

**INFLUENCE OF HEAD TEACHERS' LEADERSHIP STYLES ON
TEACHERS' MOTIVATION LEVELS IN PUBLIC PRIMARY
SCHOOLS IN NGONG ZONE, KAJIADO NORTH DISTRICT, KENYA**

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DECLARATION

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

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DEDICATION

This work is dedicated to my dear husband Philemon Kimutai and our children Lawrence Kibiwot, Dickson Kipkoech, Titus Kiplimo, Mick Kipchirchir and Ruth Cheptoo for assisting me until the end of this work.

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ABSTRACT

The head teachers' leadership style can influence teachers' motivation either negatively or positively. The purpose of the study was to investigate the influence of public primary school head teachers' leadership styles on teachers' motivational level in Ngong Zone, Kajiado County, Kenya, the specific objectives were as follows: to establish whether democratic leadership style influences motivation of public primary school teachers in Ngong Zone; to find out if laissez – faire leadership style influences motivation of public primary school teachers in Ngong Zone; to determine the extent to which transformational leadership style influences motivation of public primary school teachers in Ngong Zone; and to establish whether autocratic leadership style influences motivation of public primary school teachers in Ngong Zone. This study adopted a descriptive methodology design where by quantitative tools were used to collect data. The target population was 9 public primary schools in Ngong Zone. The study consisted of 9 public primary schools, 9 head teachers and 141 teachers. A total of 113 respondents filled the questionnaire. Qualitative data was analyzed using descriptive statistics as well as inferential statistics which included Chi Square. The study revealed that the head teacher's leadership style has a great role to play on teacher motivation. A significant positive correlation was found between leadership styles and teacher motivation. The research concluded that leadership styles are determinant factors for teacher motivation. It is evident that transformative and democratic leadership style positively influenced teachers' motivation and was also considered to be the best in promoting teachers' good results. The findings showed that primary school teachers led by head teachers who practiced authoritarian and laissez-faire styles of leadership are de-motivated to a large extent. Therefore, it is recommended that head teachers should familiarize themselves with various leadership styles and their effectiveness in different situations. The study established that all public primary schools in Ngong Zone will require improved way of appreciation. This will increase their motivation and eventually performance. This implies that the head teachers should establish a good working relationship with the teachers. This is by making sure the avenues or effective communication are available and can be utilized. The study recommended that future studies should examine the impact of head teachers' leadership styles on teachers' effectiveness, pupils' attitudes and general climate of the school; the influence of teachers' motivation on pupils' performance in public primary schools.

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ABBREVIATIONS AND ACRONYMS

CC	County Commissioner
CDE	County Director of Education
GDP	Gross Domestic Product
KEMI	Kenya Education Management Institute
KNUT	Kenya National Union of Teachers
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
TSC	Teachers Service Commission
NACOSTI	National Council of Science Technology and Innovation
SPSS	Statistical Package for Social Science
SCC	Sub County Commissioner
SCDE	Sub County Director of Education

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is the key to a better future for the Kenyan children and the country at large. It prepares them to take positions in various industries as well as equipping them to develop their entrepreneurial skills and build new industries in accordance with Vision 2030 (Chowdhry, 2012). This will help improve the country's total GDP and help in the transformation of Kenya to meet its economic goals. The education of a country is viewed as a major factor that contributes to the economic and social development.

An article by Siringi (2010) states that education took up the lion's share of the budget with Kshs. 170 billion from the total budget of 997 billion. Salary increments for teachers and university lecturers combined with allocation for free learning have caused a big rise in the education sector's budget. The sector comprises of basic and higher education. The amount is the highest presented to the Parliament by the then Finance Minister Uhuru Kenyatta.

Since the government spends a substantial amount of money in education, it is therefore upon the primary school head teachers to make sure that the schools they lead achieve the required standards. A leader's behavior or style is of paramount importance in a school. Torrington and Weightman (1989) observed that the leadership style can promote a sense of purpose and mission, with effort contributed willingly to this end; staff often feel valued personally and feel secure as they look up to the leader. Leadership seems

particularly appropriate at the two extremes of experience; in a very stable environment and in a very turbulent, life-threatening environment. In stable times a leader can make control more acceptable by being a communicator and can humanize the structures and procedures. In turbulent times, such as amalgamation, losing the sixth form or poor progress report, a strong leader can embody what needs to be done and so help in the business of creating the new purpose.

Farrant (2004) postulates that teachers are the main resource in a school and so it is vital that head teachers should create an environment in which they willingly give of their best. For this, the head needs to show his/her staff that they matter and therefore, he/she should keep them well informed of all that is going on in the school. He/she should use them as much as possible in formulation of policies. Prasad (2012) conducted a study in the government high schools of Lalitpur District, Nepal which revealed that the head teacher's leadership style has a great role to play on teachers' motivation. Many factors were found to have an important impact on the leadership style and their impact in turn on teacher motivation. A significant positive correlation was found between leadership styles and motivation. The research concluded that leadership styles are determinant factors for teachers' motivation.

Another study conducted in Bushenyi District Uganda on leadership styles of head teachers and teachers' performance Bwiruka (2009) revealed that pseudo democratic and autocratic leadership style existed in Bushenyi schools and was affecting service delivery. It was also found that a transactional, democratic and middle of the road leadership style positively

influenced teachers' observance of their professional code of conduct and was also considered to be the best in promoting teacher's good results, due to it being good for building morale, team spirit, creating of confidence plus setting goals. It was therefore concluded that the existence of a pseudo democratic and autocratic leadership style led to low service delivery in schools. When a democratic and all-inclusive leadership style is practiced in schools it improves teacher's professional conduct due to its ability to create a self-motivated concept among staff. A democratic style was preferred by teachers and when applied in schools it led to positive academic performance.

The study carried out in Embu North District, Kenya by Nthuni (2012) showed that pre-school teachers led by head teachers who practiced authoritarian and laissez-faire styles of leadership are de-motivated to a large extent based on leadership factors singled out by the researcher. Where democratic and transformational leadership styles are practiced, the teachers are highly motivated and inspired.

1.2 Statement of the Problem

Head teachers play an important role in a school. Wanjumbi (2008) notes that in order to maximize performance there is a need to employ methods of enabling staff to get motivated to the extent of not only achieving successful performance but ultimately value performance. The head teachers' leadership style can influence teachers' motivation either negatively or positively.

The Teacher Service Commission (TSC) has done its best in responding to the grievances of teachers as advocated by the Kenya National Union of Teachers (KNUT). The grievances raised by the teachers were low salaries and

promotion (Kaimenyi, 2013). This is a clear indication that teachers' levels of motivation are not always boosted by monetary rewards. There could be other factors that influence motivation level of teachers.

Munyuirira (2011) the then D.E.O Kajiado North District noted that in Ngong Zone, Kajiado North there are challenges and issues that militate against quality grades/marks at both KCPE and KCSE levels. He listed the challenges as laissez – faire attitude, headship style, management of resources (personnel and material) including time and many others. He further indicated that Ngong Zone had the highest number of applications for transfers as compared to other zones in the sub-county. This has prompted the researcher to investigate if the head teachers' leadership styles do have influence on motivation levels of teachers in Ngong Zone.

Many studies have been done on leadership styles and motivation internationally, regionally and even locally but little has been done specifically in Ngong Zone. This is why the study set out to carry out an investigation of influence of head teachers' leadership styles on motivation levels of teachers in Ngong Zone, Kajiado North District.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of public primary school head teachers' leadership styles on teachers' motivational level in Ngong Zone, Kajiado County, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives:

- i. To establish how democratic leadership style influences motivation of public primary school teachers in Ngong Zone.
- ii. To find out if laissez – faire leadership style influences motivation of public primary school teachers in Ngong Zone.
- iii. To determine the extent to which transformational leadership style influences motivation of public primary school teachers in Ngong Zone.
- iv. To establish how autocratic leadership style influences motivation of public primary school teachers in Ngong Zone.

1.5 Research questions

- i. How does democratic leadership style influence motivation of teachers?
- ii. In what ways does laissez – faire leadership style influence motivation of teachers
- iii. How does transformational leadership style influence motivation of teachers?
- iv. How does autocratic leadership style influence motivation of teachers?

1.6 Significance of the study

The study may be useful to teachers' training colleges and universities in imparting leadership skills to future head teachers. Future head teachers may enter the teaching profession better equipped with skills that could lead to effective enhancement of leadership in schools. The head teachers may also benefit from the findings in that they may use the information and suggestions given by the respondents on how to motivate teachers. The findings may also

be of significance to institutions like Kenya Education Management Institute (KEMI) which trains head teachers on educational administration and management. As a result, future head teachers may be equipped with skills that could lead to effective leadership style that may motivate teachers. The findings of this study may be beneficial to Teachers Service Commission (TSC) and Ministry of Education Science and Technology (MOEST) in that they may know ways in which head teacher's leadership styles influence motivation of teachers. The research findings could also be significant to District Education Officer (DEO) and other county officials. They could use the information during their meetings with head teachers on examination analysis and other educational issues.

1.7 Limitation of the study

Head teachers were required to give views on their own leadership styles and thus affected their objectivity. The teachers were likely to be biased depending on their relationships with head teachers. To avoid these participants were asked not to indicate their names to ensure confidentiality.

1.8 Delimitation of the study

The study covered public primary schools, since private primary schools operate under different management guidelines while public primary schools' management guidelines are given by MOE (Ministry of Education). The study involved teachers and head teachers only. Parents, pupils and other stakeholders were not included since the study focused on influence of head teachers' leadership styles on motivation of teachers not of parents, pupils and other stakeholders. The instruments which were used in collecting data were

the questionnaire which required respondents who are able to read and write independently. Pupils and parents required explaining which would have been difficult and time consuming and thus were left out in the study.

1.9 Basic assumptions of the study

The study was based on the following assumptions that:

- i. Leadership styles influence motivational levels of teachers
- ii. The respondents would give honest responses to the questionnaire.

1.10 Definition of significant terms

Autocratic leadership style is a type of leadership where the leader gives orders and the subordinates must follow them.

Democratic leadership style is where a head teacher consults and discusses with all the teachers before policies are implemented.

Head teacher is a person who is appointed by T.S.C to head a public primary school.

Laissez – faire leadership style is a type of a leadership in which the leader leaves a group to do what they want and how they want also called free reign.

Leader is a person who directs and controls the group so that the purpose of a group is achieved.

Leadership is the ability of a person to influence the thoughts and behavior of others.

Leadership styles refer to the underlying need structures of the head teachers that determine their behavior in various leadership situations.

Morale refers to the amount of confidence, enthusiasm, determination a person or group has at a particular time.

Motivation refers to the driving force within individuals by which they attempt to achieve some goal in order to fulfill some needs.

Public primary school is a government institution which is also financed by the government.

Transformational leadership style refers to the leadership style in which the leader inspires teachers beyond their own interests.

1.11 Organization of the study

The study is organized into five chapters. Chapter one constitutes the introduction. This consist of the background to the problem; statement of the problem; purpose of the study; objectives of the study; research questions; significance of the study; limitations of the study; delimitations of the study; basic assumptions of the study; definitions of significant terms and finally organizations of the study. Chapter two consists of the literature review. This is divided into general overview of leadership and motivation; leadership styles; democratic leadership style; autocratic leadership style; laissez – faire leadership style; transformational leadership style and their influence on motivation of teachers; summary of literature review; motivation theory and conceptual framework of the study.

Chapter three covers the research methodology. This is divided into research design; target population; sample and sampling procedures; the research instrument; pretesting research instrument, data collection procedures and data analysis techniques. Chapter four comprises of the analysis and

discussion of the findings. Chapter five includes introduction, summary of findings, conclusions; recommendations; and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section of the literature review consists of leadership in general overview of leadership, leadership styles, democratic leadership style, autocratic leadership style, laissez-faire leadership style; transformational leadership style and their influence on motivation of teachers', summary of literature review, theoretical framework and the conceptual framework of the study.

2.2 General concept of leadership styles and motivation

Leadership has been defined by many authors. According to Koontz and Wehrich (2011) leadership is defined as influence, which is the art or process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals. Harry Truman (1958), former American president, said that leadership is the ability to get men (women) to do what they don't like to do and like it.

People should be encouraged to develop not only willingness to work but also willingness to work with zeal and confidence. Zeal is ardor, earnestness and intensity in the execution of work; confidence reflects experience and technical ability (Koontz & Wehrich, 2011). Leaders act to help a group attain maximum objectives through maximum application of its capabilities. Koontz and Wehrich further suggest that leaders do not stand behind a group to push and prod; they place themselves before the group as

they facilitate progress and inspire the group to accomplish organizational goals.

Motivation on the other hand is concerned with the strength and direction of the behavior and the factors that influence people to behave in certain ways. The term motivation according to Armstrong (2009) can refer variously to the goals individuals have, the ways in which individuals choose the goals and the ways in which others try to change their behavior. Khanka (2010) sees motivation as the result of the process internal or external to the individual that arouse enthusiasm and persistence to pursue a certain course of action. Teacher motivation depends critically on effective management at school level where the importance of teacher's work and competence in performing it are critically influenced by the quality of both internal and external factors.

2.3 Autocratic leadership style and teacher motivation

This style is similar to dictatorial leadership style which involves forcing or threatening employees (Nzuve, 1999). The authoritarian (autocratic) leader holds all authority and responsibility in an organization with communication exclusively moving from top to bottom. A head teacher, who ascribes to this kind of leadership sets goals for the school, tells teachers what to do, how and when to do it. The head teacher who applies this kind of leadership has no confidence in his/her staff and also communication is one way. Mbiti (2007) notes that autocratic style involves issuing detailed instructions and close supervision of subordinate's work. Relationships between leaders and subordinates are highly formal and sanctions are imposed

if subordinates underperform. No initiatives from subordinates. Huka (2003) concurs when he argues that autocrat style limits the workers' initiatives and leads to demotivation and lack of morale which then results in professional burnout and low performance. However, it is a good style where workers are new or untrained and do not know the tasks or procedures on performing the tasks.

Muchina (2009) found out that out of 100 teachers 16 teachers saw their principal as an authoritarian. Among the 16 teachers 9 were de-motivated, 5 were motivated while 2 were highly de-motivated. This shows that teachers working under an autocrat have low levels of job motivation. Nakola (2011) in his study found that 30% of the head teachers practiced autocratic leadership style.

2.4 Laissez-faire (free- rein) style and teacher motivation

In laissez-faire type of leadership, the leader waives responsibility and allows subordinates to work as they choose with minimum interference (Nzuve, 1999). According to Nzuve employees are given the authority to make a decision or determine a course of action. Communication flows horizontally among group members. Okumbe (1998) describes laissez – faire leadership style as a kind of leadership which encourages no rules in an organization. The leader is a symbol, since there is no hierarchy of authority and the primary role of the leader is supply materials needed by the group. Advantages of this style are that decisions are easily accepted and consensus reached and that subordinates provide their own motivation while the

disadvantage is that there is no control thus chaos and conflict arise. McDonald (2003) in (Nthuni 2012) in his study of laissez- faire leadership style found that this style is associated with the highest rates of truancy and delinquency and with the lowest modification in performance which leads to unproductive attitudes and disempowerment of subordinates. Nthuni(2012)observed that the leader who embraces laissez-faire style does not bother to take care of the needs of his/her teachers since he/she totally avoids discharging his/her responsibility, resulting in teachers being gross demotivated. This type of leadership style is unhealthy in primary school set up where a lot of monitored supervision is required.

2.5 Transformational (charismatic) leadership style and teacher motivation

Charismatic leaders emphasize interpersonal relationship at work by arousing followers' enthusiasm, excitement, emotional, involvement and commitment to the group's objectives. These leaders also elicit admiration and affection in followers (Rohmann, 2004) in (Akinyi, 2012). Eliciting these feelings in teachers can lead to motivation leading to improved job performance. Miskel (2005) noted that leaders who possess the following characteristics will motivate teachers' self-confidence, stress tolerance, emotional maturity, personal drive, power need, achievement oriented and high expectations for success. Okumbe (1999) observed that transformational leadership style manifests the following characteristics of traits, the leader inspires teachers beyond their own self-interest, the leader has an extraordinary effect of followers, the leader has magnetic personality which

captures his followers through belief in his mystical, magical divine or simply extra ordinary powers, people have high confidence, dominance, and strong convictions in the leaders' beliefs.

Bass and Riggio (2006) assert that transformational leadership must address the follower's sense of self-worth to engage the followers in transformational commitment and involvement in the effort at hand. An individually considerate leader will delegate tasks as means of developing followers. Delegated tasks are monitored to determine whether followers need additional direction or support and to assess progress. However, the followers do not feel they are being checked or monitored (Bass and Riggio, 2006). Newmann (2000) observed that teachers working under transformational head teachers truly feel responsible for their actions, having the ability to make decisions to influence environmental circumstances in their favor. Lumumba (2011) found out that there was a positive and significant association between transformation leadership and job satisfaction (measured by extra effort, effectiveness and satisfaction with the leadership).

2.6 Democratic leadership style and teacher motivation

A democratic leadership style is where a leader obtains ideas and opinions from working (Nzuve, 2007). He further points out that the leader gives a chance to subordinates to express their feelings about how things should be done. Nzuve (2007) concurs with Okumbe (1999) when he says that democratic leadership is where the leader makes decisions through consultative forums. He also asserts that, where democratic leadership

prevails, there is enhanced affection and positive sentiments among the teachers. There is also more trust amongst the teachers because they share a common belief. D'Souza (2006) notes that democratic leadership styles are generally concerned with maintaining group effectiveness as with completing the task. He emphasizes that this style of leadership encourages members in their groups to express their ideas and feeling freely because they belief such climate leads to greater creativity and commitments. Okumbe (1999) maintains that democratic leaders view coaching as an essential part of their leadership activities and they therefore empower their staff to improve their competencies.

Muchina (2009) found out that out of 100 teachers under head-teachers who practiced democratic leadership style 35 were de-motivated, 54 were motivated, while 11 were highly motivated. He concluded that most of those working under head-teachers who practiced democratic leadership styles had high job motivation levels.

Nakola (2011) found that the principals perceived themselves as very democratic with rated means of 4.24 while teachers perceived them as just democratic with a mean of 3.43. He found out that the most prevalent style being used is democratic with 46.67% of the teachers. The finding also revealed that head teachers who were perceived to be exhibiting democratic style had a considerably high motivated staff (87%) than the other styles. Nakola concluded that the motivation level of teachers in Narok North depended on the variables of involvement in decision making which rated

(87%) as extremely likely to influence their level of motivation and take full discipline was the lowest rated (25%) to influence motivation.

2.7 Summary of reviewed literature

From the above reviewed literature, it is evident that most of the studies were done in secondary schools but a few were done in primary schools. Thus there is need to conduct such a study in a primary school to see if the same findings will be reached. The reviewed literature has also revealed that all the studies have been done outside Kajiado County hence there is an urgent need to conduct such a study in Ngong Zone in Kajiado County.

In the reviewed literature there also is no single study that was shown with 100% certainty the best leadership style. The study strived to investigate the school with the highest or lowest level of teacher motivation and whether this has a linkage with the head teachers' leadership style in that school.

2.8 Theoretical framework

A theory is a reasoned statement or group of statements which are supported by evidence, meant to explain phenomenon (Kombo & Tromp, 2006). This study was guided by Herzberg's two factor theory. The theory is also known as motivation hygiene theory or dual theory. Armstrong (2008) says that the two factor model of satisfiers and dis-satisfiers was developed by Herzberg et al (1957) following an investigation into sources of job satisfaction and dissatisfaction of accountants and engineers.

Hygiene factors are the job factors that create dissatisfaction and emanate from the extrinsic job context such as salary, work conditions,

supervision, interpersonal relationships, job security, and company policy and administration (Cole, 2002) Herzberg's theory suggests that having all the hygiene factors produced either dissatisfaction or a nil response (Cole 2002). On the other hand, Cole asserts that motivators appeared to produce motivated behavior.

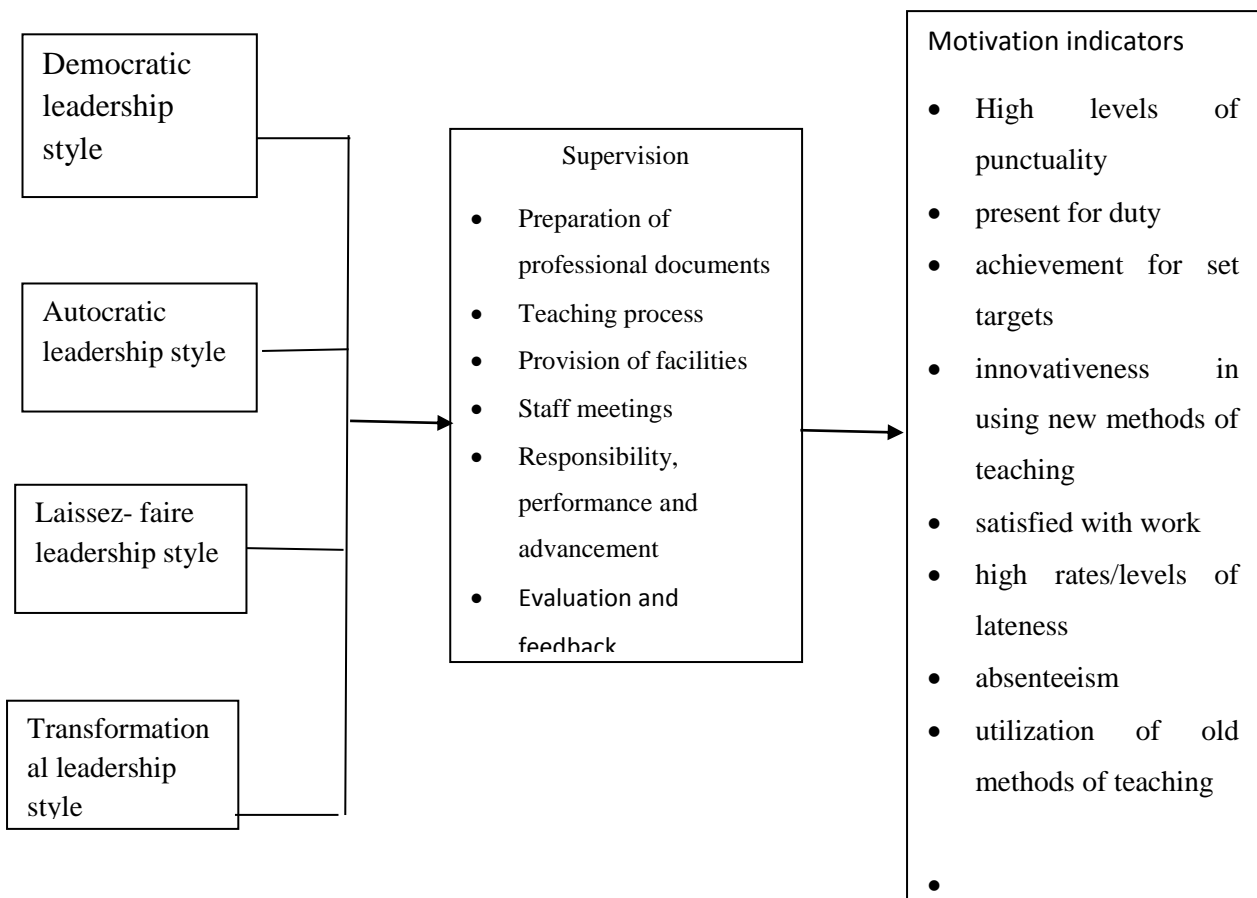
Herzberg's theory is directly applicable to the study on the role played by head teachers' leadership on motivation of primary school teachers in Ngong Zone. This was because the study established how head teachers with different leadership styles satisfy the hygiene aspects of motivational needs of teachers. This is because head teachers' leadership styles are external to the teacher and so they are the hygiene factors.

2.9 Conceptual framework

According to Orodho (2004) a conceptual framework is a model of presentation where a researcher conceptualizes or represents the relationship between variables in the study and shows it diagrammatically. It is a hypothesized model identifying the concepts under study and their relationship. The purpose is to help the reader to quickly see the proposed relationship. The researcher puts the conceptual mode to the test in order to establish the significance of the proposed relationship. The figure below shows the head teachers' leadership style as the independent variable and the teachers' motivation as the dependent variable.

Figure 2.1: Conceptual framework

The conceptual framework of the influence of leadership styles on teacher's motivation level in Ngong Zone, Kajiado North District.



The head teacher has direct influenced on teachers. The leadership style that teachers favor stimulated teachers towards attainment of goals. As the teachers interact with the head teachers the result of the interaction showed the effectiveness of the style.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section deals with the method used in carrying out the study on effects of leadership styles on motivational levels of teachers in public primary schools in Ngong Zone, Kajiado North District. The subheadings under these topics are: research design, procedures, research instruments, reliability and validity, data collection procedure and data analysis plan.

3.2 Research design

This study employed a descriptive survey design. Descriptive survey design is used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret further for the purpose of clarification (Orodho, 2003). Descriptive survey design can be used when collecting information by interviewing or administering questionnaire to a sample of individuals who are a representative of a population. Best and Kahn (2011) note that descriptive research seeks to find answers to questions through analysis of variable relationships. It can be used when collecting information about people attitude, opinion, habits and any of the varieties of the educational and social issues (Orodho and Kombo, 2002). This design was suitable because the study involved a field survey whose purpose was to investigate influence of head-teacher's leadership styles on motivation of teachers in public primary schools. It is also a sure way to establish cause-effect relationships (Oso & Onen, 2009).

3.3 The target population

Borg and Gall (1989) define target population as all the members of a real or hypothetical set of people, events or objects to which the researcher wishes to generalize the results of the research. The target population of this study was all public primary schools in Ngong zone. Therefore, all the head teachers and teachers in the zone formed the target population of the study. In Ngong zone there are 9 public primary schools and 141 teachers.

3.4 Sample size and sampling techniques

In Ngong zone there are 9 head teachers and 141 teachers according to T.S.C unit Kajiado North District. There was no sample selection of schools and head teachers. The whole population was used since the target population was small. Kothari (2006) asserts that when the universe is small the whole population is sampled. There being 141 teachers according to Krejeie and Morgan (1970) when the universe is 141, 103 were sampled. To get the 103 teachers from the public primary schools a simple random technique was employed.

3.5 Research instruments

Orodho (2003) notes that questionnaire is more efficient in collecting data because it requires less time, is less expensive and allows collection of data information from a large population. The researcher sought help from the supervisors in the formulation of questionnaire. Questionnaire was formulated as the main data collecting tool. The researcher constructed two sets of questionnaire. One set to collect data from the head teachers and the other set

for teachers. Both questionnaires were divided into three sections that is A, B and C. A gathered data on demographic issues of both head teachers and teachers, B on teacher motivation survey and section C open ended seeking views from both head teachers and teachers on leadership style and motivation. The study was in favor of using questionnaire because it can be administered easily to a large sample and that it can be analyzed easily particularly the close ended questions. The questionnaire also assured respondents of confidentiality in that they did not need to write their names or that of their institutions. This method was also suitable in that the information needed could be easily described in writing (Oso and Owen, 2009).

3.6 Instrument validity

According to Borg and Gall (2007) content validity of an instrument provides adequate coverage of the topic. Content validity was improved through expert judgment. The researcher sought expert advice and assistance from the supervisors to help improve content validity of the instruments.

A pilot study was carried out in one of the primary schools out of Ngong Zone to pretest the instruments, in order to confirm if they measure accurately the variables they are intended to measure. The participants were given one week break and then the questionnaires were administered again and the results analyzed. The results were used for correcting the instruments for accuracy and consistency

3.7 Instrument reliability

According to Mugenda and Mugenda (2003) reliability is a measure of the degree to which a research instrument yields consistent results. Kumar (2005) further states that if a research tool is consistent and stable and hence predictable and accurate, it is said to be reliable. An instrument is reliable when it can measure a variable accurately and consistently and obtain the same result under the same condition over a period of time. To measure reliability, the researcher undertook a split halves scores on the odd-numbered item then correlated with the scores on the even numbered items (Best and Kahn, 2011). To test reliability a pilot study in one primary school out of Ngong Zone in which the instrument was split into all odd numbered items in one sub-test and all even-numbered items in another sub-test. The scores of all even-numbered and odd-numbered items of the respondents in the pilot study were computed separately. The results from both the even-numbered and odd-numbered items were correlated using the Pearson Product Moment Correlation Co-efficient where a coefficient of 0.8 was realized whereby it was within the threshold of the recommended coefficient according to Mugenda and Mugenda (2004). Formula given below

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Where: $\sum xy$ = Sum of the cross products of the values for each variable

$(\sum x) (\sum y)$ =Product of the sum of x and the sum of y

N=Number of pairs of score

According to Mugenda and Mugenda (2003) a coefficient of 0.70 or more show that there is high reliability of data. The study yielded a correlational coefficient of 0.8. The correlation (r) obtained by the researcher was used to calculate the whole test reliability using the Spearman Brown prophesy formula ($2r/1+r$). From the results the reliability of instruments was established and the suitability of the study.

3.8 Data collection procedure

The researcher sought for a permit from the National Council of Science Technology and Innovation (NACOSTI) before embarking on the study. The researcher then visited the County Commissioner (C.C) and the County Director of Education (C.D.E) Kajiado County after obtaining the relevant authorization. The researcher visited the sub county offices, community stakeholders and Sub County Director of Education (C.D.E) for authorization letters. The researcher then visited the head teachers of the selected schools to administer the questionnaire. The researcher later collected the filled questionnaire from the respondents.

3.9 Data analysis techniques

Both qualitative and quantitative data analysis were used. Mile and Huberman (1994) state that, qualitative data focus on naturally occurring ordinary events in natural settings so that we have a strong handle on what real life is like. They further state that qualitative data is organized through organizing responses in themes as per the objectives of the study. The data was organized according to major themes related to leadership styles and

motivation of teachers. Quantitative data collected was tabulated and analyzed using percentages and frequencies. Responses were analyzed and reported using simple statistic such as frequencies and percentages. Computer software Statistical Package for Social Science (SPSS) was used to provide descriptive statistics to answer the research questions.

3.10 Ethical considerations

Berg (2005) highlights ethical concerns that ought to be adhered to before embarking on research. The same principles were adhered to by this study. The principles were to get consent from all respondents before handing over the questionnaire. The identity of people from whom information was obtained in the course of the study was kept strictly confidential. The nature and the purpose of the research was explained to the respondents by the researcher. The participants were assured of anonymity; and their ability to withdraw from the study at will, was assured.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the findings of the study. For clarity and chronology, it is arranged according to the four research questions that the study sought to answer. In the first section, however, background information about the respondents is presented, because it might be pertinent in interpreting the data that they provided. Thus, the chapter is divided into three subsections namely, introduction, background information about the respondents and the research questions that the study sought to answer.

4.2 Questionnaire return rate

The questionnaires were administered in person to the respondents. Out of the 113 questionnaires administered, 91 were successfully filled and returned. This gave a response rates as indicated in Table 4.1;

Table 4.1

Questionnaire return rate

Respondent	Sampled	Returned	Achieved
Categories	Respondents	Questionnaires	Return Rate
			(%)
Head Teachers	9	8	88.9
Teachers	104	83	79.8
Total	113	91	84.5

The above information shows that the total return rate was 84.5% affirming the fact that the questionnaire return rate was sufficient and above 75% of the acceptable levels to enable generalization of the results to the target population (Kothari, 2005).

4.3 Demographic information

The research instruments solicited background information on demographic details of the respondents the head teachers and teachers. These included gender, age, level of academic qualification, professional qualification and experience which was imperative to confirm whether the research reached the targeted audience and whether or not the research captured the information it effectively sought.

4.3.1 Gender of the respondents

The study sought to establish how the sample population was distributed by gender.

Table 4.2

Distribution of the respondents by gender

Gender	Head teachers		Teachers	
	n	%	n	%
Male	6	75	22	26.5
Female	2	25	61	73.5
Total	8	100	83	100

The data on the Table 4.2 above indicates that the majority (75%) of the principals were male with a fair proportion (25%) being female. Majority (73.5%) of teachers were female whereas male primary school teachers constituted a fair (26.5%) proportion. These results affirmed the fact that there was gender disparity at all levels of the study.

4.3.2 Distribution of respondents by age

The questionnaires elicited information on the ages of head teachers and teachers. It has been shown in various social science disciplines that opinions on a vast number of topics can differ between different age groups.

Table 4.3

Age of respondents

Age	Head Teachers		Teachers	
	n	%	N	%
Below 25 Years	0	0	1	0
26-30 Years	0	0	5	6.0
31-35 Years	0	0	2	2.0
36-40 Years	0	0	18	21.6
41-45 Years	2	25.0	22	26.5
46-50 Years	3	37.5	27	32.5
51 And Above	3	37.5	8	9.6
Total	8	100	83	100

These findings reveal that that majority of the head teachers belonged to the age bracket of between 46- 50 years as well as over 50 years as compared to

other age brackets of between 30-40 years, the average age of head teachers was found to be 47 years. However, majority of the teachers belonged to the age bracket of between 46-50 years. The average age of the teachers in the study was 38 years. These findings imply that most of head teachers were of maturity age, perhaps since they are appointed after serving in teaching fraternity for a period of time while most teachers can be described as relatively young either from colleges or having served in the current station for a relatively short time.

4.3.3 Distribution of respondents by level of education

The questionnaires also elicited information on respondents' level of education since this variable could influence their ability to supply credible information about the research objectives. The results were as indicated in Table 4.4

Table 4.4

Distribution of respondents by level of education

Qualification	Head Teachers		Teachers	
	N	%	N	%
P1	0	0	20	24.0
Diploma	6	75.0	28	33.7
Bachelors:B.E.D	1	12.5	23	27.7
Postgraduate:M.E.D	1	12.5	8	9.6
ATS			4	4.8
Total	8	100	83	100

The data shown on Table 4.4 indicates that the majority 75.0% of the head teachers had diploma qualifications while the rest 25.0% possessed bachelor or Post Graduate qualification. Concerning teachers most of them 33.7% possessed a diploma and least had post graduate. This information reveals that both head teachers and teachers in Kajiado North have pre-requisite education qualifications to serve in their respective position and could be relied upon to competently enrich the current research.

4.3.4 Head teachers, teaching and leadership experience

Information was also collected about head teachers' teaching and leadership experience and the results were as indicated in Table 4.5;

Table 4.5

Distribution of head teachers teaching and leadership experience

Duration of teaching and leadership experience	Frequency	Percentage %
1-5 years	3	37.5
6-10 years	3	37.5
11-15 years	1	12.5
Over 16 years	1	12.5
Total	8	100

These results show that most 37.5% of the sampled head teachers had teaching and leadership experience of either 1-5 years or 6-10 years. A fair proportion 12.5% had teaching and leadership experience between 11-15 years and over

16 years in teaching and leadership experience. These findings reinforce the expectation that information that head teachers are mostly promoted from the same school or having served as either deputy head teachers for a long time which indicates that their contribution to the research was considered as authoritative since plausible reasoning is expected from head teachers with such wealth of experience.

4.3.5 Teaching experience

Information was also collected about teachers' teaching experience because those who have taught in their current school for a much longer time are able to give a correct judgment concerning head teachers' leadership styles and how they influence their motivation and. The results were as indicated in Table 4.6;

Table 4.6

Distribution of teachers by teaching experience

Duration of Teaching Experience	Frequency	Percentage %
Below one years	2	2.4
2-5 years	21	25.3
6-10 years	25	30.1
11-15 years	14	16.8
Over 16 years	21	25.3
Total	83	100

These results show that most (30.1%) of the sampled primary school teachers had teaching experience between 6-10 years. Fair proportion (25.3%) had

teaching experience between 2-5 years and 25.3% as well as over 16 years. The average experience of teachers was found to be 8 years. These findings reinforce the earlier findings of age of teachers where by most teachers are fresh graduate or have not stayed in a one station for long time as compared to the head teachers

4.4 Teachers motivation survey

The study sought to establish the extent to which head teachers leadership styles contribute to either motivation or demotivation of teachers through interpersonal relations, working conditions, career advancement, responsibility, administration and supervision. The teacher's statements were weighed using 4 Likert scale where at the highest level was HM= an indicator of highly, M =Motivated, while D indicating =Demotivated and HD is for Highly Demotivated. Data were collected, organized and summarized into specific thoughts and results were as indicated in Table 4.7;

Table 4.7 Extent of Motivation through interpersonal relations and

Question	4	3	2	1
	HM	M	D	HD
	(%)	(%)	(%)	(%)
Interpersonal relations				
The ability of your head teacher to solve conflicts and encourage teamwork in the work place	60.0	20.0	10.0	10.0
The extent to which you hold staff meetings per year	55.0	35.0	5.0	5.0
The extent to which the head teacher interacts socially with individual teachers	50.0	30.0	10.0	10.0
Working Conditions				
The extent to which you are provided with working tools, teaching resources and equipment	3.0	10.0	30.0	57.0
The effectiveness and manner in which the head teachers handle teachers' grievances	5.0	20.0	30.0	45.0
The availability of safety gadgets for your work	15.0	10.0	35.0	40.0
working conditions				

4.4.1 Interpersonal relations and working conditions

Table 4.7 contains findings on Ngong Zone Primary School teachers level of motivation on interpersonal relations and working conditions. The findings on the Table 4.7 on the aspect of teacher's motivation from interpersonal skills of the head teachers the results were interpreted using percentage of respondents or mean which represents the average of the responses per item. Most teachers 60.0% were highly motivated by the head teacher ability to solve conflicts and encourage teamwork in the work place suggesting that they are highly motivated by that aspect, similarly most teachers expressed that they are motivated by the extent to which most head teachers hold staff meetings per year as well as the extent to which the head teacher interacts socially with individual teachers as indicated by 55.0% and 50.0% an indication of high motivation. Similarly in table 4.7 on teacher's motivation from head teachers providing working conditions most teachers expressed level of demotivation for instance most teachers accounting to 57% and 30.0% were either highly demotivated or were demotivated by the extent to which they are provided with working tools, teaching resources and equipment as well as the effectiveness and manner in which the head teachers handles teachers' grievances, and the availability of safety gadgets for their work which is an indicator of being demotivated from the Likert scale.

4.4.2 Motivation by Advancement, Responsibility, administration and Supervision.

The study sought to establish the level of motivation of public primary school teachers on career advancement, responsibility, administration and supervision.

Table 4.8

Extent of motivation on career advancement, responsibility, administration and supervision

Question	4 HM (%)	3 M (%)	2 D (%)	1 HD (%)
Advancement				
The extent to which teachers in your school are recommended for further education and training	7.0	20.0	33.0	40.0
The willingness of the head teacher to assist you to acquire a study leave	10.0	20.0	20.0	50.0
Responsibility				
The extent to which you are held accountable for your related decision	18.9	28.6	26.0	30.0
The personal satisfaction that you derive from your teacher job	20.0	25.0	25.0	30.0
The contentment you experience when your pupils perform well	61.0	20.0	10.0	9.0

Administration and Supervision				
The extent to which you are involved in policy formulation in the school	22.0	28.0	18.6	30.0
The extent to which your head teacher allows you to make independent decisions related to your work	15.0	20.0	25.0	45.0
The procedures used by head teachers in the delegation of special responsibilities to teachers	10.0	15.0	35.0	40.0

The study sought to establish the level of motivation of public primary teachers on career advancement, responsibility, administration and supervision. The teacher's statements were weighed using 4 Likert scale where at the highest level was HM= an indicator of highly motivated metric, M =Motivated, while D indicating =Demotivated and HD is for Highly Demotivated. Data was collected, organized and summarized into specific thoughts and results were as indicated in Table 4.8;

The findings on the table 4.8 show how teachers rate their current level of motivation in career advancement, responsibility, administration and supervision

Concerning the aspect of career advancement most teachers 73.0% were either demotivated or highly demotivated with a mean of 1.33 and being demotivated by the willingness of the head teacher to assist the teachers to acquire a study leave, which may be caused by the unwillingness of the head teachers to assist the teachers to acquire the study leave as indicated by a mean of 1.46.

Concerning teacher's responsibility, similarly it was found that most teachers are highly demotivated by the extent to which they are held accountable for their related decision and the personal satisfaction that they derive from their teacher job as indicated by majority of teachers 56.0% as well as 55.0%, however most teachers accounting to 61.0% with a mean score of 3.58 are highly motivated by the contentment they experience when their pupils perform well. On the aspect of administration and supervision the findings were that teachers find themselves being demotivated by the extent to which they are involved in policy formulation in the school, by extent to which the head teacher allows them to make independent decisions related to their work and the extent to which procedures used by head teachers in the delegation of special responsibilities to teachers as shown by mean of 2.25, 1.73 as well as 1.38 respectively.

4.5 Teachers opinion on head teacher's leadership styles

The study sought information from head teachers regarding the leadership styles that they exhibit in the course of performing administrative duties in the schools.

4.5.1 Opinion of teachers on the type of leadership style that brings about teamwork to the staff

The survey sought the opinion of teachers regarding which leadership style brings about teamwork to the staff the findings were as shown in Fig 4.1

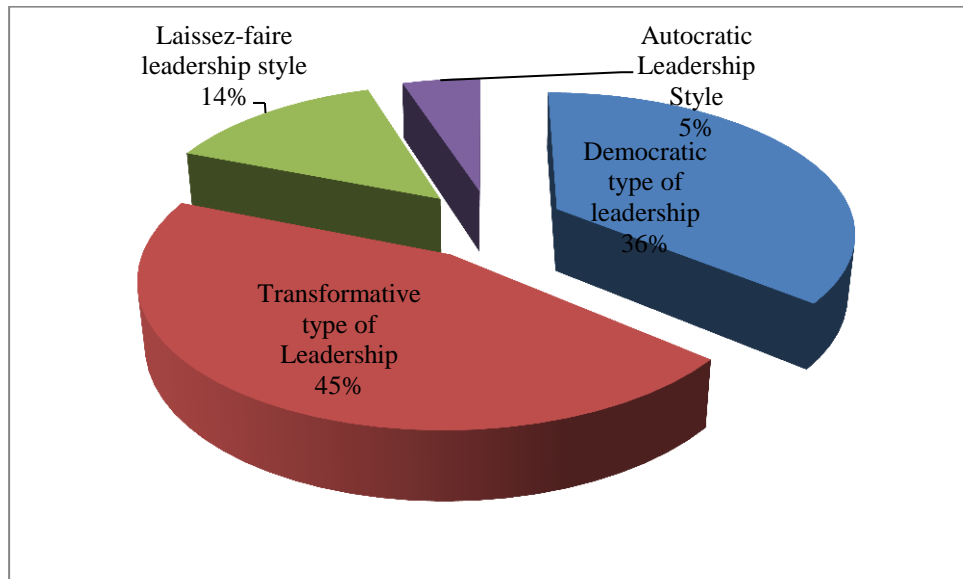


Fig 4.1 Type of leadership style that brings about teamwork to the staff

The findings indicated that most teachers accounting to 45.0% of the sample were of the opinion that transformative leadership style brings about teamwork to the staff, while another 36.0% indicated democratic type of leadership brings teamwork to the staff, 14.0% indicated laissez faire leadership style brings about teamwork to staff and partly 5.0% of staff indicated autocratic leadership style brings about teamwork of staff.

4.5.2 Leadership style exhibited by head teachers during staff meetings

The research sought from teachers to indicate what leadership style head teacher's exhibit during staff meetings, the findings are in Fig 4.2

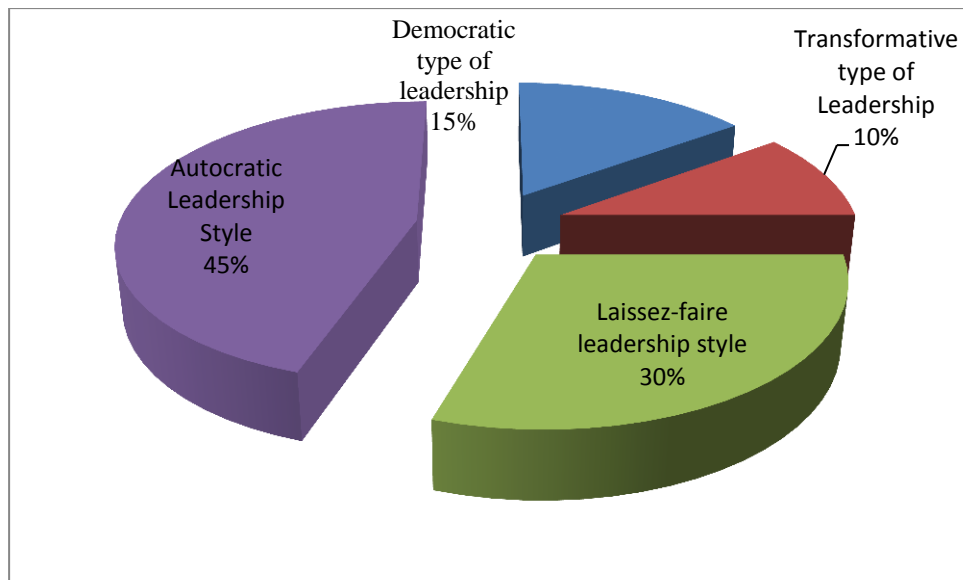


Fig 4.2 Leadership style exhibited by head teachers during staff meetings

The research established that most head teachers exhibit autocratic leadership styles during the staff meeting as indicated by 45.0% of the teachers, followed by 30.0% exhibiting laissez-faire leadership style while the least are the one exhibiting either democratic or transformative leadership styles as indicated by either 15.0% as well as 10.0% of the respondents. The findings found that during staff meetings, head teachers tell the teachers what to do. The teachers are supposed to implement without questioning.

4.5.3 The leadership styles exhibited by head teacher as shown in Fig 4.2 motivate or demotivate the teachers

The study sought from, the teachers to indicate whether the leadership style exhibited by head teachers during staff meetings motivate them.

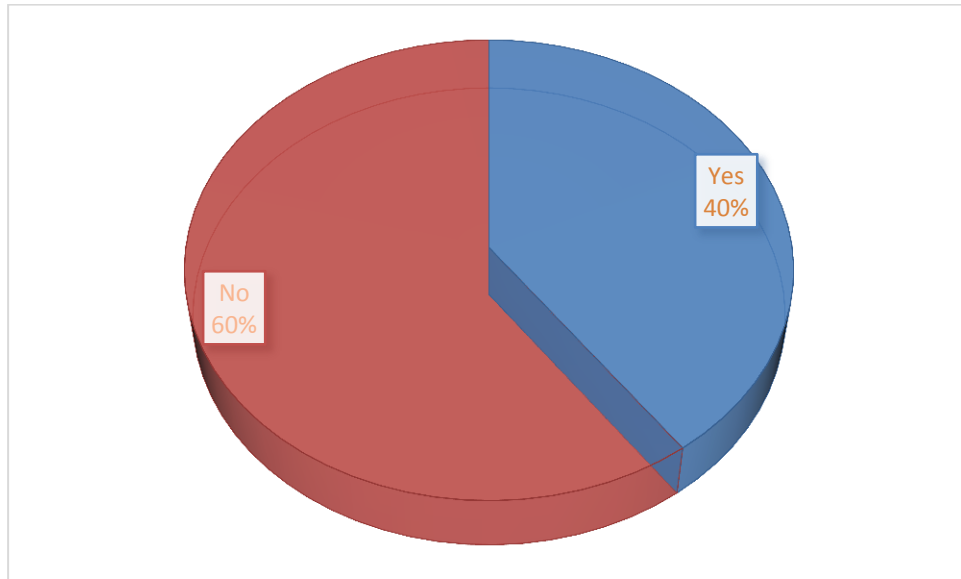


Fig 4.3 The leadership styles exhibited by head teacher as shown in Fig 4.2 motivate the teachers

The findings in Fig 4.3 found that most teachers do not feel motivated by their head teacher's autocratic leadership style when conducting staff meetings as established by 70.0% of the teachers. When asked to suggest leadership style that they would propose most indicated either democratic or transformative leadership style. Teachers do not like autocratic leaders because of the commanding authority, such authority make them loose morale. Head teachers who ascribe to this style tend to make all the policies alone. This does not give room for creativity. Teachers have to implement what the head teachers has passed during the staff meetings.

4.5.4 Leadership style exhibited by head teachers when formulating school policies.

The study sought form teachers to indicate what leadership style head teachers' exhibit when formulating school policies.

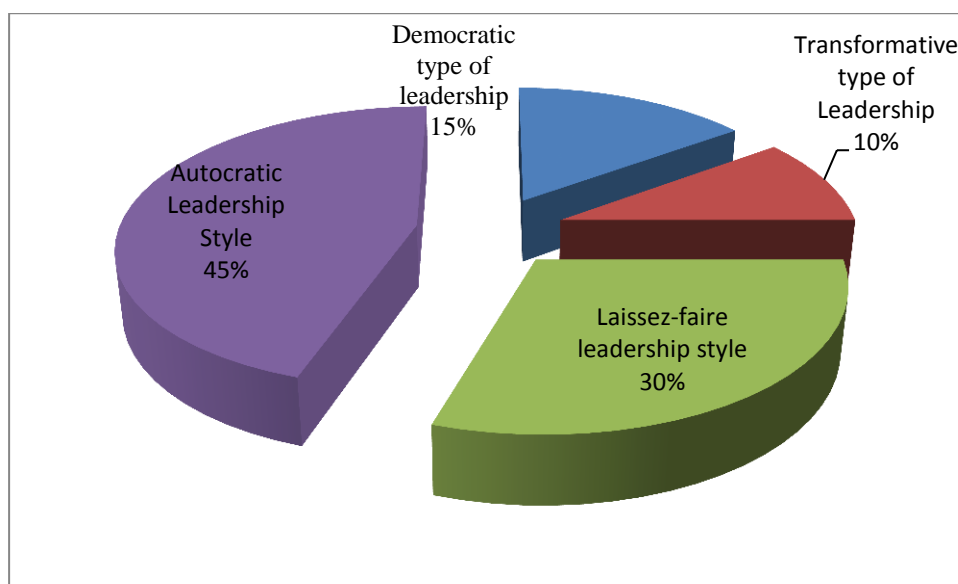


Fig 4.4 Leadership style exhibited by head teachers when formulating school policies

The study established that most head teachers exhibit autocratic leadership styles when formulating schools' policies as indicated by 45.0% of the teachers, followed by 30.0% exhibiting laissez-faire leadership style while the least are the one exhibiting either democratic or transformative leadership styles as indicated by either 15.0% as well as 10.0% of the respondents

4.5.5 The leadership styles exhibited by head teachers when formulating school policies and motivation of teachers.

The findings from Fig 4.3 was found that most teachers do not feel motivated by their head teachers' leadership style when formulating school's policies as established by over 60.0% of the teachers. When asked to suggest leadership style that they would propose most indicated either democratic or transformative leadership style. People tend to implement policies they have participated in formulated. Head teachers should include teachers in policy formulation. Autocratic leadership style is only good when one is leading newly employed teachers who still need a lot of guiding and supervision.

4.5.6 School leadership in the way they appreciate teachers work

The study sought from teachers how their respective school leadership appreciate their work in schools where the findings are in fig 4.5

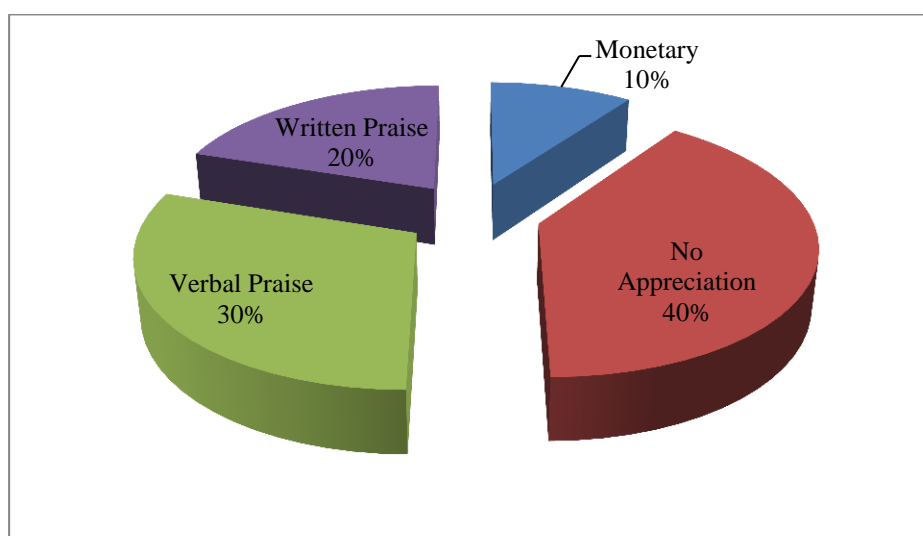


Fig 4.5 School Leadership in the way they appreciate teachers work

From the Fig 4.5 it was established that most teachers accounting to 40.0% of the sample felt that their work is not appreciated by the leadership in schools that they teach, with another 30.0% of the teachers indicating that school leadership appreciate their work through verbal praise, 20.0% indicating that they are appreciated by written praise and partly 10.0% of teachers indicating they receive appreciation for their work through monetary praise. In line with the question, the researcher sought to find out whether the methods used by school leadership to express appreciation for their work leads to motivation where majority 80.0% indicated that the method of appreciation leads to demotivation. Most teachers suggested several ways of appreciation they may recommend to their respective school's leadership as follows, written letter of appreciation, monetary token, trips, allowances and other incentives. These findings are in consistence with Kageha (2007) on the study of staff motivation, who found out that most respondents motivate their staff through provision of better housing at subsidizing rates. They also provided teachers with better meals such as breakfast, tea breaks, lunch and supper through generous sponsorship of parents' teachers' association. This was noted to have given teachers time to teach extra lessons and give personal attention to the students. The report also indicated that teachers were satisfied by being given gifts and presents which included house hold goods and certificates of merits.

4.5.7 Teachers opinion on leadership style that can best promote motivation levels of teachers

The study sought from the teachers to indicate their opinions on leadership style that can best promote motivation.

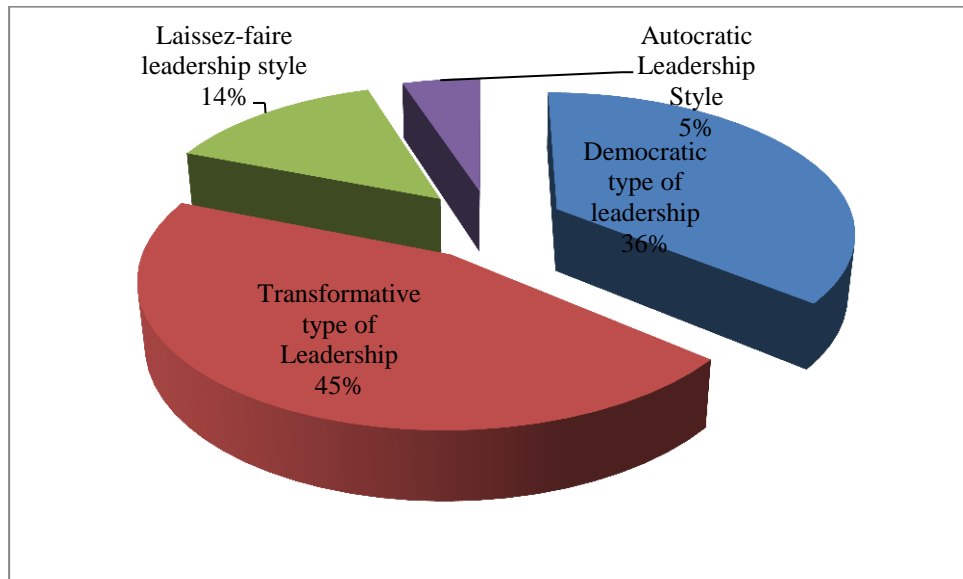


Fig 4.6 Teachers opinion on leadership style that can best promote motivation levels of teachers

The findings indicated that most teachers accounting to 45.0% of the sample were of the opinion that transformative leadership style is the best that can promote motivation levels of teachers, while another suggesting the democratic type of leadership with 36.0% of sample, 14.0% indicated laissez faire leadership and only 10.0 indicated autocratic leadership style.

4.5.8 Factors in the school that lead to low motivation among teachers

The study sought from teachers to indicate factors in their schools that lead to low motivation.

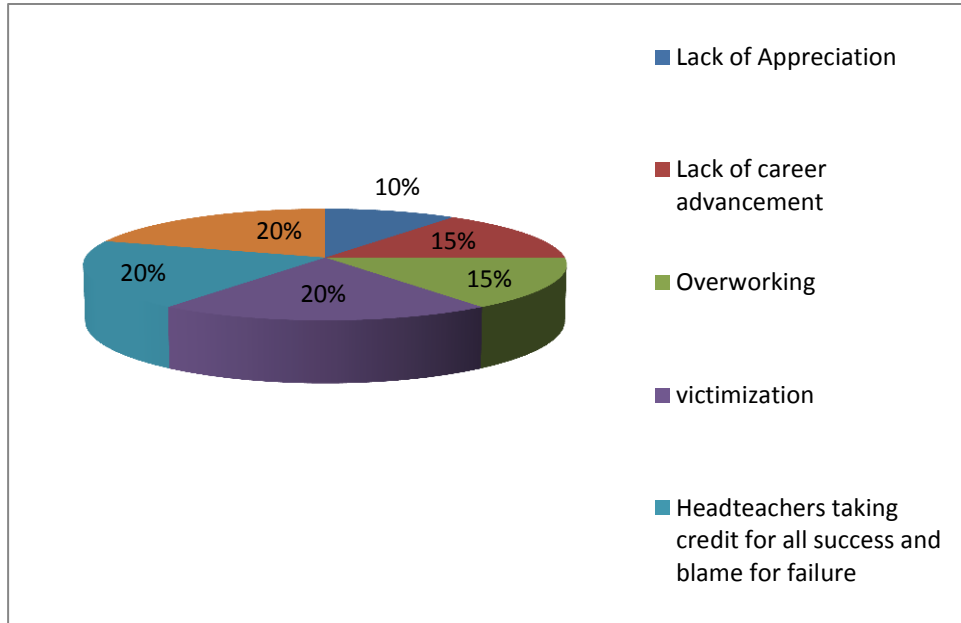


Fig 4.7 Factors in the school that lead to low motivation among teachers

The findings established that there are factors in their schools that lead to low motivation among teachers, several were mentioned, 20.0% victimization, dismissals, head teachers always taking credits for when there is success but transfer blame when there is failure, 15.0% overworking as well as lack of career advancement as well as 10.0% indicating lack of appreciation

4.6 Extent to which head teachers practices democratic leadership style

The teacher's statements were weighed using 5 Likert scale where at the highest level was 5= always, 4= Often, 3=Occasionally, 2=Rarely and 1= Never. Data was collected from public primary school head teachers from

Ngong Zone Kajiado North District, organized and summarized into specific leadership style in Table 4.9;

Table 4.9

Extent to which head teachers practices democratic leadership style

Leadership Statement	Mean	SD
I make decisions through consultative forum	2.231	1.231
I empower staff to improve their competencies	2.091	1.009
I allow teachers to express their feelings about how things should be done	2.220	1.439
I look out for personal welfare for teachers	3.050	1.280
I am friendly and approachable	3.231	0.831
I see to it that the work of staff members is coordinated	3.111	1.200
I get staff approval in important matters before implementing them	3.000	1.456
I Put staff approval in important matters before implementing them	2.091	1.678
I put suggestions made by staff into operation	2.230	1.200

The following were the findings on extent to which head teachers practices democratic leadership style, on whether head teachers make decisions through consultative forum they said rarely, with a Mean of 2.231 and standard deviation of 1.231 , similarly most head-teachers rarely empower staff to improve their competencies with a Mean of 2.231 and standard deviation of 1.231, most head teachers also rarely allow teachers to express their feelings about how things should be done with a Mean of 2.231 and standard deviation of 1.231, most head teachers Occasionally look out for personal welfare for teachers as shown by a mean of 3.050 and a standard deviation of 1.280, most

head teachers are only on occasionally as shown by a mean of 3.231 and a standard deviation of 0.831 as well as rarely friendly and approachable or they see to that the work of staff members is coordinated as shown by a mean of 3.111 and standard deviation of 1.200, most head teachers rarely do they give staff approval in important matters before implementing them

4.6.2 To establish whether democratic leadership style influences motivation of public primary school teachers in Ngong Zone

To verify the possibility of relationship between democratic leadership and motivation of public primary school teachers which is the first objective of the study respondents' views were subjected to cross tabulation with chi square test to test the significance of the relationship and the results are shown in

Table 4.10
Chi square test analysis for views on democratic leadership style and motivation

		Sum of Squares	Df	Mean Square	F
	Between People	558.286	6	93.048	
Within People	Between Items	28681.238	3	14340.619	648.338
	Residual	265.429	6	22.119	
	Total	28946.667	9	2067.619	
Total		29504.952	9	1475.248	

table 4.10.

From the Chi square statistics in Table 4.10, the processed data, which is the population parameters, had a significance level of 5% which shows that the data is ideal for making a conclusion on the population's parameter as the value of significance (p-value of 0.001) is less than 5%, that is, $p\text{-value}=0.001<0.05$ which indicates that the results were found to be a statistical relationship between democratic leadership style and motivation of public primary school teachers.

These results concur with Mang'uu (2010) who found that democratic leadership can produce high quality and quantity work for long periods of time. Many employees like head-teachers trust, hence they receive and respond with cooperation team spirit and high morale. Democratic leaders develop plans to help employees evaluate their own performance, allows employees to establish goals and encourage achievement. The findings also agree with Muchina (2009) who found out that out of 100 teachers under head teachers who practiced democratic leadership style 35 were de-motivated, 54 were motivated, while 11 were highly motivated. It concluded that most of those working under head teachers who practiced democratic leadership styles had high job motivation levels.

The study established that the head teachers' responses on the leadership statements bent towards often and always. This makes them more of laissez-faire leaders with the highest mean being 4.231 and the lowest being 3.900. these findings concur with Nthuni (2012) who observed that the leader who embraces laissez-faire style does not bother to take care of the needs of his/her

teachers since he/she totally avoids discharging his or her responsibilities, resulting in teachers being grossly demotivating.

4.7 Extent to which head teachers practices Laissez-faire leadership style

The head teachers leadership statements were weighed using 5 Likert scale where at the highest level was 5= always, 4= Often, 3=Occasionally, 2=Rarely and 1= Never. Data was collected from public primary school head teachers from Ngong Zone Kajiado North District

Table 4.11

Head teachers practices laissez-faire leadership style

Leadership Statement	Mean	SD
I treat all staff members as equal	4.231	1.203
I do not supervise teachers	4.000	1.100
I allow teachers to make decisions on their own within school	4.200	1.000
I let group members diagnose their own problems	4.082	0.830
I let teachers communicate freely amongst themselves on issues regarding students' performance	4.000	1.010
I delegate responsibilities to the teachers	3.900	0.780
I Work without schedules	4.050	1.200

The findings in Table 4.11 contain statement on the findings on the extent to which head teachers show Laissez-faire leadership style, most head teachers indicated that they treat all staff members as equal as shown by a mean of

4.231 and a standard deviation of 1.203, regarding whether head teachers supervise teachers a mean of 4.000 indicated Occasionally and a standard deviation of 1.100, head teachers allow teachers to make decisions on their own within school a mean of 4.082 and a standard deviation of 0.830 which indicated occasionally, whether head teachers let group members diagnose their own problems a mean of 4.000 and a standard deviation of 1.010, whether head teachers let teachers communicate freely amongst themselves on issues regarding students' performance a mean of 4.000 and a standard deviation of 1.010 which is occasionally, whether head teachers delegate responsibilities to the teachers a mean of 3.900 and a standard deviation of 0.780 and Work without schedules a mean of 4.050 and a standard deviation of 1.200.

The study established that the head teachers' responses on the leadership statements bent towards often and always. This makes them more of laissez-faire leaders with the highest mean being 4.231 and the lowest being 3.900. These findings concur with Nthuni (2012) who observed that the leader who embraces laissez-faire style does not bother to take care of the needs of his/her teachers because he/she totally avoids discharging his/her responsibilities resulting in teachers being grossly demotivated.

4.7.1 To establish whether Laissez-faire leadership style influences motivation of public primary school teachers in Ngong Zone.

To verify the possibility of relationship between Laissez-faire leadership style and motivation of public primary school teachers which is the second objective of the study respondents' views were subjected to Cross Tabulation with Chi Square Test to test the significance of the relationship and the results are shown in Table 4.12.

Table 4.12
Chi test analysis to establish whether laissez-faire leadership style influences motivation

	Sum of Squares	df	Mean Square	F	Sig
Between People	6062.667	5	1212.533		
Between Items	21028.000	2	10514.000	42.682	.080
Within People					
Residual	2463.333	7	246.333		
Total	23491.333	7	1957.611		
Total	29554.000	9	1738.471		

From the CHI statistics in Table 4.12, the processed data, which is the population parameters, had a significance level of 8% which is more than 5%. It also indicates that the results head teachers practicing laissez faire leadership practice do not contribute towards the improvement of motivation of teachers a p-value of $0.080 > 0.05$. The head teachers who employ laissez-faire style tries to give away his/her powers and do not follow up progress.

This style does not motivate teachers. Teachers are motivated when they are afforded opportunities to make decisions. These findings concur with McDonald (2003) in (Nthuni 2012) in his study of Laissez- faire leadership style who found that this style is associated with the highest rates of truancy and delinquency and with the lowest modification in performance which leads to unproductive attitudes and disempowerment of subordinates.

4.8 Head teachers practice of transformational leadership style

The teacher's statements were weighed using 5 Likert scale where at the highest level was 5= always, 4= Often, 3=Occasionally, 2=Rarely and 1= Never.

Table 4.13

Extent to which head teachers practices transformational leadership style

Leadership Statement	Mean	SD
I Mobilize and utilize the potential resources and creativity of members for accomplishing group goals	3.490	1.201
I encourage teachers to be able to make decisions to influence environmental circumstances in their favor	3.000	1.300
I seek new and better ways of improving school performance	3.450	1.102
I make every group member enjoy working with the others in the group	3.500	1.231
I am friendly and approachable	3.780	1.231
I look out for personal welfare for members	3.600	1.200
I am free supportive and have respect for differences	2.900	1.100
I give encouragement, support and appreciation	3.800	1.300
I make all staff members feel at ease when talking to them	3.000	1.209

The findings in Table 4.13 contain statement on the findings on the extent to which head teachers show transformational leadership style most head teachers indicated that only occasionally do they mobilize and utilize the potential resources and creativity of members for accomplishing group goals as shown off by mean of 2.231 and standard deviation of 1.201, the study established that only on occasion encourage teachers to be able to make decisions to influence environmental circumstances in their favor as shown by a mean of 3.000 and standard deviation of 1.300, the study also seek new and better ways of improving school performance, I make every group member enjoy working with the others in the group, I am friendly and approachable as shown by a mean of 3.000 and standard deviation of 1.300, I am friendly and approachable, I give encouragement, support and appreciation, I make all staff members feel at ease when talking to them.

Head-teachers who ascribe to transformational leadership style boost teachers' morale by being friendly and approachable, give encouragement, support and appreciation. With this kind of climate, the teachers are able to work hard towards achieving the set goals of the school because trust their head-teachers.

4.8.1 To establish whether transformational leadership style influences motivation of public primary school teachers in Ngong Zone

To verify the possibility of relationship between transformational leadership style and motivation of public primary school teachers which is the second objective of the study respondents' views were subjected to Cross Tabulation

with Chi Square Test to test the significance of the relationship and the results are shown in Table 4.14

Table 4.14

Chi-square test analysis on transformational leadership style and motivation

	Sum of Squares	df	Mean Square	F	Sig
Between People	138.400	4	34.600		
Within					
Between Items	22803.333	2	11401.667	3040.444	.000
Residual	30.000	8	3.750		
Total	22833.333	10	2283.333		
Total	22971.733	14	1640.838		

From the Chi-square statistics in Table 4.14, the processed data, which is the population parameters, had a significance level of 5% which shows that the data is ideal for making a conclusion that transformational leadership style is significantly related with motivation of teachers as shown by the value of significance (p-value of 0.000=0.001) is less than 5%, that is, p-value=0.001<0.05. Okumbe (1999) observed that transformational leadership style manifests the following characteristics of traits, the leader inspires teachers beyond their own self-interest, the leader has an extra ordinary effect

of followers, the leader has magnetic personality which captures his followers through belief in his mystical, magical divine or simply extra ordinary powers, people have high confidence, dominance, and strong convictions in the leader's beliefs.

The findings agree with Bass and Riggio (2006) who asserted that transformational leadership must address the follower's sense of self-worth to engage the followers in transformational commitment and involvement in the effort at hand. An individually considerate leader will delegate tasks as means of developing followers. Delegated tasks are monitored to determine whether followers need additional direction or support and to assess progress.

However, the followers do not feel they are being checked or monitored (Bass and Riggio, 2006). Lumumba (2011) found out that there was a positive and significant association between transformation leadership and job satisfaction (measured by extra effort, effectiveness and satisfaction with the leadership).

4.9 Extent to which head teachers practices autocratic leadership style

The head-teacher's statements were weighed using 5 Likert scale where at the highest level was 5= always, 4= Often, 3=Occasionally, 2=Rarely and 1= Never. Data was collected from public primary school head teachers from Ngong Zone Kajiado North District

Table 4.15

Extent to which head teachers practices autocratic leadership style

Leadership Statement	Mean	SD
I rule with an iron hand	1.231	0.803
I Make school objectives clear to the staff	1.091	0.231
I maintain definite standards of performance	2.017	0.231
I Criticize poor work openly	2.091	1.134
I refuse to explain my actions	1.231	1.200
I am slow to accept new ideas	2.400	1.231
I give orders to teachers regarding what is to be done and how it will be done in the school	2.090	1.231
I issue detailed instructions and supervise teachers work closely	2.231	1.231
I assign members particular tasks	2.091	1.231
I push for increased production	2.231	1.231

The findings in table 4.15 contain statement on the findings on the extent to which head teachers show autocratic style most head teachers indicated that only rarely use iron hand in administering schools as shown off by mean of 1.231 and standard deviation of 0.801, most head teachers rarely Criticize poor work openly as shown by a mean of 2.091 and a standard deviation of 1.134, most head teachers indicated that they occasionally maintain definite standards of performance mean of 2.017 and a standard deviation of 1.134, most head

teachers are slow to accept new ideas 2.400 with a mean of 1.231, most head teachers occasionally give orders to teachers regarding what is to be done and how it will be done in the school with a mean of 2.090 and a standard deviation of 1.231, most head teachers only occasionally issue detailed instructions and supervise teachers work closely with a mean 2.231 and standard deviation 1.231, most head teachers rarely assign members to particular tasks but often push teachers for increased production with a mean of 2.231 and standard deviation of 1.2131. From the findings head teachers do not view themselves as autocrats and yet they exhibit the characteristics of autocratic leaders.

Head-teachers who apply autocratic leadership styles demotivate the teachers. This is because the head-teachers issues close instructions to the teachers and he/she makes most decisions, adopts harsh leadership styles which are widely opposed by teachers and students. Strictness hinders teacher productivity especially in instances where creativity and planning are imperative to anchor the academic progress in schools.

4.9.1 To establish whether autocratic leadership style leadership style influences motivation of public primary school teachers in Ngong Zone.

To verify the possibility of relationship between autocratic leadership style leadership style and motivation of public primary school teachers which is the second objective of the study respondents' views were subjected to Cross Tabulation with Chi Square Test to test the significance of the relationship and the results are shown in Table 4.15.

Table 4.16

		Sum of Squares	Df	Mean Square	F	Sig
Between People		138.400	5	34.600		
Within People	Between Items	22803.333	2	11401.667	3040.444	.078
	Residual	30.000	9	3.750		
	Total	22833.333	9	2283.333		
Total		22971.733	9	1640.838		

Chi-square test analysis on autocratic leadership style and motivation

From the Chi-square Test Analysis statistics in Table 4.15, the processed data, which is the population parameters, using a significance level of 5% which shows that the data there was no relationship between autocratic leadership style and motivation with $0.078 > 0.051$ is more than 5%, that is, $p\text{-value} = 0.001 < 0.05$. The head teacher who applies this kind of leadership has no confidence in his/her staff and also communication is one way. It is evident from the findings that head teachers in Ngong exhibit autocratic leadership style following the leadership statements given by the researcher.

The findings show the autocratic leadership style does not motivate teachers in Ngong zone. Mbiti (2007) notes that autocratic style involves issuing detailed instructions and close supervision of subordinate's work. These findings concur with Muchina (2009) who found out that out of 100 teachers 16 teachers saw their principal as an authoritarian. Among the 16 teachers 9 were de-motivated, 5 were motivated while 2 were highly de-motivated. This shows that teachers working under an autocrat have low levels of job motivation. Nakola (2011) in his study found that 30% of the head teachers practiced autocratic leadership style.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of main research findings, conclusions, recommendations and suggestions for further research.

5.2 Summary of the study

The purpose of the study was to investigate the influence of public primary school head teachers' leadership styles on teachers' motivation level in Ngong Zone, Kajiado County, Kenya.

The study was guided by four research objectives; to establish how head teachers' democratic leadership style influence motivation of teachers, to find out if Laissez-faire leadership style influence motivation of public primary school teachers, to determine the extent to which transformational leadership style influence motivation and to establish how autocratic leadership style influence motivation of public primary school teachers in Ngong Zone.

The study was carried out using descriptive survey design. The sample comprised of 9 head teachers and 103 teachers. Data was collected using two sets of questionnaire one for head teachers and the other for teachers. The questionnaire return rate was 8 from head teachers and 83 from teachers filled the questionnaire. Descriptive statistics and Pearson Product Moment Correlation Co-efficient was used in analyzing the data collected.

Democratic leadership style was found to have influence on motivation level of teachers. 36% of the sample suggested that democratic type of leadership style can promote motivation level of teachers. This is where head teachers exhibit the following characteristics; making decisions through consultation, empowering staff to improve their competencies, allowing teachers to express their feelings about how things should be done. The study also found out that head teachers occasionally looked out for personal welfare for teachers and that they are friendly and approachable and see to it that the work of staff members is coordinated.

The study found out that head teachers laissez-faire style of leadership motivates teachers to a less extent. 14% of the sample indicated that laissez-faire leadership style can promote motivation levels of teachers. The findings revealed that most head teachers indicated that they treat all staff members as equals. Head teachers do not supervise teachers and that they let group members diagnose their own problems as they let teachers communicate freely amongst themselves on issues regarding performances as they delegate responsibilities to the teachers. This style creates chaos and anarchy and thus low productivity. It is not good for a school situation where a lot of supervision and feedback is required.

The most significant relationship between head teachers leadership style and motivation was found between transformative leadership style with teachers accounting to 45% of the sample. Leaders exhibit such characteristics like the following; head teachers mobilize and utilize the potential resources and

creativity of teachers, encourage teachers to be able to make decisions to influence environmental circumstances in their favor, seek new and better ways of improving school performance, head teachers make group members enjoy working with each other, they are friendly and approachable, give encouragement, support and appreciation and also make staff members feel at ease when talking to them.

The study found that the style with the lowest influence on motivation of teachers was autocratic leadership style with only 10% of the sample. This style was exhibited by head teachers with the following characteristics; use iron hand in administering schools, criticize poor work openly, occasionally maintain definite standards of performance, occasionally give orders to teachers regarding what is to be done and how it will be done in the schools. Most head teachers occasionally issue detailed instructions and supervise teachers and most head teachers rarely assign members to particular tasks but often push teachers for increased production. Teachers under autocratic leaders do not have room for creativity because head teachers wield all the powers. Most of the respondents are not motivated by their head teachers when making school policies because the head teachers make policies and expect the teachers to implement without questioning. People tend to implement policies they have taken part in making.

5.3 Conclusions

The findings indicated that most teachers accounting to 45% of the sample were of the opinion that transformative leadership style is the best that can promote motivation levels of teachers. Democratic type of leadership style followed with 36% of the sample. 14% indicated laissez-faire leadership style and only 10% indicated autocratic leadership style. From the study findings there is no leadership style which fully guarantees influence on the motivation of teachers. Therefore, head teachers should choose the leadership style that can suit their schools at different situations.

5.4 Recommendations

Drawing from the research findings and conclusions discussed herein, the researcher recommends that;

1. Head teachers should familiarize themselves with various leadership styles and their effectiveness in different situations. In this regard, the Ministry of Education should organize extensive in-service development programs and it should be made mandatory for all head teachers in Ngong Zone. Head teachers should cultivate a sense of belonging and ownership by teachers, as teachers feel alienated by head teachers who make policies alone. They should involve teachers in decision making, this is because people tend to implement policies that they participated in making.
2. The Teachers Service Commission (TSC) should improve teachers' terms of service and increase their salaries, promote and allow them to advance in their profession. This way, the TSC will retain teachers in their teaching profession. This should be done immediately.

3. The Ministry of Education through the Kenya Education Management Institute (KEMI) put in sound curriculum in leadership skills and styles to ensure that serving head teachers are adequately and effectively trained to lead and manage the schools. It should not be done in a hurry and by use of trainers who are not knowledgeable.
4. Teachers' training colleges and universities restructure their curriculum to include in depth coverage of leadership styles and motivation as a way of preparing teachers for leadership positions. Future head teachers will enter the teaching profession better equipped with skills that would lead to effective enhancement of leadership in schools.
5. The school board of management should come up with ways of appreciating teachers. This should be done to all teachers not only those who teach class eight students. This is because all the teachers in the school contribute to the attainment of set goals.

5.5 Suggestion for further study

This study was done in one zone among many in Kajiado County. There is need to conduct other researches as suggested below;

1. Influence of head teachers' leadership styles on teachers' motivational levels in public primary schools in other zones in Kajiado County
2. The impact of head teacher style of leadership on teachers' effectiveness, pupils' attitude and the general climate in public primary schools Ngong Zone Kajiado North sub-county
3. Influence of head teachers' leadership styles on pupils' discipline in public primary schools Ngong Zone Kajiado North sub-county

4. The influence of school climate/ culture on teacher's motivation levels in public schools in Ngong Zone.

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APPENDIX A: INTRODUCTION LETTER

University of Nairobi

Department of Educational Administration and Planning

P. O. Box 30197- 00100

NAIROBI.

Dear Sir/ Madam,

**RE: INFLUENCE OF PUBLIC PRIMARY SCHOOL HEAD
TEACHERS' LEADERSHIP STYLES ON TEACHERS' MOTIVATION
LEVEL IN NGONG ZONE, KAJIADO NORTH DISTRICT, KENYA**

I am a post graduate student of the University of Nairobi pursuing a degree course in Educational Administration and Planning. I am conducting a study on the above stated topic and your school has been chosen to participate, I hereby humbly request your permission to do data collection in your institution. The responses given will be used strictly for academic purposes. To this effect do not indicate your name or that of your institution for confidentiality purposes.

Thank you very much for your cooperation.

Yours sincerely,

Hellen J. Barenge

APPENDIX B: THE HEAD TEACHER'S QUESTIONNAIRE

INSTRUCTION

The questionnaire is designed to gather information on influence of head teachers' leadership styles on motivational level of teachers in public primary schools in Ngong Zone Kajiado North District. Kindly provide information to all questionnaire items by indicating the correct option as honestly as possible by putting a tick (✓) on one of the options.

Please do not write your name or that of your school on this questionnaire, as this will ensure confidentiality. For the questions that require your own opinion, use the spaces provided. Kindly, respond to all items.

Part A: Demographic Information

Please indicate the correct answer by putting (✓) in the appropriate box

1. What is your gender?

Female

Male

2. Which age bracket do you fall in?

Below 25 26-30

31-35 36-40

41-45 46-50

51 and above

3. What is your professional qualification?

- a) P1
- b) Diploma
- c) B.E.D
- d) M.ED
- e) Any other Specify

4. How long have you served as a head teacher in your current station?

- a) Below 1 year ()
- b) 2-5 year ()
- c) 6-10 years ()
- d) 11-15 years ()
- e) 16 years and above ()

Part B

This section of the questionnaire carries statements related to leadership styles. Against each statement are five columns titled: Always - 5, often – 4, occasionally – 3, rarely – 2 and never – 1. Please indicate the extent to which you show each leadership behavior by putting a tick (✓) in the appropriate column.

Leadership statements		Scale				
		5	4	3	2	1
1)	I make decisions through consultative forum					
2)	I empower staff to improve their competencies					
3)	I allow teachers to express their feelings about how things should be done					
4)	I look out for personal welfare for teachers					
5)	I am friendly and approachable					
6)	I see to it that the work of staff members is coordinated					
7)	I get staff approval in important matters before implementing them					
8)	I put suggestions made by staff into operation					
9)	I treat all staff members as my equal					
10)	I do not supervise teachers					
11)	I allow teachers to make decisions on their own within the school					
12)	I let group members diagnose their own					

	problems					
13)	I let teachers communicate freely amongst themselves on issues regarding students' performance					
14)	I delegate responsibilities to the teachers					
15)	I work without schedules					
16)	I mobilize and utilize the potential resources and creativity of members for accomplishing group goals					
17)	I encourage teachers to be able to make decisions to influence environmental circumstances in their favor					
18)	I seek new and better ways of improving school performance					
19)	I make every group member enjoy working with the others in the group					
20)	I am friendly and approachable					
21)	I look out for personal welfare for members					
22)	I am free supportive and have respect for					

	differences					
23)	I give encouragement, support and appreciation					
24)	I make all staff members feel at ease when talking to them					
25)	I rule out with and iron hand					
26)	I make school objectives clear to the staff					
27)	I maintain definite standards of performance					
28)	I emphasize the meeting of deadlines					
29)	I criticize poor work openly					
30)	I refuse to explain my actions					
31)	I am slow to accept new ideas					
32)	I give orders to teachers regarding what is to be done and how it will be done in the school					
33)	I issue detailed instructions and supervise teachers work closely					
34)	I assign members particular tasks					
35)	I push for increased production					

Part C

In this section, you are kindly asked to write your suggestions to the following questions.

1) Which leadership style best promotes motivation levels of teachers?

2) Which factors in your opinion lead to low motivation of teachers?

3) Which methods do you use to motivate the teachers in your school?

Thank you very much for your cooperation.

APPENDIX C: QUESTIONNAIRE FOR TEACHERS

Part A - Demographic Information

Please indicate your honest response by putting a tick (✓) against the most appropriate option among the choices provided.

1. What is your gender?

Female

Male

2. What is your age bracket?

Below 25 years 26-30 years

31-35 years 36 – 40 years

41-45 years 46 – 50 years

51 and above years

3. What is your professional qualification?

a) P1

b) Diploma

c) B. ED

d) MED

e) Any other: specify

4. How many years have you been teaching in your current station?

- a) Below one year
- b) 2 – 5 years
- c) 6 – 10 years
- d) 11 – 15 years
- e) 16 years and above

Part B: Teacher Motivation Survey

In the statements below, indicate the extent to which each statement contributes to your motivation or demotivation, by ticking on the appropriate column.

Highly motivated – HM, Motivated – M,

Demotivated – D and Highly Demotivated – HD

Statement		Scale			
		HM	M	D	HD
Interpersonal relations					
1)	The ability of your head teacher to solve conflicts and encourage teamwork in the work place				
2)	The extent to which you hold staff meetings per year				
3)	The extent to which the head teacher interacts socially with individual teachers				

Working conditions		HM	M	D	HD
1)	The extent to which you are provided with working tools, teaching resources and equipment.				
2)	The effectiveness and manner in which the head teacher handles teachers' grievances				
3)	The availability of safety gadgets for your work.				
Advancement		HM	M	D	HD
1)	The extent to which teachers in your school are recommended for further education and training				
2)	The willingness of the head teacher to assist you to acquire a study leave				
Responsibility		HM	M	D	HD
1)	The extent to which you are held accountable for your job related decision				
2)	The personal satisfaction that you derive from your teacher job.				
3)	The contentment you experience when your pupils perform well.				

Administration and supervision		HM	M	D	HD
1)	The extent to which you are involved in policy formulation in the school.				
2)	The extent to which your head teacher allows you to make independent decisions related to your work.				
3)	The procedures used by head teachers in the delegation of special responsibilities to teachers.				

Part C

In this section you are kindly requested to write your suggestion regarding the following questions in the space provided.

1) In your opinion which leadership style brings about teamwork to the staff?

2) a) During staff meetings what leadership style does your head teacher exhibit?

b) Does the leadership style above motivate you? Yes, No

c) If No which leadership style do you prefer

3) a) When formulating school policies what leadership style does your head teacher use

Democratic

Autocratic

Laissez-faire

Transformational

b) Does the leadership style mentioned above motivate you? Yes No

c) If No which leadership style do you prefer?

4) a) How does the school leadership appreciate your work

Monetary

No appreciation

Verbal praise

Written praise

b) Does the method of appreciation motivate you? Yes No

c) If No suggest other ways of appreciation

5) a) Which leadership style best promote motivation levels of teachers

Democratic

Autocratic

Laissez-faire

Transformational

b) Which factors in your school lead to low motivation among teachers?

c) In which ways can your head teacher promote motivation level of the teachers in your school?

i.

ii.

Thank you very much for your cooperation.

APPENDIX D: LETTER OF AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
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9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/16/81165/10097**

Date:

11th April, 2016

Hellen Jeruto Bareng
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of headteachers’ leadership styles on teachers’ motivational levels in public primary schools in Ngong Zone, Kajiado North District, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kajiado County** for a period ending **2nd April, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Kajiado 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.

**BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Kajiado County.

The County Director of Education
Kajiado County.

APPENDIX E: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MS. HELLEN JERUTO BARENGE

of THE UNIVERSITY OF NAIROBI,

881-502 karen, has been permitted to

conduct research in Kajiado County

on the topic: INFLUENCE OF

HEADTEACHERS' LEADERSHIP STYLES

ON TEACHERS' MOTIVATIONAL LEVELS

IN PUBLIC PRIMARY SCHOOLS IN NGONG

ZONE, KAJIADO NORTH DISTRICT, KENYA


for the period ending:


2nd April, 2017

Permit No.: NACOSTI/P/16/81165/10097

Date Of Issue: 11th April, 2016



Fee Received: Ksh 1000




Director General
National Commission for Science
Technology & Innovation

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**


REPUBLIC OF KENYA

NACOSTI
National Commission for Science
Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 8525

CONDITIONS: see back page