

**THE INFLUENCE OF HEAD TEACHERS' VALUE BASED LEADERSHIP ON
TEACHER MOTIVATION IN SELECTED PRIVATE SCHOOLS-
KASARANI/EMBAKASI CLUSTER**

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Declaration

This thesis is my original work and has not been presented for a degree in any other University.

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This thesis has been submitted for examination with my approval as the appointed Supervisor.

Signature:.....

Dr Patrick Wambua

Dedication

This work is dedicated to my supportive husband, James, and our children Lucy, Beldina and Mwangi.

Acknowledgement

I am truly grateful to God for enabling me to undertake the Master of Leadership Course at PAC University.

I would like to express my gratitude to my supervisor, Dr. Patrick Wambua, for his guidance throughout this project. I would also wish to extend special thanks to my director, family and friends who prayed and supported me throughout this course.

Abstract

Leadership and motivation are concepts with various meanings to different individuals. They affect the issues of teacher morale, performance and work environment, which have become a rising concern in private primary schools. Most private primary schools make annual budgetary provisions for bonuses, trips (local and abroad) and salary increments to improve teacher motivation, sometimes with little results. This study examined values-based leadership principles of self-reflection, balanced perspective, true self-confidence and genuine humility and their influence on teacher motivation in private primary schools. It was anchored in the Authentic Leadership Theory by Bill George, who stipulates it as a set of values necessary for effective leadership. The study utilised a correlational research design. A structured questionnaire was administered to a stratified random sample of 149 teachers and 77 head teachers drawn from 120 private schools in seven zones in the Kasarani/Embakasi Private Schools Cluster. The data was generated using SPSS(v21.0) and analysed thematically. Exploratory data analysis was used to summarise the main characteristics of data generated. The data was transformed into composite scores and analysed using correlation and regression techniques. The study established that self-reflection dimensions collectively explained 36.5% of the variance in teacher motivation, $R^2=.365$; $F(3) = 41.840$, $p<.01$; with integrity in duty performance yielding the most significant effect size ($B=.651$, $p<.01$). Balanced perspective accounted for 70% of the variance in teacher motivation, $R^2=.700$, $F(5), 100.586$, $p<.01$; with the motivation sub-dimension possessing the highest statistically significant explanatory power on teacher motivation ($B=1.141$, $p<.01$). Head teacher's true self-confidence explained 47.3% of the variance in teacher motivation, $R^2=.473$, $F(3)= 42.175$, $p<.01$, while trust and ability to link with others generating the most potent effect size ($B=.438$, $p=.01$). Genuine humility explained 40.2% of the variability in teacher motivation, $R^2=.402$, $F(1)= 96.121$, $p<.01$ with a substantial and statistically significant effect size ($B=.864$, $p<.01$). In terms of practical implications, leadership practice calls for the cultivation of a culture of equity, knowledge sharing and collaborative spirit as well as resource (re)deployment into teacher empowerment and continuous professional leadership development. True self-confidence necessitates risk-taking, acting in the school's best interest, exuding confidence in oneself and others, transmitting positive energy through being enthusiastic and giving hope for success. A culture of appreciation of the value of each person ought to be cascaded throughout the school fraternity. There is a potential return on investment in integrating integrity tests and value alignment into the hiring process. The study has affirmed Value based leadership as a helpful explanation for teacher motivation. Essential elements of authentic leadership for teacher motivation in private schools have been delineated. A similar study is recommended within the public-school context.

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Definition of Terms

According to Vilma (2018) values determine the quality of leadership. A value-based leader communicates their values through the activities they carry out on a day-to-day basis, and this in turn motivates the followers towards goal achievement. Values discussed in the article include the following: respect, the power of positive psychology, acceptance of complexity and humility. A leader needs to respect and appreciate the value of others despite differences. They also need to appreciate each individual's contribution that leads to the success of the team. The leader should allow the followers to excel in their niche and be willing to learn from outcomes keeping in mind their limitations. For this study the key terms are defined as: -

Value based leadership-A leadership style in which the leader-follower relationship is formed around values

Self-reflection- The process of identifying and reflecting on what matters most to an individual. Self-awareness.

Balanced perspective- Making decisions by looking at many possible alternatives

True self confidence- Acceptance of ones and other's ability

Genuine humility- Willingness to evaluate oneself without positive or negative exaggerations

Motivation -. A drive that influences an individual's effort towards performing a task. In this study motivation is perceived as improvement in teacher and staff morale, improvement in capacities and improvement in work environment.

Chapter One: Introduction and Background to the Study

Introduction

In this chapter, the background to the study, problem statements, objectives and research questions, purpose, justification, significance and scope of the study are presented.

Background to the Study

Good leadership is vital for an organisation's success. A leader impacts the followers to action through the values they uphold. Having underlying moral and ethical foundations are paramount to achieving an organization's goals. Values are understood as natural motivators that connect leaders to their followers. Traits such as integrity, confidence, ability to take risks and humility endear followers to leaders compared to limiting values such as blame and rigid bureaucracy (Abbas & Imran, 2010).

In recent times, leaders from different sectors have started incorporating value-based leadership practices for greater role integrity and a better balance between job demands and life outside work culminating in a leadership style that aims at a relationship around core values. Gross (2021), in quoting Kidder refers to core values as the moral values which constitute humanity's common moral framework. These moral values should form the basis on which the leader-follower relationships are built. Therefore, a leader needs to know their core values that dictate how they behave and run an organisation. A value-based leader earns their authority through the example model rather than the position they hold (Copeland, 2021).

According to Şahin (2004), the values guiding a leader can be categorised as pragmatic or moral. A pragmatic or utilitarian leader is inclined toward goal attainment, compliance, aspiration, aggression and competition. A leader with a moral value system leans towards forbearance, collaboration and relationships, fairness and geniality. These

leaders carry out self-reflection to know what they believe, exhibit balance, have self-confidence and demonstrate genuine humility. The followers' attitudes and perceptions determine how effective a leader is in employing pragmatic or moral values. The followers are the indicators of the leader's effectiveness (Page, 2008; Yukl, 2021).

Since the followers are the indicators of the leader's effectiveness, what the leader does significantly affects how the followers will carry out their tasks. It is therefore, crucial for leaders to develop a relationship with their followers through value based leadership which entails self-reflection, balanced perspective, true self confidence and genuine humility. Self-reflection involves activities that require the leader to set clear goals, lead with values and have integrity in duty performance. Balanced perspective calls for activities that involve role modelling, communication, collaboration and team management. A value-based leader with true self confidence is able to trust and work well with others, empowers them and has the resilience to move on in the face of challenges. They appreciate the value of each person and accept criticism in order to motivate the followers to achieve defined objectives.

In a school set up, the head teacher is the foremost leader in initiating changes and guiding how tasks are carried out. Their actions lead to specific outcomes, including the work environment or the organisation's culture. As leaders, they embed their assumptions and values in the daily activities of the institution through what they give attention to, inspect and reward, how they allocate resources, e.g., time, the examples they set, how they handle crises and the criteria for promotion and layoffs. It is argued that the culture they create in an organisation determines whether the environment in which people work will be healthy or not. This culture occurs through the interaction between the leadership and the employees (Anon, 2020).

Shein (2004) posits that culture and leadership are two sides of the same coin; one cannot be understood by itself. The leaders have a preferred way of how things should be

done. Since leadership aims to influence behaviour, the leader shares and models the expected behaviour that, in turn, forms the group's culture. Their values which guide their decisions, have an impact when they are communicated with personal responsibility and accountability to the vision and mission of the school. Therefore, understanding morality-based leadership practices are meaningful in many ways to school leaders. It enables them to understand its impact on staff work patterns and the leader's moral decision-making process (Yanik, 2018; Ilham, 2014, Arar et al., 2016). Headteachers mould objectives, incentives and day-to-day activities of others in the school. Therefore, they should have the necessary professional skills and positive values that can help achieve the school's vision. Values form the foundation on which the school is laid. They guide how the institution's daily operations are carried out based on what is proper and applicable for the specific context of an institution. Therefore, these values should guide the association between the leader and the members (Bano et al., 2020; Johnson, 2012).

In Malaysia, Sharmini et al. (2020) argue that for school leaders to balance their leadership roles and managerial duties, they must practice ethical leadership. Literature that they reviewed showed that the practice of ethical leadership based on moral principles drives organisational performance through higher levels of trust, positive workplace behaviour and increased creativity. This is because leaders make decisions and motivate their teams by modelling the correct values in their day-to-day behaviour. Their values would be meaningless if they were not put into action. The value-based leaders made decisions and led and motivated their teams by the values they modelled.

A study carried out among institutional leaders in the Arab Education System by Hussain and Essawi (2014) showed that principals with a utilitarian inclination provided positive incentives for improved performance and discipline for non-approved behaviour, thus concentrating on short-term tasks to achieve the set goals. Headteachers who adhere to

moral principles motivate teachers to achieve their best by providing a good example. They also provide opportunities for the teachers to be part of the change process by acknowledging and implementing their ideas. In this study, the teachers had varied views of the head teacher's leadership style. They concluded that the headteacher's values influence operations in the school. Hussain adds that a leader's behaviour can predict how effective they will be in carrying out their duties. From the study, it is pivotal to analyse and establish what factors contribute to the head teacher's leadership style.

In South Africa, Niekerk and Botha (2017) posit that school leaders have varied views on values. They demonstrate diversity in how they perceive values and their decision-making processes, which impacts the rest of the members of the learning institution. They point out that head teachers employ values purposefully or by default in their leadership style. Their values contribute to the values inculcated in their schools. They add that it is essential for school leaders to have guiding core values that will dictate the school's operation. These guiding values should contribute to the well-being of its members. When the welfare of staff is provided for, they will be better motivated and likely to remain at workstation for a more extended period.

According to Abdalla (2020) several factors such as the style of head teacher's value-based leadership and teacher motivation affect the school's management and performance. Consequently, this makes it imperative for head teachers to provide favourable working conditions that will enable teachers to experience the drive to work hard because of good leadership. In two studies by Eliophotou (2014) and Mutune (2019), it was found that effective school heads motivate teachers by helping them find purpose in their work. Headteachers continuously task the teachers to enhance their creativity while undertaking their duties and recognise and reward exemplary performance. In addition, the proper behaviour needs to be seen in the head teacher's actions in the school. The head teacher's

behaviour should be guided by respect, trust and inclusion that lead to a good relationship with the teachers. They serve as examples through leading by action and not simply talking, and by creating a culture that promotes growth and development. Consequently, it becomes easier for the rest of the teachers to trust and develop a sense of belief in their leader (Mutune, 2019).

Headteachers in private primary schools oversee the institution's overall operations. They usually are held accountable for the student's performance in national examinations- Kenya Certificate of Primary Education examination. They monitor how the teachers carry out the instruction to help them with content delivery and how best they interact with the learners. With the pressure to improve teaching in private primary schools, the head teachers are responsible for creating the right environment in the school and ensuring that they attract and retain qualified teachers. The head teachers have significant role to play with regard to these operations (Abdalla, 2020)

According to Wambugu et al. (2018), workplace motivation is an essential incentive that helps workers execute their duties effectively and realise their goals. The need to motivate teachers is reshaping how things are done in private primary schools. Extrinsic motivation, such as rewards, is offered to encourage teachers to meet set targets. The reward system needs to be founded on a suitable model so that the teachers do not focus exclusively on the rewards at the expense of providing a holistic approach to learning. If this happens, learners may not acquire the right skills, whereas equipping learners with the relevant skills is one of Kenya's Vision 2030 goals (the Republic of Kenya, 2007; Njeru & Orodho, 2008). Focusing on short-term goals may pressure the teachers to post good results at the expense of a healthy work-life balance. When the head teacher blames or lays off teachers for not meeting set targets, the teachers are likely to seek alternative working stations. For effective change to be realised in schools, leadership and motivation are critical as they affect the

teachers' morale and how long they are likely to work in a particular school.

Statement of the Problem

Research conducted by Barret (2013) on values driven organization postulates that values underpin what is important to a leader. They guide their behaviour and decision-making process. Headteachers can be guided by positive values such as integrity, trust, respect and inclusion, which will manifest in their behaviour. These positive values lead to a connection between the head teacher and the teachers and positively contribute to their working relationship. Conversely, if they employ potentially limiting values such as blame, bureaucracy and working to establish their status, these can be counterproductive. Such values meet the immediate needs but break down the relationship between the head teacher and the teachers. A lot of blame and red tapes in the decision-making process can lead to lack of motivation and increased teacher turnover in an institution.

Mbiu (2019) argues that previous research did not provide adequate information concerning teacher motivation and retention in private primary schools in Kenya. Teacher retention is seen as an indicator of a motivated teacher loyal to the institution. Although the researchers achieved their goals, not much is in the public domain regarding values-based leadership and teacher motivation in private primary schools in Kasarani and Embakasi.

Kipkorir (2018) cited cash rewards, local and foreign trips, and medical insurance covers as some extrinsic rewards that have been used in schools to improve teacher motivation and retention. Salaries, promotions and cash incentives may improve motivation in the short term, but there is a need to create a culture in the schools that goes beyond the reward systems. Leaders should lean on positive values to boost the morale of teachers through the decision-making process. Value-based leadership within an institution manifests the organization's ethos as it guides what the employer and employees do. It helps align what is done and what the organization stands for (Gleeson, 2017).

Disgruntled teachers, demotivated teachers, and others with burnout are features characteristic of private primary schools. This study sought to establish why despite the use of extrinsic rewards, the teachers in private primary schools in Nairobi are still disgruntled, dissatisfied, demotivated and are ever looking for better working stations. This study sought to establish if Value-Based Leadership practised by head teachers has an impact on teacher motivation in Kasarani/Embakasi Cluster which seems to be missing in other private primary schools within Nairobi County.

Purpose of the Study

This research aimed at looking into the head teachers' use of Values-Based Leadership to motivate teachers in Kasarani/Embakasi Private Schools Cluster. The study sought to establish if value-based leadership can encourage a culture of authentic leadership practices that culminate in motivated teachers who remain at the workstation for an extended period.

The Objectives of the Study

The objectives stated below were the guiding principles for this research:

- i. To establish the role of the head teacher's self-reflection on teacher motivation.
- ii. To determine the impact of the head teacher's balanced perspective on teacher motivation.
- iii. To establish the effect of the head teacher's true self confidence on teacher motivation.
- iv. To determine how the head teacher's genuine humility enhances teacher motivation.

Research Question

The research questions below formed the basis for this study:

- i. To what extent does self- reflection as manifested in value-based leadership provide for teacher motivation?
- ii. To what extent does balanced perspective as reflected in value- based leadership provide for teacher motivation?
- iii. To what extent is true self confidence as domiciled in value- based leadership provide for teacher motivation?
- iv. To what extent is genuine humility as manifested in value- based leadership provide for teacher motivation?

Assumptions of the Study

It was assumed that the sample respondents would be available to provide the required information and that they would be honest in their responses. By the respondents providing truthful answers to the questions the integrity of the research data is upheld. It was assumed that the selected schools were a true representation of private primary schools in Kasarani/Embakasi Cluster. It was assumed that the teachers would not be biased against the head teachers.

Justification of the Study

The study will help in improving the recruitment, promotions and work performance of teachers and head teachers. The shareholders e. g parents will reap benefits of their investment in their children. It will be an eye opener on value-based leadership intricacies not only in the Kasarani/Embakasi Cluster but also for other investors in education within Nairobi County.

The Significance of the Study

The outcome of this research would be helpful to the institutions of higher learning and the teachers' training colleges in designing the necessary programs for training teachers, ensuring that they are ready for value-based leadership. This is essential because such individuals will aspire to become head teachers and administrators in their learning institutions in the future, and, therefore, they need to be prepared well.

The findings from the study can provide a coherent understanding of teachers' motivation concerning the head teacher's value-based leadership. This will inform appropriate programs to strengthen head teachers' relationships. This, in turn, would lead to the motivation and retention of qualified and experienced teachers in the institutions. The study outcomes could also be helpful to proprietors and directors of private schools who will get to understand the critical roles played by aspects of self-reflection, balanced perspective, true self-confidence and genuine humility while dealing with teaching staff in their respective schools.

The findings could also be helpful to officers in the Ministry of Education and Teacher Service Commission as they undertake their routine work in the private primary schools to establish whether the ethos of value-based leadership is adhered to in the respective schools within their jurisdictions. The findings could also offer ground from which future similar studies could emerge.

Scope of the Study

Head teachers and teachers from the cluster are used in this study since there is structure and organization within the association. This facilitated the collection of data among the schools. This information can be used in other clusters to establish if value-based leadership on teacher motivation has any significant impact on teacher motivation in other clusters of Nairobi County.

Limitations of the Study

The researcher experienced a number of challenges including financial limitation since the whole project was fully funded by the researcher. The scope of the study was limited to a number of schools in the Kasarani/Embakasi Cluster. The initial plan was to administer on-line questionnaires using Google forms, but the response rate was very low. Congregating the head teachers and teachers was a challenge, triggering an extra cost of accessing where they were assembled. Time was a constraint, since the researcher is in full time employment. Taking time off from work was a challenge.

Delimitations of the Study

The study was limited to private primary schools. Consideration of all primary schools-including public schools- can be considered for future studies. The study of other clusters can also be considered for future studies.

Chapter Two: Review of Related Literature

Introduction

This second chapter contains literature review based on the objectives of the study. The review of other scholars' literature herein isolates the knowledge gap and an essential connection upon which the data on purpose, objectives and research questions of the study are analysed and interpreted. It also foreshadows the researchers' participation in analysing the data on the head teacher's use of value-based leadership. Finally, it gives the theoretical and conceptual framework underpinning the study.

The Concept of Value-Based Leadership

Values-based leadership evolved as a by-product of the time and culture because leadership has been plagued with unethical leadership. The public and private sectors have experienced these unethical behaviours (Copeland, 2014). Value-based leaders have clear values that guide their actions. Their goal is to align their values and actions to ensure integrity in duty performance. They inspire those around them through their actions. Good leadership is crucial to an organisation's life and success. In the past, the administration was defined mainly as a set of functions that leaders did, such as strategic planning, vision casting, and setting goals. However, leaders must develop a relationship with the followers to inspire them to achieve set goals (Page, 2008). The connection can be based on values that dictate how an individual behaves or how an organisation is run. These include integrity, respect, dependability, reliability, loyalty, commitment, patience, and service. Values are meant to be part of an organisation's timeless principles. When the leaders guide the followers based on values, it is value-based (Bano & Mishra, 2020).

According to Viinamaki (2012) Value-based organisational strategies have gained

more and more attention. These strategies help to achieve interconnection and success within the organisation. They ensure a precise alignment between the vision, mission and values and how everyone involved in the organisation acts. The leader in the organisation works towards this, intending to achieve harmony in the entire organisation, across teams and the various departments that make it a whole. This promotes unity as everyone knows the values used in the organisation's operations. These values aid the organisation in creating a brand, especially regarding relations with its employees and customers. Employees best create a brand if they have embraced the values and incorporated them into their day-to-day activities to serve others better. Brand building is implemented by communicating with employees and clients to reinforce the organisation as a specific entity with pillars based on certain values (Gudiksen & Sorensen, 2017).

Value-based leadership as an ideology has mainly been associated with value-based organisations (Viinamaki, 2012). It focuses on how leaders and followers relate. Many leaders who follow value-based leadership also have a good moral and ethical foundation, which has led to terms such as spiritual, honest, authentic, and transformational leadership being included in the wide range of value-based leadership. The boundaries within which leaders determine the actions they will take and the values they will uphold are highly dependent on the context of their situation. This has led to the fear that value-based leadership could end up being hypocritical. Change can be seen coming up gradually in the school setting based on value-based leadership. This is because school leaders are being challenged to mould their organisations according to moral values upheld by their communities (Hester, 2019).

Tshabalala (2021), in his article 10 Years of values-based leadership, postulates that more organisations aim to embrace value-based leadership to bring forth meaningful change. This brings forth some aspects therein. He argues that it is difficult to change systems in an

organisation from within as most African leaders choose to remain stuck in systems that are not necessarily value-based. It is not easy to reverse years of ingrained practices as value-based leadership has not been part and parcel of customs practised by schools or organisations. The African leaders have not had the pattern as part of their organisational process. Those who try to bring in value-based leadership cannot change within the given time frame for the deliverables and are either removed from the organisations or removed themselves. The best way for such boards to ensure their organisations become value-based is by establishing the representation they would like to have as an organisational system and ensuring that the whole team knows they must adhere to these values.

If an organisation invests more in value-based leadership and emphasises the changes, it can bring its betterment, and this concept will be more embraced. However, there might be resistance from those who prefer the status quo. For schools to thrive, they need to focus on showing results from values-based strategies and then people will start understanding its importance and avoid moving with the crowd (Viinamaki, 2012).

Leaders should by principles associated with value-based leadership inside and outside one's respective organisations. A value-based leader represents their organisation, and their actions will always reflect the organisation. A leader who does not live up to organisational values causes them to lose credibility. It is practical for organisations to embrace value-based leadership as it is achievable (Tshabalala, 2021).

Niekerk and Botha (2017) conducted qualitative research on how value-based leadership can bring back values in schools in South Africa. Their findings realised the importance of establishing and inculcating a set of shared values in a school as they guide the decision-making process and procedures in the school. They discovered that people's perceptions of values varied over a wide range. As a value-based leader, the principal will have to understand that values are personal and communal by their nature, and this

understanding will help them run the school more effectively. The principal ought to create a middle ground on shared values in the school structure, and it should be inclusive to ensure everyone is accommodated. Thus, staff members within the school have a high chance of incorporating them once they understand how beneficial it will be. The principal will have to negotiate and agree on the values that everyone is comfortable with, which align with them as value-based leader and use this to make the running of the school successful (Niekerk & Botha, 2017).

In his book *From Values to Action*, Kraemer (2011) posits that a value-based leader needs to apply the four basic principles of self-reflection, balanced perspective, true self-confidence and genuine humility in their leadership. This study will establish the basis of value-based leadership and the relatedness on teacher motivation in private primary schools of Kasarani/Embakasi Cluster.

Self-reflection

Self-reflection makes a leader think about what they stand for and what matters most to them. A study carried out by Bruce and Elina (2019) on self-reflection among public relations leaders established that self-reflection is a primary means of self-assessment in addition to how others see the leadership. Greek philosophers believed that self-knowledge was the highest knowledge for critical thinking and self-improvement. Self-reflection deals with communication and psychological capabilities, thus leading to more prosperous relationships and emotional intelligence in decision making and leadership skills. This makes educational leaders more productive with the ability to engage work teams. Self-reflection leads to improved self-dynamics, team leadership, relationship building, ethical orientation and strategic decision making. The leaders can see themselves clearly, understand who they are, how others see them and fit in the educational world. This process questions the leaders' assumptions and brings out awareness and a sense of identity. It deepens critical thinking and establishes the icons to detect lies and propaganda.

Self-reflection is about the true self. Kross (2010) postulates that one needs to avoid self-immersing perspective and instead step back and analyse personal experiences from an observer's angle based on evidence and theory. Self-reflection is about dialogue, which means to share experiences, insights and discourse to deal with actions and reactions, evidence, arguments and differing points of view. In their study, Avolio and Wernsi (2008) stressed the need to understand the best possible self that enables administrators to become mentors in facilitation, reflection and understanding. The administrator ensures that the teachers achieve their goals by creating a supportive environment to develop critical reflectivity and self-confidence.

Nesbit (2012) posits that a leader's self-development depends on self-reflection which is seen as being cognizant of one's weaknesses, strengths, emotions, goals, drives and values.

He adds that it is the ability to manage feedback and recognise one's impact on others while using intelligence to guide decision making. The headteachers need to work on self-development through self-reflection by redirecting destructive emotions and actions and be versatile to change. Adapting easily to change results in social awareness and empathy being considered necessary, mainly when the developmental needs of others and boosting their abilities are assessed. In upholding social skills, the headteacher directs the teachers in the best way possible by sending clear and convincing signals when dealing with disagreements, inspiring and guiding teachers toward ethical inclinations.

Coleman (2014) postulates that a deep understanding of leaders' emotions, strengths, needs and drives, make them value-based leaders. They are better placed to open up about their emotions, limitations, and a desire for constructive criticisms and hence take responsibility in the face of failure. Higgs & Rowland (2010) posited that leaders need to be self-aware to understand how their conduct contributes to making changes.

Loisulle (2017), in his paper *Self-reflection in the Leadership Journal*, Tanzania, postulates that leadership is about influence at a social and individual level and create new frontiers, the realisation of goals and objectives concerning organisations. Bushra and Ahmed (2011) argue that self-reflected leadership plays a key role in employees' commitment to the organisation. Hewitt (2012) explains leadership from creating a conducive engaging climate is crucial to making a positive culture in a turbulent school environment. Ransdell (2014) adds that a leader must understand leadership before they can carry out their roles adequately. Leadership is likened to a magnet. They suggest that the leader should be endowed with specific potentials that help mobilise teachers towards a common understanding of interests therein. The leader should always focus on the goal in spite of changes. Thus, self-reflected leaders should be emotionally and psychologically stable to uphold the school's ship.

The self-reflected leader is a creative leader. Creativity involves solving problems,

chairing meetings and interacting with people of a different calibre. Peter et al. (2011), Peter and Mark (2015) insist that for a leader to be informed, be a sound rapport engineer, consistent, visionary and selfless they need to be self-reflective. The teachers and directors will perceive them as a worker.

Kraemer (2011) postulates that self-reflection addresses three critical questions:

Is it possible for a leader to know themselves if they are not self-reflective? This question generally clarifies that it is challenging to become self-aware if one does not do some self-reflection. Through self-reflection, leaders can understand who they are and what they stand for, what they can put up with and what they will not tolerate, and how they will respond to failure or success. Kraemer (2011) argues that by having such a knowledge system of oneself, it becomes easier to be a leader to others and a leader who has some principles that they stand for at that. If I do not know myself, can I lead myself? This question alludes to the fact that it is impossible to lead others genuinely when one does not know themselves. Without having a grasp of who you are, it is difficult to make concrete decisions for the benefit of those you are leading. Leaders need to understand themselves. People look up to them as models and guides. It raises their level of trust and confidence in their leaders (Kraemer,2011).

If I cannot lead myself, can I lead others? This question implies that it is impossible to pour from an empty cup. Without proper knowledge of oneself, it is impossible to understand your boundaries and the lines that you will not allow yourself to cross. It is possible to understand your value system and determine what goes and what does not with self-reflection. One can lead themselves within these values and influence their teams guided by the same value system (Kraemer, 2011).

Once a leader can reflect on their beliefs, they can identify their strengths and weaknesses. They know their areas of excellence and the other areas that they feel they

should improve on. This allows them to stand firm on their principles of excellence (Kraemer, 2011).

Leaders usually have several issues that must be attended to at the workplace. There are multiple items to be checked off a list. Once a task is completed, three or more are pending and need attention. For many people, the first reaction to the ever-growing list of duties and responsibilities would be to increase their speed of working or attempt high-level multitasking to complete the activities in the list. Unfortunately, this is not a sustainable approach, and eventually ends up being unproductive despite one's best efforts. Being busy to be engaged to look productive will not grow the organisation, and neither will it motivate the team to put in more effort. In such an instance, self-reflection works to help a leader prioritise what is urgent from what can be dealt with later. Leaders who practise self-reflection can turn off the extra and unimportant distraction and contemplate their values and why the activities they are carrying out matter to them.

Self-reflection is not an easy process as it forces one to ask themselves uncomfortable questions and answer them truthfully. However, to be considered a strong leader, they need to be willing to question themselves and assess the activities they carried out that day. It helps them determine whether they were productive to their level best or not, whether they achieved the goals of the day and if not, how best they can improve on it. Ensuring that you have a clear-thinking space and comprehension of the answers to these profound questions will enable leaders to use their values to move through their day-to-day activities, both big and small, in a more intentional manner (Tham, 2017).

Setting Clear Goals

Self-reflection leads to personal growth through personal goal setting. Sheldon et al. (2002) discussed different views on the time and reasons for personal growth. They concluded that a positively focused pathway can lead to a meaningful change despite

environmental stress factors. There is a relationship between personal-growth goals and improved performance (Martin,2013; Morisano,2013; Hulleman et al., 2010). Personal goals can lead to growth as they embrace a desire for improvement. Setting goals provides the desire for improvement beyond the present situation.

Morisano et al. (2010) in their study on academic achievement, asked students to imagine and write about their ideal futures. After which, they articulated a series of personal goals that would help them achieve the set objectives. The students were asked to indicate a desired skill, trait or level of performance they wanted to attain in the future. The study indicated a significant improvement among students who had set clearly set goals despite there being no academic difference with the control group. In addition to academic performance improvements, those who set personal goals reported significantly more reduced adverse effects. The study attributed these reductions to the process of setting clear goals. Having self-rated important goals was as strongly correlated with the positive effect of attaining those goals. They concluded that writing out plans for achievement across different domains that one considers relevant could significantly improve school performance in various levels over time.

Personal goals focus on personal growth, happiness, societal contributions, or meaningful relationships, whereas other goals focus on praise, rewards, avoiding punishment, and concern for money, status, or appearance. In their studies with undergraduate students, the authors found that the latter types of aspiration were linked to lower well-being. In contrast, personal or more internal goals were associated with higher well-being and lower levels of distress. Vansteenkiste et al. (2006) supported these findings. They reviewed further evidence that for all students, framing a learning activity in terms of its personal goal utility produced improved conceptual learning and deeper engagement and more remarkable persistence with that activity. Goals that imply growth and personal motivation promote a

task orientation and help individuals satisfy basic psychological needs for relatedness, autonomy, and competence. This study will establish how self-reflection manifests itself with teachers' motivation on the key components of leadership by values of setting clear goals and integrity in duty performance. This study wishes to establish if the above mentioned are practised in the Kasarani/Embakasi Cluster and what difference it has brought out in comparison with other clusters in Nairobi County.

Integrity in Job Performance

Good leadership with integrity is pivotal in an organization as it leads to its success in terms of goal achievement (Philip, 2013). The leader connects the history and the organisation's future vision on improving quality. Integrity helps provide this link. To assess leadership integrity in the organization, Craig and Gustafson developed Perceived Leadership Integrity Scale (PLIS) designed to measure the perception of integrity. It contains questions about the leadership behaviours that employees can observe, for instance, teachers. It helped to highlight moral behaviour that may be acceptable or reasonable. This instrument identifies unacceptable moral behaviours as negative information that creates a wrong impression (Philip, 2013).

Baker and Craig (2006, as cited in McCann, 2009) argue that leadership and ethics have received increasing attention in academic research due to the concerns over ethics problems in education. According to Baker (2006), ethical leadership is preferred by many organisations as it has proved to be profitable. Trevino et al. (2001, as cited in McCann, 2009) examined previous research on the leader's impact on the ethics programs of their organizations. Their studies established that the leaders are out of touch with ethical issues. They need to seek information from employees through regular interactions on ethic issues. Ethical issues concerning integrity are pivotal in private schools. Some school leaders see the school as belonging to the Director which is true to a certain extent. Unfortunately, they focus on processes at the expense of doing what is right by the teachers.

The word Integrity has been described using other terms associated with it on many occasions. People use integrity and honesty interchangeably. One can consider integrity at a personal level. Where it is seen as a resolve to act according to ones set beliefs. The commitment in action to a morally justifiable set of principles and values Trevino et al. (2001, as cited in McCann, 2009).

The application of high standards of ethical behaviour is necessary to improve the organisation's competitive edge in the long term. That is, a moral standard that goes beyond what is required by the law and a shift from undue focus on profit. (Baker & Craig 2006).

Integrity in leadership is essential for an organization to achieve set goals. It is assumed that leaders' values will affect their corporate beliefs, behaviours, and decisions. Since the leader's values are derived from the society's standard of what is right, the leader needs to strike a balance between personal values and the pressure of leadership to meet organizational expectations. According to Nollenberger (2006), a leader should have affirming values that motivate people at the workplace. The leader identifies and describes values to be embraced by an organization and uses them to give meaning and motivation to their achievement.

Philip (2013) argues that qualities that make real leaders are based on behaviour which help to reinforce values, build alliance through respect, persuade rather than coerce while striving for achievement. Honesty and integrity are the major factors in this achievement as they lead to consistency.

Research has been conducted to establish what makes an ordinary person a great leader, as good leadership creates a more effective organization. Henderson (2007) in his classic work, *leadership*, argues that due to the complexity of leadership, those with integrity often come out as winners in the face of external pressures. Their success is determined by their self-awareness of who they are, their internal locus of control. They are more intentional about their actions. They do not leave them to chance as all serious leaderships always start from within (Kouzes, 2006). The benefits derived from the internal locus of control help build relationship, even though it is in a private context. It also promotes integrity that encompasses honesty, ethical and moral issues. Integrity is also related to the performance and achievement of good results by upholding honesty and moral values Yukl (2007, as cited

in Henderson, 2007).

For good performance and success at the workplace, an individual needs to have honesty, courage, build good relationships, be a good planner and demonstrate competency in what they do. These personal traits, coupled with positive attitudes, lead to integrity. Clarkson (2009) adds that competence is also part of integrity. Without competence, it is challenging to demonstrate integrity. Competence and character enable a leader to achieve results in the right way. Leaders with high integrity will maintain consistency about standards. Clarkson (2009) argues that leaders with low integrity may not be forthright with investors, owners, shareholders, and employees. Integrity leads to psychological autonomy, which gives one the freedom to choose the most appropriate thing to do. Leaders with high psychological autonomy can respectfully express their opinions to their followers, colleagues, and superiors. They have the self-confidence to take unpopular but necessary measures.

Simons (in Leroy, 2012) has defined leader behavioural integrity (BI) as the perceived alignment between the leader's words and actions. Simons posits that behavioural integrity can drive performance because the followers trust and are satisfied with the leader. In the world of work, the concrete manifestation of integrity is a good performance. Leaders who remain faithful to the self in their behaviour and are open and non-defensive in their interaction with others, will be perceived as aligning words and deeds.

The study wants to establish the relatedness of value-based leadership component of integrity in job performance. The study wants to establish if the application of responsibility, sincerity, compliance, conscience, social norms, ruling policies and awareness play into bringing of value-based leadership and its impact in the Kasarani/Embakasi cluster. The study wants to establish if the components of integrity are applied or not and the resultant results in the cluster as compared to the rest of Nairobi County.

Balanced Perspective in Value-Based Leadership

Value-based leaders have opinions based on their personal experiences. In addition, they take time and make decisions by looking at as many perspectives as possible instead of having a narrow view Kraemar (2011). This usually comes with the recognition and understanding that there is more than one angle to any given situation and that each angle deserves attention. This includes the followers' perspective. They should take time to listen to all the team members to make an objective, informed decision based on a balanced view. The leaders must ensure complete transparency towards the team concerning the steps taken to reach a final decision. When these decisions are explained to the members, it enhances their respect for the leader. The employees buy into changes because their perspectives and opinion on the issue were listened to and considered before making the final decision. A balanced perspective helps gain a better understanding of a situation. As a result, the leaders focus on doing what is right and eventually make the right decision rather than imposing their opinion as the only one that counts. The value-based leader also strives for a proper work-life balance. When a leader has all aspects of their life, including social, family and health, balanced, they bring their best self to the workplace. Their decision-making process is likely to be more objective and less biased (Kraemer, 2011).

Role Models

Leadership constructions consciously influence role models. Individuals admire people in their social roles and desire to emulate their attributes. Organisational research shows that the successful development of professional identity is essential for career success. Morgenroth (2015) posits that role models are critical in helping others succeed in their careers. They motivate their conduct and act as a source of learning. Studies done by Wambua (2017) on participatory management practices have established that people are attracted to and are inspired by those similar to themselves. He adds that role models aid in

learning new skills, norms and making sense of one's environment. School headteachers need to be seen as attractive role models irrespective of their age. A study carried out by Gibson (2015) suggest that the tendency to observe and use role models does not diminish with age, but instead changes the importance of various dimensions to develop the individual's professional identity. To use role models effectively, Gibson proposes a selection from a group of people with similar role model attributes and desire to increase the similarity.

Behavioural skill, such as a professional style, is acquired differently from learning knowledge, in that it must be refined experientially, and the most prevalent form of experimentation is imitation (Kumar,2019). Role models integrate behaviours with meaning and purpose and motivate change. When people identify with role models, they imitate them and grow to become more like them. The role models need to be available for the process to be successful. When there are no leaders desirable enough to emulate, individuals lose out on having an example to copy (Morgenroth, 2015).

Wambua (2017) adds that both perceived and implied behaviour of the leader who is seen as a role model conveys messages to employees at different levels. The behaviour inspires individuals to learn about and aspire for leadership positions. Work, therefore, becomes meaningful as individuals have a goal that they are towards.

Pratt et al. (2006) posits that achieving alignment between identity and work is a fundamental motivator in identity construction. The studies show a symbolic value from the role models as it influences the individuals' view of the organisation. It brings up the belief that they could achieve leadership if they are as good as those succeeding.

In his study, Lockwood (2006) showed that women were inspired by outstanding women in their field, not by incredible men. This author suggests that female role models are more inspiring when they are few and face challenges. They act as proof that one can get over hurdles. The ideal situation is the availability of heterogeneous role models who exemplify

unique leadership behaviours. They provide potential leaders with psychological growth and development. If an organisation does not have a mix of role models in their leadership, it needs to be provided.

Future leaders can develop their identities in various organisational contexts if they have senior role models to emulate. Therefore, the leaders play a role in the identity formation process. The Social Identity Theory holds that individuals are likely to detach themselves from negative role models to assume a positive image. Few leaders can provide a source of good leadership role models, and therefore followers have limited references (Jasso,2002).

Headteachers, as role models, pass signals to teachers about their career possibilities, and what success looks like. Therefore, the schools' administrators need to be conscious of their signals. Learning institutions will simply reproduce the existing leadership talent pool that is no longer sufficiently qualified to lead in a rapidly globalised world. If the headteachers play the role of positive role models, they can help instil the desired behaviours and characteristics in future leaders. They will help the teachers understand how they shape the values in an institution (Drouvelis and Nosenzo,2013; d'Adda et al.,2017; Loerakker and van Winden,2017). This study wanted to establish how value-based leadership is enhanced as a motivating factor and its detriment in its absence. It sought to establish if role modelling is of a major concern and its effects and how it can be rolled out in other regions in Nairobi County.

Communication

Brigman and Campbell (2003) noted that in a school set up communication influences the behavioural patterns of all. It is the responsibility of the head teacher to communicate all aspects of school management and specially to bring out a balanced perspective on the outputs. Benefits of effective communication are the discernment of the information and

effective utilization of the information there in. Good communication in the assemblies and staff briefs enhances good attitude towards teaching, learning, educational processes and systems within the school.

Adlam (2003) argues that head teachers need to encourage open door policy where staff and students are free to express their challenges. The leader should encourage sharing of creative ideas by the teachers. They should also accept that they are capable of making mistakes and allow staff members to question their views. Democratic form of leadership should be encouraged and the leader should have no favourites. Value-based leaders encourage staff to bring in new creative ideas, they set aside days in the term for meetings to discuss emerging issues. This meaningful engagement helps in the decision-making process and in the end, the school is the success of the head teacher. Adlam (2003) cautions that coordination of the communication channels should not have third operatives.

Wambua (2021) on teacher communication strategies, states that non-verbal, verbal and formal communication are key triggers of activities in schools. He establishes that communication brings about guidance counselling, rewards, incentives and promotion of positive relationships in the school. For communication in the school to be effective, distortion of information and language barriers should be censored for all staff communication. The study advocates for use of meetings and assemblies as strategies for communication as they impact interactions and relationships.

Kiprop (2012) advocates for creation of opportunities for teachers, students and administrators to sit and discuss issues affecting them and their school freely. This kind of interaction leads to effective motivation through collaboration between the head teacher, teachers and students; and as result enhances harmony.

A study by Mulwa (2014) on effective communication as panacea in school management highlights examples of written communication as memos, letters, emails which

are key communication instruments. He adds that written mode of communication has the advantage of fewer chances of being misunderstood and doubts can be sorted by re-reading. This form of communication though formal, may not be out rightly motivating but it is official.

In Ghana, Danso (2010) postulates that communication diminishes indiscipline and indecisiveness as all know the limits and expectations of the institution. The success of school governance is dependent on communication. Thus, limited communication from the administrators to the teachers and students is a source of discomfort. He advocates for holding regular meetings, use of team leadership and open forums to make communication very effective.

Communication is a significant function of organisations. Leaders are tasked with the responsibility of communicating with various stakeholders to ensure that the public has the correct perception of the organisation. Communication stimulates a sustainable way of looking at organisational issues from various perspectives. Leaders need to establish a network of information channels that foster the right relationship within the institution. Pavlovic (2015) argues that communication helps in the coordination of multiple activities. In a school setting, this includes passing information to teachers regarding term dates (provides for planning school events), assigning duties, timetabling, performance appraisals, or disciplinary actions. This study wanted to establish what forms of communication are used by the head teachers in Kasarani/Embakasi Cluster and what their impact is. The study sought to establish which form of communication is effectively and efficiently utilised by the head teachers as they align themselves to value-based leadership.

Collaboration

Leaders need to be where employees are during their workdays to ensure they are working as a team. Collaborative leadership is crucial for competitive advantage. Leaders

trained to work collaboratively and strengthen corporate management style, understand self-efficacy, and improve learning processes are rare. Leaders need to work on improving their moral purpose and helping others grow through their interactions. DeWitt (2016) in his study findings establishes that collaborative leadership framework comprises: those who collaborate, negotiate and regulate. Studies by Jameson (2007) and Lira (2016) recognise and realise how collaborative leadership may influence the performance of a school.

Employees appreciate leaders who are accessible to share their work-related concerns through collaborative efforts (Carucci, 2015). Collaboration provides competent leadership through emotional intelligence, diversity, humility, and positivity (Budak, 2016). These characteristics are necessary for cooperation to be practical. Goman (2016) postulates that schools are operating in a world full of change, and leaders must benefit more from the intelligence and creativity of their workers than they did before. This makes collaboration become a requirement for development. School leadership requires cooperation, paying attention to others, influencing, and being adaptive. All these characteristics comprise collaborative leadership (De Meyer, 2009).

Interactions with followers push the leader to work harder to influence the team to achieve the organisational goals. They need to develop a compelling vision for the future and understand the importance of tasks and activities necessary to achieve the primary goal in each time frame (Kotter, 2012). Leadership is a primary driver for organisational growth. A leader must inspire the followers. They need to know and acknowledge individuals' way of thinking, give trust, and show interest in their needs and desires. Leaders need to be a source of organisational efficiency by establishing a positive environment that limits conflicts (Kotter, 2012).

The challenges of effective leadership increase in more complex collaborative endeavours when there are mismatched priorities. Collaborations, by necessity, operate

within complex environment of administration and governance than work done by a single unit. The need for consensus reduces unique opportunities down to the lowest common denominator. Often, circumstances get out of control, no matter how well crafted. The vision is, communicate, and build trust among your team: collaboration emphasises collegial engagement. The expectation is to work with others when you lack the authority to compel them to act. Leading groups without positional authority demands political acumen, persuasiveness, and tenacity. It also requires patience and flexibility on deadlines. Collaborative leadership acknowledges small successes along the way, helps stakeholders deal with complex issues and enforce group norms (De Meyer, 2009).

Collaboration encompasses all necessary elements of structure, goal-orientation, mutual benefit, relationship-building, clarity in activities, mutual respect, understanding and trust, clear operating procedures regarding decision-making, communications and accountability (Tanner, 2019). Studies have found that collaborative leaders are decidedly visionary and action oriented. They inspire people to carry out the task without telling them what to do or doing their work. Collaborative leaders help groups create visions and solve problems (Hurley, 2011). They do not solve the problems for the group or engage in command-and-control behaviour but build broad-based involvement. Collaborative leaders take responsibility for the group's diversity and make a conscious and disciplined effort to identify and bring together all the relevant stakeholders. Such leaders facilitate constructive interaction.

The study wanted to establish the concepts of collaboration employed and their impact in Kasarani/Embakasi cluster. There is a need to establish what is working effectively and consequently can be referred for use in other clusters. In addition, establish aspects of collaboration that are not very effective and find out what can be enhanced for value-based leadership to flourish.

Team Management

Team management plays a crucial role in the overall growth of the institution as it forms the foundation of making it successful (Fapohunda,2013). It aims to bring out the best in team members through positive communication, good leadership skills and the ability to work with maximum productivity. Team management plays a vital role in the improvement of productivity, profitability and service quality of any institution. It makes it possible for administrators to deal with complex tasks that cannot be done singularly. Teamwork involves forming a work culture when working in an institution with the understanding and belief that planning, thinking, actions and decisions are better done cooperatively (Hasting,2018).

Team management being the ability of an individual or institution to administer and coordinate individuals to perform a task, it works well to overcome risks associated with one-person show. Team management is crucial as it increases work efficiency, helps create common goals, enables members to learn and explore perspectives, increases satisfaction, builds trust among members and effectively resolves differences and conflicts among members (Hasting,2018).

The key elements in team management are inclusive of communication which is the foundation of team growth. Effective communication in a team plays an important role in the growth of the organization as it brings in the clarity about the priorities of the team. Team feedback helps in communication and resolves issues; it calls for authority which can take bold decisions for the institution. This is about the right to command which is reflected as a power in managing the team. Authority used in good sense and positive manner brings about smooth working relations and helps the team leader get the work done with maximum efficiency.

Team management is about unity of direction where the uniqueness of directions is fixed and efforts are taken that grant desired result. Unity of direction as impacts on time

management and good results. Experience is respected and all staff is crystal clear about their roles in the team. Team management espouses unity of command where there is no more than one source of authority over the other, and this brings about reliability on instruction (Shuffler,2018).

Team management is not an easy task as it requires leadership skills since disengagement is a common feature in institutions; thus, leaders must understand how to surmount its imperative in teams. Leaders need to understand their roles in the big picture and all that can be done by proper communication between team members. Good teamwork is better than the best individual performance. The completion of quality work in time and minimum wastage is the expectation of teams. A key component to success, is a strong and stable team that brings in employee motivation, productivity and innovation (Ji et al,2020).

Team building involves several activities that promote personal growth, effective communication, team leadership, and unity when performing tasks (Fapohunda,2013). Team management includes the organisations' culture and climate. Culture contributes to team leadership effectiveness, employee commitment, compensation and rewards system, decision-making authority and tips for team success. Team building helps members learn how to work closely together to solve problems. While work environments often target individuals and personal goals, with reward and recognition singling out the achievements of individual employees, good team-building skills can unite employees around common goals. Team-based structures have replaced the highly formalized, centralized and departmentalised mechanical systems that were previously the norm in work organisations. (Hasting ,2018)

Developing strong and effective managerial teams will lead to the potential for higher performance and increased job satisfaction (Shuffler,2018). There are synergies to be gained from more significant involvement in the workforce. The team builder leads the team towards cohesiveness and productivity. In a team-oriented environment, teachers contribute to the

school's overall success and work to produce results. Schools accomplish overall objectives by harmonising the operations of different departments. Teamwork is fostered by respecting, encouraging, and caring for people rather than exploiting or dictating them (Leroy,2021). Teams usually become great teams when they foster teamwork with values, collaboration, planning, decisions, and actions better when done cooperatively. Leaders promote cooperation by communicating the expectations and collaboration expected from members. The leaders need to model teamwork in their interactions, and the members need to appreciate the culture of teamwork and the reward gained from it. Teamwork deals with clarifying team goals, identifying hindrances to goal achievements, facing the identified challenges, and enabling the achievement of the plans. Teamwork can be efficient since everyone feels that their point of view is adequately represented and accounted for and helps identify each person's highest priorities. Negotiation and compromise help synthesise these into an outcome that reflects the group's collective priorities for success. According to Tinuke (2013) effective team functioning requires finding time, selecting team members, empowering team members, training relevant skills and knowledge, developing shared goals, and facilitating team functioning - particularly in the early stages of the team's work. Dynamics fundamental to team success include team membership, team relationship, team problem solving and team leadership.

For expectations and objectives to be compelling, they must be specific, measurable, achievable, relevant and have a time frame. The leader should present the team's direction so that other people want to share and follow (Hoek, 2018). As a result, the leadership vision will go beyond written organisational mission statements and vision statements to permeate the workplace and manifest in leaders' actions, beliefs, values, and goals. Team members need to cooperate to accomplish the team construct and obligation. Group norms or rules of conduct in conflict resolution, consensus decision making, and meeting management must be

established by the team using an appropriate strategy to accomplish its action plan (Hoek, 2018).

The aim of this study was to establish aspects of team management that work in enhancing value-based leadership and motivation of teachers. The study wanted to establish which among the variables in team management work better between communication, authority, unity of direction, unity of command, initiatives, stability and equity. The study aimed to establish the link between the stated variables and value-based leadership on teacher motivation.

True Self Confidence

According to Thames (2017), team members have more confidence in leaders who have true self confidence. These are leaders who know their strengths and weaknesses and are constantly learning to become better. Accepting that one does not know everything, makes it easy to admit mistakes, work well with others, empower them and also provides resilience in the face of adversity.

True self-confidence comes from the acceptance of two core facts of life. The first is that there will always be people at the workplace who are better equipped and endowed than you are in one area or another. The other is that all human beings are works in progress. We are constantly learning and evolving to become the best version of ourselves. The level of comfort that one achieves when thinking about these two facts determines the confidence levels. Accepting that you do not know everything makes it easy to admit when you do not understand something or take full responsibility when one is wrong. Such questions bring a high level of discomfort to many people. Some people live in fear of what others will think of them in given circumstances. A value-based leader needs to be authentic. There is no room for a pretence to avoid judgment from others. It is crucial that leaders genuinely conduct themselves to make them more humane to their team. To display the true self-confidence necessary for value-based leadership, the leader should understand their role at work and find out how best to excel. This may call for research and learning to overcome the work's challenging aspects, as this can boost confidence in carrying out these tasks. Once you understand your strengths and acknowledge your weaknesses, true self-confidence will emerge from within. The team will sense your confidence and have much more faith in you as a leader (Tham, 2017).

Leaders in different organisations have applied the principles of value-based leadership to influence and motivate employees to achieve set objectives. Using these

principles in daily administration leads to a value-based organisation. A team with the same values as a leader will ensure that things are running smoothly. In an organisation where values form the basis of operations, there are minimum controversies and crises, as everyone knows what is expected. A value-based headteacher in a private primary school can use the principles of value-based leadership to motivate the teachers in several ways, including the following: respect, inspire vision, empower others, appreciate the teachers and serve with humility.

A value-based leader shows respect for other people and their time. It implies giving the team the dignity they deserve, no matter their level in the organisation. A headteacher should treat all teachers and other staff members the same way they would like to be treated. When the teachers feel respected and treated as equal human beings, they will be more motivated to perform their duties well. They will likely remain at their workstations for a more extended period. Learning to respect others can be achieved through self-reflection, as this determines one's values and the values they extend to those around them (Garcia, 2021).

A school as an organisation is “a place of gathering people who work together under a coordinated discipline to realise the organisational purpose” (Shatalebi & Yarmohammadian, 2011, p. 370). The headteacher's conduct and decision-making process help realise the school's vision and mission. They can articulate the vision, mission and school values if they fully understand their importance. It will, in turn, lead to their personal growth and the development of their followers (Haydon, 2007; Shapiro & Gross, 2013). Leaders are guided by specific values that determine their conduct (Eikenberry, 2010; Baloglu, 2012). It becomes easier to manage the school when leaders know and instill positive values such as integrity and responsibility (De Klerk & Rens, 2013). Leaders aligned with the institution's values are more likely to lead per the stated values. When leading a diverse group, the leader must apply various values (Begley, 2010).

Leaders need to be passionate about their work to inspire vision within the team. The unit can only be passionate about its job if the leader is also passionate. If a leader does not model the behaviour, the team can sense it and respond similarly. The school headteacher is responsible for motivating the team to be passionate about their work. The headteacher can encourage interactions with the teachers as they carry out their daily activities. One of the ways to motivate and inspire vision is through true self-confidence and humility. Through humility, the teachers can see that they can rise through the ranks. Through self-confidence, the headteachers present themselves as human, with mistakes and errors but still hard to achieve goals. This will motivate the team to have a vision and plan they want to achieve, thus promoting their hard work (Garcia, 2021).

Members of staff like to feel appreciated. Appreciation is done in different forms, including a published feature that team-mates can read or a quiet recognition. However, it is dangerous to assume that everyone would like to be appreciated in one uniform way unless they agree. As a value-based leader, a school headteacher should take the time to know their team of teachers, know what they like and how they would like to be appreciated for an impressive achievement or contribution to the team. This comes by being able to put the team first. What deliverables have been set for the team? An excellent way to motivate them would be to get their ideas on what rewards they would like as an appreciation and ensure that this is adhered to as much as possible when deserved. This will motivate the team to work with more determination, knowing that their efforts will be recognised and receive a form of appreciation for their overall contribution to the organisation.

Motivated teachers are crucial for effective teaching and learning outcomes since they motivate learners to perform better. In 2013, through the Basic Education Act, the Government of Kenya recommended that the school administrations explore ways to boost the teachers and learners at the school level. A study by Wambugu et al. (2018) highlights

workplace motivation as an essential incentive to workers as it allows them to execute their duties effectively and realise their goals. They studied the influence of motivation amongst teachers in the Kinangop Sub- County. This study found that when the teachers from public secondary schools were not motivated, there was poor performance in national examinations. Therefore, the study concluded that teachers' commitment to work and increased engagement with students resulted from appreciation by rewards and incentives for good performance.

Gitonga (2012) highlights a lack of motivation from the teachers, among other issues affecting academic performance, which has not been dealt with in totality. According to French (2009), an organisation's ability to retain and motivate high potential employees, which results in high-performance levels, is based on its rewards management system that aligns with a working culture based on sound values. Therefore, introducing a different approach to motivation provides longevity by establishing it on an intrinsic value-based reward system. Organisations should build on extrinsic motivation and enhance teachers' intrinsic motivation by providing the right working environment through leadership. Quality interaction between headteachers and their teachers helps achieve this. Fundamental principles enable a leader to have a balanced perspective to know what best delights different people. It also encompasses the principle of humility. It shows that the headteacher remembers what it was like to be part of the staff and how such gestures of appreciation inspire intrinsic and extrinsic motivation within the team (Garcia, 2021).

Oatey (2012) defines culture as "the set of habitual and traditional ways of thinking, feeling and reacting that are characteristic of a way a particular society meets its problem at a particular point in time." An organisation's members' values, beliefs and attitudes reflect its culture. Leaders influence the culture and hence the environment in an organisation through their actions. This is brought about by what they pay attention to and reward. The recognition

system is considered a primary method of achieving desired behaviours, resulting in a motivated staff.

A recognition system is a statement of the cooperation's values and beliefs. A long-term cultural change can be achieved once leaders analyse the performance management systems to implement the desired change effectively. Decision-makers, in this case, headteachers, should successfully modify an organisation's culture by aligning personal values to institutional values through role modelling the desired behaviour. Ultimately, the institution's culture will likely evolve with day-to-day activities, even with little or no attention (Alvesson, 2002).

The study wants to establish if the headteachers of private schools practice value based leadership on motivation, on the key of capacity building, ethics and professionalism, leading by example, open book leadership and leading through values. This is the paucity of the study

Trust and Ability to Link with Others

Leaders' behaviours shape and sustain trust (Bennis, 2002; DePree, 2002). Trust is primarily determined by the behaviour of the leader's communicative and supportive behaviours. Leaders' communication practices regarding strategy-based roles influence employees' trust in the leader. Simons (1999) theorized that ethical behaviour, the perceived degree of congruence between espoused and enacted values, is crucial for developing employees' trust in managers. There also has been a growing interest in the intersection of leadership and ethics where there is a need to have more leaders to cope with the turbulent environment (Krishnan, 2001; Banerji & Krishnan, 2000; Bass & Steidlmeier, 1999).

Trust is similar to terms such as integrity, responsibility (Barber, 1983) and dependability (Rempel et al., 1985). According to Mayer et al., (1995, p. 719) the trustor acts based on the belief that the trustee will adhere to a set of principles that the trustor finds

acceptable (Ring & Van De Ven, 1992; Das & Teng, 2001). Identifying trust dimensions based on trustee's characteristics can generate confusion between trust and trustworthiness.

Trustworthiness denotes being worthy of having confidence placed in one (Barney & Hansen, 1994). The disparity between trust and dependability is that the former is the perceived qualities and intentions of the trustee, whereas the latter is about the trustee's actual qualities and choices (Evily et al., 2003). Trust in this view appears to be based on the communication of values. In Doney et al.'s (1998), trust can be transferred, predicated on referral or association. People trust a person they know and a person with similar affinity. By articulating a vision and having shared goals to strive for, committing to shared values, and developing a sense of collective identity, which characterize transformational leadership, leaders may strengthen the identity-based trust (Zak, 2017). In addition, individualized consideration, an aspect of transformational leadership, involves treating each subordinate differently according to their needs and competencies and giving them personal attention. Individualized care addresses the exchange of information on expectancies, needs and wants, another crucial element of this type of trust. The leadership seeks to satisfy subordinates' self-interest through appropriate transactions within the work environment which are grounded on higher moral values and ethics. Building upon this trust capital, a leader could undertake new initiatives to improve the operations (Zak, 2017).

Exemplary leadership denotes vigour that motivates employees, and the confidence that encourages them to work in a way that promotes trusting relationships with their followers. Teachers who work while trusting their headteachers are motivated to work extra, accomplish complex tasks, and make sacrifices to achieve desired goals set by the leaders. (Barber et al., 2010; Burke et al., 2007; Pillai et al., 2011).

The teachers are motivated by the leader's character and the shared relationship. These are components of trust in leadership (Cullen & Yammarino, 2014; Hassan & Ahmed,

2011). The relationship creates an obligation between the leader, follower, and the organization and has a positive effect on their work engagements (Driks & Ferrin, 2002; Sosik & Cameron, 2010). Harris and Kacmar (2006) mentioned that transformational leadership positively impacts followers' work through the desire for achievements and social support (Srithongrung 2011; Chang, & Chien, 2011). Value based leaders improve work outcomes for their subordinates by increasing and elevating the followers' goals and providing them with the self-assurance to accomplish beyond expectations (Cullen & Yammarino, 2014; Gregory et al, 2011; Jaussi & Dionne, 2003; Shin & Zhou, 2003). Leadership influences the followers' values and ambitions, which increase an employee's self-motivation (Bass, 1999; Wang & Howell, 2010; Wang & Zhu, 2011; Warrilow, 2012). This progress also leads to employee confidence and the feelings of duty and trust from employer which results to an increased organizational efficiency (Ncube, 2010; Uddin, 2013).

The study wants to establish the levels of trust that teachers have on the administrators dependent on the integrity, competence, consistency, loyalty and openness which are plenty of reasons for trust. Trust is important and this study wants to establish if the three types of trust are in operation in the selected schools in Kasarani/Embakasi Cluster. The levels of trust are inclusive of deterrence-based trust which is the most fragile of all types of trust. It is based on the fear of reprisal if the trust is violated. Knowledge based trust is based on behavioural predictability that comes from the history of interaction, and identification-based trust which is the emotional connection between administrators and teachers.

Empowering Others

Empowered employees take on increased responsibilities and feel more committed to their tasks (Conger & Kanungo, 1988). Because time and energy are limited resources, this additional obligation comes at the cost of non-work-related duties. A study by Anderson (2007) found that leaders are the key representatives of organisations that allow for adaptable adjustments, assisting in employees' ability to handle work and family demands. Charismatic leadership emphasizes the power of a leader to achieve high levels of follower commitment and performance by utilising symbolic and emotional appeal (House & Aditya, 1997). Empowering leadership is an alternative approach to examining a leader's influence on individual effectiveness. Empowering leadership is vital because its main focus is highlighting the significance of the work, providing participation in decision making, conveying confidence that performance will be high, and removing bureaucratic constraints (Wambua 2017). Empowerment has an aspect of relational power-sharing which causes employees to be highly committed to their work. Higher empowering leadership leads to higher work engagement and, consequently, higher performance. The leadership results in engaged employees who do not have burnout have a sense of compelling and energetic link with their work.

As Kahn (1990) advocates, engaged individuals approach the job with a sense of self-investment, vigour, and passion, converting into higher performance levels. As a motivational perception, engagement should relate to the intensity with which individuals pursue their performance. Engaged employees will be more attentive and more absorbed in their work.

The dualistic model of passion examines why and when empowering leadership has different effects on employee work performance, including task performance and creative performance (Vallerand, 2016). Headteachers need to delegate power to their juniors with the increasing prevalence of team-based work in organisations. (Kozlowski & Bell, 2013;

Mathieu et al. (2008) encourage them to be more autonomous, responsive, and proactive at work.

According to the motivational perspective of empowerment, empowering leadership strengthens employees' autonomous motivation (Conger & Kanungo, 1988). It establishes norms that ensure that employees are encouraged to complete their work independently, using power and other resources delegated by the empowering leaders (Vecchio et al., 2010). With such strong expectations from leaders, employees are compelled to work to feel worthy, get promoted, and boost their self-esteem, leading to a highly obsessive passion for work. Harmonious passion is positively related to employee work performance. Integrating the positive link between unified power and employee work performance with the positive association between empowering leadership and employees' harmonious passion leads to a positive indirect relationship between empowering leadership and employee work performance via harmonious passion. Astakhova's (2014) studies suggested that obsessive passion induced by these instruments lead to poor work performance. The impact of empowering leadership on employee performance is more likely to be positive if the effect of empowering leadership on harmonious passion outweighs the effect of empowering leadership on obsessive passion.

Vilma (2018) posits that value-based leaders are continuously empowering team members. A headteacher can achieve this by creating time to meet and interact with every institution member. When a new teacher joins the team, it is important to schedule periodic one-on-one sessions to ensure that they are settling well and that their adjustment process is going smoothly. Through these interactions, the teachers get to know the headteacher and vice versa. Positive interactions ensure that values within the organisation are aligned. Such interactions also help the headteacher to understand the different perspectives that different individuals in the organisation hold concerning specific issues. The sessions enable them to

make decisions that come from a balanced perspective that is more appealing to the teachers in the team. Once teachers see that their headteacher is taking the time to know them, empower them in their teaching activities, and equip them to feel that they can meet their deliverables, they will become motivated and are likely remain at the particular institution.

The headteacher's support gives the teachers great assurance in their work. They also have the confidence that decisions made by the headteacher are primarily for their benefit (Vilma, 2018). The above study focused on leadership values and values-based leadership in Lithuania. Each factor is discussed based on unique features that bring out its vast complexity. Consequently, the shared leadership values are listed. In conclusion, the four principles of this leadership are summarised as – self-reflection, balance, true self-confidence, and genuine humility. These factors enable followers to trust their leader, and the leaders are in a better position to influence them to action. Subsequently, the institution's income is increased due to enhanced performance. Therefore, success must be based on values to establish a performance culture. Whereas Vilma (2018) did the above study in a non-educational institution, the current research examined the use of value-based principles by primary school leaders.

This study sought to establish if the headteachers delegate with an aim to set clear goals and expectations, give teachers autonomy of assignments, provide necessary resources, give constructive feedback, accept ideas and input, communicate vision of the school and recognise teachers for hard work. There is the need to establish the effect this has on teachers' motivation. This is based on realisation that empowering others is accepting that teachers can perform and this makes them feel valued, appreciated and thus fostering a positive work environment.

Resilience

Resilience is being able to move forward after exposure to a negative event. It is not an end but a process of adaptation and growth within a risky landscape. For organisations to survive in environments that are uncertain and ever-changing, they need to be resilient. Strong leadership that encourages unity within the team is a critical component of a resilient organisation (Smith & Charles, 2013). Organisational resilience evolves as management and teams adhere to the organisation's mission and core values. Due to resilience, some leaders and organisations adapt and sometimes grow stronger following a crisis. Several private primary schools survived the COVID-19 pandemic, while others could not adjust to the on-line learning that was the norm during the lockdown. Schools that lacked resilience were closed. Many people experience significant discomfort in situations involving unpredictability and change; business leaders and organisations are not immune to the impact of these stressors. Leading an organisation involves tackling many challenges in an ever-changing and fluid environment. Challenges include managing stakeholders and internal politics, regulations and technology changes, and hiring and retaining skilled and dedicated employees (Masten et al.,1990). Headteachers in private primary schools also deal with such factors.

Leaders and organisations often face challenges and crises that test their systems, resources, strength and flexibility (Masten et al.,1990). Will they bend with stress, or will they break? Successful leadership has always been more difficult during periods of rapid change. Still, organisations' unique stressors today have caused a renewed interest in studying personal and organisational behaviours, focusing on what constitutes practical and adaptive leadership. Interestingly, some leaders and organisations survive and thrive in these situations while others falter or collapse under the stress of change. The resilient individual can deal with stressful issues and maintain a healthy outlook.

Most people consider themselves reasonably resilient, but the reality is that many are not as psychologically prepared to handle adversity, which means that most individuals cannot face problems bravely and confidently. Resilience is vital when making quick and tough decisions in moments of chaos with grace, humour, and optimism. Resilience transforms hardship into a challenge, failure into success, and helplessness into power (Masten,1994). Strength turns victims into survivors and allows survivors to thrive. Resilient people are reluctant to allow even major setbacks to push them from their life course. Increasing resilience will require work, energy and commitment. Many of the challenges leaders face are generally similar to those experienced by headteachers. For instance, changes in the syllabus, term dates, enrolment in the school national exam results and teacher turnover, isolation experienced in leadership roles, the pressure not to show emotion, dealing with frustrated and angry staff members or parents, and delivering bad news. All of these contribute to the pressures on leaders everywhere and call for resilience. Resilient leaders look at setbacks as a set-up for growth (Smith & Charles, 2013)

The study seeks to establish which core concepts of resilience have been practised and how self-belief confidence, solid goals and commitments, challenges and opportunities, personal control, strong healthy relationships, controlled emotions, flexibility, high energy, and mental agility have been brought up by the administrators so as to motivate teachers in Kasarani/Embakasi Cluster schools. If these values have been practiced or not and the impact it has on the selected schools.

Genuine Humility in Value Based Leadership

The principle of humility is dominant in value-based leadership. Humility is a virtue that concerns itself mainly with how to view and handle human limits adaptively and constructively. Humility at the workplace increases dynamism and accept that the rest are better than us (Hugo,2005). Philosophers have reopened the discussion on humility as a

moral concept (Hamel, 2007). He argues that humility is a grounded view that makes administrators acknowledge their personal qualities and limitations without producing feelings of superiority or inferiority that interferes with relationships. The concept of humility depends on self-respect and a stable sense of self-worth. The most commonly cited view of humility involves the capacity or willingness to evaluate oneself without positive or negative exaggeration. It leads to a more accurate non defensive objective self view. Humility involves appreciating the value and contribution of others. It calls for acknowledging the strengths of others without feeling threatened. This entails the belief in human limits and dignity, acceptance of others specialised knowledge, skills and unique strengths. Humility as a trait orientation allows for openness and acceptability. It is a premium concept that fosters individual and organisational capacity.

Head teachers are not the only participants in organisations who fail to listen but there are always dissents among subordinates. In the school, the aspect of humility requires participants to perceive themselves as non-competitors among themselves but with others that leads to shared knowledge and collaboration (Senge, 2005) It is crucial for headteachers in primary schools to identify the different areas in their lives that need improvement. All human beings are a work of progress, and as such, no one can be considered perfect. There is always room for improvement. Despite being a headteacher in the school, it is vital to recognize the teaching staff's value. Learning is a great asset when it comes to building relationships. A leader who learns something new, especially from a staff member, brings about a sense of commonality that is likely to happen through individual interactions. It encourages the team to be more open as they relate well with the leader. This openness makes it easier for the staff to be better motivated as their views are respected.

Another critical factor in serving with humility is accepting when one is wrong and taking accountability for action. This is brought about by having true self-confidence. When

things do not go according to plan, it is vital to own it. At the same time, when something goes according to plan, it is equally important to give credit to those that deserve it. By holding themselves accountable for wrong things, the teachers will have more faith and trust in their leader. They will be able to see that they do not engage in the blame game, which gives them more confidence and motivation when doing their duties (Vilma, 2018).

Humility makes some uncomfortable due to its focus on boundaries (Hume, 1994). Humility entails appreciating knowledge and worth beyond the self. It constitutes a modest self-perspective foundational to most other virtues. In addition, it opens one to the influence and needs of others and insists on reality rather than pretense (Grenberg, 2005).

Psychologists classify humility as a temperance virtue that guards against excesses. Humility is a historically revered characteristic that moderates self-focus or inflated estimation of one's knowledge and abilities (Tangney, 2000). The word humility implies a realistic perception of self and others. It is a belief in equal dignity and shared limits of all persons (Grenberg, 2005). This view enables humble people to acknowledge their personal qualities and limitations without producing feelings of superiority or inferiority. In other words, a sound understanding of self-worth is fundamental to humility (Tangney, 2000; Morris et al., 2005).

Humility entails a proper assessment of one's abilities and achievements. It is the ability to acknowledge one's mistakes, imperfections and limitations. Humility enables individuals to carry out a more accurate analysis of their strengths, weaknesses, opportunities, and threats to their intra-personal resources. It calls for appreciating others' contributions without feeling threatened by them. One has an exalted view of the capacities of others rather than an unfavourable view. It acknowledges the unique strengths of outliers who have excelled as examples to emulate. (King & Hicks, 2007). Humility enables one not to compete and do better than others continually.

Tangney (2000, p. 72) established that humility calls for an open mind to learning in his study findings. The growing importance of humility suggests that individuals possessing humility are better for schools in dynamic environments. They are more likely to admit their knowledge gaps, admit past mistakes, genuinely value the expertise of others, and embrace learning. Some scholars have hypothesized that humble persons perform better than less humble persons (Owens, 2009). Owens (2009), in his study findings, established that humility could influence performance through better awareness of strengths and weaknesses and enhanced learning.

Several scholars consider humility the conceptual opposite of narcissism and arrogance since they focus on the self while humility focuses more on others while acknowledging their strengths (Means et al., 1990). They argue that one can build humility in leadership since it is not static. The leader's humility will then influence performance through employee empowerment. This, as a result, leads to employee retention. Another critical factor in serving with humility is accepting when one is wrong and taking accountability for the action. This is brought about by having true self-confidence. When things do not go according to plan, it is vital to own it. At the same time, when something goes according to plan, it is equally important to give credit to those that deserve it. By being accountable for things that go wrong, the teachers will have more faith and trust in the leader. The absence of the blame game gives them more confidence and motivation when doing their duties (Vilma, 2018).

Humility is a virtue that is historically revered as it guards against excesses (Tangney, 2000). Humility implies a realistic view of self and others (Grenberg, 2005). This view enables one to acknowledge others' strengths and weaknesses (Harb & Smith, 2008). A sound understanding of self-worth is fundamental to virtuous humility.

For every successful leader, there is always an attribute that leads to their success. Some of these include their skills, the general universal luck, and appropriate timing time. However, humble leaders will never forget their origins and how this has helped shape who they are right now. Headteachers do not start out as leaders. They start out as teachers in the staffroom and work their way up from there. They should not become disconnected from their starting point but instead use this memory to relate to the team as they move up the success ladder (Kraemer, 2011).

Strong value-based leaders ensure that they are not surrounded by insincere people who can derail their progress. Such people present a wrong type of humility which is not entirely comfortable because their words and actions are not aligned. Genuine humility implies that the leaders do not view themselves as more exceptional than others in the team. Working as team players, not isolated from the group, enables them to relate to the members and increases their trust. A humble leader is modest, appreciates each member's value, and treats each individual respectfully (Tham, 2017).

Genuine humility in value-based leadership constructs deals with several key components such as accurate self-perception of administrators and teachers, modest self-portrayal and appreciating the value of each person in the team. The study wanted to establish issues of humility in leadership and morale and their relevance within the institutional realm. These constructs are important as they are key indications of genuine humility. There was need to establish if they are applied or not and the resultant output in Kasarani/ Embakasi Cluster schools.

How a private primary school headteacher can use value-based principles to motivate teachers

Motivation & Job Performance

Private schools need to adapt to the fast-changing business environment in order to

survive. The practice of value-based leadership is pivotal to this success. The leadership needs to thrive on integrity, trust, listening, respect and inclusion for the teachers to be motivated to perform. There is a need to internalise the essence of values, observance of primary ethics and retraining with regard to value based traits (Heathland,2018). Head teachers need to have the right communication skills that enable them deliver on the vision enshrined by their institution (Clarke,2018). The motivation behind value-based leadership is faced with multiple challenges from society including intolerance, use of harsh language and corruption.

The use of value-based leadership in learning institutions should curb examination dishonesty that arises from lack of integrity among the leaders. Integrity challenge requires leadership solutions which demand for control systems especially on issues that touch on values cultivated by the head teachers to the teachers. Right decisions, and balanced decision making is an exhibition of values. According to James (2014) teachers need to be given foundations on moral principles, ethics, integrity, empowerment and social responsibility to achieve value-based leadership and its tenets. The empowerment will enable institutions to build values based on lesser requirement for supervision and control and will work on more respect between individuals, expanded energy, reliability and improved integrity that builds on the vision of the institution (James, 2014). Value based leadership will enable learning institutions to come up with the right strategies to cope with competition and survive longer than others. One of the strategies is how to manage staff turnover. The turnover may be due to a lack of motivation and commitment to the organisation. This point of view calls for a study of motivation and its relationship to job satisfaction. There is a need for strategies to attract and retain qualified staff. Leaders need to develop a way to counter the adverse effects of lack of motivation such as absence of team participation, poor performance, low morale, absenteeism, and less orientation towards organisational objectives. These negative

characteristics could affect the organisation's competitiveness. Institutions need to plan and strategise as per the prevailing business situation. Ensuring teachers' commitment towards institutional objectives has been a critical issue faced by most schools.; and hence the need to understand various factors which could motivate employees and ensure required commitment towards set goals (Akpan, 2001).

A leader's failure on organisational practices results in a high turnover of employees. Consequently, it burdens the organisation with the extra cost of hiring and training new employees and non-execution of administrative plans and strategies in the desired manner. Job satisfaction is very dynamic, and every factor has a varying effect on the teachers' motivation (Ouyang,2016). Staff retention has added the responsibility to organisations to update themselves with current trends—motivated staff members who remain loyal to the organisation. Hence, a need for study on employee motivation. A committed employee base backs every successful school and resulting loyalty results from a motivating environment. Motivation drives the employees to achieve set objectives, which is impossible without commitment. Motivation can be defined as an essential stimulation that directs human behaviour (Herman et al., 2011).

Since individuals have different attitudes and behaviour, schools should frame practices that will satisfy the group and not just an individual amid this diversity. The school leadership needs to take note of motivation theories that explain various aspects of motivation. Maslow's need hierarchy theory explains five levels of need in a hierarchy. Once a lower-level requirement is satisfied, one longs for conditions at the next level. The conditions are outlined as follows: Physiological needs, safety and security needs, social needs, Self-worth and Self-actualization. McGregor's theory 'x' and theory 'y' states that the function of motivating people involves a particular assumption about human nature, and leadership style is dependent on it. Authoritarian leadership (Theory X) is applied where

employees have little motivation. Participative leadership (Theory Y) is used where employees take pride in their work and see it as a challenge.

Job satisfaction is a positive feeling derived from carrying out various activities (Azash et al., 2011). For organisations to achieve their long-term objectives, they need to have satisfied employees. Hence the need to meet teachers' expectation as this affects their performance at individual and team level. Motivation increases when one achieves the set goals.

An organisation's core potential lies in its motivated and satisfied employees who consistently contribute towards organisational goals and objectives. The organisational behaviour represented by the senior administrative management affects the level of motivation and satisfaction through beliefs, principles, and underlying values that guide the organization. An effective HRM system could be a great deal of assistance in keeping employee morale high (Kumar & Garg, 2011). There is a need to evaluate a dropping performance to find out if it is due to the external factors or the effect of dissatisfaction from the tasks and the output achieved. It should also be realised that employee performance can be adversely affected by several factors at the workplace including stress. It is critical to understand these negative factors that affect performance (Kakkos et al., 2010). Organisations need to encourage employee initiatives and participation at different levels. Employees at all levels should be given opportunities to lead. This further helps motivate and influence other employees. It leads to satisfied followers who have a better drive to work (Herman et al., 2011).

Dubravlin (2011) points out that it is not adequate to know about motivational management, but there is a need to practise it creatively. Dessler (2008) adds that good governance is more critical than performance pay. Developing good motivational leadership is beneficial to both the school and teachers as it leads to staff retention. Organisations are

constantly brainstorming and drafting policies to reduce human resource mobility and retain talent to improve performance. Promotions, higher wages or more benefits act as long-term motivators; instead, employees are intrinsically motivated by the desire to succeed at challenging tasks (Marchington & Wilkinson, 2003).

A safe working environment, opportunities for employees to socialise, clearly defined responsibilities and objectives, training opportunities and promotions provide motivating environments for staff members. The function of headteachers is to help the teachers see that their needs can be met as they use their skills to meet the institution's objectives.

Headteachers determine the success and failure of an organisation, and effective management of human resources is one of their responsibilities. The motivation of employees falls on the senior leadership, who are the direct managers in the institution. Most schools in Kenya offer institutionalised incentive programs. Headteachers need to understand what is most important to them and know and take advantage of human and motivational factors to retain valuable employees.

For schools to survive and succeed, they need to motivate the teachers. There is a need for further research on motivation based on management and how it drives performance. This will enable headteachers to implement the right motivational strategies with better results. Some factors motivate them more once their financial needs are met. Leadership will enhance their morale, performance, and ultimately job satisfaction. Teachers employed in schools are as important as other assets and must be managed with the right skills.

As much as teachers desire to have a voice in their working condition, leaders work to direct attention to the right priorities to ensure the employees maximise their skills, thus increasing their chances of success. This is done through performance appraisal, with the management laying out how performance will be managed (Nzuve, 1999). The appraisal system is vital to any organisational work performance because it determines organisational

success. Headteachers influence the working environment for better performance, setting realistic goals, and communicating policies and plans to improve performance (Armstrong, 2009). The right policies provide a positive environment that leads to better engagement by influencing people concerning their roles. A positive environment induces positive behaviour. An enabling environment creates conditions that encourage high performance and effective discretionary behaviour. The right environment creates a culture that promotes positive attitudes to work, stimulates interest and excitement in people's jobs and reduces stress. The leaders create and maintain an environment in which individuals work together to accomplish shared objectives.

Leaders ought to subdue their interest to the group interest. If this is done, morale will be high. If confidence is reasonable, team spirit should be good as this arises where all group members work to achieve set goals and obey internal authority. According to Nzuve (1999), general supervision yields better results than close detailed supervision of employees. The manager devotes more time to supervisory activities, planning work and particular tasks than production work.

A degree of freedom gives employees an opportunity to set goals and work towards achieving them. Empowering followers through shared ideas enables them to understand and support management policies. Thus, in organisations there is a need for two-way communication. Wambua (2017) concurs with this observation and stresses that teachers should be given a voice in matters that affect them. Gretchen and Christine (2012) argue that people work better when provided with necessary information. They contribute more effectively when they understand how their work contributes to the overall organisational goals. Cole (2007) emphasises the importance of keeping employees informed about general matters affecting their work role adding that shared information improves trust.

As Weinhrich and Koontz (2001) put it, leadership is key to effective management. The headteacher as the school's manager influences teachers towards goal achievement by creating a conducive work environment through appreciation. The recognition of the worth of the teachers' contribution is significant to them, particularly if it comes from those whose opinions they respect- in a school setting -the head teacher (Gretchen and Christine, 2012). Teachers perform when treated with care, trust, listened to and encouraged to do better, they reciprocate by being responsible and productive. The positive reinforcement can result in desired change in behaviour. Headteachers have a better chance of success if they use persuasion rather than coercion to build morale, initiative and motivation.

Creating an organisational culture that establishes inspiration and engagement can lead to motivated teachers. A well laid out motivational management strategy can help in this regard. It can lead to teachers who are enthusiastic about their work and hence more effective. Thus, the headteacher can improve teachers' commitment and performance by increasing positive managerial behaviour and reducing negative leadership behaviour. The leader should lay down good employment practices, procedures, programs, and strategies to achieve the stated objectives. The leader must subdue individual interests to the group interest, and if they do this, morale will be high. If confidence is reasonable, team spirit should be good.

Great managers who subscribe to value-based leadership are forever trying to catch their people doing something right and congratulating them on it. When praise comes from outside, it proves that the leader has talented people. It also confirms the team's ability to address complex problems. As a great leader, the headteacher should lead by example – "walk the talk" – by making certain behaviours and decisions aligned with the institution's vision. Mentor and coach your team and gain their commitment towards achieving the organisation's goals. Performance management enables expectations to be defined and

agreed upon in role responsibilities and accountabilities, skills and behaviours. Rewards are much more effective if people know what they will get when working hard and effectively. It is critical to set realistic and achievable expectations. A degree of freedom gives employees a voice in job-related decisions. It builds a sense of responsibility and pursues plans to achieve them. When you delegate a role without authority, it is a guaranteed failure. Every staff member should have proportionate authority and power to contribute to goals. Empower the people and control the process. While it is essential to know what employees are working on, do not micromanage them. Managers need to practice general supervision rather than close detailed supervision of employees—set goals that stretch their abilities which offer them the challenge to better themselves. Teachers need recognition for their efforts will motivate them to repeat the process. Motivation is a process that has to be maintained through proper people management, and teachers need an opportunity to achieve the higher levels of needs.

A motivated teacher is crucial for effective teaching and learning outcomes since they motivate learners to perform better. Agebure (2013) argues that a task cannot be executed efficiently unless the individual willing to do it has adequate ability to carry it out. Therefore, putting across the principle that there is a need to match tasks to an individual's ability.

Theoretical Framework

Authentic Theory of Leadership

The study is based on the Authentic Theory of Leadership (George, 2007), Systems Theory (Ludwig Von Bertalanffy) and the Self-determination Theory (Deci & Ryan, 2010). The contemporary world is characteristic of many leadership theories that help organizations attain their objectives and goals by adhering to particular leadership styles. The Authentic Leadership Theory explains the leadership of individuals from the perspective of their

genuineness and transparency. It concentrates on providing insights into the leadership style of individuals by portraying themselves as genuine, exercising self-awareness, and building honest relationships. Authentic leadership is a set of qualities, values and skills that individuals possess that enable them to influence their followers towards achieving set goals. This type of leadership is increasingly gaining popularity among organizations in the 21st century because of the results obtained from implementing it in an organizational set up. The values-based leadership (VBL) theories emerged due to the moral and ethical deficiencies among several transformational leaders.

Ethical leaders are seen to be innovative or model the way for their followers (Ullah,2021). The follower is more likely to respond to and listen to the leader's ethical, moral beliefs. Through coaching, mentoring and encouraging growth opportunities (Bass, 1985), transformational leaders develop and transfer the positive aspects of their authentic/ethical leadership to inspired, motivated followers.

Studies have outlined the dimensions of authentic self-regulation to include internalized regulation, balanced processing of information, relational transparency, and authentic behaviour. In developing morals and ethics in leaders, future research is needed to determine if existing leaders can be trained, inspired and developed to be ethical and moral if they lack these inner qualities (Gardener et al.,2005). Numerous researchers (Bass & Avolio, 1990b; Brown et al., 2005; Gardner et al., 2005) have proposed that these qualities can be developed, but there is no sufficient empirical data to argue that this is definitively true.

Authentic Leadership Theory dictates that humanistic philosophy is the critical focus in individual experiences as manifested in the leader's values. It is essential to note that the theory is based on the idea that leaders are originals. Authentic leaders lead from their conviction, which brings out the meaning of the term authenticity. The authentic leadership theory makes more sense in the practical perspective because leaders are expected to be

genuine and honest in their dealings if they are to achieve set objectives and goals and help the organizations in which they work to make progress (Covelli & Mason, 2017). Therefore, it is justifiable to argue that the Authentic Leadership Theory is common in modern world because it constitutes one of the most effective theories that explains how people can lead by maintaining genuineness.

The Authentic Leadership Theory concentrates on several vital factors that provide an overview in its definition. The factors include honesty, genuineness, transparency, self-awareness, and adherence to ethical values. Many considerations can be made when examining the Authentic Leadership Theory including the following: the assumptions of the theory, its development, the components of the theory, strengths and weaknesses, and its applicability in a school context. Therefore, examining the authentic leadership theory is essential in uncovering various aspects surrounding the theory's practicability (Covelli & Mason, 2017).

The basic definition of the Authentic Leadership Theory revolves around the question of how genuine and original a leader is in their quest to deliver leadership to people. The theory concentrates on examining the authenticity of a leader and the manner in which they can foster honest relationships with the people they serve. The viewpoints are developmental, intrapersonal, interpersonal, and the practical perspectives. The intrapersonal perspective of the theory constitutes the exhibition of leadership based on the self-concept of a leader. Every leader has their life experiences that they can use to lead their teams. The intrapersonal perspective of the authentic leadership theory focuses on a leader's abilities to draw from the critical life events they experience and apply the same to his or her leadership. This can otherwise be described as leading from one's conviction without copying what other leaders do. Based on the explanation herein, the idea of originality is evident.

Interpersonal perspective is relational as it concentrates on explaining how leaders

and their followers create leadership. It is essential to note that the process involved herein is reciprocal because the leaders affect the followers as much as the followers affect them (Northouse, 2021). The creation of leadership by leaders and followers incorporates the aspect of authenticity because they hold discussions and decide on what do basing their arguments on moral issues. Authenticity is realized herein when the leaders and followers decide to do the right thing.

The practical approach examines the authentic leadership theory from a practical sense which focuses on describing the different features of a leader who is looking to become authentic. Some of the features the practical approach to the theory explains include having a sense of purpose, fostering trusting relationships with other people, being sensitive to other people, possessing strong values, and acting upon one's values. These features are critical in helping authentic leaders to demonstrate their capabilities (George, 2007).

The developmental perspective focuses on explaining the idea that authentic leaders ought to foster self-awareness through psychological capabilities, moral reasoning and critical life events. The developmental perspective concentrates on how leaders can grow and demonstrate more self-awareness and self-development. Therefore, the four different viewpoints discussed above contribute to the definition of the authentic leadership theory.

George (2007) who is the main proposer of the authentic leadership theory, focuses on the practical sense where the characteristics of an authentic leader are laid out. Walumbwa et al. (2008) also the add to the developments of the theory that have taken place as a means to try to fully conceptualise the theory and create a better understanding.

The authentic leadership theory highlights the basic assumptions of the theory as: positive psychological capabilities, moral reasoning and critical life events. Positive psychological capabilities enable a leader face difficulty and overcome challenges. It provides the leader with balanced cognitive processing skills that make it possible for them to

look at a number of alternatives when making decisions. They solicit the views of their followers and do not impose their views. The balanced perspective provides objectivity in the decision-making process after considering the views of followers.

Moral reasoning guides the decision-making process when addressing ethical issues at the workplace. Values form the foundation of authentic leadership derived from the leader's beliefs and convictions. They are the guiding principles in ethical dilemmas. Authentic leadership Theory begins with the understanding of one's personal experiences that have shaped their understanding of leadership. This guides how they relate with others.

Since the proposition of the Authentic Leadership Theory in 2003 by Bill George, the theory has developed because of continued research by different scholars. The theory's emergence is attributable to the global political and economic uncertainty that befell the world at the turn of the century (Nikolić & Kvasić, 2020). Many individuals have taken the opportunity of studying the theory to help develop it. Since the theory's proposal in 2003, other scholars including Avolio and Walumbwa have come up with different data to develop on the theory. As part of the development of the theory, Avolio and Gardner (2005) came up with a model that put into consideration the measurement of authenticity in leaders.

The development of the Authentic Leadership Theory is a work in progress, which is why the theory still faces criticism on some matters. Efforts are ongoing to ensure that the theory develops further to the extent that there will be reasonable proof to dismantle all the arguments by the critics.

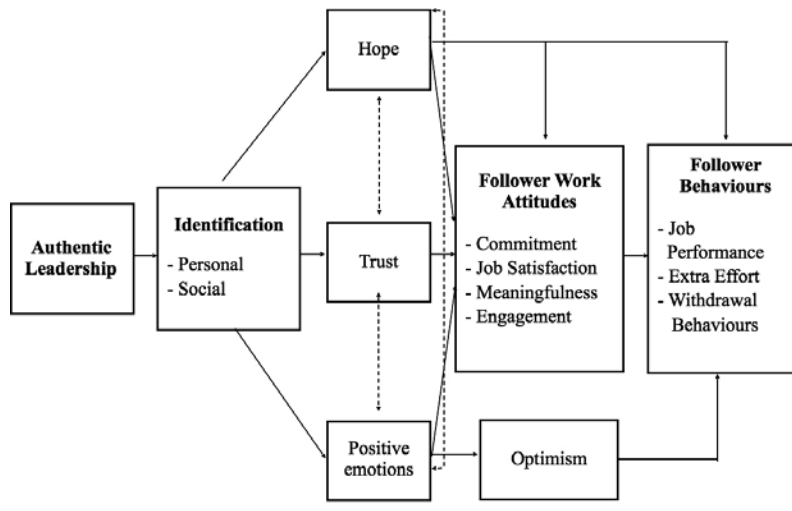


Figure 2.1. The model of authentic leadership development

Authentic Leadership Theory constitutes various components that aid in the description of the theory in general. They are internalised moral perspective, self-awareness, balanced processing and relational transparency.

Self-awareness is the ability of a leader to reflect on their core values and identity. Northouse (2021) postulates that self-awareness focuses on reflecting one's values, feelings and motives. As leadership entails undertaking and guiding a team to achieve particular objectives, it is vital to note that the theory anticipates that authentic leaders would be able to reflect on their values and lead people on such a basis. An ongoing process of self-reflection enables leaders to understand their values and act according to them. Through introspection, the leader establishes what is right and wrong; develops integrity that leads to trust by the followers. Such leaders must be able to trust their feelings if they demonstrate self-awareness in authentic leadership. Therefore, self-awareness is a crucial component of authentic leadership theory.

Balanced processing is a leader's ability to analyse data and make assessments objectively. It requires a leader to look at several alternatives when making decisions. There is an emphasis on balanced processing so that they incorporate every person's idea in their

thoughts when seeking vital information.

Internalised moral perspective constitutes using internal moral standards to guide behaviour (Hassan & Ahmed, 2011). Authentic leaders have an internalised moral perspective that involves internal regulation of moral reasoning and behaviour. This leads to ethical behaviour consistent with their values and self-discipline. A leader without moral values may not be suitable enough to lead because they may not manage their behaviour or that of their followers. Therefore, internalised moral perspective is a critical component of authentic leadership theory because of its ability to address the moral standpoint.

Relational transparency entails the ability of an authentic leader to be free and honest to the people they are serving in a learning institution (Northouse, 2021). Leaders should be courageous enough to present themselves to the people they lead in the most genuine manner possible.

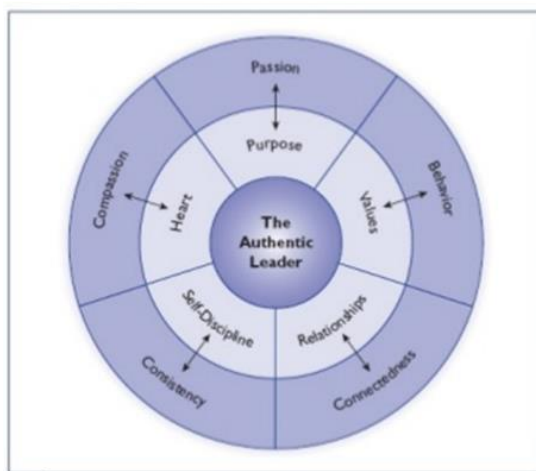


Fig. 2.2. Bill George's Authentic Leadership Model

Strengths and Weaknesses of the Theory.

Examining the strengths and weaknesses of authentic leadership theory helps uncover its capabilities and applicability from a practical perspective. It has some advantages and disadvantages, making it necessary to conduct a cost-benefit analysis to determine the circumstances in which it can be applied (Zeb et al., 2019).

Authentic leaders can prove to their followers that they are genuine by adhering to the virtue of honesty because in contemporary society, organisations and schools, there can be deceit which may lead to failure. Failure in leadership has been attributed to the leader's inability to establish trust among the team members. It is worth noting that when trustworthy leadership is exercised, organisations and schools where it is exercised benefit from it. Authentic leadership theory is dynamic in that it does not restrict people from becoming authentic leaders but leaves room for anyone to practice authentic leadership because authenticity is a virtue everyone can exercise (Northouse, 2021). For authentic leadership theory, people only need to be genuine to exercise authentic leadership. The implication is that anyone in any organisation or institution can incorporate authentic leadership aspects such as honesty in what they do. The lack of restrictions regarding the theory's explanation also means there is room for measuring authentic leadership. The theory focuses on describing the leadership virtues that can be put to test.

Authentic leadership theory has moral dimensions which constitute ethical considerations (Davidson & Hughes, 2020). When a leader exercises transparency they are considered to be morally right.

Nichols and Erakovich (2013) postulate that the data available is not as much as most researchers would have wanted. The lack of enough empirical data calls for more research in conceptualising the theory. The relationship between authentic leadership and achieving positive results in an organisation or learning institution has not been adequately

substantiated. This establishes a gap in this area of study.

The head teacher needs to display a high level of leadership to introduce a school culture that benefits all. According to a study by Karada and Öztekin (2018), principals can use authentic leadership to influence teachers' perceptions of school cultures. How things are done will create an environment that will motivate teachers. Authentic leadership can be used to influence the desired ethical behaviour of teachers.

According to a study by Feng (2016), there is a significant association between authentic leadership and psychological capital which the head teachers create in teachers due to leading with integrity. It is imperative to note that psychological capital helps teachers not to burn out or work with stress (Luthans et al., 2007). The link between the activities of educational institutions and what is expected when applying authentic leadership theory constitutes communication conformity. Communication ensures the seamless passing of ideas and instructions to make the organisation effective (Pavlovic, 2015). Once the school leader proves their authenticity to the rest of the institution, teachers can follow suit and establish themselves in the best way possible to meet the expectations concerning their tasks in school. The authentic benefits of leadership include enhanced discipline, which brings about the smooth running of the activities in the school. Authentic leadership ensures that communication which is critical in institutions is carried out in the best way possible. Authentic leadership theory is increasingly becoming popular in the contemporary world, where many apply it in their various leadership roles.

Systems Theory

Systems theory is an interdisciplinary theory that looks at different phenomena holistically. According to Mele et., al (2010), the input, output and process cannot be explained individually but as part of a whole system. Ludwig Von Bertalanffy first introduced the systems theory in the 1940s. The other proponents of the theory include W.

Ross Ashby and George Bateson. They argue that as Systems interact with the Environment, they can acquire new qualities that result in positive change. In other words, what a leader does in an organization impacts the followers and the Environment in which they operate.

Organizational leadership can be broken down into the Universal Systems Model with Goals, Input, Processes, Output and Feedback (Kishore, 2021). A goal is a purpose to be achieved. Input is put into achieving goals, including human resources, values, time and capital investment. The process entails the activities carried out daily. The output is what is created from the input and process. The information given back to the process is feedback (Haury, 2014).

The primary assumption of the systems theory is that a hybrid system comprises several microsystems. The interactivity between these systems leads to the macro system that exists. In this study, Value-based leadership as an input into the institution is made up of self-awareness, balanced perspective, true self-confidence and genuine humility. All these qualities contribute to teacher motivation at different levels (Gitterman & Germain, 2022; Lai & Lin, 2017). They add that the systems theory principles can be applied in different fields, including leadership, to provide an understanding of the interaction between inputs and desired output.

In applying systems theory in this study, the school and its leadership function as a system involving interrelated and interdependent parts that work together to achieve the desired output. In this context, the process in focus is the influence of the head teacher's value-based leadership on teacher motivation. The desired output is how effective the leadership process is in producing motivated teachers. It is desired that the output realized is arrived at effectively and efficiently. The output is influenced by the prudent use of resources required to execute the process and the controls in place to ensure effectiveness.

In applying the systems theory to this study, value-based leadership is the input

employed to execute the leadership process. The principles the head teacher derives from the community-the Environment- and utilizes to impact the process are self-reflection or self-awareness, balanced perspective, true self-confidence and humility. The value-based leadership dimensions will impact the interaction between the head teacher and the teachers. It will be reflected in how they motivate the staff, utilize resources and the decision-making process, which includes planning tools such as timetables, lesson plans, duty rosters, training opportunities and working hours.

In order to monitor the effectiveness of the process, the head teacher needs feedback. The feedback can be done through performance appraisal and surveys to determine the teachers' morale, capacities and perceptions of their working environment. Performance indicators can also include personal initiative, effort directed toward work, the rate of turn over or the retention rate among the teachers. When interlinked in the right way, all these components of the systems theory model will give the desired output and feedback needed for change implementation.

Self-Determination Theory

The self-determination theory of human motivation explains the degree to which behaviours are relatively autonomous. The theory describes motivation as the energy directed at achieving a goal (Patrick & Williams, 2012). According to Deci & Ryan (2010), who are the initiators of the theory, autonomous regulation provides the basis for self-determination. Autonomous motivation refers to activities one does because one is positively driven to achieve a goal.

Intrinsic motivation, as part of autonomous motivation, inspires a leader to act from internal conviction. Their beliefs and convictions guide the goal-setting process; as a result, influence is based on integrity. Modelling the proper behaviour the leader desires in the followers is critical. In a school setting, the head teacher can inspire the teachers' morale

through integrated motivation. Legault (2017) defines *integrated motivation* as internalised extrinsic motivation, initially driven by external rewards such as cash bonuses, trips and medical covers but later internalised.

Self-determination theory has three key components that drive performance. These are relatedness, autonomy and competence. When a head teacher is competent in leadership skills, they will be more effective. They will be more self-determined when they relate well with their teachers, even as they make decisions driven by their values. The theory assumes that when the head teacher and teachers know the value and importance of their actions, they will be energised to improve work motivation (Deci et al., 2017). They add that followers can be highly engaged or go through the motions of their work depending on their working environment. The relationship between the head teacher and the teacher defines the working environment in this context.

SDT can be applied in different organisations to determine employees' capacities and well-being (Ryan & Deci, 2017). The theory envisages that value-based leaders will be under varied motivations, including autonomous motivation, which is characterised by people engaged in an activity with a complete sense of willingness, volition, and choice. Often, autonomously regulated activities are intrinsically motivated. Perhaps more critical to the workplace; however, extrinsically motivated activities can be self-motivated under the right circumstances. When individuals understand the purpose and value of their work, they are more likely to engage in it with a sense of ownership. When they receive precise feedback and support, they are likely to become more autonomously motivated and, as a result, perform better. They will be inclined to learn in order to improve their capacities. When the focus is on extrinsic motivation using external rewards, the shift can adversely affect subsequent performance and work engagement as it leads to short-term gains.

According to Ryan & Deci (2017), *intrinsic motivation* refers to activities for which

the motivation lies in one's behaviour. When an individual is intrinsically motivated, they enjoy their work and find it rewarding. They enthusiastically engage in activities without external rewards or prompts. When intrinsically motivated, individuals tend to display high-quality performance and wellness. Ambrose & Kulik (1999) conducted experimental research on the undermining effects of rewards. They posit that rewards could shift people's reason to work and reduce their sense of autonomy and competence. The implications are that employees will not engage fully in their tasks unless they receive an external reward, therefore affirming that SDT explains to a great extent the difference in the outcomes of work organisations.

Extrinsically motivated behaviour involves doing an activity to attain a separable consequence that encompasses all instrumental behaviours. SDT argues that extrinsic rewards can have varying significance that leads to enhancements of behaviour or diminishing it for a limited period. SDT identifies introjected regulation as autonomous extrinsic motivation where people focus on receiving approval from their leaders instead of disapproval. Ryan & Deci (2017) argue that of paramount importance is identified regulation, in which the individuals have personally identified with the importance or value of their work roles and behaviours. Because they have accepted the rationale for acting independently, they are more self-regulated and flexible in selecting and sustaining their behaviour and activities. They do not have internal conflicts.

According to SDT, motivations can lie along an autonomy continuum, with debate on how best to model the simple and varied motivation subconstructs. Some studies have calculated motivation types using algebraic equations to form a relative autonomy index (RAI). The index allows the prediction of organisational outcomes in different contexts. (Ryan & Deci, 2017). In other studies, autonomous (intrinsic identified) has been contrasted with controlled (introjected, external) motivation, showing that these different motivation

levels can also be represented in an autonomy continuum. Chemolli & Gagne (2014) critiqued the continuum because it did not fit with a multidimensional Rasch model. However, an article by Howard et al. (2016) used bifactor analysis on an academic motivation scale, finding evidence for a continuum of autonomy and unique variances for distinct motives. Confirming the SDT assumptions that autonomous forms of motivation will predict more remarkable persistence, performance quality, and well-being over time than controlled forms. In addition, each form of motivation will be systematically related to different leadership styles, work conditions, and pay contingencies (Fernet et al. 2012a, b)

Conceptual Framework

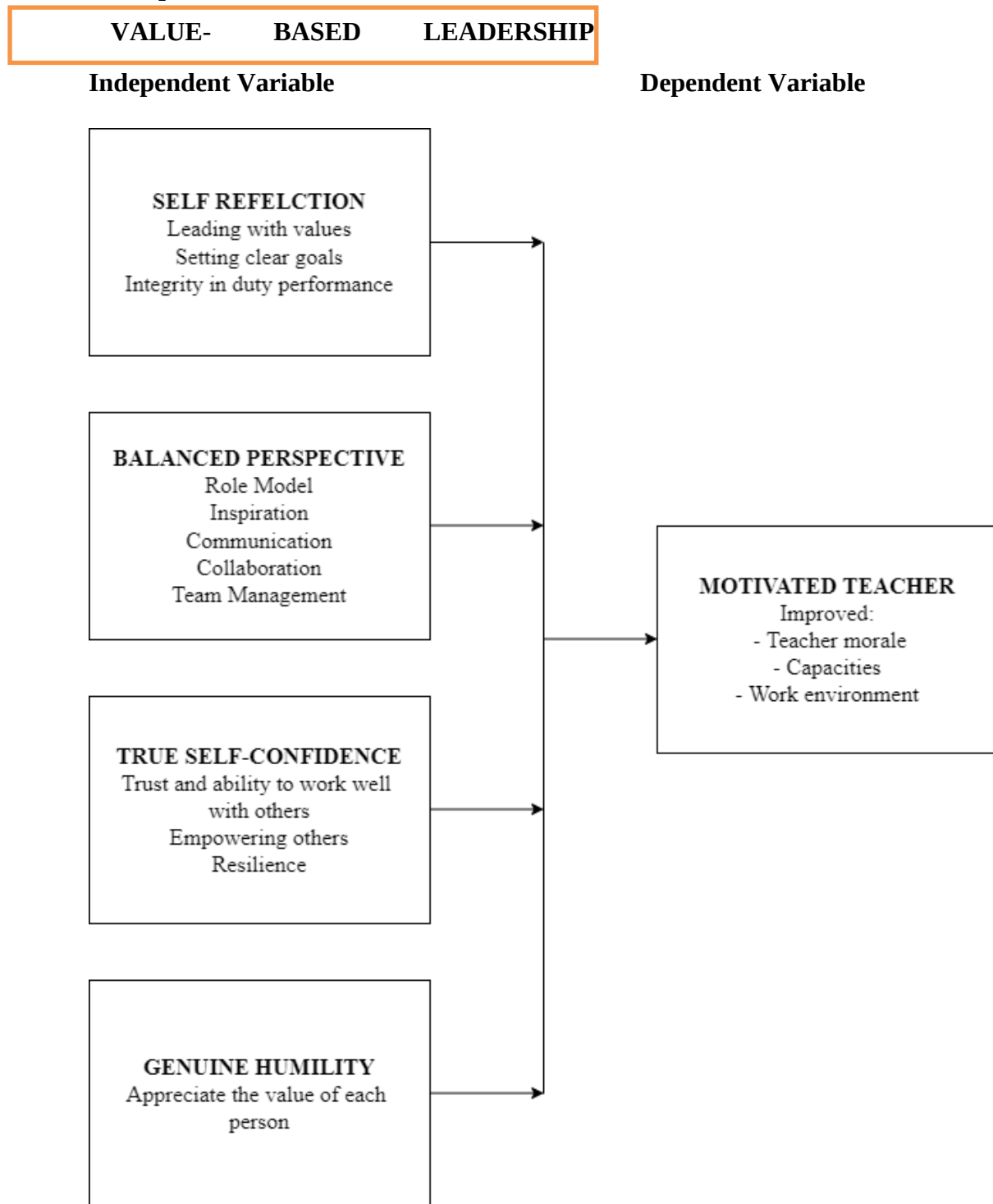


Figure 2.3. Conceptual Framework

Chapter Three: Research Methodology

Introduction

This chapter outlines the methodology on how the study was conducted. It gives the research philosophy, research design, target population, sampling techniques and sample size, research instruments, pilot study, reliability and validity, data collection, analysis and logical and ethical considerations.

Research Philosophy

Research philosophy is the set of assumptions that the researcher considers essential in determining the study's direction (Creswell, 2013; Terrel, 2016 & Saunders, 2019). They consider research philosophy as the assumptions and beliefs that guide a researcher in developing new knowledge in a particular area of focus. It is the constitution of beliefs held by the researcher about the nature of the study, how it should be carried out and how the findings are interpreted. Bryman (2016) states that research philosophy is the definition of the truth and reality, the means through which the truth is known. He states that the research methodology is determined by the philosophical assumption of the nature of knowledge sought and how it is developed. This gives rise to the three critical philosophical approaches: ontological, epistemological and axiological perspectives.

The ontological perspective relates to realities encountered in the research, while the epistemological perspective relates to the knowledge possessed by human beings and how they communicate it to others. The epistemological approach focuses on the role of the researcher in the research process and what they consider acceptable knowledge that could be based on authentic objects or feelings expressed by individuals (Saunders, 2019).

The standard categories of philosophy include positivism, constructivism (critical realism), interpretivism, transformative (postmodernism) and pragmatism (Creswell, 2013).

Positivism supports quantitative research design and relates to the deterministic worldview of natural sciences that considers social realities generated from observations which lead to law-like generalisations. Constructivism, also referred to as critical realism, explains the way individuals try to understand their world by developing meanings which are subjective and are directed towards specific things or objects. It expounds on what individuals see and experience concerning the prevailing reality structures that direct the observable events and supports a range of research methods (Creswell, 2013).

Interpretivism pays attention to qualitative methods and postulates that human beings differ from physical phenomena because of their capabilities to develop meanings.

Individuals with different cultural orientations will interpret events differently based on circumstances and time because of differences in social realities. The transformative world view also called postmodernism, relates to marginalised individuals concerning language, discrimination, power and social justice. The worldview highlights events that address daily happenings, empowerment, oppression, alienation and suppression. Pragmatism which supports mixed method design, opines that the research question may need to be adequately answered. The relevance of the concepts is essential where the action is supported. This is multi-dimensional and derives great importance from action, contexts, and consequences.

The current study will adopt a pragmatic worldview that focuses on what works rather than what might be considered absolutely and objectively real. Pragmatism involves research designs that incorporate operational decisions based on what will work best in finding answers to questions under investigation. It enables pragmatic researchers to conduct research in innovative and dynamic ways to find solutions to the research problem. It underpins mixed method research as it is a problem-oriented philosophy that believes that the best research methods help to answer the research question most effectively. Pragmatists have the latitude to choose the methods to adopt, techniques to apply and the appropriate

procedures. Pragmatism brings together a variety of perspectives in engaging and empowering research to provide hard evidence on the question at hand.

Pragmatism and social work share the central tenet of understanding this world through experiences and actions. Both share the principle that overt action is necessary in combination with a reflection for acquiring knowledge. Ideas, concepts, and theories can be tested only by rational actions following them after observing and analysing the consequences. In this school of thought, practical consequences are not for profit or gain but are the axial test of epistemic and metaphysical significance. Pragmatism is focused on the future (Haight & Bidwell, 2016; Rosiek & Pratt, 2013; Shields, 2017).

Research Design

Research design refers the data collection process categorised into quantitative, qualitative or mixed method design (Bhattacharjee, 2012). Descriptive survey design and correlation research design were used for this research. The central tendency, and dispersion of the data, mean, standard deviation and correlation coefficient were determined. For the study, quantitative design was used as the source of data collection in order to meet research objectives. The reason for using quantitative design was because the target population were the samples schools with each of them having unique characteristics and thus the need to measure the issues of value based leadership on teacher motivation in the target population. Correlation research design measures two or more factors aiming to determine the degree of change regarding the values of the factors in an identifiable pattern (Brook, 2013). The study had an 'influence' dimension since it examined relationship between several factors. The design was appropriate since it helped assess the relationship between the independent variable (head teachers' use of value-based leadership) and the dependent variable (teacher motivation). Quantitative analysis was used to ensure the outcome of the study is valid, credible, dependable, and reliable (Creswell, 2012).

The study was conducted among the Kasarani/Embakasi Private Schools Cluster, which has most of its member schools in Kasarani Sub-County with a number of schools from other Nairobi sub counties. Kasarani Sub-County has 160 private primary KCPE centres spread across the five administrative wards. The scope of the study was private primary schools that are members of the Kasarani/Embakasi Cluster.

Singleton (1993) made two observations that are essential in carrying out research namely- the researcher's interest and how easily the researcher can access the target population. These factors contributed to the choice of the research area.



Fig 3.1. Map of Kasarani Sub- County

Target Population

The target population refers to the population to which a researcher wants to generalize the results of a study (Mugenda & Mugenda, 2003). The private primary schools in Kasarani Sub- County are in different locations including: Kahawa West, Baba Dogo, Garden Estate, Kariobangi North, Githurai 44, Githurai 45, Zimmerman, Korogocho, Drive-in, Roysambu, Mwiki, Kasarani Seasons, Hunters, Sunton, Marurui, Mirema, Lucky Summer, Survey, Ruaraka and Thome. Kasarani Sub-county has 160 private primary schools registered as Kenya Certificate of Primary Education (KCPE) examination centres (Kasarani Sub-County director of Education office). Some of the private primary schools that are members of the Cluster are located in Embakasi. The study population comprised of

headteachers and teachers from the private primary schools.

Schools

The target population for the study was 120 private primary schools in Kasarani and Embakasi with a focus on schools in the following locations: Kahawa West, Baba Dogo, Garden Estate, Githurai 44, Githurai 45, Zimmerman, Safari Park, Drive-in, Roysambu, Mwiki, Kasarani Seasons, Hunters, Sunton, Marurui, Mirema, Lucky Summer, Survey, Ruaraka, Thome, Donholm, Utawala.

The respondents for the study comprised of headteachers and teachers in private primary schools that are members of the Kasarani/Embakasi Private Schools' Cluster. Headteachers and teachers are in charge of the daily operations in the school.

Sampling Procedure

Sandals et. al (2009) submit that statisticians have shown that a sample size of 30% or more will result in sampling distribution for the mean that is very close to the normal distribution. The targeted schools were private schools in Kasarani /Embakasi within Nairobi.

The sample size is the number of responses a survey receives. Schools were selected by use of stratified sampling technique because they are non-homogenous. This was followed by simple random sampling in each strata. The informants were best placed to provide more accurate and reliable information on the status of teacher motivation that determines improvement of their morale and capacities. Stratified sampling has the characteristic of giving fair chance to each of the institutions in their respective strata (Sharma, 2017). The primary determining factor that was considered regarding the sample size was the need to keep it manageable, as well as ensuring that it represents entire population under study. Simple random sampling techniques was then used to select the

respondents.

Schools

The private primary schools were divided according to the regions they are grouped in the cluster. Simple random sampling in each strata ensured that each school had a probability of being selected in each strata. According to the Krejcie and Morgan table (1970) for determining sample size, 92 schools is representative of the 120 private primary schools in the Private Schools' Cluster which is the target population.

$$n = \frac{1.96^2 * 120 * 0.5 (1 - 0.5)}{0.05^2 (119) + 1.96^2 * 0.05 (1 - 0.5)} = 92$$

Respondents

Stratified and simple random sampling procedures were used to sample the respondents. The schools were first divided into regions according to the cluster zones. The head teachers and teachers in each strata schools were randomly sampled.

Strata (Zone)	Numbers of schools in the zone	Sample size from each zone
Kahawa	14	$92/120 * 14 = 11$
Sukari	15	$92/120 * 15 = 12$
Zimmerman	8	$92/120 * 8 = 6$
Central	12	$92/120 * 12 = 9$
Ruaraka	15	$92/120 * 15 = 12$
Mwiki	13	$92/120 * 13 = 10$
Embakasi	43	$92/120 * 43 = 33$

Table 3.1. The sample size of the respondent

Research Instrument

Many research instruments exist, but this study utilized questionnaires. According to Orodho (2009), a questionnaire can easily gather a lot of data in a limited amount of time, uphold anonymity, and incorporate the feature of standardizing questions. Similarly, questionnaires are not strenuous concerning their completion. The questionnaire gathered data from respondents on the influence of head teachers' use of values-based leadership principles on teacher motivation in private primary schools. The questions were close-ended. A rating scale was used to measure the views of the respondents on the head teacher's use of value-based leadership principles. Questionnaires were administered physically and also through the internet using Google Forms.

Questionnaire for Head Teachers and Teachers

Structured questionnaires were used to gather data. A questionnaire is an instrument of data collection that provides a set of questions for which respondents give their feedback (Bhattacharjee, 2012). The questionnaires filled by the head-teachers gathered information on their use of value-based leadership principles on motivation. The questionnaires were issued after which they were picked at an agreed time. Google forms were also used.

The teachers' questionnaire was used to collect data on teachers' motivation and their perception on the head teacher's use of values in the school. The questionnaires were issued to two teachers in each school. The teachers' questionnaire collected information on teacher demographic characteristics and their experiences in terms of head teachers' use of value-based leadership principles.

Validity and reliability of Research Instruments

Validity is the extent to which a test measures what it is supposed to measure while reliability is the degree to which a test consistently measures whatever it measures (Cronbach, 1990).

Validity

Measures of values-based principles should have rigorous psychometric testing to establish validity (Rosenblatt & Furlong, 1997). Validity ensures that the data collected is accurate enough to reflect the true reflections in the study. The questions were standardized by determining content and face validity through review. Second, the research instruments were pre-tested through a pilot study and the wording and sequence of the questions, and the clarity of instructions were improved to ensure they accurately yield the kind of information required.

Reliability

The researcher used the internal consistency to ascertain the extent to which the research instruments were reliable. Reliability is the degree to which a test yields similar outcomes under comparable conditions i.e., the extent to which a test gives consistent results. Creswell and Creswell (2018) add that it is the degree to which sets of items on an instrument behave the same way. This was done using Cronbach's alpha coefficient for all the sections of the questionnaire. A Cronbach alpha of 0.7 and above is considered high enough to judge

the reliability of the instrument (Orodho, 2004). Standard questions were constructed and pre-tested to ensure consistency in measurement.

Piloting of Research Instruments

Pilot study, an important stage in research was carried out in four private schools in the Kasarani/Embakasi cluster. These schools were not used in the final study. The pilot study helped to identify problems such as challenges with the vocabulary used, how well articulated the questions were, time taken to answer the questions etc., that could arise when collecting data. The pilot study provided insights into what needed to be changed in the questionnaires. The pilot study indicated a need to reduce the number of questions asked and simplify the terms used. Therefore, the final instrument had to be changed.

Data Collection

The data collection procedure for each phase was dependent on the variables in question. This was under self-reflection, balanced perspective, true self confidence and genuine humility. The researcher contacted the head teachers who agreed on dates for their meeting and the questionnaires were administered. The quantitative data was collected by administering the questionnaires to the head teachers and teachers. Creswell (2013) indicates that once quantitative data is initially collected and analysis done, there could be trends that are observed. At this stage, precautions are necessary to ensure that the collection of data is done in the correct way and observations made systematically. The collection of primary data was done using the quantitative methods, which was meant to help in obtaining more information regarding the study variables. The researcher used questionnaires for the respective respondents.

Data Analysis, Interpretation and Reporting

Once the primary data was collected using the two questionnaires, the data was coded

and analysed to establish the existing relationship between the research variables. The results have been presented using tables and figures recorded in ensuing chapter four of this study. Sekaran (2003) identifies three important objectives for analysing data in a study. This includes the need to get a feel of the data which is achieved by checking the dispersion and central tendency of the data. The second goal of data analysis is to test the goodness of the data which is obtained by testing the validity and reliability of the measures. The third objective is to test the objectives of the study which is done using appropriate statistics tests. This testing was done after the data was cleaned upon the establishment of the goodness of the measures. For this study, descriptive statistics have been used to establish the central tendency and the dispersion of the data. The mean standard deviation and correlation coefficient were determined and reported. Regression analysis was used to establish relationship. Validity was determined by applying factor analysis to test for construct validity. Computer analysis of the data using Statistical Package for the Social Sciences (SPSS) V21.0 was done followed by the discussion of the results and interpretation as detailed in chapter 4.

Inferential statistics were used in this research to establish the relationship between the research variables including the direction and strength of the relationship. The Pearson's correlation coefficient was used to meet this objective because it is best for parametric interval scale data. Pearson correlation was used from the ordinal data. ANOVA was used to establish the relationship between the constructs teacher motivation and value-based leadership. The data acquired in form of responses from the questionnaires was edited, arranged, summarized, coded, and assigned specific scores for analysis. The study used the 5-point likert scale in which the respondents selected one of the responses in the questionnaires, which contained closed ended questions. These were converted to numerical codes and scored on 1-5 point scale in order of magnitude of the construct being measured. The data

was then entered into the Statistical Package for analysis.

Exploratory data analysis was used to summarise the main characteristics of data collected. Percentages and frequencies were vital in describing the basic features of the data in the study. These two procedures constituted the descriptive statistical data. The frequency and percentage scores for each item are annexed as Appendix V. Composite scores were generated through data transformation and analysed as part of the results. Inferential data analysis was done using Pearson's correlation coefficient and multiple linear regression. Findings are presented in the form of tables, charts and descriptive text.

Ethical and Logistical Considerations

The study investigated the influence of head teacher's use of value-based leadership on the teacher motivation. For both legal and ethical consideration, the researcher obtained a permit from NACOSTI before embarking on the study. The researcher presented the permit to the Sub-County Director of Education for permission to be granted for data collection. Ethical aspects of privacy and confidentiality were given due consideration. Kate (2000) indicates that research gains when informed consent is obtained from the respondents and their rights respected. The researcher revealed the real essence of the study and gave the relevant details regarding the study. The respondents, therefore, made a decision to participate in the study based on the information given. The researcher gave a brief explanation to clarify the intention of the research. The researcher assured the respondents on the confidentiality and anonymity of the participants.

Chapter 4: Results and Discussion

Introduction

This chapter presents the results of the study and discusses the results in light of existing knowledge. The chapter is divided into five sections. The first section presents the response rate and distribution of the data by demographic characteristics. The remaining sections presents both descriptive statistics and inferential results for each study objectives.

Response Rate and Demographic Characteristics

Response Rate

A total of 149 teachers and 77 head teachers successfully responded to the study. This translated to 226 out of the targeted 278 responses. The response rate for each respondent category and the aggregate response rate is presented in Table 4.1.

Table 4.1. Response Rate

Respondent category	Response category	Frequency	Percent
Teachers	Responded	149	81%
	Non-respondents	35	19%
Head teachers	Responded	77	84%
	Non-respondents	15	16%
Aggregate totals	Responded	226	82%
	Non-respondents	50	18%

Table 4.1 shows that an aggregate response rate response rate of 82% was obtained. This suggests that the response rate was very high. Therefore, the obtained response rate was regarded as sufficient data for statistical analysis as surpasses the 70% mark which described by Groves et al. (2011) as being very good and provide adequate data for analysis.

Gender Distribution

The distribution of respondents by gender is presented in Table 4.2.

Table 4.2. Distribution of Respondents by Gender

Gender of respondents		Frequency	Percent
	Male	107	47.3
	Female	119	52.7
	Total	226	100.0

The table above shows that female respondents were 52.7% while male gender accounted for 47.3% of the respondents. Therefore, there was balanced gender representation in the study, which is consistent with the recognized importance of gender balance in scientific research according to Heidari et al. (2016).

Age Distribution

Respondents were distributed by age group as presented in Table 4.3.

Table 4.3. Distribution of Respondents by Age Group

Age group		Frequency	Percent
	25-35 years	109	48.2
	36-40 years	49	21.7
	41-45 years	31	13.7
	46-50 years	5	2.2
	51-60 years	12	5.3
	60 and above	20	8.8
	Total	226	100.0

Table 4.3 shows that respondents aged 25-35 years were the majority at 48.2%, followed by 36-40 years (21.7%), 41-45 years (13.7%), 60 and above (8.8%), 51-60 years (5.3%) and 46-50 years (2.2%). The findings suggest that most of the teaching staff in the schools were (25-35).

Level of Education

Respondents were asked to indicate their highest academic level attained. Table 4.4 presents the distribution of respondents by highest academic level.

Table 4.4. Distribution of Respondents by Academic Level

Highest academic level attained	Frequency	Percent
Certificate	31	13.7
P1	21	9.3
Diploma	112	49.6
Bachelor's degree	54	23.9
Postgraduate	8	3.5
Total	226	100.0

Table 4.4 shows that diploma holders were the majority at 49.6%, followed by Bachelor's degree (23.9%), certificate level (13.7%), P1 (9.3%) and postgraduate level (3.5%). This is in line with teacher education program for primary schools in Kenya that prepares teachers for diploma qualifications (Katitia, 2015).

Tenure of Respondents

The study sought to establish the number of years respondents had served in their respective positions. Table 4.5 shows the results.

Table 4.5. Distribution of Respondents by Tenure

Tenure	Frequency	Percent
1 - 5 years	105	46.5
6 - 10 years	63	27.9
11 - 20 years	42	18.6
21 - 30 years	11	4.9
31 - 40 years	5	2.2
Total	226	100.0

Table 4.5 indicates that most of the respondents had served for 1 to 5 years (46.5%), followed by those who had served for 6 – 10 years (27.9%), 11-20 years (18.6%), 21 – 30 years (4.9%) and 31 – 40 years (2.2%). On aggregate, those who had served for more than 5 years were the majority, collectively accounting for 53.5% of the respondents. This signifies a relatively high employee retention rate. This is in line with French's (2009) proposition that an organization's ability to retain employees increase their performance potential.

Classification of Schools

Head teachers were asked how they classify their schools. The distribution of the schools by their respective classifications is given in Table 4.6.

Table 4.6. Distribution of Schools by Classification

	Frequency	Percent
Middle School	61	78.9
Low School	10	13.2
Charitable	6	7.9
Total	77	100.0

Table 4.6 shows that 78.9% of the head teachers classified their schools as Middle Schools, 13.2% classified their school as Low School, and 7.9% classified their school as Charitable. Thus, majority of the participating schools were middle schools.

How Head-teacher's Position was filled

The distribution of head-teachers by how they rose in ranks is presented in Table 4.7.

Table 4.7. How Head-teacher's Position was filled

How head teacher's position was filled	Frequency	Percent
Poached from outside	8	10.4
Promoted on merit	51	66.2
Highest Academic qualifications	2	2.6
Chance arose	12	15.6
Family enterprise	4	5.2
Total	77	100.0

Table 4.7 shows that 66.2% of the responding head-teachers were promoted on merit, 15.6% of the respondents said chance arose, 10.4% of the teachers said they were poached from outside, 5.2% said theirs was a family enterprise and 2.6% of the respondents rose the ranks based on highest academic qualifications. The results suggest that majority of the head teachers attained their positions based on merit. This signals the recognition of school leadership of the importance of merit-based promotion which, according to Marchington and

Wilkinson (2003), provide long term motivation to beneficiaries.

Head-Teachers' Rating of Remuneration

The head-teachers were asked to rate the remuneration level of the school. Table 4.8 displays how remuneration was rated.

Table 4.8. Rating of Remuneration Level of the School

Rating	Frequency	Percent
Low	4	5.2
Fairly Good	26	33.8
Good	43	55.8
Extremely Good	4	5.2
Total	77	100.0

Table 4.8 shows 55.8% of the head teachers rated remuneration as good, 33.8% rated remuneration as fairly good, 5.2% rated remuneration as extremely good, and 5.2% of the head teachers rated remuneration levels as low. Therefore, majority of the head teachers were satisfied with the remuneration. This finding affirms the results of a study by Danie et al. (2018) which highlighted that incentives such as good remuneration are important ingredients for teacher motivation and high performance.

Role of the Head-teacher's Self-reflection on Motivation

The first objective of the study was to find out the role of the head teacher's self-reflection on teacher motivation. Composite scores were generated for the three self-reflection sub-constructs: leading with values, setting clear goals, integrity in duty performance. This section presents the descriptive statistics as well as the inferential results.

Descriptive Statistics

Descriptive statistics for head teacher's self-reflection dimensions are presented in Table 4.9. The table shows the total sample (n), the minimum composite score (Min), the maximum composite score (Max), the mean composite score ($\bar{X}$) and the Standard Deviation score (σ_x) on a 5-point scale.

Table 4.9. Descriptive Statistics of Head-teacher's Self-reflection Dimensions

	N	Min	Max	Mean	stdev
Leading with values	226	1.00	5.00	4.2353	.56630
Setting clear goals	226	1.00	5.00	4.2164	.53056
Integrity in duty performance	226	1.00	5.00	4.2387	.51533
Self-reflection aggregate	226	1.00	5.00	4.2301	.53739

Table 4.9 shows that a high composite mean score was obtained for the four self-reflection constructs. The construct “Leading with values” yielded the composite index ($mean=4.2353$, standard deviation=.56630, $n=226$), suggesting that majority of the respondents agreed that it is being practiced by head teachers. This finding agrees with the observation by Tshabalala (2021) that more organisations aim to embrace value-based leadership to bring forth meaningful transformation. This underscores one of the core premises of value-based leadership as discussed by Covelli and Mason (2017) who pointed out that value based leadership is about leadership from a point of conviction, one that has practical implications since leaders are expected to espouse values such as genuineness and honesty.

Table 4.9 shows that the construct, “setting clear goals”, generated composite mean score ($mean = 4.2164$, standard deviation_x=.53056, $n=226$), which means that respondents were in agreement that head teachers set clear goals. This signifies an appreciation by the school leadership that goal setting dimension of authentic leadership was potentially fundamental to teacher motivation. This finding is consistent with Morisano et al.'s (2010) review of scholarly work that highlighted the salience of clear goal setting as a source of employee motivation. Similarly, it affirms the argument advanced by Cullen and Yammarino (2014) that value-based leaders improve employee outcomes by increasing and elevating the followers' goals and equipping them with self-assurance to accomplish beyond expectations.

The construct “Integrity in duty performance” was another self-reflection facet with a composite score ($mean=4.2387$, standard deviation $_{\bar{x}}=.51533$, $n=226$), which signifies that majority respondents agreed that head teachers rated high on this dimension.

Self-reflection aggregate composite score was consequentially high ($\bar{x}=4.2301$, $\sigma_{\bar{x}}=.53739$, $n=226$).

These results suggest that most of the respondents agreed that head teachers led with values, set clear goals and upheld integrity in duty performance. These results are affirmative of the perspective of Higgs and Rowland (2010) who posited that leaders need to be self-aware to understand how their conduct contributes to making changes. This may be due to the increasing paradigm shift in leadership practice towards value-based leadership.

Correlation Analysis.

The relationship between self-reflection dimension of authentic leadership and motivation was tested using Pearson correlation coefficient technique. Statistical significance was accepted at $p<.01$. The correlation output is presented in Table 4.10.

Table 4.10. Correlation between Motivation and Self-reflection Variables

Spearman's rho		1	2	3	4
1. Motivation	Correlation Coefficient	1.000			
	Sig. (2-tailed)	.			
	N	226			
2. Leading with values	Correlation Coefficient	.471**	1.000		
	Sig. (2-tailed)	.000	.		
	N	226	226		
3. Setting clear goals	Correlation Coefficient	.441**	.060**	1.000	
	Sig. (2-tailed)	.000	.369	.	
	N	226	226	226	
4. Integrity in duty performance	Correlation Coefficient	.520**	.072**	-.003**	1.000
	Sig. (2-tailed)	.000	.0720	.6540	.
	N	226	226	226	226
**. Correlation is significant at the 0.01 level (2-tailed).					

Table 4.10 shows that teacher motivation was directly correlated to all the three dimensions of head teacher's self-reflection, with integrity in duty performance having the highest correlation coefficient ($r=.520$, $p<.01$, $n=226$). This means that there is a positive relationship between teacher motivation and self-reflection on the part of head teachers, which is in keeping with Authentic Leadership Theory (Abbas & Imran, 2010).

Similarly, "leading with values" construct was positively and significantly correlated to teacher motivation ($r=.471$, $p<.01$, $n=226$), implying that the more head teachers led with values, the higher the teacher's motivation. This finding agrees with De Klerk and Rens (2013) who observed that it becomes easier to manage the school when a leader knows and instils positive values.

Table 4.10 equally indicated that the construct; "setting clear goals" was positively and significantly correlated to teacher motivation ($r=.441$, $p<.01$, $n=226$). This means that the

more setting goals were clear, the more the teachers became motivated.

Thus, teacher motivation is positively related to integrity in duty performance, leadership with values and goal clarity. This is in line with the postulation by Lewicki and Bunker (1995) that by articulating and sharing goals, leaders may strengthen the identity-based trust, which eventually translate to high staff motivation.

Regression Analysis.

Teacher motivation was further regressed on the three self-reflection variables and the output presented in Table 4.11.

Table 4.11. Regression of Teacher Motivation on Self-reflection dimensions

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.604 ^a	.365	.357	.665		
a. Predictors: (Constant), Integrity in Duty Performance, Setting Clear Goals, Leading with Values						
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	55.560	3	18.520	41.8060	.000 ^b
	Residual	96.494	218	.443		
	Total	152.054	221			
a. Dependent Variable: Teacher Motivation						
b. Predictors: (Constant), Integrity in Duty Performance, Setting Clear Goals, Leading with Values						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.199	.399		-.499	.618
	Leading with Values	.203	.123	.139	1.647	.101
	Setting Clear Goals	.184	.131	.118	1.407	.161
	Integrity in Duty Performance	.651	.130	.406	5.010	.000
a. Dependent Variable: Motivation						

Table 4.11 shows that the three self-reflection dimensions collectively explained 36.5% of the variance in teacher motivation, $R^2=.365$; $F(3) = 41.806$, $p<.01$. This finding suggests that self-reflection dimensions significantly predicted teacher motivation, thus affirming Bushra and Ahmed (2011) who argued that self-reflected leadership is vital in determining employees' commitment. An examination of the coefficients indicates that integrity in duty performance had the highest effect size on teacher motivation ($B=.651$, $p<.01$). This finding is in harmony with the results of a study by Feng (2016) who also

observed the existence of a significant association between value-based leadership based on leading with integrity metric, with employee motivation. Leading with value, setting goals and leading with integrity are not statistically individually significant to explain teacher motivation.

The model fitted is

Teacher Motivation = $-0.199 + 0.203 \times \text{leading with values} + 0.184 \times \text{setting clear goals} + 0.651 \times \text{integrity in duty performance}$

For every 100% increase in leading with value, regardless of setting goals and integrity in duty performance, leads to increase in teacher motivation by 20.3% but it statistically insignificant at 1% level of significance.

Impact of the Head-teacher's Balanced Perspective on Motivation

The second objective of the study was to find out the impact of the head teacher's balanced perspective on teacher motivation. The analysis entailed first computing composite indices for the five balanced perspective dimensions namely, role-modelling, motivation, communication, collaboration and team management. This section presents and interprets descriptive statistics and inferential results.

Descriptive Statistics

Descriptive statistics for head teacher's balanced perspective dimensions are presented in Table 4.12. The table shows the total sample (n), the minimum composite score (Min), the maximum composite score (Max), the mean composite score ($\bar{X}$) and the Standard Deviation score (σ_x) on a 5-point scale.

Table 4.12. Descriptive Analysis of Balanced Perspective Dimensions

Balanced perspective dimensions	N	Min	Max	$\bar{x}$	σ_x
Role Models	22 6	1.009	5.00	4.1739	.56633
Motivation	22 6	1.00	5.00	4.1766	.67156
Communication	22 6	1.00	5.00	4.1403	.64366
Collaboration	22 6	1.00	5.00	4.1686	.57816
Team management	22 6	1.00	5.00	4.2228	.59344
Balanced perspective aggregate	22 6	1.22	5.00	4.1764	.61063

Table 4.12 shows that a high mean composite score was established on a 5-point scale for all balanced perspective sub-constructs. In rank order, the mean composite score for team management was the highest ($\bar{x}=4.2228$, $\sigma_x=.59344$, $n=226$), suggesting head teacher effectiveness in managing working teams. This means that management competency was potentially highly regarded by the head teachers, hence agreeing with Clarkson (2009) that competence and character enable a leader to achieve desired results.

Table 4.12 also shows that the composite mean score for motivation was similarly high ($\bar{x}=4.1766$, $\sigma_x=.67156$, $n=226$), implying that head teachers were rated highly on motivation dimension of balanced perspective. This finding is in harmony with Nollenberger's (2006) conceptualization of authentic leadership as entailing not just affirming values but also motivating people. Further results showed that the composite mean scores for role modelling ($\bar{x}=4.1739$, $\sigma_x=.56633$, $n=226$), collaboration ($\bar{x}=4.1686$, $\sigma_x=.57816$, $n=226$) and lastly, communication ($\bar{x}=4.1403$, $\sigma_x=.64366$, $n=226$) were all high. This means that majority of the respondents agreed that head teachers led through role modelling, collaboration and communication. It can be surmised from these findings that

head teachers scored highly on balanced perspective metrics. This is consistent with Kraemer (2011) who postulated that a balanced perspective of leadership was an ingredient to teacher motivation.

Correlation Analysis

Pearson's correlation analysis was run to establish the relationship between teacher motivation and the five balanced perspective dimensions. Table 4.13 shows the correlation coefficients at $p < .01$.

Table 4.13. Correlation of Teacher Motivation and Balanced Perspective Variables

Pearson's correlation							
1. Teacher motivation	Correlation Coefficient	.000					
	Sig. (2-tailed)						
	N	26					
2. Role models	Correlation Coefficient	.573**	.000				
	Sig. (2-tailed)	.000					
	N	26	26				
3. Motivation	Correlation Coefficient	.821**	.720**	.000			
	Sig. (2-tailed)	.000	.000				
	N	26	26	26			
4. Communication	Correlation Coefficient	.558**	.672**	.723**	.000		
	Sig. (2-tailed)	.000	.000	.000			
	N	26	26	26	26		
5. Collaboration	Correlation Coefficient	.613**	.734**	.771**	.798**	.000	
	Sig. (2-tailed)	.000	.000	.000	.000		
	N	26	26	26	26	26	
6. Team management	Correlation Coefficient	.594**	.665**	.699**	.735**	.833**	.000
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	26	26	26	26	26	26
**. Correlation is significant at the 0.01 level (2-tailed).							

Table 4.13 indicates that teacher motivation was positively and significantly correlated to all balanced perspective sub-constructs at 0.01 level of significance. The table shows that the strongest correlation was in respect to the composite score of motivation ($r=.821$, $p<.01$, $n=226$). This means that as the head teachers activated and implemented various motivational programs, teacher motivation rose. This finding agrees with Danie et al. (2018) who highlighted that workplace motivation was an essential incentive to workers as it allows them

to execute their duties effectively and hence realise their goals.

The table 4.13 also showed that a strong positive and statistically significant correlation was obtained between teacher motivation and the practice of collaboration ($r=.613$, $p<.01$, $n=226$). This means that teacher motivation significantly increased with forging of a shared purpose that inspires all participants, clarification of roles and decision rights, harnessing collective intelligence, crafting of agreements and accountability, crafting systems and processes for coordination, promotion of a culture of continuous improvement, innovation and collaboration to develop teaching learning and assessment; and building processes that support collaboration with families and actively engage the to promote outcomes. This finding affirms the notion advanced by Carucci (2015) that employees appreciate leaders who are accessible to share their work-related concerns through collaborative efforts.

The findings similarly show that team management was positively and significantly correlated to teacher motivation ($r=.594$, $p<.01$, $n=226$). This means that teacher motivation increased with deployment of more ways of motivating staff. It also showed that teacher motivation was positively correlated to communication ($r=.558$, $p<.01$, $n=226$) and role models ($r=.573$, $p<.01$, $n=226$). These results together point to the significance of value-based leadership practices, which in the perspective of Copeland (2021), manifest through role modelling rather than positional authority. This aligns with the results of a study carried out among institutional leaders in the Arab Education System, by Hussain and Essawi (2014) which showed that head teachers who adhere to the moral principles motivated teachers to achieve their best by providing a good example. All the independent variables were not correlated with each other since the $p\text{-value} > 0.01$. Therefore, multicollinearity does not arise hence the independent variables can be used in the Regression Model analysis.

Regression Analysis.

Linear regression analysis was run to determine the linear relationship between balanced perspective on teacher motivation. Table 4.14 presents the model summary, ANOVA results and the regression coefficients respectively

Table 4.14. Regression of Teacher Motivation on Balanced Perspective

Model Summary						
Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate	
1	.837 ^a	.700	.693		.461	
a. Predictors: (Constant), Team Management, Role Models, Communication, Motivation, Collaboration						
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	106.834	5	21.367	100.686	.000 ^b
	Residual	45.838	216	.212		
	Total	152.671	221			
a. Dependent Variable: Teacher Motivation						
b. Predictors: (Constant), Team Management, Role Models, Communication, Motivation, Collaboration						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	.069	.247		.278	.782
	Role Models	.087	.092	.060	.947	.345
	Motivation	1.141	.094	.927	12.126	.000
	Communication	.111	.099	.086	1.127	.261
	Collaboration	.150	.124	.105	1.210	.228
	Team Management	.191	.105	.137	1.824	.070
a. Dependent Variable: Teacher Motivation						

The Table 4.14. indicates that balanced perspective accounted for 70% of the variance

in teacher motivation, $R^2=.700$, $F(5)$, 100.586, $p<.01$. Examination of the coefficients reveal that motivation had the highest statistically significant explanatory power on teacher motivation ($B=1.141$, $p<.01$). This implies that as head teachers manifest positive attitude, justice and fairness, uphold quality, practice collaboration, invest in teacher empowerment, and foster professional learning and development, teacher motivation rises. This finding

agrees with the observation by Weihrich and Koontz (2001) that the principal role of the head teacher is influence teachers towards goal achievement, which in this case, is better school performance.

A positive but statistically insignificant association was obtained between teacher motivation and team management ($B=.191, p>.05$), collaboration ($B=.150, p>.05$), communication ($B=.111, p>.05$) and role models ($B=.087, p>.05$), implying that these facets of balanced perspectives were not salient to teacher motivation and at best, played a strengthening role to motivation. Pavlovic (2015) argue that communication ensures seamless passing of ideas and instructions to make the organization effective, role modelling through proof of authenticity inspire teachers to initiate the best way possible to meet the expectations concerning their tasks in school while collaboration creates a sense of support.

The regression model fitted is given by: $\text{teacher motivation} = 0.69 + 0.087 \times \text{role model} + 1.14 \times \text{motivation} + 0.11 \times \text{communication} + 0.15 \times \text{collaboration} + 0.19 \times \text{team management}$. Holding other independent variables constant, 100% addition of role modelling , leads to an increase in teacher motivation by 8.7% but it is insignificant at 0.001 level.

Effect of the Head-teacher's True Self-confidence on Teacher Motivation

The third objective was to find out the effect of the head teacher's true self confidence on teacher motivation. The composite mean scores of true self-confidence dimensions were first computed prior to performing inferential analysis. The three dimensions were: trust and ability to link with others, empowering others and resilience.

Descriptive Statistics

The descriptive statistics comprised of total sample (n), the minimum composite score (Min), the maximum composite score (Max), the mean composite score ($\bar{x}$) and the Standard Deviation score (σ_x) on a 5-point scale. Table 4.15 shows the findings.

Table 4.15. Descriptive Analysis of Head-teacher's True Self-confidence Dimensions

	N	Min	Max	$\bar{X}$	σ_x
Trust and Ability to Link with Others	226	1.00	5.00	4.17	0.57
Empowering Others	226	1.00	5.00	4.13	0.66
Resilience	226	1.00	5.00	4.09	0.66
True self-confidence aggregate	226	1.00	5.00	4.13	0.63

Table 4.15 indicates that the highest mean composite score was obtained for trust and ability to link with others ($\bar{x}=4.17$, $\sigma_x=.57$, $n=226$), followed by empowering others ($\bar{x}=4.13$, $\sigma_x=.66$, $n=226$), implying that these two dimensions of true self-confidence were highly rated by respondents. This is in line with Agebure (2013) who maintains that a task cannot be executed efficiently unless the individual willing to do it is trusted and has adequate ability to carry it out. The table shows that the resilience score was also high ($\bar{x}=4.09$, $\sigma_x=.66$, $n=226$), meaning that head teachers had holding power. Collectively, a high aggregate composite mean score was obtained for true self-confidence on a 5-point scale ($\bar{x}=4.13$, $\sigma_x=.63$, $n=226$), suggesting that majority of the respondents agreed that the head teachers demonstrated true self-confidence. This signals that head teachers were sure of their strengths. This finding aligns with the assertion by Tham (2017) that once you understand your strengths and acknowledge your weaknesses, true self-confidence will emerge from within and the team will sense your confidence and have much more faith in you as a leader.

Correlation Analysis

The relationship between head teacher's true self-confidence and teacher motivation was tested using Pearson's correlation technique as shown in Table 4.16.

Table 4.16. Correlation of Teacher Motivation and True Self-confidence Facets

Pearson's correlation		1	2	3	4
1. Teacher motivation	Correlation Coefficient	1.000			
	Sig. (2-tailed)	.			
	N	226			
2. Trust and Ability to Link with Others	Correlation Coefficient	.535**	1.000		
	Sig. (2-tailed)	.000	.		
	N	336	226		
3. Empowering Others	Correlation Coefficient	.565**	.0723**	1.000	
	Sig. (2-tailed)	.000	.274	.	
	N	226	226	226	
4. Resilience	Correlation Coefficient	.518**	.154**	.067**	1.000
	Sig. (2-tailed)	.000	.021	.316	.
	N	226	226	226	226
**. Correlation is significant at the 0.01 level (2-tailed).					

Table 4.16 shows that a statistically significant positive correlation was obtained between teacher motivation and trust and ability to link with others ($r=.535$, $p<.01$, $n=226$), meaning that teacher motivation increased with their increased perception that they are trusted and feel a sense of connection with the head teacher. This is in line with the findings of a previous study by Nyaga et al. (2010) which led to the conclusion that when teachers are treated with care, trusted, listened to and encouraged to do better, they reciprocate by being responsible and productive. It also affirms Adair's (2017) claim that the recognition of the worth of the teachers' contribution is significant to them, particularly if it comes from those whose opinions they respect.

The results also showed that the relationship between teacher motivation and the construct "empowering others" was positive and statistically significant ($r=.565$, $p<.01$, $n=226$). This suggests that teacher motivation increased with their heightened sense of empowerment. This finding is in keeping with the suggestion by that Gretchen and Christine

(2012) that schools require leaders who are open to empowering teachers. Similarly, the composite score of teacher motivation was significantly correlated to “resilience” construct ($r=.518, p<.01, n=226$), implying that head teacher’s resilience was potentially influential to teacher motivation. This finding agrees with Smith and Charles (2013) who associated leader resilience with performance, arguing that resilient leaders look at setbacks as a set-up for growth. As the correlation coefficients demonstrate, teacher motivation increased with increased empowerment, head teacher resilience and their trust and ability to link with others to a statistically significant degree.

Regression Analysis

Teacher motivation composite mean index was regressed on the composite scores of head teacher true self-confidence metrics namely: trust and ability to link with others, empowering others and resilience. Table 4.17 presents the regression output. The table provides the model summary, ANOVA results and the regression coefficient of each construct.

Table 4.17. Regression of Teacher Motivation on True Self-Confidence

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.688 ^a	.473	.462	.659		
a. Predictors: (Constant), Resilience, Trust and Ability to Link with Others, Empowering Others						
ANOVA ^a						
Model	Sum of Squares	df	Mean Square	F	Sig.	
Regression	54.875	3	18.292	42.175	.000 ^b	
Residual	61.153	141	.434			
Total	116.028	144				
a. Dependent Variable: Teacher Motivation						
b. Predictors: (Constant), Resilience, Trust and Ability to Link with Others, Empowering Others						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	-.059	.383		-.155	.877
	Trust and Ability to Link with Others	.438	.168	.301	2.614	.010
	Empowering Others	.266	.165	.195	1.617	.108
	Resilience	.320	.171	.237	1.869	.064
a. Dependent Variable: Teacher Motivation						

Table 4.17 indicates that head teacher's true self-confidence explained 47.3% of the variance in teacher motivation, $R^2=.473$. The table shows that holding other factors constant, trust and ability to link with others had the highest statistically significant effect size ($B=.438, p=.01$). This means that a head teacher's true self-confidence is all about trust and ability to connect with his or her support team. Therefore, teacher motivation derives from having a sense of being trusted and having a collegial relationship with the head teacher as a leader.

How Head-teacher's Genuine Humility enhances Teacher Motivation

The fourth objective of the study was to find out how the head teacher's genuine humility enhances teacher motivation. A composite mean index was first generated for genuine humility for the construct "appreciate value of each person" on a 5-point scale. The

findings and interpretation of descriptive statistics and inferential output is presented in this section.

Descriptive Statistics

The table shows the total sample (n), the minimum composite score (Min), the maximum composite score (Max), the mean composite score ($\bar{X}$) and the Standard Deviation score (σ_x) on a 5-point scale.

Table 4.18. Descriptive Statistics of Head-teacher's Genuine Humility

	N	Min	Max	$\bar{X}$	σ_x
Appreciate value of each person	226	1.50	5.00	4.1303	.65522

Table 4.18 indicates that a high composite mean score was generated for the construct “appreciate value of each person” ($\bar{x}=4.1303$, $\sigma_x=.65522$, $n=226$). This suggests that head teachers were rated highly on genuine humility. This implies that majority of the respondents agreed that head teachers conveyed a sense of dignity and awareness of their own as well as their subordinates’ limitations, were open to diversity of opinion, had a broad appreciation of human dynamics, effectively balanced the interests of multiple stakeholders, espoused trust in self-respect and group values and had a respect for teamwork, among other traits. This aligns with King and Hicks (2007) who posited that humility is exhibited in the appreciation of the value and contribution of others.

Correlation Analysis

Pearson correlation coefficient technique was used to analyse the relationship between teacher motivation composite score and head teacher’s genuine humility metric as represented by the construct “appreciate value of each person”. Table 4.19 presents the correlation output at $p<.01$.

Table 4.19. Correlation of Teacher Motivation and Genuine Humility Metric

Pearson's Correlation		1	2
1. Teacher Motivation	Correlation Coefficient	1.000	
	Sig. (2-tailed)	.	
	N	226	
2. Appreciate value of each person	Correlation Coefficient	.523**	1.000
	Sig. (2-tailed)	.000	.
	N	226	226
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 4.19 shows that the relationship between teacher motivation and genuine humility metric “appreciate value of each person” was positive and statistically significant ($r=.523$, $p<.01$, $n=226$). The results suggests that teacher motivation increased with increased genuine humility on the part of the head teacher. This agrees with Karada and Öztekin (2018) who opine that principals can use authentic leadership to influence the perceptions of the teachers about school cultures and that how this is done will create an environment that will motivate teachers to perform.

Regression Analysis

Simple linear regression analysis was performed to estimate the predictive power of head teacher's genuine humility on teacher motivation. Table 4.20 presents the model summary, ANOVA output and regression coefficient.

Table 4.20. Regression of Teacher Motivation on Genuine Humility

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.634 ^a	.402	.398	.697		
a. Predictors: (Constant), Genuine Humility						
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	46.640	1	46.640	96.121	.000 ^b
	Residual	69.387	43	.485		
	Total	116.028	44			
a. Dependent Variable: Teacher Motivation						
b. Predictors: (Constant), Genuine Humility						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	.593	.369		1.608	.110
	Genuine Humility	.864	.088	.634	9.804	.000
a. Dependent Variable: Teacher Motivation						

Table 4.20 indicates that genuine humility composite score explained 40.2% of the variability in teacher motivation, $R^2=.402$. The model fitted between teacher motivation and genuine humility is significant at 1% level of significance since $p<.01$ suggesting a linear relationship between the factors with a strong effect size ($B=.864$, $p<.01$). This implies that humility of head teachers was an important factor in teacher motivation equation. This agrees with the results of a study by Owens (2009) and Vilma (2018) which associated leader humility with team effectiveness.

Chapter Summary

This chapter has presented the analysis and discussion of the research findings. The analysis has entailed the generation of descriptive statistics and running of correlation and linear regression models. The outputs have been presented in tables. The results demonstrated that the influence of head teacher's authentic leadership practices on teacher motivation was positive and statistically significant. The findings have been discussed considering existing knowledge. In the next chapter, a summary of the major findings is presented where the implications of the study are subsequently discussed.

Chapter Five: Summary, Implications, Recommendations and Conclusion

Introduction

The purpose of this study was to investigate the head teachers' use of Value-Based Leadership to motivate teachers in Private Schools Cluster. The study sought to establish if value-based leadership can encourage a culture of value-based leadership practices that are a culmination of motivated teachers who have improved morale, improved capacities and improved work environment towards raising achievements and well-being. This chapter summarizes the key findings, discusses the implications, makes recommendations and draws the conclusions of the study.

Summary of Key Findings

Role of the Head-teacher's Self-reflection on Motivation

The first objective of the study was to find out the role of the head teacher's self-reflection on teacher motivation. Results showed that high composite mean score was obtained for the four self-reflection construct: Leading with values ($\bar{x}=4.2353$, $\sigma_x=.56630$, $n=226$), setting clear goals ($\bar{x}=4.2164$, $\sigma_x=.53056$, $n=226$) and integrity in duty performance ($\bar{x}=4.2387$, $\sigma_x=.51533$, $n=226$). Self-reflection aggregate composite score was consequentially high ($\bar{x}=4.2301$, $\sigma_x=.53739$, $n=226$). Teacher motivation was directly correlated to all the three dimensions of head teacher's self-reflection, with integrity in duty performance having the highest correlation coefficient ($r=.520$, $p<.01$, $n=226$), followed by leading with values ($r=.471$, $p<.01$, $n=226$) and lastly, setting clear goals ($r=.441$, $p<.01$, $n=226$). The three self-reflection dimensions collectively explained 36.5% of the variance in teacher motivation, $R^2=.365$; $F(3) = 41.840$, $p<.01$. An examination of the coefficients indicates that integrity in duty performance had the highest effect size on teacher motivation ($B=.651$, $p<.01$).

Impact of the Head-teacher's Balanced Perspective on Motivation

The second objective of the study was to find out the impact of the head teacher's balanced perspective on teacher motivation. A high mean composite score was established on a 5-point scale for all balanced perspective sub-constructs. In rank order, the mean composite score for team management was the highest ($\bar{x}=4.2228$, $\sigma_x=.59344$, $n=226$), followed by inspiration ($\bar{x}=4.1766$, $\sigma_x=.67156$, $n=226$), role modelling ($\bar{x}=4.1739$, $\sigma_x=.56633$, $n=226$), collaboration ($\bar{x}=4.1686$, $\sigma_x=.57816$, $n=226$) and lastly, communication ($\bar{x}=4.1403$, $\sigma_x=.64366$, $n=226$). Teacher motivation was positively and significantly correlated to all balanced perspective sub-constructs to a statistically significant degree. The strongest correlation was in respect to the composite scores of inspiration ($r=.821$, $p<.01$, $n=226$), followed by collaboration ($r=.613$, $p<.01$, $n=226$), team management ($r=.594$, $p<.01$, $n=226$), communication ($r=.558$, $p<.01$, $n=226$) and lastly, role models ($r=.573$, $p<.01$, $n=226$). Regression results showed that balanced perspective accounted for 70% of the variance in teacher motivation, $R^2=.700$, $F(5)$, 100.586, $p<.01$. Examination of the coefficients reveal that motivation had the highest statistically significant explanatory power on teacher motivation ($B=1.141$, $p<.01$).

Effect of the Head-teacher's True Self-confidence on Teacher Motivation.

The third objective was to find out the effect of the head teacher's true self confidence on teacher motivation. The highest mean composite score was obtained for trust and ability to link with others ($\bar{x}=4.1671$, $\sigma_x=.56604$, $n=226$), followed by empowering others ($\bar{x}=4.1324$, $\sigma_x=.65563$, $n=226$) and lastly, resilience ($\bar{x}=4.0863$, $\sigma_x=.66289$, $n=226$). A high aggregate composite mean score was obtained for true self-confidence on a 5-point scale ($\bar{x}=4.1286$, $\sigma_x=.62819$, $n=226$), suggesting that majority of the respondents agreed that the head teachers demonstrated true self-confidence. A statistically significant positive correlation was obtained between teacher motivation and trust ability to link with others ($r=.535$, $p<.01$, $n=226$), empowering others ($r=.565$, $p<.01$, $n=226$) and resilience ($r=.518$, $p<.01$, $n=226$). These results suggest that teacher motivation increased with increased empowerment, head teacher resilience and their trust and ability to link with others. Regression analysis indicated that head teacher's true self-confidence explained 47.3% of the variance in teacher motivation, $R^2=.473$, $F(3)= 42.175$, $p<.01$. Holding other factors constant, trust and ability to link with other had the strongest effect size ($B=.438$, $p=.01$).

How Head-teacher's Genuine Humility enhances Teacher Motivation.

The fourth objective of the study was to find out how the head teacher's genuine humility enhances teacher motivation. A high composite mean score was generated for the metric "appreciate value of each person" ($\bar{x}=4.1303$, $\sigma_x=.65522$, $n=226$). This suggests that head teachers were rated highly on genuine humility. The relationship between teacher motivation and genuine humility metric "appreciate value of each person" was positive and statistically significant ($r=.523$, $p<.01$, $n=226$). Genuine humility composite score explained 40.2% of the variability in teacher motivation, $R^2=.402$, $F(1)= 96.121$, $p<.01$ with a strong and statistically significant effect size ($B=.864$, $p<.01$).

Implications

Practical Implications

Value based leadership is a driver of teacher motivation and its embrace with increasing measure is beneficial for private schools. It is worth noting that balanced perspective is at the heart of authentic leadership, with positive implications on teacher motivation. This is reflected in its ability to account for the highest explanatory power on teacher motivation variability out of the four authentic leadership facets. This invites head teachers' practice of all the balanced perspective elements namely: inspiration, collaboration, team management, communication and role modelling. Specifically, leadership practice calls for the cultivation of a culture of equity, knowledge sharing and collaborative spirit as well as resource (re)deployment into teacher empowerment and continuous professional development as these constituted the hallmarks of balanced perspective.

Building head teacher's true self-confidence is another salient facet of authentic leadership with predictive power on teacher motivation. Head teachers who trust and connect with their teaching staff, who empower them and who have a high resilience quotient get ahead of the pack in realizing a motivated team. The empirical evidence has demonstrated that the height of true self-confidence is in the ability to trust and connect with others. This necessitates risk taking, acting in the best interest of the school, exuding confidence both in one-self and in others, transmitting positive energy through being enthusiastic and giving hope for achieving success and having a knack for monitoring and control for goal achievement.

Genuine humility is a manifest facet of authentic leadership that must be demonstrated by school head teachers in order to generate motivation among teaching staff. The practical implication of this is that a culture of appreciation of the value of each person ought to be cascaded throughout the school fraternity. At the functional level, this calls for

strategic hiring practices that put genuine humility not as desirable traits but as core value exhibited by prospective candidates for the head-teacher position when it falls vacant. Along with this, there is potential return on investment in integrating integrity tests and value alignment into the hiring process.

Theoretical Implications.

The empirical evidence portends a number of important implications for theory development and refinement within the domain of authentic leadership. Three theoretical implications are especially worth noting. The first notable evidence was the affirmation of the four dimensions of authentic leadership included in the conceptual framework as valid elements of authentic leadership with statistically significant predictive power on teacher motivation. What this means is that authentic leadership theory provides a useful explanation for what motivates private school teachers to perform. Thus, in theory, deployment of authentic leadership within any school setting promises a highly motivated teaching force.

The second notable finding is that the four facets of value-based leadership have differential effects that necessitate some form of ranking. Examination of R² value suggests that balanced perspective comes first in rank, followed by true self-confidence and genuine humility, with self-reflection coming last. It is important to take into consideration this ranking when applying value-based leadership to explain teacher motivation since their impact factor calls for weighting in the decision-making process.

Delving further into the details of the empirical evidence, one finds that value-based leadership can easily be reduced to four second-order constructs going by effect sizes and statistical significance. These are: integrity in duty performance, inspiration, trust and ability to link with others, and appreciating the value of each person. This filtering effectively puts a distinction between essential and non-essential elements of value-based leadership. The implication of this is that re-conceptualization of value-based leadership is necessary for

advancing scholarship, at least with respect to teacher motivation.

Recommendations

Considering the implications stated above, the study makes four recommendations as follows:

- i) Private schools should consolidate teacher motivation gains by investing in continuous professional leadership development of all head teachers. This is necessary to develop head teachers' leadership competencies with respect to the four fundamental facets that really matter, namely: integrity in duty performance, inspiration, trust and ability to link with others.
- ii) Human resource leaders and practitioners in the teaching sector should recognize and work into their staffing practices, value alignment as core elements of getting their hiring right the first time. The four value-based leadership tenets should specifically serve as an optimal policy guideline for promotion practice and filling of vacancies. Prospective candidates should be subjected to integrity stress-testing as a pre-requisite for such promotion.
- iii) School leadership should deliberately cultivate a leadership culture founded on the belief that serving the common good of all is profitable. This should be worked into the incentive system such that rewards for head teachers are directly linked to how they rate on integrity, collaboration, teacher empowerment and trust scorecards.
- iv) School boards should strategically allocate resources into the development and implementation of a performance model that integrates and links value-based leadership principles to school outcomes such as teacher motivation, retention and performance. For instance, value-based leadership ethos could be embedded not only in the core values but also in the school programs and curriculum.

Contribution to Knowledge

The distinctive addition of this study to knowledge is evident in the determination and filtering of the 2nd order constructs that are essential to teacher motivation in private schools as summarised in Table 5.1. The four essential elements that survived empirical scrutiny are in order of effect size: motivation, appreciating the value of each person, integrity in duty performance, and trust and ability to link with others.

Table 5.1. Essential Elements of Value-based Leadership for Teacher Motivation

2 nd order construct	Value-based leadership dimension	Effect size	p-value
Motivation	Balanced perspective	$B=1.141$	$p=.000$
Appreciating the value of each person	Genuine humility	$B=.864$	$p=.000$
Integrity in duty performance	Self-reflection	$B=.651$	$p=.000$
Trust and ability to link with others	True self-confidence	$B=.438$	$p=.010$

From the above elements, a re-conceptualization of the theoretical model for predicting teacher motivation is proposed as shown in Figure 5.1.

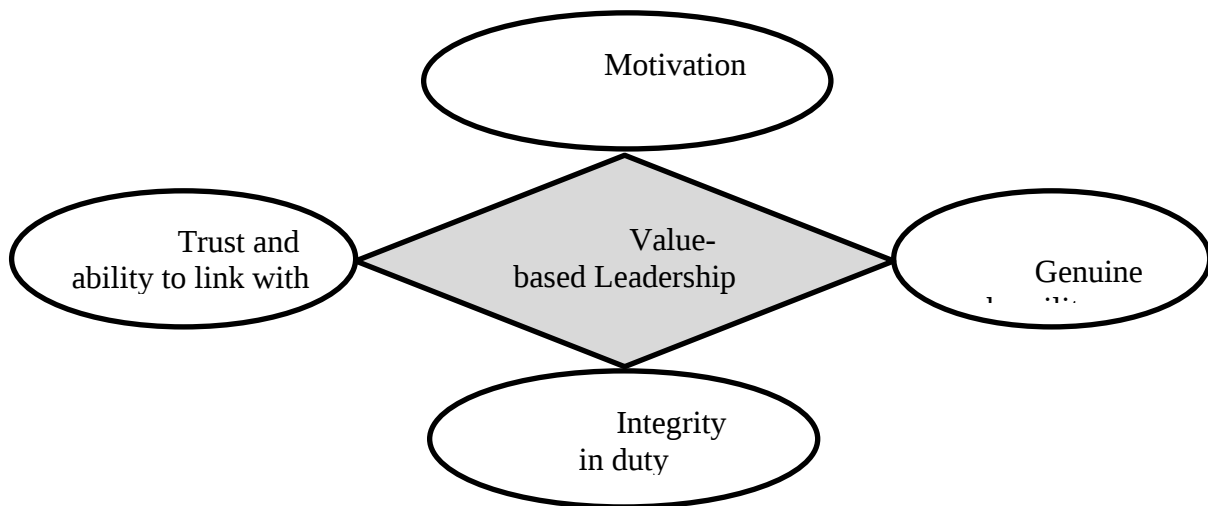


Figure 5.1. Value based Leadership Core Model

Suggestions for Future Research

Whereas the aim of this study has been achieved, there are conceptual, contextual and theoretical shortcomings that provide avenues for further scientific inquiry as follows:

- i) Conceptually, whereas a strong explanatory power was established, the evidence has suggested that value-based leadership does not fully explain teacher motivation. Furthermore, the model applied did not take into account intervening factors that may have been at play. Human motivation is complex phenomenon that cannot be adequately explained by a single factor. Therefore, an expanded model that integrates other potential explanatory factors into the conceptual framework could be developed in future studies.
- ii) Contextually, the scope of this study was limited to private schools. Whereas certain commonalities abound between private and public schools, there may be potential unique differences in both leadership practices and teacher motivation priorities and determinants between the two sub-sectors. This range from job security to remuneration packages to promotion practices. As such, it is not clear whether similar findings can be obtained in public schools. Therefore, further studies should look into value-based leadership practices within the public school context in relation to teacher motivation for comparison purposes.

iii) Methodologically, this research relied primarily on quantitative approaches to sense-making of the nexus between value-based leadership and teacher motivation. However, whereas the quantitative techniques deployed fostered the generation of objective data leading to generalizable conclusions, the lack of in-depth insights due to constraints in accessing key informants is a limitation that warrants a more pragmatic approach to data gathering and analysis. Thus, a similar investigation should be undertaken using qualitative techniques or mixed-methods research.

Conclusion

This study set out to investigate the influence of head teachers' value-based leadership on teacher motivation in Kasarani/ Embakasi Private Schools Cluster. In this chapter, the major findings have been summarised and the implications for theory and practice discussed. In conclusion, self-reflection made a significant contribution to teacher motivation. This was explained to a large extent by head teachers' integrity in duty performance. Similarly, balanced perspective also largely provided for teacher motivation through various empowerment practices. In like manner, the dimension of true self confidence also significantly impacted teacher motivation. Head teachers manifested this through their trust and ability to link with others. Lastly, genuine humility as manifested in value- based leadership provided for teacher motivation to a large extent. Participants strongly agreed that head teachers appreciated the value of each person. Relevant recommendations have been made and contribution of this study to knowledge have been explained. The primary value of this study to the body of knowledge is the delineation of essential elements of value-based leadership for teacher motivation and proposition of an Authentic Leadership Core Model. In acknowledgement of the limitations, future research directions have been proposed.

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Appendices

Appendix 1: Questionnaire for Teachers

Dear participant,

I am a student at PAC University doing a Masters of Art degree in Leadership I am carrying out research on the influence of head teachers' use of value-based leadership principles on teacher motivation: a case of selected private primary schools in Kasarani Cluster Schools. You are kindly requested to take part in completing the attached questionnaire.

Thank you so much for your cooperation

Best regards

Name.....

Email:

PART A: Personal Information

Bio data**Tick where appropriate**

1. Gender

☐

Male

☐

Female

2. ☐ Kindly indicate age bracket.☐

25 – 35

☐

36 - 40

☐

41 - 45

☐

46 - 50

☐

50 - 60

☐

60 and above

3. What is your highest academic level attained?

☐

Diploma

☐

Bachelor's Degree

☐

Master's Degree

☐

PHD

☐

Other: _____

4. How many years have you served as a teacher in your current institution?

☐ Less than 5 yrs. 6

☐ 6-10 yrs.

☐ 11-20 yrs.

☐ 30 -40 yrs.

☐ Above 40 yrs.

Kindly tick the appropriate

SA- strongly agree, A- agree N- neutral D- Disagree SD- strongly

disagree

I. Leading with values

	SA	A	N	D	SD
The leadership respects dignity of the teachers.					
The head teacher exercises compassion on teachers.					
Empathy of teachers is among the core values of the school.					
The school has a positive impact on all teachers.					
The school has ethical strengths on the teachers.					
The head teacher exercises integrity on moral courage and ethical strength.					
The school keeps promises and fulfils expectations of the teachers.					
The school leadership looks at teachers and teaching as service for the common good.					
The school is inclusive in its leadership practice in developing all staff.					
The school provides teachers with opportunities to improve their skill.					

II. Setting clear goals

	SA	A	N	D	SD
The school is consistent in its requirements					
There is transparency in the values practised and actions taken.					
There is integration of values in the organization's Psyche.					
The school leadership contributes to the growth of teachers.					
The head teacher's commitment extends beyond self-interest.					
The school needs supersede personal ambition, passions, intentions & goals.					

III. Integrity in job performance

	SA	A	N	D	SD
The head teacher possesses the strength to act with intention on behalf of teachers for the common good.					
The leadership takes a stand in face of adversity with an aim of inclusion and justice.					
There is alignment between personal values & the values of the school.					
The head teacher guides & influences school resources according to the principle of equity.					
The head teacher encourages & supports innovative, flexible, pedagogical practices that serve diverse groups of learners.					
The head teacher takes learners' views seriously, considers them and acts upon them.					
The head teacher facilitates reflective practices with the aim of transforming teaching & learning.					
The school promotes accountability among teachers.					

PART C. BALANCED PERSPECTIVE
I. ROLE MODELS

	SA	A	N	D	SD
The school leadership espouses commitment to work by example.					
The school leadership practices public leadership competencies.					
The school leadership has values in relation to teacher's well-being.					
Leadership of the school leads in teachers' duties compliance.					
The school has best practices in human relations.					
The head teacher communicates the vision of the school through example.					
The administrator's duty performance is better than the junior staff.					
The administrators have moral power and authority over the teachers.					
The school administrators dress modestly to enhance modesty.					

II. Motivation

	SA	A	N	D	SD
The head teacher's attitude increases productivity.					
The school's working practice discipline is upheld with just treatment to all.					
Quality of work in the school is upheld by the head teacher.					
The head teacher's leadership practice is based on collaborative & passionate principles.					
The head teacher is intentional about staff motivation raise performance levels.					
The head teacher encourages shared experience.					
The head teacher provides opportunities for professional growth.					

III. Communication

	SA	A	N	D	SD
The head teacher practises directive communication styles.					
The head teacher is people centric in their communication.					
The head teacher's communication is clear, brief with value thoughts.					
The head teacher practices transparency in the communication channels.					
The head teacher has a focused and stable communication channels.					
The leadership creates time for communication with teammates.					
The leadership is skilled in communication.					
The leadership is aware and conversant with current communication technologies.					

IV. COLLABORATION

	SA	A	N	D	SD
The head teacher forges a shared purpose that inspires all teachers.					
The head teacher clarifies roles and decision rights.					
The head teacher is keen on harnessing collective intelligence.					
The leadership is aware of crafting agreements and accountability.					
The head teacher is keenly aware and conversant on crafting systems and processes for coordination.					
The head teacher is keen on ensuring accountability for results.					
The head teacher espouses team orchestration & networking.					
The head teacher is keen on self-leadership and relational intelligence.					
The leadership involves and honours diverse perspectives.					
The head teacher aligns school evaluations with the aim of inclusion.					
The head teacher develops a culture of positive collaboration.					

V. TEAM MANAGEMENT

	SA	A	N	D	SD
The school leadership provides new ways of sorting complex issues.					
The leadership avails opportunities for thinking out of norms.					
The leadership allows cropping up of new ideas.					
The leadership influences change in team performance.					
The head teacher props teachers to put extra effort at work					
The teachers perform excellently as the leadership expresses its desire by motivating words.					
The head teacher works in honest ways as a policy.					
The head teacher enables teachers to perform to maximum and not kill the talent.					
The head teacher builds upcoming leadership.					
The head teacher works to build careers for future generations.					

PART D. TRUE SELF CONFIDENCE

I. TRUST AND ABILITY TO LINK WITH OTHERS

	SA	A	N	D	SD
The head teacher takes risks for every decision made without fear or favour in order to ensure the school's success.					
The head teacher ensures tasks assigned are accomplished as scheduled.					
The actions taken by the head teacher are always in the best interest of the school.					
The tasks taken by the head teacher are in line with school objectives.					
The head teacher sets compelling visions towards progress of the school.					
The head teacher consistently provides guidance on how to achieve set goals.					
The head teacher builds trust and confidence amongst the teachers and support staff.					
The head teacher practices certain issues that have eroded trust in us as teachers.					
Leadership communicates with enthusiasm.					
Leadership is capable of planning, managing and controlling the institution.					
The head teacher empowers teachers to identify problems before they arise to eliminate all including symptoms.					
The head teacher has empowered teachers to interact with courtesy and support.					
The head teacher demonstrates effective practices and regularly share relevant information to all staff.					

II. EMPOWERING OTHERS

	SA	A	N	D	SD
The leadership is always inclusive.					
The teachers are allowed to be part of a team.					
The teachers' perception is about service to others.					
The teachers' perception of the head teacher is that of truthfulness and commitment in leadership when dealing with us.					
There is loyalty, honesty and integrity in leadership.					
The head teacher has an aspect of reconciliation of faith, ethics & morals in all situations.					
The head teacher is credible & espouses transferability.					
The head teacher espouses conformability.					

III. RESILIENCE

	SA	A	N	D	SD
The head teacher involves teachers in developing shared vision and agreed goals.					
The head teacher provides insightful input about team work plans.					
The head teacher ensures that the team embraces co-ordinated approach to get work done effectively.					
The head teacher's highest priority is to meet expectations of the teachers.					
The head teacher has robust systems in place to anticipate potential threats in monitoring and evaluation.					
The head teacher ensures that the teams are empowered to work diligently even when programs set do not effectively move to achieve set goals.					

PART E: GENUINE HUMILITY**I. Appreciate the value of each person**

	SA	A	N	D	SD
The head teacher has a sense of humility.					
The head teacher has a sense of dignity and awareness of teachers' limitations.					
The head teacher is open to perspectives different from their own.					
The head teacher has a broad understanding of human dynamics.					
The head teacher has the ability to balance the interest of multiple stakeholders.					
The head teacher takes a long- term perspective in decision making.					

	SA	A	N	D	SD
The head teacher values teacher development.					
The head teacher ensures there is respect of team work.					
The head teacher espouses trust in self-respect & group values.					
The head teacher has belief in the teachers' potential.					
The head teacher ensures there is power of positive psychology with purpose of work.					
The head teacher ensures there is acceptance of complexity with innovation and adaptability among the teachers.					
There is enabling leadership in the school with regard to emerging issues.					
The head teacher allows informal to flourish in the organization.					

Appendix 2: Questionnaire for Head Teachers

Dear participant,

I am a student at PAC University doing a Masters of Art degree in Leadership. I am carrying out research on influence of head teachers' use of value-based leadership principles on teacher motivation: a case of selected private primary schools in Kasarani. You are kindly requested to take part in completing the attached questionnaire.

Thank you so much for your cooperation

Best regards

Name.....

Email:

Part A Biodata

1. Gender

Tick where appropriate

☐ Male☐ Female

2. Age bracket

☐ 25 - 35 yrs.☐ 36 - 40 yrs.☐ 41 - 45 yrs.☐ 46 - 50 yrs.☐ 50 - 60 yrs.☐ 60 yrs. and above

3. Highest Academic level attained.

☐ Diploma☐ Bachelor's Degree☐ Master's Degree☐ PHD☐ Other: _____

4. How many years have you served as Head Teacher in the school?

- ☐ Less than 5 years
- ☐ 6-10 yrs.
- ☐ 11- 20 yrs.
- ☐ 30 -40 yrs.
- ☐ Above 40 yrs.

5. How do you classify your school?

- ☐ Middle Cost
- ☐ Low Cost
- ☐ Charitable

6. How did you rise in ranks?

- ☐ Poached from outside
- ☐ Promoted on merit
- ☐ Highest Academic qualifications
- ☐ Chance arose
- ☐ Family enterprise

7. Rate the remuneration level of the school.

- ☐ Extremely Good
- ☐ Good
- ☐ Fairly
- ☐ Good
- ☐ Low
- ☐ Very Low

PART B. SELF REFLECTION

Read the following statements below and tick appropriately
Kindly tick the appropriate

SA- strongly agree, A- agree N- neutral D- Disagree SD- strongly disagree

I. Leading with values

	SA	A	N	D	SD
The leadership respects dignity of the head teachers					
The organization exercises compassion on head teachers					
Empathy of head teachers is among our core values					
The organization has positive impact on all head teachers					
The organization has ethical strengths on the head teachers					
The leadership exercises integrity on moral courage and ethical strength					
The organization keeps promised and fulfils expectations of the head teachers					
The organization looks at leadership as service for the common good.					
The organization is inclusive in its leadership practice in developing all staff.					
We provide teachers with opportunities to improve their skills.					

II. Setting clear goals

	SA	A	N	D	SD
The organization is consistent in its requirements					
There is transparency in the values practiced and actions taken					
There is integration of value in the organization's psyche					
The organization contributes to the growth of others.					
The organization's commitment extends beyond self-interest.					
The organization's needs supersede personal ambition, passions, intentions & goals					

III. Integrity in job performance

	SA	A	N	D	SD
The leadership possesses the strength to act with intention on behalf of others for the common good.					
The leadership takes a stand in face of adversity with an aim of inclusion and justice.					
There is alignment between personal values & the values of the organization.					
We guide & influence school resources according to the principle of equity.					
We encourage & support innovative, flexible, pedagogical & practices that serve diverse groups of persons.					
We promote accountability to ensure that teachers take responsibility for the learners.					

PART C. BALANCED PERSPECTIVE

I. ROLE MODELS

	SA	A	N	D	SD
The leadership espouses commitment to work by example.					
The organizational leadership practices public leadership competencies.					
The leadership has values in relation to teacher's well-being.					
Leadership leads employee duties compliance.					
The organization has best practices in human relations.					
We communicate the vision of the school through example.					
We manage financial resources to meet the needs of the whole school community.					
The administrator's duty performance is better than the junior staff.					
We as the administrators have moral power and authority over the teachers.					
We as administrators dress modestly to enhance modesty.					

II. Motivation

	SA	A	N	D	SD
The attitude of the organization increases productivity.					
The working practice discipline is upheld with just treatment.					
Quality of work in the organization is upheld.					
The leadership practice is based on collaborative & passionate principles.					
We are intentional about staff motivation to raise achievements.					
We ensure encourage shared experiences.					
We provide for professional growth.					

III. Communication

	SA	A	N	D	SA
The organization practises directive communication styles.					
The organization is people centric in its communication.					
The communication is clear, brief with value thoughts.					
There is transparency in the communication channels.					
The organization has a focused and stable communication channels.					
The leadership creates time for communication with teammates.					
The leadership is skilled in communication					
The leadership is aware & conversant with communication technologies.					

IV. COLLABORATION

	SA	A	N	D	SD
Leadership is aware of forging a shared purpose that inspires all participants.					
Leadership is aware of clarifying roles and decision rights					
The leadership is keen on harnessing collective intelligence.					
The leadership is aware of crafting agreements and accountability.					
The leadership is keen on ensuring accountability for results.					
The leadership espouses team work.					
The leadership is keen on self-leadership and relational intelligence.					
The leadership involves and honours diverse perspectives.					
We align school evaluations with the aim of inclusion.					
We develop a culture of collaboration.					

V. TEAM MANAGEMENT

	SA	A	N	D	SD
The organizational leadership provides new ways of sorting complex issues.					
The leadership avails opportunities for thinking out of norms.					
The leadership allows cropping up of new ideas.					
The leadership influences change in team performance.					
The teams put extra effort at work due to leadership.					
The team performs excellently as the leadership expresses its desire by motivating words.					
The leadership works in honest ways as a policy.					
We enable teams to perform to maximum (not kill) the talent.					
We build upcoming leadership.					
We work to build careers for future generations.					

PART D. TRUE SELF CONFIDENCE

IV. TRUST AND ABILITY TO LINK WITH OTHERS

	SA	A	N	D	SD
The leaders take risks for every decision made without fear or favour in order to ensure organizational success.					
The leadership ensures tasks assigned is accomplished as scheduled.					
The actions taken by the leaders are always in the best interest of the organization.					
The tasks taken by the leadership are in line organizational goals.					
The leadership sets compelling visions towards progress of the organization.					
The leadership consistently provides guidance on how to achieve set goals.					
We build trust and confidence amongst the teachers and support staff.					
We practice certain issues that have eroded trust in us as leaders.					
Our financial transactions make school community suspicious and erode trust in us.					
Leadership communicates with enthusiasm, energy and hope of achieving success.					
Leadership is capable of planning, managing and controlling the institution.					
We have empowered teams to identify problems before they arise to eliminate all including the symptoms.					
We have empowered teams to interact with courtesy & support.					
We in leadership demonstrate effective practices to regularly share relevant information to all staff.					

V. EMPOWERING OTHERS

	SA	A	N	D	SD
The leadership is always inclusive.					
The participants. are allowed to be part of a team					
The motive of leadership is about service to others.					
There is truthfulness and commitment in leadership when dealing with others.					
There is loyalty, honesty & integrity in leadership.					
There is an aspect of reconciliation of faith, ethics & morals in all situations.					
The leadership is credible & espouses transferability.					
Leadership espouses confirmability.					

VI. RESILIENCE

	SA	A	N	D	SD
The organization involves staff in developing shared vision & agreed goals.					
We provide insightful input about team work plans.					
The team embraces co-ordinated approach to get work done effectively.					
The team gives highest priority to meet expectations of the teachers.					
The teams have robust systems in place to anticipate potential threats in monitoring & evaluation					
The teams are empowered to work diligently even when programs set do not effectively move to achieve set goals.					

PART E: GENUINE HUMILITY

II. Appreciate value of each person

	SA	A	N	D	SD
The organizational administrators have a sense of humility.					
The administrator has a sense of dignity and awareness of one's own limitations.					
The administrator is open to perspectives different from their own.					
The administrator is open to perspectives different from their own.					
The administrator has broad understanding of human dynamics.					
The administrator has the ability to balance the interest of multiple stakeholders.					
The organizational administrators take long term perspective in decision making.					

III. The Value of each person

	SA	A	N	D	SD
The organizational administrators value personal development in the institution.					
There is respect of team work.					
The organization espouses trust in self- respect & group values.					
The organization has belief in human potential.					
There is power of positive psychology with purpose of work.					
There is acceptance of complexity with innovation and adaptability in the organization.					
There is enabling leadership in the organization on emerging issues.					
Informal dynamics are allowed to flourish in the organization.					

Appendix 3- Introduction Letter

RACHAEL MACHARIA,
P. O Box 16529-00620
NAIROBI, KENYA.

13TH APRIL, 2021

SUB-COUNTY DIRECTOR OF EDUCATION
KASARANI SUB-COUNTY,
NAIROBI

Dear Madam,

RE: REQUEST FOR EDUCATIONAL DATA

I am a student at Pan Africa Christian University pursuing a Masters of Arts in Leadership degree. I am currently in the process of writing my research proposal. I intend to carry out a study on “Influence of Head Teacher’s Use of Value Based Leadership Principles on Teacher Motivation; A Case of Selected Private Primary Schools in Kasarani.

I am writing to request for valuable data and information that will be key in the development of the proposal. This include

- i. The number of Private Primary Schools in Kasarani Sub-county
- ii. A list of private schools in Kasarani Sub-county
- iii. The number of teachers per school

It is my hope that you will consider my humble request. The information being sought is purely for academic purposes and will be treated as such..

Yours faithfully,

RACHAEL MACHARIA
MALD/9029/0/17

Appendix 4: Nacosti Permit

 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION REPUBLIC OF KENYA Ref No: 926472	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION Date of Issue: 22/March/2023
RESEARCH LICENSE	
	
This is to Certify that Ms. RACHAEL ADOYO MACHARIA of Pan Africa Christian University , has been licensed to conduct research in Nairobi on the topic: Influence of Head Teachers' Value Based Leadership on Teacher Motivation in Private Schools' Cluster for the period ending : 22/March/2023.	
License No: NACOSTI/P/22/16446	
926472	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Applicant Identification Number	Verification QR Code
	
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Appendix 5: SPSS Output Tables

Position		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teacher	149	65.9	65.9	65.9
	Head teacher	77	34.1	34.1	100.0
	Total	226	100.0	100.0	

1. Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	107	47.3	47.3	47.3
	Female	119	52.7	52.7	100.0
	Total	226	100.0	100.0	

2. Kindly indicate age bracket		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-35 yrs	109	48.2	48.2	48.2
	36-40 yrs	49	21.7	21.7	69.9
	41-45 yrs	31	13.7	13.7	83.6
	46-50 yrs	5	2.2	2.2	85.8
	51-60 yrs	12	5.3	5.3	91.2
	60 and above	20	8.8	8.8	100.0
	Total	226	100.0	100.0	

3. What is your highest academic level obtained?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Certificate	31	13.7	13.7	13.7
	P1	21	9.3	9.3	23.0
	Diploma	112	49.6	49.6	72.6
	Bachelors degree	54	23.9	23.9	96.5
	Postgraduate	8	3.5	3.5	100.0
	Total	226	100.0	100.0	

4. How many years have you served as a teacher on your current institution?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 - 5 years	105	46.5	46.5	46.5
	6 - 10 years	63	27.9	27.9	74.3
	11 - 20 years	42	18.6	18.6	92.9
	21 - 30 years	11	4.9	4.9	97.8
	31 - 40 years	5	2.2	2.2	100.0
	Total	226	100.0	100.0	

5. How do you classify your school?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Middle School	60	26.5	78.9	78.9
	Low School	10	4.4	13.2	92.1
	Charitable	6	2.7	7.9	100.0
	Total	76	33.6	100.0	
	Total	226	100.0		

6. How did you rise in ranks?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poached from outside	8	3.5	10.4	10.4
	Promoted on merit	51	22.6	66.2	76.6
	Highest Academic qualifications	2	.9	2.6	79.2
	Chance arose	12	5.3	15.6	94.8
	Family enterprise	4	1.8	5.2	100.0
	Total	77	34.1	100.0	

7. Rate the remuneration level of the school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	4	1.8	5.2	5.2
	Fairly Good	26	11.5	33.8	39.0
	Good	43	19.0	55.8	94.8
	Extremely Good	4	1.8	5.2	100.0
	Total	77	34.1	100.0	
	Total	226	100.0		

I. Leading with values [The leadership respects dignity of the teachers.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	1.3	1.3	1.3
	Neutral	19	8.4	8.4	9.7
	Agree	94	41.6	41.6	51.3
	Strongly agree	110	48.7	48.7	100.0
	Total	226	100.0	100.0	

I. Leading with values [The head teacher exercises compassion on teachers.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	.9	.9
	Disagree	6	2.7	2.7	3.5
	Neutral	26	11.5	11.5	15.0
	Agree	114	50.4	50.4	65.5
	Strongly agree	78	34.5	34.5	100.0
	Total	226	100.0	100.0	

I. Leading with values [Empathy of teachers is among the core values of the school.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	1.8	1.8	1.8
	Neutral	25	11.1	11.1	12.8
	Agree	117	51.8	51.8	64.6
	Strongly agree	80	35.4	35.4	100.0
	Total	226	100.0	100.0	

I. Leading with values [The school has a positive impact on all teachers.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	11	4.9	4.9	4.9
	Neutral	22	9.7	9.7	14.6
	Agree	94	41.6	41.6	56.2
	Strongly agree	99	43.8	43.8	100.0
	Total	226	100.0	100.0	

I. Leading with values [The school has ethical strengths on the teachers.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	.9	.9	.9
	Neutral	22	9.7	9.7	10.6
	Agree	102	45.1	45.1	55.8
	Strongly agree	100	44.2	44.2	100.0
	Total	226	100.0	100.0	

I. Leading with values [The school keeps promised and fulfils expectations of the teachers.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.4	.4	.4
	Disagree	20	8.8	8.9	9.3
	Neutral	21	9.3	9.3	18.7
	Agree	114	50.4	50.7	69.3
	Strongly agree	69	30.5	30.7	100.0
	Total	225	99.6	100.0	
Missing	System	1	.4		
	Total	226	100.0		

I. Leading with values [The school leadership looks at teachers and teaching as service for the common good.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	2.7	2.7	2.7
	Neutral	15	6.6	6.7	9.3
	Agree	110	48.7	48.9	58.2
	Strongly agree	94	41.6	41.8	100.0
	Total	225	99.6	100.0	
Missing	System	1	.4		
	Total	226	100.0		

I. Leading with values [The school is inclusive in its leadership practice in developing all staff.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	1.3	1.3	1.3
	Disagree	11	4.9	4.9	6.3
	Neutral	21	9.3	9.4	15.6
	Agree	98	43.4	43.8	59.4
	Strongly agree	91	40.3	40.6	100.0
	Total	224	99.1	100.0	
Missing	System	2	.9		
Total		226	100.0		

I. Leading with values [The school provides learning opportunities to enhance teachers' capabilities with an aim to improve learners with well- being.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.4	.4	.4
	Disagree	7	3.1	3.1	3.6
	Neutral	17	7.5	7.6	11.2
	Agree	111	49.1	49.6	60.7
	Strongly agree	88	38.9	39.3	100.0
	Total	224	99.1	100.0	
Missing	System	2	.9		
Total		226	100.0		

II. Setting clear goals [The school is consistent in its requirements]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	2.2	2.2	2.2
	Neutral	21	9.3	9.3	11.6
	Agree	99	43.8	44.0	55.6
	Strongly agree	100	44.2	44.4	100.0
	Total	225	99.6	100.0	
Missing	System	1	.4		
Total		226	100.0		

II. Setting clear goals [There is transparency in the values practised and actions taken.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	7	3.1	3.1	3.1
	Neutral	26	11.5	11.6	14.7
	Agree	120	53.1	53.3	68.0
	Strongly agree	72	31.9	32.0	100.0
	Total	225	99.6	100.0	
Missing	System	1	.4		
Total		226	100.0		

II. Setting clear goals [There is integration of values in the organization]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	2.2	2.2	2.2
	Neutral	25	11.1	11.2	13.5
	Agree	120	53.1	53.8	67.3
	Strongly agree	73	32.3	32.7	100.0
	Total	223	98.7	100.0	
Missing	System	3	1.3		
Total		226	100.0		

II. Setting clear goals [The school leadership contributes to the growth of teachers.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	7	3.1	3.1	3.1
	Neutral	24	10.6	10.8	13.9
	Agree	101	44.7	45.3	59.2
	Strongly agree	91	40.3	40.8	100.0
	Total	223	98.7	100.0	
Missing	System	3	1.3		
Total		226	100.0		

II. Setting clear goals [The head teachers commitment extends beyond self-interest.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	.9	.9
	Disagree	5	2.2	2.2	3.1
	Neutral	29	12.8	12.9	16.0
	Agree	108	47.8	48.0	64.0
	Strongly agree	81	35.8	36.0	100.0
	Total	225	99.6	100.0	
Missing	System	1	.4		
Total		226	100.0		

II. Setting clear goals [The school needs supersede personal ambition, passions, intentions & goals.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	.9	.9	.9
	Neutral	19	8.4	8.4	9.3
	Agree	118	52.2	52.4	61.8
	Strongly agree	86	38.1	38.2	100.0
	Total	225	99.6	100.0	
Missing	System	1	.4		
Total		226	100.0		

III. Integrity in job performance [The leadership takes a stand in face of adversity with an aim of inclusion and justice.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	.9	.9
	Disagree	3	1.3	1.3	2.2
	Neutral	19	8.4	8.4	10.7
	Agree	128	56.6	56.9	67.6
	Strongly agree	73	32.3	32.4	100.0
	Total	225	99.6	100.0	
Missing	System	1	.4		
Total		226	100.0		

III. Integrity in job performance [There is alignment between personal values & the values of the school.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	.4	.4	.4
	Neutral	20	8.8	8.9	9.3
	Agree	133	58.8	59.1	68.4
	Strongly agree	71	31.4	31.6	100.0
	Total	225	99.6	100.0	
Missing	System	1	.4		
Total		226	100.0		

III. Integrity in job performance [The head teacher guides & influences school resources according to the principle of equity.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	.9	.9
	Disagree	3	1.3	1.3	2.2
	Neutral	22	9.7	9.8	12.0
	Agree	118	52.2	52.4	64.4
	Strongly agree	80	35.4	35.6	100.0
	Total	225	99.6	100.0	
Missing	System	1	.4		
Total		226	100.0		

III. Integrity in job performance [The head teacher encourages & supports innovative, flexible, pedagogical practices that serve diverse groups of learners.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	.9	.9
	Disagree	3	1.3	1.3	2.2
	Neutral	10	4.4	4.5	6.7
	Agree	125	55.3	55.8	62.5
	Strongly agree	84	37.2	37.5	100.0
	Total	224	99.1	100.0	
Missing	System	2	.9		
Total		226	100.0		

III. Integrity in job performance [The school provides a wide range of opportunities & support to ensure learners can take responsibility for their own learning success and achievement.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	1.3	1.3	1.3
	Disagree	3	1.3	1.3	2.7
	Neutral	14	6.2	6.2	8.9
	Agree	102	45.1	45.3	54.2
	Strongly agree	103	45.6	45.8	100.0
	Total	225	99.6	100.0	
Missing	System	1	.4		
Total		226	100.0		

III. Integrity in job performance [There is established school wide ethos that enable learners to offer their views to inform all phases of education.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	1.3	1.3
	Disagree	5	2.2	3.3	4.6
	Neutral	18	8.0	11.8	16.4
	Agree	80	35.4	52.6	69.1
	Strongly agree	47	20.8	30.9	100.0
	Total	152	67.3	100.0	
Missing	System	74	32.7		
Total		226	100.0		

III. Integrity in job performance [The head teacher takes teachers' views seriously, consider them and act upon them.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	.4	.4	.4
	Neutral	23	10.2	10.2	10.7
	Agree	108	47.8	48.0	58.7
	Strongly agree	93	41.2	41.3	100.0
	Total	225	99.6	100.0	
Missing	System	1	.4		
Total		226	100.0		

III. Integrity in job performance [The head teacher facilitates reflective practices with the aim of transforming teaching & learning.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.4	.4	.4
	Disagree	3	1.3	1.3	1.8
	Neutral	14	6.2	6.3	8.1
	Agree	126	55.8	56.5	64.6
	Strongly agree	79	35.0	35.4	100.0
	Total	223	98.7	100.0	
Missing	System	3	1.3		
Total		226	100.0		

III. Integrity in job performance [The school promotes professional responsibility & accountability to ensure that teachers take responsibility for the learners.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	2.2	2.2	2.2
	Neutral	15	6.6	6.7	8.9
	Agree	117	51.8	52.2	61.2
	Strongly agree	87	38.5	38.8	100.0
	Total	224	99.1	100.0	
Missing	System	2	.9		
Total		226	100.0		

I. Role Models [The school leadership espouses commitment to work by example.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	1.3	1.3	1.3
	Disagree	2	.9	.9	2.2
	Neutral	19	8.4	8.4	10.7
	Agree	108	47.8	48.0	58.7
	Strongly agree	93	41.2	41.3	100.0
	Total	225	99.6	100.0	
Missing	System	1	.4		
Total		226	100.0		

I. Role Models [The school leadership practices public leadership competencies.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	1.8	1.8	1.8
	Disagree	7	3.1	3.1	4.9
	Neutral	29	12.8	12.9	17.8
	Agree	117	51.8	52.0	69.8
	Strongly agree	68	30.1	30.2	100.0
	Total	225	99.6	100.0	
Missing	System	1	.4		
Total		226	100.0		

I. Role Models [The school leadership has values in relation to teachers well-being.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	.9	.9
	Disagree	3	1.3	1.3	2.2
	Neutral	28	12.4	12.4	14.7
	Agree	109	48.2	48.4	63.1
	Strongly agree	83	36.7	36.9	100.0
	Total	225	99.6	100.0	
Missing	System	1	.4		
Total		226	100.0		

I. Role Models [Leadership of the school leads in teachers duties compliance.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.4	.4	.4
	Disagree	1	.4	.4	.9
	Neutral	23	10.2	10.2	11.1
	Agree	114	50.4	50.7	61.8
	Strongly agree	86	38.1	38.2	100.0
	Total	225	99.6	100.0	
Missing	System	1	.4		
	Total	226	100.0		

I. Role Models [The school has best practices in human relations.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	.9	.9
	Disagree	8	3.5	3.6	4.4
	Neutral	30	13.3	13.3	17.8
	Agree	100	44.2	44.4	62.2
	Strongly agree	85	37.6	37.8	100.0
	Total	225	99.6	100.0	
Missing	System	1	.4		
	Total	226	100.0		

I. Role Models [The head teacher communicates the school guiding vision of inclusion & encourages teacher and staff commitment to it.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	1.8	1.8	1.8
	Disagree	3	1.3	1.3	3.1
	Neutral	24	10.6	10.7	13.8
	Agree	97	42.9	43.3	57.1
	Strongly agree	96	42.5	42.9	100.0
	Total	224	99.1	100.0	
Missing	System	2	.9		
	Total	226	100.0		

I. Role Models [The head teacher manages financial resources to meet the needs of the whole school community.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	2.2	2.2	2.2
	Disagree	13	5.8	5.8	8.1
	Neutral	21	9.3	9.4	17.5
	Agree	91	40.3	40.8	58.3
	Strongly agree	93	41.2	41.7	100.0
	Total	223	98.7	100.0	
Missing	System	3	1.3		
	Total	226	100.0		

I. Role Models [The administrator duty performance is better than the junior staff.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	2.2	2.2	2.2
	Disagree	9	4.0	4.0	6.3
	Neutral	34	15.0	15.2	21.5
	Agree	87	38.5	39.0	60.5
	Strongly agree	88	38.9	39.5	100.0
	Total	223	98.7	100.0	
Missing	System	3	1.3		
Total		226	100.0		

I. Role Models [The school administrators dress modestly to enhance modesty.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.4	.4	.4
	Disagree	8	3.5	3.6	4.0
	Neutral	20	8.8	8.9	12.9
	Agree	110	48.7	48.9	61.8
	Strongly agree	86	38.1	38.2	100.0
	Total	225	99.6	100.0	
Missing	System	1	.4		
Total		226	100.0		

II. Motivation [The schools working practice discipline is upheld with just treatment to all.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	1.3	1.3	1.3
	Disagree	10	4.4	4.5	5.8
	Neutral	18	8.0	8.0	13.8
	Agree	116	51.3	51.8	65.6
	Strongly agree	77	34.1	34.4	100.0
	Total	224	99.1	100.0	
Missing	System	2	.9		
Total		226	100.0		

II. Motivation [Quality of work in the school is upheld by the head teacher.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	1.8	1.8	1.8
	Disagree	5	2.2	2.2	4.0
	Neutral	17	7.5	7.6	11.6
	Agree	117	51.8	52.2	63.8
	Strongly agree	81	35.8	36.2	100.0
	Total	224	99.1	100.0	
Missing	System	2	.9		
Total		226	100.0		

II. Motivation [The head teachers leadership practice is based on collaborative & passionate principles.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	1.3	1.3	1.3
	Disagree	5	2.2	2.2	3.6
	Neutral	24	10.6	10.7	14.2
	Agree	115	50.9	51.1	65.3
	Strongly agree	78	34.5	34.7	100.0
	Total	225	99.6	100.0	
Missing	System	1	.4		
Total		226	100.0		

II. Motivation [The head teacher focuses on improving teacher & staff motivation, capacities and work environment to raise achievements and well-being.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	1.3	1.3	1.3
	Disagree	5	2.2	2.2	3.6
	Neutral	26	11.5	11.7	15.2
	Agree	101	44.7	45.3	60.5
	Strongly agree	88	38.9	39.5	100.0
	Total	223	98.7	100.0	
Missing	System	3	1.3		
Total		226	100.0		

II. Motivation [The head teacher provides and fosters professional learning and development opportunities for teacher and staff to develop competency.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	.9	.9
	Disagree	3	1.3	1.4	2.3
	Neutral	24	10.6	10.9	13.1
	Agree	116	51.3	52.5	65.6
	Strongly agree	76	33.6	34.4	100.0
	Total	221	97.8	100.0	
Missing	System	5	2.2		
Total		226	100.0		

III. Communication [The head teacher practices directive communication styles.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	.9	.9
	Disagree	7	3.1	3.2	4.1
	Neutral	19	8.4	8.6	12.7
	Agree	118	52.2	53.4	66.1
	Strongly agree	75	33.2	33.9	100.0
	Total	221	97.8	100.0	
Missing	System	5	2.2		
Total		226	100.0		

III. Communication [The head teacher is people centric in their communication.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	2.2	2.3	2.3
	Disagree	6	2.7	2.7	5.0
	Neutral	30	13.3	13.5	18.5
	Agree	119	52.7	53.6	72.1
	Strongly agree	62	27.4	27.9	100.0
	Total	222	98.2	100.0	
Missing	System	4	1.8		
Total		226	100.0		

III. Communication [The head teachers communication is clear, brief with value thoughts.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	.9	.9
	Disagree	6	2.7	2.7	3.6
	Neutral	25	11.1	11.3	14.9
	Agree	109	48.2	49.1	64.0
	Strongly agree	80	35.4	36.0	100.0
	Total	222	98.2	100.0	
Missing	System	4	1.8		
Total		226	100.0		

III. Communication [The head teacher practices transparency in the communication channels.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	.9	.9
	Disagree	6	2.7	2.7	3.6
	Neutral	23	10.2	10.4	14.0
	Agree	110	48.7	49.8	63.8
	Strongly agree	80	35.4	36.2	100.0
	Total	221	97.8	100.0	
Missing	System	5	2.2		
Total		226	100.0		

III. Communication [The leadership creates time for communication with teammates.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	1.3	1.3	1.3
	Disagree	3	1.3	1.3	2.7
	Neutral	27	11.9	12.1	14.8
	Agree	113	50.0	50.7	65.5
	Strongly agree	77	34.1	34.5	100.0
	Total	223	98.7	100.0	
Missing	System	3	1.3		
Total		226	100.0		

III. Communication [The leadership is skilled in communication.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	.9	.9
	Disagree	6	2.7	2.7	3.6
	Neutral	32	14.2	14.4	18.0
	Agree	113	50.0	50.9	68.9
	Strongly agree	69	30.5	31.1	100.0
	Total	222	98.2	100.0	
Missing	System	4	1.8		
Total		226	100.0		

III. Communication [The leadership is aware and conversant with current communication technologies.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	1.3	1.4	1.4
	Disagree	3	1.3	1.4	2.7
	Neutral	15	6.6	6.8	9.5
	Agree	122	54.0	55.0	64.4
	Strongly agree	79	35.0	35.6	100.0
	Total	222	98.2	100.0	
Missing	System	4	1.8		
Total		226	100.0		

IV. Collaboration [The head teacher forges a shared purpose that inspires all teachers.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	1.8	1.8	1.8
	Disagree	10	4.4	4.5	6.3
	Neutral	31	13.7	13.9	20.2
	Agree	107	47.3	48.0	68.2
	Strongly agree	71	31.4	31.8	100.0
	Total	223	98.7	100.0	
Missing	System	3	1.3		
Total		226	100.0		

IV. Collaboration [The head teacher clarifies roles and decision rights.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	.9	.9
	Disagree	5	2.2	2.2	3.1
	Neutral	20	8.8	9.0	12.1
	Agree	132	58.4	59.2	71.3
	Strongly agree	64	28.3	28.7	100.0
	Total	223	98.7	100.0	
Missing	System	3	1.3		
Total		226	100.0		

IV. Collaboration [The head teacher is keen on harnessing collective intelligence.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	.9	.9
	Disagree	3	1.3	1.3	2.2
	Neutral	26	11.5	11.7	13.9
	Agree	120	53.1	53.8	67.7
	Strongly agree	72	31.9	32.3	100.0
	Total	223	98.7	100.0	
Missing	System	3	1.3		
Total		226	100.0		

IV. Collaboration [The leadership is aware of accountability.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	1.8	1.8	1.8
	Disagree	2	.9	.9	2.7
	Neutral	29	12.8	13.0	15.7
	Agree	119	52.7	53.4	69.1
	Strongly agree	69	30.5	30.9	100.0
	Total	223	98.7	100.0	
Missing	System	3	1.3		
Total		226	100.0		

IV. Collaboration [The head teacher is keenly aware and conversant on crafting systems and processes for coordination.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	1.8	1.8	1.8
	Disagree	2	.9	.9	2.7
	Neutral	33	14.6	14.8	17.5
	Agree	118	52.2	52.9	70.4
	Strongly agree	66	29.2	29.6	100.0
	Total	223	98.7	100.0	
Missing	System	3	1.3		
Total		226	100.0		

IV. Collaboration [The head teacher is keen on ensuring accountability for results.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	.9	.9
	Disagree	2	.9	.9	1.8
	Neutral	18	8.0	8.0	9.8
	Agree	128	56.6	57.1	67.0
	Strongly agree	74	32.7	33.0	100.0
	Total	224	99.1	100.0	
Missing	System	2	.9		
Total		226	100.0		

IV. Collaboration [The head teacher espouses team orchestration & networking.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	.9	.9
	Disagree	2	.9	.9	1.8
	Neutral	21	9.3	9.4	11.2
	Agree	133	58.8	59.4	70.5
	Strongly agree	66	29.2	29.5	100.0
	Total	224	99.1	100.0	
Missing	System	2	.9		
Total		226	100.0		

IV. Collaboration [The head teacher is keen on self-leadership and relational intelligence.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	.9	.9
	Neutral	23	10.2	10.3	11.2
	Agree	117	51.8	52.2	63.4
	Strongly agree	82	36.3	36.6	100.0
	Total	224	99.1	100.0	
Missing	System	2	.9		
Total		226	100.0		

IV. Collaboration [The leadership involves & honours diverse perspectives, discovery and emergence.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	.9	.9
	Disagree	5	2.2	2.2	3.1
	Neutral	16	7.1	7.1	10.3
	Agree	132	58.4	58.9	69.2
	Strongly agree	69	30.5	30.8	100.0
	Total	224	99.1	100.0	
Missing	System	2	.9		
Total		226	100.0		

IV. Collaboration [The head teacher promotes a culture of continuous improvement , innovation and collaboration to develop teaching learning & assessment.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	.9	.9
	Disagree	2	.9	.9	1.8
	Neutral	19	8.4	8.5	10.3
	Agree	110	48.7	49.1	59.4
	Strongly agree	91	40.3	40.6	100.0
	Total	224	99.1	100.0	
Missing	System	2	.9		
Total		226	100.0		

IV. Collaboration [The head teacher aligns school evaluations with the vision of inclusion.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	1.3	1.3	1.3
	Disagree	1	.4	.4	1.8
	Neutral	17	7.5	7.6	9.4
	Agree	126	55.8	56.5	65.9
	Strongly agree	76	33.6	34.1	100.0
	Total	223	98.7	100.0	
Missing	System	3	1.3		
Total		226	100.0		

IV. Collaboration [The head teacher develops a culture of positive collaboration and trusting relationships.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	.9	.9
	Disagree	2	.9	.9	1.8
	Neutral	23	10.2	10.3	12.1
	Agree	121	53.5	54.0	66.1
	Strongly agree	76	33.6	33.9	100.0
	Total	224	99.1	100.0	
Missing	System	2	.9		
Total		226	100.0		

IV. Collaboration [The leadership enables and builds partnerships with support agencies and other institutions.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	.9	.9
	Disagree	1	.4	.4	1.3
	Neutral	21	9.3	9.4	10.7
	Agree	122	54.0	54.5	65.2
	Strongly agree	78	34.5	34.8	100.0
	Total	224	99.1	100.0	
Missing	System	2	.9		
Total		226	100.0		

IV. Collaboration [The leadership builds processes that support collaboration with families and actively engage them to promote outcomes.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	1.3	1.4	1.4
	Disagree	5	2.2	2.3	3.6
	Neutral	17	7.5	7.7	11.3
	Agree	115	50.9	52.0	63.3
	Strongly agree	81	35.8	36.7	100.0
	Total	221	97.8	100.0	
Missing	System	5	2.2		
	Total	226	100.0		

V. Team Management [The school leadership provides new ways of sorting complex issues.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.4	.4	.4
	Disagree	6	2.7	2.7	3.1
	Neutral	26	11.5	11.7	14.8
	Agree	103	45.6	46.2	61.0
	Strongly agree	87	38.5	39.0	100.0
	Total	223	98.7	100.0	
Missing	System	3	1.3		
	Total	226	100.0		

V. Team Management [The leadership avails opportunities for thinking out of norms.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.4	.4	.4
	Disagree	5	2.2	2.2	2.7
	Neutral	21	9.3	9.4	12.1
	Agree	120	53.1	53.8	65.9
	Strongly agree	76	33.6	34.1	100.0
	Total	223	98.7	100.0	
Missing	System	3	1.3		
	Total	226	100.0		

V. Team Management [The leadership allows cropping up of new ideas.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	1.3	1.3	1.3
	Disagree	4	1.8	1.8	3.1
	Neutral	29	12.8	13.0	16.1
	Agree	115	50.9	51.6	67.7
	Strongly agree	72	31.9	32.3	100.0
	Total	223	98.7	100.0	
Missing	System	3	1.3		
	Total	226	100.0		

V. Team Management [The leadership influences change in team performance.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.4	.5	.5
	Disagree	4	1.8	1.8	2.3
	Neutral	23	10.2	10.4	12.6
	Agree	120	53.1	54.1	66.7
	Strongly agree	74	32.7	33.3	100.0
	Total	222	98.2	100.0	
Missing	System	4	1.8		
Total		226	100.0		

V. Team Management [The head teacher props teachers to put extra effort at work example.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.4	.5	.5
	Disagree	5	2.2	2.3	2.7
	Neutral	17	7.5	7.7	10.4
	Agree	113	50.0	50.9	61.3
	Strongly agree	86	38.1	38.7	100.0
	Total	222	98.2	100.0	
Missing	System	4	1.8		
Total		226	100.0		

V. Team Management [The teachers perform excellently as the leadership expresses its desire by motivating words.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	.9	.9
	Disagree	3	1.3	1.3	2.2
	Neutral	22	9.7	9.9	12.1
	Agree	103	45.6	46.2	58.3
	Strongly agree	93	41.2	41.7	100.0
	Total	223	98.7	100.0	
Missing	System	3	1.3		
Total		226	100.0		

V. Team Management [The head teacher works in honest ways as a policy.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	.9	.9
	Disagree	2	.9	.9	1.8
	Neutral	19	8.4	8.5	10.3
	Agree	104	46.0	46.6	57.0
	Strongly agree	96	42.5	43.0	100.0
	Total	223	98.7	100.0	
Missing	System	3	1.3		
Total		226	100.0		

V. Team Management [The head teacher builds upcoming leadership.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.4	.5	.5
	Disagree	6	2.7	2.7	3.2
	Neutral	21	9.3	9.5	12.7
	Agree	110	48.7	49.8	62.4
	Strongly agree	83	36.7	37.6	100.0
	Total	221	97.8	100.0	
Missing	System	5	2.2		
Total		226	100.0		

V. Team Management [The head teacher works to build careers for future generations.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.4	.5	.5
	Disagree	8	3.5	3.7	4.1
	Neutral	17	7.5	7.8	11.9
	Agree	107	47.3	48.9	60.7
	Strongly agree	86	38.1	39.3	100.0
	Total	219	96.9	100.0	
Missing	System	7	3.1		
Total		226	100.0		

I. Trust and ability to link with others [The head teacher takes risks for every decision made without fear or favour in order to ensure the schools success.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	.9	.9
	Disagree	5	2.2	2.3	3.2
	Neutral	29	12.8	13.1	16.3
	Agree	102	45.1	46.2	62.4
	Strongly agree	83	36.7	37.6	100.0
	Total	221	97.8	100.0	
Missing	System	5	2.2		
Total		226	100.0		

I. Trust and ability to link with others [The head teacher ensures tasks assigned are accomplished as scheduled.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	.9	.9	.9
	Neutral	15	6.6	6.8	7.7
	Agree	115	50.9	52.0	59.7
	Strongly agree	89	39.4	40.3	100.0
	Total	221	97.8	100.0	
Missing	System	5	2.2		
Total		226	100.0		

I. Trust and ability to link with others [The leadership executes tasks and responsibilities in accordance with the philosophy of the school.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	.9	.9
	Disagree	6	2.7	2.7	3.6
	Neutral	25	11.1	11.3	14.9
	Agree	123	54.4	55.7	70.6
	Strongly agree	65	28.8	29.4	100.0
	Total	221	97.8	100.0	
Missing	System	5	2.2		
Total		226	100.0		

I. Trust and ability to link with others [The actions taken by the head teacher are always in the best interest of the school.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	2.2	2.3	2.3
	Disagree	8	3.5	3.6	5.9
	Neutral	21	9.3	9.5	15.4
	Agree	111	49.1	50.2	65.6
	Strongly agree	76	33.6	34.4	100.0
	Total	221	97.8	100.0	
Missing	System	5	2.2		
Total		226	100.0		

I. Trust and ability to link with others [The tasks taken by the head teacher are in line school goals.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	.9	.9
	Disagree	6	2.7	2.7	3.7
	Neutral	11	4.9	5.0	8.7
	Agree	121	53.5	55.3	63.9
	Strongly agree	79	35.0	36.1	100.0
	Total	219	96.9	100.0	
Missing	System	7	3.1		
Total		226	100.0		

I. Trust and ability to link with others [The head teacher sets compelling visions towards progress of the school.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	.9	.9
	Disagree	3	1.3	1.4	2.3
	Neutral	17	7.5	7.7	9.9
	Agree	128	56.6	57.7	67.6
	Strongly agree	72	31.9	32.4	100.0
	Total	222	98.2	100.0	
Missing	System	4	1.8		
Total		226	100.0		

I. Trust and ability to link with others [The head teacher consistently provides guidance, means and encouragement to achieve success.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	.9	.9
	Disagree	2	.9	.9	1.8
	Neutral	21	9.3	9.5	11.3
	Agree	119	52.7	53.8	65.2
	Strongly agree	77	34.1	34.8	100.0
	Total	221	97.8	100.0	
Missing	System	5	2.2		
Total		226	100.0		

I. Trust and ability to link with others [The head teacher builds trust and confidence amongst the teachers and support staff.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	.9	.9
	Disagree	5	2.2	2.3	3.2
	Neutral	23	10.2	10.4	13.6
	Agree	116	51.3	52.5	66.1
	Strongly agree	75	33.2	33.9	100.0
	Total	221	97.8	100.0	
Missing	System	5	2.2		
Total		226	100.0		

I. Trust and ability to link with others [Leadership communicates with enthusiasm, energy and hope of achieving success.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	8	3.5	3.6	3.6
	Disagree	3	1.3	1.4	5.0
	Neutral	16	7.1	7.3	12.3
	Agree	115	50.9	52.3	64.5
	Strongly agree	78	34.5	35.5	100.0
	Total	220	97.3	100.0	
Missing	System	6	2.7		
	Total	226	100.0		

I. Trust and ability to link with others [Leadership is capable of planning, managing and controlling the institution.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	8	3.5	3.6	3.6
	Disagree	8	3.5	3.6	7.2
	Neutral	19	8.4	8.6	15.8
	Agree	114	50.4	51.6	67.4
	Strongly agree	72	31.9	32.6	100.0
	Total	221	97.8	100.0	
Missing	System	5	2.2		
	Total	226	100.0		

I. Trust and ability to link with others [The head teacher is able to manage diversity of human capital for the benefit of the school.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	1.3	1.4	1.4
	Disagree	2	.9	.9	2.3
	Neutral	15	6.6	6.8	9.0
	Agree	118	52.2	53.2	62.2
	Strongly agree	84	37.2	37.8	100.0
	Total	222	98.2	100.0	
Missing	System	4	1.8		
	Total	226	100.0		

I. Trust and ability to link with others [The head teacher empowers teachers to identify problems before they arise to eliminate all including symptoms.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	1.3	1.4	1.4
	Disagree	4	1.8	1.8	3.2
	Neutral	18	8.0	8.1	11.3
	Agree	119	52.7	53.8	65.2
	Strongly agree	77	34.1	34.8	100.0
	Total	221	97.8	100.0	
Missing	System	5	2.2		
	Total	226	100.0		

I. Trust and ability to link with others [The head teacher has empowered teachers to interact with courtesy and support.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	7	3.1	3.1	3.1
	Disagree	4	1.8	1.8	4.9
	Neutral	25	11.1	11.2	16.1
	Agree	120	53.1	53.8	70.0
	Strongly agree	67	29.6	30.0	100.0
	Total	223	98.7	100.0	
Missing	System	3	1.3		
	Total	226	100.0		

I. Trust and ability to link with others [The head teacher demonstrates effective practices and regularly share relevant information to all staff.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	1.3	2.1	2.1
	Disagree	4	1.8	2.8	4.8
	Neutral	9	4.0	6.2	11.0
	Agree	85	37.6	58.6	69.7
	Strongly agree	44	19.5	30.3	100.0
	Total	145	64.2	100.0	
Missing	System	81	35.8		
	Total	226	100.0		

II. Empowering others [The leadership is always inclusive.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	1.4	1.4
	Disagree	6	2.7	4.1	5.5
	Neutral	17	7.5	11.7	17.2
	Agree	74	32.7	51.0	68.3
	Strongly agree	46	20.4	31.7	100.0
	Total	145	64.2	100.0	
Missing	System	81	35.8		
	Total	226	100.0		

II. Empowering others [The teachers are allowed to be part of a team.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	1.4	1.4
	Disagree	2	.9	1.4	2.7
	Neutral	11	4.9	7.5	10.3
	Agree	72	31.9	49.3	59.6
	Strongly agree	59	26.1	40.4	100.0
	Total	146	64.6	100.0	
Missing	System	80	35.4		
Total		226	100.0		

II. Empowering others [The teacher's perception is about service to others.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	1.4	1.4
	Disagree	2	.9	1.4	2.8
	Neutral	9	4.0	6.2	9.0
	Agree	80	35.4	55.2	64.1
	Strongly agree	52	23.0	35.9	100.0
	Total	145	64.2	100.0	
Missing	System	81	35.8		
Total		226	100.0		

II. Empowering others [The teacher's perception of the head teacher is that of truthfulness and commitment in leadership when dealing with us.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	1.4	1.4
	Disagree	1	.4	.7	2.1
	Neutral	14	6.2	9.6	11.6
	Agree	76	33.6	52.1	63.7
	Strongly agree	53	23.5	36.3	100.0
	Total	146	64.6	100.0	
Missing	System	80	35.4		
Total		226	100.0		

II. Empowering others [There is loyalty, honesty and integrity in leadership.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	1.4	1.4
	Disagree	3	1.3	2.1	3.4
	Neutral	22	9.7	15.1	18.5
	Agree	70	31.0	47.9	66.4
	Strongly agree	49	21.7	33.6	100.0
	Total	146	64.6	100.0	
Missing	System	80	35.4		
Total		226	100.0		

II. Empowering others [The head teacher has an aspect of reconciliation of faith, ethics & morals in all situations.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.4	.7	.7
	Disagree	4	1.8	2.7	3.4
	Neutral	20	8.8	13.7	17.1
	Agree	70	31.0	47.9	65.1
	Strongly agree	51	22.6	34.9	100.0
	Total	146	64.6	100.0	
Missing	System	80	35.4		
	Total	226	100.0		

II. Empowering others [The head teacher is credible & espouses transferability.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	2.7	4.1	4.1
	Neutral	24	10.6	16.6	20.7
	Agree	70	31.0	48.3	69.0
	Strongly agree	45	19.9	31.0	100.0
	Total	145	64.2	100.0	
Missing	System	81	35.8		
	Total	226	100.0		

II. Empowering others [The head teacher espouses conformability.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	1.4	1.4
	Disagree	7	3.1	4.9	6.3
	Neutral	23	10.2	16.1	22.4
	Agree	70	31.0	49.0	71.3
	Strongly agree	41	18.1	28.7	100.0
	Total	143	63.3	100.0	
Missing	System	83	36.7		
	Total	226	100.0		

III. Resilience [The head teacher involves teachers in developing shared vision and 4d goals.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	1.4	1.4
	Disagree	3	1.3	2.1	3.4
	Neutral	18	8.0	12.3	15.8
	Agree	66	29.2	45.2	61.0
	Strongly agree	57	25.2	39.0	100.0
	Total	146	64.6	100.0	
Missing	System	80	35.4		
	Total	226	100.0		

III. Resilience [The head teacher provides insightful input about teamwork plans.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.4	.7	.7
	Disagree	3	1.3	2.1	2.7
	Neutral	15	6.6	10.3	13.0
	Agree	77	34.1	52.7	65.8
	Strongly agree	50	22.1	34.2	100.0
	Total	146	64.6	100.0	
Missing	System	80	35.4		
	Total	226	100.0		

III. Resilience [The head teacher ensures that the team embraces coordinated approach to get work done effectively.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.4	.7	.7
	Disagree	3	1.3	2.1	2.7
	Neutral	14	6.2	9.6	12.3
	Agree	84	37.2	57.5	69.9
	Strongly agree	44	19.5	30.1	100.0
	Total	146	64.6	100.0	
Missing	System	80	35.4		
	Total	226	100.0		

III. Resilience [The head teacher's highest priority is to meet expectations of the teachers.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.4	.7	.7
	Disagree	8	3.5	5.5	6.2
	Neutral	20	8.8	13.7	19.9
	Agree	82	36.3	56.2	76.0
	Strongly agree	35	15.5	24.0	100.0
	Total	146	64.6	100.0	
Missing	System	80	35.4		
	Total	226	100.0		

III. Resilience [The head teacher has robust systems in place to anticipate potential threats in monitoring and evaluation.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.4	.7	.7
	Disagree	7	3.1	4.8	5.5
	Neutral	24	10.6	16.6	22.1
	Agree	79	35.0	54.5	76.6
	Strongly agree	34	15.0	23.4	100.0
	Total	145	64.2	100.0	
Missing	System	81	35.8		
	Total	226	100.0		

III. Resilience [The head teacher ensures that the teams are empowered to work diligently even when programs set do not effectively move to achieve set goals.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	1.4	1.4
	Disagree	3	1.3	2.1	3.4
	Neutral	17	7.5	11.6	15.1
	Agree	83	36.7	56.8	71.9
	Strongly agree	41	18.1	28.1	100.0
	Total	146	64.6	100.0	
Missing	System	80	35.4		
Total		226	100.0		

I. Appreciate the value of each person [The head teacher has a sense of humility.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	1.3	2.0	2.0
	Disagree	8	3.5	5.4	7.5
	Neutral	10	4.4	6.8	14.3
	Agree	72	31.9	49.0	63.3
	Strongly agree	54	23.9	36.7	100.0
	Total	147	65.0	100.0	
Missing	System	79	35.0		
Total		226	100.0		

I. Appreciate the value of each person [The head teacher is open to perspectives different from their own.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	6	2.7	4.1	4.1
	Disagree	4	1.8	2.7	6.8
	Neutral	16	7.1	11.0	17.8
	Agree	76	33.6	52.1	69.9
	Strongly agree	44	19.5	30.1	100.0
	Total	146	64.6	100.0	
Missing	System	80	35.4		
Total		226	100.0		

I. Appreciate the value of each person [The head teacher has a broad understanding of human dynamics.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	1.4	1.4
	Disagree	6	2.7	4.1	5.5
	Neutral	13	5.8	8.9	14.4
	Agree	77	34.1	52.7	67.1
	Strongly agree	48	21.2	32.9	100.0
	Total	146	64.6	100.0	
Missing	System	80	35.4		
Total		226	100.0		

I. Appreciate the value of each person [The head teacher has the ability to balance the interest of multiple stakeholders.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	1.4	1.4
	Disagree	5	2.2	3.4	4.8
	Neutral	19	8.4	13.0	17.8
	Agree	77	34.1	52.7	70.5
	Strongly agree	43	19.0	29.5	100.0
	Total	146	64.6	100.0	
Missing	System	80	35.4		
	Total	226	100.0		

I. Appreciate the value of each person [The head teacher takes a long- term perspective in decision making.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	1.8	2.8	2.8
	Disagree	5	2.2	3.5	6.3
	Neutral	12	5.3	8.5	14.8
	Agree	72	31.9	50.7	65.5
	Strongly agree	49	21.7	34.5	100.0
	Total	142	62.8	100.0	
Missing	System	84	37.2		
	Total	226	100.0		

II. The value of each person [The head teacher values teacher development .]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.4	.7	.7
	Disagree	3	1.3	2.1	2.7
	Neutral	11	4.9	7.5	10.3
	Agree	69	30.5	47.3	57.5
	Strongly agree	62	27.4	42.5	100.0
	Total	146	64.6	100.0	
Missing	System	80	35.4		
	Total	226	100.0		

II. The value of each person [The head teacher ensures there is respect of teamwork.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	1.3	2.0	2.0
	Neutral	15	6.6	10.2	12.2
	Agree	74	32.7	50.3	62.6
	Strongly agree	55	24.3	37.4	100.0
	Total	147	65.0	100.0	
Missing	System	79	35.0		
	Total	226	100.0		

II. The value of each person [The head teacher espouses trust in self- respect & group values.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	2.7	4.1	4.1
	Neutral	16	7.1	10.9	15.0
	Agree	80	35.4	54.4	69.4
	Strongly agree	45	19.9	30.6	100.0
	Total	147	65.0	100.0	
Missing	System	79	35.0		
Total		226	100.0		

II. The value of each person [The head teacher has belief in the teacher's potential.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	1.8	2.7	2.7
	Neutral	12	5.3	8.2	11.0
	Agree	76	33.6	52.1	63.0
	Strongly agree	54	23.9	37.0	100.0
	Total	146	64.6	100.0	
Missing	System	80	35.4		
Total		226	100.0		

II. The value of each person [The head teacher ensures there is power of positive psychology with purpose of work.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.4	.7	.7
	Disagree	3	1.3	2.1	2.7
	Neutral	19	8.4	13.0	15.8
	Agree	72	31.9	49.3	65.1
	Strongly agree	51	22.6	34.9	100.0
	Total	146	64.6	100.0	
Missing	System	80	35.4		
Total		226	100.0		

II. The value of each person [The head teacher ensures there is acceptance of complexity with innovation and adaptability among the teachers.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.9	1.4	1.4
	Disagree	3	1.3	2.1	3.4
	Neutral	15	6.6	10.3	13.8
	Agree	74	32.7	51.0	64.8
	Strongly agree	51	22.6	35.2	100.0
	Total	145	64.2	100.0	
Missing System		81	35.8		
Total		226	100.0		

II. The value of each person [There is enabling leadership in the school with regard to emerging issues.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.4	.7	.7
	Disagree	5	2.2	3.4	4.1
	Neutral	14	6.2	9.6	13.7
	Agree	73	32.3	50.0	63.7
	Strongly agree	53	23.5	36.3	100.0
	Total	146	64.6	100.0	
Missing	System	80	35.4		
Total		226	100.0		

II. The value of each person [The head teacher allows informal to flourish in the organization.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.4	.7	.7
	Disagree	9	4.0	6.2	6.9
	Neutral	22	9.7	15.2	22.1
	Agree	72	31.9	49.7	71.7
	Strongly agree	41	18.1	28.3	100.0
	Total	145	64.2	100.0	
Missing	System	81	35.8		
Total		226	100.0		