

Principals' Supportive Leadership Style and Motivation of Teachers in Public Secondary Schools in Nyamira and Siaya Counties, Kenya

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Abstract. The objective of the study was to determine the effect of supportive leadership style on motivation of teachers in public secondary schools in Nyamira and Siaya counties, Kenya. Correlation research design was adopted. The target population of the study was 371 principals, 3,166 teachers and 2 TSC county directors. Simple random sampling was used to select both schools and participants in the study. The study utilized Path Goal theory which supports supportive leadership styles. Data was collected using Leadership Questionnaire for Principals (LQFP), Motivation Questionnaire for Teachers (MQFT), Focus Group Discussion for Teachers (FGDFT) and interview Schedules for TSC county directors. Piloting of the instruments was done in six randomly selected public secondary schools. Instrument reliability was done by split-half method followed by Cronbach's Alpha formula. The principals' and teachers' questionnaires gave an average of $\alpha = .70$ which met the threshold of adequate consistency. Instrument validity was determined through appraisals of experts. Qualitative data was analyzed thematically while quantitative data was analyzed employing descriptive and inferential statistics. Data analyzed was presented using tables, frequencies and percentages. The study established that supportive leadership styles had a high positive correlation 0.718 with 50.57 % respondents deeming it most influential. It was therefore concluded that the teachers in public secondary schools in these two counties of Nyamira and Siaya prefer a supportive oriented styles of leadership. Supportive leadership style was the strongest predictor as indicated by its estimated standardized regression weight ($\beta = 0.406$, $p < 0.000$). The estimated standardized regression weights show the relative importance of supportive leadership style predictor in the model. This predictor accounts for about 26% of the variance in teacher motivation in both Nyamira and Siaya counties ($R^2 = 0.269$). Based on these findings it was concluded that the teachers in public secondary schools in both Nyamira and Siaya counties prefer a supportive oriented style of leadership.

Key words: Principals, Supportive leadership Style, Teacher Motivation, Public Secondary Schools, Nyamira County, Siaya County, Kenya

Introduction

Teachers prepare young people as future members of society to take care of themselves and their own prospective families while contributing to the intellectual, social and economic growth of the country (Sautelle et al., 2015). Since quality is important and has merits for investing in education, there is need to pay attention to principals' leadership styles and how they impact on teacher motivation. For students to receive high quality education regardless of any sanctions there is need to have high quality principals to motivate teachers (Finnigan, 2010).

Teachers must be retained in the teaching profession to ensure quality teaching (Adeyemi, 2010). To boost achievements of a learning institution, the school principal always assumes very vital roles among them providing appropriate leadership (Northouse, 2013). A continuous challenge for institutional principals is employing quality leadership styles that have highest impact on teacher motivation, a vital and important precept of all school accomplishment (Alessandro et al., 2004).

How efficiently the principal performs his roles has been a stuff of concern to many educationists (Lynch, 2012). This has prompted a claim that public schools and school organizations have no capacities to enable them respond to increased demands that face instructional institutions (Elmore, 2000). Cole (2004) notes that leadership is the procedure of influencing people to act for the achievement of specific objectives. Cole (2004) considers leadership as a dynamic development whereby some individual compels others to contribute towards the understanding and attainment of the group goals.

Further, Armstrong (2003) characterizes leadership as influence; process and appropriate authority obtained by a leader to adequately alter the organization through the direction of human resources ending at the attainment of desired purposes. A leader should provide guidance, actualize plans and motivate people. While motivation is something that inspires a person to action and makes him or her to continue with the cause of action already initiated. Principal leadership style affects all schools' learning conditions including teacher motivation (Hezibola, 2008; Studies in United States education department, 1997; Bogler, 2001) in Montreal, Canada confirmed that teachers' motivation is strongly connected to participation in decision-making and influence over school policy. Findings by the National Teachers Organization of South Africa (2003) testified that 65.5% of teachers were disappointed with inappropriate leadership styles.

Katzell and Thompson (1990) describe motivation as the situations and procedures that account for arousal, direction, scale and maintenance of determination. Motivation has a part to change and strengthen the need of every member of the institution to work efficiently and competently in his/her position (Richard, 2014). The teacher motivation in a school set up is shown by factors such as low absenteeism, less job stress, prolonged stay at work and active contribution to their institutions (Lynch, 2012). Further, motivated teachers are continually eager to spend greater amount of their time and even resources in their schools. The current study sought to validate whether the principals' leadership styles in Nyamira and Siaya counties are responsible for the teachers' low motivation.

Appropriate school leadership comprises a mixture of multiple leadership approaches. Eliophoton (2014) observes that appropriate school leadership practiced by principals' influence and motivate their teachers by providing meaning and purpose of teaching and inspire their teachers by recognizing and rewarding their achievement. According to Leithwood and Sun (2009) principals should be in charge over all that takes place inside the school setting such that their teachers may be motivated. They asserted that the school principals affect teachers' motivation, by way of thinking, planning, commitment and well-being. According to Day, Sammons, Hopkins, Harris, Leithwood and Elearnor (2010) the principals' timing, ordering and combination of leadership styles are different from school to school but the vision and values are the same. The current study sought to find whether the principals' supportive leadership styles in Nyamira and Siaya counties affects teachers' motivation.

According to Ngoben (2004), schools that lack effective leadership do not perform well. In Indonesia, Pongoh (2008) noted that the principal as an administrator in the school must have a concern in the ability of teachers. S/he must continue to inspire them to develop their teaching proficiency because a teacher is a valuable asset for the school in helping students to achieve the best learning achievement.

Oduor (2015) observed that close to a half of the Kenyan teachers want other jobs while 45% would like to abandon teaching. This implies that out of 300,000 Kenyan teachers under TSC, 135,000 would wish to quit the teaching profession. This shows how teachers are not motivated in their job stations. Okello (2017), on the other hand, observed that in Homa Bay county, between 2013 to 2015, over 1,354 teacher transfers were granted out of over the

7,000 requests. They cited several reasons varying from family ties to conflicts between them and the principals.

Examining reasons prompting secondary school teacher transfer requests in Suba District, Ariko and Simatwa (2011) established that 52.0% of the teachers there requested for transfers due to their head teachers' management style while 63.3% of teachers did not like the way their principals treated them. Oduor (2015) points out factors contributing to low teacher motivation in Kenya as poor working surroundings, poor management styles, lack of appreciation of teachers by the community, lack of promotion, heavy amount of work, poor school policies, supervision and poor human relations. School principals being the managers of the schools where these discontented teachers work, need to recognize suitable leadership styles that could entice teachers to actively embark on their duties for better students' success.

This study has examined the relationship between principals' supportive leadership style and teachers' motivation in public secondary schools in Nyamira and Siaya counties. The study was anchored on Path Goal theory by House (1996) which deals with leadership and motivation. According to the theory, leadership is a procedure in which leaders select specific behaviors that are best matched to the employees through their path in the realization of their daily work goal. This study determined how supportive leadership style influences teacher motivation and learner performance in Nyamira and Siaya counties.

Methodology

The study employed a correlation research design. Applying the correlation research design qualitative and quantitative data was collected at the same time; data was analyzed independently and then combined during interpretation. There was need to establish the relationship between principals' leadership practices and teacher motivation in Nyamira and Siaya public secondary schools. Correlation research design provided an opportunity for the researcher to explain the degree of association or relationship between principals' leadership styles and teachers' motivation.

The independent variable also known as predictor or explanatory variable in this study was the principals' leadership styles while the dependent variable was teacher motivation and age, gender, qualification, length of stay and experience as intervening variables. The target population for this research was composed of 371 principals, 3,166 teachers and 2 TSC county directors from 371 secondary schools of which 186 were from Nyamira County and 185 from Siaya County. The principals were targeted in this study because they are entrusted with responsibility of making decisions as regards to day to day administration of schools with little interference from the school managers. The respondents for the study were 38 principals from the two counties, 19 principals from Nyamira and 19 principals from Siaya. There were 323 teachers of which 163 were from Nyamira and 160 from Siaya. There were two TSC county directors, one from each county. Stratified random sampling was employed to select 19 schools from Siaya County and 19 from Nyamira County. According to Gall et al. (2009) stratified sampling ensures that acceptable representation of the categories of population is included in the sample. In this research, the strata included sub counties in the counties. In Nyamira County the 19 schools were four (4) schools from Manga, three (3) from Nyamira South, four (4) from Nyamira North, four (4) from Borabu and four (4) from Masaba North sub counties. Equally, from Siaya county the schools were three (3) from Alego, four (4) from Bondo, three (3) from Gem, three (3) from Rarieda, three (3) from Ugenya and three (3) from Ugunja sub counties.

Simple random sampling technique was considered ideal for the selection of the schools from the stratum as it ensured an equal chance to all the schools in the stratum to be

part of the research sample. Schools from each stratum were selected for the sample while ensuring the selection of each one school did not affect the selection of another school.

This was done by selecting one school at a time, with replacement as postulated by Cohen (2009) and Mugenda and Mugenda (2003). Schools in each stratum were written on small pieces of paper of equal sizes which were then folded uniformly. The papers were then picked at a time with a school name recorded and immediately replaced before picking the next school. The picking continued until 19 schools from each county were selected for the sample.

Reliability as a measure of the degree to which a research instrument produces consistent outcomes after repeated trials. Further, it is seen as the level of consistency that the instrument or procedure shows (Best and Kahn, 2006). In order to test the validity and reliability of the research instruments a pre-test was carried out in Nyamira and Siaya counties public secondary schools with six (6) teachers and six (6) school principals respectively.

In this research, internal consistency reliability of the instruments was gotten by computing Cronbach's alpha (α) using SPSS. An internal consistency refers to what level do the items of the subscale "hang together." It reflects on whether all items in the subscale measures the same underlying construct and the most accurate pointer of internal consistency is Cronbach's alpha Coefficient. The Cronbach's Coefficient Alpha was calculated to examine the reliability of the questionnaire with specific reference to its internal consistency. It is the commonly used statistic for evaluating internal consistency which reflects reliability statistics. It indicates the magnitude to which the various items of the sub-scales measure the constructs of the indicators. The researcher computed the reliability for multi-item opinion items for all the subscales in the principal and teacher questionnaires. Given that the items of each sub-scale in both principal and teacher questionnaires were the same, a combined test of internal consistency was performed using all the respondents. Mugenda and Mugenda (2003) posit that a reliability coefficient of above + 0.60 is adequate.

A total of 3,539 participants were targeted for the study (371 principals, 3166 teachers) from 371 public secondary schools and 2 TSC county directors from Nyamira and Siaya counties. 19(10.22%) public secondary schools from Nyamira and 19(10.27%) Siaya counties were randomly selected for the study while 323(10.12%) teachers from the two counties were randomly selected for the study and served with motivation questionnaires for teachers (MQFT). The 2(100%) TSC county directors were interviewed using interview schedules.

Findings

This study sought to examine the relationship between principals' supportive leadership style and teacher motivation in public secondary schools in Nyamira and Siaya counties.

The principals in the study were asked to respond to a number of statements regarding supportive leadership styles using a 5 point Likert rating scale.

Table 1. Principals' views of their use of supportive leadership styles (N=31)

Supportive leadership behavior	SA		A		U		D		SD	
	f	(%)	f	(%)	f	(%)	f	(%)	f	(%)
1. I encourage staff development.	19	61.3	7	22.58	0	0	3	9.7	2	6.42
2. I make sure the goals I set are attained on time.	20	64.5	5	16.13	1	3.23	2	6.45	3	9.68
3. I control all decision making in the school.	2	6.45	1	3.23	0	0	22	70.96	6	19.35
4. I make it clear to everyone what has to be done.	23	74.1	6	19.35	0	0	1	3.23	1	3.23
5. I do not have confidence in some teachers.	2	6.45	2	6.45	1	3.23	7	22.58	19	61.29
6. I delegate accountability and responsibility to teachers in my presence or absence.	22	70.9	7	22.58	0	0	1	3.23	1	3.23
7. I like to use my leadership to help subordinates grow.	19	61.2	5	16.13	2	6.45	2	6.45	4	12.90
8. I assist teachers in solving problems in order to achieve set school goals.	21	67.7	6	19.35	0	0	3	9.67	1	3.22
9. I offer a friendly environment to the teachers.	25	80.6	6	19.35	0	0	0	0	0	0
10. I communicate information about school operations every time.	23	74.1	3	9.67	0	0	3	9.67	2	6.45
11. My teachers are expected to perform to the highest level.	24	77.4	4	12.90	0	0	2	6.45	1	3.22
12. I try to make each teacher feel his or her contribution is important.	21	67.7	7	22.58	0	0	2	6.45	1	3.22

Note: **SA** - Strongly Agree, **A** - Agree, **U** - Undecided, **D** - Disagree **S.D** - Strongly Disagree

Table 1 shows the principals' views on supportive leadership style on teacher motivation. Most 19 (61.3%) of the principals strongly agreed that they encourage staff development. Cole (2004) notes that the principal should recognize and encourage staff development which will increase their skills and upgrade their existing knowledge in order to perform better. Malik (2013) found that in situations where tasks are fairly repetitive and simple, supportive leadership is effective as the principals offer an extensive variety of rewards to teachers such as encouragement, respect and other incentives in turn to motivate them.

A total 20 (64.5%) of the principals strongly agreed that they make sure the goals they set are attained on time. Setting goals obligates teachers to take action, regardless of the obstacles that may be in place. This finding agrees with Owiti (2016) study who points out that goal setting and involvement of teachers in setting those goals makes the teachers to own the policies since teachers are self-directed and always support the school administration. The

current study also found that most 23 (74.19%) of the principals strongly agreed that they make it clear to everyone in the school what has to be done.

The study finding shows that majority 25 (80.65%) of the principals strongly agreed that they offer a friendly environment to teachers while 6 (19.35%) agreed. This is seen as a common supportive leadership practice. These findings concur with Northouse's (2013) assertion that supportive leadership creates a friendly climate through attending to human needs and their wellbeing, demonstrates respect for sub-ordinates, treats everyone equally and shows concern. Abraham (2003) argues that the quality of education that learners get bears direct bearing to what the principals do, level of motivation of teachers, the availability or lack of physical amenities and overall atmosphere where the learning takes place.

The research established that maintaining an approachable relationship with the staff was a common supportive leadership behavior which had highest rating from the principals. Similar results were observed in Masuku's (2011) work which revealed that the presence of friendly working relationship between administrators and staff in high schools at Midland's province of Zimbabwe shaped a favorable learning and teaching atmosphere in Zimbabwe. Further, he noted that a pleasant working relationship between administrators and staff reduces stress and pressure related with school setting. Similar findings were observed by Nyantika (1996) that supportive style exhibits a friendly environment.

The principals who practiced supportive leadership styles generated interest by creating a welcoming and an open work atmosphere where teachers were committed to work harder to attain their goals hence felt motivated (Grant, 2011). The principals therefore need to create an environment that can enable teachers to satisfy these needs. An enabling environment should provide opportunities like teachers to have democracy when sharing the subjects which they teach. Lack of such commitment will lead to inversed frustrations, tension, job dissatisfaction and low job performance (Grant, 2011). The findings of the current study concur with Okumbe's (1999) argument that there is need for education managers to provide an enabling environment for teachers to use their talents for the benefit of the institution.

Most 24 (77.42%) of the principals expect the teachers to perform to the highest level while a total 21(67.74%) of the principals try to make each teacher feel his or her input is important in school. The findings of the research revealed that good leadership practice is among the factors that motivate teachers to work effectively. Respect and recognition seem to be factors which motivate teachers to work. The findings of the study concur with Owiti (2016) which reveal that supportive leadership is mainly involved in ensuring teachers perform to their highest level, and considering the contribution of others in the process. He affirms that this style of leadership motivates members in their groups to air out their opinions, emotions and contributions freely. Miller (1998) notes that communication shows a crucial role in our daily activities. To express our thoughts, feelings, sentiments and abilities we communicate not only with oral but also with non-verbal methods.

The results of the current research portrayed that many 21 (67.74%) of the principals assist teachers to solve problems in order to achieve the set school goals as a common supportive leadership style. The findings on principals assisting teachers to solve problems agreed with Grootenboer and Hardy (2017) research which concluded that school administrators in South East Queensland Australia assisted staff to solve challenges that hindered motivation and students' achievement by encouraging teachers to mentor one another. From the results of the research, it was revealed that the staff need to be supported when they are in difficulties and more so when they are newly recruited.

A total of 23 (74.19%) of the principals strongly agree that they communicate information about the school operations every time. Armstrong (2003) observes that the more open the culture is the more open communication and it is likely to be realized by the juniors. According to research by Finnigan (2010) administrator's support is considered fundamental

to staff retention and when that is absent staff are more likely to leave. To bring about improvement, administrators must inspire teachers by sharing goals, aligning resources with goals and fixing challenges. The more the teachers receive freedom, responsibility, multi-tasking and self-actualization, the more dedicated they will be to the institution. They may feel further career secure and as a result their motivation will be reinforced to use their abilities for the institution (Acker, 1989).

The majority 19 (61.29%) of the principals indicated that they strongly disagreed with the statement that I do not have confidence in some teachers. Mayama (2012) reveals that supportive leadership style was found to be efficient when juniors lack self-assurance, dissatisfying jobs and when work does not offer job contentment. Aldag (2001) argues that principals who practice supportive leadership involve teachers in making resolutions of the school which motivate them. From the study, the findings revealed that supportive leadership styles made teachers happy and more committed to their work and showed that principals had confidence in their teachers.

The Teachers' Service Commission Act 2012 section 69 outlines some of the responsibilities of principals such to provide support to their teachers for effective teaching and providing conducive learning and teaching environment. According to the Act, the principal should support the teachers so as to improve student achievement.

These aspects of leadership include a responsible manner of behavior, verbal recognition of teachers' achievement and a friendly climate. Northhouse (2013) suggests that supportive leadership style comprises of being responsive and open-minded as an administrator, attending to the well-being of juniors. However, when teachers display a lack of confidence and incapacity to finish a task they need motivation, Negron (2008). Grant (2011) asserts that workers can provide reliable input into successive leadership in school when supported and empowered with what will make them feel motivated. This is because a supportive leadership approach raises teachers' motivation and self-confidence while it reduces the negative aspects of the situation.

From the findings of the study it is revealed that supportive principals demonstrated respect, equal treatment and show concern for teachers' well-being hence improves teachers' motivation. The findings concurred with a study carried by Cheng (2011) which concluded that supportive leaders attend to the well-being of teachers and treat them as equals and offer respect of their status which leads to high motivation among them. Further, from the research results it is revealed that majority 25 (80.655) of the principals offer friendly environment to teachers. This concurs with results of the study findings by Friedman (2004) which indicate that administrators have a serious part in making a positive and fostering atmosphere for the teachers. Similarly, the administrator is answerable for building a supportive setting from the side of the management and experienced teachers to the new teacher (Prizker & Hen, 2010). The findings of the current study were found to contrast Wangai's (2015) study that found a small percentage 16.6% of principals in public secondary school in Nairobi County practiced supportive leadership behavior.

Daft (2005) contends that there is need for principals to go an extra mile in providing support to teachers through interaction, generating favorable working atmosphere, to nurture respect, trust, teamwork and emotional care. The findings of the current study were found to be in agreement with the Teachers Service Commission TSC Act (2012) section 69 which outline the responsibilities of head teacher as; to provide space for effective teaching and learning environments, supervise and evaluate curriculum delivery. School administrators directly or indirectly affect student education through the approaches by which they lead teachers and create the organizational climate of the school (Lezotte & Mackee, 2006). Therefore, the need to implement teacher supportive administration approaches is basic to the success of teacher motivation and student achievement.

The purpose of this study was to examine the relationship between supportive leadership style and teacher motivation in public secondary schools in Nyamira and Siaya counties.

The teachers in the study were requested to respond to a number of statements regarding supportive leadership styles using a 5 point Likert rating scale.

Table 2. Teachers' views regarding supportive leadership styles of their principals (N=256)

	Supportive leadership behavior	SA		A		U		D		SD	
		f	%	f	%	f	%	f	%	f	%
1	My principal consults and communicates with the teachers on issues affecting our school.	19	7.42	25	9.77	2	0.78	112	43.75	98	38.28
2	My principal asks for teachers' ideas and input in upcoming plans.	22	8.59	31	12.11	5	1.95	110	42.97	88	34.38
3	My principal encourages teachers to express their feelings frankly.	41	16.02	32	12.5	7	2.73	101	39.45	78	30.47
4	My principal provides relevant information and teachers' have the responsibility to solve the problem.	181	70.70	38	14.84	3	1.17	15	5.86	19	7.42
5	My principal encourages teachers to participate in the formulation of school policies.	34	13.28	29	11.33	2	0.78	64	25	129	50.39
6	My principal always shares ideas with teachers.	25	9.77	23	8.98	2	0.78	132	51.56	74	38.91
7	My principal consults teachers in making decisions	5	1.95	4	1.56	1	0.39	158	61.72	88	34.38
8	My principal provides complete freedom to teachers.	76	29.69	18	7.03	7	2.75	128	50	27	10.55
9	My principal has high degree of confidence in the teachers.	17	6.64	22	8.59	3	1.17	122	47.66	92	35.93
10	My principal listens and supports teachers whether they agree with him/her or not.	30	11.72	23	8.98	14	5.47	91	35.54	98	38.28
11	My principal allows teachers to set own goals in their teaching.	10	3.91	8	3.13	2	0.78	89	34.77	147	57.52

Note: SA - Strongly Agree, A - Agree, U - Undecided, D - Disagree S.D - Strongly Disagree

Table 2 shows teachers' views on supportive leadership styles of their principals. Majority 112 (43.75%) of the teachers strongly disagreed that principals consult and communicate with the teachers on issues affecting our school. Friedman (2004), Yukl (2010) and Martin (2012) observe that school administrators have a crucial role in producing a constructive and conducive atmosphere by communication and always consulting teachers in every issue in the school. In response to further probing during focus group discussion on how principals communicate with teachers, a teacher explained:

The principal is so humble and can easily communicate with any staff while conveying important matters of the school. He listens a lot and doesn't shout at anyone. He respects every office in place and communicates in a friendly way.

The research results also showed that most 110 (42.97%) of the teachers disagree that the principal asks for teachers' ideas and input in upcoming plans. Friedman (2004) revealed in his study that teachers' expectations from principals are receiving support, asking teachers for ideas for the betterment of the school. This was not seen being done in most schools in Nyamira and Siaya counties.

Most 101 (39.45%) of the teachers disagreed that the principals encourage teachers to express their feelings frankly. However, in focus group discussion, some teachers expressed their disappointment that their principals did like those teachers who express their feelings freely. One teacher noted:

Once you express yourself freely talking about some issues affecting teachers, the principal sees you as someone who does not support him in running school programs.

Akintude (2013) and Yukl (2010) found that principals should at all times maintain an approachable character which is very crucial but overwhelming task for them. By exercising approachable character teachers will have confidence to express their feelings frankly.

The study findings revealed that majority 181(70.70%) of the teachers were provided with relevant information by their principals and had responsibilities to solve, the problems which they viewed as delegation of work. In response to further probing in a focus discussion on how principals provided relevant information, one teacher said:

The principal updates what is required by teachers through messages, notices and verbally. When he wants some information he uses the heads of departments to reach every member of each department. We teachers get most updated information and in time.

The findings were in agreement with Kuloba (2010) who discovered that teacher performance is enhanced by principal's provision of relevant information and delegation of duties which lead to increased motivation. However, the findings were in disagreement with Adeyemi (2010) who established that teachers 'motivation is better in schools with principals who apply autocratic leadership than those who practice democratic or laissez-faire leadership styles.

The study results also portrayed that majority 181 (70.70%) of the teachers strongly agreed that the principals provide relevant information and the teachers have a responsibility to solve problems. Further probing in a focus group discussion on how principals solve teachers' problems, one teacher remarked:

The principal really takes care of his teachers; once you have a problem the principal will call you to the office where you discuss and agree. The principal is never in hurry to judge anyone but will take time to listen to everyone and ready to solve problems of teachers.

This was found to be in line with the Path Goal Theory which is based on the assumption that a leader can adjust with the requirement of an existing situation. Further, this was in agreement with Pongoh's (2008), Leana (2013) and Wangai (2015) studies which conclude that principals must provide relevant information to teachers on what is supposed to

be done at a given time, and also boost improvement of teaching competencies of teachers through teacher empowerment potential. The findings were consistent with those by Atsebeha (2016) which reveal that a school administrator that employs supportive approach raises the teachers' interest in performing different tasks, builds good relations among themselves and makes good working surroundings for the teachers.

Most 132 (51.56%) of the teachers strongly disagreed that the principals always share ideas. Study findings by Makokha (2014) added that a friendly working relationships which involves sharing of ideas between principals and teachers diminishes pressure and tension related to the school setting. This was not found to be done in the two counties. One focus group discussion, on sharing of ideas one teacher noted

The principal does not hide anything from us. He shares all the information he has about the school. He brings new ideas on board where they are discussed and agreed by all members of the staff.

Majority 128 (50%) of the teachers disagreed, that the principals provide complete freedom to teachers. Serry and Blanchard (2009) observe that depending on the situation at hand, supportive leadership style creates good understanding, provides freedom, free explanation and adequate cooperation with team work between the principals and teachers which leads to high motivation.

Lack of freedom is the reason why most 147 (57.42%) of teachers strongly disagreed that their principals allow teachers to set own goals in their teaching because they are not free to come up with their own goals. The findings of the current study revealed that majority 147 (57.42%), 89 (34.77%) teachers revealed that their principals did not allow them to set own goals in their teaching. These findings were inconsistent with a study by Saggie (1996) who argued that principals should allow teachers to face challenges themselves as this is likely to motivate them in their own because they have used their professional competencies to attain the expected performance.

The current study findings revealed that majority 129 (50.39%) of the teachers indicated that they are not encouraged to participate in the formulation of school policies. However, in some schools principals allowed teachers to participate in formulation of school policies. One teacher reported with nostalgia:

Last year our principal used to involve all teachers in formulation of school policies...that was last year, but from this year the participation in the formulation of the school policies by teachers has stopped.

These findings disagree with Amedome (2018) study which revealed that head teachers involve staff and learners in decision-making in all issues involving school administration in order to nurture encouraging school environment. Further, he found out that administrators who provides support to staff and let them to contribute in decision-making cause teachers to increase their motivation and work effectiveness.

Northouse (2013) argues too that supportive approach is characterized by a principal who is welcoming, friendly and treats staff as equals. From the results of the research, majority of the challenges teachers experience are due to lack of delegation which is an important part of supportive leadership style. Principals as indicated by the study rarely ask teachers for ideas and they have low confidence among the teachers which leads to low motivation. The study carried out by Henusheck (2004) argues that teachers are motivated less by additional pay than a supportive environment, respect and seeing the good results of students. Leithwood et al. (2002) note that in order for all students to receive high quality education regardless of sanctions there is a need to have high quality of support of the principals.

The teachers 98 (38.28%) and 91 (35.34%) indicated that their principal do not listen and support them whether they agree with him or her. These findings were in disagreement with those by Avio et al. (2004) who found out that the more an administrator is focused and responds to the individual wants of the staff the greater their motivation at job will be and this inspires them to solve challenges that arise and increases their involvement. These findings of the current study were inconsistent with Sancar (2014) in which head teachers in Turkish Republic of Northern Cyprus reported that head teachers frequently created time to listen to the teachers.

Teachers who indicated that their principals do not consult them in making decision were 158 (61.72%) and 88 (34.38%) which was a significant number. These findings were in disagreement with those of Avio et al. (2004) who found out that supportive administrators were friendly, consult, easy to approach and pay attention to the welfare and wants of the subordinates. The teachers who observed that their principals do not always share ideas with them were 132 (51.56%) and 74 (38.91%). These results were in disagreement with the findings of a research by Friedman (1997) which added and emphasized that increasing the power of the teachers and allocating responsibilities reinforces the teacher's feelings of duty and therefore rises his or her motivation and readiness to dedicate himself to the work.

The study concluded that teachers who are motivated with supportive principal's leadership style was majorly due to the provision of an enabling environment. This was found to be in line with a research conducted by Awan, Zaidi and Bigger (2008) who argued that supportive leadership is linked to work satisfaction where teachers have high motivation.

The hypothesis of the research wanted to determine if the principals' supportive leadership style had any significant relationship with teachers' motivation ($\alpha = 0.05$).

H02: There is no significant relationship between supportive leadership style of principals and teachers' motivation in Nyamira and Siaya public secondary schools.

Regression analysis tested the relationship between principals' supportive leadership styles and teachers' motivation. The independent variable was principals' supportive, leadership style. The dependent variable was teacher motivation.

Table 3. Model Fitness for the relationship between principals' supportive leadership styles and teachers' motivation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.406 ^a	.269	.256	22.84813

The results in Table 3 presented the model fitness used in explaining supportive leadership style of principals. The adjusted R square was 25.6%. This shows that principals' supportive style explains a modest 25.6 % of teachers' motivation. Therefore, 74.4 % of teachers' motivation was determined by other factors not involved in the model.

Table 4. Analysis of Variance for the relationship between principals' supportive leadership practices and teachers' motivation

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	41424.347	1	41424.347	84.413	.000 ^b
	Residual	105367.041	322	483.67		
	Total	146791.388	323			

Table 4 provided the results on the analysis of the variance (ANOVA). The results indicated that the model was statistically significant. This was supported by an F statistic of 84.413 and the reported p value (0.000) which was less than 0.05 significance level. Therefore, at the 99.5% confidence level supportive leadership style had a statistically significant relationship on teachers' motivation, $P < 0.05$. The results implied that principals' supportive styles are a good predictor of teachers' motivation.

Table 5. Regression of Coefficients for supportive leadership styles

Model	Beta (β)	T	Sig.
(Constant)		17.618	.000
Supportive leadership styles	0.406	8.125	.000

Supportive leadership styles of principals' had a strong positive impact on teachers' motivation with ($\beta = 0.406$). At the 99.5% confidence level there was a statistically significant influence since the P-value (0.000), was less than 0.05 level of significance. The corresponding t-statistic was 8.125 which was greater than the critical statistical $[8.125] > t_{crit} [1.86]$. Thus, the null hypothesis was rejected. Hence the conclusion was supportive leadership styles of principals have significant impact on teachers' motivation.

These findings were consistent with Lenka (2012) study which revealed that supportive leadership style had a significant positive connection with work motivation in circumstances where the juniors had low need for accomplishment. The results agreed with Adeyemi (2010), Mwangi (2012) who established that supportive approach was extensively applied in schools which led to readiness of teachers to work overtime. Yukl (2010) also found that supportive leadership approach is the most efficient in situations that involve accomplishment of assignments that are monotonous as it helps in case subordinates' self-confidence and anxiety decrease.

Conclusions

This section focuses on conclusions anchored on the findings by objectives that guided the study. According to Cohen et al. (2011) a conclusion serves to summarize and bring together the main ideas covered in writing. Further, they give a final comment or judgment about a particular study. This study sought to explore relationship between principals' supportive leadership style influences teacher motivation in public secondary schools in Nyamira and Siaya Counties.

After a careful analysis of the relationship between principals' leadership styles and teacher motivation in public secondary schools in Nyamira and Siaya counties, the study concluded that there are various leadership practices that motivate teachers. It was found out that the principals' leadership styles had far reaching effects on teacher motivation.

This study concluded that Supportive leadership styles employed by secondary school principals in public secondary schools in Nyamira and Siaya counties have greater impact on teacher motivation. This was because the principals showed concern for teachers' well-being, respect, and friendliness; provide rewards and create a conducive environment for them, hence making the teachers more motivated. Therefore, it is logical to conclude that supporting teachers by principals makes them to be committed on duties given because of the pleasant conditions in the school.

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