Secondary Schools Principals' Management Styles and Teacher Motivation in The Western Region of Kenya

Christine Kerubo Owinyi, Lydia Wamocha, Samuel O. Obaki, Alice Owano

Masinde Muliro University of Science and Technology, P.O. Box 190-50100, Kakamega

Abstract- This paper is based on an on-going postgraduate research study which is aimed at investigating the effect of different management styles of principals on teacher motivation in secondary schools. Effective management is one of the keys to any form of success in a system. Studies carried out in different nations including Israel, Nigeria, America, Uganda and Kenya emphasize the importance of good management in institutions. There are many issues in the society that question the role of school principals in relation to a teachers' performance in school. The Ministry of Education through Kenya Education Management Institute has established a programme of empowering managers through in-service training. Going by McGregor's X and Y theory, the purpose of this study was to investigate the effect of different management styles of principals on teacher motivation in the western region of Kenya. The objectives of the study included establishing secondary school principals' management styles and how they relate to teachers' motivation. The study adopted descriptive survey and correlation designs. To identify the respondents, random and stratified sampling techniques were used. The area of study was the Western Region of Kenya including; Vihiga, Kakamega, Bungoma and Busia counties with a total of 134,214,112 and 92 secondary schools respectively. 34 Quality Assurance Standards Officers, 552 school principals and 7,728 teachers formed the target population. The sample size consisted of 368 respondents: 4 Quality Assurance and Standards Officers, 24 school principals and 340 teachers drawn from the accessible population of 8,314 using purposeful and proportionate random sampling at 95% level of confidence. The sample size was determined by sampling the Nth. The response rate was at 89.20%. Data was collected using questionnaires and an interview schedule. The data collected was collated and analyzed using frequencies, means, Pearson's correlation coefficient, standard deviation and Analysis of Variance. The analyzed data was presented using tables. Version 21 of Statistical Package for Social Sciences aided the data analysis. In most cases the management styles used were transactional in the area and this did not motivate teachers. Teachers' efforts to keep on learning new ways and methods of teaching was fair but they were poor at keeping records of work. The study recommended the use of democratic management style which is transformative for better results in teachers' motivation.

Index Terms- Motivation, Autocratic, paternalistic, Persuasive, Democratic, Laissez- Faire, Transactional and Transformational styles.

I. INTRODUCTION

According to Hrebiniak and Lawrence (2005) management is an art of bringing people together with an objective of attaining some desired goals. It involves planning and organizing as well as sourcing, leading and directing them. Management would also involve controlling the organization towards preset goals. Effective management of institutions is the key to any form of success at any level in a system.

A World Bank (2010) report showed that Africa continues to face human development constraints in education. The scenario has, however, not changed since then. One of the reasons as to why employees perform dismally in a work place that has been supported by research includes poor leadership and low motivation. Several studies carried out in different nations including Israel, Nigeria, America and Uganda have underscored the contribution of good leadership to the management of learning institutions.

Fidler and Atton (1999) conceptualization shows that common management faults related to appraisal and development of teachers were as a result inappropriate management styles used by school principals.

A study by Aacha, (2010) shows that teachers' motivation is critical since they transmit knowledge, skills, and attitudes to learners. Satisfied teachers will give their best and much beyond duty in order to promote students'

performance (Mertler, 1992). Motivation has a direct influence on people's actions and behaviour towards goals (Analoui, 2000). In a school setting, motivation is either intrinsic or extrinsic (Sansone & Harackiewicz, 2000). Intrinsic positively influences individual behavior and achievement from within (Ryan & Deci, 2000) while extrinsic, is from external environment's influences. Arguably therefore, behaviors can be changed through manipulation of extrinsic factors, the main being organizational management.

One of the reasons that reduce organizational effectiveness and productivity is the low level of organizational commitment due to unmotivated employees. Studies carried out on this subject indicate that in the case of low level of organizational commitment, organizational trust decreases (Yilmaz, 2008). If at all, the organizational trust decreases, it is rare that one should expect to get maximum satisfaction from the employees. For organizational commitment to be evident, each employee should be motivated to contribute positively to the organizational objectives. The manager too contributes to employee performance depending on his or her management styles.

Bogler and Somech (2004) argue that when employees are engaged within the organization, they then aspire to have an impact on its programmes, procedures or strategies. Employees who are motivated intrinsically perform their work very well. This kind of motivation could be emanating from the manager's style of management. Teachers in secondary schools just like any other organization need to be intrinsically motivated to perform their duties satisfactorily (Musera, Achoka, & Mugasia, 2012).

The study at hand explored this by looking at how different management styles of principals affect teachers' motivation.

II.   OBJECTIVE OF THE STUDY

i.   To determine the relationship between secondary school principals' management styles and teachers' motivation in the Western Region of Kenya.

Research Hypothesis
The Null Hypothesis of this study was derived from the objective above;
H_01: There is no statistically significant relationship between secondary school principals' management styles and teachers' preparation in the Western Region of Kenya.

Transactional Leadership Styles
According to Hackman and Johnson (2009), transactional leadership approach establishes a criteria for rewarding employees in terms of creativity, performance and behavior. Leaders that exhibit this kind of leadership provide rewards for the workers' effort by recognizing their performance. Transactional leaders appreciate good performance of employees. Northhouse (2007) clarified that transactional leaders interchange prizes for the specific outcome. This style of leadership improves interaction between a leader and workers at the same time improving performance and the quality of products.

Transformational Leadership Styles
Northhouse (2007) defined transformational leadership as a process whereby a leader engages with workers and creates a connection that raises the level of motivation and morality in both of them. Koh, et al. (1995) linked transformational leadership to three phenomenon acts. The first act is that transformational leader recognizes the need for revitalization. The leader puts an effort on the challenges which might affect the organization. The second act is that the leader has to create a new vision. The leader focuses the attention on a vision of the future, and the third act is institutionalization of change. The leader puts an effort to transform the organization. Hackman and Johnson (2009) saw transformational leaders as innovative and foresighted, interactive, visionary, empowering, and passionate.

Principals' Management Styles and Teachers' Motivation
Motivation involves a number of factors including psychological ones that start and maintain activities towards the fulfillment of personal goals and refers to reasons that underlie behavior that is characterized by willingness and volition. Motivation of teachers can have several effects on how learners learn and their behavior towards subject matter (Ormord, 2003). Motivation of teachers in the education sector can direct behavior of the teachers towards particular goals, thus, leading to increased energy and effort, increased limitation of and persistence in activities, enhanced cognitive processing, determining what consequences would be reinforced and it could also lead to improved performance. Orphilms (2002) was of the thought that motivated teachers always looked for better ways to work and as a result they were more productive. Therefore, motivated teachers were determined to offer their best services to achieve the maximum output in qualitative education (Research Clue, 2017)

A study carried out by Kongnyuy (2015) indicated that the school administration may find it difficult to motivate and manage teachers to ensure optimal performance. Adequate and effective motivation strategies not necessarily,

financial rewards need to be identified and implemented in secondary schools for teachers to be efficient and effective, thereby, maximizing their output.

Teacher motivation could follow the principal's management style. As regards untrained teachers, serious time-lag effects have often been mitigated by high rates of wastage and turnover among the teachers (Williams, 2003). According to Okumbe (1998) the head teacher must supervise teachers in order to stimulate them towards greater pedagogical effectiveness and productivity.

A study carried out by Jabuya (2010) on the influence of teacher motivation and teacher performance in secondary schools in Uriri was questionable following the lack of compensation to the many assignments given by head teachers. One of the objectives was to determine whether head teachers had a hand to influence the motivation of teachers' performance in secondary schools. This however did not consider their management styles. This study was to look into determining whether the principals' management styles had any effect on the level of teachers' motivation in performing their work.
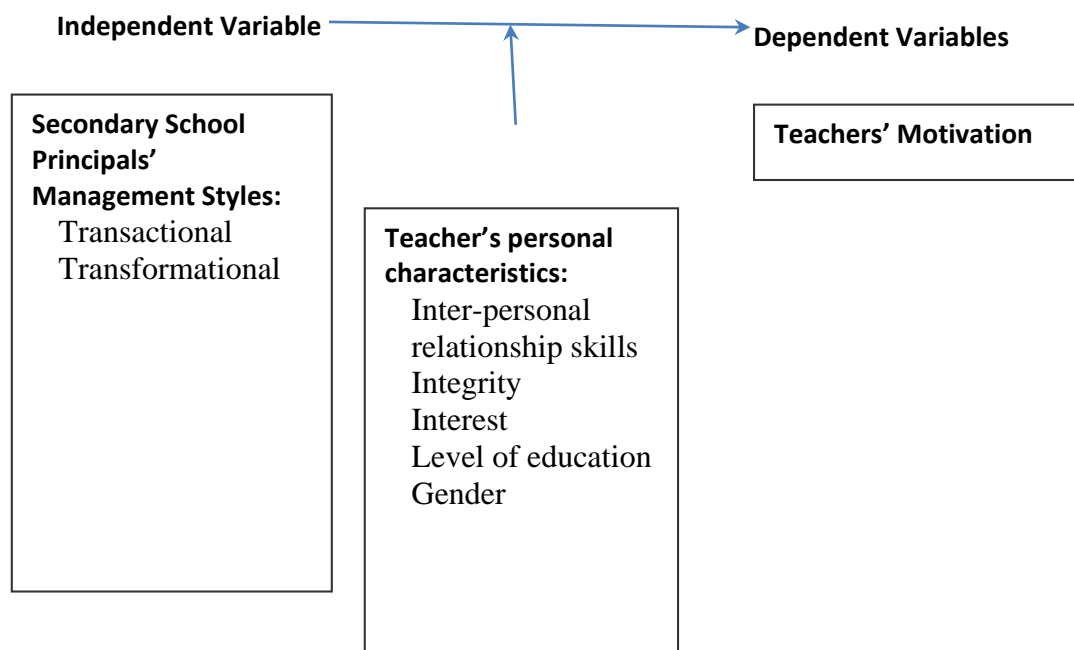
Theoretical Framework

This study was anchored on Abraham Maslows Hierarchy of needs theory. Abraham Maslow developed a theory of human needs allayed in a hierarchical order that ascends from the lowest to the highest (Nachmias & Nachmias, 1996). He postulated that when human need is satisfied, it becomes a motivator. The needs in the Maslow hierarchy of needs include physiological needs that sustains human life which are food, shelter, water, air; security and/or safety needs. These involve the secured feeling ones gets in an environment. In addition, there are safety needs that centers on love and belonging-ness. Above safety are the esteem needs that are about acceptance, prestige and status. At the apex is self-actualization, a feeling of highest possible level of attainment. Maslow's theory has its place and importance to educational administrators because, within the context of this study, they needed awareness that teachers were human beings with life aspirations that needed to be met and satisfied stage by stage to all levels. Meeting and resolving these needs would foster a good working relationship at school while improving work performance. Failure to meet the needs would lower their morale, lead to more absenteeism, ineffectiveness and eventual low output.

Conceptual Framework

The study was guided by a conceptual framework which depicts the relationship between the key variables in the study. The independent variable was Secondary School Principals' Management Styles and the dependent variable was teachers' motivation. Considering the variables involved in this study there was a relationship between investigated management styles and performance of teachers in and out of class considering teachers' preparation to teach and the teaching itself. However, there were intervening variables such as the teacher's personal characteristics that could affect how different management styles relate to teachers' performance which were held constant. The intervening variables were seen to control the effect of the independent variable on the dependent variable and vice-versa. For the sake of getting valid results the intervening variables were controlled by the use of randomization to reduce systematic errors. Figure 1 shows the interplay between variables that were investigated in the study.

Figure 1: shows the interplay between variables that were investigated in the study.

Target Population

The target population for this study comprised of 134, 214, 112 and 92 secondary schools in Kakamega, Bungoma, Busia and Vihiga Counties respectively with 34 QASOs, 552 school principals and 7,728 teachers of secondary schools. The population consisted of individuals of different characteristics brought together by a common curriculum and who were in charge of the Kenyan learners. The target population was calculated using a total of 4 counties and 552 schools from within the four counties and a total of 552 schools.

Sample Size and Sampling Technique
Sample Size

The researcher sampled with confidence considering that there was a high probability that the study was accurate statistically, with the correct sample size. Usually, the confidence level is a constant value needed for the equation, refered to as a Z-score. For this study, the Z-score from a Z Score table was 1.96 corresponding to 95% level of confidence. The study considered to use .5 standard diviation and +/- 5% as a margin of error (confidence interval) to mathematically calculate the sample size using the formula provided below:

*Sample Size = (Z-score)2 * StdDev*(1-StdDev) / (margin of error)2*

$((1.96)2 \times .5(.5)) / (.05)2$

$(3.8416 \times .25) / .0025$

$.9604 / .0025$

384.16

385 respondents were needed

Table 1: Sample Size of the Study

Category	QASO	Principals	Teachers	TOTAL
Target Population	34	552	7,728	8,314
Sample Size	4	24	340	368

Respondents	Number Targeted	Number Responded	Response Rate
QASOs	4	4	100.00%
Principals	24	22	91.67%
Teachers	340	303	85.86%
Total	368	329	89.20% (Average Overall)

Source: Field Data (2016)

Table 2: Response Rate

III. Methodology

This study utilized the descriptive survey research design and correlation designs. Descriptive survey research design was chosen because it had the ability to allow rapid collection of data from a representative sample population (Mugenda & Mugenda, 1999). Kothari (2003) explains that descriptive survey is basically concerned with describing, recording, analyzing and interpreting conditions and relationships just as they exist at present without manipulating the existing variables. Borg, Gall and Gall (1996) states that the descriptive survey design is intended to produce statistical information about aspects of education that interest policy makers and educators. This descriptive design is considered an appropriate tool of collecting given information, when the goals of the research call for both qualitative and quantitative data.

The Correlation design was also employed in this study to illustrate in numerical terms the degree to which variables were related which could not be achieved by descriptive survey. Correlational research is described as a form of non- experimental research in which the researcher measures two variables and assesses the statistical relationship between then with little or no effort to control extraneous variables.

These designs were suitable for the research problem because they could be used to explore and explain the existing status of the management styles in secondary schools. These designs would enable the study to relate management styles of secondary school principals to teacher motivation.

Instruments of Data Collection

Data was collected using both primary and secondary sources. The primary sources entailed data collected first hand from the QASOs, principals and teachers. Secondary sources of data were records in schools starting with what the administration had done already in providing different management styles in the school. The main instruments used in data collection included, two self-constructed questionnaires; an interview schedules and an observation check list.

Questionnaires

The researcher structured closed ended and open ended questions to obtain important information on secondary schools' principals' management styles and different parameters of teacher performance. The study used two different questionnaires; principals' questionnaire and teachers' questionnaire. The respondents were given freedom to respond to the questionnaire items without identifying themselves. Respondents were given a whole day, which was adequate time to give well thought out answers.

Interview Schedule

The researcher interviewed QASOs in order to get a clear picture of the management styles employed by specific principles and how these styles impacted on the way teachers performed their duties. The interview schedule had both closed ended and open ended items which gave the study reliable information, since, the interviewer was able to probe for answers from the respondents and also able to clarify areas that were not understood well by the respondents. It enabled the researcher to clarify and elaborate the purpose of the research and effectively convince respondents about the importance of the research.

Relationship between Secondary School Principals' Management Styles and Teachers' Motivation

The objective of the study aimed at finding out the relationship between secondary school principals' management styles and teachers' motivation in the Western Region of Kenya. The outcome of data analysis is presented in the table below.

Mean of Teachers' Responses on the Relationship between Secondary School Principals' Management Styles and Teachers' Motivation

Variable	Poor	Fair	Good	Very good	Excellent
Teachers' Motivation	36.7	32.05	16.9	12.63	1.72

Source: Field Data (2017)

The table above gives the Mean of teachers' responses on the effect of secondary schools' principals' management styles on teachers' motivation. Averagely, 36.7% of the respondents indicated that the score on teachers' motivation was poor, 32.05% was fair and only 16.9% was good. Qualitative analysis of this objective indicated that, principals' management styles had a role in the motivation of teachers. Considering the responses from the participants, most of the attributes pointing to the teachers' motivation were poor. This implies that the management styles used by secondary school principals impacted negatively on teachers' motivation and hence impacted negatively on the teachers' performance.

The study tested the relationship between principals' management style and teachers' motivation using inferential statistics and presented the results in the section below.

Correlation Analysis of Principals Management Style and Teachers' Motivation
The study sought to determine the strength of the relationship between Principals' Management Style and Teachers' Motivation. The results are presented in Table 3.

Table 3: Coefficients' Determination of Principals Management Style and Teachers' Motivation

Model 1	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.701	.681		2.397	.013
Principals Management Style	.222	.123	.112	1.805	.072

a. Dependent Variable: Teacher motivation

Source: SPSS Output

Table 3 provides the information needed to predict teachers' motivation from Principals' Management Style. Both the constant and teachers' motivation contribute significantly to the model. The regression equation was presented as follows;
$Y= 1.701 +.222x$

Where **Y**=Teachers' motivation

x=Principals' Management Style

This implies that teachers' motivation explains 12.3% of the teachers' performance when other factors were held constant. Moreover, it is important for practising managers to understand the Maslow's hierarchy of needs theory's rigidity. Alternatively, managers ought to employ Alderfer's ERG model which was introduced by Clayton Paul Alderfer as a modified version of Maslow's theory of needs. In the ERG model, Alderfer presented three groups of core needs as : Existence; Relatedness and Growth (ERG). This model elaborates the concept that instead of starting with basic needs of satisfaction, one can work on all the three needs simultaneously without following or considering the traditional way to start with basic needs. Fro this new theory, it can be derived that a culture was a drawback of Maslow's theory that was taken into consideration by ERG model.

The Model Summary of Principals' Management Style and Teachers' Motivation
The study obtained the model summary of teachers' motivation and presented the results in the Table 4.

Table 4: Model Summary of Principals' Management Style and Teachers' Motivation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.385[a]	.148	.108	1.401

a. Predictors: (Constant), Teachers' Motivation

Source: SPSS Output

The regression model in Table 4 shows the R and R^2 value representing the simple correlation. The R value was 0.385 which indicates a fairly strong correlation. The R^2 value indicates how much of the dependent variable (Teachers' Motivation), can be explained by the independent variable (Principals' Management Style). In this case, 14.8% can be explained. This therefore implies that there was a positive correlation between Principals' Management Style and the teachers' motivation.

ANOVA of Principals' Management Style and Teacher Motivation

The study further sought to find out how Principals Management Style could predict Teacher Motivation. ANOVA analysis yielded the results in Table 4.21.

Table 5: ANOVA[a] of Principals' Management Style and Teachers' Motivation

Model 1	Sum of Squares	df	Mean Square	F	Sig.
Regression	94.277	13	7.252	3.695	0.000[b]
Residual	541.726	276	1.963		
Total	636.003	289			

a. Dependent Principals Management Style
b. Predictors: (Constant), Teacher Motivation
Source: SPSS Output

The study meant to test whether there was any statistically significant relationship between principals' management styles and teachers' motivation in the Western Region of Kenya. The null hypothesis stated:

H_01: There is no statistically significant relationship between secondary school principals' management styles and teachers' motivation in the Western Region of Kenya.

In this study, any output of a probability value below 0.05, thre null hypothesis will be rejected and the alternate hypothesis accepted.

ANOVA test was conducted and results in Table 4.21 indicate that the regression model predicts the outcome variable significantly. This indicates the statistical significance of the regression model that was applied with F statistic of 3.695 and a probability value of 0.000 that was below 0.05. Therefore, the null hypothesis was rejected and the alternate hypothesis accepted. The alternate hypothesis that stated there was a statistically significant relationship between secondary school principals' management styles and teachers' motivation in the Western Region of Kenya was true indicating on overall, the model applied can significantly predict the outcome variable.

IV.   DISCUSSION

According to qualitative responses, most teachers do not like the management styles of their principals, which they claimed to be autocratic and insensitive to their needs. They indicated that principals who have been given a lot of autonomy by the Teachers' service Commission (TSC) and bears the final word for the school do not treat them with respect and with the required professional approaches but were mainly authoritative. Qualitative responses indicated that teacher's viewed their principals as harsh and with low regard to protocol when handling them, evinced by the practice of principals dealing with them directly instead of acting through the Heads of Department (HOD).

Majority of the respondent's views indicated that principals use coercion to ensure that teachers give in to their demand without questioning. This implies that most principals use the autocratic management style more than any other management styles. A study done by Abwalla, (2014) examined the principals' leadership style and teachers' performance in secondary schools of Gambella Regional state, Ethiopia revealed that democratic was the most practiced leadership styles in general secondary schools of Gambella region and that the teachers' performance was generally moderate. The study recommended that principals should neat a mixture of autocratic and democratic styles of leadership. A study done in Tanzania showed that the best performing schools in Morogoro and the Songea districts of the country used more democratic leadership style at (67%) of the cases compared to least performing schools (at 33%) while *laissez Faire* management style (at 25%), autocratic management style (at 25%) and democratic leadership style (at 50%) were the most dominant leadership styles (Machumu & Kaitila, 2014). These studies indicate the wisdom of adopting diverse leadership styles in a secondary education institution in order to achieve the desired goals.

V.   CONCLUSION

The objective of the study aimed at finding out the relationship between secondary school principals' management styles and teachers' motivation. The study revealed that majority of teachers were not motivated to engage in class and also to mark books and exams scripts. The study further revealed that the majority of teachers were not motivated to discuss learner's performance on one to one with the student as well as not willing to discuss learner's behavior with parents. The study also revealed that the majority of teachers were not motivated to organize their working area and that the majority of teachers were not motivated to supervise learners and co-curricular activities.

The study further revealed that the majority of teachers were not motivated to visionary thinking and pursuit of purpose while a slight majority possess good self-esteem with an attitude of success. The study revealed that that majority of teachers were not motivated to work beyond expected time and majority were not motivated to effective management of time. Majority of teachers were poorly motivated to be optimistic about the school leadership and management. In addition to these, the majority of teachers were not motivated for voluntary participation in corporate social responsibility. Furthermore, the majority of teachers were not motivated to commit themselves beyond the call of duty for the school to meet the learners' needs. They only did what was indicated on the duty roster and nothing more. This clearly showed that the principals' management styles in application had a negative effect on the teachers' motivation to perform their duties.

The null hypothesis that stated: H03: There is no statistically significant relationship between secondary school principals' management styles and teachers' motivation in the Western Region of Kenya was rejected and the alternate hypothesis accepted because, the output of a probability value below 0.05.

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AUTHORS

First Author – Christine Kerubo Owinyi, Masinde Muliro University of Science and Technology, P.O. Box 190-50100 Kakamega, E-mail: owinyichristine@gmail.com
Second Author – Lydia Wamocha, Masinde Muliro University of Science and Technology, E-mail: lwamocha@mmust.ac.ke
Third Author – Samuel O. Obaki, Masinde Muliro University of Science and Technology, P.O. Box 190-50100, Kakamega, E-mail: samobaki@yahoo.com
Fourth Author – Alice Owano, Masinde Muliro University of Science and Technology, P.O. Box 190-50100, Kakamega, E-mail: aowano@gmail.com