

**Achievement Oriented Leadership Style and Motivation of Teachers:
A Comparative Study in Public High Schools in Nyamira and Siaya Counties, Kenya**

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Abstract. The criteria of leadership style have been addressed and discussed for many years and how important it is to the employee performance. The aim of this study was to identify the effect of head teacher's achievement oriented leadership style on inspiration of teachers in public high schools in Nyamira and Siaya counties, Kenya. Survey was adopted for this finding. The population within the speculated area of the study was 371 principals, 3,166 teachers and 2 TSC county directors. Easy calculated sampling was employed to choose both schools and participants in the study. The study used the theory of Path Goal which supports achievement oriented leadership style. 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. Census of the instruments was done in six randomly chosen public high schools. Instrument reliability was done by separated model followed by Cronbach's Alpha formula. The principals' and teachers' question forms gave an average of $\alpha = .70$ which met the threshold of adequate consistency. Instrument validity was evaluated through expert's evaluation. Data quality was evaluated mathematically while data quantity was analyzed by use of correlation effect. Data analyzed was presented using tables, frequencies and percentages. Achievement oriented leadership style was the strongest indicator as indicated by its probable normal regression weight ($\beta = 0.456, p < 0.000$). The probable normal regression weights show the relative significance of the achievement oriented leadership style indicator in the model. This indicator accounts for about 32% of the variance in teacher inspiration in both Nyamira and Siaya counties ($R^2 = .329$). Depending on this research it was realized that the teachers in public high schools in both Nyamira and Siaya counties prefer the achievement oriented style of leadership.

Key words: principals, achievement oriented leadership style, teacher inspiration, public high schools, Nyamira and Siaya counties in Kenya

Introduction

The achievement oriented style of leadership is signified by developing goals that are very complex to the followers. Leaders practice this as they expect their followers to abide by these goals. It is best applied in professional working environments, such as scientific, technical, or in achievement environments, such as sales (Luthans, 2011). In developing these goals then it means that high standards ought to be developed and maintained (Zabihi & Hashemzahi, 2012). Based on research shows that a teacher plays a critical function to the entire teaching and learning experience (Education Statistics and Evaluation Centre 2013; Johnson, 2012). Teachers prepare young learners to look after their own prospective families while participating into nation building (Sautelle et al., 2015). Since quality is important and has merits for investing in education, there is need to put more consideration on principals' leadership styles and how they impact on teacher motivation. For students to get high quality education in regardless of tough policies/protocols put in place, there is a need to have experienced teachers (Finnigan, 2010).

Teachers ought to be retained in their profession to ensure the best teaching methodology of high quality (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 duties has become attention to many learners (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). They argued that leading is the procedure of instructing people to act for the attainment 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 leading as issuance of instructions; process and appropriate management obtained by a leader to adequately alter the organization through the human directives ending at the attainment of desired purposes. A leader should provide guidance, actualize plans and motivate people. While inspiration is something that inspires a person to action and makes him or her to continue with the cause of action already initiated. Principal style of leadership affects all schools' learning conditions including teacher inspiration (Hezibola, 2008; Studies in United States Department of Education, 1997, Bogler, 2001) in Montreal, Canada confirmed that teachers' inspiration is linked to participation in making informed decisions and power over school policies. Research by the Organization of National Teachers South Africa (2003) attested that 65.5% of teachers were disappointed with inappropriate style of leadership.

Katzell and Thompson (1990) describe inspiration as the situations and procedures that result for need for arousal, direction, and passion for work. Inspiration has a part to change and strengthen the need of each member of the institution to perform tasks efficiently and competently in his/her position (Richard, 2014). The teacher inspiration in a school set up is as a result of underlying factors such as full presence of children capacity with little or no absenteeism, less job anxieties, working under minimal supervision (Lynch, 2012). Further, inspired teachers are continually eager to spend greater amount of their time and even resources in their schools. The current research seek to confirm if the principals' leadership style in Nyamira and Siaya counties are responsible for the teachers' low inspiration.

Appropriate school leadership comprises a mixture of multiple leadership approaches. Eliophoton (2014) observes that appropriate school leadership practiced by principals' power and motivate their teachers by significance 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 thinking, planning, commitment and well-being. According to Day, Sammons, Hopkins, Harris, the principals' timing, ordering and combination of leadership styles are different from school to another but the objectives are the same. The recent research seek to find if the principals' achievement oriented style of leadership in Nyamira and Siaya counties impacted teachers' inspiration.

According to Ngoben (2004), schools with ineffective leaders were underperforming compared those with effective leaders. In Indonesia, Pongoh (2008) seen that the principal should be linked with the teachers in all possible ways. S/he must continue to motivate them through rewards because a teacher is part and parcel of the school in helping students to achieve the best learning achievement.

Examining reasons prompting high school teacher transfer requests in Suba District, Ariko and Simatwa (2011) established that 52.0% of the teachers opted to transfer due to their head teachers' management style while 63.3% of teachers claimed that the principals mistreated them. Oduor (2015) points out factors contributing to low teacher motivation in

Kenya as poor working surroundings, poor management styles, teachers lacking attention by the community, lack of promotion, heavy labor force, poor rules and regulations, strict monitoring and poor socialization. School principals being the heads of the schools where these unsatisfied teachers work, ought to recognize suitable styles of leadership that could inspire teachers to put more effort toward better students' success.

This study has examined the relations between principals' achievement oriented style of leadership and teachers' motivation in public high schools in counties of Nyamira and Siaya. The study was anchored on Path Goal theory by House (1996) which deals with leadership and motivation. The theory explains the achievement oriented style of leadership. According to the theory, leadership is a procedure in which leaders choose certain charters that best align with employees through their journey of achieving the lay down goals. This current study determined how an existence or non-existence of achievement oriented style of leadership enables teacher motivation and learner performance in Nyamira and Siaya counties.

Methodology

The research uses an inferential survey model. Applying the inferential survey model data quality and data quantity was collected in similar time; data was evaluated one by one and then combined during participation. The independent variable also known as explanatory variable in this research was the principals' achievement oriented style of leadership while the dependent variable was teacher motivation. 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 the ones who are concerned with decision making with little or no interference from their school owners.

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. Grouped random sampling was employed to choose 19 schools from Siaya County and 19 from Nyamira County. 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. Grouped random sampling method was crucial for the choosing of the schools from the groups sample as it promotes equity in the group to be part of the research sample.

Reliability of the instruments consistency was gotten by analyzing Cronbach's alpha (α) using SPSS. A continuous consistency means the rate at which "hang together." It signifies on if all items in the scale test the same extent construct and the mostly used pointer of continuous consistency is Cronbach's alpha Coefficient. The Cronbach's Coefficient Alpha was computed to examine the validity of questionnaires in line with the continuous consistency. It is the statistic that is mostly used for elucidating continuous consistency which reflects its validity. It shows the extent in which the many items of the scales test all the scales in their questionnaires. Showing that the items of each sub-scale in questionnaires of principal and teacher remain similar, a measure of continuous consistency was done using almost all the respondents.

Total of 3,539 participants were keenly observed for the research (371 principals, 3166 teachers) from 371 public secondary schools and 2 TSC county directors from Nyamira and Siaya counties. 19(10.22%) public high 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 was to determine the connection between achievement oriented style of leadership and teacher motivation in public high schools in Nyamira and Siaya counties, Kenya. The principals in the research were requested to give feedback to a numerous statements concerning achievement oriented leadership styles using a 5 point Likert rating scale.

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

No	Achievement oriented leadership behavior	SA		A		U		D		SD	
		f	%	f	%	f	%	f	%	f	%
1	Proper achievement of goals is recognized and appreciated.	21	67.74	5	16.13	1	3.23	2	6.45	2	6.45
2	I set clear, achievable and challenging goals.	22	70.97	3	9.68	0	0	1	3.23	5	16.13
3	I am friendly and easy to dialogue with.	23	74.19	5	16.13	1	3.23	0	0	2	6.45
4	I am a good listener even to those who hold divergent views.	25	80.65	3	9.68	2	6.45	1	3.23	0	0
5	I show understanding of teachers' ideas.	27	87.09	3	9.68	0	0	1	3.23	0	0
6	I encourage teachers to openly express their feelings.	24	77.42	5	16.13	0	0	1	3.23	1	3.23
7	I express confidence in my teachers regardless of disagreeing with them.	21	67.74	6	19.35	1	3.23	2	6.45	2	6.45
8	I genuinely share information with my teachers.	23	74.19	4	12.90	0	0	0	0	4	12.90
9	I have high opinion of what teachers do.	27	87.09	3	9.68	0	0	3	9.68	1	3.23
10	I acknowledge all teachers' efforts towards attainment of school goals.	28	90.32	2	6.45	0	0	1	3.23	0	0
11	I am open to criticism by teachers.	18	58.06	3	9.67	2	6.45	7	22.58	1	3.23
12	I use "we" or "our" and not "I" with my teachers.	21	67.47	5	16.13	0	0	4	12.90	1	3.23

Note: SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree, SD – Strongly Disagree

Table 1 shows principals' views on achievement oriented leadership styles on teacher motivation. Majority 22 (70.97%) of the principals strongly agreed that they set clear, achievable and challenging goals. These findings were in line with the study by Butcher (2014)

which states that principals motivate their teachers by developing complex goals for them. Also, his findings showed that the teachers are shown their confidence in the ability to attain the expected goals is a normally practice in achievement oriented leadership.

They further concur with Northouse (2013) which established that an achievement-oriented leader sets high standards of quality for subordinates and seeks for progress on the same and s/he shows bravery in subordinates. Equally, the findings were in agreement with Saleem, Aslam, Yin and Rao (2020) study that found that principals set clear goals for their teachers with a high expectations of high performance standard, and have trust in the capacities of their teachers.

However, Negron (2008) contends that achievement-oriented style of leadership is convenient to unclear responsibilities and staff who may need to be strengthened to boost their confidence in accomplishing the assignment assigned to him/her. S/he tries to adjust attitudes of workers so as to bring about constant progress. Further, Daft (2005) notes that achievement leadership approach should set tasks and performance standards to be achieved.

Most 21 (67.74%) of the principals demonstrated confidence in teachers. The findings of this study concur with Jones and George (2011) study which shows that the achievement oriented administrator dares the subordinates to function appropriately and shows their bravery to their capabilities to perform the task. Equally, these study findings concur with Rew (2013) who in his study found that developing confidence in teachers empowers them to have faith in their endeavors.

A big proportion 25 (80.65%) of the principals strongly agreed that they are good listeners even to those who hold divergent views. The findings agree with Yunus (2012) who did a research on the perception of staff towards the key leadership styles in achieving good performance in school. Their study concluded that a good principal's leadership strategy is one that respects the ones they are in charge of and the ones who listen to their ideas even if they hold different ideas.

Majority 27 (87.09%) of the principals strongly agreed that they show some understanding to the teachers' ideas. Most 24 (77.42 %) of the principals strongly agreed that they encourage teachers to openly express their feelings, on the other hand majority 27 (87.09 %) of the principals strongly agreed that they have high opinion of what teachers do. Most 28 (90.32 %) of the principals strongly agreed that they acknowledge all teachers' efforts towards attainment of school goals and none of the principal disagreed or strongly disagreed.

These findings concur with Friedman (1997) who asserts that increasing the power of the teachers and allocating the tasks reinforces his feeling of duty and therefore raises their efforts for the achievement of the school goals. Majority 24 (77.42%) of the principals indicated that they encourage their teachers to openly express their feelings. These findings were found to be in disagreement with Wanjiru (2013) study that revealed that principals' behavior of not bearing in mind teachers' recommendations in making informed decisions made them lose focus in their teaching profession.

Daft (2005) notes that leadership approach should simplify tasks and set achievement targets to be accomplished. Indeed, this research observes that achievement oriented aspect may attain performance through inspiring, identifying and assigning tasks to the staff. This implies that the true definition of a leader is one who set the path of success to his followers and enable them to attain their expectations. According to Path Goal Theory for leaders to be efficient they must identify the wants of those they direct and try to fulfil these needs via rewarding those who achieve set goals, help them to recognize the best actual methods needed to arrive at their objectives (Northouse, 2013).

This concurs with account by Yukl (2010) that achievement-oriented behavior takes the style of transactional which stipulates prospects, simplifies duties, and offers appreciation and rewards to accomplish required performance. The study largely concurs with observations

made by Dennis and Wilson (2005) that the attainment of agreement on the qualities of the best head teachers displays that effective school administrator's effect accomplishment through the backing and improvement of the best appropriate teachers and the application of smooth running of institutional procedures.

The teachers in the research were requested to give feedback of numerous statements regarding their head teachers achievement oriented leadership styles using a 5 point Likert rating scale.

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

No	Achievement oriented leadership behavior	SA		A		U		D		SD	
		F	%	f	%	f	%	f	%	f	%
1	My principal sets challenging goals for me to accomplish.	146	57.03	35	13.67	5	1.95	55	21.48	15	5.86
2	My principal appreciates the effort I invest in teaching.	161	62.89	45	17.57	22	8.59	13	5.03	15	5.86
3	My principal recognizes my accomplishments.	91	35.54	98	38.28	14	5.47	30	11.72	23	8.98
4	My principal asks me to do special jobs to help my school.	105	41.01	101	39.45	5	1.95	27	10.55	18	7.03
5	My principal uses "we" or "our" and not "I" with the teachers.	122	47.66	92	35.93	3	1.17	17	6.64	22	8.59
6	My principal has high opinion of what teachers do.	147	57.42	89	34.77	2	0.78	8	3.13	10	3.91
7	My principal follows and obeys rules and regulations.	128	50	76	29.69	7	2.73	27	10.55	18	7.03
8	My principal acknowledges feedback from teachers.	116	45.31	87	33.98	10	3.91	23	8.98	20	7.81

Note: SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree SD – Strongly Disagree

Table 2 shows teachers' views to achievement oriented leadership styles of principals. Most 146 (57.03 %) of the teachers strongly agreed that their principals set challenging goals for them to accomplish. To respond further to the investigation during an interview with some teachers on how principals came up with challenging goals, a teacher explained:

The principal has set targets that we teachers must achieve. At every level there is a clear set goal and it's displayed for every teacher to be reminded each time. In form four the target is 100% transition to university. This target is the one that drives teachers to work hard.

This finding agrees with Northhouse (2013) study who found that this leadership style sets clear and complex goals for a subordinate. Likewise, these study findings concur with Negron (2008) who realized that achievement oriented method of approach is applicable for unclear responsibilities and teachers who may require to be strengthened to boost their self-confidence in accomplishing the specified goals. In agreement with Kasimu (2016) study which revealed that managers encouraged continuous improvement and consistency in goal setting.

Most 161 (62.89 %) of the teachers strongly agreed and 45 (17.57%) agreed that their principals appreciate the effort they invest in teaching. To respond to the question on how the teachers are rewarded in their effort of investing in teaching, one teacher observed:

One thing that makes us to work extra hard is the rewards which are normally attached to each achievement of a specified target. At least at the end of each year, the most achieved targets are rewarded, monetary wise and acknowledgement letters written. This really motivates us.

This agrees with Oplatka's (2010) study which found that what inspires teachers is perfection of self-esteem, recognition of well-done job, expertise, respect and accomplishment in their work by appropriate leadership style. However, the findings of the recent study were in contrast with Barenge (2016) study which established that all public primary schools in the district of Kajiado North, Ngong zone required improved way of appreciation as this was found to increase their teachers' motivation and eventually high standards of achievement.

Majority 147 (57.42%) of the teachers were in total agreement that their principals have high opinion of what teachers do. Most 128 (50%) of the teachers strongly agreed that their principals follow and obey rules and regulations. In response to a question during focus group discussion on how principals obey rules and regulations, one teacher responded:

Our principal normally follows laid down rules and regulations which we have discussed and agreed upon.

They provide a structure and consideration style and look for how to better performance, a great level of trust that juniors will accept accountability and continuous reaching out to the targets (House & Mitchel, 1994).

Most 98 (38.38%) of the teachers agree that the principals recognize their accomplishments. The findings of this current study alludes to the fact that achievement oriented leadership approach definitely inspires teachers' recognition hence raises motivation among them. The findings of the recent research concur with Obiri (2016) research which revealed that teachers felt inspired to perform their task when their principals recognized them and gave them additional assignments. This made teachers to be fully recognized by the administration as efficient and effective teachers. Also, they were in agreement with Daft (2005) study that found that this leadership practice was likely to attain performance through recognizing, inspiring and assigning tasks to juniors who are motivated.

Most 105 (41.01%) of the teachers agree that the principals task them with special jobs to help the school. To respond to a question in focus group discussion on how teachers handle special tasks to help the school, one teacher observed:

In our school every teacher has been given a task in response to assist the school programmes. A teacher is appointed on merit and given clear guidelines on how to execute the mandate.

According to Martin (2012), he revealed that achievement oriented behavior was efficient among principals where the task was difficult and the setting uncertain hence principals will ask teachers to undertake special tasks to help the school achieve its goals.

Most of the teachers 122 (47.66%) strongly agreed and 92 (35.93) agreed that principals used "we" and "our" not "I" with the teachers. The outcomes of this study were found to be in line with a research by Wangai (2015) which stated that achievement-oriented leadership uses 'we' or 'our' when addressing teachers. He authorized and demanded results from teachers but when the principal has confidence on the teachers' ability leads to re-assurance.

The outcomes of the recent research are in line with Atsebeha (2016) which reveal that a principal who uses this leadership approach is more clear, follows rules and regulations as 147(57.42%) of the teachers support this statement. Achievement oriented style of leadership includes developing clear goals, performance improvement and showing bravery that the followers will attain high standards. The study findings revealed that principals who embrace

this leadership style set goals, recognize accomplishments and rewards the teachers when the goals are attained. Toward this end the leader rewards behaviors that are indicators of their performance and satisfaction. The findings of the recent study were found to be in line with a study by Obiri (2016) which revealed that principals who practice achievement-oriented leadership style used weekly memos or e-mails and regular forums for recognizing special contributions that made teachers to be highly motivated.

A total of 147 (57.42%) of teachers gave their responses that their principals had a high opinion of what they do. To respond to a question during a focus group discussion on how principals treat opinions of teachers, a teacher remarked:

Our opinions are well addressed by our principal. She will encourage free talking in the process of solving a certain issue in school. She normally encourages us to be honest in our opinions

The findings were consistent with Robinson (2010) study which revealed that achievement-oriented style of leadership includes developing clear goals for performance improvement and showing bravery that followers would attain high standards of achievement. The findings of the recent study concur with Wangai (2015) study that revealed that a larger percentage (59.52%) of public high schools in Nairobi County practiced this style of leadership because it was found to lead to high teacher motivation and student's achievement.

The first hypothesis of the study identified if the principals achievement style of leadership practices had a significant relationship with teachers' motivation ($\alpha = 0.05$).

H01: There is no significant relationship between achievement oriented leadership style of principals and teachers' motivation in Nyamira and Siaya public secondary schools.

Regression analysis tested the relationship between principals' achievement oriented style of leadership and teachers' motivation. The independent variable was principals' achievement oriented style of leadership. The dependent variable was teachers' motivation. Table 3 below illustrates the model fitness for the relationship between principals' achievement oriented style of leadership and teachers' motivation

Table 3. Model Fitness for the relationship between principals' achievement oriented leadership and teachers' motivation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.456 ^a	.329	.315	23.31732

The outcomes in Table 3 presented model fitness model used in explaining the relationship between achievements oriented style of leadership and teachers' motivation. The adjusted R square was 31.5%. This implies that principals' achievement oriented style of leadership explain 31.5 % of teachers' motivation. Other factors excluded in the model explained 68.5 % of teachers' motivation

Table 4. Analysis of Variance (ANOVA) for the relationship between principals' achievement oriented leadership practices and teachers' motivation

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	24267.094	1	24267.094	78.528	.000 ^b
1	Residual	122413.515	322	386.415		
	Total	146,680.609	323			

The results in table above indicated that the model was statistically significant. This was supported by an F statistic of 78.528 and the reported p value (0.000) which was less than the conventional probability of 0.05 significance level. Therefore, at the 99.5% confidence level a statistically significant impact existed between principal's achievement oriented style of leadership and teacher's motivation, $P < 0.05$. The results meant that principals' achievement oriented leadership styles are a good predictor of teachers' motivation.

Table 5. Regression of Coefficients for achievement oriented leadership styles

Model		Beta(β)	t	Sig.
	(Constant)		12.550	.000
1	Achievement oriented styles	0.456	8.174	.000

The independent variable, achievement oriented style of leadership had a strong positive impact on teacher's motivation with ($\beta = 0.456$). At the 99.5% confidence level there was a statistically significant relationship since the P-value (0.000) was less than 0.05 level of significance. The corresponding calculated t-statistic was 8.174 was also greater than the critical t statistic of 1.96. Thus, the null hypothesis was rejected and they finalized that achievement oriented leadership styles of principals have significant relationship with teachers' motivation. Quantitatively, a unit change in principals' achievement oriented style of leadership would result into 0.456 units change in teachers' motivation. Thus, the more the principals used this style of leadership the more motivated teachers were.

These findings in the recent research were in line with Yunus (2012) research that sought that when principals use achievement oriented leadership style it boost teacher skills, teacher motivation and get attached to the mission of the institution. The research found that related task activities guarantee that staff, tools, and other resources are competently utilized in order to achieve the goals. These findings are in agreement with Polston-Murdoch (2013) study that found a significant positive connection that existed between the level of teacher motivation and achievement oriented leadership styles. In his research, Negron (2008) found out that achievement-oriented style of leadership was the best applied for unclear tasks and where teachers needed to be strengthened to intensify their bravery in completing the assignments given.

Similarly, achievement oriented style of leadership was found to be best applied in transforming teachers' behaviors towards their work and inspired them to seek for progress improvement (Daft, 2005). Awan, Zaidi and Bigger (2008) found that this leadership approach was applicable when staff are open to autocratic leadership, had total control, and where the work was tough and the environment unconducive because it increased teachers' self-assurance to achieve the lay down goals.

Conclusion

After a careful analysis of the relationship between principals' style of leadership and teacher motivation in public high 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' achievement leadership style had far reaching effects on teacher motivation. Achievement leadership style used by principals in public high schools in Nyamira and Siaya revealed that challenging and achievable goals are set, accommodated and there is sharing of information with the teachers. However, teacher motivation needs to be strengthened, recognised and clear goals set for the teachers. It was equally established that this leadership style motivates younger teachers more than older teachers. It is realistic to conclude then that achievement-oriented leadership style has a moderate impact on teacher motivation.

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