

**LEADERSHIP STYLE FACTORS THAT INFLUENCE MOTIVATION OF  
PRE-SCHOOL TEACHERS IN PUBLIC PRE-SCHOOLS IN EMBU NORTH  
DISTRICT, EMBU COUNTY, KENYA**

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**A Research Project report submitted in Partial fulfillment of the requirements for  
the award of a Degree of Master of Education in Early childhood Education in the  
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## **DECLARATION**

This research project is my original work and not been presented in any other University.

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This research project has been submitted for examination with the approval of the University supervisor

A handwritten signature in black ink, appearing to read "J.C. Gatumu", is written over a horizontal line.

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## **DEDICATION**

To my beloved father Mr. Fredrick Nthuni Konji, who always motivated me by continuously encouraging me to further my education.

To my beloved son Fredrick Murangiri, my dear sister Honorata Marigu and my dear brothers Victor Njeru and Anselmo Njagi who continuously gave me maximum moral support, encouragement and understanding.

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May the Almighty God bless all of them.

## ABSTRACT

The purpose of this study was to investigate how the head teachers' leadership styles influence motivation of pre-school teachers in public pre-schools in Embu North District. The study's objectives were to determine, examine and assess how Autocratic (Authoritarian), Democratic (Participatory), Laissez faire (Free reign) and Transformational (Charismatic) leadership styles influence motivation of pre-school teachers in public pre-schools in Embu North District. The study employed the use of descriptive research design. The researcher targeted all the 32 public pre-schools in Embu North District, with a target population and a sample size of 32 head teachers and 32 pre-school teachers from the 32 public pre-schools in the district. The study adopted purposive sampling techniques to sample its respondents. Questionnaires for both the head teachers and pre-school teachers and interview schedules for pre-schools teachers were used for data collection. Validity and Reliability were ensured through pilot study and testing and re-testing methods respectively. Data was analyzed using the SPSS software (Statistical Package for Social Science). The research utilized descriptive analysis, and data was presented in form of frequency tables, percentages and thick descriptions. This study was significant in that it makes the government, parents and the head teaches aware of the need to adopt a transformational leadership style in order to enhance motivation of pre-school teachers in public pre-schools and improve their working environment by involving them in decision making and in policy formulation in their schools. Other than the salary^ the leadership and management would be provoked to give these teachers some other forms of incentives and fridge benefits, as well as meeting them more often so as to increase their morale. The study findings showed that pre-school teachers led by head teachers who practice authoritarian and laissez faire style of leadership are demotivated to a large extent based on leadership factors singled out by the researcher. Where democratic and transformational leadership styles of leadership are practiced, the teachers are highly motivated and inspired. The researcher recommends that head teachers should attend seminars and workshops that create awareness on the applicability of various types of leadership styles and how to motivate their teachers without compromising academic performance. The head teachers should meet and involve pre-school teachers more frequently in decision making and in pre-school policy formulation. Head teachers should empower their staff through capacity building. Further study should be done on the influence of leadership styles on motivation of teachers in both primary and secondary schools.

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## **ABBREVIATIONS AND ACRONYMS**

<b>DEO</b>	District Educational Officer
<b>ECD</b>	Early Childhood Development
<b>ECE</b>	Early Childhood Education
<b>GOK</b>	Government of Kenya
<b>MOE</b>	Ministry of Education
<b>SPSS</b>	Statistical Package for Social Sciences

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to study

Leadership focuses on specific purpose and seeks to meet the needs of the member or of the group by performing the desired functions (D'Souza, 2006). Leadership involves creating change, not maintaining the status quo. Armstrong (2004) defines leadership as influence, power and legitimate authority acquired by the leader to be able to effectively transform the organization through direction of human resources that are the most important organizational assets, leading to the achievement of desired goals, Therefore, the leadership style should be properly and carefully used to guide and motivate subordinates (Elenkov, 2002). In a school setup, leadership deals with higher order tasks designed to improve staff, learners and school performance, hence it focuses on people (Teklemariam, 2009).

According to Oricho (1996), the head teacher is charged with the responsibility of supervising and harmonizing the roles of various groups of people such as teaching teachers (Academic staff) and Non-teaching teachers in a school. Therefore, the head teacher is the leader of the school and his/her leadership styles determines the extent to which the school meets its educational objectives Mbiti (2009).

The US Congress (1974) in the report of the select committee on equal educational opportunity underscores the vital roles of the head teacher as a leader in a school. The report states that the role of the head teacher as the leader of the school is to set the tone of the school and morale of staff. Appleby (1969) highlights that when teachers' morale

is low, work is of poor quality and problems of high absenteeism arise. Grainger (1994) emphasizes that leading and motivating teachers requires certain and specific skills on the part of the head teacher as the leader. It's widely acknowledged that in schools where the leadership shows empathy and care to the staff, productivity of the teachers is high. The leader (Head teacher) should therefore be able to use motivators such as teachers needs for achievement, recognition, responsibility, personal growth, professional growth as a way of motivating the staff. The organizational (schools) performance is determined by the leadership styles used by the administrative supervisors who play a crucial role in the organization performance.

Onyango (2001) observes that for a school to succeed in attaining its goals, effective leadership for both the-teaching and nonf-teaching teachers is required. Okumbe (1999) asserts that there are four main types of leadership styles namely: Autocratic (Authoritative), Democratic (participatory) Laissez faire (free reign) and Transformational (charismatic) leadership style among many others. It is against this background that the researcher aims to find out the influence of leadership styles on motivation of pre-school teachers in public pre- schools in Embu North District.

## **1.2 Statement of the problem**

A baseline survey done in Embu North District, D.E.O's office, 2011 indicates that the population of pre-school teachers in public pre-schools is on the decrease. On the other hand, the population of pre- school teachers, in private pre-schools is on the increase. The survey further indicates that, every year two or more Pre- school teachers leave .public pre-school for private pre-school and no private pre-school teacher opts to leave private pre- school for public pre-school. Eshiwani (1993) highlights various reasons

that affect the quality of education, among them he cites teachers' motivation, and the leadership style exercised by the head teachers as some of the reasons. Similarly, Ngumi (2003) supports this argument by saying that teachers teaching in public schools in Kenya are dissatisfied with their jobs; he cites low salary as the major factor for this dissatisfaction. The baseline survey raises concern as to why teachers in public pre-school in Embu North District are moving from public to private. Could it be that the leadership style exercised by the head teachers influences their motivation and hence opts to leave? It is for this reason that the study aims to find out whether the kind of leadership style exercised by the head teachers could be influencing motivation of pre-school teachers in Public Pre-schools in Embu North Districts.

### **1.3 Purpose of the study**

The purpose of this study was to investigate how the head teachers' leadership styles influence motivation of pre-school teachers in public pre-schools in Embu North District.

### **1.4 Objectives of the study**

The study was guided by the following research objectives:

- i) Determine the extent to which Autocratic (Authoritarian) leadership style factors influence motivation of Pre-school teachers in public pre schools in Embu North District.
- ii) Examine the extent to which Democratic (Participatory) leadership style factors influences motivation of Pre-School teachers in Public pre-schools in Embu North District.

- iii) Assess the extent to which Laissez faire (Free reign) leadership style factors influence motivation of Pre-school teachers in Public Pre-schools in Embu North District.
- iv) Determine the extent to which Transformational (Charismatic) leadership style factors influence motivation of pre-school teachers in public pre-schools in Embu North District.

### **1.5 Research questions**

The study was guided by the following research questions:

- i. To what extent does Autocratic (Authoritarian) leadership style factors influence motivation of pre-school teachers in Public Pre-schools in Embu North District?
- ii. How does Democratic (participatory) leadership style factors influence motivation of pre-school teachers in Public pre-schools Embu North District?
- iii. How does Laissez faire (Free reign) leadership style factors influence motivation of Pre-School teachers in public pre-schools in Embu North District?
- iv. What are the transformational (charismatic) leadership style factors that influence motivation of pre-school teachers in public pre-schools in Embu North District?

### **1.6 Significance of study**

This study was significant in that it makes the government parents and the head teachers aware of the need to adopt a transformational leadership style in order to enhance motivation of pre-school teachers in their schools, improve their working environment by involving them in decision making and in policy formulation. Other than the salary the leadership and management was provoked to give their teachers some other forms

of incentives and fringe benefits as well as meeting them more often so as to increase their morale.

### **1.7 Limitation of the study**

The researcher conducted the study in only 32 Public Pre-schools of Embu District North. These pre-schools have similar characteristics in that the head teachers of these primary schools are the same head teachers for the pre-schools. The District has an area of 111km<sup>2</sup>, thus the results of the study can only be generalized to be used in other public pre-schools with similar conditions.

### **1.8 Delimitation of the study**

The study investigated the influence of leadership styles on motivation of pre-school teachers in Public pre-schools in Embu North District. The researcher focused on 64 respondents mainly the head teachers of the mother public primary schools and pre-school teachers. The researcher also worked with the local DEO's office and in particular with the officer in charge of ECD.

### **1.9 Assumptions of the study**

The study was based on the assumption that head teachers leadership style has motivation elements and that the pre-school teachers working under them have job satisfaction

### **1.10 Definition of key terms**

**Leadership styles** refers to variations in leadership characteristics that define leadership skills which are used in institutions to bring up the children.



refers to the psychological processes that influence pre-school teachers' behaviour with respect to the attainment of institutional goals and tasks.

refers to a learning day care center where children of ages 4-5 and 5-6 who have not attained the compulsory primary school going age go to learn.

### **1.11 Organisation of the Study**

The study was organized into 5 chapters. The first one was the introduction of the study. It highlights the background to the problem at hand, statement of the problem, the purpose of the study, research questions, research objectives, the basic assumptions of the study, significance of the study, limitations of the study and delimitations of the study. It also addresses operational definition of key terms. It ends with the organization of the study.

The second chapter is concerned with the review of the related literature that is within the subject area of the problem. It focuses on what other scholars and researchers have found and said about leadership styles and motivation of pre-school staff. Theoretical and conceptual frameworks are also outlined here.

The third chapter outlines the research methodology under; research design, research target population, sampling procedures, research instruments, reliability and validity, data collection procedures and data analysis.

The fourth chapter outlines the findings and discussions of the study, while the fifth chapter presents the summary of the findings, conclusions, recommendations and area for further study.

## CHAPTER TWO

### LITERATURE REVIEW

#### **2.0 Introduction**

The reviewed literature includes: The role of leadership styles in organizations, influence of various styles of leadership on motivation of teachers, Authoritarian leadership style and its influence on motivation of public pre-school teachers, Democratic leadership style and its influence on motivation of public pre-school teachers, Laissez faire leadership style and its influence on motivation of public pre-school teachers, Transformational leadership style and its influence on motivation of public pre-school teachers, Theoretical frame work and Conceptual framework

#### **2.1 Role of Leadership style in organizations**

Chacha (2006) asserts that leaders can improve their performance and effectiveness by their ability to influence the group and its members in achieving a common task, ensuring that the required task gets carried out, meeting the needs of the groups for team building and team morale, developing and satisfying individual needs within the group. He further observed that successful leaders function in all the three areas, often simultaneously. Mbiti (2009) argues that, the failure of the group to achieve its tasks causes disintegration and dissatisfaction to the group members and individuals. He therefore suggests that, for morale to remain high, groups must achieve their tasks. He further argues that, lack of unity in the group hinders the group's performance. He advices that the leadership should not ignore the needs of individuals working under them, otherwise the ignored individuals will become demotivated and frustrated; hence

they will not give their maximum contribution to the common task to the life of the organization.

D'souza (2006) observes that leader's personal behavior and empathy in dealing with subordinates provides an important positive opinion about them and is an important incentive for the achievement of motivation of the subordinates. He suggests that leaders can increase motivation of their workers through personal attention and social contact with them. He says that a leader should be goal oriented in order to understand the purpose of life and the work of the organization and that he should show concern to the people he is leading. He argues that without people, material and financial resources are worthless, and that even in the most automated factories, leaders still care about their human resource because workers are human-beings and have needs to be fulfilled, have feelings, likes and dislikes. His advice is that leadership therefore, should help the teachers meet their needs in order for them to feel motivated to contribute to the achievement of organizational goals. Dayton, Edward and Ted (1979) support these arguments by stating that effective leaders understand how to motivate individual members of their staff.' Senge (2003) points out that an effective head teacher should have a clear vision, and should involve all the key stakeholders in developing the school motto, vision and mission, so as to inspire, motivate and influence teachers and learners towards a sense of purpose which focuses on their achievements. He observes that head  
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teachers should ensure that every individual in the school feels valued and involved in the running of the school, and should always ensure that they provide a model of excellence in terms of attitude and professionalism for both the teachers and the learners.

Keating (1982) asserts that sometimes strong directive power is essential in leadership, especially where the group has lost its sense of direction and/or purpose. He further asserts that, non-directive style of leadership may be used where a group is functioning well and has clear sense of direction and purpose. Kaitholil (2005) supports this when he observes that school leaders have to keep the school or organization's purpose in the forefront of all activities through functions such as setting, planning, organizing, programming, motivating, co-coordinating and evaluating of the school activities. They should also seek to establish a climate conducive for the full development of human resources. The leader of an institution should always endeavour to encourage and support the teachers under him so as to realize the organization's goals.

According to GOK (2004), school leaders should prioritize and plan the school's or organizational activities which include logical thinking, ability to provide clear direction and motivation of the teachers working under them. They should also have passionate commitment to the right of the child to education and ability and drive and to produce positive outcomes and to develop the teachers' capabilities by mentoring them, setting clear expectations and holding them accountable for performance. School leaders should have the ability to understand and make positive use of relationships on social and cultural differences within the school. The leader is expected to be always consistent and fair as he works with others to achieve the organizational goals, which will motivate the teachers working under him.

## 2.2 Influence of various styles of leadership on the motivation of pre-school

### teachers

Leadership refers to people's ability, using minimum coercion, to influence and motivate others to perform at a high level of commitment. Bass (1985 and 1999) and Burns (1978) respectively argue that people are motivated by instrumental motivation and by such factors as the need for self realization, belonging, reward such as verbal praise, persuasion and even by observing and following the leader's example. Myron, (2009) observes that leadership styles influence how the organizational human, physical and financial resources are utilized. He further asserts that leadership style affects how people relate in the organization as it influences the type of communication that develops between the leadership and the staff and amongst the staff members

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themselves. Similarly Ashipi (2005) notes that the teaching- learning process is largely influenced by the leadership style of the school head. Stewart (2006) supports these arguments by observing that the improvement in academic standards in a school set up is as a result of the leadership style adopted by the head teacher. He points out that leadership is unique between a particular people to another. He further notes that adaptation of leadership styles adopted by different leaders is also unique and that the way head teachers lead their teachers and the performance outcomes from their schools is a reflection of them.

Myron (2009) identifies four leadership styles namely dictatorial, authoritative, consultative and participative, while Mbiti (2009) classifies leadership styles as coercive, democratic, laissez faire and charismatic. Okumbe (1999) categorizes leadership styles as democratic, autocratic and laissez faire. D'Souza (2006) categorizes

leadership styles into two that is authoritarian and democratic. In general it can be noted from the authorities cited above that leadership styles can be classified into four main categories as follows; authoritarian (dictatorial /autocratic /coercive /directive), democratic (participative/ directional), laissez faire (free reign/ non leadership/most passive), and charismatic (transformational).

### **2.3 Authoritarian Leadership style and its influence on motivation of pre-school teachers in public pre-schools**

Myron (2009) defines authoritarian leadership as where the leader makes all decisions concerning what, when, where and how things are done and who will do them, and people failing to carry out the instructions given are usually severely disciplined. D'Souza (2006) points out that authoritarian style of leadership manifests with characteristics such as generally strong willed, commandeering and to some extent very aggressive, and the leader's way of doing things does not allow for options, suggestions and views of teachers under him. The leader looks down upon his subordinates more as functionary rather than persons with reasoning capacities, and hence the teachers are required to follow the directions without questioning. Authoritarian leaders do not encourage equal relationships, that is, they do not allow themselves to get close to employees, and neither do they like seeing employees close to each other. These leaders have business like and task oriented attitudes that they value work more than the teachers that do the work. The leaders blame poor results on inability of others to carry out instructions correctly.

Myron (2009) points out that, as a general rule, the more authoritative the leader is, the less he is willing to use the creative ideas of his staff. He describes this attitude, as that the leader "uses the people's muscles instead of their minds". He further notes that the

more authoritative leadership style used by the leader, the more he separates himself from his staff hence decreases the staff morale. He further notes that, the more authoritative style the leader uses, the more communication tends to be monologue, that is one way communication, that is top-down communication. This limits communication between the leader and the subordinate. Similarly Kapena (2010) supports this argument by stating that the authoritative leader's biggest weakness is his failure to recognize the skills and abilities of his staff. He cautions that by doing this the leader denies the teachers an opportunity to use their skills in planning and decision making. This denial demotivates the staff. On the other hand, the leader has greatest strength in his ability to take action when needed. This promotes the teachers motivation when they achieve the intended goals. Edem (1979) confirms Kapena's observation when saying that an authoritative leader is task oriented, he is directive and distant in his relationship with his staff, the leader is the only one who determines what goes on in the organization because he makes major plans and takes the activities of the patterns of teachers' interactions.

Ekepe (1962) argues that when Authoritative style of leadership prevails, there are incidences of tension, anxiety, frustrations, arguments and outbreaks of aggression that may result in fighting. Claraizario (1976) agrees with this when he warns against shouting and yelling at teachers in the name of giving instructions, he argues that many teachers work with varying attitudes, depending on the leadership style that they experience. Some have negative or positive attitudes towards specific goals and purposes. Hart (1969) states that the head teacher's role is to genuinely understand their teachers in order to inculcate change towards organizational goals. Njooora (1988) supports this when he observes that, the head teachers, basic concerned is to arouse a



tendency in teachers to act in the way they want in order to accomplish educational goals. Freser and Walberg (1981) further support Hart's argument, by suggesting that Head teacher's who display dominative traits amongst their teachers have no considerations of individual feelings. A scenario that makes the teachers very discouraged, because they are not given room for them to be heard, or to express their ideas and opinions.

In a pre-school context, this situation is unhealthy since the teachers takes care of children with different needs which sometimes call for immediate attention to avert a problem. It should be provided out that improvement in academic standards in a pre-school requires high level interaction between the head teacher, the teachers and the learners. For this to happen the leader should put in place effective measures that can improve the teacher's, morale. Laferla (2010) agrees with this assertion when, he supports the argument by saying that authoritarian leaders focus on work and achievements to boost their egos. He further notes that these leaders are primarily interested in their own goals and ambitions with little or no concern of the well being of their staff. In addition, the leaders tend to place low priority on matter of Heart, either because they perceive warm caring relationships as irrelevant to their personal needs, or because they regard intimacy as a sign of weakness that can easily be exploited.

#### **2.4 Democratic Leadership style and its influence on motivation of public pre-school teachers in public pre-schools**

Okumbe (1999) says that democratic leadership is where the leader makes decisions through consultative forums. He also asserts that, where democratic leadership style prevails, there is enhanced affection and positive sentiments among the teachers

members. There is also more trust amongst the teachers members themselves because they share a common belief. He further notes that democratic leaders perceive work as a means of learning and self expression which make the subordinate acquire a sense of mastery, growth and self actualization. Therefore the staffs working in this situation have personal satisfaction, meaning and growth in the work they do. They are motivated and their work performance is outstanding.

D'Souza (2006) notes that democratic leadership style is generally concerned with maintaining group effectiveness as with completing the task. He emphasis that this style of leadership encourages members in their groups to express their ideas and feelings freely because they belief such climate leads to greater creativity and commitments. He further notes that democratic leaders Varely set policies without explaining the reasons and proposing these reasons to their staff. Both Okumbe and D'souza agree that the responsibility of getting a job done depends as much on the group as upon the leaders themselves. Laferla (2010) concurs with Okumbe when he says that democratic leaders understand the importance of subordinates esteem. He further notes that democratic leaders view coaching as an essential part of their leadership activities and they therefore empower their staff to improve their competencies.

Fullan (1987) and Lyons (1989) separately concur with Okumbe, by saying that democratic leaders allow the group members a good deal of freedom in their work once they have shown the ability to do it. They keep on looking for better ways of doing things and are open to change when convinced that such changes are essential for -institutional-improvement. They further remark that head teachers play a major role in promoting teachers development and school improvement.

Starrat (2001) points out that democratic style of leadership brings staff together and enhances unity as individuals share bonds of affection and sentiments which motivate them and as a result they are able to come together as a united team. He further observes that this leadership style has the ability to forego, at least on some occasions self interest on behalf of a particular other or on behalf of a more general common good. Bass and Stogdill (1990) argues that having a common goal in society system is very crucial as it makes all the members co-operate and feel as part and parcel of the organization.

Ottos (1996) observes that group motivation depends on the type of leadership, work environment which influences individual motivation; and on the empowerment that the group members have been given by the leader. This therefore explains why power sharing is a positive element in democratic leadership because the organization benefits greatly from the different power inherent in the teachers members. He further observes that when people are empowered either through recognition, praise and even monetary, their commitment and productivity improves. This is in addition to recognizing individual human needs; also different social needs are likely to be addressed. This will automatically boost the morale of the teachers in the organization.

## **2.5 Laissez faire leadership style and its influence on motivation of public pre-school teachers**

According to Mbiti (2009), laissez faire leadership style is where there are very few rules if any in the organization. He further notes that this leadership style has the following characteristics: the leader is very tolerant as the subordinates are free to do what they want, no defined code of regulations governing work, no hierarchy of

authority and no way of determining whether someone is right or wrong when carrying out a given activity, and no specific leader in the organization.

Okumbe (1999) observes that in Laissez faire leadership style, the leader tends to avoid power and authority and depends largely on the teachers to set goals and to monitor progress, achievement and successes. He further notes that the teachers are motivated because of the independence given to them by their leader since they are free to decide and act according to their wishes. He warns that this kind of motivation is to the detriment of achievement of institutional goals. Antonakis (2003) agrees with Okumbe when he notes that laissez faire type of leadership represents the absence of transaction of all sorts with respect to leadership in which the leaders making decisions abdicate responsibility, and do not use their authority. Stewart (2006) and Bass (1999) separately note that laissez faire style of leadership is virtually an avoidance of taking any action.

Avoli (1999) and Antonakis (2003) in their separate studies observe that laissez faire leadership style correlates negatively with work effectiveness because the leader totally avoids his responsibilities. They further note that in a school where the head teacher embraces Laissez faire leadership style, the teachers and learners are given high degree of independence and economies. Knootz (1983) supports this when he points out that failure to give work guidelines has advance impact on the performance of both teachers and learners because they are left to make and act individually according to one's thinking.

Onyango (2001) in his study on factors that affect the level of motivation and work performance of teachers in public educational institutions supports this observation

when he recommends that the leader should reward and recognize teachers' achievements, develop teachers through capacity building and promote teachers on merit. In view of this, a leader who embraces Laissez faire style of leadership does not bother to take care of the needs of his teachers since he totally avoids discharging his responsibility, resulting in the teachers being grossly demotivated. Appleby (1969) supports this by highlighting that when morale is low, the work is of poor quality and problems of high labour turnover and absenteeism arise. Mac Donald (2007) in his study of Laissez faire leadership style found that this style is associated with the highest rates of truancy and delinquency and with the lowest modification in performance, which leads to unproductive attitudes and disempowerment of subordinates. This type of leadership style is unhealthy in a pre-school set up where a lot of coordinated supervision and care of the pre-school children is required.

## **2.6 Transformational Leadership style and its influence on motivation of public pre-school teachers in pre-schools**

According to Mbiti (2009) transformational style of leadership is where a leader commands unchallengeable following and based on people's faith and devotion to the leader who has demonstrated unusual ability to lead them through eloquent speeches and deeds of the heroism for the welfare of the group. Okumbe (1999) notes that transformational leadership style manifests the following characteristics or traits; the leader inspires teachers beyond their own self interest, the leader has an extra ordinary effect on the followers, the leader has magnetic personality which captures his followers through belief in his mystical, magical, divine or simply extra ordinary powers, people have high confidence dominance and strong convictions in the leader's beliefs. These leaders want to achieve a strong personal commitment to their goal; they are assertive,

have self confident and are normally perceived as unconventional. Byceo (1995) and Howell and Avolio (1993) strongly support Okumbe's arguments; they remark that transformational leaders are visionary and enthusiastic, and have inherent ability to motivate their subordinates. Similarly Nicholls (1988) and Quick (1992) separately agree with the above authorities. They observe that the visionary and inspirational skill of transformational leader motivates teachers to deliver superior performance.

Leithwood and Kenneth (1998) note that the transformational leadership style  
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conceptualizes leadership along eight dimensions, namely: building school vision, establishing school goals, providing intellectual stimulation, offering individualized support, modeling best practices and important organizational values, demonstrating high performance expectations, creating a productive school culture and developing structures to foster participation in school decisions. Farrell (2003) agrees with Leithwood and Kenneth when they describe transformational leadership as the type that brings out the leader in everyone. Farrel describes all individuals in a system where this style of leadership is practiced as the crew and not passengers. He goes on to state that this style is characterized by motivating the members, engaging people in learning and dialogue, and helping bridge the commitment gap. Shafritz and Otts (1996) point out that transformational style of leadership, if strictly followed can enhance moral values that would help teachers to make decision and judgment within the social system such as the school. Ylimaki (2006) supports the above scholars by saying that leaders who embrace transformational leadership style are able to motivate their teachers to higher levels of efforts this is especially in Educational institutions. Bass (2000) argues that in transformational leadership, vision and organizational learning processes are the key to

school improvement since the leader is able to guide the teachers in the direction of where the school is expected to be in future.

Silins (2002) in his study of Australian schools found out that transformational leadership style contributes to the development of schools as learning organization. They further affirm that higher performing schools that engage in organizational learning enables their teachers to learn collaboratively and continuously and staff is able to put this learning into use in response to social needs and the demands of their environment. Kurland, Pevetz and Lazarowitz (2010) identify four organizational learning mechanisms, namely: teachers' improvement, evaluation of learners, teachers in-service professional training and effective information management in elementary schools, which transformational leadership must put in place for effective learning process. The four mechanisms contribute significantly to motivation of teachers making them endeavour to produce good results. Lam (2004) concurs with the above writers, by saying that teacher's improvement mechanisms enable the staff at all levels to establish mutual goals and take part in decision making. Newmann (2000) Voulalas and Sharpe (2005) separately observed that teachers working under transformational head teachers truly feel responsible for their actions, having the ability to make decisions to influence environmental circumstances in their favours. Kurland Pevetz and Lazarowitz (2010) in their study on leadership style and organizational learning found out that there is a positive relationship between transformational leadership style and the school vision which is a key factor in an effective pre- school where the teachers are doing their best to accomplish learning processes.

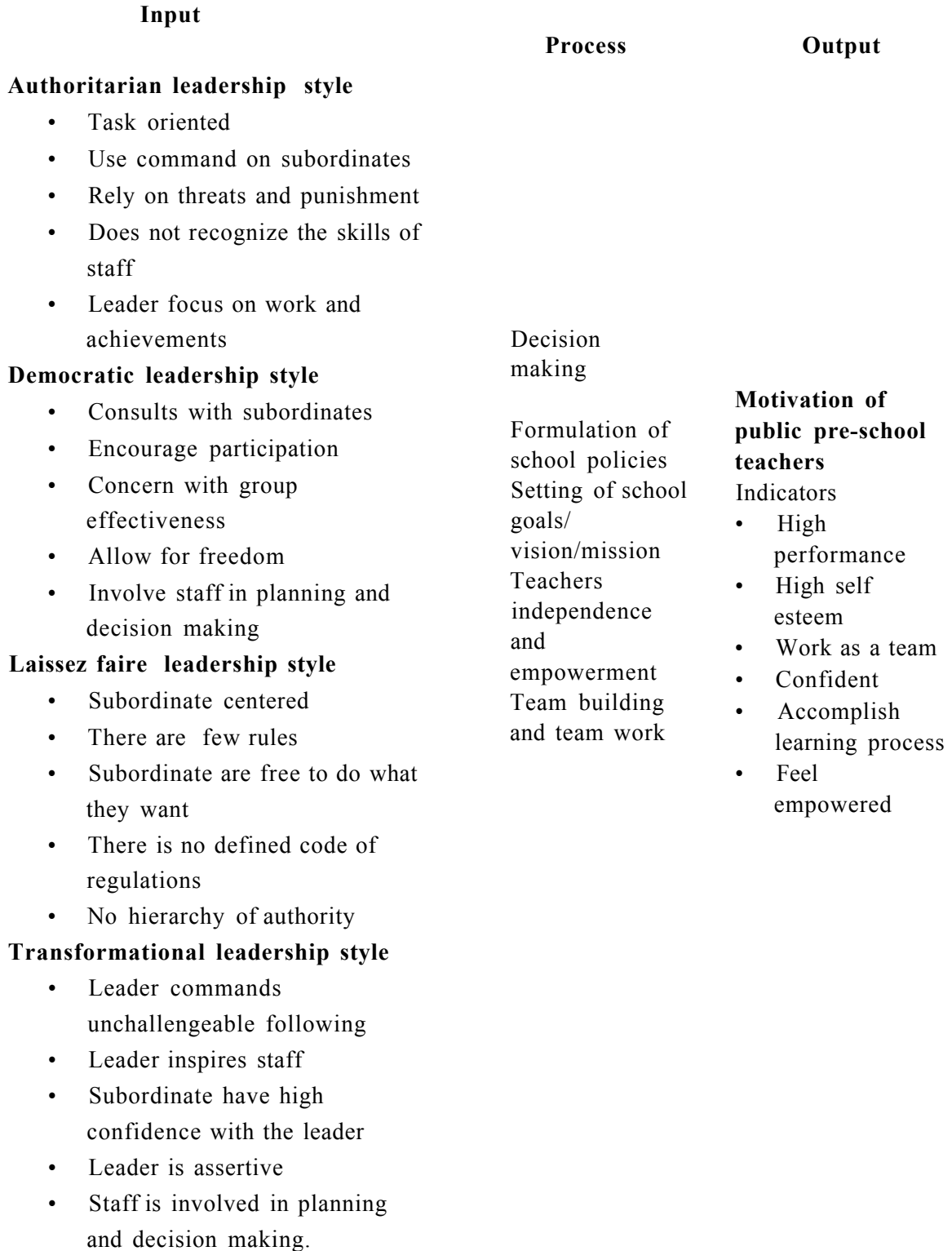
## **2.7 Theoretical Framework**

This study was based on transformational or charismatic leadership theory of 1980's. The advocates of this theory are Bass (1985) House (1977) and Hart (1988). The theory has attempted to improve on earlier theories like transactional theory and path-goal theory by emphasizing both rational and emotional bases of subordinate motivation and behaviour. The theory focus upon the connections formed between leaders and subordinates. It holds that transformational leaders motivate and inspire their subordinates by helping them see the importance and the higher good of the task.

Transformational leaders are focused on the performance of group members, but also want the subordinate to fulfill their potential. Transformational leaders inspire others by  
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obtaining emotional commitments from followers and by arousing strong feelings of loyalty and enthusiasm. According to this theory, there is a link between transformational leadership style and the motivation of teachers, which is achieved through the leadership components such as leaders' charisma, individualized consideration and intellectual stimulation in order to transform subordinates motivation and improve unit performance beyond initial expectation. The researcher will apply this theory in carrying out the researcher as the study will be investigating influence of leadership styles on motivation of pre-school teachers in public pre schools.



## 2.8 Conceptual Frame work



**Figure 2.1 Leadership styles and their influence on motivation of teachers in public pre-schools**

The independent variables that influence the motivation of teachers in public pre-schools were the various types of leadership styles used by the leader. These independent variables are Authoritarian (Autocratic / Coercive / Dictatorship) leadership style, democratic (Directional Participative) leadership style; Laissez faire (Free reign) leadership style and Transformational (Charismatic) leadership style. The dependent variable will be motivation of pre-school teachers in public pre-schools.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter outlines the methodological approach the researcher intends to use. It will therefore focus on study design target population, sampling procedures, research instruments validity and reliability, data collection procedures, data analysis and presentation.

#### **3.1 Research Design**

The researcher used descriptive research design. Descriptive survey designs are used in preliminary and exploratory studies to allow researcher to gather information, summarize, present and interpretation in order to give clarifications (Orodho, 2002). This choice has been made because it involved a field survey whose aims was to look at the extent to which leadership styles influence motivation of pre-school teachers of public pre-schools as they are now.

#### **3.2 The Target Population**

The target population was 32 Public Pre-schools in Embu north District with a total population of 64 respondents, who were 32 head teachers and 32 pre-school teachers. One of the characteristics of these public pre-schools was that all of them were attached to a public primary school and had one head teacher who was in charge of both the pre-school and the primary school (DEO's, 2010). Each pre-school tended to have one pre-school, teacher taking care of all levels of the children.

### **3.3 Sampling Procedure and Sampling size**

According to Mugenda and Mugenda (2003) purposeful sampling is essential where pertinent information is required from a given group of sample subjects. The researcher selected the respondents who had the expected information with respect to the objectives of the study. Therefore the researcher picked on the head teachers of public primary schools because they were in charge of both primary schools and pre-schools the researcher also got information from public pre-school teachers because they also had the information required for the study.

Due to the nature of this study, the researcher conducted a census study which focused on all the 32 public pre-schools in Embu North District, which was a 100% of the total sample size. This was because different leadership styles are likely to emerge. From each pre-school there were two respondents, who were, one head teacher and one pre-school teacher.

### **3.4 Research Instruments**

The study collected data using questionnaires and interview schedule. There was a questionnaire for head teachers and another questionnaire for the pre-school teachers in public pre-schools (Appendices II and III). Both questionnaires contained unstructured open ended and semi-structured questions. The open ended questionnaire was used to assess the various leadership styles used by head teachers to lead the pre-school teachers under them, while the semi structured questions were used to assess the motivation level of teachers teaching in public pre-schools. Interview questions were constructed as per

the leadership styles in the objectives to get the teachers view on their level of motivation.

### **3.5 Validity and Reliability**

According to Borg and Gall (1996), validity is the degree to which a test measures what it purports to measure. To validate the research instrument, the questionnaire was first tested in three pilot schools that were not included in the main study. The instruments were found to be valid since they measured what the researcher was studying. To assess content validity of the instruments, expert judgment of my supervisors were used to verify the relevance of the questions before collecting the data.

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Reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials (Mugenda and Mugenda, 2003). They recommend a test - retest method to be used by administering the same instruments twice on the same sample group of the subject at different times to test reliability of the instruments. The researcher first tested the reliability by first administering the instrument to three pre-schools that were not involved in the study. After this first test, the researcher administered the same instrument on the same sample group of the subject for a second, and a third time to test whether it produced the same results, as the first one. Once the researcher was satisfied with the results she used the instrument to collect the data.

### **3.6 Data Collection procedure**

The researcher sought permission from the office of the District Education Officer (DEO) for Embu North. Once permission was granted, the selected pre-schools were

visited and the questionnaire administered to the respondents by the research<sup>^</sup> personally.

### **3.7 Data Analysis**

The researcher was able to collect questionnaires from all the respondents. Sixty Four members in the 32 public schools responded to the questionnaires representing a 100% response rate. It is the breakdown of data into constituent parts to obtain answers to the research questions. The data collected from the head teachers and from pre-school teachers was analyzed using Statistical Packages for Social Sciences (SPSS). According to Borg and Gall (1996) data analysis includes sorting, editing, coding, cleaning and  
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processing of data. The data therefore was sorted, edited, coded, cleaned and processed. Descriptive statistics was used to analyze quantitative data. Summaries of the data were classified according to research objectives. The findings were represented using frequency tables, percentages and thick descriptions according to the theories and practices in the literature review.

**CHAPTER FOUR**  
**FINDINGS AND DISCUSSIONS**

**4.0 Introduction**

The chapter presents the findings and discussions of the study. The data presented includes assessment of; extent to which Authoritarian leadership style influences motivation of Pre-school teachers in public pre-schools, examination on the extent to which democratic leadership style influences motivation of Pre-School teachers in Public schools, assessment of the extent to which Laissez faire leadership style influences motivation of Pre-school teachers in public pre-schools and to determine the extent to which transformational leadership style influences motivation of pre-school teachers in public pre-schools in Embu North District.

**4.1 Assessment on extent to which Authoritarian leadership style influence  
motivation of pre-school teachers in public pre-schools**

Table 4.1 presents authoritarian leadership style factors and their influence on motivation of pre- school teachers in public pre-schools.

**Table 4.1 Authoritarian leadership style factors and their influence on motivation of pre-school teachers in public pre-schools**

Authoritarian leadership style factors	Head teacher		Pre-school teacher		Level of motivation
	F	%	F	%	
Head teacher meet pre-school teachers occasionally when need arises	12	38	12	38	Low
Head teacher occasionally involve pre-school teachers in formulating school policies in decision making	2	6	9	28	Low
Head teacher strongly believe in punishment	6	19	11	34	Low
Head teachers value high level productivity than teachers who do the work	17	53	6	19	High
Head teacher does not consider teachers' opinions and views when making decisions	9	28	4	12	High

Table 4.1 displays that 38% (n = 12) of the head teachers meet with their pre-school teachers occasionally when need arises. 6% (n = 2) involve their pre-school teachers in formulating school policies and in decision making occasionally when need arises. 28%



(n=9) of the pre-schools teachers reported that they are not involved hence they are demotivated. 19% (n = 6) punished their pre-school teachers for their failure to complete the task given. Head teachers who reported that they value high level of productivity than teachers who do the work were 53% (n = 17) and 28% (n = 9) reported that they do not see the need of considering teachers opinions and views when making decisions, while 12% (n=4) of the pre-school teachers reported that their head teachers consider their views and opinions in making decision and therefore they have high motivation.

Myron (2009) supports these findings by defining authoritarian leadership as where the leader makes all decisions concerning what, when, where and how things are done and who will do them and those who fail to carry out the instructions given are severely punished. Kapena (2010) supports this argument by stating that the authoritative leader's biggest weakness is failure to recognize the skills and abilities of the staff, he caution that by doing this the leader denies the teachers an opportunity to use their skills in planning and decision making, this denial demotivates the staff. On the other hand, the leader has greatest strength in the ability to take action when needed. This promotes the teachers motivation when they achieve the intended goals.

According to Fraser and Wallberg (1981), head teachers who display dominative traits amongst their teachers have consideration of individual feelings; this scenario makes the teachers discouraged because they are not given room for them to be heard or to express their ideas and opinions. Ekepe (1962) argues that when Authoritative style of leadership prevails, there are incidences of tension, anxiety, frustrations, arguments and outbreaks of aggression'that may result in fighting

## **4.2 Examination of how democratic leadership style factors influence motivation of pre-school teachers in Public Pre-schools**

The researcher examined how democratic leadership influence motivation of pre-school teachers in Public pre-schools.

Table 4.2 display democratic leadership style factors and their influence on motivation of pre-school teachers in public pre-schools.

**Table 4.2 Democratic leadership style factors and their influence of motivation of pre-school teachers in public pre-schools**

Democratic leadership style factors	Head teacher		Pre-school teacher		Level of motivation
	F	%	F	%	
Head teacher meet with pre-school teachers frequently	15	47	16	50	High
Head teacher involve pre-school teachers frequently in formulating school policies and in decision making	10	31	8	25	High
Head teacher reward preschool teacher after consultation.	7	22	8	25	High
Head teachers consults before making decisions	17	53	19	59	High
Head teacher takes teachers views when formulation school policies and in decision making	15	47	13	41	High

Table 4.2 presents that 47% (n = 15) of the head teachers meet with their pre-school teachers frequently while 50% (n = 16) of the pre-school who were respondents reported that they are highly motivated by this and also they confirmed that their head teachers

were democratic in their leadership. 53% (n = 19) of the head teachers make decisions after consultative forums, 59% (n = 19) of the pre-school teachers reported that they were consulted by their head teachers and that they are highly motivated by this aspect.

A few 31% (n = 8) head teachers agreed that they involve their pre-school teachers frequently in formulating school policies and in decision making, while 25% (n = 8) of the pre-school teachers reported that they are involved and are highly motivated. Further, the study established that 22% (n = 7) of the head teachers appreciate good work of their staff by rewarding them after consultation. In response to this, 25% (n = 8) of the pre-school teachers reported that this style of appreciation motivates them a lot because they can influence the type of recognition. On the other hand, 47% (n = 15) of the head teachers consider pre-school teachers views and opinions when formulating school policies and in decision making, 41% (n = 13) of the pre-school teachers reported that they are highly motivated by this.

These findings agree with Okumbe (1999) who found that democratic leadership is where the leader makes decisions through consultative forums. D'Souza (2006) notes that democratic leadership style is generally concerned with maintaining group effectiveness as well as with completing the task. Fullan, (1987) and Lyons, (1989) separately concur with Okumbe by saying that democratic leaders allow the group members a good deal of freedom in their work once they have shown the ability to independently carry out the tasks. The leaders keep on looking for better ways of doing things and are open to change when convinced that such changes are essential for institutional improvement. The authorities further remark that head teachers play a major role in empowering their teachers through capacity building.

Starrat (2001) points out that democratic style of leadership brings staff together and enhances unity as individuals share binds of affection and sentiments which motivate them, and as a result they are able to come together as a united team. He further observes that this leadership style has the ability to forego, at least on some occasions, self interest on behalf of a particular other or on behalf of a more general common good. Bass and Stogdill (1990) argue that having a common goal in the society system is very crucial as it makes all the members co-operate and feel as part and parcel of the organization.

#### **4.3 Extent to which Laissez faire leadership style influence motivation of Pre-school teachers in public pre-schools**

The researcher assessed the extent to which the following leadership factors influence motivation of pre-school teachers in public pre-schools.

Table 4.3 displays laissez faire (free reign) leadership style factors and their influence on motivation of pre-school teachers in public pre-schools.

**Table 4.3 Extent to which Laissez faire (free reign) leadership style factors influence motivation of pre-school teachers**

	Head teacher		Pre-school teacher		Level of motivation
	F	%	F	%	
<b>Laissez fair leadership characteristics</b>					
Head teacher does not provide set of rules to govern conduct of teachers	2	6	4	12	Low
Head teacher allows teachers to set goals without involvement of head teachers	2	16	4	12	Low
Head teacher does not embrace hierarchy of authority in school	2	6	5	16	Low
Head teachers gives teachers freedom to perform their tasks	5	16	8	25	High

Table 4.3 displays that only 6% (n = 2) of the head teachers agreed they do not provide a set of rules to govern teacher's conduct, an equally low percentage of head teachers 16 (n = 2) reported that decisions and goals in their schools are made and set by teachers without their involvement and 12% (n=4) of pre-schools teachers agreed that they are

allowed to set goals and make decisions by their head teachers, 16% (n = 5) head teachers reported that there is no hierarchy of authority in their schools.

Pre-school teachers interviewed indicated that laissez faire leadership results to low motivation of the staff because of lacking strategic guidelines by their head teachers. They further indicated that the leadership style failed to follow up those to whom responsibilities are delegated. Many of the teachers therefore may simply not like to do the work unless they are supervised. Teachers expressed dissatisfaction with absence of rules to govern their conduct while discharging their responsibilities and duties.

According to Mbiti (2009) laissez faire leadership style is where there are very few rules if any in the organization. Okumbe (1999) observes that in Laissez faire leadership style, the leader tends to avoid power and authority and depends largely on the teachers to establish goals and the need to monitor progress, achievements and successes. Stewart (2006) and Bass (1999) note that laissez faire style of leadership is virtually an avoidance of taking any action and accountability.

Appleby (1969) observed that when morale is low, the work is of poor quality and problems of high labour turnover and absenteeism arise. Mac Donald (2007) in his study of laissez faire leadership style found out that this style is associated with the highest rates of truancy and delinquency and with the lowest modification in performance which leads to unproductive attitudes and disempowerment of subordinates.

Laissez faire leadership is not the best leadership style to use in schools' organization because complete delegation without follow up mechanism creates frustrations and anxiety amongst the teachers and the learners.

#### **4.4 Influence of Transformational (Charismatic) leadership style factors on motivation of pre-school teachers in public pre-schools**

The researcher studied how transformational leadership style influences the motivation of pre-school teachers in public pre-schools.

Table 4.4 displays transformational (charismatic) leadership style factors and their influence on motivation of pre-school teachers in public pre-schools.



**Table 4.4 Transformational (Charismatic) leadership style factors and their influence on motivation of pre-school teachers in public pre-schools**

Transformational leadership style factors	Head teacher		Pre-school teachers		Level of motivation
	F	%	F	%	
Head teachers meet with the pre-school teachers on daily basis	5	16	4	13	High
Head teachers are rewards pre-schools by both verbal praise and written appreciation.	23	72	15	47	High
Head teachers are highly inspires teachers in the course of interacting with them.	13	41	11	34	High
Head teachers have high belief, confidence, and trust in his teachers and in return teachers to the same.	14	44	10	31	High

Table 4.4 reveals that 16% (n = 5) of head teachers meet with the pre-school teachers on daily basis. While 13% of (n=4) of pre-school teachers agreed that their head teachers meet them on daily basis and as a result feel very motivated. The table further shows that majority of head teachers that is 72% (n=23) reward their pre-school teachers by verbal praise and written appreciations and acknowledgement while 47% (n=15) of preschool teachers- concurred with the same. Other revelation from the table are that 41% (n=13) of head teachers inspire their pre-school teachers in the course of

interacting with them, while 34% (n=11) of pre-school teachers concurred with this issue. 44% (n=14) of head teachers have a high brief, trust and confidence in the teachers, while 31% (n=10) of pre-school teachers expressed that they had high brief, confidence and trust in their head teacher. All the revelations given in the table reveals high motivation of pre-school teachers. They indicated that the leadership style is inspiring in terms of work performance and teachers have a lot of confidence and conviction in this type of leadership.

These findings are supported by Mbiti (2009) who said that transformational style of leadership is where a leader commands unchallengeable following based on peoples' faith and devotion to him/her for demonstrating unusual ability to lead them through eloquent speeches and deeds of the heroism for the good of the group. Okumbe (1999) notes, that transformational leadership style manifests the following characteristics or traits: the leader inspires the followers beyond their own self interest, has an extra ordinary effect on the followers, has magnetic personality which captures his followers through belief in his mystical, magical, divine or simply extra ordinary powers and as a result the followers have high confidence, dominance and strong convictions in the leader's beliefs. Byceo (1995) and Howell and Avolio (1993) separately also remarked that transformational leaders are visionary and enthusiastic, and have inherent ability to motivate their subordinates. Similarly Nicholls (1988) and Quick (1992) separately agree with the above authorities and also observed that the visionary and inspirational skills of transformational leader motivate teachers to deliver superior performance.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents the study in a summary form and makes conclusions based on the results. The recommendations from the findings and areas for further research are also presented.

#### 5.2 Summary of the findings

The objectives of the study were: to determine the extent to which autocratic leadership style factors influence motivation of pre-school teachers in public pre-schools in Embu North District, to examine the extent to which democratic leadership style factors influence motivation of pre-school teachers in public pre-schools in Embu North District, to assess the extent to which laissez faire leadership style factors influence motivation of pre-school teachers in public pre-schools in Embu North District, and to determine the extent to which transformational leadership style factors influence motivation of pre-school teachers in public pre-schools in Embu North District. The study revealed that the various leadership styles factors that impact on pre school teachers' motivation as follows:

Teachers who were led by a head teacher who embraces autocratic and/or laissez faire leadership styles are demotivated to a larger extent based on the leadership characteristics singled out by the researcher. While teachers who experience democratic leadership styles are highly motivated, and those who are led by a head teacher who embraces transformational leadership style, apart from being highly motivated they exhibited other characteristics such as confidence, trust and high brief in their leader all

of which steer the school to greater heights of academic excellence. These are the type of schools which are characterized by continuous improvement due to the strong belief in their leaders.

### **5.3 Conclusions**

The researcher made the following conclusions from the findings: the four types of leadership styles are relevant in particular situations or where the leader finds himself and the level of education, capabilities and nature of tasks to be performed by the teachers. The leader can combine different aspects of the four types of leadership style as per the prevailing situations and tasks to be performed. No one single leadership style can be applied in all situations.

The leader therefore should prudently study the conditions and situations, capabilities of his staff and the tasks to be performed so that he/she can carefully select the appropriate leadership aspects from the four styles. The leadership aspects that should be selected are those which ensure a balance between high motivation of the staff and at the same time the realization of school goals (high academic performance).

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### **5.4 Recommendations**

The researcher recommends the following:

The head teachers need to attend seminars and workshops that create awareness on the applicability of various types of leadership styles.

The DEO need to arrange workshops for head teachers on how to lead their staff by combining various aspects of leadership styles that are motivating without compromising academic performance.

The head teachers and the school management need to organize regular meetings for pre-school teachers to sensitize them on their job performance.

The head teachers need to organize regular meetings for pre-school teachers to sensitize and involve them in the formulation and implementation of pre-school policies.

Head teachers should empower their staff through capacity building.

### **5.5 Recommendations for further research**

The recommendations for further studies include':

- i. A study on the influence of leadership style factors on motivation of teachers in public primary schools.
- ii. A study on the influence of leadership style on the motivation of teachers in public secondary schools.'

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**Appendix I**

**INTRODUCTION LETTER**

**MARY GICUKU F. NTHUNI,**

**P.O BOX 732-60100,**

**EMBU.**

**6<sup>th</sup> AUGUST, 2011**

**THE DISTRICT EDUCATION OFFICER,**

**EMBU NORTH DISTRICT,**

**P.O BOX 50,**

**MANYATTA.**

Dear Madam,

**RE: REQUEST FOR AUTHORITY TO CONDUCT RESEARCH IN**

**PUBLIC PRE-SCHOOLS IN EMBU NORTH DISTRICT**

I the undersigned kindly request you to grant me permission to conduct research in public pre-school within your jurisdiction. .

I am a MED student in Early Childhood Education at the University of Nairobi. I intend to do a research on the influence of leadership style factors that influence motivation of pre-school teachers in public pre-schools in Embu North District.

The information obtained from the schools in your jurisdiction will be used purely and exclusively for academic purposes.

Thanking you in advance, I look forward for your maximum cooperation.

**Yours faithfully**

**Nthuni G.F. Mfiry.**

## Appendix II

### QUESTIONNAIRE FOR HEADTEACHERS

The purpose of the questionnaire is to collect data which will assist in the analysis of the influence of leadership styles on the motivation of public pre-schools in Embu north District. The information supplied will purely and exclusively be used for academic purpose.

1. How often do you meet with your pre-school teacher(s)?

a. Occasionally when need arises [      ]

b. Frequently [      ]

c. None or never [      ]

d. Daily [      ]

2. How often do you involve your pre-school teacher(s) in formulating school policies.

a. Occasionally when need arises [      ]

b. Frequently [      ]

c. Never [      ]

d. Daily [      ]

3. How often do you involve your pre-school teacher(s) in decision making.

4. How do you appreciate the good work of your staff?

a. By pay rise [       ]

b. Rewarding after consultation with the staff. [       ]  
i .

c. No action [       ]

d. By both verbal praise and written appreciation [       ]  
and encouragement

5. To what extent do you agree that the following leadership characteristics influence motivation of your pre-school teacher(s). Please use the scale of 1-5 as outlined below.

Scale: 1. Strongly agree, 2. Agree, 3. Not sure 4. Disagree and 5. Strongly disagree

Leadership Characteristics	SCORES				
	1	2	3	4	5
i. There is need to consider teachers opinions and views in decision making					
ii. Pre-school teachers should be severely punished on account of their mistakes and errors they commit in their work					
iii. School should value outcomes more than the teachers who do the work					
iv. Decisions in the school should be arrived at through consultative forums					
v. Teacher's views and opinions should be encouraged when formulating school policies.					
vi. Teachers view and opinions should be encouraged in decision making					
vii. No rule should be set to govern the conduct of the teachers in their performance of their duties.					
viii. There is need for hierarchy of authority in school in the school					

ix.	There is need for teachers to be given freedom to perform their tasks.					
x.	There is need to involve pre-school teachers in setting school vision, mission, goals and motto.					
xi.	There is need to continuously inspire pre-school teachers in the performance of their work					
xii.	There is need to build teachers confidence and conviction.					

6. Please list down five challenges that you face in managing your pre-school teacher(s) with respect to their motivation.

7. Please give any other information you consider useful in leading pre-school teacher

**\*Thank you for your co-operation**



### Appendix III

#### QUESTIONNAIRE FOR PRE-SCHOOL TEACHERS

The purpose of the questionnaire is to collect data which will assist in the analysis of the influence of leadership styles on the motivation of public pre-schools in Embu north District. The information supplied will purely and exclusively be used for academic purpose.

1. How often do you meet with your head teacher in a term?

a. Occasionally when need arises

b. Frequently

c. None or never [

d. Daily

2. How often are you involved by your head teacher in formulating school policies?

a. Occasionally when need arises

b. Frequently

c. None or never [

d. Daily [

3. How often are you involved by your head teacher in decision making?

a. Occasionally when need arises

b. Frequently [

c. None or never [

d. Daily

4. How does the school leadership appreciate your work?

a. By pay rise [       ]

b. Rewarding after consultation with the teachers. [       ]

c. No action [       ]

d. By both verbal praise and written appreciation and  
encouragement [       ]

5. Please categories by putting ( V ) the following leadership characteristics in your school with respect to the scale of 1-4 as outlined below:

1. Strongly agree, 2. Agree, 3. Not sure and 4. Disagree

Leadership Characteristics	Scores			
	1	2	3	4
i. Teachers opinions and views are not considered in decision making				
ii. Strong believe in punishment				
iii. High level value of productivity than teachers who do the work				
iv. Decision making through consultative forums				
v. Teachers views and opinions are encouraged in decision making				
vi. Teachers are given freedom to perform their task				
• vii. Ne-setting of rules governing conduct of teachers				
viii No hierarchy of Authority in school				

ix. School goals are set by teachers involvement of the head teacher				
x. High level inspiration of teachers in the performance of their work				
xi. Teacher have High belief, confidence and conviction in their Head teacher				
xii. High level commitment in part of the head teacher				

6. List five challenges face pre-school teacher(s) in your school.

7. Please give any other information you consider useful in the leadership of pre-school teacher(s) in your school.

### **Appendix III**

#### **INTERVIEW SCHEDULE FOR THE PRE SCHOOL TEACHERS**

The study was guided by the following research questions:

- i. Assess the extent to which Autocratic (Authoritarian) leadership style affects motivation of Public pre-school teachers in Embu North District.
  
- ii. Examine how Democratic (participatory) leadership style affects motivation of Public pre-school teachers in Embu North District.
  
- iii. Find out how Laissez faire (Free reign) leadership style affect motivation of public Pre-School teachers in Embu North District.
  
- iv. Establish how transformational (charismatic) leadership style influence motivation of Public Pre-School teachers in Embu North District.

# MINISTRY OF EDUCATION

Telegrams:.

Email address: [deoembunorth@yahoo.com](mailto:deoembunorth@yahoo.com)

When replying please quote

Ref. No EDU/EBU/N

And date



DISTRICT EDUCATION OFFICE

EMBU NORTH

PO BOX 50

MANYATTA

2<sup>ND</sup> OCTOBER, 2011

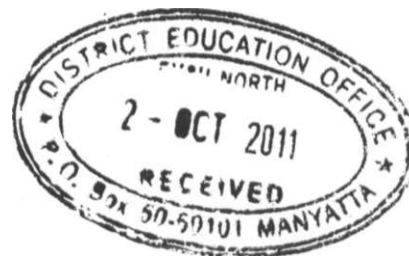
TO  
ALL HEAD TEACHERS  
PUBLIC PRIMARY SCHOOL  
EMBU NORTH DISTRICT

**HE: MARY G. F. NTHUNI TSC NO.185425**

The above named person is permitted to collect data on "EFFECTS OF LEADERSHIP STYLES ON MOTIVATION OF PRE-SCHOOL TEACHERS IN EMBU NORTH DISTRICT".

A handwritten signature in black ink, appearing to read 'Jackbed M. Njue'.

**Jackbed M. Njue - AEO**  
**For District Education Officer**  
**Embu North District.**



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