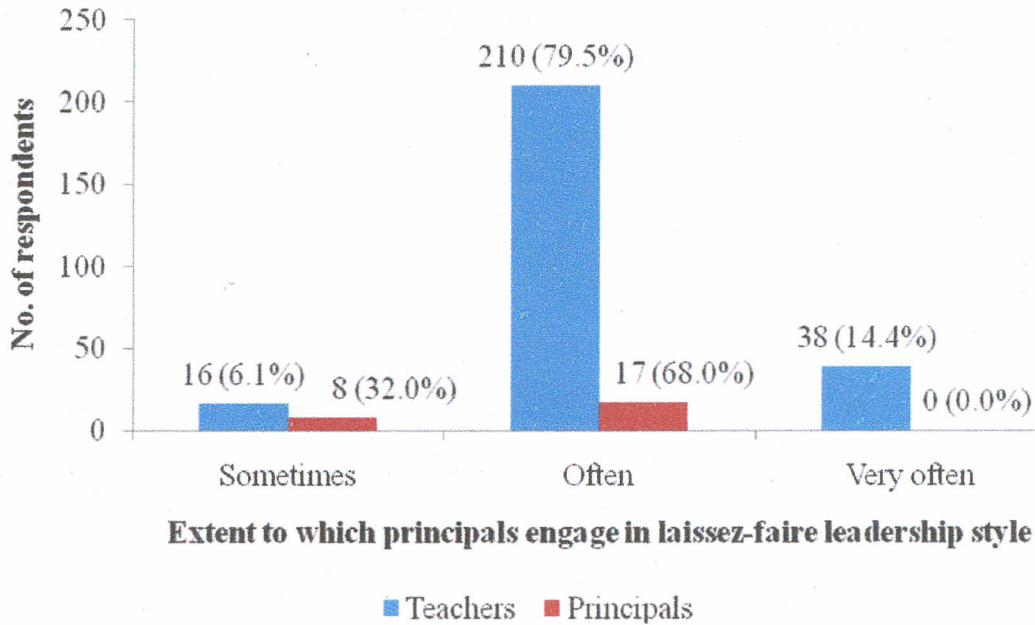
Leaders who use laissez-faire allow staff members to make their own decisions. Presented in Table 4.7 are principals' responses on aspects measuring the extent to which they practiced Laissez-faire leadership style.

Table 4.7: Principals Laissez-faire leadership style

Statements	SA		A		D		SD		Mean	Std. Dev.
	f	%	f	%	f	%	f	%		
I let staff members know what is expected of them	17	88.0	8	32.0	0	0.0	0	0.0	3.68	.476
I maintain definite standards of performance	11	44.0	13	52.0	1	4.0	0	0.0	3.40	.577
I provide workers with materials they need to do their work appropriately	10	40.0	13	52.0	0	0.0	2	8.0	3.24	.831
I do not provide any kind of leadership to employees	0	0.0	0	0.0	18	72.0	7	28.0	1.72	.458
I work without schedules	1	4.0	2	8.0	7	28.0	15	60.0	1.56	.821
I am less concerned about group performance towards attainment of school goals	0	0.0	0	0.0	13	52.0	12	48.0	1.52	.510

As indicated in Table 4.7, mean scores obtained by principals ranged from 3.68 to 1.52. Majority of the principals agreed that they allowed staff members to know what is expected of them (3.68) and maintain definite standards of the performance (3.40). This implies that principals in Murang'a County were engaging in laissez-faire leadership style. In this leadership style, principals delegated some tasks to teachers and also allowed them to make their own decisions. Figure 4.4 illustrates the overall ratings of the teachers and principals on the extent to which the principals engage in laissez-faire leadership style.

Figure 4.4: Extent of principals engaging in laissez-faire leadership style



Results in Figure 4.4 revealed that majority of the teachers (79.5%) and principals (68.0%) were of the view that principals often engaged in laissez-faire leadership style.

The other leadership style is Autocratic in which the leader is high handed in his administration; he is self-centred and a leader who is the center of all the activities that go on in the establishment where he is a leader. The problem in this approach is that the principal may neglect other dimensions of leadership which when blended with autocratic style will enhance their leadership effectiveness as well as sustain the teachers' job satisfaction. Presented in Table 4.8 are teachers' responses on aspects measuring use of autocratic leadership style in schools by the principals.

Table 4.8: Teachers' responses on aspects measuring use of autocratic leadership by the principals

The principal.....	SA		A		D		SD		Mean	Std. Dev.
	f	%	f	%	f	%	f	%		
Relies on threats and punishments to influence employees	108	40.9	111	42.0	28	10.6	17	6.4	3.17	.863
Suppresses new ideas from staff members	90	34.1	130	49.2	37	14.0	7	2.7	3.15	.753
Has no belief in the teachers' independent attainment of school goals	83	31.4	140	53.0	30	11.4	11	4.2	3.12	.764
Supervises teachers in class	78	29.5	129	48.9	37	14.0	20	7.6	3.00	.861
Passes buck to the staff for failures	52	19.7	109	41.3	81	30.7	22	8.3	2.72	.874
Governs the group through non intervention	22	8.3	70	26.5	151	57.2	21	8.0	2.35	.746
Has a lot of trust in employees	11	4.2	47	17.8	153	58.0	53	20.1	2.06	.737
Prepares employees in advance on any changes	5	1.9	51	19.3	147	55.7	61	23.1	2.00	.708
Gives members room to present their views before stating his/her stand	8	3.0	41	15.5	144	54.5	71	26.9	1.95	.738
Emphasizes on meeting deadlines	2	0.2	9	3.4	160	60.6	93	35.3	1.70	.571

The mean scores obtained by the teachers ranged from 3.17 to 1.70. The highest ranked statements were that principals: rely on threats and punishments to influence employees (3.17); suppress new ideas from staff members (3.15) and also principal has no belief in the group towards attainment of school goals without supervision (3.12). This was a clear indication that principals were employing autocratic leadership style. In this style, power and decision making reside among the leaders (school principal). The autocratic

leader directs group members on the way things should be done. The leader does not maintain clear channel of communication between him / her and the subordinates. He /she does not delegate authority nor permit subordinates to participate in policy – making (Smylie and Jack, 1990; Hoy and Miskel, 1993; Olaniyan, 1997). Because of this, autocratic leadership usually leads to high levels of absenteeism and staff turnover.

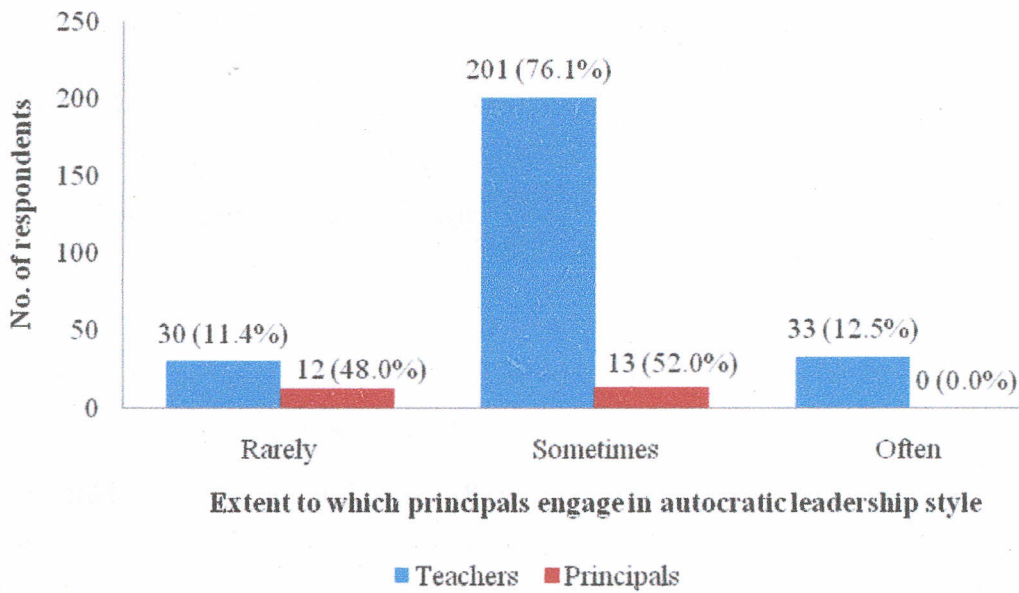
Table 4.9: Principals' autocratic leadership style

Statement	SA		A		D		SD		Mean	Std. Dev.
	F	%	F	%	f	%	f	%		
I emphasize the meeting of deadlines	16	64.0	9	36.0	0	0.0	0	0.0	3.64	.490
I rule out with an iron hand	2	8.0	0	0.0	5	20.0	18	72.0	1.44	.870
I do all the work by myself	0	0.0	0	0.0	8	32.0	17	68.0	1.32	.476
I keep to myself	0	0.0	0	0.0	7	28.0	18	72.0	1.28	.458
I refuse to explain my actions to staff members	0	0.0	0	0.0	7	28.0	18	72.0	1.28	.458
I am slow to accept new ideas	0	0.0	1	4.0	5	20.0	19	76.0	1.28	.542
I do not allow teachers to ask me anything	0	0.0	1	4.0	2	8.0	22	88.0	1.16	.473

As shown in Table 4.9, the mean scores obtained by principals ranged from 3.64 to 1.16. The highest ranked statement was I emphasize the meetings of deadlines (3.64) whereas the lowest ranked statement was I do not allow teachers to ask me anything (1.16). Most of the statements were scored below 2.5, meaning majority of the principals disagreed that they used autocratic leadership style. These findings were contrary with the teachers' responses who reported that school principals were employing autocratic leadership style. The difference in results could be explained by the fact that respondents (principals) tend

to overrate themselves on positive traits in order to appear in a 'socially desirable' manner (Webster, Iannucci and Romney, 2002). Figure 4.5 illustrates overall ratings of the extent to which the principals engage in autocratic leadership style.

Figure 4.5: Extent of principals engaging in autocratic leadership style



From Figure 4.5, it can be observed that 76.1% of the teachers and 52.0% of the principals were of the view that sometimes principals practiced autocratic leadership style. In this leadership style, the power and decision making process is centralized on leaders, thus teachers felt that their contribution is not appreciated hence developing a feeling that they are not motivated in their work place. In line with the results, Mgbodile, (2004) pointed out that autocratic leadership style appears generally self-centered and allows minimum participation of the subordinates in decision making.

4.4 Leadership Behavior that Teachers Respond most Positively to

Another objective of the study was to investigate the leadership behavior that teachers respond most positively to, in Murang'a County. To meet this objective, the study compared teachers' views on the extent to which principals practice the three leadership styles (democratic, laissez-faire and autocratic) in their respective schools. Table 4.10 shows results obtained

Table 4.10: Teachers' perception towards democratic, laissez-faire and autocratic leadership styles

Extent of engaging in the three leadership styles	Democratic		Laissez-faire		Autocratic	
	F	%	f	%	F	%
Rarely	0	0.0	0	0.0	30	11.4
Sometimes	16	6.1	16	6.1	201	76.1
Often	198	75.0	210	79.5	33	12.5
Very often	50	18.9	38	14.4	0	0.0
Total	264	100.0	264	100.0	264	100.0

Table 4.10 illustrates that of the 264 teachers, 198 (75.0%) indicated that principals often engaged in democratic leadership, 50 (18.9%) stated very often while 16 (6.1%) felt that they sometimes engage in this leadership style. In relation to Laissez-faire, 210 (79.5%) respondents were of the view that principals often engaged in the style while 38 (14.4%) stated that they frequently engage in the style. With regard to autocratic, 11.4% of the teachers felt that principals rarely engaged in this leadership style whereas 76.1% of them felt that they engaged in this style occasionally. This implies that majority of the teachers responded positively in both democratic and laissez-faire leadership styles. However, there was a slight difference between the two leadership styles where more teachers felt

that principals engaged in democratic leadership very often, meaning teachers' responded more positively to this style. According to Obi (2003), employees are satisfied with democratic leadership because their opinions, comments and suggestions are needed for decision-making. This finding also agreed with that of Ezeuwa (2005) who observed that democratic leaders see their subordinates as colleagues and partners in progress with objective ideas for solving organizational problems. The democratic dimension of leadership style is therefore a better predictor of teachers' job satisfaction and school achievement. However, achievements in secondary schools are dependent on three identifiable leadership styles namely; autocratic, democratic and laissez-faire leadership styles (Lunenberg & Ornstein, 1991). While the autocratic leadership style appears generally self-centered and allows minimum participation of the subordinates in decision making, the democratic style is rather people oriented and counts on the participatory contribution of the subordinates (Mgbodile, 2004). It permits initiatives, originality and creativity in school work operations and promotes hard work among the subordinates. On the other hand, laissez-faire leadership style refers to the type which allows free contributions of ideas or opinions without interference by the leader. In this case, subordinates develop and maintain individual standards of performance, and correct themselves from their mistakes as need arises. Obi (2003) argues that such style predisposes to unproductive activities very often and could be detrimental to school welfare. On the whole, school principals are therefore assessed by their subordinates for credible performance based on application of these leadership styles. A major concern of all modern organizations is goal attainment. There is therefore informed growing interest

to determine which of these styles is capable of ensuring organizational goal's attainment and personnel job satisfaction.

4.5 Principals Leadership Behaviors on Teachers' Motivation

The third objective of the study was to determine the influence of principals' leadership behaviors on teacher motivation in Murang'a County. To address this objective, teachers were given 10 items on which they were expected to indicate their level of motivation in a four-point likert scale. The scale ranged from 1 to 4, with 1 denoting highly demotivated, 2 representing demotivated, 3 denoting motivated and 4 representing highly motivated. The midpoint of the scale was a score of 2.5. Any score above 2.5 signified that study respondent felt motivated while scores below denoted that respondents felt demotivated. Table 4.11 shows teachers' responses on the items.

Table 4.11: Teachers' motivation

To what extent are you motivated with the following aspects	HM		M		D		HD		Mean	Std. Dev.
	F	%	F	%	f	%	f	%		
The manner in which the principal appreciates work well done	100	37.9	137	51.9	19	7.2	8	3.0	3.25	.716
The willingness of the principal to assist individual teachers in solving personal problems.	108	40.9	120	45.5	22	8.3	14	5.3	3.22	.812
The willingness of the principal to recommend you for training and in-service courses	100	37.9	122	46.2	33	12.5	9	3.4	3.19	.780
The supervisory procedures employed by your principal	51	19.3	192	72.7	19	7.2	2	0.8	3.11	.534
The degree to which you are involved in the policy formulation	37	14.0	159	60.2	55	20.8	13	4.9	2.83	.721
The procedures used by the principal in the delegation of special responsibilities to teachers.	14	5.3	49	18.6	141	53.4	60	22.7	2.06	.789
The willingness of the principal to assist you acquire study leave	9	3.4	36	13.6	150	56.8	69	26.1	1.94	.730
The appraisal practices employed by your principal	5	1.9	34	12.9	160	60.6	65	24.6	1.92	.668
The extent to which your principal allows you to make independent decisions	5	1.9	35	13.3	156	59.1	68	25.8	1.91	.678
The type of feedback you receive from your principal on your performance.	15	5.7	19	7.2	155	58.7	75	28.4	1.90	.759

Table 4.11 shows that the mean scores obtained by teachers on aspects measuring their level of motivation ranged from 3.25 to 1.90. Majority (more than 80.0%) of the

respondents reported that they were motivated with the following aspects: the manner in which the principal appreciates work well done (3.25), the willingness of the principal to assist individual teachers in solving personal problems (3.22) and the willingness of the principal to recommend teachers for training and in-service courses (3.19). However, a significant proportion (over 70.0%) of teachers further declared that they were demotivated with the type of feedback they receive from principal on performance (1.90) and the extent to which principal allows teachers to make independent decisions related to the work (1.91). Figure 4.6 illustrates overall levels of motivation among teachers.

Figure 4.6: Overall motivation of teachers

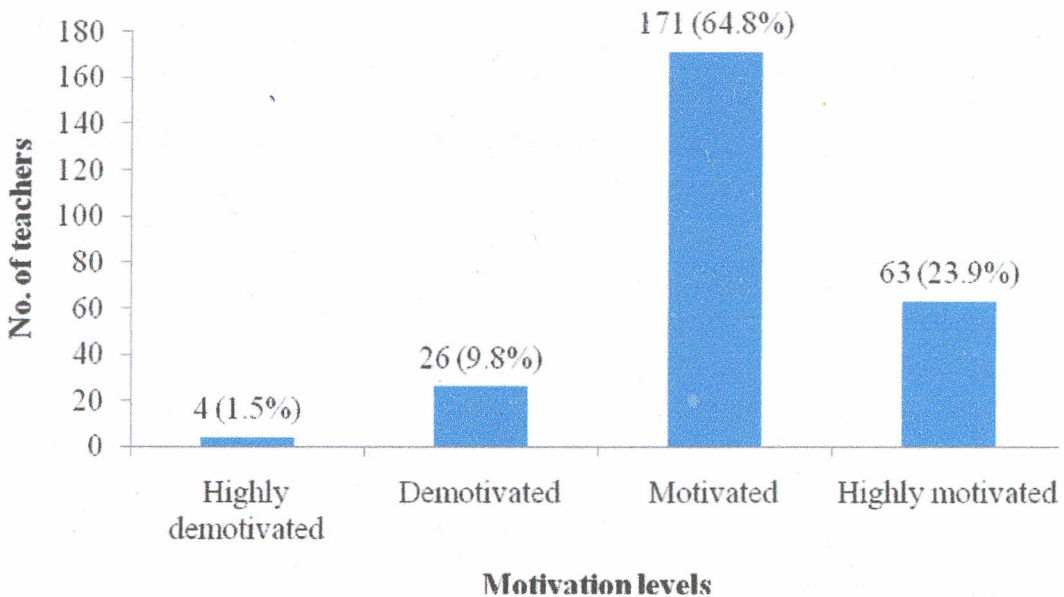


Figure 4.6 shows that on overall, 4 (1.5%) teachers were highly demotivated, 171 (64.8%) were motivated while 63 (23.9%) were highly motivated. This implied that majority of the teachers' in Murang'a County were contented with leadership styles employed by the school principals. However, a small proportion of respondents felt demotivated with the way principals performed their duties especially in giving of

feedback on job performance, performance appraisal and making of independent decisions.

The study sought to establish the influence of principals' leadership style on teachers' motivation, the researcher conducted Pearson's product moment correlation analysis. The results obtained are as shown in Table 4.12

Table 4.12: Influence of principals' leadership styles on teachers' motivation

Leadership styles	Pearson product moment correlation	Overall scores on motivation
Democratic leadership	Pearson Correlation	.685**
	Sig. (2-tailed)	.000
	N	264
Autocratic leadership	Pearson Correlation	-.603**
	Sig. (2-tailed)	.000
	N	264
Laissez-faire leadership	Pearson Correlation	.486**
	Sig. (2-tailed)	.000
	N	264

** Correlation is significant at the 0.01 level (2-tailed).

Pearson's product moment correlation results revealed that there was a significant relationship between leadership styles employed by the school principals and teachers motivation. The results presented in Table 4.12 show a correlation coefficient r of 0.685 for democratic leadership and teachers' motivation. This implies that as teachers' scores in democratic leadership scale increase, their scores on motivation scale also increase. Therefore, use of democratic leadership in schools predicted teachers' motivation in their work. Additionally, the results in the table illustrates that there was a positive correlation between laissez-faire leadership and teachers' motivation. This means that principals'

delegation of some tasks to teachers and involving them in decision making processes positively influences teachers' motivation. In agreement with the findings, Mba (2004) found out that in democratic leadership, a high degree of staff morale is always enhanced. Similarly, researchers such as Brennen (2010) have shown that the democratic leadership style is associated with job satisfaction and improved employee morale. Schulz and Teddie (1989) further found out that teacher motivation and the principals' use of referent power were correlated. Referent power refers to the leader having traits that the follower identifies with and wishes to emulate.

However, the findings further showed that there was a negative but strong correlation (-0.603) between the autocratic leadership employed by principals and teachers motivation at work. This was a clear indication that authoritarian leadership had a negative impact on teachers' motivation. In agreement with the findings, a study by Nakola, (2011) established that principals who were perceived to be exhibiting democratic style had a considerably highly motivated staff than those perceived to be autocratic and laissez-faire.

4.6 Teacher motivation and Job Performance

The fourth objective of this study was to establish the extent to which teacher's motivation affect their job performance in Murang'a county. To address this objective, teachers were provided with 13 statements measuring their job performance in school. They were asked to indicate the extent to which they agree or disagree with each statement given. Table 4.13 shows their responses

Table 4.13: Teachers' responses on their work performance in school

Statements	SA		A		D		SD		Mean	Std. Dev.
	f	%	f	%	F	%	f	%		
I participate in school academic programmes	159	60.2	112	38.6	3	1.1	0	0.0	3.59	.515
I set and administer examinations	130	49.2	133	50.4	1	0.4	0	0.0	3.49	.508
I issue and mark assignments for my students	132	50.0	121	45.8	8	3.0	3	1.1	3.45	.614
I maintain students performance records in the departments	123	46.6	131	49.6	10	3.8	0	0.0	3.43	.567
I demonstrate flexibility and responsiveness in meeting the learning needs of students	115	43.6	144	54.5	5	1.9	0	0.0	3.42	.531
I monitor students' learning formatively	117	44.8	136	51.5	9	3.4	2	0.8	3.39	.595
I improve teaching methodologies	103	39.0	156	59.1	4	1.5	1	0.4	3.37	.535
I establish a culture for learning	98	37.1	160	60.6	6	21.3	0	0.0	3.35	.523
I manage classroom routines and procedures efficiently	101	38.3	153	58.0	9	3.4	1	0.4	3.34	.563
I grow and develop professionally	101	38.3	150	56.8	11	4.2	2	0.8	3.33	.591
I discuss exam results with staff members and students	103	39.0	145	54.9	16	6.1	0	0.0	3.33	.586
I specify the subject syllabus and interpret the same for each class	103	39.0	139	52.7	22	8.3	0	0.0	3.31	.617
I prepare curriculum documents in time	98	37.1	149	56.4	15	5.7	2	0.8	3.30	.608

Results presented in Table 4.13 indicates that majority of the teachers agreed with the statements given. The highest ranked statements were: I participate in school events like academic clinic, price-giving day (3.59); I set and administer CATs and examinations (3.49); and, I issue and mark assignments/homework for students (3.45). This implies that most of the teachers who took part in the study knew their duties and were taking them responsibly. However, there are several factors that may positively or negatively influence job performance of teachers. For instance, teacher's motivation is expected to have an influence on performance. The study therefore, sought to establish whether level of motivation affects teachers' job performance. Table 4.14 illustrates results of the analysis

Table 4.14: Effects of teachers' motivation on job performance

Levels of motivation	Effect on job performance			Total	Chi-square statistics
	Low effect	High effect	Very high effect		
Highly demotivated	0	3	1	4	$\chi^2 = 45.939$
Demotivated	2	18	6	26	
Motivated	0	109	62	171	df= 6
Highly motivated	0	18	45	63	
Total	2	148	114	264	Sig.=0.000*

*Significant at $p < 0.05$ level

Based on the Chi-square test, results of the analysis revealed that there was a significant relationship between teachers' motivation and job performance, at $p < 0.05$ level. The findings illustrate that majority of the teachers who reported that they were motivated in their work also claimed that high level of motivation had a great impact on their job performance. This implies that level of motivation positively or negatively influences performance, meaning the higher the level of motivation the higher the performance and

vice versa. In line with the findings, Bogler (2001) states that when teacher motivation is high, job satisfaction increased and the overall environment of the school is affected in a positive way. Job satisfaction has been conceived by many as instrumental to the physical and mental well being of workers (Oshagbemi, 1999). Not only does job satisfaction improve teachers' living standards but it also improves their productive capacity leading to economic growth (Oshagbemi, 1999).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In this chapter, summary, conclusion and recommendations of the study findings are presented. The chapter also gives areas for further studies. The following were the objectives of the study.

- i. To determine the leadership behaviors of secondary school principals in Murang'a County
- ii. To investigate the leadership behavior that teachers respond most positively to, in Murang'a County
- iii. To determine the influence of principals leadership behaviors on teacher motivation in Murang'a County.
- iv. To establish the extent to which teachers' level of motivation affect their job performance in Murang'a County.

5.2 Summary of the Study

The main objective of the study was to examine the effects of principals' leadership behavior on teacher motivation in public secondary schools in Murang'a County. The study was based on Path-goal theory developed by Martin Evans in 1970 and expanded by Robert House in 1996.. The study employed a descriptive survey design to target 249 principals and 2,696 teachers from public secondary schools in Murang'a County. Purposive sampling method was used to select 25 principals while simple random sampling was used to select 270 teachers to participate in the study. Of the 295 respondents, all the principals and 264 teachers responded giving a questionnaire return

rate of 98.0%. This response was high enough to provide reliable information on the effects of principals' leadership behaviours on teacher motivation. Two questionnaires, one for the principals and the other one for the teachers were used as the main tools for data collection. Given below are the main study findings.

5.2.1 Leadership Behaviors of Secondary School Principals

In relation to the first objective, the study established that principals in Murang'a County employed democratic, laissez-faire and autocratic leadership styles. However, the most frequently used styles were democratic and laissez-faire. Majority of the teachers and principals were of the view that the principals often engaged in the two styles while carrying out their duties.

The result findings further showed that principals and teachers had different views on the extent to which principals engaged in autocratic leadership. Majority of the teachers felt that principals were employing this style whereas majority of the principals disagreed that they were using this style. Over 80.0% of the teachers approved that: principals relied on threats and punishments to influence employees (92.9%); principals suppressed new ideas from staff members (83.3%) and also principal has no belief in the teachers' attainment of school goals without his supervision (84.4%). However, majority of the principals reported that they allowed teachers to ask them anything (88.0%) and also they accepted new ideas (76.0%). This difference in views could be explained by the fact that respondents tend to overrate themselves on positive traits. In this case, principals reported that they rarely/sometimes used authoritarian leadership in schools in order to show that they had a good social context with the teachers.

5.2.2 Leadership Behavior that Teachers Respond most Positively to

The study findings revealed that teachers responded positively in both democratic and laissez-faire leadership styles. However, there was a slight difference between the two leadership styles where more teachers felt that principal engaged in democratic leadership very often, meaning teachers' responded more positively to this style.

5.2.3 Principals Leadership Behaviors on Teachers' Motivation

Pearson's product moment correlation results revealed that there was a significant relationship between the principals' leadership styles and teachers' motivation, at $p < 0.05$ level. The results show that there was a positive correlation between democratic leadership versus teacher's motivation and laissez-faire leadership and teachers' motivation. This implied that as teachers' scores in democratic, laissez-faire leadership scale increase, their scores on motivation scale also increase. Therefore, use of democratic and laissez-faire leadership in schools predicted teachers' motivation in their work. However, the findings further showed that there was a negative but strong correlation between the autocratic leadership employed by principals and teachers motivation at work. This was a clear indication that authoritarian leadership had a negative impact on teachers' motivation.

5.2.4 Teacher Motivation and Job Performance

Chi-square test results showed that there was a significant relationship between teachers' motivation and job performance, at $p < 0.05$ level. The findings illustrated that majority of the teachers who reported that they were motivated in their work also claimed that high level of motivation had a great impact on their job performance. This implies that level

of motivation positively or negatively influences performance, meaning the higher the level of motivation the higher the performance and vice versa.

5.3 Conclusion

Considering the findings of the study presented above, the following conclusions were made:

- i. Principals in Murang'a County mostly employed democratic and laissez-faire approaches. However, a significant proportion of the teachers felt that principals were engaging in authoritarian leadership which is discouraging.
- ii. The most preferred leadership style by most of the teachers was democratic, followed by laissez-faire and then autocratic.
- iii. Different leadership styles employed by principals had an influence on teachers' motivation. The study found out that democratic and laissez-faire leadership had a positive impact on motivation whereas authoritarian leadership had a negative impact on motivation.
- iv. The study also concludes that level of motivation positively or negatively influences performance, meaning the higher the level of motivation the higher the performance and vice versa.
- v. The study finally concludes that leadership style of the principal is demonstrated by the activities he/she engages in. Therefore, good administrative leadership would lead to conducive working environment, improved educational plans and also effective school programmes. Consequently, this would lead to achievement of the school goals and objectives.

5.4 Recommendations of the Study

Based on the findings of the study, the following recommendations are made:-

- i. The Ministry of education should organize regular school inspection to monitor the style of leadership used by principals that could enhance high levels of teacher motivation.
- ii. Secondary school principals should strive more to exercise democratic and Laissez-faire leadership styles as they have a more positive influence on teachers' motivation which eventually determines job performance. However, the use of autocratic leadership should be limited as it could lower teacher morale which would eventually lead to poor job performance.
- iii. For an effective leadership, the school principal needs to employ all the leadership approaches depending on the circumstances and situation in the school.
- iv. The Ministry of Education and training institutions should emphasize positive leadership skills of secondary school principals as such endeavours might lead not only to high teacher morale but also might provide for integrated instruction planning and goal attainment. Training instructions should therefore establish and implement programmes that help to develop positive leadership behaviours among school principals. Such programs may include seminars, workshops and updates on school administration.
- v. Ministry of education need to curtail transfer rate of principals because the more they have stayed in the same institution the more they are able to understand the teachers and develop appropriate leadership skills.

5.5 Areas for Further Research

- i. There is need to carry out another research to find out how leadership styles influences students discipline and performance in school.
- ii. Since the study findings cannot be generalized in all the counties in Kenya, there is need to carry out a similar study in other counties to find out whether the same findings would be obtained.
- iii. A similar study should be conducted in private schools to find out leadership styles employed by the principals and their influence on teachers' motivation.

REFERENCES

- Adams, C. F. (1992). Finding Psychic Rewards in Today's Schools: A rebuttal" Cleaning House.
- Adewore, E. &, Olaniyi W. (1992). *School organization and management*. Ondo: Ifeoluwa Nigeria Ltd.
- Adeyemi, T. O. (2006). *Fundamentals of Educational Management*. Lagos: Atlantic Associated Publishers.
- Adeyemi, T. O. (2010). Principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. *Journal of Education Administration and Policy Studies*, 2(6), 83-91.
- Ajayi, I. A. & Ayodele, J. B. (2001). *Introduction to educational planning administration and supervision*. Ado-Ekiti: Yemi Publishing Services.
- Akintayo, M. & Adeola, O. A (1993). Management techniques in adult education, Ibadan: External Studies Programme Department of Adult Education, University of Ibadan.
- Akiyemi, A. (1993). Job satisfaction among teachers in Ondo state Secondary Schools. *Journal of Education Leadership* 29(2):30-33.
- Andrew, L.D, Parks,D. J. and Nelson, L.. (1985). *Administrator's Handbook for improving Faculty Morale*. Bloomington IN: Phi Delta Kappa.
- Bass, B.M. and & Avolio, B.J. (1994). *Improving Organizational effectiveness Through Transformational leadership*. Sage Thousand Oaks
- Bass, B.M. & Avolio, B.J. (2002). *Developing potential across a full range of leadership: Cases on transactional and transformational leadership*. Mahwah NJ Lawrence Erlbaum Associates. Inc.
- Bennell, P. and & Akyeampong, K. (2007). *Teacher Motivation in sub-Saharan Africa and South Asia*; Department for International Development.: Educational Papers, Brighton, Sussex University.
- Bently, R. & Averal, M. (1980). Manual for the purdue Teacher Opinionnaire. West Layayette Indian. The University Bookstore.
- Black, (2001). Transformational transactional and laissez Faire leadership styles: A meta-analysis comparing women and men. (Psyc INFO Database Record)

- Blasé, J. and Kirby, P. (1992). *Bringing out the best Teachers: What Effective Principals do*. Newbury Park, California; Corwan Press.
- Blasé, J. & Blasé, J. (2000). Effective Instructional Leadership: teacher perspectives on how principals promote teaching and learning in schools. *Journal of Staff Development*, 22(1), 22-25.
- Blasé, J. & Blasé, J. R (1994). *Empowering Teachers: What successful principals do*. Thons and Oaks CA: Corwin press.
- Blasé, J. & Peggy K. (1992). *Bringing out the best teachers; what effective principals do*. California: Corwan Press.
- Blasé, J., Derrick, C. & Strathe, M. (1986). Leadership Behaviours of school principals in relation to teacher stress satisfaction and performance. *Journal of Humanistic Counselling Education and Development*.
- Bogler, R. (2001). The influence of leadership style on teacher job satisfaction. *Educational Administrative Quarterly*.
- Bogler, R. (2002). Two profiles of schoolteachers: A discriminant analysis of job satisfaction, *Teaching and Teacher Education*, 18(6), 665-673.
- Borg, W. R. & Gall, M. D. (1989). *Education Research: An Introduction*. 4th Edition. New York: Longman.
- Borman, G. & Dowling, M. (2008). Teacher attrition and retention: A meta-analytic and narrative review of the research. Review of Educational Research. *Journal of Scholarship and Practice*.
- Brady, G. F., & Helmich, D. L. (1984). *Executive succession: Toward excellence in corporate leadership*. Englewood Cliffs, NJ: Prentice-Hall.
- Brennen, A. M. (2010). *Leadership styles in educational administration and supervision*, <http://www.soencouragement.org/leadership-styles.htm>
- Burns, J. M. (2003). *Leadership*. New York: Harper Collins.
- Bush, T. (2005). Preparation for School Leadership in the 21st Century: International Perspectives, *Keynote Paper Given at the First HEAD Research Conference, Oslo, June 2005*.
- Cagampang, H., Grams, W. I, Greenspan, T.J & Guthrie J.W. (1985). Is the reserve Pool a realistic source of Supply? *Teacher Education Quarterly*.

- Campbell, R. F. (1974). *Educational Management as a Social Process: Theory, Research and Practice.*, New York, Harper and Row
- Campbell, R. F. (1993). *Educational Management as a Social Process: Theory, Research and Practice.* , New York, Harper and Row
- Cole, G. A. (1983). *Management: Theory and Practice.* London: Essex, Spotswood Balantune Ltd.
- Cook, D. H., (1979). Teacher Morale: Symptoms, Diagnosis, and Prescription. *Clearing House*, 52, 355-358.
- Cook, D.U. (1979). Teacher Morale: Symptoms, diagnosis and Prescription. Clearing House.
- D' Souza, A. (1994). *Leadership: A trilogy on leadership and effective management.* Nairobi: Paulines Publication Africa.
- Darling-Hammond, L., (1994). *Professional Development Schools: Schools for Developing a Profession.* New York: Teachers College Press.
- Davis, J. & Wilson S.M. (2000). *Principals Efforts to Empower Teachers: Effects on Teacher Motivation and Job Satisfaction and stress.* The clearing House. Heldfef Publication.
- Day, W. A. (2004). *A Passion for Teaching.* London: Routledge Falmer
- Dondero, G. (1996). School restructuring American style: Flattening the decision making pyramid. *International Journal of Educational Management*, 10(2), 43-47.
- Edmonds, Lezotte, Korkmaz & Monroe (2007). *Leadership Theory and Practice.* USA, Amazon: Peter G. Northouse.
- Egley, R..J. & Jones B. D. (2005). Principal's inviting Leadership behaviours in a time of test – based accountability. *Scholar practitioner quarterly.*
- Elliott, B. & Crosswell, L. (2001). Commitment to teaching: Australia perspectives on the interplays of the professional and the personal in teachers lives. Paper presented at the international symposium on teacher commitment at the European Conference on Educational Research, Lille, France.
- Eshiwani, G.S. (1993). Factors influencing performance among primary and secondary schools pupils in Western Province. Policy study Nairobi: BERC, Kenyatta University.
- Ezeuwa, L. (2005). *Issues in Educational Management.* Enugu-Hipuks Additional Press.

- Finnigan, K.S. & Betheny, G. (2007). Do Accountability Policy sanctions influence Teacher Motivations? Chicago: *American Educational research Journal*, 44 (3)594-630.
- Firestone, W. A. (1996). Images of teaching and proposal fro reform: A comparison of ideas from cognitive and organizational research. *Educational administrative Quarterly*. 32 (2) 209 – 235.
- Fried, R. L. (1995). *The Passionate Teacher. A Practical Guide*. Boston: Beacon Press.
- Gay, L. R (1992). *Educational Research: Competence for Analysis and Applications*. (4th Ed) New York: Macmillan Publishers.
- Griffins, G. (1994). *School Mastery: Straight Talk About Boarding School Management*. Nairobi , Lectern Publication.
- Griffith, J. (2003). Relation of principal transformational leadership to school staff job satisfaction, staff turnover, and school performance. *Journal of Educational Administration*, 42 (3), 333-356.
- Hackman, M. Z. & Johnson, C. E. (2000). *Leadership: The communication Perspective*. Prospect Heights, IL: Waveland Press.
- Hardy, L. (1999). Why teachers leave. *American School Board Journal*, 186 (6) 12-17
- House, R. J. (1996). Path–goal theory of leadership: Lessons, legacy, and a reformulated theory. *Leadership Quarterly*, vol. 7, pp. 323–352.
- Hoy, N.K. & Miskel, G.G. (1992). *Educational Administration; Theory Research and Practice*. Randam House, New York.
- Hoy, Wayne K. & Cecil, G., Miskel (1987). *Educational Administration: Theory Research and Practice*. Newyork: Random House.
- Huberman, M. (1993). *The Lives of Teachers*. London: Cassell Villiers House.
- Ijaz A. T., Uzma Q. and & Ishtiaq H. (2010). A survey study to find out the relationship between leadership styles and demographic characteristics of elementary and secondary school teachers. *Educational Research and Review* Vol. 5 (9), pp. 655-661, November 2010 Available online at <http://www.academicjournals.org/ERR2>
- Ingersoll, M and & Thomas, M. Smith, T. (1997). The wrong solution to the teacher shortage Educational Leadership. ERIC Document Reproduction Service Retrieved Nov. 5, 2008 from Eric Database.

- Jaiya, Y. (2000). Failing Schools and national development: Time for reappraisal of school effectiveness in Nigeria. *Nigerian Journal of Educational Research and Evaluation*, 2 (2). 37 – 44.
- Johnson, C. E (2001). Meeting the ethical challenges of leadership; casting light or shadow; California C.A: Sage Publications Inc.
- Kirkpatrick, S. A. and & Locke, E. A. (1996). Direct and indirect effects of three core charismatic leadership components on performance and attitudes, *Journal of Applied Psychology*, 81, 36-51.
- Leithwood, K. & Jantz, D. (1999). Towards an explanation of variation in teachers perceptions of transformational school leadership. *Education Administration Quarterly*. 32 (4) 512-538.
- Leithwood, K. & Jantzi, D. (2002). The effects of transformational Leadership on teachers commitment to change in Hon Kong. *Journal of Educational Administration*, 41, 229-256.
- Leithwood, K. A & Riehl C. (2003). What we know about successful school leadership. Philadelphia PA laboratory for student success. Temple University Jan. 2003.
- Leithwood, K., Jantzi, D., Earl, L., Watson, N., Levin, B., & Fullan, M. (2004). Strategic leadership for large-scale reform: The case of England's National Literacy and Numeracy Strategies. *Journal of School Leadership and Management*, 24(1), 57-80.
- Leonard, L. J & Leonard, P.E. (1999). Reculturing for collaboration and leadership. *Journal of Education research*.
- Lunenberg, F.C. & Ornstein, A.C. (1991). *Educational Administration Concepts and Practices*.
- Lunenburg, F.C. (1995). Educational Administration Concepts and Practices U.S.A (UNESCO) world Heritage site.
- Lunsden, L. (1998). Teacher Morale, College of Education. University of Oregon. Clearing House on Educational mgt (ERIC Publications)
- Mackenzie, S.V. (2007). Uncovering Teachers Leadership UK Canada, Crown Press.
- Manroe, M. A. (2007). How leadership influence student Learning. The Wallace Foundation Organization.

- Marks, H. M. & Printy S. M. (2003). Principal Leadership and School Performance: An Integration of Transformational and Instructional Leadership. *Educational Administration Quarterly*, 39, (3) 370-397.
- Martin, K. & Acuna, C. (2002). SPSS for Institutional Researchers. Bucknell Lewisburg, Penisylvania: University Press.
- Mba, J. (2004). Strategic Management Centre, Punch Lagos: Punch Newspaper.
- Mbiti, D. M. (1999). *Foundation of School Administration*. Nairobi, Oxford University Press.
- Mendel, B. & Philip, C. (1987). An investigation of factors that influence teacher morale and satisfaction with work conditions. Doctoral dissertation, University of Oregon.
- Mertler, A. (2001) Teacher Motivation and job satisfaction in the New Millenium (microform) Washington DC. Distributed by ERIC clearing house.
- Mgbodile, T.O. (Ed.) (2004). *Fundamentals in Educational Administration and Planning*. Enugu: Magnet Business Enterprises.
- Mugenda, O. M. & Mugenda, G. A. (1999). *Research Method: Quantitative and Qualitative Approaches*. Nairobi: Acts Press.
- Nakola, S. K. (2011). Effects of principals' leadership styles on motivation levels of teachers in public secondary schools in Narok North District, Kenya. <http://erepository.uonbi.ac.ke:8080/handle/123456789/3183>
- National Centre for Education Statistics (1997). "Job Satisfaction among America's Teachers: Effects of Workplace conditions. Background Characteristics and teacher compensation" Washington D.C.
- Nguni, S. Slegers, P. & Deressen, E. (2006). Transformational and transactional leadership effects on teachers' job satisfaction organizational commitment and organizational citizenship behaviour in primary schools: The Tanzaniana case school effectiveness and school improvement.
- Nkonge, P. K. (2009). Factors that influence job satisfaction among secondary school teachers in Imenti South District in Kenya. Unpublished M.Ed Thesis, Chuka University College
- Nworgu, B. G. (1991). Educational Research, Basic Issues and Methodology Ibadan. Wisdom Publisher Ltd.

- Obi, E. (2003). *Educational Management: Theory and Practice*. Enugu: Jamoe Enterprises Nigeria.
- Obilade, S.O. (1999). Leadership Qualities and Styles as They Relate to Instructional Productivity. The Manager Ibadan: Dept of Education. Management University of Ibadan.
- Ogunsanwo, M.A. (2000). The use of occupation information by counselors for career development of students. The counselor Journal of the counseling Association of Nigeria 18 (1), 88-96.
- Okeniyi, C. M. (1995). Relationship between leadership problems and school performance in Oyo State Secondary Schools. Unpublished M.Ed Thesis University of Ibadan.
- Okumbe, J. A. (1998). *Educational Management Theory and Practice*., Nairobi: Nairobi University Press.
- Okumbe, J.A. (2007). *Educational Management Theory and practice*: Nairobi: Nairobi University Press.
- Okurumeh, E. A. (2001). Principals and Public Relation community perspectives. A paper presented at workshop for Secondary School Principals.
- Olaniyan, A.D. (1999). Principal preparation, selection and leadership roles Teachers and Teaching in Nigeria. Festa Press Ltd. Benin.
- Olaniyan, D. A. (1997). *Employees Job Performance as Affected by Demographic variables in Nigeria*. Educational System in African Kraft books Ltd. Ibadan. J. Education management.
- Olembo, J. O. (1997). *Educational Administration, Management and supervision in Kenya Schools Nairobi*: Nairobi University Press.
- Omolayo, B. (2000). *Psychology of Human Being at Work (An Introduction)*. Ado-Ekiti: Crownhouse Publication.
- Orodho, J. A. (2002). *Techniques of Writing Research Proposals and Reports in Education and Social Sciences*. Nairobi: Masola Publishers.
- Oshagbemi, T. (1999). Overall Job Satisfaction: How Good Are Single Versus Multiple-item Measures? *Journal of Managerial Psychology* 14(5)388-403.
- Pearce, C. L. & Conger, J. A. (2003). Shared leadership: Reframing the hows and whys of leadership. Thousand Oaks. C.A: Sage Publishing Company.

- Republic of Kenya (1988). Report of the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond. Nairobi. Government Printer.
- Roach, A & Kratochwill, T. (2004). Evaluating School climate and school climate. Teaching Exceptional Children.
- Rodes, C. Nevill, A & Allan, J. (2004). *Valuing and supporting teachers: A survey of teacher satisfaction dissatisfaction, Morale and retention in an English Local education authority*. Research in Education Retrieved from academic premier database.
- Schulz, I.,L. & Teddie, C. (1989). The relationship between teachers Job satisfaction and their perceptions of principals use of power and school effectiveness: Education Retrieved Nov. 12, 2010 from Academic Search Premier Database.
- Silins, H. & Mulford, B. (2002). Schools as learning organisations: The case for system, teacher and student learning. *The Journal of Educational Administration*. 40(5), 425-446.
- Siskin, (1994). *Realms of knowledge. Academic Departments in Secondary Schools*. Falmer Press; Washington DC
- Smith, B.D. (1998) *Leadership: Psychology, science and understanding*. Ca: Addison-Wesley, 686-687.
- Smylie, M. A. & Jack, W. D. (1990). Teachers Leadership Tension and Ambiguities in Organizational Respect Education Admin Ibadan.
- Stockard, J. & Lehman, M. B. (2004) Influences on the satisfaction and retention of first year teachers the important of effective school management. *Educational Administration Quarterly*.
- Stone, A. G., Russell, R.F. & Patterson, K.. (2004). Transformational Versus Servant Leadership: A Difference in Leader Focus. *Leadership & Organization Development Journal*, 24(3/4): 349-361.
- Sybil, J. (2000). Introduction to Communication for Business and Organization Ibadan: Spectrum Books Ltd.
- Talbert, J. E. & Milbrey, W.M. (1994). Teacher Professionalism in Local School Contexts Education.
- Thomas, V. (1997). What research says about administrator's management style effectiveness and teacher morale. ERIC document reproduction service No. ED 411569 Retrieved Sept. 24, 2006 from Eric Database.

- Vaal, V.G (2005). The keys to leading mississippi Leadership Report. Vail Leadership Institute.
- Ware H. & Kitsantas, A. (2007). Teacher and collective efficacy beliefs as predictors of professional commitment Journal of Ed. Research.
- Ware, & Kitsantas, (2007). *Successful Schools*. Moolenaar: Slegers.
- Washington, R. & Watson, H. F (1976). Positive Teacher Morale: The Principals Responsibility' NASSP Bulletin.
- Webster, Iannucci & Romney (2002). Consensus analysis for the measurement and validation of personality traits field methods. Journal Field Methods 14 (1).
- Whalstrom, K. & Louis K.S. (2008). How Teachers Experience Leadership: The Roles of Professional community, Trust, Efficacy and shared Responsibility. Educational Administration quarterly.

- a) Boys boarding
- b) Girls boarding
- c) Mixed boarding
- d) Mixed day and boarding
- e) Mixed day.

6. How long have you been a principal in this school

- a) Below one year
- b) 1-5 years
- c) 6-10 years
- d) 11-15 years
- e) 16 years and above

Section B: Leadership Styles

Indicate as honestly as possible how you rate yourself as leader in your school, use the scale given, Strongly Agree (SA), Agree (A), Disagree (D) or Strongly disagree (SD)

Statement	SA	A	D	SD
1. I make my attitudes clear to the staff				
2. I maintain definite standards of performance				
3. I let staff members know what is expected of them				
4. I rule out with an iron hand				
5. I see to it that the work of staff members is coordinated				
6. I emphasize the meeting of deadlines				
7. I work without schedules				
8. I criticize poor work				
9. I seek new and better ways of supervising teachers				
10. I do not allow teachers to ask me anything				
Statement	SA	A	D	SD
1. I look out for the personal welfare of members				
2. I do little things to make it pleasant to be a member of staff				
3. I do personal forums for staff members				
4. I keep to myself				
5. I refuse to explain my actions to staff members				
6. I am friendly and approachable				

7. I treat all staff members as my equals				
8. I am willing to make changes in my leadership approach				
9. I do all the work by myself				
10. I am slow to accept new ideas				
Statement	SA	A	D	SD
1. I assign staff members particular tasks				
2. I make sure that all members understand me				
3. I get staff approval in important matters before implementing them				
4. I puts suggestions met by the staff into operations				
5. I let group members diagnose group problems				
6. I give encouragement, support and appreciation to group members				
7. I make every member enjoy working with the others in the group				
8. I mobilize and utilize the potential resources and creativity of members for accomplishing group goals				
9. I make all staff members feel at ease when talking to them				

SECTION C: Open Ended Questions

As a principal, what would you identify as factors that affect teachers' level of motivation?

.....

.....

.....

.....

What would you suggest to be done to improve teachers' motivation?

.....

.....

.....

.....

As a principal, what leadership styles would you propose to be used in school so as to improve teachers' level of motivation?

.....
.....
.....
.....

Give reasons for the above

.....
.....
.....
.....

Thank you for your Participation

- h) Mixed boarding
- i) Mixed day and boarding
- j) Mixed day

Section B: Leadership Styles

Indicate as honestly as possible how you rate your principals' leadership in your school, using the scale given: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly disagree (SD).

	Statement-The principal	SA	A	D	SD
1	He /she is friendly and easy to dialogue with				
2	Is a good listener to you even when he/she holds divergent opinion with you and others in a discussion?				
3	Shows understanding of your view point and can state it even when he/she hold a different point of view.				
4	Patiently encourages you and others to frankly and fully express your view points.				
5	Frankly shares information with staff.				
6	Expects high quality job from him/herself only				
7	Has high opinion over what he/she and staff are doing				
8	Gives encouragement to you to take initiative to benefit the school and other staff members.				
9	Is a risk taker (either tries new ideas and venture some ideas in dealing with situation)				
10	Treats everybody equally				
	Statement-The principal				
11	Allows groups to take centre stage in discussion in staff meeting				
12	Is patient with progress by the staff towards goal attainment				
13	Does not provide any kind of leadership to employees				
14	Unreservedly acknowledge all members of staff efforts towards goal attainment in school affairs				
15	Shoulders readily any unwarranted blame for failure or mistakes in the school.				

16	Allows staff to arrive at a collective decision.				
17	Initiates and direct goals for the staff				
18	Pays no attention to individuals interest in the place of work (school)				
19	Is not concerned about group performance towards attainment of school goals				
20	Provides workers with the materials they need to do their work appropriately				
	Statement-The principal	SA	A	D	SD
21	Governs the group through non intervention				
22	Relies on threats and punishments to influence employees				
23	Supervises teachers in class				
24	Suppresses new ideas from staff members				
25	Passes buck to the staff for failure or mistakes for low performance in school				
26	Has no belief in the group towards attainment of school goals without supervision				
27	Gives room to wards members to present their views before stating his/her stand				
28	Emphasizes on meeting deadlines				
29	Has a lot of trust in employees				
30	Prepares employees in advance on any changes likely to take place in the institution				

Section C: Motivation

You are kindly requested to state your degree of motivation or demotivation in relation to each of the given items on a 4-point scale. Insert a tick (√) in the most appropriate column. Use the key below when responding.

Key: **HM** = Highly Motivated, **M**= Motivated, **D**= Demotivated, **HD**= Highly Demotivated

To what extent are you motivated with the following aspects	H M	M	D	HD
1. The supervisory procedures employed by your principals to evaluate your work.				
2. The job performance appraisal practices employed by your principal				
3. The type of feedback you receive from your principal on your performance.				
4. The extent to which you are involved in the policy formulation in the school				
5. The extent to which your principal allows you to make independent decisions related to your work				
6. The procedures used by the principal in the delegation of special responsibilities to teachers.				
7. The willingness of the principal to assist individual teachers in solving personal problems.				
8. The willingness of the principal to recommend you for training and in-service courses				
9. The willingness of the principal to assist you acquire study leave				
10. The manner in which the principal appreciates work well done				

Section D: Performance

In the table below, indicate the extent to which you agree or disagree with the statements provided. Use the following scale while responding.

SA-Strongly Agree A – Agree D- Disagree SD – Strongly Disagree

Statement	SA	A	D	SD
I establish a culture for learning with clear expectations for students achievement				
I monitor students' learning formatively				
I grow and develop professionally				
I improve teaching methodologies				
I manage classroom routines and procedures efficiently without loss of instructional time				
I specify the subject syllabus and interpret the same for each class				
I prepare schemes of work, records of work and lesson plans in time				
I set and administer of CATs and examinations				
I discuss exam results with staff members and students				
I demonstrate flexibility and responsiveness in meeting the learning needs of students				
I maintain students performance records in the departments				
I participate in school events like academic clinic, price-giving day.				
I issue and mark assignments/homework for my students				

Section D: Open-ended Questions

As a teacher what would you identify as factors that affect teachers' levels of motivation?

.....

.....

What would you suggest to be done to improve teachers' motivation?

.....

.....

As a teacher what leadership styles would you propose to be used in school so as to improve teachers' levels of motivation?

.....
.....

Please give reasons for the above

.....
.....

Thank you for your Participation

APPENDIX III

RESEARCH PERMIT

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: NCST/RCD/14/013/976

Date: 10th June 2013

Charity Wambui Muiruri
Kenyatta University
P.O Box 43844-00100
Nairobi.

RESEARCH PERMIT

RE: RESEARCH AUTHORIZATION

Following your application dated 3rd June, 2013 for authority to carry out research on "Effects of principals' leadership behaviours on teacher motivation in public secondary schools in Murang'a County" I am pleased to inform you that you have been authorized to undertake research in Murang'a County for a period ending 31st August, 2013.

You are advised to report to the County Commissioner and County Director of Education, Murang'a County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

[Handwritten signature]

DR. M. K. RUGUTU, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The County Commissioner
The County Director of Education
Murang'a County.

RESEARCH PERMIT

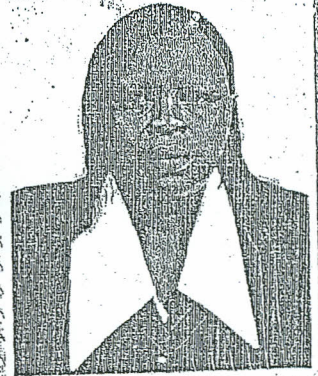
Following your application on dated 3rd June 2013 for authority to carry out research on "Effects of principals' leadership behaviours on teacher motivation in public secondary schools in Murang'a County" I am pleased to inform you that you have been authorized to undertake research in Murang'a County for a period ending 31st August 2013.

Research Permit No. NCST/RCD/14/013/976

Date of issue 10th June 2013

Fee received KSH. 1000

IS TO CERTIFY THAT
/Dr./Mr./Mrs./Miss/Institution
City/Ward/Muiruri
Address, Kenyatta University
Box 4384/00100 Nairobi
has been permitted to conduct research in



Location

District

County

Muranga
the topic: Effects of principals leadership
labours on teacher motivation in public
secondary schools in Muranga County.

Applicant's

Signature

For Secretary

National Council for

Science & Technology

for a period ending 31st August 2013