

**Secondary School Head Teachers' Leadership Behaviour Dimension on Teacher Motivation in Sabatia Sub-County, Vihiga County, Kenya**

By

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**Abstract**

Leadership is considered as one of the key ingredients for the success of any organization. In an educational organization such as a secondary school, the head teacher's leadership behavior can influence teachers' motivation either negatively or positively which in turn affects students' academic performance. In Sabatia sub-county, Vihiga County, secondary school student academic performance is reported to be consistently below average. This study focused on two leadership behavior dimensions of Initiating Structure and Consideration of head teachers of secondary schools in Sabatia sub-county in order to answer the following research questions: How consistently does the head teacher apply the use of Initiating Structure and Consideration dimensions of leadership behavior on the teaching staff? What is the influence of the perceived use of the two leadership dimensions on teacher motivation strength? Two hypotheses were tested in the null to determine the significance of relationship between the independent variable: head teacher leadership behavior dimension and dependent variable: teacher motivation strength. The study applied Path-Goal theory of leadership effectiveness by Robert House (1971). The study adopted a Survey research design. The target population was 38 head teachers and 626 secondary school teachers. A sample size of 188 teachers (30%) and 16 head teachers (50%) was used to collect data. 30% of the teachers were randomly selected after stratifying the schools according to categories as national, extra-county, county and sub-county. Purposive, stratified and simple random sampling techniques was used as appropriate to select the sample size of head teachers. Two questionnaires, one for teaching staff and one for head teachers was used to collect data. The instruments was tested for validity and reliability and piloting done. The questionnaires were administered in person and by use of research assistant after obtaining permission from relevant authorities. Collected data was coded and analyzed using the SPSS Programme. Descriptive and inferential statistics was used for data analysis. Pearson's Product-Moment Correlation Coefficient formula was used to test the hypotheses. Ethical considerations of anonymity, confidentiality and consent were maintained and all citations acknowledged to ensure nothing in plagiarized. Findings revealed that head teachers who consistently recognize, praise, make effort to maintain close relationship, handle problems sympathetically, consult, make teaching and learning pleasant, accept suggestions and are confident in their teaching staff are likely to motivate the teaching staff to work hard towards the success of the students in secondary schools in Sabatia Sub County. The study concluded that leadership behaviour of head teachers is vital in enhancement of teacher motivation and thus recommended more in-service and workshops for head teachers to help enhance leadership skills for better running of schools and enhancement of academic performance of secondary school students in Sabatia Sub County.

**Key Words:** Secondary School, Head teachers' Leadership, Behaviour Dimension, Teacher Motivation, Sabatia Sub-County, Kenya

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**Introduction**

Leadership is considered as one of the key ingredients for the success of any organization. It is therefore, important for a leader to understand what good leadership entails. According to Sergon (2005), leadership behaviour is the manner and approach of providing direction, implementing plans and motivating people. As seen by the employees, it includes the total pattern of explicit and implicit actions performed by their leader. Leadership is often regarded as the single most important factor in the success or failure of institutions (Bass, 1990). A Capable leader provides direction for the organization and leads followers towards achieving desired goals (Mosadegh and Yarmohammadian, 2006). In defining various aspects of leadership and teacher motivation at work, Northouse (2010) indicated that leadership process influence thoughts, actions of followers and establish favorable conditions for teacher motivation and job satisfaction. In a similar context, Hulpia and Devos (2009) found out that leadership has proven to have positive effects on job satisfaction. In view of the foregoing, this study attempted to investigate the variables: leadership behavior and motivation of teachers in their job in secondary school in Vihiga Sub-County Kenya.

The foregoing view holds for educational organizations; in fact, there is a growing set of stakeholders who assume that school leaders make a difference and are largely responsible for school performance (Ogawa and Scribner, 2002). School leaders have been blamed for inadequate learner academic achievement occasioned by their failure to respond adequately to standards-based accountability as well as to guide and to direct instructional improvement in their schools (Hoy and Miskel, 2008). The failures continue to manifest themselves despite the growing and changing demands on school leaders for greater accountability by education stakeholders. These demands are perceived as further elevating the importance of educational leadership (Hoy and Miskel, 2008).

Globally, students' academic performance is as a result of a variety of factors such as the school environment as well as teaching, learning resources and head teachers' leadership traits. For example, in developed countries like the UK, USA, Germany and France, the government allocates enough funds for the education sector to deal and ultimately combat the causes of poor academic performance in schools (McKenzie & Schweitzer, 2014). The funds are utilized in buying teaching and learning materials such as textbooks, technological gadgets, training of teachers and enhancing the head teachers leadership traits (Wenglinskiy, 2015). Ankomah (2015) points out that one of the characteristics of successful school is the presence of strong leadership manifested through supervision of teachers' work. The head teacher also inspects the lesson plans of teachers and vets them every week. This exercise can influence the students' academic performance positively (Ankomah, 2015).

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West and Jackson (2015) argue that school leadership globally has become more complex since the curricular demands have grown, parental; government expectations and demand for greater school effectiveness have been raised. As a result, head teachers have not been able to provide effective leadership, which has affected pupils' performance. In a study in New Zealand, Cardno (2013) established that workload, work complexity and sheer enormity of the work involved were among the factors that made it most difficult for head teachers to perform their leadership roles. The study established that the head teacher's work by nature involved frequent interruptions due to heavy demands on their time by parents, staff, students, board members and community organizations. Consequently, it is a challenge for head teachers to maintain a clear focus on their roles of improving academic performance (Cardno, 2013).

Davies (2014) asserts that the head teacher should provide a strong leadership for effective academic performance. He sets the culture of the school characterized by strong administrative leadership, up to date network of communication, high expectations for students, and disciplined school community. The head teacher as the supervisor of the school programs, bears the responsibility for the overall school performance. He oversees the implementation of the school curriculum, school finances, and school resources and maintains good public relations between the school and stakeholders (Okumbe, 2016).

According to Lezotte (2011), in the UK, the core purpose of head teacher is to provide professional leadership and management of a school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success a head teacher must establish high quality education by effectively managing teaching and learning and using personalized learning to realize the potential of all pupils. The head teacher, working with others is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring that resources are effectively and efficiently used to achieve the schools aims and objectives and for the day-to-day management, organization and administration of the school (Lezotte, 2011).

In Africa, head teachers are scarcely prepared for their leadership tasks (Bush & Oduro, 2016). Ozuruoke, Ordu and Abdulkarim (2011) study on public schools in Nigeria indicates that many head teachers have not considered their styles and types of leadership as determinants of teachers' job performance in their schools. Hence, they further pointed out that some of the head teachers seem to find it difficult to effectively administer their schools. As such, leadership styles occupy an important position in school management in Nigeria.

A study in both Ghana and Tanzania revealed that primary school head teachers, especially those in rural schools, are left unsupported once they are offered a headship appointment (Bush & Oduro, 2016). In Ghana, for example, 60 of the 240 rural head teachers who were interviewed said they had not received any training since being appointed head teachers (Bush & Oduro, 2016). Lack of support from the education key stakeholders affects the effectiveness of leadership offered by the head teachers thus impacting negatively on pupil's performance. Without training, for example, head teachers can only acquire leadership skills through observing serving head teachers, or from their personal experience which delays the ability of head teachers to deliver good results (Bush & Oduro, 2016).

Performance of a given school depends entirely on the teacher's effort and if a given teacher is unhappy with his/her job, he/she will not put emphasis into his/her teaching (Rodgers,

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Jenkinson & Chapman 2010). According to Jackson (2016), lack of motivation has been manifested in head teacher unwillingness to participate in school activities, poor attendance, unexpected absence, late coming, lack of additional training, uncreative and non-stimulating teaching, lack of interest in meetings, unhelpful attitudes when assistance is needed, occurrence of hold-ups because deadlines are not kept, resistance to contributing more than what is required of them and development of arguments between colleagues.

In Kenya, there has been clear indication of the declining quality of public primary school education as a result of large numbers of students, a disproportionate teacher-student ratio and highly inadequate financial and physical resources. This has led to the increase in private schools' numbers (Njuguna, 2013). These schools are a growing trend especially in the urban areas like Nairobi and Mombasa due to their growing demand among those that are seeking quality education. This is because these institutions are performance-oriented owing to the increased competition among the private schools (Njuguna, 2013). Teachers in these schools are committed and motivated unlike those in public schools. Better pay and better working conditions topping the list. It is estimated that in public schools 1 out of 10 teachers is absent from work on any given day according to the Policy Brief of 2012. That means that these schools operate with 70% of the teaching staff in any given day (Njuguna, 2013).

According to Nyantika (2014), in Kenya, teacher's motivation and job satisfaction is not any better. For pay and allowances to the teachers is comparatively low than in the other professions.. There is poor housing and working conditions. Provision of teaching and learning materials and equipment to the teachers is sometimes not prioritized (Nyantika, 2014).

According to Jackson (2016), in a study conducted in Nyatike in Kenya, lack of motivation among teachers has been manifested in teacher unwillingness to participate in school activities, poor attendance, unexpected absence, late coming, lack of additional training, uncreative and non-stimulating teaching, lack of interest in meetings, unhelpful attitudes when assistance is needed, occurrence of hold-ups because deadlines aren't kept, resistance to contributing more than what is required of them and development of arguments between colleagues.

Seminal studies on organizational leadership behavior conducted by Organizational Behavior scholars at Ohio State University in the United States of America have shown that there are two leadership behavior dimensions in organizations: Initiating structure and Consideration (Ornestein and Lunenburg). Initiating structure describes the relationship between the organizational leader and the subordinates and establishes defined patterns of organization, channels of communication and methods of procedure (Hoy and Miskel, 2008). On the other hand, Consideration reflects leadership behavior that indicates friendship, trust, warmth, interest and respect in the relationship between the organizational leader and members of the work group. The findings of this study on organizational leadership behavior have shown that to neglect Initiating Structure limits the leader's impact on an organization's effectiveness while to ignore Consideration reduces job satisfaction of subordinates (Hoy and Miskel, 2008). It has further been found out that organizational leader behavior that combines both Initiating Structure and Consideration into a consistent pattern is desirable (Ornestein and Lunenburg).

The concept of motivation has been defined as the forces acting on and coming from within a person that account, in part, for the willful direction of one's efforts toward the

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achievement of specific goals (Greenberg, 2011). From an organizational perspective, motivation has been defined as those processes within an individual that stimulate behavior and channel it in ways that should benefit the organization as a whole (Miner, 2008). According to Jennifer and Gareth, (2008) motivation means three things: the person works hard; the person keeps at his or her work; and the person directs his or her behavior towards appropriate goals. In view of Gareth's definition of motivation, a teacher who successfully undertakes the above activities is deemed to be motivated.

Studies on the relationship between leadership behavior and worker motivation have found that leadership process involves motivating people to action through empowerment and through basic need fulfillment (Lunenburg and Ornstein, 2012). Furthermore, research on leadership behavior orientation of organizational leaders has shown that both consideration and initiating structure dimensions have a strong positive relationship with employee motivation (Lunenburg and Ornstein 2012). In an organization such as a school, what is not clear is the extent of teacher motivational strength that is achieved when each of the two leadership behavior dimensions are used at different levels of consistency by the head teacher in most secondary schools and the corresponding effect on student academic achievement.

Kenya Economic Survey Report, (2014) appears to suggest that the head teacher's leadership behavior could be related to teacher school attendance hence the need for the head teacher to re-examine their leadership behavior in this regard. Furthermore, in a study entitled: "Quality and Access to Education in Urban Informal Settlements in Kenya," conducted by the African Population and Health Research Centre, (APHRC) in 2012, it was found that there exists a great correlation between teacher absenteeism and the pupil's performance and that lack of job satisfaction leading to low morale among the teachers was cited as one of the causes of absenteeism (The Standard, January, 26th, 2016).

Worker absenteeism has been identified as one of the manifestations of lack of motivation in formal organizations (D'Souza, 2006). It therefore appears that the three shortcomings, namely: weak teacher motivation, teacher absenteeism from school and the resultant poor student academic performance are linked to the nature of the head teachers' leadership behavior.

In Sabatia sub-county, Kenya, education standards in secondary schools have been reported to be low as seen in poor academic scores in KCSE national examination results. For instance, between 2015 and 2019, the KCSE mean scores were consistently below 5.50 (mean grade C-) as seen in table 1 below.

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**Table 1: Ministry of Education, Sabatia Sub- County, 2019.**

<b>SABATIA SUB-COUNTY KCSE FIVE YEAR PERFORMANCE TRENDS</b>														
<b>YEAR</b>	<b>ENT</b>	<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D+</b>	<b>D</b>	<b>D-</b>	<b>E</b>	<b>Mean Grade/ score</b>
2015	2518	0	0	124	204	275	281	325	351	388	317	145	4	5.0680 C-
2016	2946	0	0	2	13	76	18	359	473	518	668	499	158	3.5758 D+
2017	3637	1	18	42	29	124	239	347	501	564	770	869	80	3.3637 D
2018	4110	2	22	62	116	233	334	435	549	688	859	739	60	3.965 D+
2019	4120	9	55	137	239	267	368	426	547	564	701	633	59	5.029 C-

**Source: Sabatia Sub-County Education Office**

In view of the fact that head teachers play a major leadership role in determining the quality of education provided in their schools, some stakeholders in the education sector in Sabatia sub-county have attributed this low student academic performance, in part, to some deficiency in the leadership practices of some head teachers in the sub-county (MOE), Sabatia County, 2019 Report).

### **1.2 Statement of the Problem**

Effective teacher motivation is one of the major roles of an effective head teacher (Amanuel, 2007). Hence, effective head teachers ensure that there is a balanced and consistent application of leadership behavior dimensions of Initiating Structure and Consideration in order to elicit strong teacher motivation (Ornestein and Lunenburg, 2002).

In Sabatia Sub- County, Vihiga County in Kenya, academic standards in most of the secondary schools have consistently shown a worrying trend as reflected in below- average academic performance in KCSE national examination results. A snapshot of KCSE national examination performance between 2015 and 2019 shows that the average mean grade of the sub-county has stagnated at below a mean score of 5.5 (mean grade C-). Some stakeholders have argued that the type of head teacher leadership behavior might be contributing to this worrisome trend (Ministry of Education, Sabatia, 2014). Teacher resistance to the head teacher leadership behavior characteristics as manifested in frequent complaints, lack of team spirit and absenteeism among others are teacher-behavior tendencies that indicate weak teacher motivation (D' Souza 2004).

In a study by Wanjiru, (2013) in Nakuru county on head teacher leadership styles and their effect on teacher motivation, it was found that the head teachers' attitude of not considering teachers' suggestions in decision making make teachers to lose interest and enthusiasm in teaching effectively thus making students not to learn well. The above study focused on head teachers' application of transactional and transformative leadership styles.

This study attempts to go further and focus on Sabatia sub – County of Vihiga County. It also focuses on head teacher application of two leadership behavior dimensions of Initiating Structure and Consideration. Lastly and more importantly, this study seeks to establish whether there is a link between the head teachers unbalanced and inconsistent application of the two

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leadership behavior dimensions and a seemingly apparent existence of weak teacher motivation strength level which in turn partly explains the below-average student academic performance in KCSE national examinations in the sub-county secondary schools.

### **Research Questions**

This study sought to answer the following research questions:

- i. How consistently does the head teacher apply the use of Initiating structure dimension of leadership behavior on the teaching staff in Sabatia Sub-County?
- ii. How consistently does the head teacher apply Consideration dimension of leadership behavior on the teaching staff in Sabatia Sub-County?
- iii. What is the influence of the perceived use of initiating structure dimension of the head teacher' leadership behavior on teacher motivational strength in Sabatia Sub-County?
- iv. What is the influence of the perceived use of Consideration dimension of leadership behavior of the head teacher on teacher motivational strength in Sabatia Sub-County?

### **Hypotheses of the Study**

Ha<sub>1</sub>: There is no significant positive relationship between initiating structure dimension of the head teacher's leadership behavior and motivation strength of the teaching staff in Sabatia Sub-County.

Ha<sub>2</sub>: There is no significant positive relationship between consideration dimension of the head teacher's leadership behavior and motivation strength of the teaching staff in Sabatia Sub-County.

### **Theoretical Framework**

The study was based on Path–Goal Theory of leadership effectiveness by Robert House in 1971. Essentially, the path-goal theory attempts to explain the impact of leadership behavior on subordinate motivation, satisfaction, effort and performance as moderated by situational factors of the subordinate and the work environment (Lunenburg and Ornstein, 2012). The theory was developed to describe the way leaders encourage their followers to achieve set goals by making the path that they should take clear and easy while increasing rewards along the route.

Four types of leader behavior comprise House's path-goal model. These are, *Directive Leadership*, *Supportive leadership*, *Participative leadership* and *Achievement-Oriented leadership*. A directive leader lets subordinates know what is expected of them; provides specific guidance concerning what is to be done and how to do it; sets performance standards; requests that subordinates follow standard rules and regulations; schedules and coordinates work and explains his role as leader of the group. A supportive leader treats subordinates as equals and frequently goes out of his way to make the work environment more pleasant and enjoyable. A participative leader consults with subordinates concerning work-related matters, their opinion, and frequently attempts to use subordinates' ideas in making decisions. An achievement-oriented

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leader sets challenging goals for the subordinates, emphasizes excellence in performance, and shows confidence in subordinates' ability to achieve high standards of performance.

The study used theories of leadership to investigate relationship of head teachers' leadership behaviour and teacher motivation, for instance Contingency theory postulate; people need for position, power, task oriented, relationship oriented, attaining of goals and success. However, this study employed path-goal theory of leadership and effectiveness developed by Robert House in 1971 (cited in Martin, 2012) and argues that the theory is based on how leaders facilitate task performance to subordinates which help achieve rewards because employees are motivated, recognized, and satisfied hence; theory is relevant to this study.

Robbins (2005) believes that path-goal theory is the most influential contingency approach to leadership. However, Richard *et al.*, 2012 (cited in Malik 2013) believed that path-goal theory as the most sophisticated and comprehensive contingency theory. According to Path-Goal theory, leader provides necessary direction and support to subordinates to achieve individual as well as organizational goals (Silverthorne, 2001). In this regard the study postulated essence of head teachers' providing desired way to goal attainment by teachers. The stated goal of this leadership theory is to enhance employee performance and satisfaction by focusing on their motivation levels. In contrast to situational approach to leadership, this suggests that, a leader must adapt to the development level of subordinates, and unlike contingency approach, which emphasizes the match between the leadership behavior and specific situation (Malik, 2013). Moreover, path-goal theory emphasizes the match between leader behavior and subordinates' characteristics along with work settings (Northouse, 2013).

The path-goal theory explained how a leader can provide support to subordinates on the path to goals by using specific behaviour based on subordinates needs and work settings or situations in which subordinates are operating. As theory suggested the different leader behaviours have different kind of impact on subordinates' motivation. According to Richard *et al.*, 2012 (cited in Malik 2013) path-goal is a cognitive approach to understanding motivation where subordinates calculate effort-to-performance and performance-to-outcome probabilities. The most effective leader provides availability of valued rewards (goal) by helping them in finding best ways to reach there (path). This task and leadership relation involves effort-to-performance and performance-to-reward expectancies. The two situational contingencies in the path-goal theory are: the personal characteristics of group members; and the work environment (Daft, 2005).

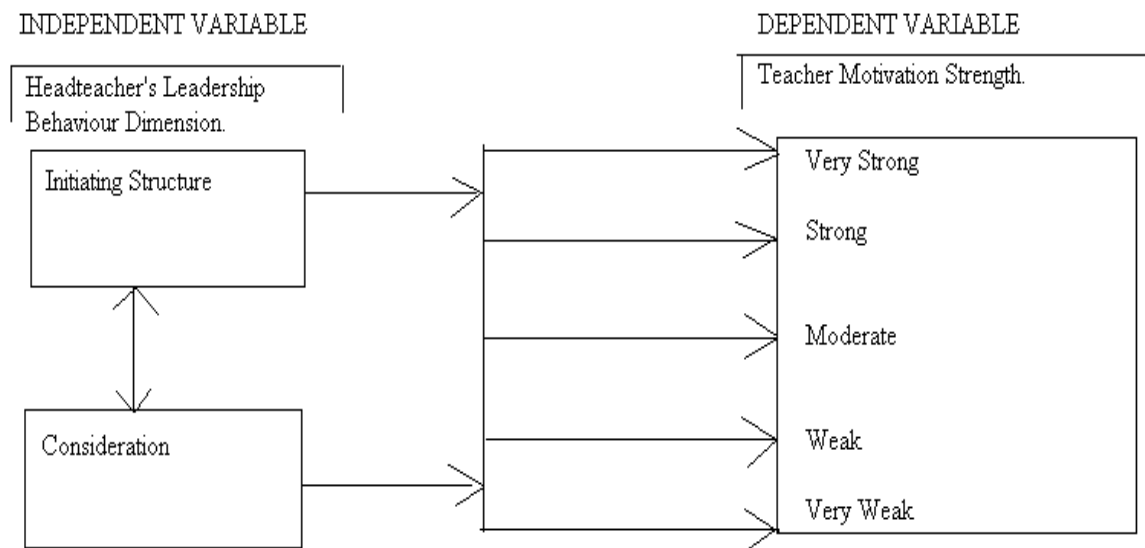
Northouse (2013) pointed out job motivation factors; valued work, goal achievement, responsibility, recognition, advancement, empowerment, status, level of challenge, work environment and opportunities for creativity were vital. The study took advantage of path-goal theory to investigate whether the behaviours by head teachers and teachers in schools are distinct and leads to teacher motivation and job satisfaction. Okumbe (1999) view path-goal theory of leadership rested on leader behavior being acceptable complements work environment, rewards effective performance and motivating when subordinates perceive it be satisfying. Mat (2008) stipulated that in path-goal Theory a leader may exhibit any of; achievement-oriented style, directive style, supportive style and participative style or all of these types of leadership styles, and therefore best type of leadership for a given situation is dependent on the individual follower



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and the specific situation. Path-goal theory therefore befits head teacher in school to direct paths towards achieving desired goals by teachers.

### Conceptual Framework



**Figure 1: Conceptual Framework (Source: Researcher 2020)**

The conceptual framework in figure 1 indicates that should the independent variables initiating structure and consideration characteristics of head teachers be improved then the teacher motivation will also improve. Leadership behavior orientation of a leader influences motivation strength of subordinates.

Based on the study by Ohio State University, it can be conceptualized that Initiating structure directs the head teacher to focus on task performance of the teaching staff. On the other hand, Consideration directs the head teacher to focus on the individual needs and interpersonal relations of the teaching staff. These two leadership behavior orientations are the independent variable which either singularly or in combination can influence the dependent variable which is the motivational strength of the teaching staff as seen in the conceptual framework figure below.

The motivation strength that results from the influence of the specific behavior orientation or a combination of the two leadership behavior orientations can fluctuate between very strong and very weak. This conceptual figure guided the study in establishing the influence of the independent variable (the two leadership behavior dimensions of the head teacher) on the dependent variable (teaching staff motivation strength) in secondary schools in Sabatia-Sub-County.

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## **Review of Related Literature**

### **Consistency Applied by the Head Teacher in Initiating Structure Dimension of Leadership Behavior on the Teaching Staff**

Sawchuk (2010) conducted a study in Canada among 1022 high school principals. The study used mixed method research design with a questionnaire for teachers and principals. The sampling procedure was simple random. The study discovered that teacher motivation serves as one of the most fundamental concepts in school improvement. The finding also revealed that successful leadership by principals is contingent upon acceptance, respect, and understanding by the teachers who work for them. One of the key functions of principals is to establish consensus among staff which leads to mutual goals, benefits, and successful school operations. One of the most important factors in achieving these goals is the principals' leadership behavior.

McInerney (2006) conducted a study in Mexico on the initiative structure of head teachers in secondary schools. The study employed 211 teachers. The instruments were questionnaires and interviews. Qualitative research design was used for the study. The study findings showed that teacher motivation is a compilation of all the psychological processes that influenced their behavior toward the achievement of educational goals, and these psychological processes cannot be because of environmental challenges and organizational constraints that affect the achievement of educational goals. The study surveyed 211 pre-service teachers and identified ten motivators consisted of previous research studies: desire to work with students; desire to make a difference; teaching as a “calling;” a love of teaching or a particular subject; the influence of others; a desire to impart knowledge; perceived benefits and/or convenience of teaching, teacher work schedule; career security and salary; perceived ease of teaching; and social status that comes along with teaching. These motivators also are the same across gender, ethnic and socio-economic status. An earlier study by Sinclair, Dowson, and revealed that the motivation to teach changes, “particularly in response to “real-life” teaching experiences.

### **Consideration Dimension of Leadership Behavior on the Teaching Staff**

According to Halpin (2013) in his study in Jamaica on effective leadership “consideration” and “initiation of structure” behaviors on teacher motivation findings revealed that administrator’s job is to provide possibilities for the satisfaction of employees’ needs that also support achievement of organizational goals, and to remove impediments blocking need satisfaction, and creating frustration, negative attitudes, or dysfunctional behavior. In the case of school management, the study’s suggestion was supported by Drysdale, Ford, Gurr, & Swann (2003). They state that successful school leaders, who are achievement oriented, support all members of the school community, provide opportunities for people to achieve, and try their best to contribute to the quality of education and learning for the whole school community. The study listed seven action imperatives to help schools become learning organizations three of them, which are relevant to this study, are indispensable elements of “consideration” behavior: promoting inquiry and dialogue; encouraging collaboration and team learning; and empowering people toward a collective vision.

Mumbe (2015) conducted a study to investigate principal leadership styles and influence on academic achievement in secondary schools in Zimbabwe. In the study, he concluded that transformational leadership style affected students and the general school performance positively

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and motivated teachers to work with principals towards the achievement of school objectives. The schools headed by transformational principals, both the head and teachers use the term “our school” in reference to the school ensuring that there is sense of ownership, responsibility and accountability at every stage of decision making.

Nyakundi Wallace et al (2015) carried out research on the influence of head teachers' leadership behavior on teacher involvement in school development activities SDA secondary schools in Nyamira County in 2015. The purpose of the study was to find out whether there was a link between a head teacher's leadership behavior and the involvement of teachers in school development activities so as to explain why no school in the county had appeared among the top 60 schools nationwide in the 2011 performance appraisals in school development activities. The study found out that the leading leadership behavior in schools in the county was the Directing leadership type and that the level of teacher involvement was low. The study recommended that head teachers be taken for refresher courses whenever necessary to help them conform to current acceptable leadership behaviors.

### **Leadership Behaviour of the Head Teacher on Teacher Motivational Strength**

Gardner (1986) conducted a study in Colorado among high head teacher and was able to provide names for the person demonstrating both “consideration” and “initiation of structure” behavior as the “leader-manager” and summed the “leader-manager's” tasks as: envisioning the group's goals; affirming values for the group; motivating the members; managing the work and the group; achieving a workable unity among the members; explaining what needs to be done; serving as a symbol; representing the group; and renewing the group. The study established that the dominant paradigm for the study of leadership has evolved from research on traits and situations to something more dynamic in terms of human relations, task analysis and contextual factors together with personally favored behaviors.

Thus, studies on school leadership have shown that, in order to account fully for the definition of leadership, cognitive, behavioral and interactional (humanistic) explanations are needed. Thus, when school principalship is concerned, ‘task-oriented’ and ‘relations-orientated’ behavior (‘consideration’ and ‘initiation of structure’) might overlap and the school principal might need to exert both leadership and management behaviors resulting in effective leadership.

Biklen (1980), in his study of administrative styles of women points out the difficulties of women attempting to succeed in traditionally male fields. Either they are judged competent and unfeminine or incompetent and feminine, a choice that puts two strong and interconnected identities in conflict. Griffiths, Frederiksen and Hemphill (1979) found that women are preferred as decision - makers because of the way they make decisions. They argue that women head teachers asked subordinates for information. This implies that women head teachers largely involved teachers in their work while men tended to make final decisions and take action without involving others. Bowman (1982) in her study of the degree, to which the presence of a female or male administrator in an elementary school was related to the aspiration levels of women teachers in Colorado, found that the women head teachers' failure to perform well resulted in reduced self-confidence among the female teachers. Aringo (1981), in a study of twelve female head and twenty-three teachers, found that women head often become authoritative in an attempt to protect their position exert power and have their influence felt.

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### **Leadership Behaviour of the Head Teacher on Teacher Motivational Strength**

Babo and Ramaswami (2011) in a study in South Africa found that, when school superintendents referred to the ISLLC standards as a guide for principal evaluation, they indicated that Instruction was the most important. Their research findings determined that the five most important principal functions when superintendents evaluated principals were as follows: be an advocate for children, model principles of ethical behaviors, promote and protect the welfare and safety of students, nurture and sustain a culture of learning, and implement a plan to achieve the school's goals. Those ISLLC standards that superintendents consistently ranked at the bottom of the list of important functions for principals' evaluation were (a) collaborating with the community and (b) understanding the larger context of school. Babo and Ramaswami concluded that their findings supported the recent emphasis in the field on the need for today's building principals to be instructional leaders. The study strongly supports the fact that the leadership of the school principal impacts directly and indirectly on the climate of the school and, in turn, on student achievement.

Aacha (2016) conducted a study on the effects of motivation on the performance of primary school teachers in Kimaanya-Kyabakuza division, Masaka district, Uganda. The study specifically sought to find out whether the motivation of primary teachers had any effect on their morale to perform and the effect of intrinsic and extrinsic motivation on the performance of teachers. The research findings revealed that the performance of primary school teachers was good despite the fact that their motivation was inadequate. Besides, the majority of the teachers performed their activities with high morale as evidenced from reporting early at school, regular testing and examination of pupils and high turn up of teachers in staff meetings and school occasions among others. It also indicated that there was a significant positive relationship between intrinsic motivation and performance of teachers in the surveyed primary schools. Interestingly a positive relationship was also revealed between extrinsic motivation and performance of teachers, implying that extrinsic motivation affected the performance of teachers.

Another study by Okumu (2018) was conducted among high school head teachers in Bondo County. The purpose of this study was to examine the relationship among the following variables: teachers' perceptions of what they value in leadership behaviors (consideration and initiating structure), what they value in a school's culture, and what they find professionally motivating. Using a quantitative survey developed from an assimilation of the current research, a Likert scale was used to represent participants' responses as five unique scores.

Pearson's Product-Moment Correlations (PPMC) were calculated to determine the existence and strength of the linear relationship among these variables scores. The results demonstrated a positive correlation between variables except for total leadership behaviors and motivation. Participant responses supported much of the current literature reflecting positive relationships between the leadership behaviors, initiating structure and consideration, valued by teachers and the school culture preferences of teachers, between the leadership behaviors consideration and initiating structure, and between teacher perceptions of what they value in a school culture and what they find professionally motivating. Overall, the findings from this study highlighted the significance and value of effective leadership in schools.

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### **Influence on Head Teacher Initiative Structure on Staff**

Vesna (2016) conducted a study in Serbia among high school Principals. The purpose of the study was to examine the influence of head teachers' initiative behaviour on the following variables: teachers' perceptions of what they value in leadership behaviors. The study used a qualitative survey research design with questionnaires and likert scale for the instruments. The sample of the study consists of 856 teachers randomly selected from among the teachers in the 239 secondary schools. It was established that the frequency of conducting self-evaluation is most strongly affected by the attitude of head teachers, teachers, and school counselors toward their own professional development and by their opinions on the positive effects of self-evaluation. The study also found that transactional leadership, also known as managerial leadership, focuses on the role of supervision, organization, and group performance; transactional leadership is a style of leadership in which the leader promotes compliance of his followers through both rewards and punishments.

An Investigation of the influence of teacher initiative structure on teaching staff was conducted in Ghana by Ogbafole (2017). The researcher used a sample size of 872 participants selected from 28 schools in Ghana central state. The ex post facto design was used. The instruments included questionnaires, interviews and document analysis guide. The findings of the study revealed that managers can only use people effectively when they instill in them a sense of commitment and the desire to accomplish organizational goals. The head teachers has the ability to instill commitment, teamwork and build trust among staff and increase overall school effectiveness. The democratic leadership style emphasizes group and leader involvement in the policies formulation. Resolutions on organizational issues are arrived at after discussion and consultation with various stakeholders in the organization. The leader tries as much as possible to make each person feel that he is an important member of the organization. In this style of leadership, a high degree of staff morale is always improved resulting to high levels of job commitment among teachers.

### **Influence of Consideration Dimension of Head Teacher Leadership on Staff**

In Canada, Meyer and Allen, (2007) found that a principal's individualized consideration of teachers contributed slightly to their capacity beliefs and negligibly to their context beliefs. They also found that teacher capacity and context beliefs mediated the relationship between TL style and teacher willingness to participate in decision making and professional development activities. Similar to Yunus et al. (2007) study, Meyer and Allen (2007) reported that TL had greater effects on teacher context beliefs than on their capacity beliefs.

More specifically, behaviors related to vision building and to the intellectual stimulation of creativity and innovation had the greatest effects on context beliefs while individualized consideration of teachers' needs had the least significant relationship with both commitment and extra effort. Overall, the three TL styles, most notably those related to vision building, explained a substantial amount of variance in teachers' extra effort. Capacity beliefs served as the main link between TL and teachers' extra effort in the Dutch study, while context beliefs played a more prominent role in the Canadian study. Although Geijsel and Meijers (2005) provided no explanation for the differences in the findings, the comparative study confirms the mediating roles of teacher agency beliefs, especially context beliefs.

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In Africa, Hukpati (2009) conducted a study to investigate the relationship between transformational leadership style of the heads of departments and employee job satisfaction in tertiary institutions in Ghana. The study sought to examine the relationship between transformational leadership style of heads of departments and the job satisfaction of lecturers in private and public tertiary institutions in Ghana. Questionnaires and case studies were administered to 74 lecturers and 12 heads of departments from private and public institutions respectively. The Multifactor Leadership Questionnaire (MLQ) and the Minnesota Satisfaction Questionnaire (MSQ) were used by lecturers to assess their heads of departments in relation to the commitment to their jobs.

Regression tests were used to analyze the data taking into consideration the descriptive statistics of mean and standard deviations. The results showed a positive correlation between transformational leadership and employee job satisfaction. It further revealed no differences in transformational leadership and job commitment of lecturers in both private and public institutions. The results of the survey show that heads of departments do not differ in their transformational leadership practices in both types of institutions (Hukpati, 2009). The Hukpati study focused on transformational leadership and job commitment. The current study will focus on the influence of consideration dimension of head teacher leadership on staff in a very different situation. The study was carried out in Ghana which is regionally and geographically different from Hamisi Sub County in Kenya.

In Kenya, Gitaka (2014) conducted a study on influence of head teachers' leadership styles on teachers' job satisfaction in public primary schools in Kajiado North District, Kajiado County, Kenya. The objectives were to determine the extent to which autocratic, democratic, laissez faire and transformational leadership styles of head teachers influence primary school teachers' levels of job satisfaction. The researcher used 20 % of 845 teachers giving a total of 169 teachers. The simple random technique was used where the entire individual in the defined population had an equal and independent chance of being selected as members of the sample. The study used questionnaire as the instrument of data collection. Findings were that head teachers' transformational leadership styles positively influenced primary school teachers' levels of job satisfaction. This study focused on a number of other leadership styles and did not specifically focus on the transformational leadership style hence the current study filled that gap.

## **Methodology**

The study adopted a Survey research design. The target population was 338 head teachers and 626 secondary school teachers. A sample size of 188 teachers (30%) and 16 head teachers (50%) was used to collect data. Thirty percent (30%) of the teachers were randomly selected after stratifying the schools according to categories as national, extra-county, county and sub-county. Purposive, stratified and simple random sampling techniques was used as appropriate to select the sample size of head teachers. Two questionnaires, one for teaching staff and one for head teachers was used to collect data. The instruments was tested for validity and reliability and piloting done. The questionnaires were administered in person and by use of research assistant after obtaining permission from relevant authorities. Collected data was coded and analyzed using the SPSS Programme.

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Descriptive and inferential statistics was used for data analysis. Pearson's Product-Moment Correlation Coefficient formula was used to test the hypotheses. To test each of the hypotheses, the overall mean score values of the teachers' perception of the head teacher leadership behavior dimension was correlated with the overall mean score value of the strength of teacher motivation for significance using the Pearson's Product-. Moment Correlation of Coefficient (Pearson r). The confidence level was set at 95% with an alpha (critical level) of 0.05. The values thus calculated from the testing of the two hypotheses were used to either reject or retain the hypotheses. Ethical considerations of anonymity, confidentiality and consent were maintained and all citations acknowledged to ensure nothing is plagiarized.

### **Results and Discussion**

The study findings sought to answer the following research questions: How consistently does the head teacher apply the use of Initiating structure dimension of leadership behavior on the teaching staff in Sabatia Sub-County?, How consistently does the head teacher apply Consideration dimension of leadership behavior on the teaching staff in Sabatia Sub-County?; What is the influence of the perceived use of initiating structure dimension of the head teacher' leadership behavior on teacher motivational strength in Sabatia Sub-County?; What is the influence of the perceived use of Consideration dimension of leadership behavior of the head teacher on teacher motivational strength in Sabatia Sub-County?

In order to determine whether head teachers' leadership behaviour dimension had an effect on teaching staff motivation, the study set out two hypotheses: H<sub>01</sub>; There is no significant positive relationship between initiating structure dimension of the head teacher's leadership behavior and motivation strength of the teaching staff in Sabatia Sub-County . H<sub>02</sub>: There is no significant positive relationship between consideration dimension of the head teacher's leadership behavior and motivation strength of the teaching staff in Sabatia Sub-County, Kenya. The study found out that initiating structure of head teacher's leadership dimension had an effect on teaching staff motivation in public secondary schools in Sabatia Sub County, Kenya (R = 0.583) while consideration dimension was R = -0.606, p < 0.01.

The second research questions which sought to find out the head teachers' consistent application of consideration dimension of leadership behavior on the teaching staff showed that head teachers who consistently recognize, praise, make effort to maintain close relationship, handle problems sympathetically, consult, make teaching and learning pleasant, accept suggestions and are confident in their teaching staff are likely to motivate the staff to work hard towards the success of the students in secondary schools in Sabatia Sub County. Thus the finding implied that the school environment is vital in enhancing good working conditions for teachers as it may help improve academic performance of students in secondary schools. On testing the research hypothesis findings revealed that there was a negative relationship between teacher motivation and head teacher leadership behaviour (R = -0.606, p < 0.01).

The third research question dealt with how teachers perceived use of initiating structure dimension of head teachers. Findings demonstrated that teacher's motivation strength level was higher when leaders were keen on professional document preparations, when their head teacher was keen on syllabus coverage in class, when they were supported, when facilitated to attend in-service courses, when publicly recognized and above all when needs and problems

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sympathetically. The implication showed that head teachers perception of their behaviour towards teachers was highly positive. The finding also revealed that conflicts in schools is brought about by failure of head teachers 'recognition of teachers' opinion and participation in school programme and especially if teachers needs are ignored. Head teachers have a duty to bring teachers together, recognize their needs, deal with their issues sympathetically where necessary, and bring them close for enhancement of motivation and collaborative work within the school.

Finally, the fourth research question addressed the influence of the perceived use of Consideration dimension of leadership behavior of the head teacher on teacher motivational strength in Sabatia Sub-County. Findings indicated that teachers were satisfied with the head teachers' leadership behaviour although they felt that sometimes they could ignore teachers' opinion on matters academics. There was a finding which showed an average perception indicating that teachers were regularly coming to school early every day to attend on school programme that necessitated their presence not due to head teachers' behaviour but due to self-drive. Findings demonstrated that head teachers in secondary schools need to device methods of leadership that exhibit behaviour that would motivate teachers to work towards improvement of academic performance. In summary, head teachers consideration and initiation structures were better rated by head teachers themselves rather than the teaching staff. Results from the teachers established that teacher motivation was dependent more on teachers self-drive on work ethics as compared to leadership behaviour.

### **Conclusions and Recommendations**

From the findings of the study, the hypotheses  $H_{01}$ ,  $H_{02}$ , and  $H_{03}$  were all affirmed. It therefore concluded that head teachers leadership dimension influenced greatly to teaching staff motivation in Secondary schools in Sabatia Sub-county, Vihiga County Kenya. The findings further concluded that head teachers leadership behaviour indicators significantly moderated the relationship between teacher motivation strength level and teaching staff's work ethics which was likely to lead to better academic performance in public secondary schools in Sabatia Sub County, Kenya.

Specifically, management or the consistency of the head teachers' application of the use of initiating structure was seen to have an effect on the relationship between teaching staff motivation strength level thus enhancing early completion of the class syllabus and eventual student academic performance in public secondary schools in Sabatia Sub County Kenya. The finding indicated that the teacher motivation levels were higher with varying head teachers leadership behaviour indicators. The hypothesis concluded it all by showing a strong positive correlation of  $R=0.832$ . Teacher motivation levels also had a positive significant moderating effect on the correlation between head teacher's behaviour and teacher motivation which enhance student academic performance in secondary schools as this is the basic business of secondary schools in Kenya.

The study observed that teacher absenteeism affects teacher-student contact which leads to learning gaps such as lack of completion of syllabus, weak mastery of the subject and poor preparedness whose remedy revolves around the two leadership issues of supervision and management by the head teachers. The study recommends that the head teachers of secondary



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schools should moderate their leadership behaviour dimensions to enhance teaching staff motivation in order to help improve academic performance of learners and also contain those hard-working teachers for longer periods as this uplifts schools as well as students. Teachers should appreciate the effort made by head teachers and cooperate with them on the day to day running of the secondary schools by coming up with better suggestions and opinions on how they feel the school should be run. This means that head teachers also need to involve more teachers in decision making on matters academics and school management

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