



INTERNATIONAL CONFERENCE ON RESEARCHES IN ENGINEERING, SCIENCE,
TECHNOLOGY, MANAGEMENT AND HUMANITIES (ICRESTMH - 2024)

25TH AUGUST, 2024

CERTIFICATE NO : ICRESTMH /2024/C0824840

Impact of Secondary School Principals' Leadership Styles on Teacher Motivation

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ABSTRACT

Leadership plays a crucial role in shaping the motivation levels of teachers in secondary schools. The leadership style adopted by principals significantly influences teacher engagement, job satisfaction, and overall performance. Transformational leadership, which emphasizes vision, inspiration, and professional development, is often linked to higher teacher motivation, fostering a positive school environment. Conversely, authoritarian or transactional leadership styles may lead to decreased motivation due to rigid structures and lack of autonomy. This study aims to explore the relationship between different leadership styles—transformational, transactional, and laissez-faire—and their impact on teacher motivation. It examines factors such as recognition, autonomy, support, and professional growth opportunities provided by school principals. Through qualitative and quantitative methods, including surveys and interviews with teachers, the study seeks to determine how leadership behavior affects job satisfaction, commitment, and overall instructional effectiveness. Findings from this research can help policymakers and educators develop leadership training programs that promote effective leadership practices in secondary schools. Encouraging a leadership approach that enhances teacher motivation can contribute to better student outcomes, a more dynamic learning environment, and improved teacher retention rates. Ultimately, fostering strong leadership in schools is key to building a motivated and high-performing teaching workforce.