

**EFFECT OF LEADERSHIP STYLE ON TEACHERS' JOB SATISFACTION:
A CASE OF PRIMARY SCHOOLS IN NAKURU TOWN, KENYA**

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**A Research Project submitted to the Graduate School in partial fulfilment for
the requirements of the Degree of Master of Business Administration (Human
Resource Management) of Egerton University**

EGERTON UNIVERSITY

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DECLARATION AND RECOMMENDATION

I hereby declare that this Research project is my original work and has not been presented for a degree in this or any other University.

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RECOMMENDATION

This research proposal has been submitted with my approval as the university supervisor.

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DEDICATION

I thank God almighty who has given me the Grace to be able to finish the race. Special dedication goes to my beloved husband David and my children Doreen, Phiona, Dennis, George and Joy who have withstood the boring situation of being away on academic assignments at the expense of warmth and care of a wife and mother. I sincerely thank them for the moral and resource support that they gave. Tribute goes to my mother Mary and my late Dad Francis who have been there for me since I was born for their selfless love and sacrifice for me.

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ABSTRACT

Studies have found that effective leadership and employee job satisfaction are two factors that have been regarded as fundamental for organizational success. Therefore, an organisation without effective leadership is not able to transform input resources into competitive advantage. Education is an important instrument in ensuring achievement of national development. Success in achievement of educational goals in schools is dependent on effective leadership. The purpose of this study therefore was to analyze the effects of leadership styles on teachers' job satisfaction in primary schools in Nakuru town. The specific objectives are to determine the effect of leadership styles (autocratic, participative and transformational) on teachers' job satisfaction. The population of the study consisted of all the teachers in the 96 registered primary schools in Nakuru town, the sample size consisted of 28 primary schools with a total sample size of 348 teachers. Data was collected by use of structured questionnaires administered to the teachers. The data collected was analyzed using statistical packages of social sciences (SPSS). Descriptive statistics were analyzed in the form of frequencies, means, standard deviation and Percentages which were presented in tables and charts. Inferential statistics were used in hypotheses testing namely, Independent samples t-tests, Pearsons Correlations analysis, simple and multiple regression analysis. The study found that different styles of leadership had significant correlation to teachers' job satisfaction. The results showed that teacher job satisfaction declined when principals used autocratic leadership style. Participative leadership was positively correlated to job satisfaction. Job satisfaction was positively correlated with the dimensions of transformational leadership style. The regression analysis showed that autocratic leadership was a negative predictor of job satisfaction while transformational leadership (Inspirational motivation and Individualized consideration) were significant positive predictors of job satisfaction. There is need therefore for regular leadership and management training by head teachers to improve job satisfaction among teacher employees. Head teachers should mainly use participatory style in achieving proper job satisfaction among teachers in primary schools in Nakuru town. The research will be useful to the ministry of education as it will help them to improve the performance of public primary schools. The research findings can also be used by other researchers and scholars who may want to do further studies on the subject. The findings can also be used by government agencies in formulating the various policies. Research findings can be used by education officers when formulating their strategic plans.

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LIST OF ABBREVIATIONS AND ACRONYMS

KCPE- Kenya certificate of primary education

NARC- National rainbow coalition

MoEST- Minister for Education, Science and Technology

FPE - Free Primary Education

RoK- Republic of Kenya

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

An organisation without effective leadership is not able to transform input resources into competitive advantage. This means that a capable leader provides direction for the organization and lead followers towards achieving desired goals (Rizi, Azadi, Farsani & Aroufzad, 2013). Lack of effective leadership means that an organization will be unable to achieve competitive advantage. Therefore, it is clear that the leadership style of a manager has a close relation to the development of organization.

1.1.1. Leadership styles

Leadership is a process of interaction between leaders and followers where the leader attempts to influence followers to achieve a common goal (Northouse, 2010; Yukl, 2005). It involves guiding and directing peoples activities in a certain direction to realise organization objectives(Adeyemi 2004). Miller et al. (2002) view leadership style as the pattern of interactions between leaders and subordinates. It includes controlling, directing, indeed all techniques and methods used by leaders to motivate subordinates to follow their instructions. Leadership styles can be classified according to the leaders' power and behaviour as autocratic, democratic or participative and transformational, where styles are distinguished by the influence leaders have on subordinates Robbins (2007). Transformational leadership refers to a leadership that transforms people and organizations in their values, standards, goals, needs and ethics. Transformational leaders emphasise followers' intrinsic motivation and personal development, they seek to align followers' aspirations and needs with desired organisational outcomes. They are able to foster followers' commitment to the organisation and inspire them to exceed expected performance (Sivanathan and Fekken, 2002).

Transactional leadership style comprises motivation and directing to achieve followers' self-interest through rewards and punishment for the exchange. Autocratic or authoritarian leadership style describes leaders who have full organizational power and authority for decision making without sharing it with their subordinates (Kavanaugh and Ninemeier, 2001). The leader determines policy and assigns task to members without consulting them. The basic human needs in this style are ignored (Adeyemi, 2006). Participative leadership in school means that the leader him/herself is leading the school in accordance with democratic ideas and understanding that school democracy is for all who are working in the school. This style

involves the leader including one or more employees in the decision making process. However, the leader maintains the final decision making authority (Wood, 2005).

Wilmore (2002) states that head teachers play diverse roles: they are responsible for effecting education policy, keeping track of all activities within the school and ensuring that their schools run smoothly. According to Hargreaves and Fink (2003:693-700), the head teachers' tasks are divided into two major types: instructional and the leadership roles. The instructional role focuses on the training and education of children by creating, motivating and challenging activities that aid children develop into productive citizens. Head teachers are supposed to mobilize and coordinate all school stakeholders and resources towards the school goal (Chitavi,2002).The head teacher should involve parents in the management of the school (Oyetunjis,2006).Head teachers who greatly involve parents,teachers and pupils contribute to good performance of their schools which increases teachers job satisfaction(Nasongo,2009).Head teachers who effectively monitor teachers contribute to improved mean score of the school in national examinations, without proper leadership style, good performance cannot be realized(Maicibi,2005).

1.1.2 Teacher Job Satisfaction

Head teachers who set the pace by leading and motivating pupils and teachers lead to improved school performance (Stephen et al,2005).Teacher satisfaction refers to a teacher's effective relation to his or her role and is a function of the perceived relationship between what one wants from teaching and what one perceives is offering to a teacher (Lawler, 1994). Teachers were found to be motivated by a desire to work with and for people, and to make a difference by assisting children and young people to reach their potential, experience success, and grow into responsible adults. On the other hand, an overemphasis on standards, a lack of participation in decision-making, and a failure to provide essential instructional resources, a lack of administrative support, and a lack of trust in the professional expertise of teachers seem to increase the degree of teacher dissatisfaction.

Research shows that safe environments, strong administrative leadership, collegial cooperation, high parental involvement, and sufficient learning resources can improve teacher effectiveness, enhance their commitment to school, and promote their job satisfaction (Darling-Hammond 2003).The characteristics of a school's student body are also important in increasing teacher satisfaction and keeping them in the profession. Students who go to school ready to learn, obey

school rules, show respect for their teachers, and exhibit good learning behaviors not only contribute to a positive school climate, but also can increase teacher enthusiasm, effectiveness, and commitment (Stockard and Lehman 2004).

Positive social relationships with colleagues are important sources of teachers' emotional health because colleagues are seen as a source of friendship and a source of social and emotional support; when these relationships don't exist, teachers share deep feelings of dissatisfaction (Cockburn, 2000). It is generally accepted that demographic factors may play a role in the level of job satisfaction perceived by teachers (Bogler, 2002). In particular, literature suggests four variables that may have significant interactions with teacher job satisfaction, namely; gender, age, tenure and position. Ramse (2000) also identifies experience level as a key determinant of teacher satisfaction such that there was a positive correlation between teacher satisfaction and level of experience.

More importantly, De Nobile and McCormick (2006) present three categories of determinants of teacher satisfaction. They include, Community factors: teachers are more satisfied in communities with greater economic and social resources, and in communities that are less remote; school environment: Teachers are more satisfied in schools with better economic resources, in larger schools, in schools where there are more opportunities for professional advancement, and in schools where there is an organizational climate that supports teacher collaboration; Teacher background: Young teachers, male teachers and teachers with greater human capital are less satisfied, while teachers who are more socially similar to the local community are more satisfied.

Several researchers have examined variables such as: teacher salaries, status, increases in class size, and changes in the educational system and absenteeism and turnover rates as indicators of teacher job satisfaction. These studies show that job satisfaction is an important facet of having a productive educational system. Directly related to a teacher's job satisfaction is the effectiveness of the head teachers leadership style. Job satisfaction has been associated with relationships with coworkers, workload, professional growth opportunities, autonomy, role clarity, and work hazards. All these factors affect an employee's job satisfaction in an organization (Yousef, 2000). Head teachers who are democratic contribute to higher performance in students results than autocratic leaders (Achieng, 2007).

The main purpose of primary education is to prepare students to participate in the social, political and economic well being of the country, and prepare them to be global citizens ("Education Info Center," 2006). The primary education ends with an exam for Kenya Certificate of primary education (KCPE). Education in Kenya empowers people with knowledge and skills to actively participate in the development of the country (Republic of Kenya,2001).The world is changing very fast, this means that potential leaders should respond to the changing society by adopting the style of leadership that will lead the institution to achieve its goals(Muli,2005).The success of pupils in Kenyan primary schools is determined by their results in Kenya Certificate of Primary Education (KCPE).The performance of pupils determines their admission in national, county or other types of schools, hence schools compete for good results. Good leadership contributes to effective performance of an organization (Okumbe, 2001). Head teachers are directly involved in influencing activities of the school to achieve its set goals (Bell and Bush, 2003).

1.2 Education in Kenya

The 8-4-4 system has been the subject of national debate since its inception. It has been criticized for being broad, expensive and burdensome to pupils and parents. The new education policy has also been implicated in the worst strikes that engulfed a number of schools in Kenya since the year 2001 and the general poor quality of education (Amutabi, 2003).

In January 6, 2003 the Minister for Education, Science and Technology (MoEST) launched the Free Primary Education (FPE). As a result of the high influx of new pupils, classrooms are congested. Teachers complain of increased pupil teacher ratios. Many primary schools are understaffed as a result of the free primary education programme. This does not augur well for the quality of education being delivered. Many school management committees are of the opinion that as a result on the ban of levies, they are unable to recruit extra teachers through the PTAs and this has also seriously affected the pre-school units.

1.3 Statement of the Problem

Teacher job satisfaction has been attributed to the style of leadership in primary schools (Shibo, 2014).The leadership style employed in any organization influences two major things: job satisfaction and organization performance (Bennell & Mukyanuzi 2005).Despite the infrastructural, material and technical support from the government and other development partners within the education sector ,the general performance of most primary schools has been bad (Mwangi, 2012). In Nakuru town, the situation is similar to that of the national level.

Differences in leadership styles used by head teachers have been raised in the management of primary school. Frequent conflicts between teachers and head teachers, poor attendance of teachers, teachers' truancy without apparent reason, teachers' persistence behaviour in drinking alcohol during working hours are said to be related to head teachers' leadership style (Mwangi, 2012). A study of head teachers' leadership styles in Nakuru to determine the kind of leadership style that goes with teachers' job satisfaction in Nakuru town has remained a problem (Shibo 2014). Most of research conducted in the field of leadership styles and job satisfaction in Nakuru were based on secondary schools in the wider Nakuru County (Kamenjeru, 2012; Mwangi, 2012). The only study carried out on influence of leadership styles on teacher job satisfaction (Shibo, 2014) was in form of a journal and was not conclusive. This study, therefore, seeks to fill in the existing gap through an empirical investigation of the effect of leadership styles on teacher job satisfaction in primary schools in Nakuru town.

1.4 Objective of the Study

The objective of this study was to determine the effect of leadership styles on teachers' job satisfaction in primary schools within Nakuru town, Kenya. The specific objectives of the study are as follows

- i. To determine whether autocratic leadership style has a significant effect on teachers' job satisfaction.
- ii. To determine whether participative leadership style has a significant effect on teachers' job satisfaction.
- iii. To determine the effect of transformational leadership style on teachers' job satisfaction
- iv. To determine the combined effect of leadership styles (namely, autocratic, participative, transformational and) on teachers' job satisfaction.

1.5 Research Hypotheses

H₀1: Autocratic leadership style has no significant effect on teachers' job satisfaction in public and private primary schools in Nakuru Town

H₀2: Participative leadership style has no significant effect on teachers' job satisfaction in public and private primary schools in Nakuru Town

H₀3: Transformational leadership style has no significant effect on teachers' job satisfaction in public and private primary schools in Nakuru Town

H₀4: The combined effect of leadership styles (namely, autocratic, participative and transformational) have no significant effect on teachers' job satisfaction in public and private primary schools in Nakuru Town.

1.6 The Significance of the Study

The findings from the study would help to augment and enrich theories and principles on school leadership. It will also have a direct impact on the future training of school leaders and teacher leaders. This study could serve as a practical framework for the Ministry of Education, or other training agents and education institutions, to plan, organize and provide leadership-training program for school leaders and prospective leaders. The study could also be important for school leaders as the findings can help them take heed of their leadership behavior and become more sensitive to the process and importance of human interaction.

1.7 Scope of the Study

This study focused on the effect of leadership styles on teacher job satisfaction in public and privately-owned primary schools in Nakuru Municipality. The respondents of the study were teachers in the primary schools.

1.8 Limitation of the Study

Firstly, the study was in one town in Kenya (Nakuru town). Thus the study findings were generalised to other schools in Nakuru County and Kenya as a whole with caution. Secondly, the study used self-report questionnaires to collect data and information collected was likely to be biased as it depended on the participants' perception and emotions at the time of filling the questionnaire. Thirdly, the study data was to be cross-sectional as the data was be collected at one point in time. This means that the study was unable to capture the long-term effect of leadership styles on teacher job satisfaction. Future studies may carry out a similar study using longitudinal research design. Finally, some respondents did not feel free to openly talk about their Principals leadership styles for fear victimization but the researcher assured them of their confidentiality and anonymity.

1.9 Operational Definition of Terms

Leadership: The art of motivating a group of people to act towards achieving a common goal.

Leadership styles: They are the traits, behavioral tendencies, and characteristic of a person in a leadership position.

Employee: An individual who works usually for wages or salary in a position below the executive level

Employee satisfaction: It is a measure of workers contentedness within their job.

Human resource: It refers to the set of individuals who make up the workforce of an organization.

Demographics: They are characteristics of a population/workforce, for example, age, gender or social class.

Autocratic leadership: is a leadership style characterized by individual control over all decisions and little input from group members.

Participative leadership: is a leadership style in which the leader involves subordinates in goal setting, problem solving, team building etc., but retains the final decision making authority.

Transformational leadership: Style of leadership in which the leader identifies the needed change, creates a vision to guide the change through inspiration, and executes the change with the commitment of the members of the group.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter has reviewed both theoretical and empirical literature on the key variables of the study namely: leadership styles and teacher job satisfaction. The chapter begins by highlighting the theoretical framework on leadership and job satisfaction and the relationship between leadership and job satisfaction. Empirical literature review of leadership styles and job satisfaction studies in primary school sector will also be presented. Finally, a conceptual framework depicting the relationships among the variables of the study has been presented.

2.2 Theoretical framework

This study will be guided by two theories, namely, leadership theories and Herzberg's Two Factor theory.

2.2.1. Leadership Theories

Several leadership theories exist that explain what makes a leader effective and also the relationship between leaders and their followers. Various researchers have identified several theories of leadership which include the Trait Theory, Situational Theory, Contingency Theory, Behavioural Theory and Path Goal Theory among others (Adeyemi, 2011; Robbins and Judge, 2013; McShane and Glinow, 2000).

Adeyemi (2011) noted that traits theory emphasized the personality traits of the leader such as appearance, height, initiative, aggressiveness, enthusiasm, self-confidence, drive. The situational theory stipulates that leaders are the product of given situations. Thus, leadership is strongly affected by the situation from which the leader emerges and in which he operates. The contingency theory is a combination of the Trait Theory and the Situational Theory.

The Fiedler Contingency theory was created by Fred Fiedler a scientist who studied the personality and characteristics of leaders in 1967. This recommends that no leadership style is precise as the leadership style used is reliant upon the factors such as the quality, situation of the followers or a number of other variables. According to this theory, there is no single right way to lead because the internal and external dimensions of the environment require the leader to adapt to that particular situation. In most cases, leaders do not change only the dynamics and

environment, employees within the organization change. There is no one finest way of leading/organizing and that the style of leadership that is operative in some circumstances may not be effective in others (Greenleaf, 1977). Contingency theorists assumed that the leader was the focus of leader-subordinate relationship; situational theorists opined that the subordinates played a pivotal role in defining the relationship.

The style theory is based on the premises of the style of leadership. Fertman & Liden, (1999) leadership style as the manner and approach of providing direction, motivating people and achieving objectives. It acknowledges the significance of certain necessary leadership skills that enable a leader to perform an act while suggesting that each individual has a distinct style of leadership with which he/she feels most contented. Like one that does not fit all heads, similarly one style cannot be effective in all situations. Among the greatest styles theories of leadership is Douglas McGregor who developed Theory X and Theory Y conceptualisation of leadership in the 1950s. According to McGregor, a Theory X manager is one who is autocratic and focus on close supervision, has limited trust in subordinates and uses punishments to get work done. On the other hand, the Theory Y manager uses participative leadership style and has trust in subordinates, does not use close supervision and involves employees in the decision making process. Another theory is Rensis Likert who carried out a study from the 1930s to 1960 to find out leaders preferred leadership styles (Rensis, 1967). From his study, he identified four leadership styles namely, Exploitative-authoritative, Benevolent-authoritative, Consultative and Participative leadership styles.

Yukl (1989) introduced three different leadership styles. The employees serving with democratic leaders displayed high degree of satisfaction, creativity, and motivation; working with great enthusiasm and energy irrespective of the presence or absence of the leader; maintaining better connections with the leader, in terms of productivity whereas, autocratic leaders mainly focused on greater quantity of output. Laissez faire leadership was only considered relevant while leading a team of highly skilled and motivated people who excellent track-record, in the past. Feidler & House (1994) identified two additional leadership styles focusing effectiveness of the leadership. These researchers opined that consideration (concern for people and relationship behaviors) and commencing structure (concern for production and task behaviors) were very vital variables. The consideration is referred to the amount of confidence and rapport, a leader engenders in his subordinates. Whereas, initiating structure, on the other hand, reflects the extent, to which the leader structures, directs and defines his/her

own and the subordinates' roles as they have the participatory role toward organizational performance, profit and accomplishment of the mission.

Burns (1978) developed the transactional and transformational leadership styles, which are more contemporary leadership styles. Transformational leaders emphasise followers' intrinsic motivation and personal development as they seek to align followers' aspirations and needs with desired organisational outcomes. Avolio, Bass, and Jung (1997) identified four dimensions of transformational leadership as idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. In contrast, transactional leaders gain legitimacy through the use of rewards, punishments, praises and promises that would result in achievement of desired goals (Burns, 1978; Northouse, 2010). The different leadership theories are relevant for this study as they guide in understanding various leadership styles that school head teachers can consider.

2..2.2. Herzberg Two Factor theory

The Two-Factor Theory which was later known as the Motivation-Hygiene Theory was an approach proposed by Frederick Herzberg in 1959. Herzberg's Two-Factor Theory distinguishes two groups of factors that could be involved in job satisfaction. The first group – the motivators – includes achievement, recognition and the intrinsic interest of the work itself and, if present in the work situation, is perceived to lead to job satisfaction. They relate to the higher-order 'self-esteem needs' and 'self-actualization needs' in Maslow's hierarchy of needs. The absence of these factors, according to Herzberg, does not lead to dissatisfaction but merely to no satisfaction (Herzberg, 1968). Herzberg's second groups of factors, the hygiene group of factors, are separate and distinct from the higher-order needs. They include pay; security and physical working conditions relation with superiors, relations with peers and status correspond to Maslow's lower-order needs such as physiological, security and social needs. According to Herzberg, inadequacies in these factors will lead to job dissatisfaction.

Herzberg's (1966) use of the term 'hygiene' is based on his notion that when a person reports feelings of unhappiness, they are generally not associated with the job itself but with conditions that surround the doing of the job. These conditions, according to Herzberg, suggest to the individual that the context in which he/she performs his or her work is unfair or disorganized and as such represents to him or her unhealthy psychological work environment. When there are harmful factors in the context of the job, they serve to bring about poor job attitudes

(Herzberg 1966). Herzberg commented that the best way to motivate employees is to build challenges and opportunities for achievement into job, i.e. to provide intrinsic motivation (Akinyele, 2007). Herzberg also pointed out some factors that motivate workers. They include reducing the time spent at work, this means getting employees off the job by working less hours and giving weekends, increasing wages of employees regularly and communications with employees such as briefings sessions, and supervisory instructions. Herzberg emphasized that motivators are primary source of motivation while hygiene factors are the primary cause of unhappiness on the job (Herzberg, 1968). Hirschfield (2000) stated that intrinsic job satisfaction refers to how people feel about the nature of the job tasks themselves whereas extrinsic job satisfaction refers how people feel about aspects of the work situation that are external to the job tasks or work itself (Shim, Lusch, & O'Brien, 2002).

Herzberg's two factor theory is relevant for this study since leadership is a hygiene factor (supervisory support). It is expected that teachers job satisfaction would be enhanced if the head teachers used supportive leadership style.

2.2. Job Satisfaction

Job satisfaction is one of the most important and frequently studied work attitudes in the field of organisational behaviour (Mitchell and Lasan, 1987). Job satisfaction is defined by Locke (1976) as a pleasurable or positive emotional state resulting from one's job or job experiences. Armstrong (2003) defined job satisfaction as the feelings and attitudes of people towards their job. He stated that if people have favourable and positive attitudes towards their job, this means job satisfaction, but if they have unfavourable and negative attitudes towards their job, this means job dissatisfaction. Rezaiean (2010) defined job satisfaction as employees' general attitude toward his or her job. It is an important concern for employer as it is believed that satisfied employees are more likely to show up for work, have higher levels of performance and will stay with an organization (Robbins, 2010). Job satisfaction is also referred to as one's positive attitude on his or her assigned tasks or job (Daft, 2010).

Kalleberg (1977) proposed that job satisfaction consists of two components. These are intrinsic (referring to the work itself) and extrinsic (representing facets of the job external to the task itself) job satisfaction. Hirschfield (2000) stated that intrinsic job satisfaction refers how people feel about the nature of the job tasks themselves whereas extrinsic job satisfaction refers how people feel about aspects of the work situation that are external to the job tasks or work itself

(Shim, Lusch, & O'Brien, 2002). Two dimensions of job satisfaction are the working condition (extrinsic) and working assignment (intrinsic). Several researchers have identified factors that influence employee job satisfaction. Locke (1976) identified nine aspects related to job satisfaction namely, work, pay, promotions, recognition, benefits, working conditions, supervision, co-workers, and company management. Spector (1997) identified common facets of job satisfaction which included: appreciation, communication, co-workers, fringe benefits, job conditions, nature of the work, organization, personal growth, policies and procedures, promotion opportunities, recognition, security, and supervision. Similarly, Rad and Yarmohammadian (2006) identified some of the factors that might contribute to the job satisfaction that consist of: wages, benefits, accomplishment, independence, acknowledgment, communication, working job conditions, job importance, co-workers, professionalism, organizational climate, relationships, working for a reputable agency, supervisor support, positive, job security, workplace flexibility and team environment.

Working condition refers to the job environment which encompasses the relationship with management function and mentoring system. Poor working conditions, inefficient work organization, inadequate staffing, and managerial practices will affect staff turnover and perceptions of the organisation and work (Eaton, 2000). Therefore, the good working condition as a key factor for workers to develop a value, improve job performance and increase staff retention in organization. The work assignment refers to the duty or job given to employees in order to implement their job with a commitment and productive.

Successful organizations normally have satisfied employees while poor job satisfaction can cripple an organization (Galup, Klein, and Jiang 2008). Teacher job satisfaction is greatly affected by the overall attitude of the public towards teachers and their working conditions. Teachers who are not satisfied in the workplace are more likely to leave the profession. If teachers can receive support from their principal and from local parents, if they are involved in the decision-making process, and if they work within a positive school climate and culture, they are more likely to succeed and remain in the profession (Mohd, 2012).

2.3. Leadership Styles

Leadership style is the manner and approach of providing direction, motivating people and achieving objectives. There are different leadership styles as discussed below:

2.3.1. Autocratic Leadership Style

Autocratic or authoritarian leadership style describes leaders who have full organizational power and authority for decision making without sharing it with their subordinates (Kavanaugh and Ninemeier, 2001). In autocratic leadership style, the leader determines policy and assigns task to members without consulting them. The leader believes mainly in the rules and regulations and uses rewards and punishment as motivation. The decisions are made exclusively by the leader while the subordinates are expected to carry out the leader's directives without question(s). The autocratic leadership style corroborates McGregor's Theory X whereby the leader believes that human beings have an inherent dislike for work and must therefore be controlled, coerced, directed and threatened with punishment to get them to work (Murphy, 2005). The leader constantly relies upon the argument that he is the head and operates on a simple and direct basis of telling his subordinates what to do at every relevant moment in the conduct of their work. This style is used when leaders tell their employees what they want done and how they want it accomplished, without getting the advice of their followers. Some of the appropriate conditions to use autocratic leadership in schools are when the leader has all the information to solve the problem, time is short, and employees are well motivated.

The authoritarian style should normally be used on rare occasions. One might use this style of leadership when the group is in danger of not accomplishing a task in a timely manner or in a crisis situation (Murphy, 2005).

2.3.2. Participative Leadership Style

Participative leadership also referred to as democratic style in school means that the leader him/herself is leading the school in accordance with democratic ideas and understanding that school democracy is for all who are working in the school (Wood, 2005). Participative leadership style is similar to McGregor's Theory Y which believes that an average human being likes work and therefore do not need external control and the threat of punishment in order to put efforts toward realizing organization objectives.

This style involves the leader including one or more employees in the decision making process (determining what to do and how to do it). However, the leader maintains the final decision making authority. Due to the increased complexity in the educational system, it becomes probable that no one individual has all the knowledge, skills, and abilities that would enable him/her to accomplish all of the leadership functions. Thus a more dispersed form of leadership

which encourages teachers to have greater participation in policy planning and decision making has been the subject of much recent interest (Hammersley-Fletcher & Brundrett, 2005). Participative leadership can produce high quality and high quantity work for long periods of time. Many employees like the trust they receive from their employers and respond with cooperation, team spirit, and high morale. Typically, the participative leader develops plans to help employees evaluate their own performance, allows employees to establish goals, encourages employees to grow on the job and be promoted and recognizes and encourages achievement. Like the other styles, the democratic style is not always appropriate. It is most successful when used with highly skilled or experienced employees or when implementing operational changes or resolving individual or group problems.

2.3.3 Transformational Leadership Style

A transformational leader is one who stimulates and inspires or transform his or her subordinates to strive hard in order to achieve extraordinary outcomes (*Robbins 2010*).It is leadership that inspire followers to believe in their own potential so as to create a better prospect and future for the organization as well as to believe in the leader personally (*Daft, 2010*).The leadership process involves exercising influence on the attitudes and assumptions of organization members and building commitment for the organization's mission, objectives and strategies. It is expected that employees who are satisfied and happy would be more productive and profitable for the organization (Saari & Judge, 2004). Job satisfaction helps to create positive attitudes in employees, boosts up their morals, improves their performance and creates pleasant relationship with their co-workers. Employees who are satisfied with their jobs tend to be more creative and innovative.

Van Eeden, (2008) added that a transformational leader is one who conveys a vision to inspire others, sets long-term goals and emphasizes social and interpersonal skills. The transforming leader looks for potential motives in employees, seeks to satisfy their needs and engages the full person of the follower. Jogulu & Wood (2007) insinuated transformational leadership involves establishing oneself as a role model by gaining the trust and confidence of employees and to develop their staff by sanctioning and guiding them to excel beyond the organizational day-to-day obligations. A transformational leader could be categorized as a visionary, a futurist or a mechanism for change that assumes a proactive approach to management (Murphy, 2005). Taylor (2009) described the following fundamental features of transformational leadership: build a shared vision, see the big picture and deal with convoluted

issues, test thinking analytically, encourage involvement and motivation, share information and enable trust through team working, recognize contributions and celebrate accomplishments, create opportunities for incessant learning and support people's growth, including own; adaptable and able to deal with unexpected issues, role model through behaviors and goal setting, and network effectively (McNichol 2006).

Taylor (2009) reasoned that transformational leaders place an emphasis on team building, and empowering and developing potential in order to reach long-term goals. Thyer (2003) reported a transformational leader creates a collaborative learning environment, improves morale, embraces accountability and conflict resolution, proactive towards change management, ignites communication and supports empowerment. These leaders also facilitate employees toward motivation and being involved in the vision they produce. Webb (2007) noted an advantage of transformational leadership is having highly motivated and satisfied employees. In turn, Yukl (2003) claimed employees who distinguish their leader as caring for the interests of each individual worker, are likely to exhibit increased allegiance, confidence, and to have a stronger sense of emotional well-being. Avolio, Bass, and Jung (1997) identified four dimensions of transformational leadership. These are idealized influence, inspirational motivation, intellectual stimulation and individualized consideration.

Idealised influence refers to the way the leader formulates the vision and challenging goals for the followers by motivating them to work selflessly to achieve common objectives (Dionne, et al 2004). The leader acts as a role model and is respected and trusted by their followers (Bass & Riggio, 2006). Leaders with great idealized influence are willing to take risks and are consistent demonstrating high standards of ethical and moral conduct (Bass and Riggio, 2006). Inspirational motivation refers to the way leaders motivate and inspire followers to be committed to the vision of the organization. Leaders instill strong team spirit as a means for leading team members towards achieving desired goals (Antonakis, Avolio, & Sivasurbramian, 2003; Bass & Riggio, 2006). Intellectual stimulation refers to the way leaders stimulate innovation and creativity in their followers by approaching old situations in new ways (Bass & Riggio, 2006; Nicholason, 2007). They always encourage their followers to try new approaches or methods to solve the old problems. Individualized consideration refers to leaders paying special attention to each individual follower's need for achievement and growth by acting as a coach or mentor (Bass & Riggio, 2006; Nicholason, 2007).

2.4. Leadership Style and Teacher Job Satisfaction

The importance of leadership was first researched in the 1920s with studies using surveys reporting that favorable attitudes toward supervision helped to achieve employee job satisfaction (Bass, 1990). Several studies were conducted during the 1950s and 1960s to investigate how managers could use their leadership behaviors to increase employees' level of job satisfaction (Northouse, 2004). These studies confirmed the significance of leadership in making differences in employees' job satisfaction (Bass, 1990). Some researchers discovered that different leadership styles will engender different working environment and directly affect the job satisfaction of the employees (Bogler, 2002; Timothy & Ronald, 2004).

Transformational leaders tend to encourage and motivate their followers to take on more responsibility and thereby enhancing employees' sense of accomplishment and satisfaction with their job autonomy (Emery & Barker, 2007). Improving the employees' working situation, fulfilling their needs, and helping them perform better are positively related to transformational leadership (Liu 2003). Research by Chen & Silverthorne (2005) states that job satisfaction depends on the quality of the relationship of an employee with his or her supervisor or employer, along with the quality of the physical environment in which he works, and the degree of fulfillment in his work. Negative leader-employee relations reduce productivity and increase absenteeism and the turnover to the organization can be quite high.

Hayers (2000) (found that workers who had autocratic supervisors became stressed since their leaders rarely allowed them to participate in the decision making. Transformational leaders tend to encourage and motivate their followers to take on more responsibility and thereby enhancing employees' sense of accomplishment and satisfaction with their job autonomy (Emery & Barker, 2007). Transformational leadership has been widely linked to positive individual and organizational consequences (Bass, 1990). These leadership styles are found to correlate positively with employee perceptions of job, leader and organizational satisfaction (Felfe & Schyns, 2006). Democratic head teachers had higher performance of students in national examinations than autocratic head teachers(Kimacia 2007).Good head teachers encourage interactions and relationships among people and achievement of goals through engagement, motivation, and collaboration (Murphy et al., 2007). Head teachers should communicate the school's vision to teachers and students so as to engage them in the process of reshaping the organization and articulating essential beliefs regarding learning (Davies et al., 2005; Jenkins, 2009). Good communication skills help build consensus among staff and other

stakeholders for the policies, practices, and supporting systems designed to achieve goals of the school (Leithwood et al., 2004). Effective head teachers recognize that collaborative networks among educators were essential for Successful teaching and learning. They embrace teamwork, provide time for collaborative work, and actively advocated sharing and peer observation (Blase & Blase, 2000). It is important for the head teacher to have connections with the family and/or other people and institutions in the community that advance academic and social learning for good academic performance of the students (Henderson & Mapp, 2002).

Leadership style affects a range of factors such as job satisfaction, performance, turnover intention, and stress and so contributes to organizational success (Chen & Silverthorne, 2005). Principals and teachers are the main determining factors of the quality of education. Teachers who carry out educational activities in the class and who spend more time with students have an important effect on student achievement (Rowan 2002). Satisfied teachers are likely to be more enthusiastic to spend more time and energy for educating students (Nguni 2006).

2.5 Review of Empirical Studies

Chen (2005) in a survey of 244 nursing school faculty members found that Taiwanese nursing directors were more transformational leaders than transactional or laissez-faire ones. The results also indicate that the nursing faculty members were moderately satisfied with their jobs and felt that the heavy workloads as opposed to the directors' leadership styles were possible reasons for their dissatisfaction with their jobs.

In another study Chen et al. (2005) surveyed 18 of 47 Taiwan's higher education nursing schools that had a minimum of 20 full-time faculty members. They found that idealized consideration, a transformational leadership factor, and contingent reward, a transactional leadership factor, were positively significant predictors of faculty job satisfaction.

Ololube (2005) in a study of the relationship between the level of teachers' job satisfaction, motivation and their teaching performance in Rivers State, Nigeria, found that teacher dissatisfaction was associated with educational policies, administration, pay and fringe benefits, material rewards and advancement.

Paracha (2012) determined whether Transformational leadership style has an impact on employee performance in Pakistan. Data was collected from 6 schools in Rawalpindi and Islamabad. Result indicated that transformational leadership style has a significant positive

relationship with Employee performance. Another important discovery made was that Job satisfaction mediates with transformation leadership and employee performance.

Amin, *et al* (2013) in a study of 287 faculty members in a public university in Pakistan, examined the effect of Principal's/Director's leadership style on job satisfaction. The study found that transformational leadership style had significant positive effect on faculty's intrinsic, extrinsic and overall job satisfaction. On the other hand, laissez-faire and transactional leadership styles had insignificant relations with job satisfaction.

Gatabu (2012) in a study of teachers in Westlands, Nairobi, found that teachers were highly motivated. He further revealed that head teachers had a positive perception of their leadership styles. It was evidenced that head teachers used democratic leadership styles which in turn influenced teachers' motivation positively. In addition the findings indicated that head teachers used different methods of motivating teachers with which the teachers were satisfied and motivated.

Chweya (2011) conducted a study to determine the effects of head teachers' leadership styles on students' performance in Marani district. The findings revealed that democratic leadership style had high performance in their schools compared to their counterparts. Dick and Wagner (2001) in a study of German school teachers found that teachers who had high workload and were overwhelmed by the tasks became highly stressed; however principal support reduced the perception of workload and feeling overwhelmed. In exploring teacher stress in primary schools in Taiwan, Kyriacou and Chien (2004) found that 26 per cent of the teachers reported that being a teacher was very stressful.

Ololube (2005) in a study of the relationship between the level of teachers' job satisfaction, motivation and their teaching performance in Rivers State, Nigeria, found that teacher dissatisfaction was associated with educational policies, administration, pay and fringe benefits, material rewards and advancement.

Kyriacou and Chien (2004) in a study of primary school teachers in Taiwan concluded that the most effective action that schools or the government could take to reduce teacher stress was to decrease teachers' workload. Kyriacou (2001) highlighted the positive impact of working in a school with a positive climate in terms of social support. The author noted that teachers and senior managers in schools must avoid creating unnecessary sources of stress through poor

management (e.g. setting unrealistic targets for the completion of tasks or failing to communicate adequately with others).

Paracha (2012) studies the mediating effect of job satisfaction on transformational leadership style and employee performance from 6 schools in Rawalpindi and Islamabad in Pakistan. The result indicated that transformational leadership style has a significant positive relationship with Employee performance. Another important discovery made was that Job satisfaction mediated the relationship between transformation leadership and employee performance.

Amin, Shah and Tatlah (2013) in a study of 287 faculty members in a public university in Pakistan, examined the effect of Principal's/Director's leadership style on job satisfaction. The study found that transformational leadership style had significant positive effect on faculty's intrinsic, extrinsic and overall job satisfaction. On the other hand, laissez-faire and transactional leadership styles had insignificant relations with job satisfaction.

2.6 Conceptual Framework

Teacher's job satisfaction is the feeling teachers have towards their job; it can be positive or negative. It is an important aspect for any organization to achieve its common goal. Satisfied teachers will perform well in any organization while unsatisfied teachers will not. The leadership style applied by any head teacher will influence the satisfaction of teachers negatively or positively. If headteachers use the right leadership styles in their schools, they will increase the job satisfaction of their teachers and this will help to achieve the organizational goals.

The teacher job satisfaction scale (TJJS-9) is a questionnaire aimed at measuring job satisfaction (Pepe,2011) .It has three dimensions; satisfaction with co-workers, the satisfaction with parents and satisfaction with students behavior ,the items are rated on a 5 point scale. The determinants of teacher's job satisfaction have been broadly divided into two research traditions. One line of enquiry has seen job satisfaction as largely influenced by internal and personal factors such as individual's cultural background, level of education and many others. Alternative lines of enquiry have viewed job environment and conditions and specific contents of the job such as pay, organizational atmosphere and promotion as playing a bigger role than personal attributes. Recent research shows that interpersonal relationships play a key role in the work of teachers (Spector P.E, 1997).

Independent variables

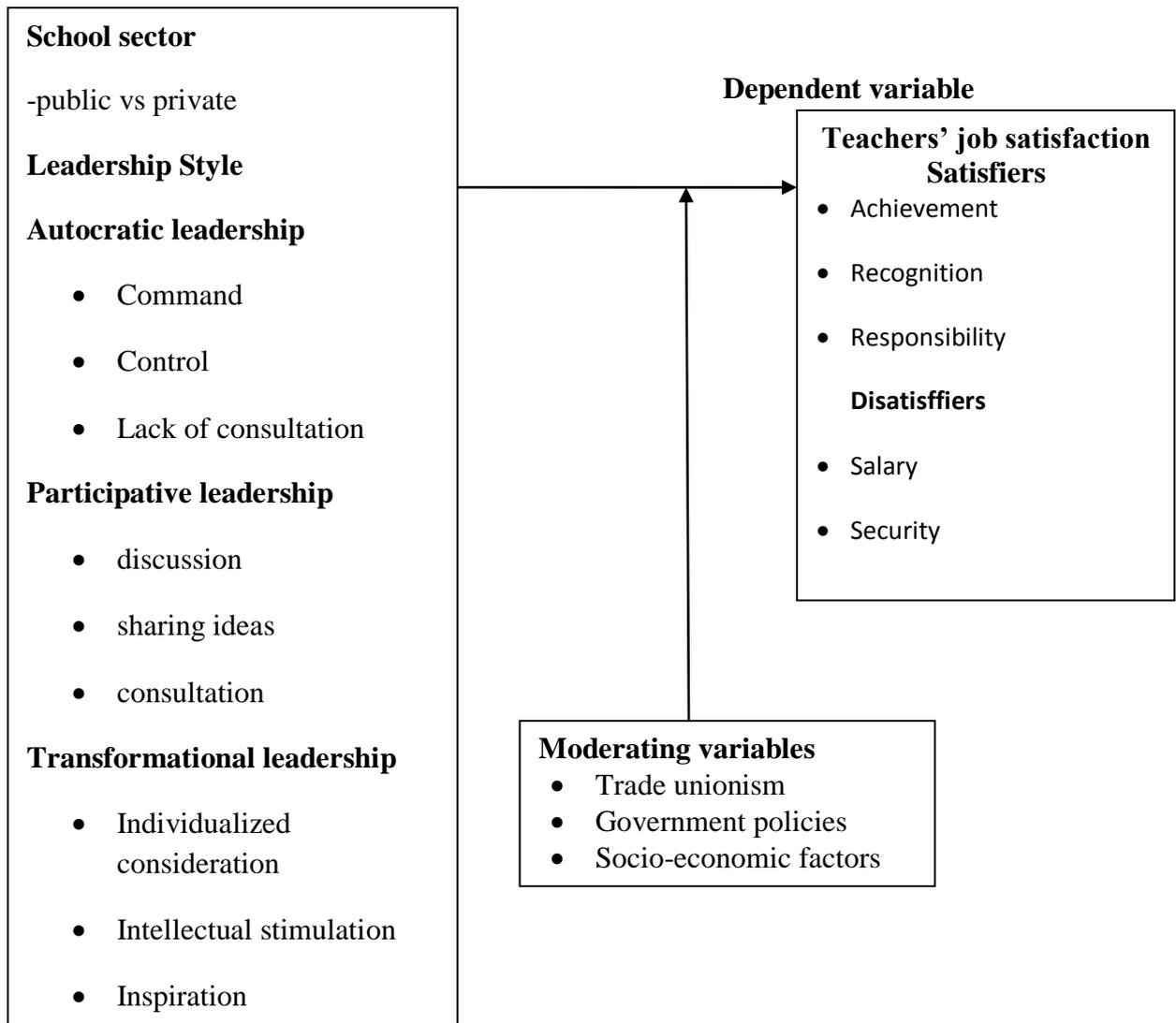


Figure 1: Relationship between leadership styles and teacher job satisfaction

Source-own conceptualization

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Research Design

The study design adopted a descriptive research methodology to determine the effect of leadership style on teachers' job satisfaction. It employed a descriptive research design because it enabled the researcher to collect requisite information about employee variables, as they exist within the population. In addition, it did not allow the researcher to manipulate either the independent variables or the research setting, thus enhanced external validity. This enabled the study to be completed within the constraints imposed by limited time and financial resources (Mugenda and Mugenda, 2003).

3.2. Location of the Study

The study was conducted in Nakuru sub- county, Nakuru county where it targeted teachers in the primary schools. Purposive sampling was used to select Nakuru Town as the study site since it was heterogeneous of the potential study population of the various public and private schools in Kenya.

3.3. Population of the Study

The population of the study comprised of 1805 teachers from the 96 registered primary schools in Nakuru sub- County. (DEO's office, Nakuru sub- County 2015). The study considered the effect of leadership style on teachers' job satisfaction of these schools with primary school teachers as the primary target. (See appendix IV).

3.4. Sampling Design and Procedure

Sampling from the population is an important process in research because it can be quite impracticable to survey the entire population of organization employees in Kenya (Saunders et al 2007). Purposive sampling was used to identify 16 public and 12 private owned schools in Nakuru town; this was based on schools that had high employee numbers. Simple random sampling was used to select respondents.

The researcher began with a complete list of all members of a population and then chose sample items at random. It should be noted that in simple random sampling, each study object is selected completely independently of other objects. Each element of the frame thus had an equal probability of selection. The sample size of teachers to be studied was determined by the

use of the formula developed by Yamane (1967) as shown below:

$$n = \frac{N}{1 + N(e)^2}$$

Where: N = Population size

n = sample size

e= Margin error of the study set at ±5%

i.e Public schools Sample

$$n = \frac{348}{1 + 348(0.05)^2}$$
$$= 186$$

Private schools Sample

$$n = \frac{271}{1 + 271(0.05)^2}$$
$$= 162$$

Total Sample was 348

The sub-sample of size for each was determined using the formula by Krecjie and Morgan (1970) as follows:

$$s = \frac{XS}{P}$$

Where;

s= Sub-sample size for each school

X = Population of employees in each school

S = Total sample size for the study

P = Total population of all the schools based on school sector (public or private)

e.g. St. Xaviers

$$20 \times 186 / 348$$

3.5 Data Collection

The research used a questionnaire consisting of closed-ended questions. Following a thorough review of the literature, a questionnaire was developed. The questionnaire will be made up of three sections as follows: Section A will cover questions concerning the bio-data of the respondents; Section B will deal with items on leadership, while Section C will contain items on job satisfaction. The items in Section B will be measured on a 5 - point likert scale namely: 1 – Extremely Dissatisfied; 2 – Dissatisfied; 3 – Uncertain; 4 – Satisfied; 5 – Extremely Satisfied. The items in Section C were measured using a 5-point likert scale as follows: 1 - Strongly Disagree; 2 – Disagree; 3 – Uncertain; 4 – Agree; 5 - Strongly Agree.

3.6 Validity and Reliability

Validity refers to the extent to which a scale or set of measures accurately represents the concept of interest (Hair *et al.*, 1998). Face and content validity was used in this study. Content validity is a measure of the degree to which data collected using a particular instrument represents the content of the concept being measured (Mugenda and Mugenda, 2004). Validity of the data collection instrument involved experts in the Faculty of Commerce for advice on the face validity, content validity of the instrument and also went through the questionnaire in relation to the set objectives and made sure that they contained all the necessary information.

Reliability is concerned with questions of stability and consistency. It is the measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda 2003). To check the reliability of the instrument, Cronbach's Alpha coefficient was computed to determine internal consistency. Cronbach alpha value of 0.7 and above was judged as being reliable (Mugenda & Mugenda, 2009). To achieve this, pilot study was carried to ensure that the questionnaire items were free of ambiguity. Questionnaires were administered from five (5) teachers from two public and two private schools from Rongai Sub-county. These were analysed for reliability and attained cronbach reliability coefficient of 0.70. The questionnaires were corrected and administered for the main study. Reliability are below:

Table 3.2 Reliability analysis for the study

S/No	Variables	No. of items	Cronbach Alpha Coefficient (α)
1	Autocratic leadership	8	0.758
2	Participative leadership	6	0.759
	Transformational leadership		
3	Idealised influence	8	0.812
4	Inspirational Motivation	5	0.831
5	Intellectual stimulation	5	0.848
6	Individualised consideration	5	0.815
9	Job Satisfaction	18	0.891
10	All questionnaire items	56	0.892

3.7 Data Analysis

Data obtained from the field was analyzed by the researcher by use of descriptive statistics using means and percentages (Orodho, 2002). Computer software statistical packages for social sciences (SPSS) were used for quantitative analysis. Information was presented by use of frequency distribution tables, pie charts and bar charts. Quantitative data was keyed in to the computer and coded, from which tables and diagrams were developed. Both descriptive and inferential statistics was used in data analysis. Descriptive statistics was generated to explain various attributes of the variables under study in form of means, percentages and frequencies, while inferential statistics was used to establish the relationships among variables and to test the study hypotheses. Inferential statistics included Independent samples t-test, Pearsons correlation analysis and multiple regression. The different statistical techniques were used to achieve the study objectives as follows:

- i. To determine whether autocratic leadership style has a significant effect on teachers' job satisfaction - Pearsons Correlation analysis and simple regression analysis
- ii. To determine whether participative leadership style has a significant effect on teachers' job satisfaction – Pearsons Correlation analysis and simple regression analysis
- iii. To determine the effect of transformational leadership style on teachers' job satisfaction – Pearsons Correlation analysis and multiple regression analysis.
- iv. To determine the combined effect of leadership styles (namely, autocratic, participative, transformational and transactional) on teachers' job satisfaction – Multiple Regression

analysis.

The Multiple regressions model is as follows:

$$y = a + x_1b_1 + x_2b_2 + x_3b_3 + e$$

Where:

y = Job satisfaction

a = Constant

x₁ = Autocratic Leadership

x₂ = Participative leadership

x₃ = Transformational leadership

e = error

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1. Introduction

The main objective of this study was to establish the effect of leadership style on teachers' job satisfaction in primary schools in Nakuru town, Kenya. This chapter presents the research findings and discussion of the results based on the study objectives and hypotheses.

4.2. Response Rate

The sample size of the study comprised 348 teachers from 16 public and 12 private schools within Nakuru town. 348 questionnaires were distributed through 'drop and pick' method. 213 questionnaires were filled and returned accounting for 61.2 % of the sample population, which is an acceptable figure. Mugenda and Mugenda (2009) reported that a 50% response rate is adequate, 60% good and above 70% rates as very good.

4.3. Descriptive Analysis of the Demographic Characteristics of the Respondents

This section presents a brief description of the demographic characteristics of sampled respondents involved in this study. This will give a better understanding of the respondents included in the study. The demographic characteristics are discussed below:

a) Gender

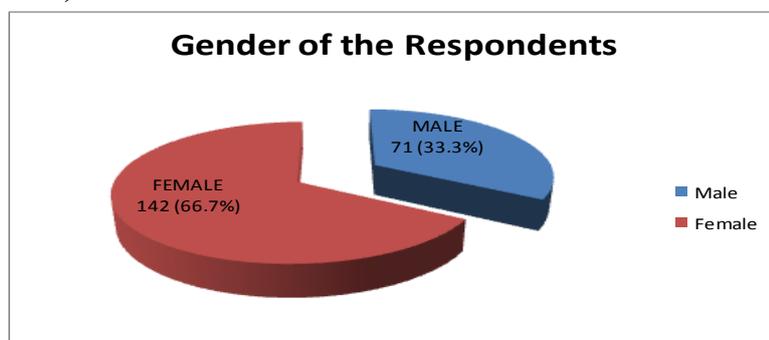


Figure 2 Gender of the Respondents

From the pie chart above, 33.3% (71) of the respondents were males while 66.7% of the respondents were females. This indicates that the number of male teachers is slightly half the number of female teachers.

b) Marital status

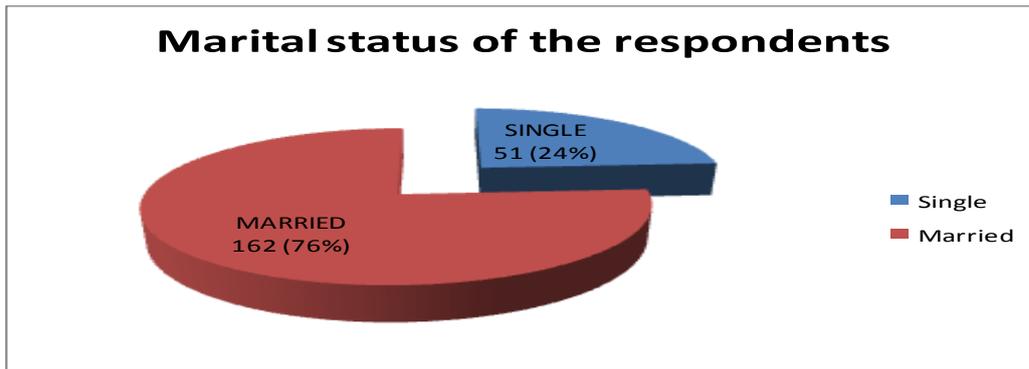


Figure 3 Marital status of the respondents

From the figure above, 24% of respondents were not married (single) while 76% of respondents were married.

c) Age

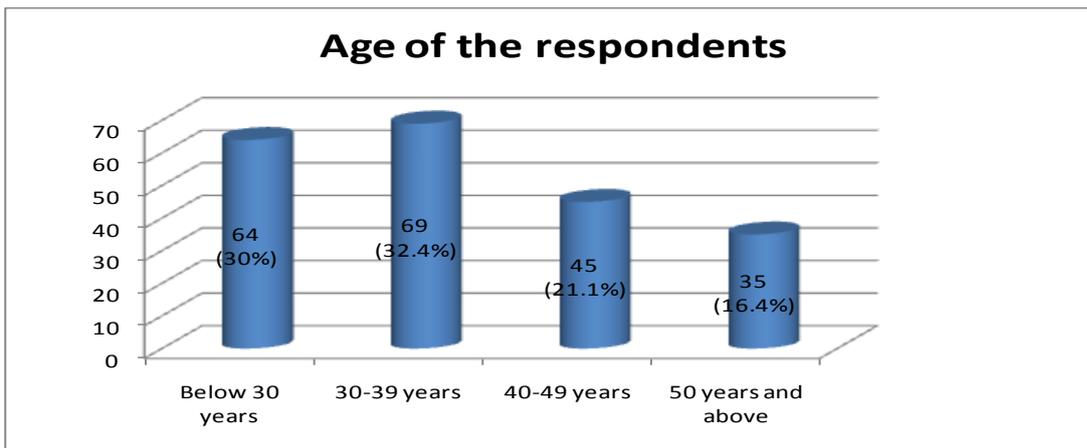
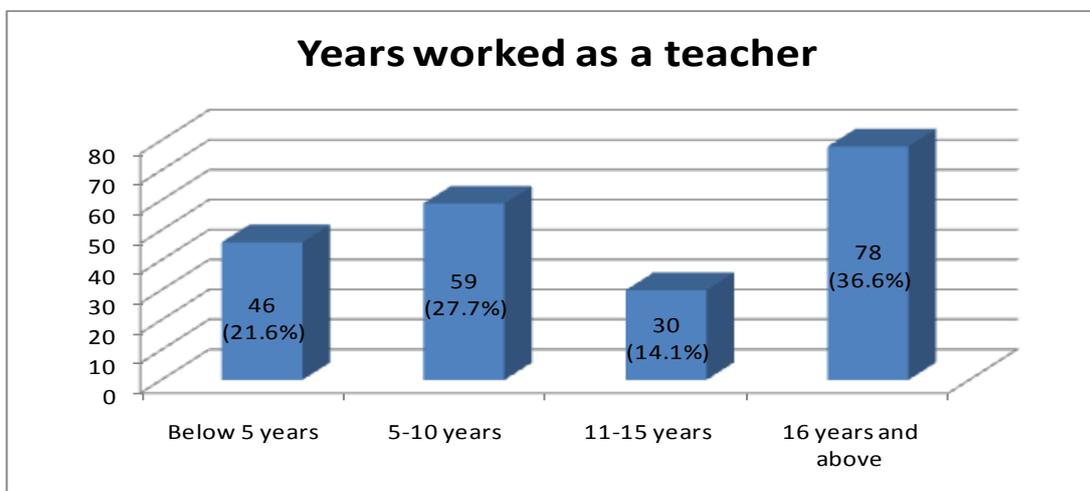


Figure 4 Age of the respondents

In regard to the age of respondents, 30% of respondents were below 30 years, 32.4% were between 30-39 years, 21.1% of respondents were between 40-49 years while those who were above 50 years accounted for 16.4%.

d) Years worked (Tenure)



az

Figure 5 Number of years worked (tenure)

This figure illustrates the number of years the respondents had served. Those who had served for a period below 5 years accounted for 21.6%, 27.7% for those who had worked between 5-10 years, 14.1% between 11—15 years while those who had served for more than 16 years accounted 36.6%.

e) School sector

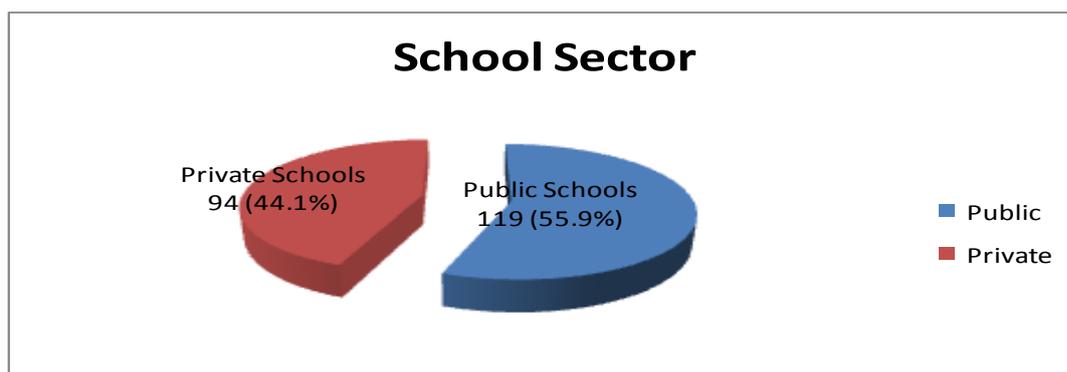


Figure 6 School sector

This figure illustrates the type of schools in regard to the ownership and registration status. In this study, it was established that 44.1% were privately owned while 55.9% were publicly owned schools.

f) Positions held by respondents in the school

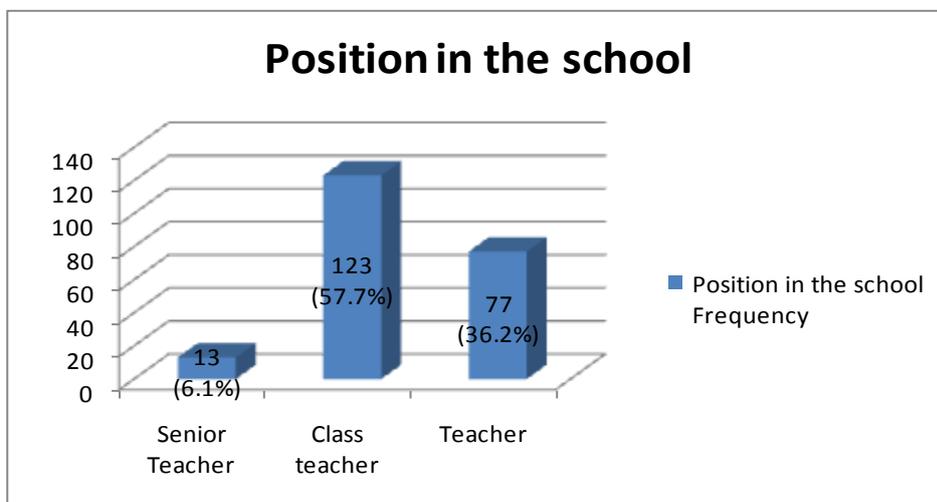


Figure 7 positions held in the school

From the findings in the figure above, 6.1% of the respondents were senior teachers, 57.7% class teachers while ordinary teachers accounted for 36.2%.

g) Level of education of respondents

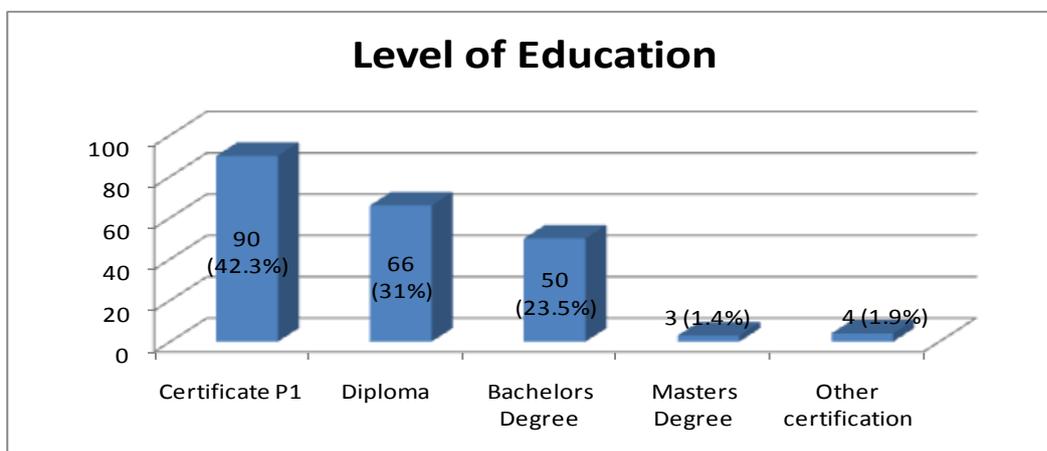


Figure 8 Level of Education

Majority of the respondents had P1 certificate (42.3%) as their highest qualification, 31% had Diploma level, 23.5% had a Bachelors degree, and 1.4% had a Masters degree while 1.9% of respondents had other qualifications.

4.4. Descriptive analysis of the responses on leadership styles and job satisfaction

This section will present the results of descriptive statistics of the responses on leadership styles and job satisfaction. Questionnaire items were developed on all the variables of the study. A 5-point linkert scale where; 1=Strongly Disagree, 2=Disagree, 3=Uncertain, 4=Agree and 5= Strongly Agree was used to establish respondents level of agreement or disagreements with their perception of their principals leadership styles. In addition, a five point linkert scale where 1=extremely dissatisfied; 2=Dissatisfied; 3=Uncertain; 4=Satisfied and 5= Extremely satisfied was used to establish respondents level of satisfaction or dissatisfaction. The results of the descriptive studies in this study have been interpreted as follows: mean scores below 3.0 suggests that the respondents were discontented with various aspects of leadership styles and job satisfaction while mean scores above 3.0 suggests that respondents were relatively contented with these factors. The results are discussed below.

4.4.1. Descriptive statistics for autocratic leadership

The respondents were asked to indicate the extent to which they believed their schools Principals were exhibiting autocratic leadership.

Table 4.1: Results of descriptive statistics of responses on autocratic leadership

		N	Minimum	Maximum	Mean	Std. Deviation
1	My school Head Teacher gives orders and clarifies Procedures	213	1.00	5.00	3.26	1.31
2	My school Head Teacher uses threats and punishment in order to achieve the school objectives.	213	1.00	5.00	3.07	1.15
3	My school Head Teacher is the chief judge of the achievements of the members of the group.	213	1.00	5.00	3.04	1.32
4	My school Head Teacher tells teachers what has to be done and how to do it.	213	1.00	5.00	3.03	1.37
5	My school Head Teacher uses his leadership position to control teachers	213	1.00	5.00	2.98	1.20
6	My school Head Teacher always retains the final decision making authority	213	1.00	5.00	2.73	1.25
7	My school Head Teacher supervises teachers closely, or they are not likely to do their work.	213	1.00	5.00	2.68	1.31
8	My school Head Teacher does not consider suggestions made by his teacher as he does not have the time for them.	213	1.00	5.00	2.10	1.24

The mean scores for the following items which are above 3.0 suggests that some of the respondents agreed that their Head Teachers exhibited traits of autocratic leadership: “My school Head Teacher gives orders and clarifies Procedures” (M = 3.26) , “My school Head Teacher uses threats and punishment in order to achieve the school objectives” (M = 3.07) “My school Head Teacher is the chief judge of the achievements of the members of the group” (M = 3.04) and “My school Head Teacher tells teachers what has to be done and how to do it” (M = 3.03)

In summary, some of the respondents perceived their school Head Teachers to be autocratic as they often gave orders to the teachers which suggests that there was no room for consensus or consultation in the decision making process, they often used punishments and threats in order to achieve results, the Head Teacher is also the sole judge of group achievements which is

quite a biased process and finally, the Head Teacher solely determines the tasks for the teachers and also the methods for achieving results.

The mean scores for the following items which are below 3.0 which suggests that some of the respondents did not agree that their Head Teachers exhibited traits of autocratic leadership: The “My school Head Teacher uses his leadership position to control teachers” (M = 2.98), “My school Head Teacher always retains the final decision making authority” (M= 2.73), “My school Head Teacher supervises teachers closely, or they are not likely to do their work”, (M= 2.68) and “My school Head Teacher does not consider suggestions made by his teacher as he does not have the time for them” (M= 2.10).

In summary, some of the respondents disagreed with some of the statements which suggest that their Head Teachers are not highly autocratic. The low mean scores suggests that the Head Teachers did not use their leadership positions to control the teachers, they did not always retain the final decision making authority which suggests that they sometimes involved the teachers in decision making, they did not closely supervise the teachers thus giving them some form of autonomy and finally, some of the respondents disagreed that the school Head Teachers did not consider suggestions made by teachers which suggests that they gave teachers a voice in the decision making process.

4.4.2 Descriptive Statistics for Participative Leadership

The respondents were asked to indicate the extent to which they believed their school Head Teachers practiced participative leadership.

Table 4.2: Results of descriptive statistics of responses on participative leadership

	N	Minimum	Maximum	Mean	Std. Deviation
1 Teachers are basically competent and if given a task will do a good job.	213	1.00	5.00	4.38	0.89
2 Teachers get frequent and supportive communication from their leader.	213	1.00	5.00	3.90	0.93
3 Teachers are part of the decision-making process.	213	1.00	5.00	3.88	1.17
4 My school Head Teacher Provides guidance without pressure.	213	1.00	5.00	3.86	1.07
5 My school Head Teacher helps teacher to accept responsibility for completing their work.	213	1.00	5.00	3.68	1.15
6 My school Head Teacher asks for employee ideas and input on upcoming plans and projects.	213	1.00	5.00	3.62	1.18

The mean scores for all the items for participative leadership were above 3.0 which suggests that the respondents perceived their school Head Teachers leadership style to be participative. This is supported by the following statements about the Head Teachers perceptions of the teachers: “Teachers are basically competent and if given a task will do a good job” had the highest mean (M = 4.38), “Teachers get frequent and supportive communication from their leader” (M = 3.90), “Teachers are part of the decision-making process” (M = 3.88), “My school Head Teacher Provides guidance without pressure”, (M= 3.86), “My school Head Teacher helps teachers to accept responsibility for completing their work” (M= 3.68) and “My school Head Teacher asks for employee ideas and input on upcoming plans and projects” (M= 3.62).

In summary, the analysis showed that most of the respondents indicated that their school Head Teachers practiced participative leadership style. The high mean scores shows that the Head Teachers believed that the teachers were competent and thus could perform assigned tasks, they provide frequent and supportive communication, they include teachers in the decision making process, they provide guidance and they seek employees ideas and inputs in school projects and plans.

4.4.3 Descriptive statistics for transformational leadership

The respondents were asked to indicate the extent to which they believed their school Head Teachers practiced transformational leadership. The descriptive statistics of the dimensions of transformational leadership are discussed below:

a) Idealized influence

Table 4.3: Results of descriptive statistics of responses on transformational leadership (Idealized influence)

		N	Minimum	Maximum	Mean	Std. Deviation
1	My school Head Teacher talks about most important values and beliefs of the school	213	1.00	5.00	4.05	0.80
2	My school Head Teacher specifies the importance of having a strong sense of purpose	213	1.00	5.00	4.00	0.73
3	My school Head Teacher emphasizes the importance of having a collective sense of mission	213	1.00	5.00	3.97	0.96
4	My school Head Teacher displays a sense of power and confidence	213	1.00	5.00	3.80	1.08
5	My school Head Teacher considers the moral and ethical consequences of decisions	213	1.00	5.00	3.71	0.97
6	My school Head Teacher acts in ways that builds teachers in the department	213	1.00	5.00	3.65	1.10
7	My school Head Teacher goes beyond self-interest for the good of the department	213	1.00	5.00	3.25	1.22
8	My school Head Teacher instills pride in others	213	1.00	5.00	2.53	1.29

The mean scores for the following items which are above 3.0 suggest that the respondents agreed that their Head Teachers exhibited traits of transformational leadership (idealized influence). The mean scores suggests that majority of the respondents were satisfied with the way the Head Teacher talks about most important values and beliefs of the school (M= 4.05), specifies the importance of having a strong sense of purpose (M=4.00), emphasizes the importance of having a collective sense of mission (M= 3.70), displays a sense of power and confidence (M = 3.80), considers the moral and ethical consequences of decisions (M=3.71), acts in ways that builds teachers in the department (M= 3.65) and goes beyond self-interest for

the good of the department (M= 3. 25). The mean score for one item which was below 3.0 suggests that some of the respondents did not agree that their Head Teachers instilled pride in others (M=2.53).

In summary, most of the respondents perceived their school Head Teachers to be transformational as they often talked about most important values and beliefs of the school which shows their commitment, displayed a sense of power and confidence that leads to success and finally the Head Teacher goes beyond self-interest for the good of the department.

b) Inspirational motivation

Table 4.4: Results of descriptive statistics of responses on transformational leadership (Inspirational Motivation)

		N	Minimum	Maximum	Mean	Std. Deviation
1	My school Head Teacher talks optimistically about the future	213	1.00	5.00	4.05	0.87
2	My school Head Teacher expresses confidence that goals will be achieved	213	2.00	5.00	4.00	0.74
3	My school Head Teacher talks excitedly to the teachers about the goals that needs be accomplished.	213	2.00	5.00	3.89	0.80
4	My school Head Teacher talks enthusiastically about what needs to be accomplished	213	1.00	5.00	3.85	0.97
5	My school Head Teacher articulates a compelling vision of the future	213	1.00	5.00	3.80	0.99

The mean scores for all the items for transformational leadership (inspirational motivation) were above 3.0 which suggests that the respondents perceived their school Head Teachers leadership style to be inspirational. The high mean scores suggests that majority of the respondents were satisfied that the Head Teacher “talks optimistically about the future”(M = 4.05), “expresses confidence that goals will be achieved” (M= 4.0 “talks excitedly to the teachers about the goals that needs to be accomplished”, (M= 3.89), “talks enthusiastically about what needs to be accomplished” (M=3.85) and finally, “articulates a compelling vision of the future” (M=3.80).

In summary, majority of the respondents perceived their Head Teachers to be inspirational as they talked optimistically about the future which suggests that they had hope and confidence

about the future of the school, expresses confidence that goals will be achieved, talks excitedly to the teachers about the goals that needs to be accomplished which expresses eager enjoyment and interest in achievement of the goals and finally, articulates a compelling vision about the future suggesting that the Head Teachers have the courage to share the vision with the teachers so as to get their support and commitment.

c) Intellectual stimulation

Table 4.5: Results of descriptive statistics of responses on transformational leadership (Intellectual Stimulation)

		N	Minimum	Maximum	Mean	Std. Deviation
1	My school Head Teacher gets others look at problems from many different angles	213	1.00	5.00	3.77	1.00
2	My school Head Teacher gets teachers to rethink or challenge ideas that they had never questioned.	213	1.00	5.00	3.73	0.90
3	My school Head Teacher suggests new ways of looking at how to complete assignments	213	1.00	5.00	3.66	0.93
4	My school Head Teacher seeks differing perspectives when solving problems	213	1.00	5.00	3.63	0.97
5	My school Head Teacher provides teachers with new ways of looking at challenging issues.	213	1.00	5.00	3.57	0.84
6	My school Head Teacher re-examines critical assumptions for appropriateness	213	1.00	34.00	3.55	3.11

The mean scores for all the items for transformational leadership (Intellectual stimulation) were above 3.0 which suggests that the respondents perceived their school Head Teachers leadership style as one that inspires creativity and innovation among the teachers. The mean score for the statements the Head Teacher “gets others look at problems from many different angles” (M = 3.77), “gets teachers to rethink or challenge ideas that they had never questioned”, (M= 3.73), “suggests new ways of looking at how to complete assignments” (M= 3.66), “seeks differing perspectives when solving problems” (M=3.63), “provides teachers with new ways of looking at challenging issues” (M=3.57) and finally, “re-examines critical assumptions for appropriateness” (M=3.55).

In summary all respondents perceived their Head Teachers as having the ability to engage teachers in activities that get their minds to ask constructive questions and seek answers for them, gets others to look at problems from different angles suggesting Head Teachers required creative imagination to solve old problems such as asking different questions about a problem, gets teachers to rethink suggesting that teachers think carefully again in order to change their decision, seeks differing perspectives when solving problems which shows that the Head Teacher is more mindful of other views and finally suggests new ways to complete assignment.

d) Individualized consideration

Table 4.6: Results of descriptive statistics of responses on transformational leadership (Individualized Consideration)

		N	Minimum	Maximum	Mean	Std. Deviation
1	My school Head Teacher considers an individual as having different needs, abilities, and aspirations from others	213	1.00	5.00	3.73	0.99
2	My school Head Teacher helps teachers to develop their strengths	210	1.00	5.00	3.66	1.18
3	My school Head Teacher helps teachers to develop their skills and accomplish their abilities.	213	1.00	5.00	3.62	1.01
4	My school Head Teacher treats others as an individual rather than just as a member of a group	213	1.00	5.00	3.42	1.28
5	My school Head Teacher spends time teaching and coaching	213	1.00	5.00	3.23	1.22

The mean scores for all the items for transformational leadership (Individualized consideration) were above 3.0 which suggests that the respondents perceived their school Head Teachers leadership style as one that provides individualized attention to the teachers need for growth and achievement. The mean score for the statements are as follows: “My school Head Teacher considers an individual as having different needs, abilities, and aspirations from others ” (M = 3.73), “helps teachers to develop their strengths” (M = 3.66), “helps teachers to develop their skills and accomplish their abilities” (M = 3.62), “treats others as an individual rather than just as a member of a group”, (M= 3.42) and finally, “spends time teaching and coaching” (M= 3.23).

In summary all respondents perceived their Head Teachers as those with ability to pay special attention to the needs of each teachers achievement and growth, considers teachers as having different needs, abilities and aspirations, helps teachers to develop their strength suggesting that teachers get the necessary guidelines to be more effective hence improving pupils achievement, treats teachers as an individual rather than a member of the group and finally spends more time teaching and coaching

4.4.4 Descriptive Statistics of Job Satisfaction

Table 4.7: Results of descriptive statistics of responses on job satisfaction

		N	Minimum	Maximum	Mean	Std. Deviation
1	Location of work	213	1.00	5.00	4.05	0.77
2	Relationship(s) with your Head teacher/HOD	213	1.00	5.00	3.85	0.76
3	Relationships with your co-workers	213	1.00	5.00	3.77	0.82
4	Flexibility in scheduling	213	1.00	5.00	3.62	0.88
5	Enjoyable job	213	1.00	5.00	3.60	0.94
6	Hours worked each week	213	1.00	5.00	3.51	1.20
7	Opportunity to utilize your skills and talents	213	1.00	5.00	3.25	1.09
8	Attention paid to suggestions you make at work	213	1.00	5.00	3.22	1.09
9	Support for additional training and education	213	1.00	5.00	3.19	1.13
10	Variety of job responsibilities	213	1.00	5.00	3.13	1.10
11	Opportunity to learn new skills	213	1.00	5.00	3.12	1.15
12	Appreciation for the work that you do	213	1.00	5.00	3.09	1.18
13	Benefits (Health insurance, life insurance, etc.)	213	1.00	5.00	3.01	1.24
14	Recognition for work accomplished	213	1.00	5.00	3.00	1.15
15	Job Security	213	1.00	5.00	2.90	1.25
16	Chances of salary increase	213	1.00	5.00	2.79	1.32
17	Salary	213	1.00	5.00	2.43	1.24
18	Opportunities for Promotion	213	1.00	5.00	2.36	1.12

The items with mean scores 3.0 and above shows that the respondents were satisfied with various aspects of their jobs as follows: location of work (M = 4.05), relationship(s) with their Head teacher/HOD (M = 3.85), opportunity to build relationships with their co-workers (M = 3.77), flexibility in scheduling (M=3.62), enjoyable jobs (M=3.60) , number of hours worked each week (M=3.51), opportunity to utilize their skills and talents (M= 3.25), attention paid to

suggestions they make at work (M=3.22), support they were given for additional training and education (M=3.19), satisfaction with the variety of job responsibilities (M=3.13), opportunity to learn new skills (M=3.12), appreciation they received for the work that they do (M= 3.09), satisfaction with the benefits they received such as Health insurance, life insurance, etc.(M=3.01) and finally, satisfaction with recognition for work accomplished (M=3.00).

On the other hand, mean scores below 3.0 showed that the respondents were most dissatisfied with their job Security (M = 2.90), their chances of salary increase (M = 2.79), their salary (M= 2.43) and the opportunities for Promotion (M = 2.36). In summary, respondents were most satisfied with various aspects of their jobs which include the Location of work, Hours worked each week, relationship with Head teacher/HOD, relationships with their co-workers and appreciation for the work done among others. On the contrary, the respondents were dissatisfied with their job security, salary increase and chances of promotion

4.5. Hypotheses Testing

The testing of the five hypotheses in this study was subjected to statistical analysis as shown below. Pearson Correlation analysis was carried out to determine the strength and direction of the relationships between leadership styles and teachers job satisfaction. Simple regression analysis was used to test hypotheses one, two and three. Finally, multiple regression analysis was used conducted to test Hypotheses Four.

4.5.1. Results of Pearson's Correlation Analysis

Pearson Correlation analysis was carried out to determine the strength and direction of the relationships between leadership styles and job satisfaction. The Pearson correlation coefficient ranges from 0 (if no relationship exists) to 1 (for a perfect relationship). According to Field (2005) correlation coefficients (in absolute value) which are ≤ 0.35 are generally considered to represent low or weak correlations, 0.36 to 0.67 moderate correlations, and 0.68 to 0.90 strong or high correlations with r coefficients > 0.90 very high correlations.

Table 4.8: Pearson’s Correlation Analysis exploring the relationship between leadership styles and job satisfaction

		Autocratic Leadership	Participative Leadership	Transformational Leadership	Job Satisfaction
Autocratic Leadership	Pearson Correlation	1	-.243**	-.099	-.280**
	Sig. (2-tailed)		.000	.153	.000
	N	213	213	210	213
Participative Leadership	Pearson Correlation	-.243**	1	.727**	.458**
	Sig. (2-tailed)	.000		.000	.000
	N	213	213	210	213
Transformational Leadership	Pearson Correlation	-.099	.727**	1	.491**
	Sig. (2-tailed)	.153	.000		.000
	N	210	210	210	210
Job Satisfaction	Pearson Correlation	-.280**	.458**	.491**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	213	213	210	213

H₀₁: Autocratic leadership style has no significant effect on teachers’ job satisfaction in public and private schools in Nakuru Town

The study sought to establish whether autocratic leadership style had significant effect on teachers’ job satisfaction in public and private schools in Nakuru Town. The results in Table 4.8 showed that there was a moderate significant negative relationship between autocratic leadership and teachers job satisfaction ($r = -0.280$, $p < 0.001$). This suggests that teacher job satisfaction declined when the school Head Teacher coerced, commanded and controlled the teachers. Consistent with this study, Hayers (2000) found that workers who had autocratic supervisors became stressed and dissatisfied with their jobs since their leaders rarely allowed them to participate in the decision making. Thus, the hypothesis which states that autocratic leadership style has no significant effect on teachers’ job satisfaction is rejected.

H₀₂: Participative leadership style has no significant effect on teachers’ job satisfaction in public and private schools in Nakuru Town

The study sought to establish whether participative leadership style had significant effect on teachers’ job satisfaction in public and private schools in Nakuru Town. The results in Table 4.8 show that Participative leadership style has a significant, positive relationship with job satisfaction ($r = 0.458$, $p < 0.001$). This suggests that teachers job satisfaction increased when School Head Teachers involved the teachers in the decision making process. Consistent with this study, Adeyemi (2013) in a study of Head teachers’ Leadership Styles and teachers’ job

satisfaction in primary schools in Nigeria reported that head teachers who used democratic leadership styles positively influenced teachers' motivation. Similarly, Gatabu (2012) found that head teachers who used democratic leadership styles positively influenced teachers' motivation. Thus, the hypothesis which states that Participative leadership style has no significant effect on teachers' job satisfaction is rejected.

H₀₃: Transformational leadership style has no significant effect on teachers' job satisfaction in public and private schools in Nakuru Town

The study sought to establish whether transformational leadership style had significant effect on teachers' jobsatisfaction in public and private schools in Nakuru Town. The results in Table 4.8 show that transformational leadership style has a significant, positive relationship with job satisfaction ($r = 0.491, p = 0.000$). This shows that job satisfaction increased when the school Head Teachers used transformational leadership style. This is consistent with studies by Webb (2007), which reported that transformational leaders have an advantage of having highly motivated and satisfied employees. Similarly, Amin, Shah & Tatlah (2013) in a study of 287 faculty members in a public university in Pakistan, found that that transformational leadership style had significant positive effect on faculty's intrinsic, extrinsic and overall job satisfaction. Further, Bass & Riggio (2006) reported that inspirational leaders motivate followers to be committed to the vision of the organization. They promote a strong team spirit which enables them to achieve the set goals, a factor that leads to job satisfaction. He also argued that leaders who pay special attention to each of the employees needs lead to their achievement and growth, hence increasing their job satisfaction. Similarly, Voon, Lo, Ngui & Ayob (2011) found that transformational leadership dimensions, namely, inspirational motivation, individualized consideration, intellectual stimulation and idealized influence had significant positive influence on job satisfaction. Thus, the hypothesis which states that transformational leadership style has no significant effect on teachers' job satisfaction is rejected.

4.5.2. Hypotheses testing using regression analyses

Hypothesis Two to Five were tested using regression analysis. Regression analysis (Simple and Multiple) were carried out to establish the extent to which leadership styles (namely, autocratic, participative and transformational leadership styles) had significant effect on teachers' job satisfaction in primary schools in Nakuru Town.

Before the regression analysis independent variables were not highly correlated. According to Bryman and Cramer (2006) a correlation at or in excess of 0.80 is a sign of multicollinearity. In this study, the highest correlation was carried out, Pearson’s correlation analysis was carried out to ensure that was between participative leadership and transformational leadership style (Inspirational motivation) with $r = 0.682$, $p < 0.001$ which rules out multicollinearity.

H₀₄: The combined effects of leadership styles (namely, autocratic, participative and transformational leadership styles) have no significant effect on teachers’ job satisfaction in public and private schools in Nakuru Town.

4.11: Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.551 ^a	.303	.293	9.85615

a. Predictors: (Constant), Transformational Leadership, Autocratic Leadership, Participative Leadership

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8716.222	3	2905.407	29.908	.000 ^b
	Residual	20011.607	206	97.144		
	Total	28727.829	209			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Transformational Leadership, Autocratic Leadership, Participative Leadership

Table 4:9 Results of multiple regression analysis establishing the effect of the leadership style on teachers’ job satisfaction

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	33.566	5.408		6.206	.000		
	Autocratic Leadership	-.412	.119	-.210	-3.472	.001	.924	1.082
	Participative Leadership	.360	.236	.134	1.523	.129	.440	2.275
	Transformational Leadership	.288	.066	.373	4.373	.000	.464	2.156

The model summary of the multiple regression analysis in Table4:191 shows that leadership styles accounted for 30.3% of the variance in teachers job satisfaction (R Square = 0.303). This means that 69.7% of the variance in teachers’ job satisfaction is explained by factors not in the study. The standardized beta coefficients shows that autocratic leadership style ($\beta = -0.210$, $p <$

0.05) and transformational leadership ($\beta = 0.373$, $p < 0.05$) were significant positive predictors of teachers job satisfaction. The beta coefficients showed that participative leadership did not have significant influence on teachers' job satisfaction ($p > 0.05$).

The negative beta coefficient of autocratic leadership means that teachers have less or no stake in decision making. This may result in frustration, low morale and conflict which may have a negative impact on teacher's job satisfaction. This finding is similar to Hayers (2000) who found that workers who had autocratic supervisors became stressed and dissatisfied with their jobs since their leaders rarely allowed them to participate in the decision making. Inconsistent with insignificant effect of participative leadership on job satisfaction that was found in this study, Mohd (2012) reported that factors such as support from school Head Teacher and parents, involvement in decision making and a positive school climate and culture promotes teachers job satisfaction.

The positive beta coefficient for transformational leadership (inspirational motivation and individualized consideration) suggests that teacher job satisfaction is high when their leader uses transformational leadership style. This is consistent with studies which have found that leaders who motivate and inspire followers to be committed to the vision of the organization and also pay special attention to each individual follower's need for achievement and growth will positively influence their followers' job satisfaction (Voon et al. 2011; Bass & Riggio, 2006).

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents conclusions of the findings after data analysis done in chapter four and as guided by the initial study objectives which were proposed in chapter one. The chapter also presents conclusions, recommendations and suggestions for further studies.

5.2 Summary of the Findings

The general objective of this study was to determine the effect of leadership styles on teachers' job satisfaction in public and private primary schools within Nakuru town, Kenya. The summary is therefore presented as follows:

Objective one was to determine whether autocratic leadership style had a significant effect on teachers' job satisfaction. The study found that autocratic leadership styles had significant negative effect on teachers' job satisfaction. This means that job satisfaction decreased when school Head Teacher used autocratic leadership style. Thus, Head Teachers who use this leadership style control, coerce and do not involve teachers in decision making resulting in frustrations and demoralization.

The second objective was to determine whether participative leadership style had a significant effect on teachers' job satisfaction. The study found that participative leadership style had a significant positive effect on teachers' job satisfaction. This means that teachers' job satisfaction increased when school Head Teachers used participative leadership style. School Head Teachers who applied this form of leadership style managed teachers who were positive and had less stress as participatory leadership style encouraged teamwork and experience sharing as it was more inclusive as the teachers had chance to participate in decision making processes. Further, this style provided better job satisfaction among employees resulting to improved and better quality results, including excellent academic and non-academic performance among students.

The third objective was to determine whether Transformational leadership style had a significant effect on teachers' job satisfaction. The study found that the positive predictors for dimensions of transformational leadership, namely, inspirational motivation and individualised consideration were significant to teachers' job satisfaction. This means that school Head

Teachers who used transformational leadership style positively influenced teachers' job satisfaction.

The fourth objective of this study was to determine the effect of combined leadership styles (autocratic, participative and transformational) on teachers' job satisfaction. The results of the multiple regression analysis showed that autocratic leadership style had significant negative effect on teacher job satisfaction while transformational leadership (inspirational motivation) and transformational leadership (individualised consideration) were significant positive predictors of teachers' job satisfaction. This shows that teacher job satisfaction declined when the school Head Teachers used autocratic leadership style while on the hand teacher satisfaction increased when Head Teachers used transformational leadership (inspirational motivation) and transformational leadership (individualised consideration).

5.3 Conclusion

The study sought to establish the effect of leadership styles (autocratic, participative and transformational) on job satisfaction among teachers in selected primary schools in Nakuru. The results of the study showed that Participative and Transformational leadership styles had a positive relationship with teachers' job satisfaction whereas autocratic leadership style had a negative relationship with teachers' job satisfaction. This implies that participative and Transformational leadership styles are suitable for managing primary schools within Nakuru town. This study concludes that different leadership styles have different effect on job satisfaction. Use of autocratic leadership style seemed to discourage teachers' job satisfaction as the style establishes an environment of dictatorship and force. The effect of this type of leadership style is that the heads of schools end up having established a hostile working environment characterized by division and hence does not encourage teamwork since there is no participation of employees (teachers) in decision making.

On the other hand, the results showed that participative leadership style was positively correlated to teachers' job satisfaction. This means that the use of participatory leadership style encourages teamwork and role sharing, which positively influences teachers' job satisfaction. Employees were more encouraged in leadership processes and hence were satisfied as a result of the opportunity to participate in decision making. This type of leadership is the most preferred among employees, as compared to other forms of leadership as they feel that they are valued by their school Head Teachers.

The analysis showed that transformational leadership style was a significant positive predictor of job satisfaction. The aspects of transformational leadership style namely inspirational motivation and individualized consideration increased teachers job satisfaction. Inspiration leaders motivate followers to be committed to the vision of the organization by creating a strong team spirit thus increasing teachers' job satisfaction. Head Teachers who pay special attention to each individual need leads to their achievement and growth, hence increasing teachers' job satisfaction.

Use of combined leadership styles in primary schools by head teachers is necessary as a combined effort in executing various policies and mandates. For example, use of autocratic leadership style may be most preferred under some circumstances. Dangerous work environments or situations requiring complicated tasks with no room for error, such as safety inspections, prosper under autocratic leadership since each depends on control. However, head teachers should be able to understand the use of each leadership form and its impact on job satisfaction among employees or teachers in the school. Teachers are human beings who, upon exposure to any form of treatment as a result of application of certain style, can respond differently. More importantly therefore, there should be a proper balance between application of different leadership styles and job satisfaction by employee teachers.

5.4 Recommendations

Through the results of the study reviewed by the researcher, the following are the recommendations;

The Ministry of Education to provide advice and guidance to Head Teachers of schools regarding the leadership styles that increase teachers job satisfaction. This is because satisfied teachers will give better services in schools hence improving the performance.

Training and developing human resources especially Head Teachers of schools by involving them in specialized training courses regularly on leadership styles that increase teachers' job satisfaction.

School Head Teachers should use a mixture of participative and transformational leadership styles in their school administration order to enhance better job satisfaction and performance among teachers. They should be autocratic in certain situations in order to increase productivity among teachers, however, excessive use of autocratic leadership style should be discouraged as it negatively influences teachers' job satisfaction

The Ministry of Education should regularly inspect the schools to monitor the style of leadership used by Head Teachers that could increase teachers' job satisfaction and better performance this will help to achieve the objective of primary education in Kenya.

Recruiting Head Teachers who are highly qualified and are familiar with the use of the various leadership styles as dictated by circumstances to ensure teachers job satisfaction and good performance.

School Head Teachers should ensure that teachers have a positive perception about their school by using the right leadership style in schools. This will make them feel proud to be part of the school as the research established that teachers who were satisfied performed better in their jobs. School Head Teachers should ensure that teachers enjoy and find their jobs as interesting, challenging and providing opportunities for autonomy involved in the job. This will drive them to experience a positive emotional state thus increasing their job satisfaction.

5.5 Suggestions for Further Studies

The study made the following recommendations for further studies; Firstly, studies can be carried out to examine demographic factors such as age, gender, education and teaching experience and their effect on relationship between a Head Teacher leadership style and teacher job satisfaction. Secondly, the study was done in schools from one (1) County. A similar study should be carried out in other counties in Kenya. Thirdly, this study was cross-sectional which means that the data was collected at one point in time which means that the study was unable to capture the long-term effect of Head Teachers leadership styles on teachers' job satisfaction. Future studies may carry out a similar study using longitudinal research design. Finally, a similar study should be carried out in non-educational institutions such as banks, manufacturing sector, the civil service among and also consider other employee work outcomes such as job performance, employee commitment and intentions to turnover.

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APPENDICES

Appendix 1: Letter of Introduction

EGERTON UNIVERSITY
Faculty of Commerce
P.O. BOX 13357-20100
NAKURU

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT ACADEMIC RESEARCH

I am a Master of Business Administration (Human Resource Management) student at Egerton University conducting a research study entitled **“Effect of Leadership Style on Teachers’ Job Satisfaction: A Case of Primary Schools in Nakuru Town, Kenya”**.

The purpose of this letter is to request you to kindly fill in the questionnaire with precision and accuracy. The questionnaire is supposed to assist in answering specific objectives of the research which is being undertaken as part of the University requirement. Any information given herein will be treated with utmost confidentiality and only be used for the purpose of research.

Thank you

Yours faithfully,

Kimathi Purity K.

APPENDIX II: RESEARCH QUESTIONNAIRE

SECTION A: Employee profile

Please complete the following section which asks for information concerning you and your work.
Kindly answer all the questions.

1. **Gender**(Please tick): Male Female
2. **Age:** Below 30 30 – 39 40 – 49 50 and above
8. **Marital status:** Single Married Other (Please specify): _____
9. **School sector:** Public Private

School position: Snr teacher Class Teacher Teacher

How many years of teaching service do you have? Below 5 years

5 - 10 11 – 15 16 and above

12. **Please select the highest level of educational qualification you hold from below**

Certificate (P1)

Diploma or equivalent

Bachelor's degree or equivalent

Masters

Others (Please specify): _____

SECTION B – LEADERSHIP STYLES

Please indicate the extent to which you agree or disagree with the following statements by circling an answer for each item using this scale:

1=Strongly Disagree; 2= Disagree; 3=Uncertain; 4=Agree; 5=Strongly Agree

	Autocratic Leadership	1	2	3	4	5
	Statements					
1	Teachers are supervised closely, or they are not likely to do their work.	1	2	3	4	5
2	The school Principal always retains the final decision making authority	1	2	3	4	5
3	The school Principal does not consider suggestions made by his teacher as he does not have the time for them.	1	2	3	4	5
4	The school Principal tells teachers what has to be done and how to do it	1	2	3	4	5
5	The school Principal is the chief judge of the achievements of the members of the group.	1	2	3	4	5
6	The school Principal gives orders and clarifies Procedures	1	2	3	4	5
	Participative Leadership	1	2	3	4	5
7	Teachers are part of the decision-making process.	1	2	3	4	5
8	The leader Provides guidance without pressure.	1	2	3	4	5
9	Teachers get frequent and supportive communication from their leader.	1	2	3	4	5
10	The school Principal helps teacher to accept responsibility for completing their work.	1	2	3	4	5
11	The school Principal asks for employee ideas and input on upcoming plans and projects.	1	2	3	4	5
12	Teachers are basically competent and if given a task will do a good job.	1	2	3	4	5
	Transformational leadership					
	Idealized Influence (Attitudes)					
1	The school Principal instills pride in others	1	2	3	4	5
2	The school Principal goes beyond self-interest for the good of the department	1	2	3	4	5
3	The school Principal acts in ways that builds teachers in the department	1	2	3	4	5
4	The school Principal displays a sense of power and confidence	1	2	3	4	5

1=Strongly Disagree; 2= Disagree; 3=Uncertain; 4=Agree; 5=Strongly Agree

	Idealized Influence (Behaviours)					
5	The school Principal talks about most important values and beliefs of the school	1	2	3	4	5
6	The school Principal specifies the importance of having a strong sense of purpose	1	2	3	4	5
7	The school Principal considers the moral and ethical consequences of decisions	1	2	3	4	5
8	The school Principal emphasizes the importance of having a collective sense of mission	1	2	3	4	5
	Inspirational Motivation					
9	The school Principal talks optimistically about the future	1	2	3	4	5
10	The school Principal talks enthusiastically about what needs to be accomplished	1	2	3	4	5
11	The school Principal articulates a compelling vision of the future	1	2	3	4	5
12	The school Principal expresses confidence that goals will be achieved	1	2	3	4	5
	Intellectual Stimulation					
13	The school Principal re-examines critical assumptions for appropriateness	1	2	3	4	5
14	The school Principal seeks differing perspectives when solving problems	1	2	3	4	5
15	The school Principal gets others look at problems from many different angles	1	2	3	4	5
16	The school Principal suggests new ways of looking at how to complete assignments	1	2	3	4	5
	Individualized Consideration					
17	The school Principal spends time teaching and coaching	1	2	3	4	5
18	The school Principal treats others as an individual rather than just as a member of a group	1	2	3	4	5
19	The school Principal considers an individual as having different needs, abilities, and aspirations from others	1	2	3	4	5
20	The school Principal helps employees to develop their strengths	1	2	3	4	5

SECTION C – JOB SATISFACTION

Please indicate the extent to which you are satisfied or dissatisfied with the following aspects of your job by marking the appropriate box. Kindly answer all the statements. Use the scales as shown below:

1 **2** **3** **4** **5**
Extremely **Dissatisfied** **Neither satisfied** **Satisfied** **Extremely**
Dissatisfied **nor dissatisfied** **Satisfied**

	Job satisfaction items	1	2	3	4	5
1	Hours worked each week	1	2	3	4	5
2	Flexibility in scheduling	1	2	3	4	5
3	Location of work	1	2	3	4	5
4	Salary	1	2	3	4	5
5	Chances of salary increase	1	2	3	4	5
6	Benefits (Health insurance, life insurance, etc.)	1	2	3	4	5
7	Opportunities for Promotion	1	2	3	4	5
8	Job Security	1	2	3	4	5
9	Recognition for work accomplished	1	2	3	4	5
10	Appreciation for the work that you do	1	2	3	4	5
11	Relationships with your co-workers	1	2	3	4	5
12	Relationship(s) with your Head teacher/HOD	1	2	3	4	5
13	Opportunity to utilize your skills and talents	1	2	3	4	5
14	Opportunity to learn new skills	1	2	3	4	5
15	Support for additional training and education	1	2	3	4	5
16	Variety of job responsibilities	1	2	3	4	5
17	Attention paid to suggestions you make at work	1	2	3	4	5
18	Enjoyable job	1	2	3	4	5

APPENDIX III : Population and Sample sizes of Public and Private Schools

	PUBLIC SCHOOLS	POPULATION OF TEACHERS	SAMPLE PROPORTIONATE
1.	St. Xaviers	20	11
2.	Mama ngina	23	12
3.	Menengai	21	11
4.	Moi	24	13
5.	Harambee khalsa	18	10
6.	Baharini	22	12
7.	Crater	23	12
8.	Heshima	20	11
9.	Kaptembwo	21	11
10.	Lake View	25	13
11.	Lanet	24	13
12.	Lion Hill	19	10
13.	Milimani	22	12
14.	Kenyatta	24	13
15.	Nairobi road	20	11
16.	Naka	22	12
	TOTAL	348	186

	PRIVATE SCHOOLS	POPULATION OF TEACHERS	SAMPLE PROPORTION ATE
1.	Nakuru Lions	53	32
2.	Carol	30	18
3.	Christ the king	23	14
4.	St. Emma	20	12
5.	Nakuru Elite	23	14
6.	Chrisco academy	18	11
7.	Excel academy	19	11
8.	Lake Lawrenzo	15	9
9.	P.C.E.A Jitegemea Shabab	14	8
10.	S.D.A Nakuru West	16	10
11	St. Francis of Asisi	26	16
12.	Whizz Kid academy	14	8
	TOTAL	271	162

**LIST OF ALL SCHOOLS
PUBLIC SCHOOLS**

1. Baharini	22
2. Barut	23
3. Bondeni	28
4. Crater	23
5. Eileen Ngochoch	20
6. Flaminngo'	25
7. Freehold	27
8. Harambee Khalsa	22
9. Heshima	25
10. Hills special	15
11. Hyrax	24
12. Ingobor	23
13. Jamhuri	25
14. Kaloleni	23
15. Kaptembwo	22
16. Kariba road	25
17. Kibowen Komen	20
18. Kimathi	25
19. Kiptende	23
20. Kisulisuli	25
21. Koinange	26
22. Lake View	25
23. Lanet	24
24. Langalanga	26
25. Lenana	22
26. Lion Hill	19
27. Madaraka	21
28. Mama Ngina	23
29. Mburu Gichua	20
30. Menengai	21
31. Mirugi Kariuki	22

32. Milimani	22
33. Mogoona	28
34. Moi	27
35. Muslim	25
36. Mwariki	25
37. Nairobi Road	20
38. Naka	22
39. Nakuru East	20
40. Nakuru Primary	25
41. Nakuru teachers	28
42. Ndimu	25
43. Ngala Special	13
44. Pangani Special	12
45. Pangani Primary	27
46. Parkview	25
47. Prisons	16
48. Racetrack	32
49. Rhino	20
50. St. Josephs	29
51. St. Pauls	28
52. St. Theresa	27
53. St. Xavier	20
54. Uhuru	25
55. Umoja	23
56. Abedare Ranges	25

PRIVATE SCHOOLS

1. A.G.G Lake View	10
2. A.I.C Nakuru	12
3. Agape	12
4. Alpha	13
5. Angalo	12
6. Arch Bishop Ndingi	15
7. Baptist Primary Barut	13
8. Carol Academy	30
9. Chrisco Academy	16
10. Christ The King	23
11. Cornerstone	14
12. Crater Academy	14
13. Darul Ilmi Academy	13
14. East African Mission	12
15. Echoes of Joy	12
16. Excel Academy	19
17. Hill Valley	10
18. Holy Cross Parochial	10
19. Imani A.E.P.C	12
20. Kawama Elite	11
21. Lake Lawrenzo	15
22. Langalanga Happy Child	13
23. Lerwa Centre of Excellence	13
24. Lion Hills Academy	17
25. Loyal Elites Langalanga	16
26. Mother Kevin	14
27. Nakuru Christian Centre	15
28. Nakuru City	13
29. Nakuru Elite Education	23
30. Nakuru Lions Primary School	
31. P.C.E.A Jitegemea Shaabab	14

32. P.C.E.A Jitegemea St. Ninians	13
33. P.C.E.A Jitegemea, Tumaini	14
34. P.C.E.A Jitegemea Dr. Arthur	12
35. SDA Nakuru west	10
36. St. Elizabeth Fountain	12
37. St. Emma Preparatory	20
38. St. Peters	20
39. St. Francis of Asisi	26
40. Whizz Kid Academy	14

Thank you for taking time to complete this questionnaire