INFLUENCE OF PRINCIPALS' LEADERSHIP STYLES ON PUBLIC SECONDARY SCHOOL TEACHERS' LEVELS OF JOB SATISFACTION IN NAIROBI PROVINCE, KENYA

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DECLARATION

This research project report is my original work and has never been presented for the award of degree in any other university.

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DEDICATION

This work is dedicated to my dear wife Annastacia Kyalo whose immense moral, spiritual and emotional support to and patience with me made the study duration both bearable and peaceful. To my treasured sons Nathan Imani, Mumo and John Nzioki. May they go beyond this level.
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LIST OF ABBREVIATIONS AND ACRONYMS

BA- Bachelor of Arts
BEd- Bachelor of Education
BOGs- Board of Governors
CDF- Constituency Development Fund
DEB- District Education Board
FSE- Free Secondary Education
KCSE- Kenya Certificate of Secondary Education
KESI- Kenya Education Staff Institute
MA- Master of Arts
MEd- Master of Education
MoE- Ministry of Education
MoEST- Ministry of Education, Science and Technology
MSc- Master of Science
NCST- National Council of Science and Technology
PDE- Provincial Director of Education
PGDE- Post Graduate Diploma in Education
PTAs- Parents and Teachers Associations
TSC- Teachers Service Commission
ABSTRACT

Previous studies have shown that teachers have low job satisfaction (Ngumi, 2003; Mbugua, 1998; Kimengi, 1983). A major reason for this is low pay (Eshiwani 1990; Mutie 1993). One undisputed way of enhancing satisfaction is using good leadership styles. Although a lot has been done on the areas of leadership styles and job satisfaction, it is clearly evident that only a few researchers have explored the influence of principals’ leadership styles on the teachers’ levels of job satisfaction especially in Nairobi province. This study therefore focused on principals’ leadership styles and public secondary school teachers’ levels of job satisfaction in Nairobi province Kenya.

The study had a target population of 1595 teachers including principals from the 67 public secondary schools in Nairobi province. The sample was selected through stratified random sampling technique where 300 teachers and 28 principals from 28 schools were selected giving a total sample size of 328 respondents. A total of 328 questionnaires were distributed, out of which 265 were collected giving 80.8 percent response rate. The filled questionnaires were coded, cleaned and analyzed using Statistical Package for Social Sciences (SPSS) and presented using tables, frequencies and charts. The findings were presented using tables, charts and descriptive statistics.

The first objective was to identify the leadership styles used by principals in public secondary schools in Nairobi province. From the findings, 40 percent
applied democratic styles leadership, meaning that they delegate authority to teachers and encourage them to participate in decision making. They also rely on subordinates to complete assigned tasks. Conversely 39 percent were autocratic that is, they observe close supervision of their teachers, while 21 percent applied lessez faire where they exercised free rein.

The second objective was to establish whether the strategies used by principals have influence on the teachers’ levels of job satisfaction. From the analysis, principals in secondary schools use various strategies to enhance teacher’s job satisfaction. To begin with 23.8 percent of the principals indicated that they motivate and recognize their teachers whenever they perform exemplarily, through team building opportunities like leisure trips and allowing teachers to exchange educational matters, handling conflicts’ professionally and involving teachers in decision making. Lastly, principals emphasized on work achievement, gave challenging assignments, shared responsibility and created opportunities for growth and professional advancement.

The third objective was to investigate the levels of job satisfaction among teachers in Nairobi province. The study established that, 56.1 percent of the teachers indicated that they were satisfied with their jobs while 39.3 percent were not. Satisfied teacher attributed their satisfaction to the kind of subjects they taught, interaction with pupils, and the freedom to discharge their responsibilities, recognition, financial reward, job security and good work environment.
The fourth objective findings indicated that principal’s gender, age and training had a significant influence on the type of teacher job satisfaction strategy applied by principals. In the last objective the study established that principals face the challenge of promoting staff, lack of funds and employer’s financial policy hence they cannot effect some initiatives. Strict government policies, insecurity, fear, teachers’ personal commitment that some times interferes with the work, rebellion from teachers on petty issues and lack of appreciation of the principals motivational rewards were among the challenges the principals faced as they endeavoured to enhance job satisfaction among teachers under them.

To conclude, the study established that principals apply various leadership styles. In addition, no single style was found to be ideal for any school in particular. However, despite this, school teachers are satisfied and this calls for strategies that can enhance their job performance. The principals in return apply various strategies to influence the teachers’ job satisfaction by recognising the work done and providing a conducive environment that make their work performance enjoyable. The study also established that gender, age and training workshops on management affect the strategy adopted by principals to enhance job satisfaction. In the principals’ desire to enhance teachers’ job satisfaction, factors such as lack of funds, lack of powers to effect teacher promotion (they only recommend), rebellious teachers who don’t appreciate the initiatives of the principals to motivate them and teachers’ personal commitments are beyond principals’ control and hence, some strategies turn out to be ineffective.
From the study, it was evident that principals in secondary schools can enhance the job satisfaction of their teachers by applying a number of leadership strategies including job enrichment. Here, principals allow teachers to have maximum control of their task performance. In addition, the principals should provide direct, clear and regular feedback to teachers on performance in particular and the organisational performance in general, thereby creating enabling environment for teachers to learn different procedures of the job as well as experiencing some degree of growth through promotion and further training.
1.1 Background of the Study

It is generally agreed that effective leadership is essential in all organizations whether business, government, religion or educational. The success of an organization depends largely on the quality of its leadership. To this regard, secondary schools have been given the unenviable task of laying the foundation stones in the process of creating highly creative, innovative and thinking citizens who are able to generate new knowledge (Choon, 2001). Schools not only need to be managed but led (Bolman and Deal, 1994 in Choon, 2001). Herlinger (1995) observes that the principal is the most influential individual in an educational institution. Some studies have proved that good leadership is the key in holding efficient management together.

According to Bennis and Nanus (1985), leadership is what gives an organization its vision and its ability to translate the vision to reality. The ever increasing expectation of parents, the community and other stakeholders in the present fast changing society have made the principals’ job indefinitely more challenging. Research findings indicate that leadership styles of principals do exist and that these styles affect the people under them (Brown, 1967 in Choon, 2001). Principals’ leadership style and leadership effectiveness are related to teachers’ morale and performance. Jones (1988) in an 'Organizational development phase
Model' noted that the culture and the organization of a school are influenced by its principal. Principal’s leadership style affects the school climate, learning situation and levels of professionalism and job satisfaction among teachers. Workers join and stay in an organization only if they are satisfied with their jobs (Ingolo, 1991).

Teachers are probably the most important resource that any country has (Okumbe, 1998). However, there has been a high teacher turn over from classroom teaching into other public service departments and private sector (Mbugua 1998, Ingolo, 1991). By 1998, the MoEST estimated that over 1.7 percent of teachers in Nairobi province alone left the profession annually to join other sectors of economy (Republic of Kenya, 1997). This high turnover is because teachers are dissatisfied with poor remuneration and compensation, poor methods of promotion, inadequate opportunities for career advancement, poor public image and unsatisfactory working conditions (Mutie,1993). Eshiwani (1990) argued that the main reason for the turnover is the better remuneration that the private sector offers. A dissatisfied teacher loses interest in their work. Consequently, this turnover leads to shortage of teachers (Njue, 2003). As a result, learning programmes are greatly disrupted and this becomes a sure recipe for failure in the academic programmes of the school; which ultimately negates the very core purpose of existence of an educational institution.
A study by Denton (2009) in Liberty University on teachers' perceptions of how the leadership styles and practices of principals influence their job satisfaction and retention concluded that successful principals have the ability to satisfy their teachers; the quantity and commitment of teachers who provide instruction in schools are major determinants of school success and that performance of teachers directly affects the ability of schools to create and maintain standards of academic excellence and to foster student achievement.

Another study by the United States Education Department in 1997 found out that teachers' job satisfaction is strongly associated with participation in decision making and influence over school policy (Bogler, 1999). Bogler's study was carried in Montreal Canada. In Malaysia, research findings indicate that perceptions of leadership by subordinates contributed to the school being 'good' or 'poor' (Makayne, 1970 in Choon 2001). Choon's study which focused on gender differences in leadership styles and job satisfaction: perceptions of principals and teachers, argued that principals' leadership styles and leadership effectiveness are related to teachers' morale, performance and motivation to work hard.

In South Africa, Steinberg (1993) discovered that the management style of the principal was one of the major determinants of teachers' job satisfaction. Significant indicators of job satisfaction which emerged from a study done by
Mwamwenda (1995) in the Transkei included positive relationship between teachers and principals, colleagues, learners and parents, holidays, learners' results and achievements and the fact that teaching is culturally considered to be a fine and challenging profession. A Report by the National Professional Teachers Organisation of South Africa (2002) highlighted the following aspects of teacher morale: a quarter of educators has a sense of low morale towards the profession; there was a perception that a further 33.7 percent of colleagues had an indifferent level of morale towards the profession; 38.2 percent had a negative morale towards the profession and that poor leadership style and lack of promotion prospects constituted 65.5 percent and 50.8 percent respectively of negative effects on teacher morale.

Okumbe (1992) carried out a study on the level of satisfaction among graduate teachers in secondary schools in Siaya district and Kisumu town, which is representative of the Kenyan situation in general. The study concluded that graduate teachers were dissatisfied in the job factors of remuneration and promotion. The teachers were only slightly satisfied in the job factors of working conditions, the work environment, security, recognition, the work content and supervision. They were also satisfied in the job factor of interpersonal relations.

This study was necessitated by lack of sufficient studies on this particular topic. Past studies in the fields of leadership styles and job satisfaction have left some

From the foregoing, it is clear that the past studies have either addressed one of the variables that is leadership styles or job satisfaction or the studies have been done in rural settings. As such, it will be important to study how leadership styles of the principals of public secondary schools affect the teachers’ levels of job satisfaction in an urban environment like Nairobi which is metropolitan in nature. As the chief executive officer of the school, the principal is charged with supervisory responsibilities over the teaching staff under them. Whether the
principal uses democratic, autocratic or Leisze faire style of leadership exclusively or a blend of all of the three styles, it is expected that these styles have certain impact on the teachers' levels of job satisfaction. Further, administrators must have a clear understanding of what attracts teachers to their schools and motivate them to stay in the profession in general, and in their stations in particular year after year (Denton, 2009). This study therefore sought to investigate the extent to which the leadership styles of principals in public secondary schools in Nairobi affect the teachers' levels of job satisfaction so as to fill the gap left by earlier studies.

1.2 Statement of the Problem

Previous studies have shown that teachers have low job satisfaction (Ngumi, 2003; Mbugua, 1998). A major reason for this is low pay (Eshiwani 1990; Mutie, 1993). Although a lot has been done on the areas of leadership styles and job satisfaction, it is clearly true that only few researchers have objectively studied on the influence of principal's leadership styles on the teachers' levels of job satisfaction especially in Nairobi province.

Principals are in dire need of training in human relations, conceptual and technical skills which are essential in organizational behavior (Mutula, 2006). Sadly, some principals are appointed straight from classroom and that without this training. Such principals seek the training from the KESI which is usually conducted as
short term in-service sessions and often not sufficient (Kalai, 1998). This lack of requisite managerial skills can contribute to job dissatisfaction among teachers. Many teachers are discontent with their ‘noble’ career. To many of them, it is a stepping stone to better careers (Okumbe, 1998; Mbugua, 1998). There is a need for the principal to strive to satisfy teachers so that the latter exhibit maximum production exemplified in good academic achievements of the learners in our schools. One undisputed way of doing this is using good leadership styles. It is the principals’ duty therefore to employ all strategies available to them to ensure that teachers are provided with an enabling environment which is professionally stimulating, motivating and satisfying. The ability to motivate and satisfy staff is the key to effective management (MoESt, 2000).

For the principal to effectively satisfy the teachers, they need to ascertain the teachers’ needs, goals, aspirations and expectations and support their attainment without compromising the school’s goals (Mutula, 2006). This study sought to establish the effect of the principal’s leadership styles in the public secondary schools and the levels of job satisfaction among teachers.

1.3 Purpose of the Study

The purpose of the study was to investigate the extent to which principals’ leadership styles influenced teachers’ levels of job satisfaction in public secondary schools in Nairobi province.
1.4 Objectives of the Study

The objectives of the study were as follows:

i. To identify principals’ leadership styles and their influence on public secondary school teachers’ levels of job satisfaction in Nairobi province.

ii. To establish whether the strategies used by secondary school principals have influence on the teachers’ levels of job satisfaction.

iii. To investigate the levels of job satisfaction among teachers in Nairobi province.

iv. To establish whether the job satisfaction strategies employed by public secondary schools’ principals are influenced by:
   a) school category
   b) principal’s gender
   c) school type
   d) principal’s age
   e) principals’ training (by KESI) or lack of it.

v. To establish the challenges faced by the principals in their efforts to satisfy teachers.

1.5 Research Questions

The study was guided by the following Research Questions:

i. What are some of the leadership styles used by the principals in public secondary schools?
ii. What strategies do secondary school principals use in enhancing job satisfaction among teachers under them?

iii. To what extent are teachers satisfied with their jobs in public secondary schools?

iv. To what extent are secondary school principals' job satisfaction strategies influenced by: a) school category? b) principal’s gender? c) school type)? d) principal’s age? e) principals’ exposure to management training by KESI or lack of it ?

v. What are the challenges faced by secondary school principals in their efforts to satisfy teachers?

1.6 Significance of the Study

This study may be useful to the principals who as the chief executives of schools will be equipped with knowledge of how they can enhance job satisfaction of teachers, an exercise whose resultant end is good performance in KCSE examinations and overall organizational success. The BOGs, PTAs and alumni associations will benefit in knowing which strategies and investments to make in ensuring that teachers’ output is boosted by providing enabling environment to the teachers. The TSC and the MoE may benefit from the study for they will know how they can make and enforce policies and terms of service which are human, friendly and satisfying to teachers. Further, the study’s findings are likely to provide some gaps which might necessitate future research in this area.
KESI might use the findings as reference point in identifying areas for future training of school managers.

1.7 Limitation of the Study

The target population in this study was a challenge since Nairobi province has many teachers and only a small sample was selected for the study. The number of teachers was drawn from only one province (the smallest) and not from the whole country and so the findings can only be generalized to the rest of the country with caution. The different categories of schools made it difficult to assess satisfaction levels of the teachers on equal standards. This is due to the fact that bigger institutions had more facilities and resources at the principal's disposal to use to motivate and satisfy the teachers as opposed to smaller ones which struggled to barely survive.

1.8 Delimitation of the Study

This study covered only public secondary schools in Nairobi province. Public schools have deliberately been selected since they operate under same guidelines given by MoE, as opposed to private ones which operate under different management guidelines. The respondents were principals and teachers in selected public secondary schools. Nairobi was selected for the study because most of the past studies on this topic have been based on other geographical areas but not in Nairobi.
1.9 Basic Assumptions

The study assumed that both leadership styles of principals and job satisfaction of teachers could be measured by use of a survey questionnaire; that all principals in public schools were trained and qualified for their positions; that the principals and teachers in public secondary schools had their own perceptions of leadership styles and job satisfaction; that the respondents would be truthful in completing the questionnaires and that different schools operated differently depending on their categories and that this determined the principal’s ability to satisfy teachers.

1.10 Definition of Significant Terms

Job dissatisfaction: referred to attitude or feeling of unhappiness, discontent or dislike to one’s job.

Job satisfaction: referred to pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience.

Leadership style: referred to the method used by principals in running a secondary school.

Leadership: referred to social influence process in which a leader seeks the voluntary participation of subordinates in an effort to achieve the school’s objectives.

Principal: referred to trained teacher who has been appointed by the TSC to manage public secondary schools.
Public secondary school: refered to institutions offering a four-year course culminating in KCSE examinations and which are governed using government policies issued by the MoE.

Teacher retention: refered to the act of teachers remaining in teaching at the current schools.

Teacher turnover: refered to the movement of teachers from teaching for any reason.

Teacher: refered to an individual who has undergone both academic and professional training at the level of Diploma, Bachelor of Education or Masters degree and employed by the TSC on permanent and pensionable terms to teach in a public secondary school.

Teachers' Service Commision (TSC): refered to the teachers' employer which registers, recruits, promotes, deploys, remunerates, disciplines and fires teachers.

1.11 Organization of the Study

The study was organized in five chapters: These are the Introduction; Literature Review; Research Methodology; Data Analysis and Interpretations and Findings, Conclusions and Recommendations. Under introduction, the background of the study, statement of the problem, the purpose of the study, the objectives of the study, research questions, the significance of the study, limitation of the study, delimitations of the study, basic assumptions of the study and definition of significant terms was examined. Chapter two focused on Literature Review.
Under this, literature on leadership styles and job satisfaction have been reviewed extensively. Chapter three contains Research Methodology. Here, the research design used, target population, sample size and sampling procedure, research instrument, validity, reliability, data collection procedures, data analysis and presentation procedures and Bibliography have been examined.

Chapter four is on Data Analysis and Interpretations while chapter five addresses, Findings, Conclusions and Recommendations. Appendices which include questionnaires, the work schedule and the research budget have also been covered.
CHAPTER TWO  
LITERATURE REVIEW

2.1 Introduction

This section gives a summary of relevant literature to explain the research objectives. This review first gives an overview of leadership followed by leadership styles, public secondary school principals and leadership, teachers' job satisfaction in the school, the summary of the reviewed literature and finally theoretical and conceptual frameworks. The review focused on the leadership styles of public secondary schools and their influence on teachers' job satisfaction.

2.2 Leadership

According to Kibunja (2004), leadership is a process whereby an individual influences the behavior of others or groups regardless of the reason so that the influenced party acts without its own volition. Wiwcharuch (1973) gives two definitions of leadership: It is the art of getting things done through people. As an art, leadership requires imagination and skill and it can be improved and developed to a high degree by those who have special talents, provided that they will be willing to study carefully and diligently. It can therefore be learned and perfected. Secondly, leadership is the art of combining ideas, people, things, time and faith to achieve predetermined objectives. Leadership is influencing people by providing purpose, direction and motivation, while operating to accomplish the
mission and improving the organization (U.S. Army handbook, 1973 in Bennett, 1997). Leadership is a process whereby one person influences the thoughts and behaviors of others (Bennett, 1997). From the foregoing, professional competence entails personnel development which heavily depend on job satisfaction of the staff over whom the leader is. Consequently, good leadership is indispensable if an organization is to be successful. The principal is the school leader and must lead so that they influence their teachers towards the accomplishment of their set school objectives.

2.3 Leadership Styles

This refers to the manner and approach of providing direction, implementation of plans and motivating people (Lewin, 1939). It “constitutes what the leader chooses to do, when they do it and the manner in which they act.” (Campbell, Corbally and Ramsayer, 1996). The bottom line is that the behavior style of leaders (what the leaders do) rather than what they are (traits) enables leaders to effectively influence others (Kreitner and Kinicki, 1989). The styles of leadership adopted by the leader depends on beliefs, values, preferences and culture; (Lewin, 1939); whether the leader is respected by the subordinates; the extent and quality of interpersonal communication within the organization; the remuneration system adopted, the experience and capacity of the leader and the degree of homogeneity of employees within the working group. Kemp & Nathan, (1989) argued that the principal should be aware of their management styles. These
scholars observed that there are three leadership styles (U.S. Army Handbook, 1973 in Bennett 1997). These are autocratic, democratic and leisze faire styles. Of the three styles, the best is that which helps to achieve the objectives by using both human and material resources by being effective in managing people and task.

2.3.1 Autocratic Style

Autocratic style is also known as authoritative leadership. This leadership style centralizes power, authority and decision-making (Okumbe, 1998). It involves issuing detailed instructions and close supervision of subordinates’ work. Relationship between managers and their subordinates are highly formal and sanctions are imposed if subordinates underperform. Workers are not expected to exercise initiative. Leaders dictate to their employees what they want done and how they want it accomplished without getting the advice of their followers. Njoroge (2003) argues that autocratic leader commands and expects compliance, is dogmatic, positive and leads by the ability to give or withhold rewards and punishment. Mutuku (2005) observed that autocratic leaders formulate policy alone and assign duties without consultation and issue directives expecting people to follow them without question.

Autocratic style is best where the leader has all the information to solve the problem, is short of time and the employees are well motivated (Hofstede, 1977).
The style is meritorious in that there is timely completion of work, tasks requirements and interpersonal relations are clearly defined and it thus eases and hastens decision making process. The demerits of using this system is that the employees' enterprise is suppressed and their knowledge and experience are not applied to the maximum extent. Some scholars like Mutuku (2005) have argued that this system might lead to professional burntout. Such principals use the terms ‘my school.’ Principals using autocratic style have no confidence in their staff, communication is one-way and there is a high incidence of fearing the principal but no respect as characterized by systematic soldering when not under close supervision. For instance teachers might go to class just to be seen as doing their work and return when the lessons are over. The truth however is that very minimal teaching and learning has taken place. Another notable feature in autocratically-run schools is the clocking in and out system where teachers must sign the time they report to work and when they leave the school.

2.3.2 Democratic Style

Also known as participative leadership, this is a system where a leader uses one or more employees in the decision making process and it is consultative in nature. The style decentralizes power and authority (Okumbe, 1998). The leader delegates authority to others, encourages on participation and relies on subordinates' knowledge for completion of tasks (Lewin, et.al 1939). Mutuku (2005) noted that democratic system is an integrated approach to management.
Njoroge (2003) indicated that democratic leaders consult with subordinates on the proposed actions and decisions and encourage participation from them. This style is meritorious to use due to the mutual benefits it brings: it allows workers to become part of the team and allows one to make better decisions and implement them. This method is however disadvantageous to use: it might delay decision making process, the leader may lose part of the grip/control of the team when some decisions are taken by employees and it’s a potential cause of complacency. Principals who use this system tend mostly towards behavioral science theorists, who advocate for both staff and task and they are what Neil Miller as cited in Kemp and Nathan (1989) called ‘Omega managers.’ These are the managers who are strong both on management of people and tasks (Mutuku, 2005). They are team players who would often use the phrase ‘our school’ in reference to the institution. This shows a sense of ownership, responsibility and accountability at each stage. Mostly, the institutional climate and internal environment allow for interactions which breed high team spirits, cohesion and adherence to the institutional ethos (Mutuku, 2005). This system is based on the belief that where people are committed to decision which they participated in making, they will exercise self control, self-direction and will be motivated. In such schools, the principal allows the staff to participate in decision making and allows for freedom of thought, expression and actions within the framework of the mission and objectives of the school. It is also a common feature in such schools to find: students’ suggestion box, noticeboard, magazine and councils (Kibunja, 2004). It
is through such avenues that the school community members freely express their feelings concerning the school. A perfect example in Nairobi is the Starehe Boys Centre.

2.3.3 Leisze Faire Style

This is an anti-thesis of the the autocratic style besides being relationship-oriented. In this leadership style, the leader tends to avoid power and authority and depends largely on the group to establish goals and means for achieving progress and success (Okumbe, 1998). Here, the leader allows the employees to make the decisions although the leader is still responsible for the decisions made. It is used when the employees are able to analyse the situation and determine what needs to be done and how to do it that is set priorities and delegate certain tasks (Newstrom, 1993). The demerits of using this style is that it only works well when the leader fully trusts and confides in the people below them. The system may also lead to confusion, anarchy or chaos. Principals who use this system believe that there should be no rules and regulations since everybody has inborn sense of responsibility (Education Management Module 1 in Mutuku, 2005). Leaders who use this free-rein system use their power very little if at all, giving subordinates a high degree of independence in their operations (Njoroge, 2003). Further, in such schools, there is a very high degree of freedom for both students and teachers, which has often been known to breed indiscipline among these two groups.
Good leaders use a combination of the three styles depending on what forces are involved between the followers, leader and the situation. These forces influencing the styles to be used include how much time is available, whether relationships are based on respect and trust or on disrespect; who possesses the information (the leader or the employees or both); how well the employees are trained and how well the leaders know the tasks; stress level; type of tasks (structured, unstructured; simple or complicated) and laws or established procedures for instance training plans (Lewin, 1939).

2.4 Secondary School Principals and Leadership

School leadership plays a key role in improving school outcomes by influencing the motivation and capacities of teachers as well as the school climate and environment (Bush, 2005). The principal must employ inclusive kind of leadership, where they will involve other people, an approach which empowers others to translate intention into reality and sustain it (Bennis and Nanus, 1985). This school team gets a deliberate opportunity to contribute to the vision, culture and climate of the school and the principal has a duty to create the opportunities to make this happen and teachers partly determine the leadership styles of the principal (Mutula, 2006).
As a leader, the principal has the power to influence job satisfaction among the teachers under them. One way of accomplishing organizational goals is for the principal to satisfy members' needs. Teachers' expectations of their boss is to recognize them, current information, opportunity for growth and development, effective supervision and treatment as human beings (Fox and Schwatz, 1965 in Mutula, 2006). Principals should thus demonstrate friendship, mutual trust, respect and warmth in their relationship with the teachers inorder to gain their commitment and cooperation. The principal's leadership style can have an impact on teachers' job satisfaction (Ngumi, 2003). Studies have proved that effective school leadership is essential to improve the efficiency and equity of schooling.

The principal's leadership roles as a responder, manager and initiator contribute to teachers' morale either by fostering a rough atmosphere or by supporting them and collaborating with them. Research in organizational psychology demonstrates the relationship between leadership effectiveness and subordinates' work motivation and confidence. In this case, every principal is encouraged to provide dependable leadership which will boost the teachers' job satisfaction. Although good leaders use all three styles, with one of them normally dominant, bad leaders tend to stick with one style (U.S Army Handbook, 1973).
2.5 Job Satisfaction and Teachers in School

Job satisfaction refers to the degree to which an individual feels positive about various factors of the job tasks that when provided makes the employee feel they are getting what they value in the work and makes them willing to work diligently (Ingolo, 1991). Weiss (2002) has argued that job satisfaction is an attitude but points out that researchers should clearly distinguish the object of cognitive evaluation which are affect (emotion), beliefs and behaviors. This definition suggests that we form attitude towards our jobs by taking into account our feelings, beliefs and behaviors.

A research conducted by Mayo Clinic staff identifies reasons which were responsible for losing job satisfaction. These include bickering co-workers, conflicts with the supervisor, mismatch between work and pay, not having necessary resources to successfully perform the tasks given, lack of opportunities for promotion, having little or no say in decisions that affect a worker, fear of losing the job, work that is boring and overly routine and work that does not tap with one’s education (Mayo clinic, 2010). This research attempted to find the link between work approach and job satisfaction. According to the study, work can be approached in three perspectives: First as a job. Here, the focus is on the financial rewards. As such, workers will tend to seek for work that has higher financial pay. Secondly, work as a career. In this perspective, interest is on advancement or climbing the career ladder. One is motivated by the status,
prestige and power that come with the job. Lastly, work as a calling. The focus here is on the work itself. One works less for financial gain than for fulfillment the work brings.

Job satisfaction is in regard to one’s feelings or state of mind regarding the nature of the work. A recent research done in Canada and published in Moose Jaw Times Herald (2010) indicated that employees who are satisfied with their jobs are more likely to stay with their employers. 86 percent of employees indicated overall satisfaction with their current positions, 41 percent of them reporting that they were very satisfied. Twenty aspects of employees job description were considered. Among these were career development, relationship with management, compensation and benefits and work environment. Job security was selected by majority as the most important aspect of job satisfaction while benefits, compensation, pay, opportunities to use skills and abilities and feeling safe in the work environment rounded off their top five ranking job satisfaction contributors. Overall, job satisfaction is a combination of intrinsic and extrinsic job satisfaction. Intrinsic satisfaction refers to when workers consider only the kind of work they do, the tasks that make up the job while extrinsic has to do with when the workers consider the conditions of work for example pay, workers and supervisors. Ten job expectations frequently mentioned by the workers were the type of work, security, company’s good reputation, career advancement, co-workers (if competent and congenial), pay (if enough to meet needs and fairly
compares with others), supervision (competent, considerate and fair), hours (enough time with family and pursue own strong interest), benefits and working conditions (physical environment should be safe, not injurious to health, not stressful and comfortable.)

Mbugua (1998) noted that some of the factors influencing job satisfaction levels among teachers include the subject(s) taught, school type, sex, age and professional qualifications. He also found out that 32 percent of teachers were ready to quit their jobs due to low salaries; teachers were dissatisfied with low allowances and that only 33 percent wished to stay on. Karuga (2004) found that 53.7 percent of science teachers were satisfied with their jobs; 24.4 percent were slightly satisfied; 12.2 percent not satisfied and 39 percent were willing to change employers. Kimengi (1983) carried out a study on secondary school teachers’ attitudes towards teaching and their job satisfaction in Kenya. The study found that teachers were not satisfied with the supervision that they received from their principals. Tuiyot (1995) argued that it was only when job satisfaction is created by meeting teachers’ needs that teacher turnover was going to reduce. Mutie (1993) argued that the reason teachers stayed in the profession was because of supporting administrators and interpersonal relationship among other reasons. These findings clearly underline the principal’s role in boosting the teachers’ job satisfaction. In another study done by Kandinya (1995), it was discovered that older teachers who had taught more than fifteen years were more satisfied than younger teachers. Sogomo (1993) further asserted that meeting the teachers’
needs boosted their job satisfaction which resulted to favorable attitude towards their jobs. All the above past studies have not dealt with job satisfaction of secondary school teachers as affected by the principals' leadership styles specifically in Nairobi province. The study examined the result of the interaction of these two variables and thus filled the gaps left by earlier studies.

2.6 Summary of Reviewed Literature

This section has examined the concept of leadership, principals' leadership styles and teachers' levels of job satisfaction that provide the basis for this research. Three leadership styles that is autocratic, democratic and leisseez faire styles have been discussed. Studies on teacher job satisfaction have also been explored widely. Herzberg's Two-factor theory which forms the theoretical framework of the study has also been discussed. Despite the literature reviewed, it remains clear that limited studies on the relationship between secondary school principals' leadership styles and the teachers' levels of job satisfaction have been done. Most of the studies have either focused on job satisfaction and principal's leadership styles separately or leadership styles and their effect on performance of students in KCSE exams or the studies were on rural settings or totally different environment from Nairobi, which is Kenya's capital city. It is for the existence of these gaps that this study was done as an attempt to fill the said gaps.
2.7 Theoretical Framework

This study was based on Fredrick Herzberg's Two or Dual Factor Theory. The two factors in his theory referred to the hygiene and motivators or satisfiers (Bennett, 1997). The hygiene factors were dissatisfiers which should be removed by managers like the principal. This corresponds to Maslow's basic needs. It is linked to the analogy that hygiene does not improve health but only prevent illnesses. When catered for, they don't actually increase a workers' job satisfaction but their deficiency creates dissatisfaction. The motivators are those factors that create satisfaction by fulfilling individual needs for meaningful personal growth.

In the belief that the relationship between people and their work is a basic one and their attitude towards their work can very well determine their success or failure, Herzberg in DeCenzio and Robbins (2000) investigated the question “what do people want from their jobs?” Herzberg asked people to describe in detail, situations in which they felt exceptionally good or bad about their jobs. The responses were tabulated and categorised. Factors affecting job attitudes as reported in the twelve investigations showed that certain characteristics tend to be consistently related to job satisfaction and others to job dissatisfaction. Intrinsic factors such as achievement, recognition, the work itself, responsibility and advancement, seem related to job satisfaction (DeCenzio and Robbins, 2000). When those questioned on the good about their work, they tended to attribute these characteristics to themselves. On the other hand, when they were
dissatisfied, they cited external factors, such as company policy and administration, supervision, interpersonal relations and working conditions. According to Herzberg, the data suggest that the opposite of satisfaction is not dissatisfaction, as was traditionally believed. Thus, removing dissatisfying characteristics from a job does not necessarily make the job satisfying, or vice-versa. Herzberg interpreted his findings to propose existence of a dual continuum, with the opposite of “satisfaction” being “no satisfaction” and the opposite of dissatisfaction being “no dissatisfaction” (DeCenzio and Robbins, 2000).

According to Herzberg, the factors leading to job satisfaction are separate and distinct from those that lead to dissatisfaction. Therefore by acting to eliminate factors that create job dissatisfaction, one can bring about peace but not necessarily motivation. If we want to motivate employees, Herzberg suggests emphasising achievement, recognition, the work itself, responsibility, growth and advancement. These are the characteristics that people find intrinsically rewarding (Okumbe 1992). Though the two-factor theory had some weaknesses, Herzberg is credited with substantial contribution to the study of work motivation. He not only extended Maslow’s needs-hierarchy theory but was also instrumental in the “discovery” of job-enrichment, a technique widely used in job-design.

Though the two-factor theory lacks a comprehensive theory of work motivation and does not adequately describe complex motivational process of organisational
participants, it has however contributed immensely to the better understanding of
job content and job context factors and satisfaction. Weaver (1976) in DeCenzio
and Robbins (2000), notes that Herzberg’s findings appear consistent with general
surveys made of workers’ opinions about what they want from their job. Nationwide survey conducted by National Opinion Research Centre, indicated
that more than half of the white male workforce in the United States believes the
most important characteristic of a job is that it provides a sense of
accomplishment (Weaver, 1976). Meaningful work was rated “most important”
three times more than “opportunities for advancement”, and “high income,” and
seven times more than frequently than the desire for “shorter hours of work and
much free time.” In terms of preference order, these polls found no difference
between replies of the white-collar and blue-collar workers.

Herzberg’s theory is applicable to this study due to the critical role played by
principal’s leadership styles in teacher’s work. It will help establish how
principals with different leadership styles satisfy teachers. According to Okumbe
(1992), Herzberg’s theory of motivation can lead to teachers’ job satisfaction
through: changes in the nature of the job as well as through job enrichment;
management allowing teachers maximum control over mechanisms of task
performance; providing direct, clear and regular feedback on teachers’
performance in particular and organisational performance in general; providing
enabling environment for teachers to learn different procedures of the job as well as experiencing some degree of growth through promotion and further training.

2.8 Conceptual Framework:

Reinchel and Ramey (1987) defined conceptual framework as a set of broad ideas and principles taken from relevant fields of enquiry and use to structure a subsequent presentation. Below (figure 1.1) is the conceptual framework for the principals' leadership styles and teachers' job satisfaction.

Figure 1.1 Principals' Leadership Styles and Teachers' Job Satisfaction

Source: Adapted from Oldham, P.T (1996). Teacher Efficacy: A Motivational Paradigm for Effective Teacher Education.

Figure 1.1 above indicates that the principal's leadership style has influence on teachers' job satisfaction. The leadership style of the principal will determine whether they will have teachers' commitment and confidence which will in turn
boost the teachers' job satisfaction. When teachers are satisfied, they are likely to do the best in their teaching work.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This study intended to investigate the relationship between leadership styles of public secondary school principals and the job satisfaction of their teachers. The study was undertaken in selected schools in Nairobi province. This section discusses the procedure and strategies that was used in the study. It focuses on research design, target population, sample size and sampling procedures, research instruments, reliability, validity, data collection procedures and data analysis techniques.

3.2 Research Design

Descriptive survey design was used in this study. Lockesh (1984); Mugenda and Mugenda (1999) noted that descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and wherever possible to draw valid general conclusion from the facts discovered. According to Orodho (2003), descriptive survey is a method of collecting information by interviewing or administering questionnaire to a sample of individuals. It can be used when collecting information about people’s attitudes, opinions, habits or any of the variety of education or social issues (Orodho and Kombo, 2002). Kerlinger (1973) points out that descriptive study do not only find
out facts but often results in formulation of important principles of knowledge and solution to significant problems. They involve measurement, classification, analysis, comparison and interpretation of data (Kombo and Tromp, 2006). Surveys are also aimed at obtaining information, which can be analyzed, patterns extracted and comparisons made (Bell, 1993).

3.3 Target Population
Kombo and Tromp (2006) postulate that population is a group of individuals, objects or items from which samples are taken for measurement. Mugenda and Mugenda (1999) argue that target population is the entire group of individuals, events/objects having common observable characteristics. In this study the target population was 1595 (475 males and 1120 females).

Records at the Nairobi PDE’s office indicated that there were 67 public secondary schools in the province and therefore 67 principals. The teachers were drawn from schools of different categories (national and provincial) and types (day, boarding, boys, girls or mixed). From the target population a sample was drawn.

3.4 Sample Size and Sampling Procedure
A sample is a finite part of a statistical population whose properties are studied to gain information about the whole (Webster, 1985 in Kombo and Tromp (2006). It is a set of respondents selected from a larger population for the purpose of survey.
Sampling is the procedure a researcher uses to gather people, places or things to study (Kombo and Tromp, 2006). Probability proportionate to size sampling was used to get respondents. Gay (1992) proposes a minimum sample of 10 percent for a large population and 20 percent for a small one. The sample for the study was 300 teachers and 21 principals from the 28 selected public schools in Nairobi province. The 28 schools were randomly selected after which they were stratified according to different categories. This gives every member of the population equal chances of being included in the study. It enables the researcher to generalize to the larger population and make inferences (Kombo and Tromp, 2006).

Simple random sampling technique was used to select twenty eight schools which represented 41.79 percent of the target population. These were: 4 national (3 boys and 1 for girls), six provincial boarding (2 for boys and 4 for girls), 10 provincial day (6 boys and 4 girls) and 8 mixed day. Three schools, one in each category were used for pilot study.

3.5 Research Instrument

Survey questionnaires were used. They were as follows:

i) Principals' Leadership Behavior Description Questionnaire (LBDQ) [Appendix 3], which was administered to the twenty one principals in the sample.
ii) Teachers’ Job satisfaction Questionnaire [Appendix 4]. The questionnaires gathered information on principals’ leadership styles and teachers’ attitudes towards these styles with respect to their job satisfaction respectively.

3.5.1 Instrument Validity

Validity refers to how well a test measures what it is supposed to measure. (Kombo and Tromp, 2006; Mugenda and Mugenda, 1999). Piloting of the instrument was done to determine its validity which was improved through assistance of my supervisors who are experts in research (Mugenda and Mugenda, 1999). The questionnaire tools were piloted at three of the respondent schools and the feedback used to improve polish up the tools in order to reduce ambiguity and other errors, thus validating the tools. The questionnaire tools had both closed and open ended questions. The section A sought background information while section B sought principals’ and teachers’ opinion on the principals’ leadership styles and public secondary School teachers’ levels of job satisfaction in Nairobi province, Kenya

3.5.2 Instrument Reliability

This refers to the extent to which an item gives the same response every time it is used (Best and Kahn, 1993; Gay, 1992). The instrument was pretested in three schools. The pilot study enabled the researcher to ascertain the versatility and
reliability of the research instrument. Any shortcomings and ambiguities were identified at this level. With the assistance of my supervisors, corrections were appropriately made on the instruments. The split-half method was used to measure reliability of the instrument in this study. Split-half method is a method where we randomly divide all items that purport to measure the same construct into two sets (Mugenda and Mugenda, 1999). The entire instrument was administered to the sample and calculated the total score for each randomly divided half. The split-half reliability is simply a correlation between these two totals.

The Correlation coefficient value was generated using the Statistical Package for Social Scientists (SPSS). According to Gay (1992) any research instrument with a correlation coefficient between 0.7 and 1.0 is accepted as reliable enough. The researcher obtained a correlation coefficient of 0.74 which was within the range recommended by Gay and therefore the questionnaires were considered reliable.

3.6 Data Collection Procedures
The researcher obtained a permit from the Ministry of Higher Education (NCST). The researcher then made advance visit to the selected schools. He presented authorization documents and pre-tested the research instrument. A date was set for the actual data collection. The researcher administered the questionnaires personally. Efforts were made to wait for the respondents to
complete the questionnaires and take them away the same day where that was possible. In other cases the questionnaires were collected later.

3.7 Data Analysis Techniques

After all the questionnaires were returned, all responses were assembled for compilation, organization and analysis. Data cleaning was then done and Statistical Package for Social Sciences (SPSS) employed for speed and accuracy. Descriptive statistics for example frequencies and percentages were used to summarize the data. Qualitative data was coded and organized into themes and used description of behavior and context in which it occurred. Quantitative data used percentages and frequencies. Qualitative data was partly used to generate quantitative data. Both were finally integrated to form a report.
CHAPTER FOUR

DATA ANALYSIS, FINDINGS AND DISCUSSIONS

4.1 Introduction

This Chapter presents the analysis and findings of the study. It outlines the questionnaire return rate and demographic characteristics of the respondents. It represents the descriptive data for the sample population used in the study. It provides general information of the study sample population on principals' leadership styles and public secondary school teachers' level job satisfaction in Nairobi province, Kenya.

4.2 Study Population

The study targeted 20 percent of the total population of 1595 teachers, including principals from the 67 public secondary schools in Nairobi province. The sample was selected through simple stratified random sampling technique where 300 teachers and 28 principals from 28 schools were selected giving a total sample size of 328 respondents. The filled questionnaires were coded, cleaned and analyzed using Statistical Package for Social Sciences (SPSS) and presented using tables, frequencies and charts.

4.3 Questionnaire Return Rate

A total of 328 questionnaires were distributed, out of which 265 were collected, giving 80.8 percent response rate.
4.4 Demographic Distribution of Respondents

The background information on gender, age, highest educational level, teaching experience and duration in the current station were analyzed and the results presented in tables and charts.

4.4.1 Gender Representation

The study involved data collected from both the teachers and the school principals in Nairobi province. From the analysis, the findings were as shown in figure 4.1:

Figure 4.1: Gender Distribution of Secondary School Teachers in Nairobi Province

From figure 4.1, it is evident that the teaching profession in Nairobi province is dominated by the female gender at the secondary school level. Why could this be the case? Among the teachers, 31 percent were males while 69 percent were females as shown in figure 4.1, meaning that sample selection considered gender representation. The reason for this might be due to the fact that majority of the
female teachers are married and that they have their spouses working in other sectors of the economy. As such, they live in Nairobi for marital reasons.

The next section explores the age distribution of the study respondents.

### 4.4.2: Age Distribution

The age distribution of teachers and principals varied from one respondent to another. The age of teachers ranged from 25 to 55 years as shown in table 4.1.

<table>
<thead>
<tr>
<th>Age bracket</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 - 34 years</td>
<td>35</td>
<td>15</td>
</tr>
<tr>
<td>35 - 44 years</td>
<td>133</td>
<td>57.1</td>
</tr>
<tr>
<td>45 - 54 years</td>
<td>64</td>
<td>27.5</td>
</tr>
<tr>
<td>55 year and above</td>
<td>1</td>
<td>0.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>233</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From table 4.1, majority of the teachers (57.1 percent), were aged between 35 and 44 years. Only 15 percent were aged between 25 to 35 years. This means that majority of teachers in Nairobi province are both mature and quite energetic as they are at their prime age in teaching service. As such, it is also expected that this will likely translate to quality teaching. Again due to the current TSC recruitment policy, teachers are staying out after gratuation before they are employed by the TSC. As such when they finally get hired, they are already mature age-wise. Moreover, most of these new teachers are posted outside Nairobi. Due to
many opportunities that Nairobi offers, most times, schools in this province, teacher shortages is at relatively manageable levels. It is very competitive to get a chance to teach in the province.

Data was also collected on the age distribution among the principals as shown in Table 4.2.

**Table 4.2: Age Distribution of Principals**

<table>
<thead>
<tr>
<th>Age range</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>35 - 44</td>
<td>8</td>
<td>38.1</td>
</tr>
<tr>
<td>45 - 54</td>
<td>12</td>
<td>57.1</td>
</tr>
<tr>
<td>55 and above</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The study observed that all the principals were above 35 years with majority (57.1 percent having age ranging from 45 to 54 years, meaning that the principals were mature people with substantial experience that is likely to influence their leadership styles. The study noted that 84 percent of the teachers were married while 16 percent were single. This means that majority of the Nairobi teachers are mature professionals who have considerably settled in their lives socially. It is probable that these teachers live with their families and are therefore unlikely to seek transfers and this is a pointer to a school’s stability. This finding concurs with Kagotho (2007). This also means that at this age, the principals were likely to be committed to work since they knew that for the next six or so years they
would remain in the teaching profession. Again none would wish to taint their careers at the sunset of their service, lest they lose their benefits. Most of these principals are likely to use a blend of the three leadership styles.

4.4.3 Education level

Principals who are highly educated are likely to adopt leadership styles that foster teachers’ job satisfaction. When asked to list their educational levels, majority of the principals (60 percent) had Bachelor of Education degree, 30 percent had Masters of Education and the remaining were graduates with degrees but outside education profession (B.A, BSc, MSc, M.A or MBA) as shown in table 4.3 below.

Table 4.3: Highest Education Qualification of Principals

<table>
<thead>
<tr>
<th>Educational level</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A/BSc.</td>
<td>2</td>
<td>9.6</td>
</tr>
<tr>
<td>Bachelor of Education</td>
<td>12</td>
<td>57.1</td>
</tr>
<tr>
<td>Master of Education</td>
<td>6</td>
<td>28.6</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

As shown in Table 4.3 majority of the principals (66.7%) were degree holders and encouragingly a further 28.6 percent had post graduate education. Data on educational qualification of the respective teachers was also analysed and the results tabulated as shown in Table 4.4
Table 4.4: Highest Education Qualification of Teachers.

Table 4.4 below shows the highest education qualification of teachers.

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma in Education</td>
<td>27</td>
<td>11.25%</td>
</tr>
<tr>
<td>BA, BSc, MBA or MA</td>
<td>38</td>
<td>15.00%</td>
</tr>
<tr>
<td>Bachelor of Education</td>
<td>140</td>
<td>58.33%</td>
</tr>
<tr>
<td>Master of Education</td>
<td>30</td>
<td>12.50%</td>
</tr>
<tr>
<td>No Response</td>
<td>5</td>
<td>2.08%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>240</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

As shown in Table 4.4, a higher proportion of the teachers (58.33%) held Bachelor of Education degree. A further 12.5 percent had pursued further studies at Masters level. The diploma holders formed the minority at 11.25 percent of all the teachers. This implied that the teachers in the province were all qualified to handle the tasks assigned as secondary school teachers.

4.4.4 School Types

The school categories of the respondents ranged from single gender, day, boarding to mixed schools as shown in table 4.5 below.
Table 4.5: School Types in Nairobi Province.

<table>
<thead>
<tr>
<th>category</th>
<th>Boarding</th>
<th>Day</th>
<th>Day and Boarding</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys school</td>
<td>9.1%</td>
<td>22.7%</td>
<td>4.6%</td>
<td>36.4%</td>
</tr>
<tr>
<td>Girls school</td>
<td>22.7%</td>
<td>13.6%</td>
<td>0.0%</td>
<td>36.4%</td>
</tr>
<tr>
<td>Mixed</td>
<td>4.5%</td>
<td>18.2%</td>
<td>4.6%</td>
<td>27.2%</td>
</tr>
<tr>
<td>Total</td>
<td>36.3%</td>
<td>54.5%</td>
<td>9.2%</td>
<td>100%</td>
</tr>
</tbody>
</table>

The boys' schools and girls' schools were equally distributed in the province. However it was observed that there were more girls' boarding schools (22.7%) as opposed to boys' boarding schools (9.1%). It was also observed that day schools were popular in the province as they accounted for 54.5 percent compared to boarding schools which accounted for 36.3 percent. The study observed that the province was influenced by a major urban centre (Nairobi city) suggesting that parents in the province prefer their children to commute home daily due to proximity of homes from schools, security reasons and the frequent cases of night riots and arson in boarding schools as has happened in the past in St.Kizito secondary in Meru and Kyanguli secondary in Machakos. Moreover, for the low income earners, day schools are cheaper since the parents only pay for their children's lunch and may be transport (which are optional) since the government is currently (from the year 2008) paying the tuition fees for all students in public schools under the policy of FSE. It was also observed that single gender schools
(72.8 %) were more dominant than mixed schools (27.2%). Mixed day and boarding schools had the least representation. This is likely because most principals prefer a purely single sex schools and purely day or boarding schools. A mixture of these types has been known to promote indiscipline especially in the trafficking and smuggling of drugs into the school by the day scholars.

4.4.5 Experience as a Principal

Data was also collected on the duration that principals had served as institutional heads. The results were tabulated as shown in Table 4.6.

Table 4.6: Experience as a Principal

<table>
<thead>
<tr>
<th>Duration in years</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>11</td>
<td>55.0</td>
</tr>
<tr>
<td>5-10</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>11-15</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>16-20</td>
<td>5</td>
<td>25.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

A higher proportion of the principals (55 percent) had served as institutional heads for less than five years. Seniority was observed to be directly related to age among other variables implying that the position holders were advanced in age and were almost getting retired by the time they got the promotion. With effect from 2009, the government policy on retirement of civil servants (including teachers) was adjusted from 55 to 60 years of age. Interestingly 25 percent of the
principals fell under this category having served for 16 to 20 years as principals as shown in Table 4.6.

4.5 Leadership Styles used by Principals in Secondary Schools

The leadership style of the principal and effective leadership is related to teachers' morale and performance. The principals were asked to rate the extent to which they applied various attributes that describe a leadership style. The responses were matched with respective leadership styles and tabulated using frequencies as shown in table 4.7.

Table 4.7: Principals' Leadership Styles

<table>
<thead>
<tr>
<th>Principals' Leadership styles</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No response</td>
<td>14</td>
<td>2.2</td>
</tr>
<tr>
<td>Autocratic</td>
<td>230</td>
<td>36.5</td>
</tr>
<tr>
<td>Democratic</td>
<td>251</td>
<td>39.9</td>
</tr>
<tr>
<td>Lessez faire</td>
<td>135</td>
<td>21.4</td>
</tr>
</tbody>
</table>

From the findings, 97.8 percent of the principals responded to this question while 2.2 percent failed to provide attributes that describe their leadership styles and hence, were considered non responsive. The ability of the principals to satisfy their teachers influences the commitment of the teachers towards their job and consequently the academic excellence of students, thus leading to the success of
the school. From the findings, principals in Nairobi schools applied various leadership styles based on the context of their respective schools. As shown in figure 4.2, majority (40 percent) applied democratic style of leadership, meaning that they delegated authority to teachers and encouraged them to participate in decision making. It also means that the principals rely on teachers to complete assigned tasks. Conversely 39 percent were autocratic that is, they observed close supervision of their teachers; while 21 percent applied lesses faire where the principals allowed teachers to set priorities, delegated certain tasks and allowed them to make some decisions. This could be due to the fact that principals realize that they need to actively involve the teachers in the running of the school. They (principals) know very well that if they are autocratic, the teachers can sabotage them; a incident that is a sure recipe for organizational failure.

**Figure 4.2 Principals’ Leadership Styles**
As shown in Figure 4.2 it was evident that no single leadership style was synonymous to a particular secondary school category. The principals in secondary schools must employ inclusive or a blend of different kinds of leadership styles, where they will involve their teachers and other employees. This approach empowers teachers, thereby translating their intentions into reality. This can be achieved through demonstration of friendship, mutual trust, respect and warmth in order to gain their commitment and cooperation to work, thus leading to job satisfaction. A satisfied teacher is likely to work hard to achieve the school’s goals and performance standards.

4.4 Strategies used by Secondary School Principals to enhance Teachers’ Job Satisfaction

To determine the strategies used by the principals to satisfy their teachers, the principals were asked to give the strategies they used in their respective schools on the questionnaire provided. From the analysis, principals used various strategies to enhance teacher’s job satisfaction: Firstly 23.8 percent of the principals indicated that they motivated and recognized their teachers whenever they performed exemplarily. Secondly, 14.3 percent of the principals influenced satisfaction through team building opportunities like leisure trips and allowing teachers to exchange educational matters (benchmarking with other teachers and institutions).
Thirdly, 4.8 percent of the principals handled conflicts' professionally until they came up with amicable solutions. The principals also give teachers freedom to participate in preparing the teaching timetable such that teacher's interest and convenience is taken into consideration. Also, by involving teachers in decision making and recommending them for promotion. Lastly, emphasizing on work achievement, giving challenging assignments, sharing responsibility and creating opportunities for growth and professional advancement was also key in creation of job satisfaction among teachers. From the analysis, the principals should note that the method used to satisfy teachers depend on a number of factors including age, marital status, type of subject they teach and responsibility given; hence the strategy should be applied on case per case basis.

4.5 Levels of Job Satisfaction among Teachers

To investigate the levels of job satisfaction among teachers in Nairobi province, the teachers were asked to state if they were satisfied with their job. The findings were presented in table 4.8.
Table 4.8: Teachers' Job Satisfaction

<table>
<thead>
<tr>
<th>Satisfaction</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>137</td>
<td>56.1</td>
</tr>
<tr>
<td>No</td>
<td>96</td>
<td>39.3</td>
</tr>
<tr>
<td>No response</td>
<td>11</td>
<td>4.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>244</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From table 4.8, the 56.1 percent of the teachers who were satisfied attributed their satisfaction to the kind of subjects they taught, interaction with pupils who have young brains (it makes them feel and remain young), the freedom to discharge their responsibilities, recognition, financial reward, job security and good work environment. Those teachers who were dissatisfied with their jobs attributed this to poor remuneration, unfair appraisal system, rare promotions (stagnation), inadequate teaching materials, poor performance of their respective schools, boredom (teaching same concepts and content every year), and lack of recognition by their principals.

The principals were asked if their teachers were satisfied, and the responses were tabulated as shown in Table 4.9.
Table 4.9: Principal's Views on Teachers' Job Satisfaction

<table>
<thead>
<tr>
<th>Satisfaction of teachers</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>13</td>
<td>61.9</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>19.0</td>
</tr>
<tr>
<td>No response</td>
<td>4</td>
<td>19.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The principals' opinion tended to differ slightly from the teachers' responses. However, 19 percent of the principals were in agreement that their teachers were dissatisfied; while 61.9 percent indicated that their teachers were satisfied. The remaining 19 percent did not respond.

4.6 Influence of Principals' Attributes on Teachers Job Satisfaction Strategies.

To establish whether the job satisfaction strategies employed by public secondary schools' principals were influenced by factors like school category, principal's gender, school type, principal's age and principal's training, significance test analysis was conducted where leadership styles (dependent variable) were analysed against school category, principal's gender, school type, principal's age, and principal's training (independent variable). The results were tabulated as shown in table 4.10.
Table 4.10: Influence of Principals Attributes on Teacher- Job Satisfaction Strategies

<table>
<thead>
<tr>
<th>Test Statistics</th>
<th>Chi-Square</th>
<th>Df</th>
<th>Asymp. Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your gender?</td>
<td>5.76</td>
<td>1</td>
<td>0.0164</td>
</tr>
<tr>
<td>How old are you?</td>
<td>8.86</td>
<td>2</td>
<td>0.0119</td>
</tr>
<tr>
<td>What is the type of your school?</td>
<td>0.29</td>
<td>2</td>
<td>0.8669</td>
</tr>
<tr>
<td>What is the category of your school?</td>
<td>1.47</td>
<td>1</td>
<td>0.2253</td>
</tr>
<tr>
<td>How frequently attend trainings?</td>
<td>11.50</td>
<td>4</td>
<td>0.0215</td>
</tr>
</tbody>
</table>

As shown on table 4.10, the asymp. Sig. values for gender (0.0164), age (0.0119), and training (0.0215) significant at p<0.05. The findings indicate that principal’s gender, age and training had a significant influence on the type of teacher job satisfaction strategy applied by principals. However, school type (0.8669) and school category (0.2253) gave significant statistic of p>0.05 meaning that their influence was not significant, confirming the finding of Mbugua (1998) that sex and age of the teacher significantly affected job satisfaction.

4.7 Challenges faced by the Principals in their Efforts to satisfy Teachers

Meeting the teachers’ needs boosts their job satisfaction resulting to favorable attitude towards their jobs. To establish the challenges faced by the principals in
their efforts to satisfy teachers, the principals were asked to state issues that posed challenges in this area and the findings were tabulated as shown in table 4.11.

Table 4.11: Factors that pose Challenges to Principals in satisfying Teachers

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectation of promotion</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Employer’s financial policy and lack of funds</td>
<td>12</td>
<td>57.2</td>
</tr>
<tr>
<td>Government policies</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>Insecurity and fear</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Teachers personal commitment that sometimes</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>interferes with the work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rebellion from teachers on petty issues</td>
<td>2</td>
<td>9.6</td>
</tr>
<tr>
<td>Lack of appreciation of the Principal’s</td>
<td>2</td>
<td>9.6</td>
</tr>
<tr>
<td>motivational rewards</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Principals do not have the power to promote teachers. They can only recommend the teachers for promotion. Indeed, in some cases, some teachers are on the same job groups with their principals. It therefore becomes difficult since no matter how much the principal is pleased and desires to promote their teachers, the decision is made by TSC, the teachers’ employer.
With the funding for public schools coming largely from the government, the parents are required to pay only so little. Further, the principals must observe very stringent financial management and accounting procedures for the funds so given by the government under FSE.

Unfortunately, these funds have no provision for a vote-head set aside for teachers’ motivation. Moreover, it has been declared both illegal and criminal for the principal to charge any extra fees outside the amounts stipulated in the government fees guidelines. In such circumstances, the only option is to seek permission from the DEB which currently can only allow a charge of a maximum of Ksh.2,000 per year for a project already discussed and approved by the respective PTAs and BOGs. This technically means that the school does not have funds to use for motivation of teachers. The situation is complicated by the fact that the government has also clearly stated in the Public Officers’ Ethics Bill that a public officer should declare any gift that they receive in excess of Ksh.5000. This situation is however a little bearable in the big boarding schools which have income generating projects like dairy, pig or poultry farming. Almost all the new amalll schools do not have these projects.

In some cases, some teachers are either in business or pursuing private part-time studies and sometimes moonlighting in universities and colleges. This is likely ro
eat into the regular class teaching time and inhibits principal’s efforts of motivating the teachers since most of the time they will be clashing due to cross purposes in which the teacher and the principal operate. Due to the challenges surrounding the principals’ access to extra funds, it is clear that even the best of them doing their utmost, will still be far below the expectation of teachers and hence the teachers are left blaming the principals and thus leading to conflicts.

In summary, from the study it was evident that principals in secondary schools can enhance the job satisfaction of their teachers by applying a number of leadership strategies including job enrichment, where principals allow teachers to have substantial control of their task performance. In addition, the principals should provide direct, clear and regular instructions and feedback to teachers on performance in particular and the organisational performance thereby creating enabling environment for teachers to learn different procedures of the job as well as experiencing some degree of growth through promotion and further training.

4.8 Summary of the Study Objectives

This chapter has examined data analysis, findings and discussions. From the findings, it has been established that principals’ leadership styles affect teachers’ levels of job satisfaction. Specifically, the principals’ gender, age and training were proved to have a direct impact on teachers’ levels of job satisfaction.
CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter explains the summary, conclusions and recommendations of the study. The study focused on principals’ leadership styles and public secondary school teachers’ levels of job satisfaction in Nairobi province, Kenya.

5.1 Summary of the Findings

It is evidently clear that most of the past studies have either addressed one of the variables that is leadership styles or job satisfaction or the studies have been done in rural settings. As such, it was important to study how leadership styles of the principals of public secondary schools influenced the teachers’ levels of job satisfaction in an urban environment like Nairobi which is metropolitan in nature besides being Kenya’s capital city. This is what this study sought to establish and hence fill the gaps left by the previous studies.

The study targeted 20 percent of the total population of 1595 teachers including principals from the 67 public secondary schools in Nairobi province. Descriptive survey design was used. The study sample was selected through stratified random sampling technique where 300 teachers and 28 principals from 28 schools were selected, giving a total sample size of 328 respondents. A total of 328 questionnaires were distributed, out of which 265 were collected giving 80.8
percent response rate. The filled questionnaires were coded, cleaned and analyzed using Statistical Package for Social Sciences (SPSS) and presented using tables, frequencies and charts. The findings were presented using tables, charts and descriptive statistics.

The study was organized in five chapters. Chapter one was the introduction; where the background of the study, statement of the problem, purpose of the study, objectives of the study and research questions among other issues were handled. Chapter two was on Literature Review. Under this, a summary of relevant literature to explain the research objectives was analysed. The review first gives an overview of leadership followed by leadership styles; public secondary school principals and leadership; teachers’ job satisfaction in the school and finally theoretical and conceptual frameworks. The review focused on the leadership styles of public secondary schools and their influence on teachers’ job satisfaction.

Chapter three was on Research Methodology. The study investigated the relationship between leadership styles of public secondary school principals and the job satisfaction of their teachers. The procedure and strategies that were used in the study were discussed. It focused on research design, target population, sample size and sampling procedures, research instruments, reliability, validity, data collection procedures and data analysis techniques.
Chapter four presented the analysis and findings of the study. It outlined the questionnaire return rate and demographic characteristics of the respondents. It represented the descriptive data for the sample used in the study. It provided general information of the study sample on principals’ leadership styles and public secondary school teachers’ level job satisfaction in Nairobi province, Kenya; while chapter five presents the summary, conclusions, recommendations of the study.

The following were the findings of the study: From the analysis, among the principals’ respondents, 76.2 percent were females while males constituted 23.8 percent. Among the teachers, 31 percent were males while 69 percent were females. It was evident that the teaching profession in Nairobi province is dominated by the female gender at the secondary school level. Majority of the teachers (57.1 %) were aged between 35 and 44 years. Only 15 percent were aged between 25 to 35 years. Majority of the principals (60 %) had BEd degrees, 30 percent had MEd and the remaining were graduates with degrees but outside education profession (BSc, BA, before they attained PGDE).

Among the teacher respondents (58.7 %) had attained BEd degree while the remaining had either Masters degrees or Diplomas. Majority of the secondary schools (55 %) in the province were day schools as opposed to boarding schools (36 %). This may be due to the fact that in the province, parents preferred their children to commute home on a daily basis. It was also observed that single
gender schools (73 %) were more dominant than mixed schools (27 %). Mixed
day and boarding schools had the least representation. Majority of principals
(55 %) had served in their current school between one to five years as shown in
table 4.6; which is in line with recent TSC policy where most of the principals
who had served in one station for more than five years were transferred.

The first objective of this study was to identify the leadership styles used by
principals in public secondary schools in Nairobi province. From the findings,
97.8 percent of the principals indicated responses that described their leadership
styles while 2.2 percent did not respond. The ability of the principals to satisfy
their teachers was found to influence the satisfaction of the teachers towards their
job and the academic excellence of students; thus leading to the success of the
school. From the findings, principals in Nairobi schools applied various
leadership styles based on the context of their respective schools. Among those
contacted, 40 percent applied democratic styles leadership. Conversely 39 percent
were autocratic; while 21 percent applied lessez faire style.

The second objective was to establish whether the strategies used by principals
have influence on the teachers’ levels of job satisfaction. From the analysis,
principals in secondary schools used various strategies to enhance teacher’s job
satisfaction. Firstly 23.8 percent of the principals indicated that they motivated
and recognized their teachers whenever they performed exemplarily. Secondly,
14.3 percent of the principals boosted satisfaction through team building ventures
like leisure trips and allowing teachers to exchange educational matters and benchmarking with teachers from other schools. This is evidenced by the big number of teachers who indicated that they were satisfied in their jobs (56.1 percent), compared with those that indicated that they were dissatisfied with their jobs (39.3 percent).

Thirdly, 4.8 percent of the principals handled teachers’ conflicts professionally until they came up with amicable solutions and they also gave teachers freedom to participate in preparing the school timetable such that teachers’ interests and convenience were taken into consideration; by involving teachers in decision making and recommending them for promotion and finally by emphasizing on work achievement, giving challenging assignment, sharing responsibility and creating opportunities for growth and professional advancement. From the analysis, it was noted that the method used by principals to satisfy teachers depend on a number of factors including age, marital status, type of subject they taught and responsibility given; hence the strategy should be applied on case per case basis. These findings are in agreement with what Kiget (2002) observed. In the study, Kiget further observed that the graduate teachers behaved more democratically in solving disciplinary problems than those with MEd. The scholar also argued that male principals were more democratic than their female counterparts.
The third objective was to investigate the levels of job satisfaction among teachers in Nairobi province. The study established that 56.1 percent of the teachers indicated that they were satisfied with their jobs while 39.3 percent were not. Satisfied teachers attributed their satisfaction to the kind of subjects they teach, interaction with pupils' young brains and the freedom to discharge their responsibilities; recognition; financial rewards; job security and good work environment. Those teachers who were dissatisfied with their jobs attributed this to poor remuneration, unfair appraisal system, rare promotions (stagnation), inadequate teaching materials, poor performance of their respective schools, boredom (teaching same concept every year), and lack of recognition by their principals.

The fourth objective was to establish whether the job satisfaction strategies employed by public secondary schools' principals were influenced by school category, principal's gender, school type, principal's age and the principal's training by KESI. The study gave Significance values for gender (0.0164), age (0.0119), and training (0.0215) which had a significant p<0.05. The findings indicated that principal's gender, age and training had a significant influence on the type of teacher job satisfaction strategy applied by principals. However, school type (0.8669) and school category (0.2253) gave significant statistic of p>0.05 meaning that their influence was not significant, confirming the finding of Mbugua (1998) that sex and age of the teacher significantly affected job satisfaction.
The last objective was to establish the challenges faced by the principals in their efforts to satisfy teachers. The study established that principals faced the challenge in staff promotion, lack of funds and employer's financial policy (hence they could not effect some initiatives), strict government policies, insecurity, fear, teachers' personal/private commitment that sometimes interfered with the work, rebellion from teachers on petty issues and lack of teachers' appreciation of the principal's motivational rewards and efforts. From the foregoing, the study clearly indicates that principals' leadership styles do have a cenimental influence on teachers' levels of job satisfaction.

5.2 Conclusion

In conclusion, the study established that principals applied various leadership styles. No single style was found to be exclusively ideal for any school in particular. However, despite this, teachers are satisfied and this calls for strategies that can enhance their job performance. The principals in return apply various strategies to influence their job satisfaction by recognising the work done and providing a conducive environment that make their work performance enjoyable. The study also established that gender, age and training workshops on management affect the strategy adopted by principals to enhance job satisfaction. In their desire to enhance teachers job satisfaction, factors such as lack of funds, lack of powers to effect teacher promotion (as they can only recommend), rebellious teachers who don't appreciate the initiatives of the principals to
motivate them and teachers' personal commitments are beyond their control hence, some strategies turn out to be ineffective. In general, the most applied style of leadership was the democratic one; while the least applied was leisze faire. Past studies by Kagotho (2007) concur with this finding.

From the study, it was evident that principals in secondary schools can enhance the job satisfaction of their teachers by applying a number of leadership strategies including job enrichment. In addition, principals should provide direct, clear and regular feedback to teachers on performance in particular and the organisational performance in general, thereby creating enabling environment for teachers to learn different procedures of the job as well as experiencing some degree of growth through promotion and further training.

5.3 Recommendations

The study recommends that in order to ensure teachers' job satisfaction, the principals should apply various leadership styles that suit the age, gender and individual differences of the teachers. Secondly, principals should undertake staff perception and satisfaction survey in order to have same view of the satisfaction of the teachers as the views were not the same. Thirdly, the strategies used by principals to satisfy teachers should be participatory. At the bottom of the pyramid, they should include strategies that satisfy teachers' needs and the work environment. Also, the TSC should introduce very clear and fair promotion policies and well defined scheme of service for teachers so as to avoid stagnation
in one grade for many years. This should include professional examinations for teachers as an integral criterion and determinant of their promotions as opposed to the current use of the students' performance (results) in national exams (KCSE) since the entry behaviors of the learners are different and so it is unfair to measure teachers' excellence exclusively on this criterion or on other factors external to the teachers as individuals.

Again, the study recommends that the school administrations and the TSC should provide opportunities or incentives that can enable principals to overcome the challenges listed above that prevent them from enhancing teachers' job satisfaction. For instance, they can be given a vote for staff recognition and awards. The government should also make concerted and deliberate efforts of investing in recently established schools which are hard pressed on physical facilities, providing human and material resources and equipping them adequately so that they can compete with the older and well established schools at somewhat equal terms. The government should consider employing enough teachers to match the ever rising student enrolments so as to achieve the internationally accepted teacher-learner ratios for effective teaching and learning process. This will ensure that the available teachers are not overworked, a factor which creates job dissatisfaction among them. Lastly, the government and the TSC should continually improve teachers' terms of service (salaries and allowances). This is likely to check the high turn over of teachers from public schools and ultimately sustain high retention levels and job satisfaction among teachers.
5.4 Recommendations for Further Research

In light of the findings of this study, it is recommended that an investigation be carried out to:

i. Establish the effectiveness of the strategies used by principals in Nairobi province to enhance teachers' job satisfaction.

ii. Determine situational factors that hinder teachers' job satisfaction in secondary schools.

iii. Establish the influence of motivation of school principals in their commitment in enhancing teachers' job satisfaction.
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APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION

University of Nairobi
Department of Educational Administration and Planning
P.O Box 92
KIKUYU.

The Principal/ Teacher,
____________________ School

Dear Sir/ Madam,

RE: PRINCIPALS’ LEADERSHIP STYLES AND PUBLIC SECONDARY TEACHERS’ LEVELS OF JOB SATISFACTION IN NAIROBI PROVINCE

I am a post-graduate student pursuing a Master of Education degree in educational administration at the University of Nairobi. I am conducting a research on the above stated topic.

This is to kindly request your participation in the research by completing the questionnaire for me. The information obtained will be used for the purpose of this research and will be treated with utmost confidentiality.

Thank you in advance for your cooperation and assistance.

Yours sincerely,

Shadrack Kyalo Kasinga
Dear Sir,

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Principals’ Leadership Styles and Public Secondary School Teachers’ Levels of Job Satisfaction in Nairobi Province, Kenya” I am pleased to inform you that you have been authorized to undertake research in Nairobi Province for a period ending 31st July 2010.

You are advised to report to the Provincial Commissioner and the Provincial Director of Education before embarking on the research project.

On completion of the research, you are expected to submit two copies of the research report/thesis to our office.

P. N. NYAKUNDI
FOR: SECRETARY

2nd June, 2010
APPENDIX 3: PRINCIPALS’ QUESTIONNAIRE

LEADERSHIP BEHAVIOR DESCRIPTION QUESTIONNAIRE

i. This questionnaire is divided into three sections. A, B and C. Please complete each section according to the instructions.

ii. Do not write your name or your school’s name to ensure complete confidentiality. Please respond to all the questions. (Tick where applicable).

Section A: Demographic Variables

1. What is your gender? Male[ ] Female[ ]

2. How old are you? a) 25-34 years[ ] b) 35-44 years[ ] c) 45-54 years[ ] d) above 55 years[ ]

3. What is your highest academic qualification? a) Dip. in Educ[ ] b) B/A /BSc[ ] c) BED[ ] d) M.Ed[ ] e) Others (specify) ___________

4. What is your marital status? Married[ ] Single[ ]

5. For how long have you been in the teaching profession? _______ years.

6. For how long have you been a principal? _______ years

7. How long have you been a principal in your current station? _______ years

8. What is the type of your school? a) Boys only [ ] b) Girls only[ ] c) Mixed[ ]

9. What category is your school?
   a) National[ ] b) Provincial[ ]
      i) Boarding[ ]
      ii) Day[ ]
iii) Day and boarding[  ]

10. Have you ever attended any seminar on educational management and education?
   a) Yes[  ] No[  ]

b) If yes, would you please specify?

<table>
<thead>
<tr>
<th>Duration</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Seminar</td>
<td></td>
</tr>
<tr>
<td>ii) Workshop/ Conference</td>
<td></td>
</tr>
<tr>
<td>iii) In-service</td>
<td></td>
</tr>
</tbody>
</table>

Profile of own behavior. Please indicate to what extent you feel the following statements correspond with your leadership behavior. Please tick the appropriate response.

KEY: 1- Never  2- Very little  3-Sometimes  4 – Often  5- Always

<table>
<thead>
<tr>
<th>Do you</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Let the group members know what is expected of them?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Allow members complete freedom in their work?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Is friendly and approachable?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>4. Encourage the use of uniform procedures?</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Speak as a representative of the group?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Try your ideas in the group?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Encourage initiative in the group members?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>8. Keep the group in good standing with higher authority?</td>
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<td>9. Permit the members to use their own judgments?</td>
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<td>10. Let other persons take away your leadership in the group?</td>
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<td>11. Act as the spokesperson of the group?</td>
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<td>12. Wait patiently for the results of a decision?</td>
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<td>13. Let the members do their work the way they think best?</td>
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<td>14. Decide what shall be done and how it shall be done?</td>
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<td>15. Assign a task, then let the members handle it?</td>
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<td>16. Give advance notice of changes?</td>
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<td>17. Push for increased production?</td>
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<td>18. Turn the members loose on a job?</td>
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<td>19. Speak from an inner conviction?</td>
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<td>20. Let some group members have authority that you should keep?</td>
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<td>21. Schedule the work to be done?</td>
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<td>22. Willing to make changes</td>
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<td>23. Allow the group a high degree of initiative?</td>
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<td>24. Help members settle their differences?</td>
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<td>25. Are you reluctant to allow members any freedom of action?</td>
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<td>26. Are you reluctant to explain your actions?</td>
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<td>27. Urge the group to beat its past target?</td>
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<td>28. Allow the group to set its own pace?</td>
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<td>29. Act without consulting the group?</td>
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<td>30. Support teachers' welfare?</td>
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PART C

1. Would you please indicate **one** way that you use to satisfy your teachers?

2. Would you please state **one** factor outside you that pose challenges to you as you seek to satisfy teachers?

3. Will you generally consider your teachers as satisfied with their jobs? Yes [  ] No [  ]

Thank you very much for your cooperation and assistance.
APPENDIX 4: TEACHERS’ QUESTIONNAIRE

i. This questionnaire is divided into three sections: A, B and C. Please complete each section according to the instructions.

ii. Do not write your name or your school’s name to ensure complete confidentiality. Please respond to all the questions. Tick where applicable. (Tick where applicable).

Section A: Demographic Variables

1. What is your gender? Male[ ] Female[ ]

2. How old are you? a) 25-34 years[ ] b)35-44 years[ ] c)45-54 years[ ] d) over 55 years[ ]

3. What is your highest academic qualification? i) Dip. in Education[ ] ii) BA/BSC[ ] iii) BEd[ ] iv) M.Ed[ ] v) Others ________________

4. What is your marital status? Married[ ] Single[ ]

5. For how long have you been in the teaching profession? _______ years.

6. How long have you taught in your current station? _______ Years

7.a) Have you taught in other institutions in the past? Yes[ ] No[ ]

b) If yes, how many? (i) 1[ ] (ii) 2[ ] (iii) 3[ ] (iv) 4[ ] (v) More than 4[ ]
PART B

Please tick to show the most appropriate response on the following that would happen if you did your work very well as a teacher.

KEY. 1 -Most Likely  2-Likely  3 -May Be  4-Unlikely  5-Very Unlikely

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<th>Will you:</th>
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<tr>
<td>1. be secure in your job?</td>
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<td>2. Receive clear definition of what is expected of you?</td>
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<td>3. Be recommended for promotion?</td>
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<td>4. You and your colleagues are involved in the school decision-making?</td>
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<td>5. Teaching materials will be availed on time to you?</td>
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<td>6. Will your teaching capabilities be appraised?</td>
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<td>7. Will you be rewarded when you perform your tasks very well?</td>
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**PART C**

Please tick appropriately the option which best corresponds to your principal.

How often does your principal do the following in your school?

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<th>V.large</th>
<th>Large</th>
<th>To some extent</th>
<th>A little</th>
<th>Never</th>
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<tbody>
<tr>
<td>1. Gives feedback promptly</td>
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<td>2. Bases praise and/or criticism on opinion rather than fact</td>
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<td>3. Supports your decisions on your work</td>
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<td>4. I am sure of what is expected of me</td>
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<td>5. Treats all teachers equally</td>
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<td>6. Supervises you sufficiently</td>
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<td>7. Passes the buck whenever a mistake occurs.</td>
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<td>8. Is sensitive to individual needs of members</td>
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</table>
9. a) Do you experience job satisfaction as a teacher? Yes [ ] No [ ]

   b) Would you please give one reason for your answer?

10. Would you please state two (2) ways which your principal uses to satisfy teachers in your school?

   

11. Would you please state two (2) things that you wish your principal did to satisfy you?

   

Thank you very much for your cooperation and assistance.
### APPENDIX 5: LIST OF PUBLIC SECONDARY SCHOOLS IN NAIROBI PROVINCE AS AT JANUARY 2010

| 1. | Aquinas High School                  | 35. | Murang’a Road Secondary             |
| 2. | Baba Dogo Secondary                  | 36. | Mutuini Secondary                   |
| 4. | Dagoretti High                       | 38. | Nairobi School                      |
| 7. | Dr. Mwenje Secondary                 | 41. | Ngara Girls Secondary               |
| 8. | Drumvale Secondary                   | 42. | Nile Road Secondary                 |
| 9. | Eastleigh High                       | 43. | Ofafa Jericho Sec                   |
| 10. | Embakasi Girls Secondary             | 44. | Olympic Secondary                   |
| 13. | Hospital Hill Secondary              |     | Shaurimoyo                          |
| 18. | Kamiti Secondary                     | 51. | Peter Kibukosya                     |
| 19. | Kamukunji Secondary                  | 52. | Precious Blood Sec                  |
| 20. | Karen ‘C’ Secondary                  | 53. | Pumwani Boys Secondary              |
| 24. | Kayole South (Bondeni Primary)       | 57. | Ruthimitu Girls                     |
|     |                                     | 58. | Ruthimitu Mixed                     |
| 26. | Lang’ata Barracks                    | 60. | St. Teresa’s Boys Secondary         |
| 27. | Lang’ata High                        | 61. | St. Teresa’s Girls Secondary        |
| 29. | Lenana School                        | 63. | Starehe Girls                       |
| 30. | Maina Wanjigi Secondary              | 64. | State House Girls                   |
| 31. | Makongeni Secondary                  | 65. | Uhuru Secondary                     |
| 32. | Moi Forces Academy                   | 66. | Upper Hill School                   |
| 33. | Moi Nairobi Girls                    | 67. | Ushirika Secondary                  |
| 34. | Muhuri Muchiri Secondary             |     |                                     |