RELATIONSHIP BETWEEN PRINCIPALS' DEMOCRATIC LEADERSHIP STYLE AND MOTIVATION OF SUPPORT STAFF IN PUBLIC SECONDARY SCHOOLS IN KENYA

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Abstract
Staff motivation is a significant factor in enhancing organizational commitment and productivity. In a school system, two types of staff perform their duties in a complimentary manner, namely the teaching staff and the support staff. The school principal is expected to play an administrative role, which includes motivational. However, the principals' motivation to support staff has been an issue of concern in the management of schools in Kenya. In the recent past, there has been a widespread support staff's turnover in secondary school in Nyamira County in spite of it is fairly developed and productive area. The specific objective of the study was to: examine the relationship between principals' democratic leadership style and motivation of support staff. Descriptive correlation and exploratory designs were used. The conceptual framework was based on the McGregor theory X and theory Y and supported by Herzberg's Motivation and Hygiene Factors theory. The study population consisted of 170 principals, 172 deputy principals and 170 Board of Managers chairpersons with 1020 support staff members, a total target population of 1532. Stratified, random and purposive sampling techniques were used to select 51 principals, 51 deputy principals, 51 BOM chairpersons and 306 support staff members, making a total sample of 459 respondents for the study which translates to 30% (Mugenda & Mugenda, 2005). The instruments for data collection were questionnaires, interview schedules and document analysis. The study used descriptive statistics of frequencies, percentages, mean and standard deviations, which were used concurrently with inferential statistics of chi-square, Pearson's Product Moment Correlation and simple linear regression analysis. Qualitative data were analyzed by organizing the content into themes and sub-themes as they emerged, then tallied and reported as excerpts. Validity of the instruments was determined through examination of the items using JOOUST experts. A pilot study was carried out with 10 independent principals and 10 independent supportive staff to establish the reliability of the instruments. To compute for instrument's reliability the study employed Cronbach alpha coefficient analysis of which a minimum of 0.709 and 0.84 were obtained for each of the items whose reliability was tested. However, a statistically positive relationship was established between democratic ($r = .315$, $n=306$, $p<.05$) with motivation among the support staff. The study established that principals' democratic leadership orientation explained 9.9% of the variation in motivation among support staff workers. The study recommends that Ministry of Education should design relevant and regular in-service courses for support staff members and principals to maximize motivation. Such training should emphasize on human resource management and interpersonal relations at work place and accountability of the workers on their responsibilities. The findings from the study will be important to the principals will be able to evaluate their leadership styles and the level of motivation of the support staff based on empirical findings.

Keywords*:* Public Secondary School, Staff Motivation, Support Staff and Democratic Leadership Style

1. Introduction

Lewin (1939) study found that participative leadership, also known as democratic leadership, is generally the most effective leadership style. Lewin found that the democratic (participative) style is characterized by the two-way communication between the leader and the subordinates. Found that a leader is a person with a friendly approach to subordinates. Democratic leader discusses the proposed tasks and decisions and procedures. Subordinates are consulted and their opinions carefully considered. In addition, the leader coordinates work, helps in performing duties and analyzes the achieved results with subordinates. Subordinates also participate in conducting evaluations and giving rewards. Democratic leaders offer guidance to group members, but they also participate in the group and allow input from other group members. In Lewin's study, children in this group were less productive than the members of the authoritarian group, but their contributions were of a much higher quality. Democratic leaders encourage group members to participate, but retain the final say over the decision-making process. Group members feel engaged in the process and are more motivated and creative. In Lewin's study, involved school children, while the present study involved support staff as respondents. The present study sought to fill this gap in the literature.

According to Adeyemi (2013) on head teachers' leadership style and teachers' job satisfaction in primary schools in Ekiti State, Nigeria. Using a correlational research, the study population comprised all the 694 primary schools in the State. Out of these, 350 primary schools were selected through the simple random sampling technique. Out of the 7,562 teachers in the schools, 1,260 teachers were selected for the study through the stratified random sampling technique. Questionnaires were used to collect data for the study. The data collected were analyzed using frequency count, percentages and the mean while the hypotheses were tested using the Pearson Product Moment Correlation. It was found that there was a significant relationship between headteachers' democratic leadership style and teachers' job satisfaction in the schools. In this regard, it was recommended that the democratic leadership style should be used by all headteachers' of primary schools in the State in a bit to enhance better job satisfaction among teachers. However, this was only based on primary school setting and so it might not give a true reflection on secondary school settings and teachers were respondents while the current study support staff members are respondents. The present study sought to fill this gap in the literature.

Another study in Kenya was done by Kimacia (2007) on the relationship between head-teachers' leadership styles and girls student's performance in KCSE in public secondary schools in Narok district, Kenya. The study used descriptive study design to find out how girl perceived the leadership styles of their principals. Using a sample size of 210 female students in Narok district, descriptive statistics was used to analyze quantitative data provided by the students, while thematic analysis was adopted for the principals in these schools. The independent variable was leadership styles and dependent variable was performance of students while the current study the independent variable was leadership styles and dependent variable was motivation of support staff. The present study sought to fill this gap in the literature.

2 Objective of the Study

This study focused on achieving the following objective: To establish relationship between of principals' democratic leadership style and motivation of support staff in public secondary schools.

Research Hypothesis

The research was guided by the following hypothesis: Ho_1-There is no statistical significant relationship between principals' democratic leadership style and motivation of support staff in public secondary schools. Ha_1-There is statistical significant relationship between principals' democratic leadership style and motivation of support staff in public secondary schools.

3: Research Methodology

This study adopted descriptive correlation survey and exploratory research designs to explore whether there was correlation between the principals' leadership styles and motivation of support staff in public secondary schools in Nyamira County. According to Mugenda and Mugenda (2005), a descriptive correlation survey research design determines and reports the way things are. Descriptive correlation survey design was employed because it guaranteed breadth of information and accurate descriptive analysis of characteristics of a sample, which was used to make inferences about population (Orodho, 2004). This design is useful when a researcher wants to collect data on phenomena that cannot be observed directly. Its advantage is that, it allows collection of large amounts of data from a sizeable population in a highly effective, easily and in an economical way, often using questionnaires. Exploratory design helped in clarifying about this phenomenon on the relationship between principals' leadership styles and motivation of

support staff that would have not been clearly studied in this specific context. Quantitative and qualitative approaches (mixed methods) guided data collection procedures for this study. Tools including questionnaires, interview guides and document analysis were used to collect relevant data on relationship between principals' leadership styles and motivation of support staff.

The study was carried out in Nyamira County. The Latitude and Longitude of Nyamira County is 0º56′S34º93′E respectively. Nyamira County is located in the former Nyanza Province, and borders the counties of Bomet to the East, Narok to the South, Kisii to the West, Homa Bay to the South West and Kericho to the North East. It covers an area of 899.3 km^2. The population of Nyamira County is 598,252 people, with the male comprising 48%, and female 52%. The population density is 665 people per km^2 (County Government of Nyamira, 2015). The Government of Nyamira County has four constituencies, namely West Mugirango, North Mugirango, Borabu and Kitutu Masaba and five sub-counties, namely Nyamira South, Nyamira North, Borabu, Manga and Masaba North (County Government of Nyamira, 2012), prepared a map showing the location of Nyamira.

Nyamira County was chosen for the study because of the following main reasons, namely; the existence of many schools and a large number of staff employed in schools which made it possible to have respondents who could give the required information for the study. Similarly, the various economic activities in the area provide an alternative source of employment, hence a competitor and a fall back alternative to formal employment in the schools. This makes motivation an important variable in attracting staff to work in secondary schools.

There is also a widespread support staff turnover in secondary schools in Nyamira County despite the fact that county is fairly developed and productive area. Support staff's motivation has persistently been dismal. Hence the county was convenient for the study. The sub-counties in Nyamira County were easily accessible because of the good road network which cuts across the sub-counties and given that no similar study has been conducted in the county. No seminar or workshop ever held to address support staff's motivation. The study location became more suitable.

This study had a target population of 1532 which comprised of 170 Principals, 172 Deputy Principals, 170 Boards of Management chairpersons and 1020 support staff members. Units of analysis were 170 public secondary schools Nyamira County, five sub-counties namely Nyamira

North, Nyamira South, Masaba North, Manga and Borabu. The target population is summarized as shown in Table 3.1

Table 3. 1: Target Population

Sub-County	Number of schools	Principals	Deputy Principals	BOM Chair	Support Staff	Total
Nyamira North	43	43	43	43	258	387
Nyamira South	44	44	45	44	264	397
Masaba North	32	32	32	32	192	288
Manga	28	28	29	28	168	253
Borabu	23	23	23	23	138	207
Total	**170**	**170**	**172**	**170**	**1020**	**N=1532**

Source: Nyamira County Education Office (2016)

Mugenda & Mugenda (2005) suggests that for correlational or experimental research, 30 cases per group or more are required; and for descriptive and survey research, ten percent of the accessible population. This study therefore employed a sampling fraction of 30% of the target population (Mugenda & Mugenda, 2005) the sample size is represented in Table 3.2

Table 3. 2: Sampling Frame

Sub-county	Sample size Principals	Deputy principals	BOM Chairpersons	Support staff	Total
Nyamira North	13	13	13	77	116
Nyamira South	13	13	13	79	118
Masaba	10	10	10	58	88

North					
Manga	8	8	8	50	74
Borabu	7	7	7	42	63
Total	**n=51**	**n=51**	**n=51**	**n=306**	**459**

From table 3.2, this study had a target population of 1532 which comprised of 170 Principals, 172 Deputy Principals, 170 Boards of Management chairpersons and a support staff of 1020. Using the sampling fraction of 30%, the sample size comprised of 51 Principals, 51 Deputy Principals, 51 BOM Chairpersons, and a support staff of 306, making a total sample size of 459. The sample elements were selected through stratified sampling, simple random sampling and purposive sampling.

4 Results and Discussion

This section presents the analysis of test of hypothesis. The study used one null hypothesis related to support staff level of motivation and principals' leadership styles. To do this, Chi-Square and a Pearson Product Moment Correlation Coefficient was computed to test each hypothesis, with scores on leadership style as the independent variable and support staff level of motivation as dependent variable. The scores of the variables were computed from frequency of responses from the support staff questionnaire and converted into continuous scaled data by computing mean responses per respondents, where high scale ratings implied high perceived motivation and high usage of the leadership style and vice versa. The p-value was set at .05, the null hypothesis was rejected when the p-value was less than .05 but it was accepted when the p-value obtained was greater than .05.

$H_0$2: ***There is no significant relationship between principals' democratic leadership style and motivation of support staff in public secondary schools.***

The study was interested in establishing the principals' democratic leadership style and motivation of support staff in public secondary schools. To achieve this, the principals were required to indicate the democratic leadership style in a contingency table and analysed by chi-square test. Their responses are summarized in Tables 4.28 and 4.29.

Table 4.28: The relationship between principals' democratic leadership styles and motivation of support staff (using principals' data)

Count	VLM	LM	AM	HM	VHM	Total
Strongly Disagree	1	0	0	0	0	1
Disagree	0	0	1	4	0	5
Agree	0	0	12	23	1	36
Strongly Agree	0	1	1	7	0	9
Total	**1**	**1**	**14**	**34**	**1**	**51**

Source: Field Data

As the first step used in the study to arrive at chi-square test which was used to test the set hypothesis was Table 4.28 which was contingency table showing cross tabulation between principal's democratic leadership style and motivation of support staff. The study found that majority (23) of the principals agreed that the support staff were highly motivated, 12 agreed that the staff were averagely motivated, 7 principals strongly agreed on the fact that the staff were highly motivated compared to 1 principal who was both disagreed and also strongly agreed that the staff were averagely motivated.

Table 4.29: Chi-square test on the relationship between principals' democratic leadership styles and motivation of support staff (using principals' data)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	173.08a	80	.695
Likelihood Ratio	116.993	80	.976
Linear-by-Linear Association	1.728	1	.189
N of Valid Cases	51		

a 80 cells (100.0%) have expected count less than 5. The minimum expected count is .02.

Source: Field Data

The x^2 results of 173.08a, df 80, $p<0.05$ indicated that the null hypothesis was rejected and therefore implying presence of significant relationship between principals' democratic leadership style on motivation of support staff in public secondary and the alternate hypothesis (Ha_2) was accepted.

The study was also interested in establishing the principals' democratic leadership style and motivation of support staff in public secondary schools. To achieve this, the support staff members were required to indicate the democratic leadership style in a contingency table and analysed by chi-square test. Their responses are summarized in Tables 4.30 and 4.31.

Table 4.30: The relationship between principals' democratic leadership styles and motivation of support staff (using support staff data)

Count	VLM	LM	AM	HM	VHM	Total
Strongly Disagree	6	0	0	0	0	6
Disagree	0	0	6	24	0	30
Agree	0	0	72	138	6	216
Strongly Agree	0	6	6	42	0	54
Total	**6**	**6**	**84**	**204**	**6**	**306**

Source: Field Data

As the first step used in the study to arrive at chi-square test which was used to test the set hypothesis was Table 4.30 which was contingency table showing cross tabulation between principal's democratic leadership style and motivation of support staff using support staff data. The study found that majority (138) support staff members agreed that the support staff were highly motivated, 72 support staff agreed that the staff were averagely motivated, 42 support staff were strongly agreed on the fact that the staff were highly motivated compared to 6 support staff who was both disagreed and also strongly agreed that the staff were averagely motivated.

Table 4.31: Chi-square test on the relationship between principals' democratic leadership styles and motivation of support staff (using support staff data)

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	192.16a	80	0.719
Likelihood Ratio	126.19	80	0.987
Linear-by-Linear Association	1.972	1	0.193
N of Valid Cases	306		

a 81 cells (100.0%) have expected count less than 5. The minimum expected count is .06.

Source: Field Data

The x^2 results of 192.16, df 80, p<0.05 indicated that the null hypothesis was rejected and therefore implying existence of significant relationship between principals' democratic leadership style on motivation of support staff in public secondary and the alternate hypothesis (Ha_2) was accepted.

Furthermore, to test the hypothesis, a Pearson Product Moment Correlation Coefficient analysis was done, with scores on principals' level of democratic leadership style used as the independent variable and support staff level of motivation as dependent variable. Table 4.32 shows the SPSS output on correlation analysis results on the relationship between principals' democratic leadership style and motivation of support staff.

Table 4.32: Relationship between Level of Democratic Leadership Style and Motivation of Support Staff

		Democratic Leadership Style	Support Staff Motivation
Democratic Leadership Style	Pearson Correlation	1	.315**
	Sig. (2-tailed)		.000
	N	306	306
Support Staff Motivation	Pearson Correlation	.315**	1
	Sig. (2-tailed)	.000	
	N	306	306

**. Correlation is significant at the 0.01 level (2-tailed).

The finding of the study reveal that there was statistically significant, but weak, positive correlation (r= .315, n=306, p<.05) between principals' level of democratic leadership style and motivation of support staff in public secondary schools, with high democratic tendencies of the principals occasioning in to a high motivation level among the support staffs in secondary schools and vice-versa. Given that the relationship was statistically significant, the hypothesis that, "there *is no statistical significant relationship between the principals' democratic leadership style and motivation of support staff in public secondary schools.*" was rejected.

Consequently, it was concluded that high level democratic leadership style motivates support staff members.

However, to estimate the level of influence of principals' democratic leadership style on support staff motivation, a coefficient of determination was computed using a simple linear regression analysis and the results were as shown in Table 4.33.

Table 4.33: Model Summary on Regression Analysis of Relationship between Principals' Democratic Leadership Style on Motivation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.315[a]	.099	.097	.41787	1.769

a. Predictors: (Constant), Democratic Leadership Style

b. Dependent Variable: Support Staff Motivation

From Table 4.33, it is evident that the model reveals that principals' democratic leadership orientation accounted for about a fifth 9.9% (as signified by coefficient R^2 = .099) of the variation in motivation among support staff workers in the secondary schools in Nyamira County. This is a fairly large influence on the dependent variable accounted by only one variable. However, to establish whether principals' democratic leadership orientation was really a significant predictor of motivation among the support staff workers, ANOVA was computed as Table 4.34.

Table 4.34: ANOVA –Influence of Principals' Democratic Leadership Orientation

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.865	1	5.865	33.590	.000[b]
	Residual	53.084	304	.175		
	Total	58.949	305			

a. Dependent Variable: Support Staff Motivation

b. Predictors: (Constant), Democratic Leadership Style

From Table 4.34, it is evident that principals' level of democratic leadership style orientation was a significant predicator of motivation among the support staff workers, as revealed by the F-value (1, 304) = 33.590, p<.05) in secondary schools. This further confirms that principals' democratic leadership orientation significantly influence motivation among support staff.

Further, linear regression was generated to find the actual relationship between principals' democratic leadership orientation and motivation of support staff workers, as shown in Table 4.35.

Table 4.35: Coefficients of Linear Regression: Principals' Democratic Leadership Orientation

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.586	.201		7.903	.000
	Democratic Leadership Style	.391	.067	.315	5.796	.000

a. Dependent Variable: Support Staff Motivation

$Y = B_0 + B_1X + \Sigma_0$

$Y = 1.586 + 0.391X_1 + \Sigma_0$

Where Y = Adjustment

$B_0 + B_1$ = Constant

X = Level of Democratic Leadership Style

It is evident from Table 4.35 that if the level of democratic leadership style was increased by one standard deviation, then perceived scores in level of motivation of support staff workers would rise by .315 standard deviation units. This is substantial effect from one independent variable.

Interviews with the deputy principals and BOM chairpersons also added that using democratic style helps the schools to tap the subordinates specialized knowledge and skills in achieving their schools objectives. The study however establish during interviews with the deputy principals that although support staff members were involved in decision making, their ideas were not used at the implementation stage as such most support staff members were demoralized. As one Deputy Principal maintained;

support staff members are always cheated to be part of decision making, but once an agreement had been reached in the staff meeting, our principals usually go ahead and implement his original plans and does not in cooperate what they suggested (D/P 8)

Further, the BOM chairpersons maintained that principals use democratic leadership style to ensure that only reasonable targets are set because the people who would attain them are involved in their formulation. One BOM Chairperson also stated that;

We do encourage our principal to apply as many styles of leadership as possible to help in improving work performance of the support staff. We feel they should be motivated to work and this is only possible when mixed leadership styles are enforced. (BOMC3)

The study further established that excellent management strategies invariably utilized the school resources towards realization of school objectives and goals. This was emphatically put by one BOM Chairperson that averred:

If principals constantly meet support staff to share ideas and advice them, it builds a harmonious relationship between the entire support staff and this is healthy for the support staff members and as it helps them even work harder(BOMC16).

This finding concurs with Warrick (2007) who observed that democratic leader puts high emphasis on performance and people. Assumes that most people are honest, trustworthy, and will work hard to accomplish meaningful goals and challenging work. Strives for a well organized and challenging work environment with clear objectives and responsibilities and gets the job done by motivating and managing individuals and groups to use their full potential in reaching organizational as well as their own personal objectives. The finding is further supported by Palestini (2009) who observes that in today's world, no one style of leadership is best rather a mixture of styles that would best suit someone according to their own unique circumstances will be the best style.

5 Summary, Conclusion and Recommendations

The finding of the study established that there was statistically significant, but weak, positive correlation ($r= .315$, $n=306$, $p<.05$) between principals' level of democratic leadership style and motivation of support staff. The principals' democratic leadership orientation, which established to be a significant predicator [$F(1, 304) = 33.590$, $p<.05$)] of motivation, accounted for about a fifth 9.9% (as signified by coefficient $R^2 = .099$) of the variation in motivation among support

staff workers. Increasing the level of democratic leadership style by one standard deviation, perceived scores in level of motivation of support staff workers would rise by .315 standard deviation units.

5.3 Conclusion

Based on the findings of the relationship between principals' democratic leadership style and support staff motivation, the study came up with the following conclusion; principal involving support staff in decision making as an element of democratic leadership style by the principals contributed much more towards support staff motivation in public secondary schools in Nyamira County.

5.4 Recommendations

Based on the findings and the conclusions of the study, the following recommendations are made with the view of improving the relationship between principals' democratic leadership style and motivation of support staff in public secondary schools:

1) In-service courses regular in-service and other appraisal courses to enhance quality leadership should be provided to the principals to see the value of mixed leadership styles applied to managing staff in schools.
2) This study recommends that the BOM to understand that motivation of staff is an important attribute in organizational management and productivity.
3) Support staff members should be allowed to evaluate and recommend the leadership styles of the principals.

5.5 Suggestions for Further Research

The study did not exhaust all issues pertaining to the relationship between principals' democratic leadership style and motivation of support staff in public secondary schools in Nyamira County, Kenya. Other issues emanated from the study that require further investigation are as follows:

- Relationship between principals' democratic leadership style and students' academic performance.
- Relationship between principals' characteristics and motivation of support staff.

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