INFLUENCE OF SCHOOL MANAGERS LEADERSHIP STYLES ON PRE SCHOOL TEACHERS MOTIVATION: CASE FOR NDUNDORI DIVISION NAKURU COUNTY

BY

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DECLARATION

I declare that this research is my original work and has not been previously presented for the award of any Degree in any other University.

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This research has been submitted for examination with my approval as a university supervisor.

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DEDICATION

This study is dedicated to my late father, Mr. Simon Lesomo.

ACKNOWLEDGEMENT

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ABSTRACT

The responsibility of developing an effective preschool lies with the school manager. In order to achieve this responsibility, the support from a motivated staff is very important. Positive leadership behavior of the school manager and the decision making process makes an impact in developing teachers interest in school activities, loyalty and job satisfaction. This study investigated the influence of school managers leadership styles on preschool teachers motivation. The target population was 79 preschools from Dundori Division in Nakuru County out of which 60 were private, 13 were public and 6 were faith based institutions.

A sample of 51 teachers from the population of 79 institutions was picked through stratified sampling technique. Data collection was done through questionnaires .The data collected from the field was then organized, coded and analyzed qualitatively using the SPSS Version 17 software. The findings revealed that the school managers did not restrict themselves to one management style. However out of the different leadership styles used by the school managers, Democratic leadership style was noted to elicit the greatest motivation among teachers while autocratic leadership style was observed to create the least motivation. In terms of school categories, private preschools teachers were observed to have the highest level of motivation followed by public institutions while faith based institutions teachers were found to be least motivated.

INTRODUCTION

1.0 Background to the Study

Motivation is an important factor which brings employees satisfaction leading to the stability of a workforce. A consistently high rate of teacher turnover is one of the most critical issues currently facing many schools in the developed world. Ingersoll (2001) reported that low levels of turnover are advantageous for organizations such as schools while at the same time, high turnover rates in schools contribute to decreased performance and decreased consistency across a variety of indicators, including students.

According to Ingersoll (2003) and Shen (1997), high teacher turnover rates leads to a disruption of program's continuity and planning and also decreased student learning. A comprehensive literature review by Spear et al (2000) highlights the wide range of factors that influence teacher job satisfaction and motivation in the United Kingdom. Job dissatisfaction is primarily attributed to work overload, poor pay and perceptions of how teachers are viewed by society.

Sylvia and Hurchinson (1985) assert that in developed countries, pay incentives have been found to be generally ineffective in increasing teacher motivation. They hold that teachers' motivation is based on intrinsic factors and that true job satisfaction is based on higher order needs. Deci et al (1999) adds that offering extrinsic rewards has been found to undermine the intrinsic motivation of teachers.

Writing on United States Murnane (1987) suggests that some university graduates are attracted to teaching as a 'medium term' occupation rather than a permanent career. A survey carried out in America by Harris interactive pollster indicated that teachers' job satisfaction has declined 23 percentage points in the five years since

2008. Only 39 percentages of teachers reported they were very satisfied, the least since 1987. The percentage of teachers who said they were very satisfied dropped five percentage points in 2012.

A study carried out by Bennell (2004) and presented to the United Kingdom department for international development showed that in India teacher motivation is a complex issue. There is virtually no incentive for teachers who go beyond the call of duty and empower their students to learn and move on in life. On the other hand, teachers who network with political leaders and local bureaucrats manage Plum postings .The group of people spoken to was of the opinion that 25 % to 30% of teachers were highly motivated and work very hard regardless of their personal circumstances. Another 30% comply with all the formal requirements like attendance, regularity and mid-day meal distribution. These teachers have the potential but the system has worn them out. The remaining 40% to 45% could be categorized as indifferent they are just not motivated and really do not care. Given the right stimulus, teachers are known to perform well. The fundamental problem is that this stimulus is lacking.

In Africa and other developing countries, discussions about education for all have failed to recognize the pivotal role of teachers. In particular the key issues of teacher motivation are skimmed over and at times ignored altogether. For example, the World Bank's website (https://openknowledge.worldbank.org) on 'effective schools and teachers',identifies eight improvement domains but none of these relate centrally to teacher job satisfaction. Similarly the World Bank's action plan to accelerate progress towards education for all does not address the very low levels of teacher motivation in most countries.

The global campaign for education report (2005) concludes that 'it is evident that in five years since the education for all goals were restated at Dakar, improving teacher motivation has still not been sufficiently prioritized as a major concern for national and international policy makers. As a result, teacher morale remains in a chronic state of decline.

In Kenya, Bennel (2004) reports that poor human resource management seriously demotivates employees. Teacher management in ECE at the national and sub-national level is nothing short of chaotic. In the administration regarding teacher management, one notes that a lack of clear rules which tend to generate conflict, power vacuum and overlap and duplication of effort management styles tend to be authoritarian with limited participation to major school management functions. Teachers subjected to these types of management regimes feel like 'we are treated like children.' However in Kenya, effective management training programmes for head teachers has lead to noticeable improvements in teacher behavior and performance. Kenya education management institute is one of those institutions where school management courses have been made compulsory for all heads of primary schools who have great influence in the management pre-schools.

1.1 Statement of the Problem

The absence of an ECD department in Dundori Education Zone has made availability of preschool records scanty. However Kanyago (2003), the area quality assurance officer in an oral interview admits that preschool teacher turnover remains a crisis in the Division. Rarely will a teacher stay in the same school for more than five years denying children a chance to enjoy a continuous uninterrupted education. Some of the teachers leave their schools and join others in the same locality with almost the same pay packages showing that salary may not be the issue. Teacher

attraction and retention policies require serious attention. Most researches have revolved around remuneration as a motivator but little evidence is available on the influence of the school manager's leadership styles on teacher motivation. This study therefore aims at establishing the relationship between the school manager's leadership styles on teacher motivation in Ndundori Division.

1.2 Purpose of the Study

The purpose of this study was to establish the influence of school managers' leadership styles on preschool teachers' motivation in Ndundori Division, Nakuru County.

1.3 Research Objectives

1. To find out if autocratic leadership style influences preschool teachers motivation in Ndundori Division, Nakuru County.

2. To determine whether school managers who practice laissez faire leadership style affect motivation of preschool teachers in Ndundori Division, Nakuru County.

3. To find out if democratic leadership style has an effect on preschool teachers motivation in Ndundori Division, Nakuru County.

4. To establish if there is a relationship between the school managers use of transformational leadership style and teachers motivation in Ndundori Division, Nakuru county

5. To determine how the use of transactional leadership style by the school manager affects teachers motivation in Ndundori Division, Nakuru county

6. To recommend on the best leadership styles to apply in schools

1.4 Research Questions

1. To what extent does the autocratic leadership exhibited by school managers influence the teachers' motivation in Ndundori Division, Nakuru County.

2. How do school managers use of laissez-faire leadership affect the teachers motivation in Ndundori Division, Nakuru County

3. To what extent do democratic leadership styles influence the teachers' motivation in Ndundori Division, Nakuru County.

4. What is the relationship between the school managers use of transformational leadership style and teachers motivation in Ndundori Division Nakuru County.

5. How does the school managers' use of transactional leadership style influence the teachers' motivation in Ndundori Division, Nakuru County.

6. To what extent would school managers be willing to adopt the recommended leadership styles

1.5 Significance of the Study

The research finding of this study may be of help in training teachers in management and leadership in universities and teachers training colleges so that future school managers will be equipped with appropriate and flexible leadership styles that may help reduce teachers' turnover. Institutions offering management training such as KEMI may also benefit from the study in getting to know what to include in post-teacher training programmes for school administrators. The findings of this study are also expected to highlight the need for school managers to train in management and leadership so as to improve their performance.

1.6 Limitations of the Study

Due to lack of many studies conducted on the relationship between the school managers' leadership styles and the preschool teachers motivation it was not possible

to use findings of other researchers to adequately support or disapprove the findings of this study. Also the study was done in Dundori Division only which includes more rural and less urban setting.

Therefore, the findings of this study may be applied elsewhere with caution since every area has its own unique characteristics and the pre schools in Dundori may not be a representative of all the others in the republic. Lastly, the investigators was not able to control other variables that may affect teachers motivation due to difficulties in investigating in isolation the effect of school managers' leadership styles on teacher motivation.

1.7 Delimitation of the Study

The study was conducted in a rural setting of Ndundori Division, Nakuru County and was confined to the teachers in public, private and faith based ECD Centers. Parents and non-teaching staffs were not involved in the study. This study was delimited to leadership styles as part of school administration. Other areas of school administration were not considered in this study.

1.8 Basic Assumptions

The assumption of this study was that respondents would give accurate and honest responses to the items in the questionnaires; the instruments to be used in collecting data were valid and reliable, there exists a problem of teacher motivation in pre schools in Ndundori Division which needs to be addressed and managed.

1.9 Definition of the Key Terms

Attrition- When people leave employment without being replaced.

Autocratic leadership style-type of leadership characterized by individual control over all decisions and little input from group members.

Democratic leadership style-Type of leadership in which members of the group take a more participative role in the decision making process

Demographic variables-Personal statistics that include information such as gender, education level age and family size.

Empirical evidence- Information acquired by observation or experimentation .This data is recorded and analyzed by scientist and is a central process as part of the scientific method.

Hands off style-Letting people do what they want and make their own decisions without telling them what to do.

Job satisfaction-How content an individual is with his or her job.

Laissez-faire leadership style-Type of leadership where leaders are hands-off and allow group members to make the decisions

Leadership style – The manner and approach of providing direction, implementing plans and motivating people.

Meta analysis- Use of statistical methods to combine results of individual studies.

Motivation – Internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job.

Physiological dynamics- The science that studies the way in which the human beings behave, react and affect one another.

Staff turnover-The rate at which an employer gains and losses employees.

Transformational leadership style-A style, in which the leader identifies the needed change, creates vision to guide the change through inspiration and executes the change with the commitment of the members of the group

1.10 Abbreviations and Acronyms

DP	Dependent Variables
GOK	Government of Kenya
IV	Independent Variables
MDG	Millennium development Goals
MOEST	Ministry of Education Science and technology
MV	Moderating Variables
NCTAF	The National commission on teaching and America's future
OA	Occupational attrition
UIS	The UNESCO institute of statistics
UNDP	United Nations Development Programme

1.11 Organisation of the Study

This project is organized into five chapters. Chapter one of this study contains background of the study, statement of the study, purpose of the study and research objectives. It also contains research questions which the study seeks to answer. It outlines the significance of the study, delimitation of the study and definition of the key terms.

Chapter two deals with literature review, under the themes of different leadership styles, relationship between school managers characteristics and their leadership styles, leadership styles of managers as perceived by their juniors, influence of categories of schools on school managers leadership styles and impact of leadership styles on teachers motivation.

Chapter three deals with methodology to be used in this study .It captures the research design, target population, sample size and sampling procedure, instruments for data collection, data collection procedures, validity and reliability of the instruments, data analysis techniques and ethical considerations.

Chapter four contains the data analysis and discussion of findings while chapter five contains the summary of the findings, conclusion and recommendation. It also contains suggestions for further studies.

LITERATURE REVIEW

2.0 Introduction

This chapter represents reviewed literature on previous studies relevant to leadership styles and teachers motivation. Variables looked at include five leadership styles and Motivation of teachers. The chapter also provides the conceptual framework that shows the relationship between the variables involved in this study.

2.1 Leadership

Different scholars have defined leadership differently. According to Mbiti (1974) leadership is a status of dominance and prestige acquired by ability to control initiate or set the pattern of behaviors among individuals and groups which assist them in moving towards goals and are increasingly mutually acceptable. Morphet et al (1974) conceptualize leadership as the influencing of action, behaviors, beliefs and feelings of another actor being influenced. Halpin (1966) says that leadership is a man's ability to take initiative in social situations to evoke co-operation. According to Katz (1978) leadership is the influential over and above mechanical compliance with routine directives of the organization. Robbins (1993) defines leadership as the ability to influence a group towards the achievement of goals.

Tannebaum et al (1964) considered leadership an influence of human relations in which the leader guides the followers to achieve goals through communication. Fieldler (1967) believed that leadership is a kind of relationship to apply power and influence to make people work together and accomplish common goals. Rauch and Behling (1984) regarded leadership as the process of influencing a group to move towards the goal .Many scholars have pre-occupied themselves with the question of which leadership style is the best. There are many styles of leadership but the success depends on a particular situation.

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Uris (1964) explains that some researchers in the exploration of nature of leadership styles identified three major styles of leadership which they referred to as democratic, dictatorial and laissez-faire. Their findings revealed that group members under democratic leadership get along with each other well and the members worked even in the absence of their leader. Jones et al(1969) says that although it seems futile to generalize on which is the best leadership style in terms of production , most scholars indicate that the democratic style of leadership is the most agreeable because it recognizes the worth and needs of the human resource in the organization.

2.2 Democratic Leadership Style

Cherry, K. (2012) defines democratic leadership as a type of leadership in which members of the group take a more participative role in the decision making process. Group members are encouraged to share ideas and opinions, even though the leader retains the final say over decisions.

Lewin et al (1948) conducted an inquiry into the physiological dynamics of democratic authoritarian and laissez-faire with eleven –year olds in America. The study revealed that in the democratic leadership all policies were made through discussion with the assistance of the leader. Secondly where there was need for technical advice the leader suggested a number of alternative procedures from which choice could be made. Thirdly group members divided tasks. Still the leader tried to be objective in praising or criticizing members of the group under him, democratic leadership led to strong work motivation and greater originality. There was a tendency for individual differences in work performance to diminish.

A study carried out in Malaysia by Nazatul (2008) on Malaysian employee's preference of their managers leadership style found that most employees prefer the manager to make them feel special in the workplace. They also prefer their managers

to make them feel empowered in their workplace and to be empowered in decision making process on accomplishing family goals.

In Botswana Oyetunji, C. (2006) reports that there is a link between the head teachers' leadership style and the school climate and that the leadership style employed by the head teacher has implications for school climate. He continues to say that resentment and conflict is created by a domineering style and hence, head teachers should embrace the collaborative style where teachers are included and free to share ideas and concepts for the benefit of the school. He asserts that headteachers should endeavor to fully involve teachers in the decision making and execution of plans and this will most likely make teachers work with enthusiasm when they are not left out in matters concerning the progress of the school.

Another study carried out by Keringot (2010) on the effects of principals' leadership style on motivation levels of teachers in public secondary schools in Narok North District Kenya, found that the most prevalent style being used was democratic. It was also established that principals who were perceived to be exhibiting democratic style had a considerably highly motivated staff than those using other styles of leadership. However although Democratic leadership has been credited with motivation and job satisfaction and owing to the fact that teacher turnover is still high in Dundori preschool the researcher is asking himself whether all the managers in the zone do not practice this type of leadership style or there are other underling factors that are causing this. This research will try to investigate that.

2.2.1 Laissez –Faire Leadership Style
Laissez–faire leadership also known as delegative leadership is a type of leadership in which leaders are hands-off and allow group members to make the decisions.

Laissez –faire leadership however is a common but unrealistic and immature way to encounter rapidly growing quality innovation and effectiveness demands.

Those leaders are inclined to delegate responsibility and authority not in order to empower but to escape their own responsibility. This abdication from leadership is disempowering affecting leadership behaviors or change relation and production negatively. According to Turner (2012), hands- off learning and operating may lead to an overall lack of control over team members, executives or even employees. As they have taken things into their own hands coming to the leader for guidance may actually be less productive for them. Management and organization is a large concern for laissez-faire leaders. These leaders approach tasks with 'as long as the work gets done' attitude encouraging individuals to 'do the best they can'. Again the underlying issues may be that projects can get off track resulting in deadlines being missed which is ultimately due to the lack of control and guidance that the leadership has over the team, Cherry(2012). Clark (2010) asserts that not everybody is going to be okay with a laissez –faire leader; many perceive that this team member is being lazy or useless.

The best way for a laissez-faire team to work together is if everybody is on board and okay carrying out a laissez –faire routine .A Leader practicing laissez faire provides basic but minimal information and resources. There is virtually no participation, involvement or communication within the workface. According to Ronald (2004), Understanding of job requirements policies and procedures are generally exchanged from employee to employee.

Because of this many processes are out of controls. No direction is given and the laissez-faire leader functions in crisis or reaction mode. If there are goals and objectives employee agreement or commitment is just assumed. Even if goals and

objectives are shared, rarely is there a defined plan to accomplish them. Hersey, Blanchard (1977) defines leadership as the ability to influence a group towards the achievement of goals. Tannebaum et al (1964) considered leadership an influence of human relations in which the leader guides the followers to achieve goals through communication. Fieldler (1967) believed that leadership is a kind of relationship to apply power and influence to make people work together and accomplish common goals. Rauch and Behling (1984) and Hsieh (1993) all regarded leadership as the process of influencing a group to move towards the goal.

Blanchard and Johnson (2000) proposed that leaders do not have just one style of leadership but rather have varying styles depending on the situation. In an early study of laissez -faire leadership, Lewin, Lippitt and White (1948) found that laissez-faire leadership led to low productivity and satisfaction among followers when compared with autocratic and democratic leadership styles. Although subordinate desired the autonomy that laissez-faire leadership provides, subsequent research has substantiated followers' dissatisfaction with this leadership style (Bass & Avolio) 2000.

2.2.2 Autocratic Leadership Style

Cherry (2012) explains that Autocratic leadership style also known as authoritarian leadership is a leadership style characterized by individual control over all decisions and little input from group members. An autocratic leader typically makes choices based on their own ideas and judgments and rarely accepts advice from followers. Autocratic leadership involves absolute authoritarian control over a group. Authoritarian leadership ignores the need of the followers as well as centralizes powers in the person of a leader. Leadership being the ability to persuade others to

seek the defined objectives enthusiastically has a human factor that binds a group together and motivates it towards a goal.

On the authoritarian leadership, Likert (1967) explains that a manager with a high technical competence and high performance goals uses authoritarian system to put pressure on the organization for high production and low cost through such procedures as tight budget across the board, budget cuts, personal ceilings and tight or tightened standards to achieve impressive productivity and financial results over the short run. Studies shows however that human organization productivity capability will deteriorate under this kind of a manager. Lewin et al (1939) conducted an inquiry into the physiological dynamics of democratic authoritarian and laissez-faire with eleven year olds. The study revealed that autocratic leadership was tensed by the fact that the leader determined all policies tasks and techniques. In addition to this the leader was not objective in criticizing the group members. The group members tended to be poorly motivated. Although the quality work done was good there was discontent among group members.

Michael (2010) asserts that most followers of autocratic leaders can be described as binding their time waiting for the inevitable failure this leadership produces and the removal of the leader that follows. Autocratic leaders retain for themselves the decision making rights. They can damage an organization irreparably as they force their followers to execute strategies and services in a very narrow way based upon a subjective idea of what success looks like. From the literature reviewed there is no single study that has shown with 100% certainty the best leadership style. This study would strive to investigate the school with the lowest teacher turnover and whether this has a linkage with the manager's style of leadership in that institution.

2.2.3 Transactional Leadership Style

Robbins (2007) explains that leaders who lead primarily by using social exchanges for transactions, practice transactional style of leadership. Transactional Leadership is oriented by demands, with major emphasis on basic and external satisfaction against demands (Kim & Shim, 2003). It features a reasonable standard of controlling, and means a process of benefit exchange for the Purpose of organizational stability. Robbins (2003) contends transactional leadership Creates goal setting through role clarification and task request, and it can also lead and encourage subordinates through these activities. Leaders will affirm and reward subordinates' effort, and satisfy their relevant demands to reach esteem and support from these activities. Bass (1997) adds when subordinates commit any improper behavior, immediate corrective punishment should be given.

Bass (1985) and Lashway (1999) argue that transactional leadership is a cost-benefit exchange process. Transactional leadership theories state that the idea leader-follower relationships are based on a series of exchanges or implicit bargains between leaders and followers. Transactional leadership focuses on rewards or punishments in exchange for performance and is characterized by behaviors and attitudes, which emphasize the quality of exchanges between superiors and followers.

The leader clarifies the performance criteria and in return the followers receive rewards for meeting the specific standards set forth. Leaders and followers discuss expectations and agree upon them. Leaders and followers influence each other. With this model, the leader is the authority and has a defined power base. Transactional leaders are considered to be those who focus on the motivation of followers through rewards or discipline, clarifying for their followers, the kinds of rewards that should be expected for various behaviors.

The transactional leader actively monitors deviance from standards, mistakes and errors and Wait for followers to do something wrong (Bass & Avolio, 1994).He does not individualize the needs of subordinates, nor focuses on their personal development. They tend to focus on the short term, physical security needs of subordinates and usually operate through an economic exchange mode, transactional leaders are seen as reactive and not proactive (Bass, 1985). The transactional leader gives instructions, clarifies conditions, and retains ultimate control. At the core of transactional leadership, the leader holds control over employees or followers and provides incentives for followers to do what the leader wants. If an employee does what is desired a reward will follow, and if the employee does not do what is desired, withholding of the reward will follow (Lashway, 1999).

Transactional leaders manage by exceptions, which refer to the idea they are not interested in changing or transforming the work environment or the behavior of employees. Everything remains constant except for problems. This often results in lack of real goal attainment while transactional leadership relies on a set of assumptions about human beings and what motivates them in the organization, this style of leadership usually provides limited results.   Effects of rewards and punishments tend to require bigger rewards to remain effective.

This comes with a higher cost and does not serve to inspire loyalty to the leader. Transactional leadership focuses on management and not leadership (Lashway, 1999).

Although transactional leadership can be described as the exchange of valued out comes, closer examination of the literature suggests that all exchanges are not equivalent Dienesch &Liden (1986).Indeed it appears that two levels of transactions can be dinstinguished.Graen,Liden and Hoel(1982)studied the impact that both high

quality   and low quality exchange relationships that involved support and the exchange of emotional resources were less likely to leave an organization. It is in this light that the sturdy tries to establish whether transactional leadership has an effect on teachers motivation in Dundori Division.

2.2.4 Transformational leadership Style

According to Ross and Gray (2006), the essence of transformational leadership is dedication to fostering the growth of organizational members and enhancing their commitment by elevating their goals. Mounting evidence links transformational leadership practices to individuals' organizational commitment. Results of Kohl et al (1995) study revealed that transformational leadership has a significant effect on organizational commitment and teacher satisfaction with their leader. Commitment to schools and job satisfaction were significantly greater when the Principals were described by teachers as more transformational. Transformational leadership has direct effect on teacher commitment and the collective teacher efficacy of the school. Commitment is linked with teachers' decisions to either leave or stay in their careers.

 Bass and Riggio (2006) assert   that transformational leadership must address the followers' sense of self-worth to engage the follower in true 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 the followers need additional direction or support and to assess progress. However, the followers do not feel they are being checked or monitored (Bass & Riggio. 2006)

There is a strong link between transformational leadership and school effectiveness. Sammons Hillman and mortimore (1995) list some factors that are common to effective schools. They are professional leadership, shared visions and goals a

learning environment, concentrating on teaching and learning, high expectations monitoring progress and purposeful teaching.

Leithwood (1994) introduced an eight dimension paradigm of transformational leadership as a model for school leadership which incorporates the following dimensions: identifying and articulating a vision fostering the acceptance of group goals, providing an individualized support, intellectual stimulation, providing an appropriate model, high performance expectations, strengthening school culture and building collaborative relationships. Nguni,Sleegers &Dennesen(2006)argues that leadership behavior consistently and profoundly influence employees job satisfaction.Morover studies examining leadership behaviors shows that transformational leadership is positively correlated with employees job satisfaction(Bogler2001) (Giffith2004).Leaders who practice transformational leadership reportedly have more satisfied and committed followers than do leaders who practice a transformational style of leadership.

The link between transformational leadership and school improvement is seen to be via a collaborative school culture where there is a common understanding of shared aims. Burns (1978) says that a transformational leader recognizes and exploits an existing need or demands of a potential follower and looks for potential motives in followers, seeks to satisfy higher needs and engages the full person of the follower. He insists that for leaders to have the greatest impact on the led, they must motivate followers to action by appealing to shared values and by satisfying the higher order need of the led such as their aspirations and expectations.

The nature of leadership has evolved from the traditional autocratic and bureaucratic styles to the contemporary transformational style in which all members of the school are involved. Coleman (1994) states that to be able to manage change successfully,

Principals as leaders will have to change their old ways of doing things. The extent to which schools are able to make necessary changes largely depends on the nature and quality of their internal management. The Principals are also expected to empower their staff and build capacity so as to be able to manage change and become effective leaders in their classrooms and school. School improvement is imperative during this era of educational transformation. Sergiovanni (1990:23-27) suggests that learners achievement can be "remarkably improved" by such leadership. Sagor (1992:13-18) found that schools where educators and learners reported a culture conducive to school success had a transformational leader as its principal. However, Mitchell and Tucker (1992:30-35) conclude that transformational leadership should be seen as only one part of a balanced approach to creating high performance in schools. Leithwood (1992:1-49) agrees "while most schools rely on both top-down and a facilitative form of power, finding the right balance is the problem. For schools that are restructuring, moving closer to the facilitative end of the power continuum will usually solve the problem." Caldwell and Spinks (1992:49-50 argue that transformational leaders succeed in gaining the commitment of followers to such a degree that higher levels of accomplishment become a moral imperative.

2.3 School Managers Characteristics

Empirical evidence has been produced whose demographic variables such as years in organization, gender, age and level of education can have significant impact on organizational commitment (Chen and Francesco, 2000). Sommer et al (1996) revealed that position and age were significantly related to employee commitment. Mitchell (2000) suggests that several Factors account for generational differences in the attitudes and behavior of workers. The level of education and age were identified as important determinants. He suggests that the level of education influences

people's values wants and needs and makes them think and behave differently. Age on the other hand tend to give greater or lesser degree of expression of individualism among the workers with the younger generations feeling comfortable exhibiting individualistic behaviours. Collecting their data from American and Canadian managers in a variety of organization, Kabacoff and Stoffey (2001) carried out a large survey on age differences in organizational leadership. Their basic findings are summarized into two lists Kabacoff, (2002). On leadership styles and behaviors compared with older workers, the researchers found that young workers feel more comfortable in fast changing environments and were willing to take risks and consider new approaches. Older workers tend to maintain an in-depth knowledge of their field and use this knowledge to approach problems. They co-operate and delegate more and show a greater degree of concern for other workers.

Edwards et al (2000) summarizes the view of several authors on differences in leadership styles and behaviours across organizational variables or organization. He reviews the recommendation of Khalee and Wolf (1996) that leadership should be demonstrated in all types of an organizational structure as they believe that effective leadership is   prerequisite for organizational success.

Benkhoff (1997), reports that there is a strong correlations of organizational commitment, communication and job satisfaction with turnover. When employees are dissatisfied at work, they are less committed and will look for other opportunities to quit. If opportunities are unavailable, they may emotionally or mentally withdraw from the organization. Thus organization commitment, communication and job satisfaction are important attitudes in assessing employee's intention to quit and the overall contribution of the employee to the organization. Earlier studies have shown

that organization variable of leaders can affect management styles (Crawford 1999) and employee behavior (Chen and Francesco 2000).

2.4 Motivation of Teachers

Hettige (1996) reveals that positive leadership behavior of the principal and the decision making process have made an impact in developing teachers interest on school activities loyalty and job satisfaction. Teachers' job performance could be described as the duties performed by a teacher at a particular time in the school systems in achieving organizational goals (Obilade 1999). Peretemode (1996) argued that job performance is determined by the works level of participation in the day to day running of the organization. It is noted that employees behave differently under different situations. According to Christie, Mills and Lingard (2004), teacher's traits and methods account for a higher variation in student achievement than all other aspects of a school combined. It stands to reason that highly motivated teachers will be more effective in the classroom and lead student towards great achievement than unmotivated teachers. It may be feasible that school leaders can enhance teacher's motivation thus influence student achievement. This belief is supported by Fullan (2001) who asserts that you cannot produce and sustain a vital public school system without a dedicated highly competent teaching force and you cannot get teachers working like this without leaders at all levels guiding and supporting the process. Typically job satisfaction is examined against productivity. With teachers it has implication on student learning. Choy et al (1993) found that teachers who are not satisfied may be less motivated to do their work and those who are highly satisfied are less likely to change schools or to leave the teaching profession. Happock (1935) was one of the first researchers to study job satisfaction. He found that workers were more satisfied with a supervisor who was understanding and helpful. Frederick Herzberg (1959), psychologist and researcher studied job satisfaction because he

believed higher satisfaction led to higher productivity, decreased absenteeism and better working relations. He found that positive feelings about work, a sense of personal worth and a sense of personal fulfilment were related to achievement and responsibility.

Lumsden (1998) reported on job satisfaction among teachers. Teachers identified administrative support, leadership, good student behavior, a positive school atmosphere, and teacher autonomy as factors associated with higher job satisfaction. Alderman et al (1991) studied both school culture and principal leadership and its effect on job satisfaction. Data was collected, for three studies from 758 teachers' in three states the first study showed that accomplishment, recognition and affiliations were related to satisfaction. The second study showed that different behaviors of the principal created different cultures in the school. Meyers (1985) as cited by Smith (2000) concluded that it is important for principals to communicate effectively as well as handle conflict. Teachers were more satisfied with principals who could handle conflict.

Teachers were more satisfied with principals who could handle conflicting demands of two or more individuals, through effective communication. A similar study by Holder (1984) found that teaching staffs with high level of satisfaction perceived their principal to have a low level of a aloofness, an average level of production emphasis, a high level of trust, and a high level of consideration. This research will be done in a rural setting thus eliminating other influences like facility and community support in urban centres which may influence teachers moving from one school to the other.

2.5 Theoretical Framework

This study is based on Fred Herzbergs two-factor theory or the motivator hygiene theory. In 1959, Frederick Herzberg a behavioral scientist proposed the above theory. According to him there are some job factors that result in satisfaction while there are other job factors that prevent dissatisfaction. This is classified into motivator factors and hygiene factors which form the basis of his motivational-hygiene model.

The motivational-hygiene theory states that employees' motivation is achieved when employees are faced with challenging but enjoyable work where one can achieve, grow and demonstrate responsibility and advance in the organization. That is, when the employees' efforts are recognized, it brings about job satisfaction and motivation.

Environmental factors such as poor lighting, poor ventilation, poor working conditions, low salaries, and poor supervisory relationships are causes for dissatisfaction in a job. These for Herzberg are basic needs. According to Herzberg, the work one considers to be significant leads to satisfaction. Thus, job factors that lead to job satisfaction are completely different from those factors that lead to job dissatisfaction. Therefore the opposite of job dissatisfaction is not job satisfaction but no job satisfaction.

2.6 Hygiene Factors

The hygiene factors are also referred to as the maintenance factors and comprise of the physiological, safety and love needs from Maslow's hierarchy of needs. They are factors that are not directly related to the job but the conditions that surround doing the job. They operate primarily to dissatisfy employees when they are not present. However, their presence does not necessarily build strong motivation. These factors

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include company policy and administration, technical supervision, interpersonal relations with peers and subordinates salary, job, security, personal life, work conditions and status. Herzeberg called these hygiene factors, since they are necessary to maintain a reasonable level of satisfaction and can also cause dissatisfaction.

2.6.1 Motivator Factors

According to Herzberg, the motivator factors pertain to the job content, they are intrinsic to the job itself. They comprise the physiological need for growth and recognition. The absence of these factors does not prove highly dissatisfying but when present, they build strong levels of motivation that result in good job performance. They are called satisfiers or motivators. They include achievement, recognition, advancement, the work itself, the possibility of personal growth and responsibility. Combining the hygiene and motivator factors can lead to some scenarios namely:

High hygiene + high motivation = the ideal situation where employees are highly motivated and have few complaints.

Low hygiene + high motivation = employees are motivated but have a lot of complaints. A situation where the job is exciting and challenging but salaries and work conditions are not.

High hygiene + low motivation = employees have few complaints but are not highly motivated. The job is then perceived as a pay quick.

Low hygiene + low motivation = the worse situation unmotivated employees with lots of complaints.

This theory sought to encourage managers not to be one-sided in considering factors to motivate employees but rather consider both the motivators and hygiene factors in order to optimally motivate and satisfy employees to get the best out of them.

2.6.2 Application to this study

School managers who emphasize bureaucratic practices with total reliance on rules and regulations that teacher obey without questioning or offering constructive criticisms, may create an impersonal school climate, often not conducive to the achievement of organizational goals. This leads to the employees working as robots and following rules and regulations without rules and regulations without taking initiatives of their own. This impersonal and mechanistic environment, alienates teachers from both their jobs an the schools. Consequently, teachers' behavior as a result of this is often directed towards meeting their personal needs instead of those of the school.

Managers engaged in these bureaucratic practices, are often more interested in exercising absolute power over their employees, than in working towards organizations goals and objectives with their teachers. The managers may have patronizing attitudes towards their employees, criticizing them openly, maintaining a certain psychological and physical distance from them, and leadership a rigid and coercive style of leadership. Teachers who work under such environments are often not motivated to do their work feel powerless, reluctant, hostile and unable to take initiative of their own.

2.7 Conceptual Framework

INDEPENDENT VARIABLES

MODERATING VARIABLES

Democratic leadership style;

- Managers getting along well with juniors
- Managers encourage others to express their ideas
- Managers display confidence and trust in others

Laissez- faire leadership style;

- Delegate leadership
- Allows complete freedom in their work
- Not strict on meeting deadlines

Autocratic leadership style;

- Control of decision by leader
- Unconcerned on juniors needs
- Disallows complete freedom at work

Transformational leadership;

- High quality work expected
- Ownership of work by the staff
- Focus on change ,inspires members

Transactional leadership;

- Motivation is by reward, punishment
- Clear chain of command
- Credit and recognition

Teacher remuneration

- Low
- High

DEPENDENT VARIABLE

Motivation of teachers

- extrinsic
- intrinsic

School characteristics

- School population
- Facilities

KEY:

→ **Independent variables have direct impact on dependent variable**

----→ **Moderating variables can influence independent-dependent variable relationship**

Figure 1.1: A Pictorial Presentation of the Conceptual Framework

This framework tries to analyze the factors affecting teacher motivation. It has democratic, Laissez-faire, autocratic, transformational and transactional leadership styles as the independent variables. Leadership styles are bound to either motivate or demotivate teachers depending on which style and when used. However there are also moderating variables which have a strong effect on the independent-dependent variable relationship. Although there is a strong relationship between leadership styles and teacher motivation, the amount of money the teacher gets in terms of salary and allowances and school characteristics like the number of children enrolled and the quality of facilities in the school may moderate the strength of relationship between the independent variables and dependent variables.

RESEARCH METHODOLOGY

3.0 Introduction

This chapter outlines the methodology used in the study. The chapter is organized under the following subheadings; Research design, target population, sampling procedure and sample size, data collection, instruments validity and reliability of the study, data collection procedure and data analysis.

3.1 Research Design

A survey design was used in this research. According to Mugenda and Mugenda (1999), a survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. In this design, the researcher made efforts to describe and explain an issue of concern in a systematic and objective way by answering the question what is it and why is it. The method was non-experimental as it dealt with the relations among variables that could not be manipulated. The conditions had already occurred and so, the researcher merely selected the relevant variables for analysis of their relationship. Survey methods lend themselves to probability sampling from large populations. In this research a small sample was picked out of the seventy nine early childhood education centers. Thus survey research design is appealing to this study since sample generalization is a central goal of the researcher. Also, the design gave the researcher the opportunity to use both qualitative and quantitative data to get generalized characteristics about the target population.

3.2 Population

The target population was 79 early childhood Education centers. Out of these, 60 were private institutions, 13 were public and 6 were faith-based centers. It is through these E.C.E centers that those teachers who acted as respondents were identified.

3.3 Sampling Procedure and Sample Size

Kathuri (1990) observes that the general role in the sampling is to get the largest sample possible. In this study a stratified random sampling technique was applied. The researcher started by separating the population into non-overlapping groups called strata comprising of 60 private, 13 public and 6 faith based preschools. 20% of representatives of each stratum were picked translating to a total of 12 private ECE centers, 3 public centers and 2 faith based centers making a total of 17 centers. The researcher then undertook a simple random sampling to get individual stratum representatives. Then 3 teachers were picked from each of the sampled 17 schools bringing a total of 51 teachers who comprised the sample size.

3.4 Data Collection Instruments

The researcher collected data on the research questions using questionnaires. The questionnaires had parts A, B and C. Part A gathered data on demographic variables which included gender, level of education and teaching experience. Part B had profile of leadership behavior consisting of statements describing specific form of leadership behavior. The statements catered for 5 leadership styles namely democratic, authoritative, laissez-faire, transformational and transactional. Each item was accompanied by a 5 point Likert Scale having adverbs indicating frequency with which the school manager engaged in a particular form of leadership behavior. Part C contained a teacher's motivation questionnaire.

3.5 Validity of the Instruments

Best and Khan (1989) observed that validity is the extent to which an instrument measures what it is supposed to measure. According to Borg and Gall (2003), validity is the degree to which the sample of test items represents the content that the test is designed to measure. To ensure validity the researcher sought the guidance of

a research expert in regard to the test items included in the questionnaire in order to establish their relevance in relation to the subject matter on teacher turnover. The researcher also employed the use of simple language so as to make the questions easy to understand for respondents and involve peers to provide feedback on the test items used, side notes were also employed to clarify words appearing complex to respondents.

3.6 Reliability of the Instruments

Reliability may be defined as the degree to which test scores are free from measurement errors referred to as random error (Kathuri & Pals, 1993). It also refers to the internal consistency of stability of a measuring device over time (Lokes, 1984). In this study, reliability was determined by the use of a technique called Test-retest. This involved administering the same instrument twice to the same group of subjects. There was a time lapse between the first test and the second test. A number of steps were followed which included selecting the appropriate group of subjects, keeping all the initial conditions constant and administering the same test to the same subject and lastly correlating the scores from both testing periods. The correlation coefficient obtained is referred to as the coefficient of reliability or stability. If the coefficient is high, the instrument is said to yield data that have a high test-retest reliability (Mugenda and Mugenda, 1999).

3.7 Data Collection Procedure

Permit was sought from the Area Education Officer under whose Dundori Education Zone falls. The researcher then issued the heads of institutions sampled with an introduction letter from University of Nairobi- after which he personally distributed the questionnaires to the respondents. The respondents were given two weeks to respond to all the items adequately.

3.8 Ethical consideration

Consent was sought from the ministry of education, authorities running schools and also from the respondents before carrying the research. Respondents' identity will be kept confidential.

3.9 Data Analysis Techniques

The data collected from the field was edited to check for completeness of responses, accuracy and uniformity. The data was then organized along the research objectives to help the researcher identify the emerging themes. The data was then analyzed qualitatively by digging deep into the responses to come up with substantiations of what they were saying about a specific theme. Also quantitative techniques were used by using the SPSS version 17 software. Coding involved assigning values to the responses made by the respondents on the questionnaires. This made it possible to enter the raw data on the SPSS data sheet allowing for subsequent analysis and generation of summaries using frequencies and tabulations. This then aided in the write up of the report and drawing of conclusions and recommendations.

DATA ANALYSIS AND DISCUSSIONS OF FINDINGS

4.1 Introduction

This chapter presents data analysis and discussions of findings. The first sub-section reports on response return rate and background information of the respondents. Subsection two reports response on different leadership styles against categories of schools namely private, public and faith based preschools and the third subsections is a statistical analysis on relationship between leadership styles and teachers motivation. Questions were accomplished through a survey of 51 ECE teachers. Data was collected from the subjects and the outcome presented in a table format. The questionnaire employed in this study is presented in appendix A.

4.2 Response return rate

A total of 51 teachers were sampled from Ndundori Division. However, out of the target respondents, only 45 were able to participate in the process, representing 88.2% as shown in Table 4.1.

Table 4.1 Teachers response return rate tabulation

Response	Frequency	percentage
Returned	45	88.2
Not returned	6	11.2
Total	51	100

This was a high rate of response that was achieved, according to Kothari (2008) the data is analyzable. A high rate of response was achieved through the Cooperation of respondents after the researcher explained to them clearly the purpose of the

research. Having worked in that area before, the researcher had already developed a good rapport with the respondents

4.3 Background information of respondents

In this section the researcher sought to know information on; gender of respondents, age, education level, years of teaching and the category of schools that they teach.

4.3.1 Gender of teachers

To answer the question on gender, employees were asked to state their gender and the response were summarized in Table 4.2.

Table 4.2 Distribution of teachers by gender

Gender	Frequency	Percentage
Female	45	100
Male	0	0
Total	45	100

All the respondents were female 45(100%).There was no male teachers in any of the sampled schools. This confirmed a research carried out by E Mukuna and N Mutsotso (2001) on imbalance in preschool teachers gender which showed that many male teachers shunned careers in teaching at preschools because it is seen as having low salary and it is low in status and the patriarchal society believes that women should take such jobs. Also it was found that the society is strongly influenced by the culture where child rearing is seen as a woman's job. The situation is not different in America where according to the National Association for the Education of Young

Children (NAYEC) 97% of the teachers in pre-primary programmes are women, the reason being that men prefer working in a place with good conditions and good benefits which many elementary schools do not offer.

4.3.2 Age bracket of teachers

To answer the question on age of employees, the researcher asked the respondents to specify their age and the response were summarized in Table 4.3

Table 4.3 Distribution of teachers by age

Age (Years)	Frequency	Percentage
Below 25 years	14	31.1
25-35 years	21	46.7
36-45 years	7	15.6
46-55 years	3	6.7
Over 55 years	0	0
Total	45	100

In Table 4.3, 21 (46.7%) teachers were in age bracket of 25-35, followed by 14 (31.1%) in age bracket below 25, 7(15.6%) teachers were in the age bracket of 36-45 and3 (6.7%) were in the age bracket of 46-55. Majority of teachers are in the 25 - 35 years age bracket. Due to the poor working conditions in majority of preschools with few rewards and incentives, underpayment and lack of parental concern on their children thereby leaving the teacher with all the responsibilities of bringing up

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children, teachers get frustrated and tend to take teaching as a temporary engagement where they work as they wait for a better opportunity to arise and they quit teaching. That is why as the above table suggest, the higher the age bracket the fewer the teachers meaning that many drops teaching and join other careers

4.3.3 Professional qualification of teacher

To answer the question on professional qualification of teachers, the researcher asked the respondents to specify their qualification and the response were summarized in Table 4.4

Table 4.4 Distribution of teachers by professional qualification

Qualification	Frequency	Percentage
Certificate in ECE	23	51.1
Diploma in ECE	18	40.0
P1	4	8.9
Bed	0	0
Masters	0	0
Others	0	0
Total	45	100

In Table 4.4, 23(51.1%) teachers had certificate in ECE, followed by 18(40.0%) with diploma in ECE and 4(8.9%) teachers had P1 qualification. Majority of the teachers had a certificate in ECE mainly because this is the minimum grade required. The table shows that as the qualification rise, we get fewer teachers. Due to the

demoralizing working conditions in preschools in terms of poor pay and the society looking down at preschool teachers as people with low levels of education, those who acquire higher qualifications tend to search for other openings elsewhere. Others join primary teachers colleges and proceed to join primary schools after graduation.

4.3.4 Teaching experience

To answer the question on teaching experience of teachers, the researcher asked the respondents to specify the number of years they have been teaching and the response were summarized in Table 4.5

Table 4.5 Distribution of teachers by teaching experience

Years of teaching	frequency	Percent
1 year and below	5	11.1
1-10 years	28	62.2
11-20 years	10	22.2
21-30 years	2	4.4
Total	45	100

In Table 4.5, 28(62.2%) teachers had 1-10 years of teaching experience, followed by 10(22.2%) with 11-20 years of experience, 5(11.1%) teachers had 1year and below teaching experience and 2(4.4%) with 21-30 years of experience. Majority of the teachers had less than 10 years of teaching experience. For highly experienced teachers to be retained, they need to be given support, autonomy as well as compensation that reflect their professional stature which rarely happens in many

schools in Kenya. The low annual increment may not commensurate with the teaching experience and when the teachers needs grow and the pay does not increase in equal measures, teachers stop getting excitement from the job and instead of looking forward to it, they start fearing it. This becomes stressful, takes a toll on their health and family and this may lead to desertion

4.3.5 School category

To answer the question on school category, the researcher asked the respondents to specify their category of school and the response were summarized in Table 4.6

Table 4.6 Distribution of schools by category

School category	Frequency	Percentage
Private	34	75.6
Faith based	4	8.9
Public	7	15.5
Total	45	100

In table 4.6, 34(75.6%) of the respondents were from private preschools, followed by public at 7(15.6%) and faith based at 4(8.9%). Majority of the ECE teachers were from private preschools. The numbers of private schools highly outnumber those of public schools. This is brought by the inability of the government to build enough schools to cater for the ever rising demands for education. Private entrepreneurs have risen to fill the gap left void by the government. Since most of the public preschools don't receive government funding, they are left to be run by the communities some of whom are poor therefore unable to properly equip the schools. This makes parents

who are financially able to flock to private preschools thereby creating a ready

market for more private schools to open

In this subsection the researcher sought to establish the use of different leadership styles through the use of a 5 point likert scale having adverbs indicating the frequency with which the school manager engaged in a particular style.

Table 4.7 Summary of responses on managers use of democratic leadership style

Teachers response on managers use of democratic style.			strongly disagree	disagree	indifferent	Agree	strongly agree	Total
private	Count		0	6	1	15	12	34
			0.0%	17.7%	2.9%	44.1%	35.3%	100%
faith based	Count		2	2	0	0	0	4
			50%	50%	0.0%	0.0%	0.0%	100%
public	Count		0	2	0	3	2	7
			0.0%	28.6%	0.0%	42.8%	28.6%	100%

Cross tabulation of school category against democratic leadership styles revealed that private schools managers rank highest on the use of democratic leadership style by 15(44.1%) while 6(17.7%) of respondents from the same category disagrees .

 0(0.0%) in faith based agree while 2(50%) disagrees. In public ECE centers 3(42.8%) are in agreement while 2(28.6%) disagrees. The findings of least use of democratic style in the faith based schools may be due to the fact that such institutions tend to follow the traditions and requirements of the sponsor church and therefore leaves no room for the teachers to give their own inputs in the running of the institutions.

Private schools managers are found to favor democratic styles. This is driven by the fact that many parents who pay to educate their children in private schools expect results. This makes these schools hire a professional team and managers capitalize on this team's skills and talent by letting them share their views. A democratic leader lets ideas move freely amongst the group and these ideas are discussed openly. This style is needed in dynamics and rapidly changing environments where very little can be taken as constant.

Table 4.8 Summary of response on use of Laissez faire leadership style

Teachers response on whether their managers use laissez faire leadership style		strongly disagree	disagree	indifferent	Agree	strongly agree	Total
Private	Count	11	14	2	3	4	34
		32.4%	41.1%	5.9%	8.8%	11.8%	100%
faith based	Count	0	2	0	1	1	4
		0.0%	50.0%	0.0%	25.0%	25.0%	100%
public	Count	0	0	1	4	2	7
		0.0%	0.0%	14.3%	57.1%	28.6%	100%

Cross tabulation of school category against laissez faire styles revealed that 4(57.1%) of the respondents from the public centers are in agreement while 0(0.0%) disagrees that their managers practice laissez faire style of leadership,3(8.8%) from private agrees while 14(41.1%) disagrees and lastly 1(25.05%) from faith based

agreed while2(50.0%) disagrees . The high percentage response from public centers in agreement of use of laissez faire style of leadership by school managers may result from the fact that since the community is the one charged with running of these institutions through payment of the teachers salaries and provision of learning materials, the managers who are mostly the head teachers of the mother primary school may not have a lot of control of these teachers therefore giving them the autonomy to run the preschools with minimal interference.

Table 4.9 Summary of response on use of autocratic leadership style in schools

Teachers response on whether their managers use autocratic style		strongly disagree	disagree	indifferent	agree	strongly agree	Total
private	Count	6	19	1	6	2	34
		17.6%	55.9%	2.9%	17.6%	5.9%	100.%
faith based	Count	0	1	0	2	1	4
		0.0%	25.0%	0.0%	50.%	25.0%	100%
public	Count	1	3	0	3	0	7
		14.2%	42.9%	0.0%	42.9%	0.0%	100%

Cross tabulation of school category against Autocratic styles revealed that 2(50.0%) respondents from faith based preschools agree that their managers have autocratic leadership style.3(42.9%)from public are in agreement while only 6(17.6%) from private institutions agreed that their managers have autocratic characteristics. Majority in private disagree that their school managers have autocratic leadership style at 19(55.9%), public at 3(42.9.%) and faith based at 1 (25%).

Table 4.10 Summary of response on use of transformation leadership styles in schools

Teachers response on whether their managers use transformational style		strongly disagree	disagree	Agree	strongly agree	Total
private	Count	3	6	17	8	34
		8.8%	17.6%	50.0%	23.5%	100.0%
faith based	Count	0	3		0	4
		0.0%	75.0%	25.0%	0.0%	100.0%
public	Count	0	2	4	1	7
		0.0%	28.6%	57.1%	14.3%	100.0%

Cross tabulation of school category against transformational styles revealed that most of the respondents in public and private centers are in agreement that their managers practice transformational leadership style at one point or the other. For the public centers 4(57.1%) agrees while 2(28.6%) disagrees Majority in private agree

that their school managers have transformational leadership style at 17(50.7%) while 6(17.06%) disagrees. For the faith based centers 1(25.5%) of respondents agrees while 3(75%) disagrees.

Table 4.11 Summary of response on the use of transactional leadership style in schools

Teachers response on whether their managers use transactional style		strongly disagree	disagree	Indifferent	agree	strongly agree	Total
Private	Count	0	22	1	8	3	34
		0.0%	64.8%	2.9%	23.5%	8.8%	100%
faith based	Count	0	1	0	2	1	4
		0.0%	25.0%	0.0%	50.%	25.5%	1%
public	Count	0	5	1	1	0	7
		0.0%	71.4%	14.3%	14.3%	0.0%	100%

Cross tabulation of school category against styles revealed that 2(50%) respondents from the faith based preschools are in agreement that their managers practice transactional leadership style while 1(25.0%) disagrees .8(23.5%) in private agree that their school managers also practice transactional leadership style while 22(64.8%) disagrees. From the public institutions 1(14.3%) of the respondents agreed that their managers use transactional leadership style while 5(71.4%) disagrees.

Transactional leadership is oriented by demands, with major emphasis on basic and external satisfaction against demands. Robbins (2003) contends transactional leadership creates goal setting through goal clarification and task request. Leaders will affirm and reward subordinates effort, and satisfy their relevant demands to reach esteem and support from these activities

Table 4.12 Category of school and teachers level of motivation cross tabulation

Teachers response on the levels of motivation in their schools		high	moderate	no motivation	Total
private	Count	22	5	7	34
		64.7%	14.7%	20.6%	100.0%
faith based	Count	0	1	3	4
		0.0%	25.0%	75.0%	100.0%
Public	Count	4	0	3	7
		57.1%	0.0%	42.9%	100.0%

Cross tabulation of school category against their teachers' level of motivation revealed that private schools lead in teacher motivation. Those in private with high level of motivation were 22(64.7%) followed by public at 4(57.1%) and lastly faith based where no respondent indicated to be highly motivated. Respondents who said they were moderately motivated were 1(25%) from faith based institutions, followed

by 5(14.7%) from Private schools and non from public schools. Respondents who said were not motivated were 3(75%) from faith based institutions 3(42.9%) from public and respondents from private schools who were not motivated were only 7(20.6%).

From the above table, difference in motivation has been noted in the different categories of schools. Different leadership styles have their own effect or impact on employees to motivate them in an organization .The motivation of teachers against leadership style could be judged according to the situation and the psyche of the employees. It all depends upon choosing a style so it could create positive influence to the employees to achieve the goal effectively and efficiently. The best leadership style is the one that could attract the teachers to achieve their stipulated goals. Job satisfaction is examined against productivity. A study carried by Choy (1993) found out those teachers who are not satisfied may be less motivated to do their work and those who are highly motivated are less likely to change schools or to leave the teaching profession. Happock (1935) was one of the first researchers to study job satisfaction. He found that workers were more satisfied with a supervisor who was understanding and helpful. Meyers (1985) as cited by Smith (2000) concluded that it is important for principals to communicate effectively as well as handle conflicts as teachers who were under such principals were more motivated

In this subsection the Spearman rank- order correlation coefficient was used to determine the strength of the relationship between school managers' leadership styles and their teachers motivation in preschools in Dundori Division. All statistical analysis was done using the SPSS version 17 computer software. An alpha level of 0.05 was used to establish significance.

4.4 Autocratic leadership style on preschool teachers' motivation

This was one of the objectives of the study. Under the study the researcher analyzed how Autocratic leadership style influence motivation of preschool teachers through correlating an autocratic indicator (manager control over all decisions) and a motivation indicator (rewards you).

Table 4.13: Correlation tests between Autocratic leadership style and motivation of teachers

			manager control over all decision	rewards you
Spearman's rho	manager control over all decision	Correlation Coefficient	1.000	-.178
		Sig. (2-tailed)	.	.243
		N	45	45
	rewards you	Correlation Coefficient	-.178	1.000
		Sig. (2-tailed)	.243	.
		N	45	45

**correlation is significant at the 0.05level (2-tailed)

The result shows a correlation coefficient of- 0.178 and significance of 0.243. This significance is >0.05.The r value of negative -0.178 indicates that management through autocratic leadership has a negative relationship with motivation. This finding therefore suggests that autocratic tendencies from a leader elicit no motivation from the subordinates. A manager showing autocratic tendencies is

usually regarded as an inconsiderate leader who is only concerned with completion of tasks. Authoritarian leadership by virtue of the fact that it ignores the human needs of the group is antagonizing yet as Ordway (1951) puts it, you cannot antagonize and influence at the same time. The findings of this analysis tend to agree with an inquiry conducted by Lewin, Lippit and White (1939) on physiological dynamics of democratic, authoritarian and laissez-faire with eleven year olds. The study revealed that autocratic leadership was tensed by the fact that the leader determined all policies tasks and techniques. In addition to this the leader was not objective in criticizing the group members. The group members tended to be poorly motivated. Although the work done was of high quality, there was discontent among group members. In autocratic leadership, together with little upward communication within the organization, suggestions from employees are disregarded by the manager because of lack of trust. Downward communication is characterized with suspicion. Teamwork does not exist and teachers are just used to achieve goals. They have no say in how they should perform their work. Although teachers accept their responsibilities because of fear, they resist covertly. Teachers become dissatisfied with their work and this leads to informal grouping for the purpose opposing the goals the school teachers mostly attribute success to the manager. Although they do not oppose the goals set by the manager, they do not see themselves as part of the organization. As a result they become less motivated and are not committed to their work.

4.5 Laissez faire leadership style on teachers motivation

This was the second objective of the study. The researcher correlated a laissez faire indicator (managers lets the staff do their work the way they think best) against a motivator (making employees feel secure).

Table 4.14: Correlation tests between Laissez leadership style and motivation of teachers

			manager makes you feel secure in your job	let's the staff do their work the way they think best
Spearman's rho	manager makes you feel secure in your job	Correlation Coefficient	1.000	.359**
		Sig. (2-tailed)	.	.002
		N	45	45
	let's the staff do their work the way they think best	Correlation Coefficient	.359**	1.000
		Sig. (2-tailed)	.002	.
		N	45	45

**. Correlation is significant at the 0.05 level (2-tailed).

This shows a correlation coefficient of 0.359 and significance of 0.002.This significance is <0.05 showing a relationship that gives r value of 0.359.This shows that management by laissez faire style has a positive, low and significant relationship with motivation. The results of Laissez Fare leadership style on teachers motivation showed that there is a very slight motivation when school managers practices this style. Although subordinates favor autonomy it still brings dissatisfaction. These findings supports a study by Bailey(1988)that examined the relationship between the leadership styles of high school principals and school climate which found that high school teachers who perceived their principles to exhibit laissez faire tendencies perceived their school climate as negative. In another study of Laissez faire leadership, Lewin, Lippit and white (1948) found that laissez-

faire leadership led to low productivity and satisfaction among followers when compared with democratic leadership. A leader practicing this style provides basic but minimal information and resources. There is virtually no participation, involvement or communication within the workforce. Administrators at all levels need to understand the negative effect that laissez faire leadership has on the ability to maintain motivation of staff. Since teachers are skilled and professionals, they may need to be consulted, empowered and duty delegated with the directive boundary conditions specified by the leader. Within these boundaries the leader should permit the already competent and motivated subordinates to complete their work in the manner they think best. However, when the school manager does nothing unless asked by the teachers and procrastinate or fail to respond anarchy may results. If he does not provide a clear boundary and avoid the process of decision making, the teachers do not feel free to carry out their jobs as they see fit. Instead they feel uncertain about their own authority, responsibilities and duties. Therefore complete autonomy of teachers may not bring much satisfaction and motivation.

4.6 Democratic leadership style on preschool teachers' motivation

This formed the third objective of the study. Under the study the researcher analyzed how Democratic leadership style influence motivation of preschool teachers.

Table 4.15: Correlation tests between Democratic leadership style and motivation

		encourages others to express their ideas fully	displays confidence and trust in others
Spearman's rho	encourages others to express their ideas fully		
	Correlation Coefficient	1.000	.672[**]
	Sig. (2-tailed)	.	.000
	N	45	45
	displays confidence and trust in others		
	Correlation Coefficient	.672[**]	1.000
	Sig. (2-tailed)	.000	.
	N	45	45

**. Correlation is significant at the 0.05 level (2-tailed).

This shows a correlation coefficient of 0.672 and significance of 0.00. This significance is <0.05.An r value of 0.672 shows a strong positive relationship between democratic leadership style and motivation. The above findings indicate that when school managers apply democratic style teachers motivation is aroused. This usually comes about because the manager creates a situation where everybody participates fully in the activities of the school. Everybody strives to make the school a better place to work in. Communication flows freely to and from the hierarchy and also among colleagues. This is because the subordinates are well involved in decision making. The managers behaviors include coaching team members, negotiating their demands and collaborating with others. The employees therefore have a positive attitude towards the organization,the manager and their work. This concurs with a research carried out by Keringot(2010) in Narok North District in

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Kenya which established that principals who were perceived to be exhibiting democratic style had a considerable highly motivated staff. Another study carried out in Malaysia by Nazatul (2008) on Malaysian employees' preference of their managers leadership style also found that most employees prefer the manager to make them feel special in the workplace. They also prefer their managers to make them feel empowered in their workplace and to be empowered in decision making process on accomplishing family goals. Oyetunji (2006) in yet another study asserts that head teachers should endeavor to fully involve teachers in the decision making and execution of plans and this will most likely make teachers work with enthusiasm when they are not left out in matters concerning the progress of the school.

4.7 Transformational leadership style on teachers motivation .This formed the fourth objective of the study. Under the study the researcher analyzed how Transformational leadership style influence motivation of preschool teachers.

Table 4.16: Correlation tests between Transformational leadership style and motivation

			be involved in decision making	encourages ownership of work by staff
Spearman's rho	be involved in decision making	Correlation Coefficient	1.000	.475[**]
		Sig. (2-tailed)	.	.001
		N	45	45
	encourages ownership of work by staff	Correlation Coefficient	.475[**]	1.000
		Sig. (2-tailed)	.001	.
		N	45	45

**. Correlation is significant at the 0.05 level (2-tailed).

This shows a correlation coefficient of 0.475 and significance of 0.001. This significance is <0.05 showing linear relationship that gives r value of 0.475.This

shows there is a positive and a moderate relationship between transformational leadership and motivation. On use of transformational leadership style moderate motivation was noted. Transformational leaders seek to inspire and empower members of the organization to focus on a common vision and to take ownership of the change process through a collaborative approach. The transformational leader is more concerned with the process of how to get to results rather than the results. The teachers are given the opportunity to determine the best path to take to reach goals. This focus on a shared vision and collaboration builds a strong school culture and brings commitment and motivation on the staff. According to Ross and Gray (2006) the essence of transformational leadership is dedication to fostering the growth of enhancing their commitment by elevating their goals. A Research carried out by Sagor(1990) adds weight to the above finding by suggesting that schools Where educators and learners reported a culture conducive to school success had a transformational leader as its principle. However, Mitchell and Tucker (1992:30-35) conclude that transformational leadership should be seen as only one part of a balanced approach to creating high performance in schools.

4.8 Transactional leadership style on preschool teachers' motivation

This formed the fifth objective of the study. Under the study the researcher analyzed how Transactional leadership styles influence motivation of preschool teachers.

Table 4.17: Correlation tests between Transactional leadership style and motivation

			appraising your working abilities	encourages clear chain of command
Spearman's rho	appraising your working abilities	Correlation Coefficient	1.000	-.138
		Sig. (2-tailed)	.	.366
		N	45	45
	encourages clear chain of command	Correlation Coefficient	-.138	1.000
		Sig. (2-tailed)	.366	.
		N	45	45

This shows a correlation coefficient of -0.138 and significance of 0.366.This significance is >0.05 and gives r value of -0.138 indicating a negative relationship between transactional leadership style and motivation. This analysis shows no connection between the use of a transactional leadership style and teachers motivation. Transactional leadership focuses on rewards or punishments in exchange for performance and is characterized by behaviors and attitudes which emphasize the quality of exchanges between a leader and follower. The leader clarifies the performance criteria and in return the followers receive rewards for meeting the specific standards set forth since transactional leaders are not interested in changing or transforming the work environment, everything remains constant except for problems. This often results in lack of real goal attainment and provides limited results leading to low job morale among employees.

The transactional leader actively monitors deviance from standards, mistakes and errors and Wait for followers to do something wrong (Bass & Avolio, 1994).He does

not individualize the needs of subordinates, nor focuses on their personal development. They tend to focus on the short term, physical security needs of subordinates and usually operate through an economic exchange mode, transactional leaders are seen as reactive and not proactive (Bass, 1985). The transactional leader gives instructions, clarifies conditions, and retains ultimate control. At the core of transactional leadership, the leader holds control over employees or followers and provides incentives for followers to do what the leader wants. If an employee does what is desired a reward will follow, and if the employee does not do what is desired, withholding of the reward will follow (Lashway, 1999). Therefore, while transactional leadership relies on a set of assumptions about human beings and what motivates them in the organization, this style of leadership usually provides limited results .Effects of rewards and punishment tend to require bigger rewards to remain effective. This comes with a higher cost and does not serve to inspire loyalty to the leader.

In conclusion, although this study revealed that Democratic leadership elicited the highest level of motivation while autocratic leadership style resulted to the least motivation among the teachers, it is good to note that there is no single style that gives a 100% certainty to the school managers that it will build motivation on their teachers. The most important part of being an authentic leader is to develop your ability to adapt your style to the situation as well as the people that you are leading in a manner that will provide you, the institution you are heading and the people within it, the results that they are seeking.

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0   Introduction

This chapter contains a summary of the findings, conclusions, recommendations and suggestions for further studies. At the end of the chapter, some recommendations are proposed by the researcher in order to solve the problem under study based on research findings.

5.1   Summary of research findings

This section presents a summary of the research findings arising from the study based on how each objective was addressed. Out of the target respondents, 88.2% were able to participate in the research. Majority of the respondents were in the age bracket of between 25 and 35 years. An analysis on the qualification revealed that a majority at 51.1% had certificate in early childhood education. When it came to the teaching experience 62.2% of the respondents had a teaching experience of between I and 10 years while those who had 21 to 30 years of teaching experience were only 4.4 %. On the school category 75.6% were from the private ECE Centers, 15.5% were from the public while 8.9% came from the faith based institutions.

The research sought to determine whether autocratic leadership is practiced by the school managers. 50.0% respondent from faith based schools was in agreement that it is used. 42.9% from public schools agreed while 17.6% from private school were in agreement. When the autocratic leadership was correlated with motivation, the results showed a correlation coefficient of-0.178 indicating that autocratic tendencies elicited no motivation.

An analysis on the use of Laissez faire leadership showed an overwhelming 57.1% respondents from public schools indicating that their school managers practice

Laissez –faire, 8.8% from the private schools were in agreement while 25.0% respondents from faith based institutions affirmed that their school managers uses leadership style. When a correlation test between Laissez-faire leadership style and motivation was done a mild positive relationship was noted.

On democratic leadership style the study sought to know whether it is used in pre schools and how it affected motivation 44.1% respondents from the private ECE centers agreed that it is practiced in their schools. 42.8% from the public schools agreed that their school managers are democratic and non of faith based institutions affirmed that its practiced in their schools. When the researcher analyzed how democratic leadership style influence motivation a correlation co efficient of 0.672 was observed showing a high and positive relationship between democratic style and motivation.

The fourth objective of the study was to establish the relationship between the school managers use of transformational leadership style and teachers. First the study sought to know whether it was practiced in pre schools. 57.1% of respondents from public schools agreed that transformational leadership style is used, 50.0% from the private schools agreed while only 25.0% respondents from faith based school were in agreement that it is practiced in their institutions. A correlation test between transformational leadership style and motivation of teachers showed a correlation coefficient of 0.475 and significance of 0.001. This shows a moderate relationship between transformational leadership style and motivation.

The study also sought to determine whether the use of transactional leadership style by the school manager affects teachers motivation. First the findings indicated that 50% of respondents from the faith based schools agreed that their managers practice transactional leadership style. 23.5% in private agrees while 14.3% of the

respondents from the public institutions agreed. When the transactional leadership style was correlated with teachers motivation a correlation coefficient of -0.138 was observed. This showed a negative relationship between transactional leadership style and motivation therefore indicating that the use of transactional leadership style does not bring motivation.

5.2   Conclusion

When categories of schools and teachers level of motivation were cross tabulated, an overwhelming 75.0% of respondents from faith based institutions said that they were not motivated, this category of respondents was also in agreement that their managers favored autocratic leadership more as compared to managers from both faith based and private institutions as shown in table 4.9. The respondents who indicated the highest level of motivation were from private institutions as 64.7% of the respondents affirmed this. This group also indicated that their managers ranked highest in the use of democratic style of leadership as compared to those from public and faith based institutions. This clearly shows therefore the type of leadership that a school manager uses has an impact on the teachers motivation.

5.3   Recommendations

1. There is need for teachers training colleges to train teachers in management and leadership to equip them with appropriate and flexible leadership styles that may help in creating motivation in teachers.

2. Post-teacher training institutions like Kenya Management Institute should put more emphasize while making their curriculum in modern leadership styles like transformational which has been found to motivate teachers.

3. All school managers should train in management and leadership so as to improve their relationship with their subordinates.

4. Although some leadership styles like Democratic and transformational have been found to create motivation among employees, a combination of different styles while running an institution brings out the best from everyone in the organization.

5. Leadership styles alone cannot create optimum motivation of employees. Other incentives like good pay packages need to be there too.

6. School managers are encouraged to be democratic as this has been shown to bring motivation in teachers.

5.4   Suggestions for further research

1. There is need to carry out studies on other factors that affect preschool teachers motivation apart from school managers leadership styles.

2. There is need to carry out other studies covering a larger area such as a county to enable a wide generalization of results.

3. There is need to carry out studies on management challenges faced by school manager's while running their institutions.

4. A research on the relationship between school managers gender and teachers motivation could also be carried out.

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APPENDICES

APPENDIX A: TEACHERS QUESTIONNAIRE

Please answer the following questions as truthfully as you can. This is not a test.

your opinion is the only right answer.

SECTION A: Demographic characteristics

Please tick [√] the answer applicable to you

1. What is your gender?

   Male   [   ]   Female   [   ]

2. Which age bracket is applicable to you?

   Below 25 years   ( )

   25-35 years   ( )

   36-45 years   ( )

   46-55 years   ( )

   Over 55 years   ( )

3. What is your professional   qualification?

   Certificate in ECE   [   ]   B.ED   [   ]

   Diploma in ECE   [   ]   masters   [   ]

   P1   [   ]   others   [specify]

4. For how long have you been teaching?

   1year and below   ( )

   1-10 years   ( )

11-20 years   ( )

21-30 years   ( )

Over 30 years   ( )

5. Which is the category of your school?

Private   **( )**

Faith based   **( )**

Public   **( )**

SECTION B: Influence of Democratic leadership Style of School Managers on Motivation of teachers:

In this section you are requested to tick [√] against the number in the scale with regard to the statement provided. The options are:

Strongly disagree   1

Disagree   2

Indifferent   3

Agree   4

Strongly agree   5

1. To what extent do you agree with the following statements concerning the leadership style of your school manager?

Statement	1	2	3	4	5
Is friendly and easy to talk to					
Encourages others to express their ideas fully and frankly					
Display confidence and trust in others					
Encourages members of staff to bring new changes as well as creative ideas					

SECTION C: Influence of Laissez- Faire leadership Style of School Managers on Motivation of teachers:

In this section you are requested to tick [√] against the number in the scale with regard to the statements provided**. Please [√] tick once.** The options are:

Strongly disagree   1

Disagree   2

Indifferent   3

Agree   4

Strongly agree   5

2. To what extent do you agree with the following statements concerning your school manager?

statements	1	2	3	4	5
Delegate leadership, allow members to make decisions					
Lets the staff do their work the way they think best					
Is the leader of the staff in name only					
Is not strict on meeting deadlines due to lack of staff control					

SECTION C: Influence of Autocratic leadership Style of School Managers on Motivation of teachers:

In this section you are requested to tick [√] against the number in the scale with regard to the statements provided. *Please tick [√] once.* The options are:

Strongly disagree   1

Disagree   2

Indifferent   3

Agree   4

Strongly agree   5

6. To what extent do you agree with the following statements concerning your school manager?

Statements	1	2	3	4	5
Control over all decisions					
Does not pay attention to teachers needs					
Does not allow teachers complete freedom in their work					
Does not allow teachers to question his views					

SECTION E: Influence of Transformational leadership Style of School Managers on Motivation of teachers:

In this section you are requested to tick [√] against the number in the scale with regard to the statement provided. *Please tick [√] once.* The options are:

Strongly disagree   1

Disagree   2

Indifferent   3

Agree   4

Strongly agree   5

7. To what extent do you agree with the following statements concerning your school manager?

Statement	1	2	3	4	5
Expects high quality of work from the staff					
Encourages ownership of work by staff					
Allows the group high degree of initiative					
Focus more on change and inspires teachers					

SECTION E: Influence of Transactional leadership Style of School Managers on Motivation of teachers:

In this section you are requested to tick [√] against the number in the scale with regard to the statement provided. *Please tick [√] once.* The options are:

Strongly disagree   1

Disagree   2

Indifferent   3

Agree   4

Strongly agree   5

8. To what extent do you agree with the following statements concerning your school manager?

Statement	1	2	3	4	5
Motivates staff by reward and punishment					
Encourages clear chain of command					
Give credit and recognition generously					
Ask the staff to follow rules and regulations					

SECTION F: Motivation of teachers.

In this section you are requested to tick [√] against the number in the scale with regard to the statement provided. *Please tick [√] once.* The options are:

Not likely   1
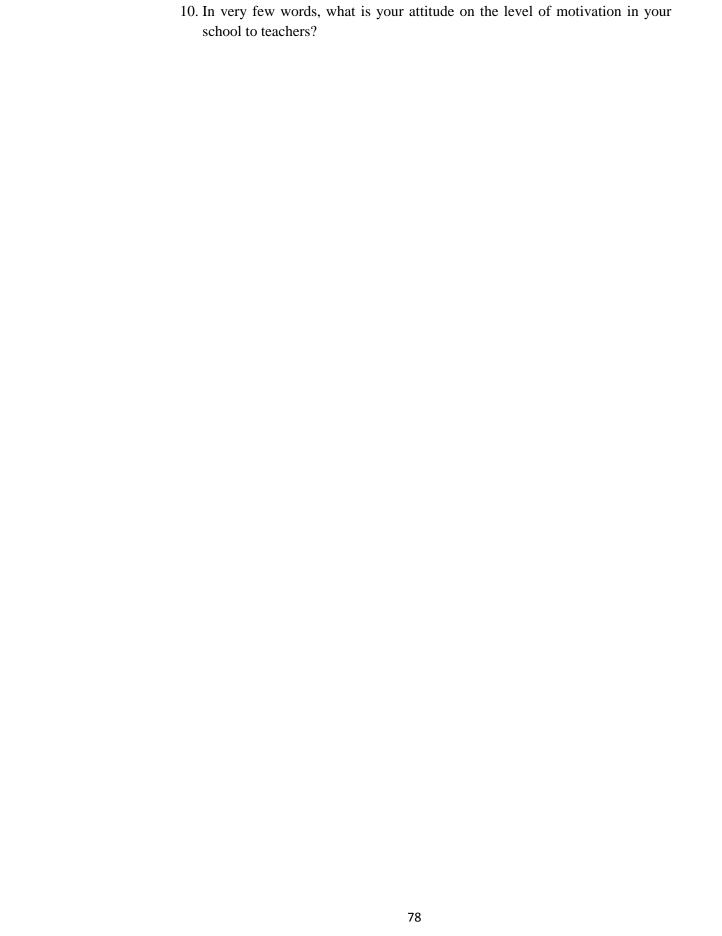
Somehow likely   2

Moderately likely   3

Likely   4

Extremely likely   5

9. When you do your work satisfactorily, how likely will your school manager help to make the following happen?

Statement	1	2	3	4	5
Make you feel secure in your job					
Be involved in decision making					
Receive good working condition					
Appraising your working abilities					
Rewards you					

10. In very few words, what is your attitude on the level of motivation in your school to teachers?

APPENDIX B: RESEARCH AUTHORISATION