Assessment of Leadership Styles that Influences Teachers' Motivation: A Case of Selected Secondary Schools in Kapiri Mposhi District.
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Abstract— The study sought to investigate the leadership style practiced in the school organization and their effect on teachers' motivation in Kapiri Mposhi District. The purpose of this study is to understand different leadership styles such as autocracy, democracy and laissez-faire. The effective objectives that guided the study were: To determine which leadership style in prominent secondary schools in Kapiri Mposhi, to establish relationship between the school managers and teachers and its effect on motivation in Kapiri Mposhi District, to identify the leadership style that can be employed by leaders to motivate teachers in Kapiri Mposhi District. The case study research design was used and qualitative data collection was done.

On the strategies of motivation, school managers did not do enough to motivate the teachers. It was brought to light that the school managers did not provide the necessary strategies that would motivate the teachers and did not provide the enabling environment to guarantee motivation of teachers. The school environment should be made conducive enough for the teachers' to be motivated because this would cause them to work hard and produce good results. More importantly school management should ensure that teachers are motivated and they should use leadership styles that are acceptable and that which motivate teachers. School managers should conduct regular class supervisions. Lastly policies by the Ministry of General Education should be formulated in consultation with the teachers. When all that is done, the three objectives of this study could be met and be achieved.

Key words: motivation, assessment, leadership style and influence.

I. BACK GROUND OF THE STUDY.

Motivation can positively affect teachers to like and enjoy their school. Also, motivation plays a role in the teachers discovering his/her talents, self-management, and ambition to achieve. Motivation has an important role in the formation of good character. Motivation can help to ensure that academic achievement is the result of internal persistence, rather than external pressure. However, some leaders have a lack of awareness about effective methods to motivate teachers, who in turn will motivate students toward accomplishment development and a principle means of providing for the welfare of individuals. Educational, furthermore, motivation of teachers is very important as it affects the learners directly. Motivation and satisfaction of employees are interdependent. Further, it should be stated that teacher efficacy affects learners directly as there is strong correlation between teacher efficacy and learners' performance hence a desired outcome by the learners can occur with the help of the teacher. This means that low motivation of teachers affects this performance which affects the teachers at times have to work under the most unsafe and unhealthy conditions. This has no doubt, translated into learners' poor performance in external examinations, their involvement in examination

malpractice, cultism and other negative dispositions. Indeed, teacher's motivation and job satisfaction are not any better. For pay and allowances to the teachers is comparatively low than in the other professions. Teaching profession is considered as 'profession of the last resort' where individuals find themselves there after they fail to secure better professional courses (Adessin, 2008). Education plays a very important role in the economic development of a country as it is aimed at supplying the economy with human capital that can convert effectively and efficiently other resources into output of high value. It is perceived as the corner stone of economic and social development and a principle means of providing for the welfare of individuals. Educational organizations are established to help society enhance knowledge, attitudes and skills. (Bettinger, 2007).

Schools pursue performance goals by attempting to be top performers in national examinations. Organization maintenance goals are activities which sustain it and ensure its survival. These include high academic and discipline standards, good performance in co-curricular activities. In secondary schools' set-ups, efficient and effective achievement of the two goals, (performance or outcome goals) which entails provision of quality education, which is determined by the quality of both its inputs and output (Adair, 2005).

In some school's teachers are not involved in decision making as staff meetings are merely used as directive forums. There is poor housing and working conditions.

Unfortunately, leaders occasionally resort to punitive motivational measures, which can negatively affect students' academic achievement and sense of motivation (Bennett, 2014).

School administrators as leaders are responsible for arranging incentive-based programs for employees. Incentive-based education programs are those that use tangible incentives to motivate students to perform well academically. Research has provided many incentive- 2 based programs offered by leaders that range from entertainment, and extra privileges in attempts to motivate employees to do their best academically in school (Bannet, 2014).

Provision of teaching and learning materials and equipment to the teachers is sometimes not prioritized. (Bhatia, 2005) recommended that a clear scheme of service and promotion procedures is put in place and measures to achieve greater commitment to teaching through changes in the teaching environment.

In the recent past years, leadership has been engaged in a new effective approach for the management of employees and organizations at large. The tradition concept of personnel administration has gradually been replaced by human resource management. This gives importance to the strategic integration to new leadership style into management of employees and improves the employee performance, Hersey and Acker, (2001) asserts that the effect of leadership must be good diagnostician and adopt style to meet the demands of the situation in which the operates. Different leadership styles are used which fit to the employees on the basis of the amount of directions, empowerment and decision-making power. An administrative phenomenon reflects the contingency of leadership and style, situation and performance criteria which have been left to suffocate on their own. As a result, employee performance was affected due to lack of proper direction and application of strategic style in managing daily duties.

In the past leadership was affected by various variables such as leadership, and different leadership styles such as autocratic, democratic and laissez-faire. It was that most of the studies highly recommended Democratic style of leadership and this type of leadership was lacking in most of the organizations including secondary schools. This approach was critical to the sustainability of leadership process especially in work

environments. This dates back to 17th century, Adair, (2005) where towards the end of the century, a shift was noticed from treating humans as machines to rather seeing them as human capital necessary for the achievement of different work tasks.

It is imperative in such type of scenario that teachers may experience motivation or demotivation which may affect negatively or positively the performance of the learners in examinations in secondary schools. Indeed, signs of motivation are higher performance, lower absenteeism and lower turnover. According to Adessin (2008), motivation, satisfaction and performance are interdependent with each other. Job satisfaction is a decisive factor that determines the general efficiency of an organization.

Public sector education institutions in Zambia especially secondary schools face challenges of different kinds. These challenges may be fully faced by school administrators, teachers and the ministry of general education leadership. Leaders are supposed to be performing multi tasks for betterment of their organisations. It is common knowledge in secondary schools that administrators may not be trained and equipped with strategies which are necessary to help the teachers work effectively hard.

1.2: Statement of the problem

In Zambia, the public sector educational institutions especially secondary school faces challenges of different kinds. These challenges may be faced by school managers, teachers and those in high offices in the ministry of education. These school managers are supposed to perform multi tasks for the institutions to run and perform better (Konthari, 2006). In secondary school, it is common knowledge that administrators might not be trained and not equipped with strategies which are necessary to help prepare the teacher to work effectively.

Additionally, school managers might not use strategies to make teachers work hard and improve the academic performance of the learners. In Kapiri Mposhi District in central province, it is not clear to what extent the school managers motivate teachers in order for them to work effectively hard and perform well. Hence, the need for this study.

1.3. Main objective.

To explore what leadership style would motivate teachers to teach effectively in Kapiri Mposhi District.

1.3.1 Objectives.

i. To determine which leadership style is prominent in secondary schools in Kapiri Mposhi District.

ii. To establish the effect of relationship between the school managers and the teachers on motivation in Kapiri Mposhi District

iii. To identify the leadership style that can be employed by leaders to motivate teachers in Kapiri Mposhi District.

1.3.2 Research questions.

The study was guided by the following research questions:

i. Which leadership style is prominent in selected secondary schools of Kapiri Mposhi District?

ii. Does relationship of teachers and school managers have any effect on motivation of teachers in selected secondary schools in Kapiri Mposhi District?

iii. Which leadership styles can be employed to motivate teachers in Kapiri Mposhi District.

1.4: Research Variables.

Motivation is dependent on the Leadership style. Therefore, Leadership style is the independent variable while motivation is a dependent variable Teachers and thereby improving the teacher's performance.

1.5: Conceptual Frame work.

The conceptual frame work in this study, show the relationship between the independent and dependent variables. The independent variable is the school leadership which in turn contributes to teacher motivation. The dependent variable is based on extrinsic and intrinsic motivation. The intervening variables are infrastructure, the meals given freely and the allowances. This is explained below by the frame work According to Bass and Cresswell (2005) a conceptual framework is a model of presentation where a researcher conceptualizes or represents the relationship between variables in the study and shows it diagrammatically. It is a hypothesized model identifying the concepts under study and their relationship. The purpose is to help the reader to quickly see the proposed relationship. The researcher puts the conceptual mode to the test in order to establish the significance of the proposed relationship. The figure below shows the head teachers' leadership style as the independent variable and the teachers' motivation as the dependent variable. The conceptual framework of the influence of leadership styles on teacher's motivation level. The head teacher has directly influenced on teachers. The leadership style that teachers favor stimulated teachers towards attainment of goals. As the teachers interact with the head teachers the result of the interaction showed the effectiveness of the style. Democratic leadership style Autocratic leadership style Laissez-faire leadership style Transformational leadership style Supervision Preparation of, professional documents Teaching process, Provision of facilities, to Staff.
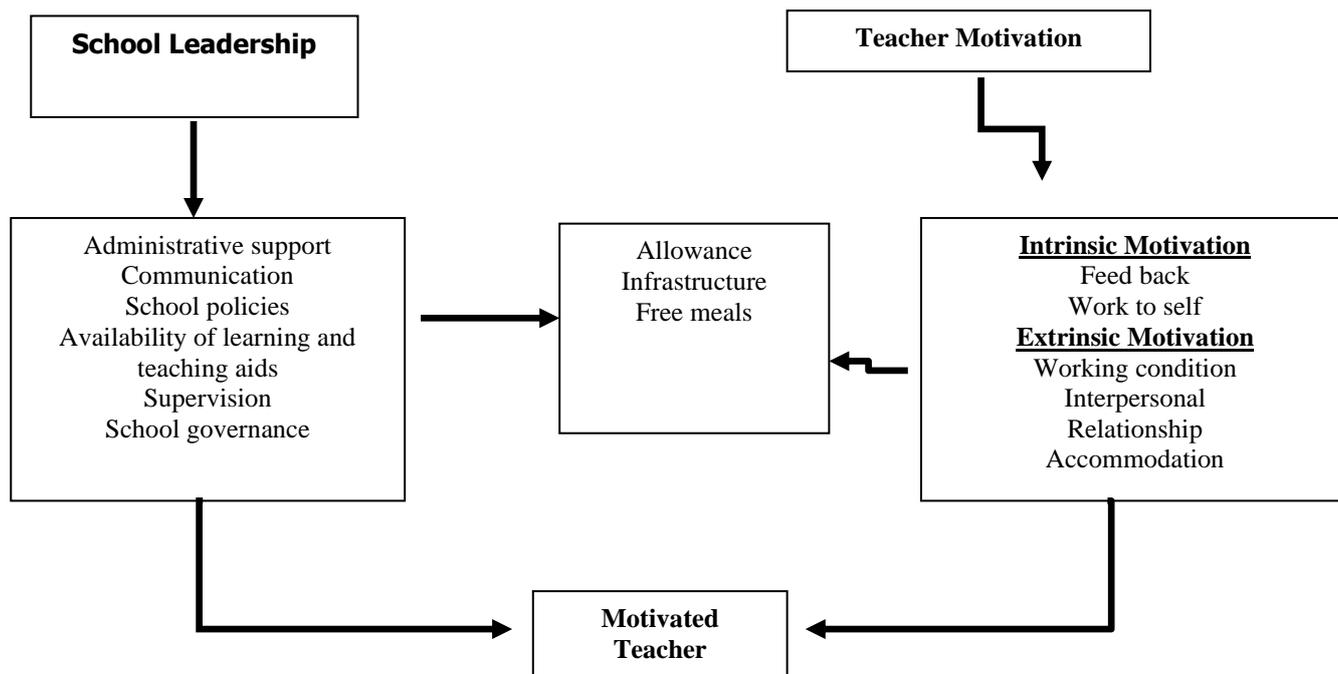
Conceptual Framework

Figure 1: Showing the conceptual Framework.

II. LITERATURE REVIEW.

2.1. General concept of leadership style, types of leadership styles and teachers' motivation.

The concept of leadership has been studied for a long period of time leading to various definitions and perspectives from different schools. This study utilized Y

Schaffer, (2008) definition of leadership that defined leadership as a process influencing others to understand and agree about what needs to be done and how to do it and the process of facilitating individual and collective efforts to achieve shared objectives. This definition focuses on the duty of a leader as well as expectations the followers have of the leader. The study of leadership can be traced back to the ancient Greeks and Romans where in the 1930s and 40s believed that leaders are born and not made. Researchers in the university of Michigan and Ohio identified two broad categories of leadership behavior namely focused on task achievement as well as focusing on

developing relationship with followers (Bennet, 2014). In the 1960s and 70s the focus of leadership studies shifted to leaders' decision-making process and how leaders delegated duties to followers as well as allowed them to take part in the process (Moorhead and Griffins, 2000). In the 1990s the focus of leadership studies shifted to emotional and symbolic aspects (Yuki, 2010). Contingency and charismatic leadership paradigms become to be explored (Bass & Avolio, 2004). The debate on the merits and demerits of each paradigm has been going on with the research focusing on the applicability of each paradigm to different sectors of the countries such as public secondary schools (Bahatia, 2005).

Gay, (2010). However, it provides chance for competent members of the group to fulfill and attain self-actualization. The teachers are given chance for open discussion and creativity and the work environment is free (Ware, 2010). Different situations require different leadership techniques

and therefore the school manager should employ a leadership style that is relevant to the situation. One leadership style cannot handle all types of subordinates and therefore the school manager assesses the situation and adapt appropriate behavior which suites at that time. Different schools vary in structure and therefore to achieve academic performance the school manager should assess the situation, study the psychology of subordinates and adapt appropriate leadership style (Barker, 2010). He or she should consider the school culture which can be fine-tuned to the unique circumstances as well as the school environment (Griffins, 2004). Adessin (2008) in the study on people management impact on organizational performance established a positive relationship whereas Williams, (2008) conducted a study on challenges faced by school manager when dealing with sponsors in secondary schools discovered a negative relationship thus the focus of this study on leadership styles and performance of secondary schools. The current research highlights on leadership style whose emphasis is placed on the followers' compliance in pursuit for organizational goals. This may be adhered to by the followers out of fear of repercussions and may not pursue task accomplishments (Huka, 2003). The leader utilizing his leadership style will focus on ensuring formation of a path goal to achieve organizational goals and the followers must understand what is expected of them and be motivated to achieve the predetermined goals. The leader struggles to eliminate any barriers that may limit achievement of the goals. The leader will utilize formal rewards and punishment in meeting obligations in pursuit of the organizational goals. The leader will be accepted to clarify, provide resources and communicate the task to be accomplished. The school manager will rely on his/her position, organizational rules and regulations to get teachers, students and subordinates to cooperate and pursue organizational goals. Researchers are divided on the best leadership style to use to attain organizational

performance. The findings of various studies highlight the paradoxical nature of utilizing different leadership styles whereas one may result in superior performance in a given situation, it may bring contrary results in another. Humidifar, (2009) poised that the same leader may use both leadership styles at different times and in different situations. General concept of leadership styles and motivation Leadership has been defined by many authors. According to Konthari, (2006) leadership is defined as influence, which is the art or process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals. Harry Truman, former American president, said that leadership is the ability to get men (women) to do what they don't like to do and like it. People should be encouraged to develop not only willingness to work but also willingness to work with zeal and confidence. Zeal is ardor, earnestness and intensity in the execution of work; confidence reflects experience and technical ability (Williams, 2008). Leaders act to help a group attain maximum objectives through maximum application of its capabilities. Koontz and Weihrich further suggest that leaders do not stand behind a group to push and prod; they place themselves before the group as they facilitate progress and inspire the group to accomplish organizational goals. Motivation on the other hand is concerned with the strength and direction of the behavior and the factors that influence people to behave in certain ways. The term motivation according to Armstrong (2009) can refer variously to the goal's individuals have, the ways in which individuals choose the goals and the ways in which others try to change their behavior. Koestner (2011) sees motivation as the result of the process internal or external to the individual that arouse enthusiasm and persistence to pursue a certain course of action. Teacher motivation depends critically on effective management at school level where the importance of teacher's work and competence in performing it are critically influenced by the quality of both

internal and external factors. A study conducted by Berg, (2005) showed that employees with a collective mindset generated more ideas in brainstorming sessions with democratic leadership style whereas individualistic generated more ideas under similar circumstances. This pointed to a situation requiring further investigation to determine whether leadership styles were suitable in ensuring performance of secondary schools in Busia County, Kenya. This is based on the recognition of the important role played by secondary school education hence, the motivation of the study.

Autocratic leadership style is similar to dictatorial leadership style which involves forcing or threatening employees (Berg, 2005). The authoritarian (autocratic) leader holds all authority and responsibility in an organization with communication exclusively moving from top to bottom. A head teacher, who ascribes to this kind of leadership sets goals for the school, tells teachers what to do, how and when to do it. The head teacher who applies this kind of leadership has no confidence in his/her staff and also communication is one way. Betting, (2007). Notes that autocratic style involves issuing detailed instructions and close supervision of subordinate's work. Relationships between leaders and subordinates are highly formal and sanctions are imposed if subordinates underperform. No initiatives from subordinates. Huka, (2003) concurs when he argues that autocrat style limits the workers' initiatives and leads to demotivation and lack of morale which then results in professional burnout and low performance. However, it is a good style where workers are new or untrained and do not know the tasks or procedures on performing the tasks. Barker, (2010) found out that out of 100 teachers 16 teachers saw their school managers as an authoritarian. Among the 16 teachers 9 were demotivated, 5 were motivated while 2 were highly de-motivated. This shows that teachers working under autocratic leadership had low levels of job

motivation. Crow et al, (2007) in his study found that 30% of the school managers practiced autocratic leadership style.

Laissez-fair it refers to no leadership at all the school principal delegates' duties and control to teachers who make decisions by themselves. There is free flow of communication (Bass, 2005).

In laissez-faire type of leadership, the leader waives responsibility and allows subordinates to work as they choose with minimum interference (Lionel, 2008). According to Lionel employees are given the authority to make a decision or determine a course of action. Communication flows horizontally among group members. Smith, (2010) describes laissez – faire leadership style as a kind of leadership which encourages no rules in an organization. The leader is a symbol, since there is no hierarchy of authority and the primary role of the leader is supply materials needed by the group.

Advantages of this style are that decisions are easily accepted and consensus reached and that subordinates provide their own motivation while the 13 disadvantage is that there is no control thus chaos and conflict arise. Huka, (2003) in (Smith, 2010) 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. Smith, (2010) observed that the leader who embraces laissez-faire style does not bother to take care of the needs of his/her teachers since he/she totally avoids discharging his/her responsibility, resulting in teachers being gross demotivated. This type of leadership style is unhealthy in primary school set up where a lot of monitored supervision is required.

Transformational (charismatic) leadership emphasize interpersonal relationship at work by arousing followers' enthusiasm, excitement, emotional, involvement and commitment to the group's objectives. These leaders also elicit admiration and affection in followers (Adessin,

2004) in (Akinyi, 2008). Eliciting these feelings in teachers can lead to motivation leading to improved job performance. Berg, (2005) noted that leaders who possess the following characteristics will motivate teachers' self-confidence, stress tolerance, emotional maturity, personal drive, power need, achievement oriented and high expectations for success.

Dearden, (2004) observed that transformational leadership style manifests the following characteristics of traits, the leader inspires teachers beyond their own self-interest, the leader has an extra ordinary effect of 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 leaders' beliefs. Bass and Riggio (2006) assert that transformational leadership must address the follower's sense of self-worth to engage the followers in transformational commitment and involvement in the effort at hand. An individually considerate leader will delegate tasks as means of developing followers. Delegated tasks are monitored to determine whether followers need additional direction or support and to assess progress. However, the followers do not feel they are being checked or monitored (Bass and Riggio, 2006). Spear, (2000) 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 favor. Schaffer (2008) found out that there was a positive and significant association between transformation leadership and job satisfaction (measured by extra effort, effectiveness and satisfaction with the leadership.

Democratic or participatory leadership emphasizes that leaders consult the group, solicit the opinion and perception on decision making process. Democratic leaders confer authority on the group and often their consultation. Leaders encourage decision by group members on a problem under

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consideration and arrive at a decision by consensus. The school principal utilizing democratic leadership is characterized by decentralization of authority. The teachers are assigned specific duties to do in order to enhance academic performance (Smith, 2010). Since teachers are involved in the running of schools their productivity will be high. The school principal utilizing this leadership style encourages exchange of ideas between the teachers and communication is two-way where teachers are involved in decision making process (Browning, 2010). The school principal delegates work to teachers according to experience and knowledge. He or she utilizes teamwork, empowerment and collaboration. Democratic leadership style has been observed to be more effective since all are involved in decision making. However, it is not an appropriate leadership style to be used in time of crisis since it is time consuming due to many meetings and may lead to confusion. Consulting amongst teachers may be misinterpreted to mean that the school principal is unable to make decisions and persuading teachers to work can negatively impact on school performance.

A democratic leadership style is where a leader obtains ideas and opinions from working (Smith, 2010). He furthers points out that the leader gives a chance to subordinates to express their feelings about how things should be done. Smith (2010) concurs with Spear, (2000) when he says that democratic leadership is where the leader makes decisions through consultative forums. He also asserts that, where democratic leadership prevails, there is enhanced affection and positive sentiments among the teachers. There is also more trust amongst the teachers because they share a common belief. Goldman (2000) notes that democratic leadership styles are generally concerned with maintaining group effectiveness as with completing the task. He emphasizes that this style of leadership encourages members in their groups to express their ideas and feeling freely because they belief such climate leads to greater creativity and

commitments. Spear, (2000) maintains that democratic leaders view coaching as an essential part of their leadership activities and they therefore empower their staff to improve their competencies. Jung and Avolio (2004) found out that out of 100 teachers under school managers who practiced democratic leadership style 35 were de-motivated, 54 were motivated, while 11 were highly motivated. He concluded that most of those working under head-teachers who practiced democratic leadership styles had high job motivation levels. Slavin R (2009) found that the managers perceived themselves as very democratic with while teachers perceived them as just democratic. He found out that the most prevalent style being used were democratic with of the teachers. The finding also revealed that head teachers who were perceived to be exhibiting democratic style had a considerably high motivated staff than the other styles. Slavin concluded that the motivation level of teachers in Slavin North depended on the variables of involvement in decision making which rated as extremely likely to influence their level of motivation and take full discipline was the lowest rated to influence motivation. Leadership is the art of getting someone else to do something you want done because he wants it to be done. Effective leader ship should therefore be able to motivate subordinates.

The different leadership styles contribute to intrinsic and extrinsic motivation (House, et al 2004). Motivation is the key component of leadership because without motivation, it is un likely that leaders of an organization can be effective score success (Schaffer, 2008).

The productivity in any organization is a function of how well employees perform their various tasks. This productivity is very much dependent upon other factors, job analysis, job recruitment, selection and job placement of the employees. However, a greater performance of an organization does not depend upon only these crucial variables. The individual performance is a function of the

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ability and the willingness of the worker to perform the job (Acker, 2001). Motivation constitutes one dimension that has received considerable attention for the purposes of understanding the individual worker and his/her working environment (Beard, 2010).

It is then notable that when employees are highly satisfied, the production in the organization will always increase. Motivation is said to result when the sum total of the various job facets give rise to feelings of satisfaction; and when the sum total gives rise to feelings of dissatisfaction, job dissatisfaction results. Improving any one of the facets leads to the direction of job satisfaction and eliminating any one of them leads to job dissatisfaction (Kar, 2004). It is therefore evident that improvement of job satisfaction among workers in any organization is a linchpin of productivity and this is what leadership style should consider. Motivation and leadership style cover all the reasons which cause a person to act including the negative ones like fear along with the more positive motives such as money, promotion or recognition (Aldair, 2009).

The source of motivation is both intrinsic and extrinsic is leadership style. Intrinsic motivation occurs when people engage in an activity without external incentives. They get motivated when they can control the amount of effort they put in an activity since they know the results they will get, will not be by luck. Extrinsic motivation has to do with incentives. Incentives are external to a person and are provided by the leaders in order to encourage workers to perform tasks (Dearden, 2004).

2.2. Motivation in other countries of the world

In the United Kingdom, a study by Spear in the year 2000 revealed that teachers' motivation and job satisfaction were low due to poor payment, low of perception teachers in the society. He was in support of conclusion by Herzberg two factor model (Spear, 2000). In the United States of America, Sylvia and Hutchison in 2002 carried out studies in developed countries like America and the United Kingdom confirmed the presence of low motivation and job dissatisfaction which were attributed to intrinsic factors such as pay incentives ineffective in increasing the motivation (Sylvia and Hunchinson, 2002).

In the United Kingdom, in 2008, Williams observed that in developed countries, teachers' attrition by way of leaving the profession was high due to low motivation. This was influenced by age, intellectual capacity and education attainment which was respectively negatively and positively related to attrition (Williams, 2008).

In Sub Sahara and South Asia, Bennell and Akyeampong in 2007 carried out study in which they find out that many Primary school teachers in Sub Sahara and South Asia with motivation crisis. As a result, a low accountability, ineffective policy environment, low pays, low vocational and occupational status, poor working and living conditions resulted in teachers having low morale (Bennell and Akyeampong, 2007).

In the study carried out by Alarm and Farid in California in North America in 2011on factors affecting teacher motivation, it was revealed that teachers were not satisfied with social economic, status, choice of profession, learners' behavior and examination stress. It was reviewed that personal and classroom, social-economic status, students' behavior, examination stress, rewards and incentives and self-confidence of the teacher affected the teacher motivation demotivated the teachers (Alarm and Farid, 2011).

In a study carried out in Papua New Guinean in Port Moresby in 2002 entitled "Listen and Learn: A Policy Report on Papua New Guinean Teachers' Attitudes to Their Own Profession", it was concluded that major determinants of improved education experience and outcomes was the quality of teachers which has resulted in low performance. It concluded that understanding of teachers' own attitudes led to low motivation (Papua New Guinea, 2002).Terms and conditions of service such as

salaries, system of allowances and other benefits such as housing, in-school and regional education centers of management, lack of professional support by their leaders, development and training and lack of teacher's voice in decision making affected teachers' motivation.

According to a study carried out by Paul and Kwame in 2007 in Egypt on teacher motivation in Sub-Sahara Africa and South Asia with respect to motivation patterns, it is commonly argued that working in rural schools is more difficult and thus more de-motivating than in urban schools due to poor living and working conditions. The findings from the country studies show that this is not necessary the case. In South Asia countries, it appears that teachers in rural schools do feel disadvantaged. The findings also indicate that over one-third of all the teachers in primary schools in five extended study countries indicated that teachers at their school are "poorly" or very "poorly" motivated. A study carried out in 1999 referred to as Koech Commission observed that poor terms and conditions of service led to poor morale. Some teachers who work in remote areas have no housing or access to clean water and health facilities. The leadership style in teaching service is poor in that there is total failure in motivating teachers in the rural places (Adessin, 2008)

2.3: Motivation in some countries of Africa

In a study carried out in Papua New Guinean in Port Moresby in 2002 entitled "Listen and Learn: A Policy Report on Papua New Guinean Teachers' Attitudes to Their Own Profession", it was concluded that major determinants of improved education experience and outcomes was the quality of teachers which has resulted in low performance. It concluded that understanding of teachers' own attitudes led to low motivation (Papua New Guinea, 2002).Terms and conditions of service such as salaries, system of allowances and other benefits such as housing, in-school and regional education centers of management, lack of professional support by their leaders, development and training

and lack of teacher's voice in decision making affected teachers' motivation.

In Nigeria, in 2005, Adel Abu in Lagoes carried out a study in which he looked at leadership style school management, he discovered that school leadership and management style are also important factors which can either motivate or lower teacher's morale and motivation where teachers feel that society is dismissive of the profession

According to this theory, a fair balance serves to ensure a strong and productive relationship between leaders and employees, with the overall result being satisfied thus motivated employees. The theory is built on the believe that employees become demotivated, both in relation to their job and their leaders, if they feel as though their inputs are greater than outputs.

2.4: History of motivation in education in Zambia.

In Zambia, the public sector educational institutions especially secondary face challenges of different kinds and natures. These challenges may be faced by the leaders of school, teachers and those in high authorities in high offices in ministry of education. These leaders are supposed to perform different tasks or multi-tasks for the institutions for them to run better (Woolfolk A, 2005). Zambia is classified as a developing nation which got its independence in 1964 and the population by then was about 3.5 million. Zambia depends no copper whose price on the market by then was high and good. At this time there were few indigenous Zambians in formal employment. This poor legacy was left by the colonial masters, (Mwanakatwe, 1994). The priority of the United National Independence Party (UNIP) to meet training urgency of man power in the country in order to meet rapid expansion of educational education opportunities at all levels as reflected in the 1966 First National Development Plan (FNDP).

According to Mwanakatwe, in 1994 observed in Lusaka that, the country had economic challenges, the government release that independence did not

bring economical emancipation, they needed to change the economy from capitalist to socialist to fit a socialist state. The political philosophy at time entailed state control of all commanding heights of the economy and state provision of all goods and services to all the citizens. This however, put a burden on the government. The copper prices went down and foreign capital began to dwindle down. It was at this time that the education system as a whole began to deteriorate (Mwanaketwe, 1994)

Professor Lungwagwa in 1995, in Lusaka during the third republic in the government of the Movement for Multi-Party Democracy (MMD) came up with strategies of restructuring the economy which did not help much but made teacher more demotivated among these was the structure adjustment program (SAP), which Lungwagwa, postulated that it had conditionality's which were accepted at that time, such as acceptance that there should be no areas under debt rescheduling agreements. The implementation of a reduction in commercial payment freeze, the introduction of Value Added Tax (VAT), privatization of parastatal companies and restructuring had a negative impact on the education system. Reduced government spending had resulted in lack of teaching and learning materials in schools, crowded classrooms, dilapidation in education facilities and un attractive conditions of service for teachers, poor teaching learning environment These made the teachers more demotivated and the quality of teaching was compromised. The lack of operation fund resulted in further dilapidation of existing infrastructure, little or teaching and learning materials and resource, unpaid teachers claims, exodus of qualified teacher. The nation found itself in huge debts with low gross domestic product and inflation rates (Lungwagwa, 1995).

In 2001, late president Levy Patrick Mwanawasa under the Movement for Multiparty Democracy (MMD) set out to reduce the foreign debt and inflation. This was achieved with a lot of sacrifice by government employees including teachers through Highly Indebted Poor Countries. This increased a lot teacher's absenteeism and poor performance at work.

When the government of the Patriotic Front (PF) came into power in 2011, civil servants' condition of service was improved, but the teachers with high qualification such as degrees and diplomas did not gain much compared to certificate holders. Teachers with qualification got demotivated.

In Zambia, the Ministry of Education (MOE) accords little attention to education leadership and management instead focuses on teacher training and provision of infrastructure and so educational leaders exhibit heavy deficiencies in managerial skills regarding motivation. (Lungwagwa, 1995).

III. RESEARCH METHODOLOGY

3.1. Research Design.

This study employed a descriptive case design. Descriptive case study design is used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret further for the purpose of clarification (Bathia, 2005). Descriptive case design can be used when collecting information by interviewing or administering questionnaire to a sample of individuals who are a representative of a population. Best and Kar, (2004) note that descriptive research seeks to find answers to questions through analysis of variable relationships. It can be used when collecting information about people attitude, opinion, habits and any of the varieties of the educational and social issues (Koestner and Ray, 2011). This design was suitable because the study involved a field survey whose purpose was to investigate influence of school leadership styles on motivation of teachers in public secondary schools. It is also a sure way to establish cause effect relationships (Fernald, 2005). A descriptive case designs will be employed, to establish the influence of school leadership style chosen because this is appropriate for obtaining

information that describes existing phenomena as well as obtaining information for exploring the existing status of one or more variables. Descriptive research is self-report study which can be used for obtaining descriptive, quantitative and sometimes qualitative data from the sample (Lanner and Bathia, 2005). The descriptive study techniques are good and allowed for an accurate reporting of the findings.

3.2. Target Population.

Borg and Gall (1989) define target population as all the members of a real or hypothetical set of people, events or objects to which the researcher wishes to generalize the results of the research. The target population of this study was all public selected secondary schools in Kapiri Mposhi District of central Province of Zambia. Therefore, the school mangers, deputy school managers, heads of department, heads of sections and teachers in the zone formed the target population of the study.

3.3. Sample Size.

In the selected schools in Kapiri Mposhi District of the central province there are 4 head teachers, 4 deputy head teacher,8 heads of departments,12 heads of sections and 72 teachers were asked to participate in the study. The whole population of hundred (100) was used since the target population was small. Kothari (2006) asserts that when the universe is small the whole population is sampled. To get the 72 teachers from the public secondary schools a simple random technique was employed.

3.4 Sampling procedures.

Since the study was on Secondary schools, the researcher made sample on secondary schools and a limited number of respondents who will provide information on policy and practices in issues on teacher motivation and leadership style. Simple random sampling may be used. This procedure will give each school, in the district, an equal chance of being included in the sample. Indeed, purposive sampling

3.5 Research instruments.

According to Borg and Gall (2007) content validity of an instrument provides adequate coverage of the topic. Content validity was improved through expert judgment. The researcher sought expert advice and assistance from the supervisors to help improve content validity of the instruments. A pilot study was carried out in one of the secondary schools in Kapiri Mposhi zone to test the instruments, in order to confirm if they measure accurately the variables they are intended to measure. This method was also suitable in that the information needed could be easily described in writing (Heenan and Bernis, 2009).

According to Borg and Gall (2007) content validity of an instrument provides adequate coverage of the topic. Content validity was improved through expert judgment. The researcher sought expert advice and assistance from the supervisors to help improve content validity of the instruments. A pilot study was carried out in one of the secondary schools in Kapiri Mposhi zone to test the instruments, in order to confirm if they measure accurately the variables they are intended to measure. The participants were given one-week break and then the questionnaires were administered again and the results analyzed. The results were used for correcting the instruments for accuracy and consistency.

3.6. Data Collection Procedure

Primary data may be collected by means of questionnaires and observation schedules. The questionnaires will be administered to school managers and the heads of the head departments and teachers. During the observation process, the researcher may record each item observed on the schedule as appropriate. The observational method of collecting data has the advantage of overcoming the limitations of the self-report methods of collecting data (Mwamwenda, 2007). Will also be used.

Fernald (2005) notes that questionnaire is more efficient in collecting data because it requires less

time, is less expensive and allows collection of data information from a large population. The researcher sought help from the supervisors in the formulation of questionnaire. Questionnaire was formulated as the main data collecting tool. The researcher constructed two sets of questionnaires. One set to collect data from the head teachers, deputy head teachers, heads of departments; heads of sections and the other set for teachers. Both questionnaires were divided into three sections that is A, B and C. A gathered data on demographic issues of both leaders and teachers, B on teacher motivation survey and section C open ended seeking views from both head teachers and teachers on leadership style and motivation. The study was in favor of using questionnaire because it can be administered easily to a large sample and that it can be analyzed easily particularly the close ended questions. The questionnaire also assured respondents of confidentiality in that they did not need to write their names or that of their institutions. This method was also suitable in that the information needed could be easily described in writing (Fernald, 2005).

Since quantitative and qualitative data was collected in this research, and for the sake of triangulation. Data was collected by means of questionnaires. Adair (2005) observes that "if well structured, a questionnaire permits the collection of reliable and reasonably valid data relatively simply, cheaply and in a short space of time". On the other hand, (Mwanamwenda, 1999) notes that a researcher uses questionnaires and observation schedules to record what he/she observes during data collection.

3.7. Data Analysis Procedure
Both qualitative and quantitative data analysis was used. Mile and Riggio, (2006) state that, qualitative data focus on naturally occurring ordinary events in natural settings so that we have a strong handle on what real life is like. They further state that qualitative data is organized through organizing responses in themes as per the objectives of the

study. The data was organized according to major themes related to leadership styles and motivation of teachers. Quantitative data collected was tabulated and analyzed using percentages and frequencies. Responses were analyzed and reported using simple statistic such as frequencies and percentages. Computer software Statistical Package for Social Science (SPSS) was used to provide descriptive statistics to answer the research questions.

3.8. Ethical Consideration
In this study, the researcher was taken as a cognizance of ethical concerns. The researcher adopted an open and honest approach in which the respondents will be asked to participate voluntarily and the information to be provided was to be treated as confidential. Participants will be asked not use their real names. Permission to conduct research in a given school was sought from the relevant educational authorities. Furthermore, permission to conduct this research will sort from Information and Communication University (ICU), from Ministry of Education at District Education Board Secretary's office in Kapiri Mposhi. Berg (2005) highlights ethical concerns that ought to be adhered to before embarking on research

IV. PRESENTATION OF FINDINGS.
The findings of the study were according to the research objectives on experiences and challenges faced by school leaders and teachers in accordance to their leadership styles. This chapter presents the results of the study based on the data collected from the field. The purpose of the study was to investigate the influence of school managers' leadership styles on public secondary school teachers' motivation in Kapiri Mposhi District. The presentations were done based on the research questions and analysis of significant relationship between variables

selected for the study. The research questions were as follows:

(1) Which leadership style is prominent in selected secondary schools in Kapiri Mposhi District?

(2) Does relationship of school managers and teachers have any effect on motivation of teachers in selected secondary school in Kapiri Mposhi District?

(3) Which leadership style that can be employed to motivate teachers in Kapiri Mposhi District?

4.1 This chapter presents also the analysis and interpretation of the data gathered by the instruments, mainly questionnaire.

The summary of the quantitative data has been presented by the use of tables that incorporates various statistical tools. Similarly, the qualitative data was organized according to the themes, analyzed and used to strengthen or to elaborate more that of the quantitative one. Because the research design is descriptive thus, the qualitative data is used to support the result obtained from the interpretation of the quantitative data. As mentioned earlier, among various data collecting instruments, questionnaire and semi structured interview and document analysis are used to collect necessary information for this study. Thus, a total of 100 questionnaires were distributed to secondary school teachers. But properly filled and returned questionnaires 100. Due to the problems from respondents and some contained incomplete information. Among interview respondents are properly participated and gave necessary information on the issue under investigation. In general (100) of respondents participated and gave necessary information on the issue raised through questionnaire and semi-structured interview. Therefore, the total response rate is sufficient and safe to analyze and interpret the data. Various scholars provide some insight into leadership styles and how it may be affected by personal characteristics such as Sex, academic qualification, subject of specialization, service year (experience) teaching load per week and responsibilities.

The respondents pointed out many experiences they have had with the type of leadership they had. In as much as the finding from both leaders and teachers differ in their different capacities as leaders and class teachers, they gave suggestions on how they can ease the difficulties in terms of ways and means to motivate the teacher.

For clarity and chronology, it is arranged according to the three research questions that the study sought to answer. In the first section, however, background information about the respondents is presented, because it might be pertinent in interpreting the data that they provided. Thus, the chapter is divided into three subsections namely, introduction, background information about the respondents and the research questions that the study sought to answer.

4.2: Which leadership style is prominent in secondary school in Kapiri Mposhi district?

To establish the extent to which school leaders motivate their teachers in order to teach effectively and the type of leadership style they use, the teacher gave their views on the motivational strategies. The four school managers in Kapiri Mposhi District who gave their response also gave their views. The teachers who gave their views were from the following schools: Material secondary school, Lukanda secondary school, Hill top secondary school and Kapiri Day secondary school. These were 4 school managers, 4 Deputy Head teachers, 8 heads of departments 12 head of sections and 72 teachers who participated in the study in Kapiri Mposhi District. The three questions asked to them were the research questions indicated above.

The responses of the teachers were as follows: at material secondary school, the teachers said that their school leadership used autocratic type of leadership. In this type of leadership, the leaders simply issue instructions to their subordinates who carry them out without asking questions as to why they have to do what they have been asked to do. This type of leadership was a frustrating factor to many of the teachers in the school. Whenever

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teachers asked for teaching and learning materials, type answers the got from their leaders were frustrating. The leadership had dictatorial tendencies and this did not motivate the teachers at material secondary school. The participation of teachers in decision making at material secondary school was almost zero. The head teacher simply handed over the decisions he made to his subordinate to carry them out. Teachers went on to say that they were afraid to ask for anything from the head teacher because the answer was un predictable.

At Hilltop secondary school teachers said that the head teacher and other leaders in the school were more democratic and listen to the teachers more often. The teachers at this school were involved in decision making and as such the teachers felt part of management and administration of the school. Whenever the teachers asked for material to use as learning and teaching aid, the school leadership provided. This inspired confidence in the teachers to teach effectively and produce better results. At hilltop secondary school where there are democratic tendencies the teachers are motivated and the results are usually good.

At Kapiri Secondary School, things were very different from other selected secondary school were the members of staff were respondent to the study. The kind of administration and leadership which was found there left everything in the hands of the teacher. The teachers themselves chose what to do and what not to do. The freedom of the teachers in the school was too much. The leadership which was there left a lot of thing pertaining to the school uncheck. The teachers did not prepare their lesson plans adequately and the leadership rarely checks the preparations of teachers. The performance of the learners is just average due to ineffective teaching. This type of leadership is called laissez-faire were each one of the members of staff does what he/she think is right and with very little control by the school leadership.

Something ought to be done at Kapiri Secondary School to arrest the situation. They must apply a leadership system that would make the member of staff be accountable and answerable to the system. This type of leadership must not be to very staff and doctorial but should use democratic tendencies. This makes the leaders to be responsible and teacher to their work in a conducive environment. Teachers ought to be reasonable and do the work with minimum supervision, where demands and requirements are met.

At Lukanda Secondary School, the respondents said that the school administration was more accommodating and usually meet the needs of the teachers in terms of the requirement for learning and teaching. In short, the administration was able to provide the necessary materials

required for teaching and learning. Not only that but they also gave an ear to the teacher's problems and helped to solve them. This kind of administration was democratic. The teachers felt freedom to and participated in the running of the school, they also participated in decision making and formulation of the school rules and policies. This made it easy to follow the rules and the policies because the teachers were part of the formulation of rules and policies in the school. This kind of leadership style motivated the teachers to teach effectively and their performance was good and as the learner's performance was good.

From the above happenings, it can be said that at Kapiri Day Secondary School, the type of leadership style is democracy were all the teachers are free to participate in the running of all the school affairs. The school leadership style was democratic and this had motivated the teachers to work hard and teach effectively, hence better results of pupils. Democracy is a better leadership style that encourages teachers to work hard, and teach effectively, participate in many school activities freely.

4.2.1 DATA PRESENTATION: Questionnaires' return.

The questionnaires were administered in person to the respondents. Out of the 100 questionnaires administered all of them were successfully filled and returned. This gave a response rates as indicated in Table 4.1; Table 4.1 Questionnaire return rate Respondent Categories Sampled Respondents Returned Questionnaires Achieved Return Rate (4%) Head Teachers 4%, Deputy head teachers, 8% Heads of departments, 12% Heads of section and 72 Teachers returned the questionnaires. Total questionnaires returned were 100. The above information shows that the total return rate was 100% affirming the fact that the questionnaire return rate was sufficient and above 100% of the acceptable levels to enable generalization of the results to the target population (Kothari, 2005). Demographic information the research instruments solicited background information on demographic details of the respondents the head teachers and other participants. These included genders, age, level of academic qualification, professional qualification and experience which was imperative to confirm whether the research reached the targeted audience and whether or not the research captured the information it effectively sought. This chapter also presents the analysis and interpretation of the data gathered by different instruments, mainly questionnaire and semi-structured interview. The summary of the quantitative data has been presented by the use of tables that incorporates various statistical tools. Similarly, the qualitative data was organized according to the themes, analyzed and used to strengthen or to elaborate more that of the quantitative one. Because the research design is descriptive thus, the qualitative data is used to support the result obtained from the interpretation of the quantitative data. As mentioned earlier, among various data collecting instruments, questionnaire and semi structured interview and document analysis are used to collect necessary information for this study. Thus, a total of 100 questionnaires were distributed to secondary school teachers. But properly filled and returned questionnaires were 100 (100 %). Due to the problems from respondents and some contained incomplete information.

Among the respondents 100 (100%) are properly participated and gave necessary information on the issue under investigation. In general (100 %) of respondents participated and gave necessary information on the issue raised through questionnaire and semi-structured interview. Therefore, the total response rate is sufficient and safe to analyze and interpret the data. Various scholars provide some insight into leadership styles and how it may be affected by personal characteristics such as Sex, academic qualification, subject of specialization, service year (experience) teaching load per week and responsibilities

Table1: Questionnaire rate of return

Position	Frequency	Percentage (%)
Head	4	4%
D/ heads	4	4%
H.O.D	8	8%
H.O.S	12	12%
Teachers	72	72%
No returned	0	0%
Total	100	100%

Source: Field data 2019

The figure above shows that 100 questionnaires were answered accordingly and no teachers lost the questionnaires.

The demographic data of the respondents focused on their gender, academic qualifications, age and duration of service in the teaching profession. The data obtained were to help analyze the relationship between school managers' leadership styles and teachers' motivation and also gain an insight on the respondents' characteristics.

Respondents' distribution by gender

The study sought to determine the gender of the respondents. The researcher included the gender of

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the respondents in order to establish the magnitude to which each of the sex's influences leadership and teachers' job satisfaction. In order to establish the gender of the respondents, they were asked to indicate their gender and their responses are presented in Table 2. Show the distribution of the respondents by gender. From the Table 2 findings, the study established that majority of the head teachers were male (3) while (1) was female. However, majority of the teachers (59%) were female. This shows gender imbalance in appointment to leadership positions suggesting that secondary school leadership is male dominated in Kapiri Mposhi. This may suggest that the males are given priority in appointment for headship positions due to harsh working conditions in some parts of Kapiri Mposhi. This could also imply that female teachers rarely hold leadership positions while others seek jobs in urban areas as most of secondary schools in Kapiri Mposhi are located in rural areas. It was thus an indication that men are more into secondary school's headship than their female counterparts making them more efficient to deal with leadership issues in public secondary schools. These findings concurred with Koestner (2011) on a statement that there are gender disparities in the issues of institutional leadership. In Adessin (2008), it emerged that female administrators employ more participative methods of leadership including counseling and guidance of teachers and learner than male head teachers

Table 2: Distribution by gender of school managers.

Gender	Frequency	Percentage (%)
Male	3	75%
Female	1	25%
Total	4	100%

Source: Field data 2019.

The above table shows that there were more male head teachers (75%) who participated in the study than the female head teachers (25%).

Table 3: Distributions of respondent by gender of respondents.

Category	Frequency	Percentage (%)
Males	41	41%
Females	59	59%
TOTAL	100	100%

Source: Field data 2019

This section reports on the characteristics and dynamics of the respondents' population to allow the leaders to see a bigger picture of the participants involved in the study. In this section, the respondents were asked to identify their gender, age, working experience and level of education.

Figure 2: Distribution by gender of respondents.
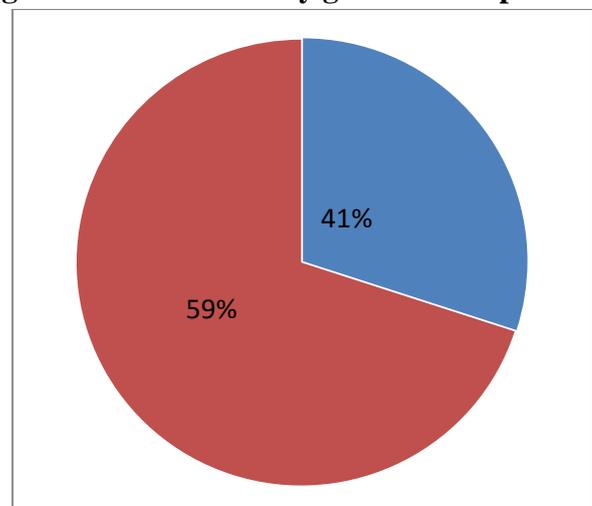
Source: Field data 2019

The study also revealed that amongst the researched, 41% were males and 59% were female respondents. The study revealed that there were more female participants who were sampled despite using random sampling method. Despite having a 59% female participation in the research, 41% of the respondents revealed that schools had serious problems in teacher motivation to increase performance.

Table 4: Distribution of the respondents by age.
The researcher was further interested in ascertaining the age composition of the respondents and they were therefore asked to indicate the same. The head teachers' responses are presented in

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Figure 6: The data showed that most of the head teachers were relatively middle aged between 31-35years and rich experience that has taught them that the situation around their school affects the leadership style of the head teacher, hence, may have experience that is likely to influence their leadership styles. The high level of experience and maturity of many head teachers was vital in adding value to the trend of the findings for this study. The study then presented the teachers age distribution in Figure 6. Distribution of teachers by age The data presented in Figure 6 revealed that majority of the teachers who participated in the study were in the age bracket of 31 and 40 year followed by those aged between 36 to 40 years The older the teachers are the more satisfied they would be expected to be with their jobs since as age goes by, they tend to settle into one's job for security purposes as opposed to young teachers. It was also evident that most of the teachers in Kapiri Mposhi were both mature and energetic as they were at their prime age to conduct duties in the teaching profession. Due to the current TSC recruitment policy, teachers are staying out after graduation before they are recruited by the TSC and as such when they are finally hired, they are mature age wise.

Table 4: Distribution of respondents by age

Age	Frequency	Percentage (%)
20- 25	7	7%
26- 30	10	10%
31- 35	40	40%
36-40	30	30%
41- 45	11	11%
46- 50	7	7%
55 and above	2	2%
Total	100	100%

Source: Field data 2019

Professional qualifications of the school managers.

The study sought to establish the highest professional qualifications of the respondents. Their responses are presented in Table 8. Professional qualifications of the respondents Level of qualification Head Teachers revealed varied qualifications for head teachers and teachers. Majority of the head teachers as presented above indicated that 50 percent of them were diploma holders, 50 percent were university degree holders, whereas 0 percent of the respondents indicated their highest academic qualification as master graduates. These results imply that majority of the head teachers had basic professional qualifications desirable for secondary school teaching. Head teachers who were well educated and trained are likely to adopt leadership styles that foster teachers' motivation. At a glance, teachers in the Kapiri Mposhi were also academically qualified and this is an indication that the respondents were well trained and educated as teachers. Therefore, there was a high likely wood to be more motivated with their jobs since they are well equipped with the knowledge, they need to perform their duties effectively and efficiently.

Table 5: Professional qualification of school managers.

Category	Frequency	Percentage (%)
Diploma	2	50%
First degree	2	50%
Masters degree	0	0%
Total	4	100%

Source: Field data 2019

As it can be seen from the table, 50% are diploma holders, 50% are first degree holders and no one hold a master degree amongst the respondent. There is need for them to go back for studies and obtain high qualification. The table above shows that there

were more diploma holders in secondary schools``` than degree holders. There is need to motivate head teachers to go back for training and obtain degree qualification.

**Table 6: Subjects Respondents Teach**

Category	No. of teachers	Frequency	Percentage (%)
Social science	7o	70	70%
Natural science	30	30	30%
Total	100	100	100%

Source: Field Data 2019

The table above shows that there were more social teachers than the ones who were offering natural science.

The table above shows that there were more social teachers than the ones who were offering natural science. There is need for teachers to train in natural science subjects.

Figure 3: Number of teachers per department
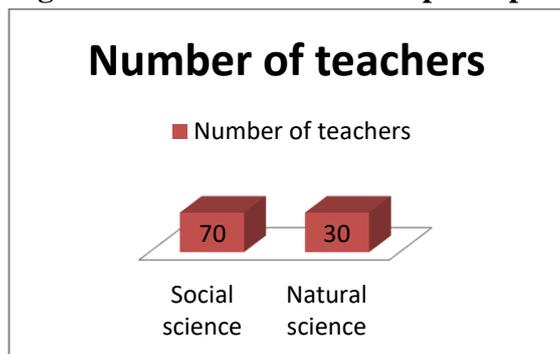
Source: Field data 2019

From the information above figure 2, it can be seen that there more social sciences teachers than the natural science teachers.

Professional qualifications of all respondents.
As far as academic qualification is concerned, respondents were categorized in to three groups, diploma, first degree and Master degree. Table 4.2.6 item 2 reveals that 80 had diploma, 15 had first degree 5 had master degree. From Table 2 one can

see easily that qualification of the majority of respondents is first degree. This is in line with the guideline drawn by Ministry of Education, that is at least first-degree holders are supposed to teach in secondary schools of Zambia. According to items in Table 4.2.6 it can be observed teachers teaching social sciences (History & Geography, Business &economic, Languages including local languages were 65% ,while respondents that teaching Natural sciences (Mathematics, Chemistry, Biology, Physics, ICT&T.D and Sport) were the 35%.This was because many teachers specialized in social sciences because of 65% to 35 % in preparatory system in Zambia. The government should encourage the policy of encouraging the teaching of sciences, vocational and business subjects. This is shown by equipping secondary schools with up-to-date laboratories to promote teaching of sciences and opening up of vocational secondary schools to promote the teaching of vocational subjects. "The document showed that a certain teacher was deployed to teach a subject that he/she did not specialize in at college and most of the schools are like this. ICT, Liberian and internet lab."

Table 7: Professional qualifications of all respondents

Category	Number of teachers	Percentage (%)
Diploma	80	80%
First degree	15	15%
Master degree	5	5%
Total	100	100%

Source: Field data 2019

The table above shows that there were more diploma holders in secondary schools than degree holders. There is need to motivate teachers to go back for training and obtain degree qualification. As far as professional qualification is concerned, respondents were categorized in to three groups, diploma, first degree and Master degree. Table 4.2 item 2 reveals that 80 had diploma,15 had first degree 5 had master degree. From Table 4.7 one can

see easily that qualification of the majority of respondents is first degree.

4.2.2: Duration of service for school managers.

The study further sought to establish the duration that head teacher had served as a head teacher and their responses are presented in Table 4.4. With regard to the administrative experience of head teachers, it was revealed that a majority of the head teachers had between 30 above years of administrative experience (75%) with 25 percent having an experience of between 26 to 30 years. This is an indication that a significant number of head teachers had headed schools for a considerable period of time implying that they clearly understood issues pertaining to institutions leadership, able to articulate the issues affecting job motivation and thus, their knowledge could be relied upon in this study.

Table 8: Duration of service for school managers.

| Length of service in years	Frequency	Percentage (%)
16- 20	0	0%
21- 25	0	0%
26- 30	1	25%
30 and above	3	75%

Source: Field data 2019

The above table shows that the head teachers had served above 26 years and that they had enough administrative experience to administer the school.

Table 9: Which leadership style is prominent in secondary schools in Kapiri Mposhi District?

Category	Frequency	Percentage (%)
Laissez-faire	22	22%
Democracy	28	28%
Autocracy	50	50%
TOTAL	100	100%

Source: Field data 2019

Figure 4: Showing Leadership Styles
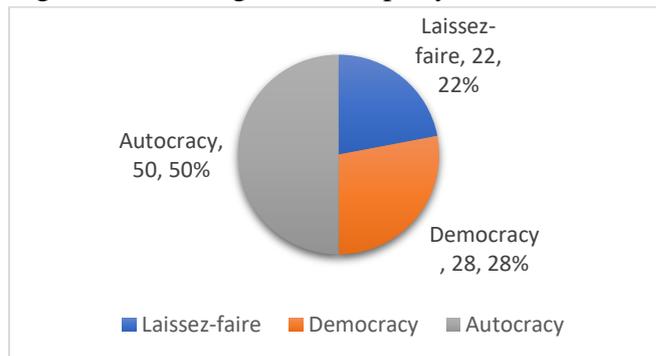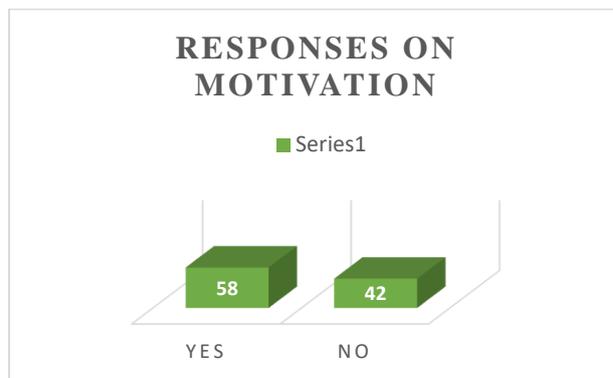

Source: Field Data 2019

Figure 4, Indicates that 22% of respondents said that the type of leadership prominent in Kapiri Mposhi Distinct is laissez-faire leader ship. 28% respondents indicated that it is democratic type of leadership and 50% indicated that there was autocratic type of leadership prevailing in most of the secondary school in Kapiri Mposhi District.

Table 10: Does relationship of teachers and school managers have an effect on motivation of teachers in selected secondary schools in Kapiri Mposhi District?

Category	Frequency	Percentage (%)
Yes	58	58%
No	42	42%
Total	100	100%

Source: Field Data 2019

Figure 5: Showing Responses on Motivation

Source: Field Data 2019

Figure 5 above shows that 42% of the respondents indicated that the relationship between school managers and teachers had no effect on motivation

of teachers, while 58% indicated that the relationship between school managers and teachers had an effect on motivation of teachers.

Table 11: Are managers of secondary schools aware of subordinates' motivational problems?

Category	Frequency	Percentage (%)
Yes	74	74%
No	26	26%
Total	100	100%

Source: Field data 2019

74% of respondents indicated that the school managers were aware of the motivational problems the teachers. this percentage includes some school managers sampled. However, a small number or percentage indicated that they were not aware. Since large number was aware it shows that school managers were aware of the problem.

Table 12: Do managers accept information from teachers?

Category	Frequency	Percentage (%)
Sometimes	30	30%
In most cases	10	10%
Rarely	60	60%
Total	100	100%

Source: Field data 2019

30% of the respondents indicated that managers sometimes accepted the information from the teachers, 10% indicated that the managers accepted information from teachers in most cases. However, 60%t teachers indicated that the school managers rarely accepted information from teachers.

Table 13: How often do managers engage teachers in motivational issues?

Category	Frequency	Percentage (%)
Often times	20	20%
Rare times	75	75%
Not at all	5	5%
Total	100	100%

Source: Field data 2019

Engaging in motivational issues is a rare thing that is done by school managers. as can be seen from the respondents, 5% indicated that it was not done, 75% indicated that it was rarely done and 20% indicated that it was often done.

Table 14: Does lack of motivation affect delivery of lesson by teachers?

Category	Frequency	Percentage (%)
Yes	85	85%
No	15	15%
Total	100	100%

Source: Field data 2019

Most of the respondents (75%) indicated that, delivery of lessons is by lack of motivation and a few (15%) of the respondents indicated that delivery of lessons is not affected by lack of motivation.

Table 15: Teaching experience of all respondents

Number of years in service	Frequency	Percentage (%)
0- 5	9	9%
6- 10	11	11%
11- 15	21	21%
16- 20	30	30%
21- 25	19	19%
26- 30	9	9%
31 and above	1	1%
Total	100	100%

Source: Field data 2019

The table above shows the teaching experience of the respondents in Kapiri Mposhi District secondary schools.

As far as respondents' years of teaching experience is concerned, table 4.3.7 indicates that out 100 teachers 9 (9%) of teachers have the services of 5

years and below. 11 (11%) have served for 6-10 years, 21 (21%) have served 11-15 years, 30 (30%) have served 16-20 years, 19 (19%) have served 21-25 years, 9 (9%) have served 26-30 and (1%) have served for 31 and above years. As the result reveals, some teachers are in the service of five and less years, thus a critical support and coaching should be available for them, because they may face by various methodological problem in class management assessing and recording marks which lead to reducing their performance level. At the same time this: could imply that most teachers have to get sufficient professional knowledge of teaching from others. Moreover, 30 (30%) above 16 years of service therefore, imply that almost teachers are well experienced and it is a good opportunity to share experience. Teachers, as professionals need to have responsibility to their own works to be effective and good performer. As item 6 in Table above reveals, majority of the respondents had positive feeling on the school's practice in giving responsibility for the teachers work. The researcher further investigated into the responsibilities teachers currently hold at schools.

The data as presented table 4.3.1 above also indicated that 30 percent of the teachers had taught in their schools were deployment for a period of between 16 to 20 years, 19 percent for a period of between 21 to 25 years. This indicates that majority of teachers had taught in their current school for a much longer period and thus they were in a better position to give credible information pertaining to the leadership styles of their head teachers and how their leadership styles influenced their job satisfaction.

Length of service of school managers in their current schools.

The respondents were lastly asked to indicate the period they had served and taught in their current school as head teachers and teachers respectively. Their responses are presented in Table 4.6. Table

4.6: Respondents' lengths of service in their current schools were 1 – 5 years, 6 – 10 years, 11 – 15 years, and 16 – 20 years. Information in Table 4.2.7 above shows that 25 percent of the head teachers had served for a period of between 1 to 5 years as heads in their current schools while 75 percent of them had served for a period of between 6 to 10 years. This is an indication that majority of the head teachers had headed their current school for quite some time and thus they were in a position to give credible information about their teachers' motivation and how they related with them.

Table 16: School managers' length of service in current secondary schools

Years of service in current schools	Frequency	Percentage (%)
0- 5	1	25%
5- 10	3	75%
11- 15	0	0%
16 -20	0	0%
21 and above	0	0%
Total	4	100%

Source: Field data 2019

Management course/seminar attended by school managers.

To assess whether head teachers were oriented in leadership skills after appointment the study sought to establish on in-service courses or seminars attended. Head teachers were also asked if they had ever taken any course/seminars or workshop on education or educational management. Their responses to this question are presented in Table 4.2.8. Table 4.2.8: Shows that the head teachers attended Management course/seminar. From the data obtained above, the study established that all of the respondents as shown by 100 percent response rate had attended courses or seminars on educational management. This implies that all school head teachers had attended all education management courses. Head teachers are well trained as teachers but not as school managers as

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most of head teachers leave their classrooms to become head teachers. This view is supported by the fact that majority of the head teachers confirmed to the researcher that they had neither attended any induction management training course upon being appointed as school heads' nor undertaken any training during their tenure of service as head of schools and thus, could have influenced their style of leadership in schools that they headed.

Table 17: Management course/seminar/work shop attended by school managers.

Category	Attendance of management, seminars, workshops	Frequency	Percentage (%)
Attended	5	5	100%
Not attended	0	0	0%
Total	5	5	100%

Source: Field data 2019

All the five school managers of the five sampled schools attended at least a course, a seminar or a shop on management.

Motivation and leadership information by school managers.

The study evaluated statements issued to school managers on leadership styles and teachers' motivation. The study presents the study findings on the school managers' responses. The statements relating to leadership style were made by the school managers. Teachers should have a high degree of initiative and creativity in their work. The school managers are concerned with the interest and welfare of the teachers while making decisions. The school manager should consider the ideas/suggestions of teachers while making a decision. School managers should permit the members to use their own judgments. The school managers should encourage interpersonal relationship. The school managers should allow

teachers to go about their work the way they want. Assign a task, and then let the members handle it and decide what shall be done and how it shall be done. Give advance notice of changes.

The school managers must be accommodative of other teachers' opinions. The study sought to determine the extent to which respondents complied to the above practices, from the findings, the study established that majority of school managers often allowed their staff to know what is expected of them. Most of the school managers often decided what shall be done and how it shall be done, most of head teachers often allowed the group to set its own pace. The study further established that majority of respondents often considered the ideas or suggestions of teachers while making a decision, the research also established that a significant number of head teachers did let some group members to have authority that they should keep. The study also further revealed that majority of the respondents rarely permitted their members to use their own judgments, they rarely acted without consulting the group and that majority of the school head teachers were never reluctant to explain their actions. From the above findings a number of the head teachers perceive themselves as democratic while others as autocratic in their style of leadership. Decentralization of authority, participatory planning, mutual communication and the school managers sharing in the decision making with their teachers are some of the main features of democratic leadership.

A number of them also adopted the autocratic style of leadership whereby most of them decided for their staff what was to be done and how it was to be undertaken. As was pointed out in Oyetunyi (2006) the major focus of a democratic style of leadership is sharing whereby the manager shares the decision making with subordinates. This type of leadership is viewed as an important aspect of empowerment, teamwork and collaboration. However, the leader who adopts this style of leadership maintains the

final decision-making authority as unlike the laissez faire style of leadership which permits total delegation of responsibility to teachers. The problem with laissez faire leaders is that they tend to neglect their duty of overseeing things and seem to over trust subordinates; this should only be cases where the subordinates like work, are trustworthy and professionals. The study sought to establish the school managers' general consideration on teachers' motivation in their jobs and therefore, requested them to indicate according to the school managers' perceptions on teachers' motivation in their jobs. The study findings illustrated that the established majority of the respondents were of the opinion that, the group of teachers they lead were not fully motivated in their jobs whereas other indicated that the groups they led were motivated in their teaching job

4.2.3: Which leadership style can be employed to motivate teachers in Kapiri Mposhi District?

The objectives of the study were to establish the relationship between leadership styles of school managers and teachers' job satisfaction in terms of the extent to which their leadership styles influenced teachers' job satisfaction in public secondary schools in Kapiri Mposhi. Data collected from the respondents, dwelt on the leadership styles of school managers, the effect on the styles of leadership and also teachers' motivation. Teaching gives me mental satisfaction. The feeling of going to school gives immense satisfaction with the school administration. The researcher sought to determine the extent to which respondents agreed or disagreed with the above statements relating to motivation of teachers. From the study findings it was established that; majority of the school managers made teachers work easier and more pleasant, teachers also agreed that they were comfortable working in their current school. Majority of the teachers were satisfied with the school administration and also the teaching job gave them a feeling of success in doing their job,

the teaching profession gave them the prestige they desired in all cases. Further the study established that the school head teachers understood and recognized good teaching practices and those teachers enjoyed no incentive for their work. It is thus, fair to conclude that the teachers in Kapiri Mposhi secondary schools were intrinsically motivated by the responsibilities they performed in the school that gave them a sense of satisfaction. According to Cameron Deci, Koestner and Ryan (2001) intrinsic motivation is derived from within the person or from the activity itself and, positively affects behavior, performance, and well-being. The school manager should promote a sense of belonging among the teachers. Teachers must be involved in the planning process in schools.

The study sought to determine the extent to which respondents agreed or disagreed with the above statements relating to leadership style, from the study findings, majority of the respondents agreed that: there are various channels of communication in their school and that the head teacher promotes a sense of belonging among the teachers. The study also established that majority teachers have no enough freedom to make their own decision within the given responsibility. From the above finding it was clear that most of the head teachers embraced the democratic style of leadership with a few adopting the autocratic style of leadership as they do not give their teachers the freedom to make their own decisions. Teachers do not want commanding authority since such authority makes them lose morale and may neglect their duty. The study sought to determine the extent to which respondents agreed with the above statements, from the study findings the study established that majority of the respondents agreed that; their school managers made affective use of teachers' individual capacity and talent. Most of the school managers normally delegate some of the responsibilities to the junior. These findings concur with Bennell and Akyeampong, (2007) on that delegation is the process of relinquishing decisions and tasks to

others. It is one of the dimensions of democratic leadership, which includes distributing responsibility among members of the school organization, empowering these members, and aiding their participation. The study that most of the school managers made follows ups on work already delegated to the junior staff. It is important to note that complete delegation without follow-up mechanisms creates performance problem and thus it is evident that very few head teachers use the laissez-faire style of leadership and that majority of them invited junior teachers to participate in the decision-making. This indicates that majority of the head teachers use participative leadership where the leader allows subordinates to participate in decisions that affect their work. This seems to support the fact that teachers' involvement in decision-making leads to more motivation and work commitment as observed by Bass and Aviolo, (2004). When teachers in a school are involved in decision-making, they will make their own decisions and their own the policies in the school. Majority of the teachers never hesitated to discuss any school problem with the school managers and most teachers had autonomy to take their own initiatives. Teachers in the schools got promotion on the basis of their seniority and their capabilities. Teachers got adequate chance to give suggestions on policy making. Most of the school managers do not guide as a friend but as a dictator, the school managers permit staff to use their own judgment in solving problems and that respondents disagreed that most of the school manager acts without consulting the staff. The researcher further sought to compare the study findings on each study variable and their contribution to teachers' motivation. Information contained in the table below showed that teachers in Kapiri Mposhi District registered fair level of motivation due to head teachers' autocratic leadership styles on their involvement in decision making, working conditions, dealing with challenges at their work place and welfare. Therefore, the study findings

show that when head teachers apply autocratic leadership styles teachers are less motivated in their jobs. These findings were in consistence with Iqbal (2010) who revealed that teachers working under an autocratic style of leadership were less motivated. To compare the study findings on the influence of head teachers' democratic leadership styles on teachers' motivation. Table 21 presents the cross tabulation on the aspects that were established by the study to find out whether application of democratic leadership styles influence teachers' motivation.

Table 18: Autocratic leadership style and teachers' decision-making participation.

Category	Frequency	Percentage (%)
Highly motivated	28	28%
Fairly motivated	32	32%
Not motivated	40	40%
Total	100	100%

Source: Field data 2019

In autocratic leadership style teachers do not participate in decision making. The above table shows that 40% of the respondents indicated that they were not motivated, 32% were fairly motivated and only 28% indicated that they were highly motivated in the manner decisions were made in their schools.

Table 19: Autocratic leadership style and motivation of teachers

Category	Frequency	Percentage (%)
Highly motivated	0	0.0%
Fairly motivated	52	52%
Not motivated	48	48%
Total	100	100%

Source: Field data 2019

In this type of leadership style most of teachers are not motivated. As can be seen from the table above,

no teacher was highly motivated, 52% of teachers were fairly motivated and 48% of the teachers were not motivated at all.

Table 20: Autocratic leadership style and working conditions of teachers

Category	Frequency	Percentage (%)
Highly motivated	0	0.0%
Fairly motivated	55	55%
Not motivated	45	45%
Total	100	100%

Source: Field data 2019

In Autocratic leadership style in a school, working conditions are not negotiable by the teachers but they simply had to follow what the management had to dedicate. Thus, no teacher was highly motivated, 55% were fairly motivated and 45% were not motivated at all about their working conditions.

Table 21: Autocratic leadership style and teachers' welfare

Category	Frequency	Percentage
Highly motivated	24	24%
Fairly motivated	44	44%
Not motivated	32	32%
Total	100	100%

Source: Field data 2019

The welfare of the teachers was not well mate in autocratic leadership style as it can be seen by the response of the respondents. Only 24% were highly motivated, 44% were fairly motivated and 32% were not motivated.

4.2.4: Autocratic leadership

Information in Table 4.3.5 item 1 indicated that 62 (62%) of the respondents" opinions were in agreement that head teachers do not considered their suggestion and thoughts in decision making for training by the school administration while 20 (20%) respondents fairly agreed in their opinions.

This left the minority 18 (18%) respondents disagreeing on the question that head teachers do not considered their suggestion and thoughts in decision making in meetings organized by the school administration. This means that majority 62 (62%) of the secondary school teachers' suggestion and thoughts were not considered in decision making in meetings organized by the school head teachers. This showed that autocratic leadership style is highly practiced by secondary school head teachers' secondary schools.

Crowl et al (2007) viewed that workers should be involved in decision that concern them like general working conditions, fringe benefits and staff development programs as this adds to the attractiveness of the organization climate and for good performance. Akinyi (2012) showed that where teachers are not involved in governance, result to teachers behaving as if they are strangers within the school environment. Thus, most teachers do not put in their best to have full sense of commitment and loyalty to the school. On the other hand, Yuku (2004) found that autocratic leaders tend to have the following characteristics: they do not consult members of the organization in the decision-making process, the leaders set all policies, the leader predetermines the methods of work, the leader determines the duties of followers, and the leader specifies technical and performance evaluation standards. Thus, safe to conclude that principals have not gotten wider range of teachers" suggestion and taught on criteria of training that are needed to enhance teacher performance.

As the opinions of the respondents were explored on whether their views in meetings were considered in the final decision making of the school administration or not, information in Table 25 indicated that 24 (24%) respondents" opinions were in disagreement that their views in meetings are considered in the final decision of the school administration. This is an indication of autocratic leadership style which does not consider views of the followers. This left 26 (26%.) respondents"

opinions were fairly in agreement with the question, an indication of laissez-faire leadership style which does not concern whether teachers contribute their views in meetings or not. This is because the leader does not worry about the subordinates, for he/she gives them all the freedom needed to perform any task given. The majority 50 (50%) respondents" opinions were in agreement with the fact that their views in meetings are considered in final decision making of the school administration. This shows that (50%) respondents of the secondary schools.

Table 22: Autocratic leadership

Response	Frequency	Percentage (%)
Disagreed	24	24%
Fairly Agreed	26	26%
Agreed	50	50%
Total	100	100%

Source: Field data 2019

The table above shows the 50% of the teachers' suggestions were not considered by the school managers in decision making, 26% fairly agreed that school managers were not considerate to their suggestions in decision making and 24% disagreed with the rest.

4.2.5: School managers' democratic leadership styles and teachers' motivation.

The study showed that head teachers in public secondary schools in Kapiri Mposhi District have positively influenced teachers' motivation due to their adoption of democratic leadership styles. Teachers are highly satisfied when this leadership styles are used because of their active involvement in running of the schools. This was an indication that head teachers' democratic leadership styles highly influence motivation. The findings were in agreement with Bass and Avolio (2004) who established that democratic leadership style exerts positive influence on teachers' motivation. Employees are satisfied with democratic leadership because their opinions, comments and suggestions are needed for decision-making.

Table 23: School managers' democratic leadership style and teachers' motivation

Category	Frequency	Percentage (%)
Motivated	54	54%
Highly motivated	11	11%
De-motivated	35	35%
Total	100	100

Source: Field data 2019

Table 26. Shows that out of 100 teachers under the school manager, who practice democratic leadership style, 35 were de-motivated, 54 were motivated and 11 were highly motivated.

Table 24: School managers' democratic leadership style and teachers' decision making.

Category	Frequency	Percentage (%)
Highly motivated	67	67%
Fairly motivated	22	22%
Not motivated	11	11%
Total	100	100%

Source: Field Data 2019

Table 17 Shows that teachers in democratic leadership style are highly motivated in that they participate in decision making. 67% were highly motivated, 22% were fairly motivated and only 11% were not motivated.

In democratic leadership style most of the teachers were highly motivated. 62% were highly motivated, 30% of the teachers were fairly motivated and only 8% were not motivated as show below in table 18.

Table 25: School managers' democratic leadership style and teachers' working conditions.

Category	Frequency	Percentage (%)
Highly motivated	62	62%
Fairly motivated	30	30%
Not motivated	8	8%
Total	100	100%

Source: Field data 2019

Table 26: School managers' democratic leadership style and teachers' welfare.

Category	Frequency	Percentage (%)
Highly motivated	81	81%
Fairly motivated	11	11%
Not motivated	8	8%
Total	100	100%

Source: field data 2019

### 4.2.6: Democratic measure of leadership.

The conclusion is because there are certain issues a head teacher has to pass without consulting teachers, for example disciplining a member of teaching staff. The respondents' opinions on whether their school managers allow teachers high degree to demonstrate innovativeness, initiative and creativity or not during the decision-making process of the school. The result in Table below reveals that 24 (24%) respondents' opinions were in agreement that their head teach teachers allow them to demonstrate innovativeness and creativity during decision making process of the school while 24 (24%) respondents" opinions were fairly agreed with the asked question. However, 26 (26%) respondents were in disagreement with the view that their principals encourage them to demonstrate innovativeness and creativity during decision making process of the school. This clearly shows that the majority 50 (50%) of the secondary teachers in Kapiri Mposhi are encouraged by their head teachers to be creative and innovative during decision making process in the schools. Thus, right to conclude that this type of head teacher demonstrates democratic leadership style because they have it in mind that creative and innovative teachers bring new ideas that are needed to achieve school goals and objectives.

Table 27:

Category	Frequency	Percentage (%)
Democratic	60	60%
Autocratic	27	27%
Laissez-faire	13	13%
Total	100	100%

Source: Field Data 2019

Figure 6: Responses on Democratic Measure of leadership
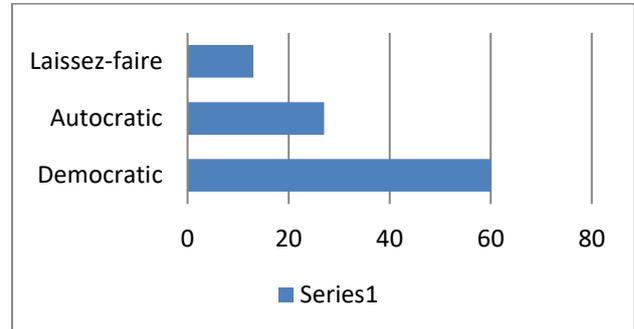
Source: Field Data 2019

The figure: above shows that 13% of the respondents indicated laissez-faire leadership style and 27% said that autocracy type of leadership can be employed to motivate the teachers while 60% of the respondents said that democratic type of leadership style would motivate teachers in Kapiri Mposhi District.

From the discussion of the findings, it can be noted that the teachers were aware of the need to improve in their performance.

Table 28: School managers' democratic leadership style and teachers' decision making.

Category	Frequency	Percentage (%)
Highly motivated	67	67%
Fairly motivated	22	22%
Not motivated	11	11%
Total	100	100%

Source: Field data 2019

Table 28 Shows that teachers in democratic leadership style are highly motivated in that they participate in decision making. 67% were highly motivated, 22% were fairly motivated and only 11% were not motivated.

Table 29: School managers' democratic leadership style and teachers' working conditions.

Category	Frequency	Percentage (%)
Highly motivated	62	62%
Fairly motivated	30	30%
Not motivated	8	8%
Total	100	100%

Source: Field data 2019

In democratic leadership style most of the teachers were highly motivated. 62% were highly motivated, 30% of the teachers were fairly motivated and only 8% were not motivated.

Table 30: School managers' democratic leadership style and teachers' welfare.

Category	Frequency	Percentage (%)
Highly motivated	81	81%
Fairly motivated	11	11%
Not motivated	8	8%
Total	100	100%

Source: Field data 2019

Table 31: Decision making

Response	Frequency	Percentage %
Disagreed	24	24%
Fairly Agreed	26	26%
Agreed	50	50%
TOTAL	100	100%

Source: Field data 2019

Opinions were in agreement that their school managers allowed them to demonstrate innovativeness and creativity during decision making process of the school while 24 (24%) respondents'' opinions were fairly agreed with the asked question. However, 26 (26%) respondents were in disagreement with the view that their principals encourage them to demonstrate innovativeness and creativity during decision making process of the school. This clearly shows that the majority 50 (50%) of the secondary teachers in Kapiri Mposhi are encouraged by their head teachers to be creative and innovative during decision making process in the schools. Thus, right to conclude that this type of head teacher demonstrates democratic leadership style because they have it in mind that creative and innovative teachers bring new ideas that are needed to achieve school goals and objectives.

Table 32: Democratic leadership and consultations of teachers.

Response	Frequency	Percentage (%)
Disagreed	18	18%
Fairly Agreed	36	36%
Agreed	46	46%
Total	100	100%

Source: Field data 2019

The table above clearly shows that the majority 46 (46%) of teachers in the study area are consulted by their head teacher whenever they pass final resolutions in meetings. This means that most of the head teachers in the study area practice democratic leadership style, where head teachers first consult teachers before passing up the final resolutions in meetings in the table above.

Only the leadership style they face would motivate them. Against this back ground, the teachers and other workers were calling upon most school leaders to change their leadership style to that to the styles that motivates teachers so that they can improve their out puts in terms of their performance. The chapter draws conclusions and makes recommendations based on the finding of this study

. **Table 33: Democratic measure of leadership.**

Response	Frequency	Percentage %
Disagreed	24	24%
Fairly Agreed	26	26%
Agreed	50	50%
TOTAL	100	100%

Source: Field data 2019

Opinions were in agreement that their school managers allowed them to demonstrate innovativeness and creativity during decision making process of the school while 24 (24%) respondents" opinions were fairly agreed with the asked question. However, 26 (26%) respondents were in disagreement with the view that their principals encourage them to demonstrate innovativeness and creativity during decision making process of the school. This clearly shows that the majority 50 (50%) of the secondary teachers in Kapiri Mposhi are encouraged by their head teachers to be creative and innovative during decision making process in the schools. Thus, right to conclude that this type of head teacher demonstrates democratic leadership style because they have it in mind that creative and innovative teachers bring new ideas that are needed to achieve school goals and objectives.

4.2.7: Democratic leadership style and views of respondents in Kapiri Mposhi.

Teachers" views in Kapiri Mposhi District are considered in the final decision of the school administration. Goldman (2000) states that leaders using a democratic style of leadership build consensus through participation, but these leaders also expect a higher level of excellence and self-direction. Leaders have time to listen and share ideas with their followers. They also tend to be more flexible and are responsive to ones' needs. They are able to motivate teachers to participate in decision-making and are respectful. This means the majority of the principals in the study area practiced democratic leadership style that puts into consideration the views of the subordinates for the smooth running of the institutions.

However, there were few head teachers as showed by (24%) of the teacher respondents who do not consider the views of their teachers in final decision-making of the school administration. This is typical of autocratic style of leadership which does not consider subordinates views for proper running of the institutions of learning. As item 3 examined the respondents" opinions on whether they are often consulted by principals on issues that the administrators want to make decision. The result in Table 4.4.6 indicates that 46 (46%) of the respondents" opinions were in agreement that they are consulted whenever their principals want to pass final resolutions in the school meetings. This left 18 (18%) of the respondents" opinions were in disagreement. while 36 (36%) respondents fairly agreed in their opinions. This clearly shows that the majority 46 (46%) of teachers in the study area are consulted by their head teacher whenever they pass final resolutions in meetings.

This means that most of the head teachers in the study area practice democratic leadership style, where head teachers first consult teachers before passing up the final resolutions in meetings. This motivates teachers to perform to the best of their abilities in order to achieve the goals they themselves resolved in meetings. The democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about organizational matters are arrived at after consultation and communication with various people in the organization. The leader attempts as much as possible to make each individual feel that he is an important member of the organization. Communication is multidirectional while ideas are exchanged between employees and the leader (Heenan and Bennis 2009). In this style of leadership, a high degree of staff morale is always enhanced (Kar, 2004). However, there were some principals who practiced Laissez-fair style of

leadership. This was indicated by (36%) of the respondents who agreed fairly that they are consulted in meeting.

Table 34: Democratic leadership and consultations of teachers.

Response	Frequency	Percent (%)
Disagreed	18	18%
Fairly Agreed	36	36%
Agreed	46	46%
Total	100	100%

Source: Field data 2019

The table above clearly shows that the majority 46 (46%) of teachers in the study area are consulted by their head teacher whenever they pass final resolutions in meetings. This means that most of the head teachers in the study area practice democratic leadership style, where head teachers first consult teachers before passing up the final resolutions in meetings in the table above.

4.2.8: LAISSEZ-FAIRE LEADERSHIP STYLE.

Furthermore, the researcher sought to compare the study findings on the influence of school managers' laissez-faire leadership styles on teachers' motivation. school managers' laissez-faire leadership styles and teachers' motivation, showed that information from the study findings showed that majority of the secondary schools in the study area were not satisfied with most of the aspects that depicted teachers' motivation due to their head teachers' laissez-faire leadership styles. However, respondents in the schools indicated that when laissez-faire leadership styles were used teachers were highly motivated with the working conditions that they were in. This was an indication that teachers' motivation was greatly influenced by head teachers' use of laissez-faire leadership styles due to the high level of dissatisfaction realized from the study findings. The findings were an implication that teachers were highly satisfied with the working condition since they could dictate their working schedules an aspect that would lead to truancy and

absenteeism. The findings were in line with Bennell and Akyeampong, (2007) study of laissez-faire leadership which indicated that it is associated with the highest rates of truancy and delinquency and with the slowest modifications in performance which lead to unproductive attitudes and disempowerment of subordinates.

Table 35: School managers' Laissez-faire leadership style and motivation of teachers.

Category	Frequency	Percentage (%)
Highly motivated	0	0.0%
Fairly motivated	15	15%
Not motivated	85	85%
Total	100	100%

Source: Field data: 2019

In this type of leadership style, from the respondents' point of view, no one was highly motivated, 15% were fairly motivated and 85% were not motivated. Most of the respondents were not for this type of leadership style.

Table 36: School managers' laissez-faire leadership style and working conditions of teachers

Category	Frequency	Percentage (%)
Highly motivated	94	94%
Fairly motivated	1	1%
Not motivated	5	5%
Total	100	100%

Source: Field data 2019

The teachers in this type of leadership were highly motivated (94%) because they work as they wish and do whatever they want. Only 1 was fairly motivated and 5% were not motivated.

Table 37: School managers' laissez-faire leadership style and decision making.

Category	Frequency	Percentage (%)
Highly motivated	10	10%
Fairly motivated	30	30%
Not motivated	60	60%
T0tal	100	100%

Source: Field data 2019

60% of the respondents indicated that they were not motivated because no proper and serious decisions were made by managers. 30% were fairly motivated and 10% were highly motivated. This showed that most of teachers disliked this type of leadership more especially were decision making is concerned.

Table 38: School managers' laissez-fair leadership style and teachers' welfare

Category	Frequency	Percentage (%)
Highly motivated	0	0.0%
Fairly motivated	22	22%
Not motivated	78	78%
Total	100	100%

Source: Field data 2019

The welfare of the leaders was not taken into consideration and so, a lot of the teachers were not motivated (78%) and only 22% were fairly motivated. No one was highly motivated.

The study sought to compare whether school managers' democratic leadership styles influence on teacher's motivation. This showed that democratic leadership styles were more appealing to teachers' motivation. These findings were in consistent with Hamidifar (2009) found that employees are more satisfied with democratic leadership than any other style. He also revealed that this type of leadership was not being exercised by most of the managers. The study concluded that democratic leadership is better for motivated teachers.

4.3.0: Table 39: Which leadership style is prominent in secondary schools in Kapiri Mposhi District?

Category	Frequency	Percentage (%)
Laissez-faire	22	22%
Democracy	28	28%
Autocracy	50	50%
TOTAL	100	100%

Source: field data 2019

Table 39 Indicates that 22% of respondents said that the type of leadership prominent in Kapiri Mposhi Distinct is laissez-faire leader ship. 28% respondents indicated that it is democratic type of leadership and 50% indicated that there was autocratic type of leadership prevailing in most of the secondary school in Kapiri Mposhi District.

4.4.0: Table 40: Does relationship of teachers and school managers have an effect on motivation of teachers in selected secondary schools in Kapiri Mposhi District?

Category	Frequency	Percentage (%)
Yes	58	58%
No	42	42%
Total	100	100%

Source: Field data 2019

Table 28 above shows that 42% of the respondents indicated that the relationship between school managers and teachers had no effect on motivation of teachers, while 58% indicated that the relationship between school managers and teachers had an effect on motivation of teachers.

FIGURE 36: below shows the role of school managers in controlling teacher's involvement into unprofessional conduct in secondary schools which may demotivate the teachers. It shows the respondents who said yes and those who said no as can be seen below, there were more respondents who said yes than those who said no. It shows that the relationship between leaders and teachers matters in the motivation of teachers.

Figure 7: School Managers' involvement in controlling of unprofessional conduct of teachers in secondary schools.

NO   YES

40 %   60 %
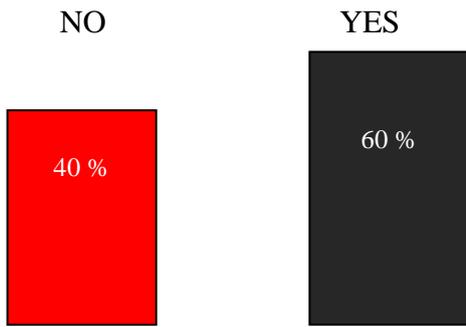
Source: Field data 2019

From figure above few respondents disagreed that the leaders play the role of controlling teacher's involvement in un professional conduct of teachers and more of the respondents said that the leaders were involved in controlling the teachers the involvement in un professional conduct of teachers by motivating them.

4.5.0: Table 40: Which leadership style can be employed to motivate teachers in Kapiri Mposhi District?

Category	Frequency	Percentage (%)
Democratic	60	60%
Autocratic	27	27%
Laissez-faire	13	13%
Total	100	100%

Source: Field data 2019

Table29: above shows that 13% of the respondents indicated laissez-faire leadership style and 27% said that autocracy type of leadership can be employed to motivate the teachers while 60% of the respondents said that democratic type of leadership style would motivate teachers in Kapiri Mposhi District.

Figure 8: influence of demcratic leadership style.
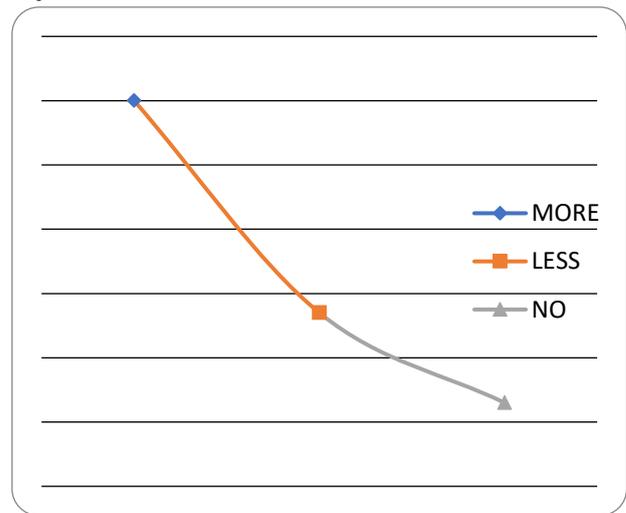
Source: Field data 2019

FIGURE 7: above shows number of respondents indicating that the democratic leadership style has more influence, less influence on motivation. This was according to the respondents.

Table 42: Government measures to increase teacher's motivation in secondary schools.

Category	Frequency	Percentage (%)
Not adequate	84	84%
Adequate	16	16%
Total	100	100%

Source: Field data 2019

Table 43: above shows that 84% of respondents said that employees received less motivation from school leaders and 16% indicated that schoolteachers received adequate motivation measures from their leaders on working conditions in secondary schools. Government should initiate means and ways to motivate teachers by improving the conditions of service, improve the infrastructure and the working environment give and incentives to teachers and do many more wonderful things to better the working conditions for teachers.

Table 43: Effect of motivation by school managers on teachers' performance in schools.

Category	Frequency	Percentage (%}
Great impact	45	45%
Less impact	35	35%
No impact	20	20%
Total	100	100%

Source: Field data 2019

Table 40: indicates that 45% of respondents said that the motivation by leaders on teachers has great impact on the performance of the teachers and it has great impact in the performance of learners, 35% indicated less impact and 20% said had impact.

From this result it was seen that good leadership was important in the motivation of teachers in secondary schools in Kapiri Mposhi District.

4.5.1: Teachers' responsibilities.

The results in Table 4.5.6 indicate that 23 (23) respondents are class room teachers and 23 (23%) respondents are departmental heads. while, 46 (46%) respondents had clubs, committees and Unit-leaders with responsibilities in other activities such as; production unit, guidance and counseling, discipline, population data sourcing. On the other hand, Inbuilt supervisors 4 (4%) and 4 (4%) CPD coordinators indicated that they participate in administrative work. This means that apart from teaching, teachers have to take up other responsibilities like financial report of income, guidance and counseling teachers have to carry out their duties. This was because such responsibilities have just to be carried out by teacher in the schools, so they needed to learn and understand the school environment before taking up school responsibilities. However, no respondents indicated to have no extra responsibility at all. But the interview result indicates that, majority of teachers expect command from the school manager, department heads or other concerned staff members to do their work. It indicates the low initiation of

teachers in performing their task without external pressure. Therefore, it is safe to conclude that although teachers indicate their agreement regarding to their responsibility, they did not implement it effectively due to expecting injections from others. This confirms the presence of low initiation among secondary school teachers of the study area; which reduces their involvement in various school issues as well as their efforts in improving the students" academic achievement.

Table 44: shows teachers responsibilities and motivation.

Category	Frequency	Percentage
Teacher	23	23%
H.O. D'S	23	23%
Teacher with responsibilities	46	46%
Total	100	100%

Source: field data 2019

The results in Table 48 indicate that 23 (23) respondents are class room teachers and 23 (23%) respondents are departmental heads. while, 46 (46%) respondents are clubs, committees and Unit-leaders responsible of other activities such as; guidance and counseling, discipline, data sourcing. ate is

4.6.0: Independent Variable

In this sub-section, the researcher was attracted in establishing the opinions of the respondents who were strongly disagreed. This disagreement represented autocratic leadership style. On the other hand, neither agree nor disagree would mean that a leader is of a laissez-faire style while agree and strongly agree were combined to mean agree which meant that a leader is democratic in leadership style. To this effect, the researcher asked the respondents to give their opinions on the questionnaires whether their school manager involves them in the decision making of the school administration or not. Respondents' opinions were given. The distribution of respondents' opinion on whether their school managers involved teachers in decision-making or not were Soult, decision-making Responses neither

agree nor disagree. The school managers do not consider teachers' suggestions and thoughts in decision making for training criteria in school. My view in Meeting of policy is considered in final decision-making of the school administration. My school manager consults me whenever he/she wants to pass final resolution in school meeting. My school manager allows me to demonstrate high degree of innovativeness, initiative and creativity in decision making process of the school. My school manager encourages co-operation among the teaching staff during the decision-making process of the school.

4.7.0: The effect of motivation by the school managers on the performance of teachers in secondary schools.

Motivation can be defined as every influence that causes, directs and maintains the target behavior of people (Konthari, 2006). Therefore, the question is, how do managers achieve this effect? In the quest for answers to this question came from these four variables: what type of motivation was needed? What factors of motivation would be employed? How is the teachers' attitude towards the school organization and its goals? What is the opinion of those responsible for setting school organization goals?

The answer to all these questions is that the dominant factor for managers' motivation is their participation in decision making that prevalently makes them feel responsible and in addition to this, they find material reward to be rather a significant motivation.

When teachers are taken care of and reward handsomely, their performance and work out put increases. Motivation makes workers to improve in the attitudes towards work. This shows that leaders should mind to motivate their subordinates if production is to improve in the organizations. School managers ought to come up with strategies to motivate their teachers in order to improve the on the workout put of teachers, performance of

learners and this will result in better academic results for learners.

The study undertaken revealed that only 22% of respondents said that motivation had no impact on teacher's performance in schools, 28% respondents said had less impact and 50% said it has more impact involved in secondary schools.

Table 45: Effects of motivation by the school managers on the teacher performance.

Category	Frequency	Percentage (%)
More impact	50	50%
Less impact	28	28%
No impact	22	22%
Total	100	100%

Source: Field data 2019

4.7.2: Effects of motivation on the teachers in secondary school.

The study also revealed that amongst the respondents who said that motivation of teachers and other employees among schools has affected the concentration of teachers and other employees in school work and many of them become eager to learn.

Lack of motivation of teachers has caused poor academic results for most of the learners in Kapiri-Mposhi. This situation can only improve if the leadership of school in the district can improve on the strategies of motivation. When the employee is motivated and taken care of by the leaders, they begin to perform very well and their performance improves very much and their output in terms of academic results becomes good.

60% of respondents indicated that teachers are not adequately motivated due to poor conditions of services and working environment in schools and 27% respondents indicate that teachers were adequately motivated by school leaders in secondary schools and 13% indicated that they were adequately motivated by the school leaders in secondary schools.

In order to determine extent of the teacher motivation by the leaders, there must be effective communication between the two parties. Thus, it is important to understand meaning of communication. Communication is defined as the process of transferring information from one person to another. Interpersonal communication is not only an indication of involvement of an individual in a group but also an indicator of individuals' self-actualization. Therefore, the development of communication in an organization significantly affects it business performance demonstrates the leadership style which is used.

4.7.1: The role of school managers in teacher motivation in secondary schools.

The school leaders unfortunately have always failed to enhance good working conditions of teachers making them more frustrated and resulting in low performance in their work. They have developed wrong attitude towards the subordinates hence, fail to encourage teachers to concentrate and never take keen interest in what activities they get involved in at school and away from school. This is showed 42% role played by school leaders and 58% indicating none role played by school leaders.

In order to improve in their role as leaders they need to develop their interaction with their subordinate in order to learn more about them in relation to their work and performance even their behavior and attitude towards their employment as teachers. Interaction is the process of mutual and reciprocal influence of two or more people on each other's behavior. Interaction is of crucial importance for the management of and manifests itself through the leadership style applied by the leaders or certain managers. In order to determine how leadership develops interaction between managers and subordinates, four variables are tested. These variables are as follows:

1. The quantity and nature of interaction between managers and subordinates.
2. The existence of network and cooperation in organization.
3. The frequency of seeking ideas and consent from subordinates.
4. The amount of influence coming from subordinates.

It is necessary to point out that the subordinates are encouraged to produce ideas that are often acceptable in the organization or school setup. They should regularly participate in decision making. All these indicate and show a considerable influence subordinates have in an organization or a school setup. So, it can be seen that relationship between leaders and subordinates can affect motivation of teacher. If the relation is not good between the two parties, motivation of the subordinate is negative and if the relationship is sound, motivation is positive between the two parties. This will result in good performance of teacher and the learners will perform well with excellent academic results.

If this is followed, the role of the secondary school leaders in motivating their subordinates who are teacher will be achieved. It is clear that there must be mutual interaction between subordinates and leaders in order to achieve motivation.

Decision making is another important factor in role leaders in the motivation of teachers. Decision making is defined as the process of identifying problems and opportunities to address them and includes efforts before and after the decision is made, who the decision makers are and how intensely the subordinates are involved in decision making process has significant impact on realization of the decision made. Therefore, it is very important to examine how this process takes place in an organization or school.

It is important to in an organization or school to make decision across all levels of management and that subordinates are significantly involved in decision making particularly of those decisions related to them.

Another role of leaders in motivating teachers is goal setting. Goals are defined as future conditions

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that an organization intends to achieve. Therefore, considering those conditions which are focused on the organization's purpose, the way they are being achieved is very important. This follows that every manager first tries to define those goals in an appropriate way and achieve them afterwards in order to ensure organization's development and growth.

In order to examine how the organizational goals are set and achieved, the following variables are tested:

1. The way in which the goals are set.
2. The level at which goals are set.
3. The existence of resistance towards the goals.
4. The frequency of goal analysis and achievement.

The answer to all these questions was that goals are set by consulting subordinates at all levels of management. In this way the resistance occurs rarely.

After the goals are set, there must be control at all level of the organization or school if the goal is to be well achieved. Control can be defined as a management functions aimed at monitoring employees' activities, determining whether the organization or school is directed towards these goals set and need be corrective decisions are made. To verify this, the following variables are tested:

1. Holder of the controlling function.
2. Existence of resistance to rules.
3. Purpose of the control data.

The answers to the question which describe the mentioned variables were given. In general, all managers are holders of the controlling functions. There are individuals who from time to time show resistance to the rules and control data are dominantly used for self-regulation and problem solving.

V. CONCLUSION AND RECOMMENDATIONS.

The study was based on three objectives and three research questions. The study findings on the first objective show that the school managers played an important role in establishing which leadership style was prominent in Kapiri Mposhi Secondary Schools. From this study it was discovered that autocracy was the style of leadership which was common in secondary school in Kapiri Mposhi. In this type of leadership style, teachers did not participate in decision making and all decisions were just handed over to them for implementation.

The findings on objective number two which was about to find out the effect the of relationship between school managers and teachers has on motivation, it was found out that the leaders and teachers needed to be interactive and making of decision together so that both teachers and the school managers can be part and parcel of the running of the school. Indeed, relationship motivated the teachers to teach effectively. Positively relationship between school managers and teachers were by necessary for the school to perform very well.

On objective number two which was about finding out on which leadership style that would motivate the teachers, democratic type of leadership style was the one which respondents chose because it allowed both the school managers and teachers to discuss issues and brought about important suggestion in the running of affairs in the school. This would make the teachers to teach effectively.

It was therefore concluded that the autocratic leadership style of school managers on teachers was found to have a negative influence on secondary school teachers' motivation. Furthermore, school managers' democratic leadership style positively influences secondary school teachers' motivation and school managers' laissez-faire leadership style had bad influences secondary school teachers' motivation. The aim of this study was to identify the practical leadership style that the school in Kapiri Mposhi should apply to improve employee performance and to increase the motivation of staff. Since leadership plays an important role in developing an organization or school because it also has a direct effect on the performance and

motivation of teachers. It is worthwhile to know which leadership style can influence and support employee or teachers to perform at their best. The survey of learners' performance reviewed that the performance and efficiency of Kapiri Mposhi schools is still low and the major reason for low performance is poor leadership styles by management and it is also the key the reason that affects performance and motivation of teachers in Kapiri Mposhi secondary schools. In order to identify the practical leadership style that can increase employee performance and motivation in work places, it is important to understand the current leadership practices in Kapiri Mposhi in order to determine the strength and weakness of current leadership practices

The low rate is the main reasons why the majority of schools going learners fail to do well in the educational requirements. Consequently, teacher's performance, commitment to work is poor in schools. The cases of low teacher motivation are so high in secondary schools in Kapiri Mposhi district and have a huge negative impact on the academic performance of the learners and their future career. The learners in most secondary schools are unable to read and interpret concepts and learn well. There is lack of teacher motivation in secondary schools and the majority of teachers cannot teach effectively because they are so frustrated. The efforts initiated by Government through the Ministry of Education to motivate teacher have been made poor by most of the school leaders in secondary schools.

Since the leadership style prominent in Kapiri Mposhi secondary schools is autocracy it would important for leadership of schools to change their style of leadership to a system that would motivate the teachers in order to start motivating the teachers so that performance can improve in order to increase academic performance.

5.1.0: Recommendations

Based on the fining of this study the following recommendations were made:

1. School leadership style should have empathy to subordinates and avoid labeling people for their beliefs.

2. Distributive justice related to pay where teachers or employees would need information regarding to their pay grade, job description, basis of allocation bonus and increment.

3. The school authorities should avoid discrimination as they discharge their duties to enhance employee motivation. They must ensure that fair play is extended to all pupils in their bid of implementing the code of conduct.

4. Policies by the ministry of education should be formulated in conjunction with teachers.

5. The school management should ensure that the teachers are motivated through incentives and rewards especially when the learners do well.

VI. ACKNOWLEDGEMENT

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