

ABSTRACT

Studies worldwide have revealed that Principals use democratic (DLS), autocratic (ALS), laissez-faire (LFLS) leadership styles to motivate teachers who manifest commitment to duty and good performance imparting relevant knowledge, skills and attitudes to the students. Despite the use of these Principals' leadership styles in Sabatia Sub County, low motivation related cases among teachers were reported between 2010-2013 as follows; desertion in 20(62.5%) schools, transfer requests 31(96.9%) schools, chronic absenteeism 24(75%) schools, negligence of duty 20(62.5%) schools, lateness/missing of lessons 22(68.8%) schools and quitting teaching in 28(87.5%) schools. The purpose of this study was to examine the influence of Principals' leadership styles on teachers' motivation in public secondary schools in Sabatia Sub County. Objectives of the study were to; determine teachers' level of motivation, establish the influence of Principals' DLS on teachers' motivation, assess the influence of Principals' ALS on teachers' motivation and establish the influence of Principals' LFLS on teachers' motivation. A conceptual framework consisting of Principals' leadership styles as independent variables and motivation of teachers as dependent variables was used to guide the study. The study adopted a descriptive and correlation research designs. The study population consisted of 32 Principals, 32 Deputy Principals, 500 teachers. Saturated sampling was used to select 29 Principals and 29 Deputies while simple random sampling was used to select 290 teachers. The data was collected using teachers' questionnaire, interview schedules and document analysis. Face and content validity of the instruments was established by experts in the department of Educational Management and Foundations. Reliability of the instruments was determined by a pilot study in three schools whereby test re-test method yielded a Pearson's r of .79 at the set p -value of .05. Quantitative data was analyzed using frequency counts, percentages, means and regression analysis. Qualitative data was transcribed and analyzed in emergent themes. The study established that teachers were moderately motivated at a mean rating of 3.21. The study established that there was a strong positive correlation between Principals' DLS and teachers' motivation as signified by Pearson's r of .772 and was significant at the set p -value of .05. Democratic leadership style accounted for 59.6% of teachers' motivation. The study established that there was a weak positive correlation between Principals' ALS and teachers' motivation with Pearson's r of .139 and significant at the set p -value of .05. Laissez-faire leadership style had a weak positive correlation with teachers' motivation as signified by Pearson's r of .195 and significant at p -value of .05. Since ALS and LFLS accounted for 1.9% and 3.8% respectively, they did not really influence motivation of teachers as confirmed by multiple regression analysis. The study concluded that democratic leadership style should be enhanced in schools to motivate teachers by involving them for instance in decision making. The study recommended that Principals should use more of DLS and less of ALS and LFLS in motivating teachers. The findings of this study are useful to school management in facilitating teachers' motivation for effective participation in school management and curriculum implementation.