INFLUENCE OF PRINCIPALS’ LEADERSHIP STYLES ON SECONDARY SCHOOL TEACHERS’ JOB SATISFACTION IN KANGUNDO DISTRICT, KENYA

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A Research Project Submitted in Partial Fulfilment of the Requirement for the Award of the degree of Master of Education in Educational Administration.

University of Nairobi

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DECLARATION

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

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This research project has been submitted for examination with our approval as University supervisors.

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DEDICATION

This research project is dedicated to my husband Thomas Masila and my dear
daughter Agnes Mueni.
ACKNOWLEDGEMENT

As I end my research project, I give all glory to God for the far he has brought me. He provided me with the opportunity to study, finances, understanding mind and good health to undergo the course.

I would also like to acknowledge a number of individuals and institutions for the role they played in helping me accomplish my goal. My appreciation goes to my supervisors Jeremiah M. Kalai and Dr. Ursulla A. Okoth who guided me with patience and dedication throughout the project work. It is through their guidance that this work has come to fruition.

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<table>
<thead>
<tr>
<th>CONTENT</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declaration</td>
<td>ii</td>
</tr>
<tr>
<td>Dedication</td>
<td>iii</td>
</tr>
<tr>
<td>Acknowledgement</td>
<td>iv</td>
</tr>
<tr>
<td>Table of contents</td>
<td>v</td>
</tr>
<tr>
<td>List of tables</td>
<td>vi</td>
</tr>
<tr>
<td>List of figures</td>
<td>viii</td>
</tr>
<tr>
<td>Abbreviations and acronyms</td>
<td>ix</td>
</tr>
<tr>
<td>Abstract</td>
<td>x</td>
</tr>
</tbody>
</table>

**CHAPTER ONE**

**INTRODUCTION**

1.1. Background of the study.................................1
1.2. Statement of the problem...............................4
1.3. Purpose of the study......................................5
1.4. Objectives of the study..................................5
1.5. Research questions.......................................6
1.6. Significance of the study...............................6
1.7. Limitations of the study...............................7
1.8. Delimitations of the study.............................7
1.9. Basic assumptions........................................8
1.10. Definition of significant terms.................................................................8
1.11. Organization of the study........................................................................10

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction..............................................................................................11
2.2 Leadership and job satisfaction.................................................................11
2.2.1 Autocratic leadership style and job satisfaction.................................12
2.2.2 Democratic leadership style and job satisfaction...............................14
2.2.3 Laissez-faire leadership style and job satisfaction...............................15
2.2.4 Transformative leadership style and job satisfaction........................17
2.3 Summary of literature review..................................................................20
2.4 Theoretical framework............................................................................21
2.5 Conceptual framework............................................................................22

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction..............................................................................................24
3.2 Research design......................................................................................24
3.3 Target population...................................................................................24
3.4 Sample size and sampling procedure....................................................25
3.5 Research instruments.............................................................................25
3.6 Instrument validity..................................................................................26
3.6.2 Instrument reliability........................................................................27
3.7 Data collection procedure......................................................................28
CHAPTER FOUR
DATA ANALYSIS AND INTERPRETATION

4.1 Introduction.................................................................30
4.2 Study population.........................................................31
4.3 Questionnaire return rate .............................................31
4.4 Demographic data of respondents .................................31
  4.4.1 Age of respondents................................................32
  4.4.2 Education level of respondents ................................35
  4.4.3 Work experience of respondents ...............................38
4.5 Leadership styles used by principals in secondary schools .........40
  4.5.1 Teachers views on leadership styles used by principals in public secondary schools .........................................................46
4.6 Job satisfaction among teachers......................................50
4.7 Summary of the study objectives......................................55

CHAPTER FIVE
SUMMARY OF STUDY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction.................................................................56
5.2 Summary of the study....................................................56
5.3 The findings of the study ..............................................58
5.4 Conclusion.................................................................60
5.5 Recommendations ......................................................61
5.6 Suggestions for further research.........................................................62

REFERENCES.................................................................63

APPENDICES
Appendix 1: Letter of introduction......................................................69
Appendix 11: Questionnaire for principals............................................70
Appendix 111: Questionnaire for teachers...........................................76
Appendix IV: Research permit..........................................................82
Appendix V: Research authorization..................................................83
LIST OF TABLES

Table 4.1: Age distribution of respondents ......................................................33
Table 4.2: Principals’ level of education of .......................................................36
Table 4.3: Teachers’ level of education ..............................................................37
Table 4.4: Work experience or respondents ......................................................39
Table 4.5: Principals’ leadership styles and teachers’ job satisfaction ..............41
Table 4.6: Teachers’ views on leadership styles used by principals in public secondary schools .................................................................46
Table 4.7: Teachers’ levels of job satisfaction ...................................................51
Table 4.8: Principals’ leadership styles and job satisfaction of teachers ..........52
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Title</th>
<th>page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 2.1</td>
<td>Conceptual framework</td>
<td>22</td>
</tr>
<tr>
<td>Figure 4.1</td>
<td>Principals’ leadership styles as viewed by teachers</td>
<td>47</td>
</tr>
<tr>
<td>Figure 4.2</td>
<td>Principals’ leadership styles and job satisfaction of teachers</td>
<td>53</td>
</tr>
</tbody>
</table>
ABBREVIATIONS AND ACRONYMS

BOM    Board of Management
KCSE   Kenya Certificate of Secondary Education
KEMI   Kenya Education Management Institute
KNUT   Kenya National Union of Teachers
MOE    Ministry of Education
MOEST  Ministry of Education Science and Technology
PEV    Poverty Eradication Network
PTA    Parents Teachers Association
TSC    Teachers Service Commission
UNESCO United Nations Educational, Scientific and Cultural organization
MDGs   Millennium Development Goals
PhD    Doctorate of Philosophy
PGDE   Post graduate Diploma in Education
BED    Bachelor of Education
ABSTRACT

The purpose of this study was to investigate the influence of public secondary school principals’ leadership styles on teachers’ levels of job satisfaction in Kangundo District. The objectives of the study were; to establish the extent to which principals autocratic leadership style influences secondary school teachers’ levels of job satisfaction, to establish whether principals’ democratic leadership style influences secondary school teachers’ levels of job satisfaction, to determine the extent to which principals laissez-faire leadership style influences secondary school teachers’ levels of job satisfaction and to establish whether principals transformational leadership style influences secondary school teachers’ levels of job satisfaction.

The study employed a descriptive survey design. The design was convenient as it ensured that the data obtained gave answers to the research design. The study targeted principals and teachers in public secondary schools in Kangundo district.

The study used stratified random sampling. This ensured that there was no bias among the respondents as they had equal chances of being selected to participate in the study. This improved the representativeness of the sample by reducing the sampling error.

Due to limited resources, time and money, it was not possible to collect data from the 27 principals and 236 teachers that had been targeted for the study. A convenient and manageable sample size of 20 principals and 160 teachers was identified for the study. The sample size took into consideration the study’s sampling design. However, those who responded were 16 principals and 148 teachers.

Data for the study was collected by use of questionnaires and was analyzed according to descriptive information following the research questions. A pilot study was conducted to pre-test the reliability and validity of the instrument. Descriptive statistical analysis was employed which enabled the researcher to reduce, summarize, organize, evaluate and interpret the numeric information. The findings of the study were presented using tables, frequencies and percentages because they were easy to use and analyze.

The researcher personally administered the questionnaires after booking appointment with the sampled heads of schools. The researcher also sought the help of a research assistant to administer and collect the questionnaires from different schools. The study concluded that principals should not depend on only one leadership style in their institutions but rather use a blend of the different leadership styles for better outcomes in their schools.
CHAPTER ONE
INTRODUCTION

1.1 Background to the study

Schools not only need to be managed but led (Bolman & Deal, 1994 in Choon, 2001). According to Bennis and Nanus (1985), leadership is what gives an organization its vision and ability to translate the vision to reality. Leadership styles exhibited by principals affect the schools’ climate, learning situations and levels of professional and job satisfaction among teachers (Ingolo, 1991).

A study carried by United States Education Department (1997) found out that teachers’ job satisfaction is strongly associated with participation in decision making and influence over school policy (Bogler, 1999). Boglers’ study was carried in Montreal, Canada.

In South Africa, Steinberg (1993) pointed out that the management style of the principal was one of the major determinants of teachers’ job satisfaction. A report by the National Teachers’ Organization of South Africa (2002) found out that 65.5 percent of teachers were dissatisfied with poor leadership style.

Administrators’ leadership styles have changed overtime. According to Farrington (2007) skills such as planning and knowledge of finance and business analysis are no
longer commonly accepted as qualities of an effective leader. Soft skills, teamwork, communication and the ability to motivate, all of which impact teachers’ job satisfaction are skills increasingly desired in leaders. As stated by Billingsley (2005), research connects teachers job satisfaction perceptions of administrators’ leadership styles to teachers’ job satisfaction.

Awiti (2009) states that the issue of leadership and management of secondary schools has been of major concern globally and locally. Many times staff or teachers are dissatisfied with principals not because of nature of their decision but because of the leadership style used (Leadership Management Development Centre, 1997).

As indicated by UNESCO report (2006), there is implicit recognition of the important role which school management plays in achievement of school goals. Therefore, principals need to display leadership styles that can enhance teachers’ performance thus improve students’ achievements.

Leadership styles that were considered in this study were democratic, autocratic, laissez-faire and transformational (Okumbe, 1998). The democratic leadership style decentralizes power, authority and decisions are made through consultation. The use of the style makes the teacher feel part of the organization and will therefore have job satisfaction.
Autocratic leadership style centralizes power, authority and decision making. In this case, the teacher has a feeling that he/she is not appreciated thus losing job satisfaction. Leaders who opt for laissez-faire tend to avoid power and authority. This leadership style may lead to poor performance, high cases of absenteeism owing to lack of job satisfaction. Transformational leadership style is a combination of the three above. It is a style of enthusiasm and support which is ideal for schools because the enthusiasm for the future encourages students and faculty.

This study was conducted in Kangundo district. The district is one of the poor performers in the national examinations in both primary and secondary school levels (Poverty Eradication Network survey, 2004). It had a mean score of 4.247 in 2010 and 4.236 in 2011 in K.C.S.E. This is too low if the district is to achieve the Millennium Development Goals. The district also faces acute teacher shortage as reported by Wambua Kavila (Friday May, 2011). As cited by the KNUT Executive secretary in the same paper, the district faces acute teacher shortage.

Despite the shortage, many heads reported having received many transfer application forms from the teachers (District Educational Annual Report, 2012). Data from the TSC unit in the district indicate that already nineteen out of the 236 teachers in the district have applied for transfer from last year. The same report indicates that many secondary school teachers are enrolled for further studies with many of them
taking courses that are not related to teaching, an indicator that they could be dissatisfied in their career. This could be as a result of lack of job satisfaction among the teachers yet not many studies have been done in the district on the influence of principals’ leadership styles on secondary school teachers’ levels of job satisfaction.

According to Hill and Barth (2004), one solution to stop teacher attrition is through studying directors’ leadership styles. The study therefore sought to investigate the extent to which the leadership styles of principals in public secondary schools in Kangundo District influences the teachers’ level of job satisfaction in order to fill the gap left by earlier studies.

1.2 Statement of the problem
It is vital to understand the influence of principals’ leadership styles on teachers’ job satisfaction so as to determine those facets in the work situation which are related to job satisfaction. The assumption is that increased satisfaction leads to better performance (Lowe & Avolio, 2002, Judge & Piccolo, 2004)

As earlier indicated, Kangundo district schools do not perform well in K.C.S.E which could be an indicator of low job satisfaction among the teachers. The ability to motivate and satisfy staff is the key to effective management (MOEST, 2002). Therefore, it was be necessary to determine the extent to which principals’ leadership styles influence teachers’ levels of job satisfaction since principals need to
strive to satisfy the teachers so that they exhibit maximum production which can be measured through good academic achievement of the learners in learning institutions.

1.3 Purpose of the study

The purpose of this study was to investigate the extent to which principals’ leadership styles influence secondary school teachers’ levels of job satisfaction in Kangundo District.

1.3 Objectives of the study

The following objectives guided the study;

i. To establish the extent to which principals’ autocratic leadership style influences secondary school teachers’ levels of job satisfaction.

ii. To establish the influence of principals’ democratic leadership style on secondary school teachers’ levels of job satisfaction.

iii. To determine the extent to which principals’ laissez-faire leadership style influences secondary school teachers’ levels of job satisfaction.

iv. To establish the influence of principals’ transformational leadership style on secondary school teachers’ levels of job satisfaction.

1.5 Research questions

This study was guided by the following research questions;
i. To what extent do principals’ autocratic leadership style influence secondary school teachers’ levels of job satisfaction?

ii. What is the influence of principals’ democratic leadership style on secondary school teachers’ levels of job satisfaction?

iii. To what extent do principals’ laissez-faire leadership style influence secondary school teachers’ level of job satisfaction?

iv. What is the influence of principals’ transformational leadership style on secondary school teachers’ level of job satisfaction?

1.6 Significance of the study

This study may be useful to the principals to be equipped with knowledge on how they can boost job satisfaction of teachers which may contribute to good academic performance as well as organizational success. The findings may also serve as a guide to educational practice in determining areas of dissatisfaction among teachers which need to be addressed to retain teachers. They will also be of benefit to KEMI with regard to training needs of principals that need to be addressed.
1.7 Limitations of the study

According to Best and Kahn (1998), limitations are conditions beyond the control of the researcher that may place restrictions on the conclusion of the study and their application to other situations. The number of teachers was drawn from only one district so the findings can only be generalized to the rest of the country with caution. Again, it was not possible to control the attitudes of the respondents who could have portrayed only their positive characteristics thus a questionnaire was appropriate.

Still, the different categories of schools made it difficult to assess satisfaction levels of teachers on equal standards. Therefore, the study findings could likely have provided some gaps which might trigger the need to have future research done in this area.

1.8 Delimitations of the study

This study established the role played by principals’ leadership styles on teachers’ levels of job satisfaction in public secondary schools in Kangundo District. The respondents were the principals and teachers in the district. But there are other factors that influence teachers’ job satisfaction like working conditions, interpersonal relations in the work place and job security which may not be covered in this study.

1.9 Basic assumptions

The researcher assumed that:
i. Both leadership styles of principals and job satisfaction of teachers can be measured by use of a survey questionnaire.

ii. All principals in public schools are trained and qualified for their positions.

iii. The principals and teachers in public secondary schools have their own perceptions of leadership styles and job satisfaction.

iv. Different schools operate differently depending on their categories and that this determines the principals’ ability to satisfy teachers.

1.10 Definition of significant terms

**Autocratic leadership style** refers to a leadership style that centralizes power, authority and decision making.

**Democratic leadership style** refers to a leadership style that decentralizes power, authority and decisions are made through consultations.

**Job dissatisfaction** refers to a teacher’s attitude of unhappiness or discontent towards a given leadership style.

**Job satisfaction** refers to the extent to which a teacher is contented with a leadership style.

**Laissez-faire leadership style** refers to a leadership style where the manager provides little or no direction and gives employees as much freedom as possible.

**Leadership style** refers to as the method used by principals in running a secondary school.
Transformational leadership style refers to a leadership style in which organizational leaders take action to enhance the awareness of their associates on what is right and crucial.

1.11 Organization of the study

This study is organized into five chapters. These are: the introduction, literature review, research methodology, data analysis interpretations and findings, conclusions and recommendations.

Under introduction, the background of the study, statement of the problem, purpose of the study, the objectives of the study, the research questions, the significance of the study, the basic assumptions of the study and definition of significant terms are described. Chapter two looks at the literature review. Under this, literature on leadership styles and job satisfaction were looked at extensively.

Chapter three consists of the research design used, target population, sample size and sampling procedures, research instruments, validity, reliability, data collection procedures, data analysis and presentation procedures and references. Under chapter four, there was data analysis and interpretations. Chapter five comprises of findings, conclusion and recommendations. Appendices which entailed questionnaires, the work schedule and the research budget were also covered.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter comprises the literature which was reviewed for the study on principals’ leadership styles and teachers’ levels of job satisfaction. The focus was on leadership, leadership styles that are applied by principals in school administration, influence of these leadership styles on teachers’ levels of job satisfaction, individual factors that may influence job satisfaction and summary of the literature review, theoretical and conceptual framework of the study.

2.2 Leadership and job satisfaction

As proposed by Burns (2008), leadership in an organization is a process in which one person successfully exerts influence over others to reach desired objectives. Some studies cited by Okumbe (1998) shows that leadership influences organizational achievement.

For example, Michigan leadership studies showed that supervisors of high producing sections were significantly likely to be more general than close in their supervisory style and were employer oriented. Also, Lowa leadership studies showed that
different styles of leadership can produce different and complex reactions from the same or similar groups.

Another study by Sunday Adegbesan on effect of principals leadership style on teachers’ attitude to work in Ogun state secondary schools in Nigeria indicates that the success of any school to achieve its stated objectives depends on the ability and leadership style of the principal and where the leadership style is ineffective, even the best school programmes, the most adequate resources and the most motivated staff and students will be rendered unproductive (Turkish Online journal, 2013)

Therefore, if principals use a leadership style that will not instill fear in the teachers then the teachers will work of their own volition and this will in turn lead to job satisfaction. The study looked at the influence of principals’ leadership styles on teachers’ job satisfaction in Kangundo District. A discussion of the various leadership styles is presented below.

2.2.1 Autocratic leadership style and job satisfaction.

Autocratic leadership is also known as authoritative leadership. This leadership style centralizes power, authority and decision making. It does not involve individual workers in decision making processes and is grossly directive, Okumbe (1998). Mutuku (2005) observed that autocratic leaders formulate policies alone and assign
duties without consultation and issue directives expecting people to follow them without question. This 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 as posted by Matt, 30th November 2012).

The style is advantageous in that there is timely completion of work, task requirements and interpersonal relations are dearly defined thus eases and hastens decision making process. One of its disadvantages is that employees' enterprise is suppressed and their knowledge and experience are not applied to the maximum.

Some scholars like Mutuku (2005) have pointed out that this system might lead to professional burnout. Principals using this style have no confidence in their staff, communication is one-way and there is a high incident of fearing the principal but not respect as characterized by systematic soldering when not under close supervision.

Laferia (2008) states that authoritarian leaders have a huge blind spot, a condition that has contributed to the downfall to many managers. According to the research, this condition is what leads to strikes in schools, go slow by teachers and some principals end up being deployed back to class. The go slow maybe viewed as a sign of job dissatisfaction on the side of teachers.

A report by Schwartz (2007) on ‘The making of the principal: five lessons in leadership training” indicated that workers in autocratic organizations expressed frustration and anger, which lowered their job satisfaction levels.
Autocratic leadership causes resentment in followers who often consider the autocratic leader as bossy, controlling and dictatorial (Education Portal, 2013) This leads to the conclusion that if principals adopt this style, teachers may become dissatisfied in their job.

2.2.2 Democratic leadership style and job satisfaction.

It is a type of leadership style in which members of the group take a more participative role in the decision making process (Cherry, 2013) The style decentralizes power and authority and decisions are made through consultations which are both upward and downward (Okumbe, 1998). Creating a culture of learning and involving teachers in strategic decision making is crucial to increasing teachers’ job satisfaction (Martin and Kragler 1999)

Democratic leadership style is meritorious due to the mutual benefits it brings which include workers becoming part of the team and implementing better decisions. But it has also demerits which include; it may delay decision making process, the leader may lose part of the control of the team when some decisions are made by employees and it's a potential cause of complacency.

Where democratic style is adopted, the institutional climate and internal environment mostly allow for interactions which breed high team spirits, cohesion and adherence
to the institutional ethos (Mutuku, 2005). It is a common feature in such institutions to find students’ suggestion box, notice board, magazine and councils (Kibunja, 2004)). It is through such avenues that the school community members freely express their feelings concerning the school.

Okumbe (1998) argues that if this style is applied by principals of schools, teachers will feel part and parcel of the school since it’s expected they will be empowered to freely express their views on how to improve the school goals, thus enhancing their levels of job satisfaction and increased employee morale.

Research by Adeyemi (2010) in Ondo State, Nigeria, revealed that the democratic leadership style was the most commonly used among principals of senior secondary schools. Employees under democratic leadership style tend to have a higher level of productivity and job satisfaction because they feel valued by their manager and what they say or feel actually matters. There are frequent meetings and subordinates are listened to by their leader thus the style fosters responsibility, flexibility and high morale (Carol Zervas & Lassiter(2007).

From what has been discussed above, it is clear that principals’ democratic leadership style has positive influence on teachers’ level of job satisfaction.
2.2.3 Laissez-faire leadership style and job satisfaction.

Laissez-faire leadership style also means “hands-off” leadership style. It is one in which the manager provides little or no direction and gives employees as much freedom as possible (Leaders Forum website).

As postulated by Jones and Rudd (2008), laissez-faire leaders will only intervene if a problem becomes serious or if the issue is brought to his/her attention (passive management-by-exception). Eagly, Schmidt and Van (2003) define a laissez-faire leader as one that “exhibits frequent absence and lack of involvement during critical junctures”

This style has demerits which include; 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 I in Mutuku (2005). In such schools, there is very high degree of freedom for both students and teachers which has often been known to breed indiscipline.

A study by Adeyemi (2010) in Ondo State, Nigeria, showed that Laissez-faire leadership style is not associated with desirable outcomes among teachers, leading to his conclusion that it should be discouraged among school principals.
Research shows that this leadership style has more negative productivity, satisfaction and cohesiveness than any of the active forms of leadership (Carol Zervas & David Lassiter, 2007). The style can be intentional, promoting a high level of job satisfaction and productivity but can also be accidental at the same time. (Education Portal, 2013)

2.2.4 Transformational Leadership and job satisfaction.

It is a continuous process through which leaders and followers uplift one another to high states of motivation and morality (The transformational leadership report, 2007). According to Gosling, Marturano & Dennison (2003), transformational leadership is a procedure in which organizational leaders take action to enhance the awareness of their associates on what is right and crucial. These leaders raise the motivational maturity of their followers which makes them to go beyond their own individual interest for the betterment of their group as well as the whole organization.

Transformational leaders succeed by acquiring the followers commitment to such degree that the higher levels of accomplishment become a moral imperative (Bush T, 2003). As pointed by Leithwood and Santizi (2000), the transformational leader motivates followers to work for transcendental goals instead of immediate self interest for achievement and self actualization rather than safety and security and creates
within followers a capacity to develop higher levels of commitment to organizational goals.

Transformational leaders encourage critical thinking and innovation towards their job resulting into intellectual stimulation. Followers in turn are willing enough to engage in self-interest as the leaders appeal to their values and sense of high order of exchange beyond tangible rewards (Howell & Frost, 1989).

A study conducted by Mc Coll-Kennedy and Anderson (2002) showed that transformational leadership was related not only to optimism but also frustration, and that these emotions fully mediated the relationship and job performance.

On the other hand, Rowold and Rohmann (2009) explored the role of emotions in the leadership process within organizations. It was hypothesized that transformational leadership would be associated with positive emotion. Their study established that positive emotions are more closely associated with transformational leadership than with transactional leadership. This suggests that there are specific leadership styles that are associated with positive emotions and hence job satisfaction among employees.

According to Covey (2006), the goal of transformational leadership is to “transform” people and organizations. In a literal sense, to change them in mind and heart, enlarge vision, insight and understanding, clarify purposes, make behavior
congruent with beliefs, principals or values and bring out changes that are permanent self-perpetuating and momentum-building.

Another study conducted by Ramey (2000) and Marriner-Tomey (1993) showed a strong relationship between transformational leadership style and job satisfaction. Their studies support the fact that transformational leadership is people oriented, build relationships, help followers develop goals and identify strategies rather than emphasize task and performance.

Principals who are transformational leaders are able to identify and articulate the school vision, motivate others through example, support a culture of intellectual stimulation and provide support and development to the individual staff members (Robinson, Lyold & Rowe, 2008). Investigations on the effects of transformational leadership have found positive outcomes in the school environment, teacher relations and indirect effects on student outcomes (Bogler, 2002; Leithwood & Jantzi, 2000).

Transformational leadership has been proposed by some researchers as the ideal leadership style for school principals due to the recent changes in school reform that call for a leader with transformational abilities (Leithwood, 2006).

But the style has some weakness which include; it makes use of impressions management and therefore lends itself to moral self promotion by leaders, the
Followers might be manipulated by leaders and there are chances that they lose more than they gain. Implementing a combination of different leadership styles rather than using a single leadership method is an effective alternative to traditional leadership techniques (Drydale & Gurr, 2008)

2.3 Summary of literature review

Researchers such as Brennen (2010); Ayedemi (2010) and Schwartz (2007) have shown the effects of the different leadership styles on job characteristics such as performance and morale. Studies on teachers’ job satisfaction have also been discussed widely.

Despite the literature reviewed, it remains clear that limited studies on the influence of principals’ leadership styles on teachers’ levels of job satisfaction have been done. Most of them have tackled either of the variables, were done in an urban setting or totally different environment from Kangundo which is one of the districts in Kenya affected by poor performance in KCSE. It is due to these gaps that this study will be done as an attempt to fill the gaps.
2.4 Theoretical Framework

This study was be guided by Mc. Gregors’ Theory X and Theory Y. As postulated by Okumbe (1998), Theory X and Y are mainly sets of assumptions about behavior of people at work. Theory X assumptions about workers include; work is inherently distasteful to most people who will avoid it and that most people are not ambitious, have little desire for responsibility and will prefer to be directed. Principals who adopt this theory tend to be authoritative and this may lead to lack of job satisfaction among the teachers.

On the other hand, theory Y embraces a humane and supportive approach to management. It assumes that work is as natural as play or rest if the conditions are favorable and that employees will display self direction and control if they are committed to the objectives of the organization. Principals who adopt this theory embrace democratic or transformational leadership style which can lead to job satisfaction among the teachers, Okumbe (1998).

The theory X and Y was applicable to this study on the influence of principals’ leadership styles on teachers’ levels of job satisfaction in Kangundo District because the theory outlines what influences behavior of people at work and what influences leaders (principals) to embrace various leadership styles in their institutions.
2.5 Conceptual Framework

Reinchel and Ramey (1987) define conceptual framework as a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation. Figure 2.1 is a conceptual framework showing the relationship between principals’ leadership style and teachers’ level of job satisfaction.

**Figure 2.1 Principals’ leadership style and teachers’ job satisfaction**

- **Transformational leadership**: Inspires and transforms
- **Democratic leadership**: Decentralizes power, consultative
- **Laissez-faire leadership**: Complete freedom, avoids power
- **Autocratic leadership**: Centralizes power
- **Principals’ use of various leadership styles in relation to school context**
- **Teachers’ levels of job satisfaction which translates to high or low performance in exams.**

Figure 2.1 above shows that there would be a link between the leadership style and job satisfaction. It will be expected that principals who adopt democratic or transformational leadership styles have teachers who demonstrate higher levels of job satisfaction owing to involvement in decision making and therefore feel more
recognized in the work place. Therefore, they will deliver and improve the schools’ performance.

On the contrary, principals who use autocratic or laissez-faire styles will be expected to have teachers who are less satisfied which may lead to poor performance by students.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers research methodology under the headings; the research design, target population, sample size and sampling procedures, research instrument, instrument validity, instrument reliability, data collection procedures and data analysis techniques.

3.2 Research design

This study employed a descriptive survey design. This is a design used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2002). Borg and Gall (1989) noted that the design is intended to produce statistical information about aspects of education that interest policy makers and educators. The design enabled the researcher to conduct research among teachers and principals from different schools in order to find out the influence of principals’ leadership styles on secondary school teachers’ levels of job satisfaction in Kangundo District.

3.3 Target population

Borg and Gall (1989) define target population as all members of a real or hypothetical set of people, events or subjects to which a researcher wishes to generalize the results of the research study. The target population for this study consisted of all the public secondary schools in Kangundo District. There are 27 principals with 236 teachers (District Education Office, Kangundo district 2012).
3.4 Sample size and sampling procedure

Sampling is selecting a given number of subjects from a defined population as a representative of that population. Mugenda and Mugenda (1999) notes that a sample is a smaller group obtained from the accessible population. Any statements made about the sample should also be true of the population, but it is, however agreed that the larger the sample, the smaller the sampling error (Orodho, 2002).

The study employed a descriptive survey design. It targeted 23 principals and 200 teachers in the public secondary schools in Kangundo district. Random sampling was used to select 20 principals and 160 teachers. Stratified random sampling was also used to select the schools in order to ensure that all the school categories (mixed gender, boys only, girls only, day and boarding schools) are included in the study.

3.5 Research instruments

This study employed principals’ and teachers’ questionnaire for data collection. This is because it offers a considerable advantage in administration, provides an even stimulus to large numbers of people simultaneously, provides the investigator with an easy calculation of data, gives respondents freedom to express their opinion and also make suggestions. Again, it is anonymous which helps to produce more candid answers than it is possible in an interview (Gay, 1992).
The principals’ questionnaire had three sections: section one gathered the demographic data, section two had items to measure principals’ leadership style and section three had open-ended items to gather the views of principals on influence of leadership styles on job satisfaction of teachers.

The teachers’ questionnaire had four sections. Section A gathered demographic information, B sought information on leadership styles used by principals as perceived by the teachers, C had items to measure the job satisfaction of teachers and section D gathered information on suggestions from the respondents on leadership styles’ that can improve teachers level of job satisfaction and any other factors that affect the teachers’ job satisfaction.

3.6 Instrument validity

Validity can be defined as the degree to which results obtained from and analysis of data actually represent the phenomenon under investigation (Orodho, 2004) The researcher tested both face and content validity of the questionnaires. Wilkinson (1991) argues that pre-testing is a good way to increase the likelihood of face validity. A pilot study using three schools was used to identify items that could be misunderstood and such items were modified accordingly so as to increase the face
validity. The researcher relied on expert opinion, literature searches and pre-testing of open-ended questions to establish content validity as indicated by (Wilkinson, 1991).

3.7 Instrument reliability

Orodho (2004) defines instrument reliability as the degree to which a particular measuring procedure gives similar results over a number of repeated trials. Pre-testing was carried out to ensure reliability of the instrument. In testing the instrument, pearson’s product moment formula correlation coefficient (r) statistical technique will be employed. The formula is:

\[
r = \frac{\frac{\sum xy - (\sum x)(\sum y)}{N}}{\sqrt{\frac{\sum x^2 - (\sum x)^2}{N}} \cdot \frac{\sum y^2 - (\sum y)^2}{N}}
\]

where \(\sum xy\) = sum of even and odd numbered score
\(\sum y\) = sum of odd numbered scores
\(\sum y^2\) = sum of squared odd numbers
\((\sum x)(\sum y)\) = product of the sums of x and y
\(\sum x\) = sum of even numbered score
\(\sum x^2\) = sum of squared even numbers
\(N\) = number of pairs of scores
A reliability coefficient $r$ of 0.885 reveals that the instrument is reliable (Roscoe, 1969) The researcher obtained a correlation of 0.878 which was within the range recommended by Roscoe and therefore the questionnaires were considered reliable.

### 3.8 Data collection procedure

A research permit was obtained from the National Council of Science, Technology and Innovation. On receiving the permit, the researcher wrote a covering letter requesting the principals to allow the study to be conducted in their schools. After that, the researcher paid a courtesy visit to the D.C and D.E.O of Kangundo District to seek permission to undertake the study in the area.

The researcher personally administered the questionnaires and ensured that the respondents understood what was required of them. The researcher assured the respondents of confidentiality when dealing with their responses and so provided them with envelopes to put in their completed questionnaires. The researcher personally collected the responses for data analysis.

### 3.9 Data analysis techniques
Analysis refers to examining the coded data critically and making inferences (Kombo & Tromp, 2009). The data collected was both qualitative and quantitative. Qualitative data was analyzed using qualitative techniques to analyze the questions looking for content and themes relevant to the study. The tick box questions were analyzed quantitatively. The quantitative data was analyzed with the aid of a computer and a statistical software package.

For the analysis of section two of teachers’ and principals’ questionnaire, each item was assigned a score. The scores were turned to frequencies and percentages which were computed for correlation and hypothesis testing. Calculations were computed using the Statistical Package for Social Sciences (SPSS) for leadership behavior items and job satisfaction elements. Pearson correlation coefficient was used since the internal level data obtained by the researcher was to be analyzed to determine the relationship between the variables of leadership style and job satisfaction.
CHAPTER FOUR
DATA ANALYSIS, FINDINGS AND INTERPRETATION

4.1 Introduction

This chapter presents the results of the study based on the data collected from the field. The purpose of the study was to investigate the influence of principals’ leadership styles on public secondary school teachers’ job satisfaction in Kangundo district, Kenya.

The study was guided by the following research objectives; to establish the extent to which principals’ autocratic leadership style influences secondary school teachers’ levels of job satisfaction, to establish whether principals’ democratic leadership style influences secondary school teachers’ levels of job satisfaction, to determine the extent to which principals’ laissez-faire leadership style influences secondary school teachers’ level of job satisfaction and to establish whether principals’ transformational leadership style influences secondary school teachers’ level of job satisfaction.

The chapter outlines the study population, questionnaire return rate and demographic characteristics of the respondents. It represents the descriptive data for the sample population used in the study and provides general information of the study on principals’ leadership styles and public secondary school teachers’ level of job satisfaction in Kangundo district, Kenya.
4.2 Study population

The study targeted 27 principals and 236 teachers in the public secondary schools in Kangundo district. The sample was selected through simple stratified random sampling technique where 20 principals and 160 teachers were selected giving a total sample size of 180 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 180 questionnaires were distributed, out of which 164 were collected giving 91.1 percent response rate.

4.4 Demographic data of the respondents

The study targeted all the 27 principals and 236 teachers in the public secondary schools in Kangundo district. However, the participants of the study included 16 principals and 148 teachers. Out of the 16 principals, there were 19 percent females and 81 percent males.

The background information of age, highest educational level, teaching experience and duration in the current station were analyzed. The results were presented using tables and charts.
4.4.1 Age of respondents

The age distribution of the teachers and principals was considered in the study. This is because age is a factor to be considered when it comes to satisfaction of teachers. A study done by Nungari (2011) on institutional and personal characteristics that influence teachers’ level of job satisfaction in Tetu district, Kenya found out that senior teachers (34 years and above) were more satisfied with their work responsibilities and extra-curriculum activities than the younger teachers.

Still, Darling–Hammond (2003), Wiebke and Bardin (2009) and Brown (2009) found a significant number of teachers leave the education profession within the first few years of teaching. This is supported by a study completed by Zhan Verstegen & Kim (2008) on factors influencing teachers’ job satisfaction, 30 percent will leave the profession sometime during their first three years of teaching and 45 percent will turn over within the first five years of their teaching career. This forms a percentage of 75 percent leaving only 25 percent who would remain in the profession. This is why the researcher thought it necessary to collect the data on the respondents’ age to compare it with the previous studies.

The age distribution of principals and teachers varied from one respondent to the other as indicated in table 4.1.
Table 4.1: Age distribution of respondents

<table>
<thead>
<tr>
<th>Age bracket</th>
<th>Principals age</th>
<th>Teachers age</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>26-30 years</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>31-35 years</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td>36-40 years</td>
<td>3</td>
<td>18.75</td>
</tr>
<tr>
<td>41-46 years</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>47-50 years</td>
<td>6</td>
<td>37.5</td>
</tr>
<tr>
<td>Above50 years</td>
<td>2</td>
<td>12.5</td>
</tr>
</tbody>
</table>

| Total       | 16             | 100          | 148       | 100     |

From the above data, it is evident that many principals were aged above 34 years with majority (37.5 percent) having age ranging from 47-50 years. This shows that principals in Kangundo district were mature people with adequate experience that will probably positively influence their leadership styles.
Therefore, it is expected that they delegated their duties well and are able to meet their teachers’ needs since Rubin, Mushni and Wessely (1990) argue that a young principal is bound to face challenges from older teachers who think because of their age, they are more experienced in the job. This tends to bring about confrontation in the workplace thus bringing in negative impact on job performance.

Still from the same data, the principals’ age could be pointer that that they were dedicated to their job as they had few years remaining before retirement and so had to stick to their profession. To avoid losing their benefits, they would avoid anything that would taint their image and therefore many were likely to use a blend of the four leadership styles.

On the side of teachers, the highest number had the age of above 35 years. Few of them were between the age bracket of 26-30 years. This is an indicator that teachers in Kangundo district are mature and fit for the job as they are at their prime age in the teaching career. The reason why few are young could be due to the current TSC recruitment policy where many graduates stay for long before being hired. So when they are finally recruited, they are already mature and wise. Therefore, the researcher expected them to fill the questionnaires from an informed point of view and thus be provided with relevant and accurate data.
Again, the teachers were expected to be satisfied as many of them were above 35 years since the previous studies discussed above indicate that older teachers are more satisfied than the younger teachers.

### 4.4.2 Education level of respondents

Education is vital when it comes to employee job satisfaction. Provision of training fosters an increase in professionalism and further exploitation of management methods, whereas lack of it can cause frustration and lack of job satisfaction (Wright and Davis, 2003). Individuals who have acquired adequate training are able to know the scope and expectations of their jobs and will be able to add building blocks to their professionalism as they progress through their careers (Priti, 1999).

Therefore, training is tantamount when it comes to running institutions. It is due to the above that the researcher found it necessary to collect data on the respondents highest level of education. Principals who acquire the highest level of education are likely to adopt favorable leadership styles that enhances their teachers job satisfaction.

The principals in Kangundo district were requested to indicate their highest educational qualifications. The highest proportion (31 percent) had Bachelor of Education degree, 19 percent had Masters of education and PGDE and the rest had qualifications as indicated in table 4.2 below.
Table 4.2 Principals’ Level of Education

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>PGDE</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>BED</td>
<td>5</td>
<td>31</td>
</tr>
<tr>
<td>Diploma</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.2 indicates that the principals had acquired substantial education and thus were fit to head the learning institutions. The assumption is that the more one gains education, the more he or she is enlightened and thus can socialize with staff in the right manner. This shows that the principals are in a position to involve the teachers in the running of school affairs making them satisfied.

The inclusion of teachers in the school affairs will help them in developing a sense of ownership in whatever is outlined in the school. This will make them work with dedication which will translate to good performance by the learners. Therefore the schools’ performance will improve.
The teachers were also expected to indicate their educational qualifications. Their data was captured in table 4.3

### Table 4.3 Teachers’ level of education

<table>
<thead>
<tr>
<th>Level of education</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>6</td>
</tr>
<tr>
<td>PGDE</td>
<td>9</td>
</tr>
<tr>
<td>B.ED</td>
<td>53</td>
</tr>
<tr>
<td>Diploma</td>
<td>29</td>
</tr>
<tr>
<td>B.A</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From the data, it is evident that the respondents had acquired considerable education. Majority of the teachers (53 percent) had attained BED qualifications and the others had attained considerable education as indicated in the table. This shows that a big number of teachers in Kangundo district were competent enough to delegate their
duties. Having got the skills required in the teaching profession, the researcher expected them to deliver in their teaching and thus boost students’ performance.

Still, the teachers were expected to have job satisfaction as they were aware of what was expected of them. They were expected to work out of their own volition without being forced by the principal. So conflict between the teachers and the principals’ leadership style were expected to be minimal and thus the teachers would therefore be expected to have job satisfaction in their teaching career having been offered the necessary knowledge to perform their work effectively and efficiently.

Lastly, the researcher expected the teachers’ to be truthful in answering the questionnaire since they were knowledgeable to know what was needed from them. Therefore the data collected was deemed to be credible and reliable.

4. 4.3 Work experience of respondents

Data was also collected on the period or duration that the principals and teachers had served in a given institution. The researcher deemed it necessary to know about work experience since cytrynbaum and crites model of job satisfaction and life stages found out that satisfaction is highest at entry to the profession when the initial expectations are high. This satisfaction takes a nosedive as early barriers are encountered but then recovers strongly as confidence and success build.
But contrary to the above model, Dinham and Scott (2004) had a different opinion. They found no relationship between length of service as a teacher and self ratings of satisfaction. But a significant relationship emerged between length of service and changes to satisfaction. Teachers who reported decreased satisfaction since starting teaching had significantly longer periods of service.

The table below indicates the principals and teachers work experience.

<table>
<thead>
<tr>
<th></th>
<th>Principals</th>
<th></th>
<th>Teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Below 5 years</strong></td>
<td>4</td>
<td>25</td>
<td>11</td>
<td>7.4</td>
</tr>
<tr>
<td><strong>6-10 years</strong></td>
<td>6</td>
<td>37.5</td>
<td>38</td>
<td>25.7</td>
</tr>
<tr>
<td><strong>11-15 years</strong></td>
<td>4</td>
<td>25</td>
<td>29</td>
<td>19.6</td>
</tr>
<tr>
<td><strong>16-20 years</strong></td>
<td>2</td>
<td>12.5</td>
<td>42</td>
<td>28.4</td>
</tr>
<tr>
<td><strong>21-25 years</strong></td>
<td>0</td>
<td>0.0</td>
<td>28</td>
<td>18.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16</td>
<td>100</td>
<td>148</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.4 indicates that majority of the respondents had worked in their respective stations for quite a good number of years. This is an indicator that the respondents had adequate experience to perform their work. Therefore, they would be expected to be more satisfied with their jobs as they are aware of what their duties entail. As
postulated by Ruhland (2001), teachers who are satisfied with their careers tend to remain in the profession longer. Crossman and Harris (2006) also support the idea and state that employees experience high levels of job satisfaction at the start of their careers, a mid-career decrease and an increase towards the end.

But contrary to the findings above is a study by Rogg (2001) on teachers’ perceptions of leadership whereby it was found out that teachers who serve for a long time expect more from the administration because they are aware of the system and procedures. Some may have entered the teaching environment with ideal expectations from their school but upon seeing the practical aspect, they realize that things won’t work out as per their expectations thus end up feeling disappointed. The teachers may end up with job dissatisfaction.

4.5 Leadership styles used by principals in secondary schools

Principals display different leadership styles in learning institutions which may satisfy or dissatisfy teachers. The principals were asked to rate the extent to which they applied various attributes that denote a leadership style. The responses were matched with respective leadership styles and tabulated using frequencies as indicated in table 4.4. The leadership styles were further rated on how they satisfy teachers as could be requested to indicate which leadership could possibly influence their levels of job satisfaction. The percentage was calculated and included in the table below.
Table 4.5 Principals’ leadership styles and teachers’ job satisfaction

<table>
<thead>
<tr>
<th>Leadership styles</th>
<th>Frequency</th>
<th>Percent</th>
<th>Percent</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autocratic</td>
<td>3</td>
<td>18.75</td>
<td>14.9</td>
<td>16.82</td>
</tr>
<tr>
<td>Democratic</td>
<td>4</td>
<td>25</td>
<td>30.4</td>
<td>27.7</td>
</tr>
<tr>
<td>Laissez-faire</td>
<td>2</td>
<td>12.5</td>
<td>12.8</td>
<td>12.65</td>
</tr>
<tr>
<td>Transformational</td>
<td>5</td>
<td>31.25</td>
<td>40.5</td>
<td>35.88</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>12.5</td>
<td>1.4</td>
<td>6.95</td>
</tr>
</tbody>
</table>

From the study findings, 87.5 percent of the principals responded to the question of leadership style and provided attributes that describe their leadership styles. However, 12.5 percent of them failed to highlight attributes that could describe their leadership styles and thus were ranked as non-responsive.

If a principal applies a leadership style that positively influences teachers’ job satisfaction, then the teachers will work out of their own volition and this will subsequently improve the performance in terms of students’ achievement.
From table 4.5, principals in Kangundo district applied different leadership styles based on their schools’ context. As indicated in the table, many principals (31.25 percent) applied transformational type of leadership showing that they spend time teaching and coaching while at the same time mobilized and utilized the potential resources and creativity of members for group goals accomplishment. The style has the highest mean of teachers job satisfaction showing that it influenced the teachers’ levels of job satisfaction positively.

This shows that this style is effective when it comes to teachers’ job satisfaction. This supports a study by Ramey (2000) and Marriner-Tomey (1993) which showed a strong relationship between transformational leadership style and job satisfaction.

Therefore, if principals in Kangundo district adopt this style, the teachers will be inspired and thus be committed and willing to perform their work. The end result will be good performance by the learners. As a result, this leadership style should be encouraged to be adopted by the principals in Kangundo district to boost performance in the area.

A further 25 percent of principals applied the democratic leadership style. This means that they delegated authority to teachers and encouraged them to contribute in decision making. It is also an indicator that they enhanced teachers performance and job satisfaction. This supports a study by Obilade, 1998 which found out that democratic leadership style was better than Laissez-faire leadership style. This study
is supported by findings in the table where we have teachers under democratic leadership having a higher mean of job satisfaction compared to those under Laissez-faire leadership style.

Therefore, this style should be used to blend the leadership styles used by principals. This is because the teachers will be involved in the school decisions and will be part and parcel of meeting the objectives set in the school.

The percentage number of principals who applied autocratic leadership style was 18.75 percent. This shows that such principals observed close supervision of their teachers. But in relation to the findings, the percentage is low. Maybe it is because the principals are aware that this type of leadership can lead to go slow by the teachers which can as well lead to institutional failure.

Still, the mean of job satisfaction among teachers under autocratic leadership style is very low (16.83) showing that they are dissatisfied. Huka (2003) noted that this style curtails individuals’ initiative, leading to dissatisfaction and low morale, the result being professional burn out and low performance. On the contrary, this style defines the centre of power and weberian bureaucratic channels for accountability. Many teachers feel safe working under authoritarian head because they do not have to be involved in solving problems (Okumbe, 1998)
If teachers lack job satisfaction, then they won’t deliver as expected and therefore learners performance will also be poor. This means that this leadership style should be discouraged among principals if they expect good results in their schools. It can only but exercised if the situation at hand dictates so for example when certain tasks have to be met within a given time frame.

The other leadership style that was rated was Laissez-faire which was supported by 12.5 percent of principals. The reason behind the adoption of the style could be because the principals wanted the teachers to be part and parcel of the schools’ decisions. Therefore they needed their contribution in the running of the school.

The fact that this leadership style is not highly practiced by the principals is an indicator of support of Ayedemi’s study (2010) in Ondo state, Nigeria which showed that Laissez-faire leadership style is not associated with desirable outcomes among teachers leading to his conclusion that its use should be discouraged among school principals as it could not bring a better job performance among teacher.

This is supported by figures in the table where we have the leadership style having the least mean of job satisfaction among teachers. This is an indicator that even though the principals needs to give teachers freedom to do their work, there is need for guidance and consultation. Otherwise teachers will be like a lost lot in the institution. Therefore, for good outcomes to be realized, the style should be discouraged among the principals.
As depicted in table 4.5, it is clear that no single leadership style was dominant in a particular secondary school category. The principals must adopt a blend of the different styles, sometimes depending on the circumstances at hand, and involve teachers in the running of their institutions them being role models. This way, the teachers will feel motivated thus the objectives of the schools will be made a reality.

The principals can achieve this through: communication, delegation, respect and mutual trust in their teachers in order to win their commitment and co-operation in the work place. This will boost the teachers’ job satisfaction which will lead to dedication to work thus leading to achievement of school objectives as well as good performance.

4.5.1 Teachers’ views of leadership styles used by principals in public secondary schools.

Still on the question of leadership, teachers were given items in tables to determine the leadership styles employed by school heads. They were expected to rate the extent to which their principals engaged in various leadership styles using a five point likert scale ranging from strongly agree to strongly disagree. The responses were tabulated using frequencies and percentages as indicated in table 4.7
Table 4.6 Teachers’ views on leadership styles used by principals in public secondary schools

<table>
<thead>
<tr>
<th>Leadership style</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autocratic</td>
<td>38</td>
<td>26</td>
</tr>
<tr>
<td>Democratic</td>
<td>50</td>
<td>34</td>
</tr>
<tr>
<td>Laissez-faire</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Transformational</td>
<td>58</td>
<td>39</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>148</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Figure 4.1 Principals’ leadership styles as viewed by teachers
Figure 4.1 shows that principals who used Laissez-faire leadership style were the least as rated by the teachers and formed a percentage of 13.5. This is an indicator that they rarely engaged in this style showing that the principals did not trust the teachers ability to work without supervision and so adopted other leadership styles to enhance performance in their schools.

The percentage number of teachers who were for the opinion that principals used autocratic leadership style was 22.3. This shows that majority of the principals did not adopt the style. Previous study by Schwartz (2007) found out that where autocratic leadership style was used, workers expressed frustration and anger which significantly lowered their job satisfaction. Therefore, these findings indicate that the teachers in Kangundo district were satisfied with their jobs as the principals rarely used autocratic leadership style.
The percentage number of teachers who were for the opinion that principals in Kangundo district exhibited democratic leadership qualities was 29.7 percent. This implied that the teachers felt involved in the decision making of the school and were given opportunity to air their views. This is an indicator that the teachers felt encouraged and thus more satisfied in their jobs and therefore the teachers in Kangundo district were expected to be satisfied.

Satisfaction among teachers is deemed to contribute towards better performance but contrary to these findings is a study done by Ayedemi(2010) in Ondo state, Nigeria. The study revealed that democratic leadership style was the most commonly used among principals in senior secondary schools in the state. It established that teachers performed better in schools where the principal adopted autocratic leadership style other than democratic or Laissez-faire leadership style.

The teachers were also expected to rate the extent to which the principals engaged in transformational leadership style. The percentage number that supported this opinion was 34.5. This implied that majority of principals in the district engaged in this leadership style. The principals led the staff themselves being role models and articulated a compelling vision of future among other transformational attributes. Therefore, the teachers’ job satisfaction was expected to be high in the district since investigations on the effects of this type of leadership by Bogler, 2002; Leithwood & Jantzi, 2000) found it to have positive outcomes in the school environment, teacher relations and indirect effects on student outcomes.
As Leithwood (2006) puts it, transformational leadership has been proposed by some researchers as the ideal leadership for school principals due to the recent changes in school reform that call for a leader with transformational abilities.

Figure 4.1 shows that most principals combined a blend of the different leadership style. The findings from the teachers are not different from those of the principals. This implies that the principals did not have a definite leadership style but on the contrary used a mixture of each leadership style according to the situation at hand in their institutions.

From these findings, it is clear that the principals are no longer using the traditional leadership styles like autocratic leadership style but are now moving towards more accommodating leadership styles like democratic and transformational leadership styles. This could be owed to dedication by the government to offer training to the administrators through KEMI.

4.6 Job satisfaction among teachers

As stated by Okumbe (1992), job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience. Okumbe goes on to say that job satisfaction can be inferred and not seen and can be determined by how
well outcomes meet or exceed expectations. This means that the results posted by teachers can either be a show of satisfaction or dissatisfaction.

This is why the researcher found it necessary to rate whether teachers in Kangundo district were satisfied or not. Maybe this could explain why the low performance in the district in national examinations and if the leadership styles of the principals could be a contributing factor.

The teachers were presented with a scale comprising of 10 items to measure their job satisfaction levels. The items were scored using a scale ranging from 1 ( strongly agree ), 2 (Agree ) 3 ( Strongly disagree ) to 4 ( Disagree ).The lowest possible score was 40 indicating that a teacher is highly dissatisfied.

Table 4.6 shows how the scores were grouped.
Table 4.7 Teachers’ levels of job satisfaction

<table>
<thead>
<tr>
<th>Score range</th>
<th>Level of Job satisfaction</th>
<th>Number of teachers</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-10</td>
<td>Highly satisfied</td>
<td>22</td>
<td>14.9</td>
</tr>
<tr>
<td>11-20</td>
<td>Satisfied</td>
<td>60</td>
<td>40.5</td>
</tr>
<tr>
<td>21-30</td>
<td>Dissatisfied</td>
<td>45</td>
<td>30.4</td>
</tr>
<tr>
<td>31-40</td>
<td>Highly dissatisfied</td>
<td>19</td>
<td>12.8</td>
</tr>
<tr>
<td></td>
<td>No response</td>
<td>2</td>
<td>1.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>148</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.6 shows that 55.4 percent of the teachers were satisfied. They attributed their satisfaction to adequate teaching materials, conducive environment, recognition by principal, motivation, job security and good performance by their learners.
Teachers who felt dissatisfied were 43.2 percent. They attributed their dissatisfaction to poor remuneration, rare chances of promotion, inadequate teaching materials, big workload, harsh environment and lack of administrative support.

The above scores were rated against the different leadership styles exhibited by the principals. The table below shows the results.

Table 4.8 Principals leadership styles and job satisfaction of teachers

<table>
<thead>
<tr>
<th>Leadership style</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autocratic</td>
<td>22</td>
<td>15</td>
</tr>
<tr>
<td>Democratic</td>
<td>45</td>
<td>30</td>
</tr>
<tr>
<td>Laissez-faire</td>
<td>19</td>
<td>13</td>
</tr>
<tr>
<td>Transformational</td>
<td>60</td>
<td>41</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>148</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
From the figure above, it is clear that the different leadership styles influenced the teachers’ job satisfaction either positively or negatively. The leadership style that had the highest percentage of job satisfaction among the teachers was transformational. This implies that it is a leadership style that needs to be upheld in the learning institutions for the schools to be result oriented. So, if principals in Kangundo district could adopt the style, performance in the district would definitely improve.

Democratic leadership style was also deemed to satisfy teachers with a percentage of 30.4. This is an implication that it is a vital style to blend with other leadership styles for positive outcomes in the schools. Teachers indicated that they felt satisfied
working under a principal who would consult them before making any changes in the school policy. Therefore, principals need to embrace this leadership style.

Autocratic leadership style had a low percentage of job satisfaction among the teachers. It indicates that teachers were not comfortable working under an autocratic leader and so the style should be discouraged among principals.

Lastly, there was Laissez-faire leadership style which had the least percentage of job satisfaction among the teachers. This implies that the style had negative influence on job satisfaction among teachers. It should be the least embraced by principals if they expect to post good results from their schools. This is because it doesn’t satisfy teachers which means they don’t perform as expected.

From the above findings, it was clear that school principals could improve the job satisfaction of their staff through the adoption of different leadership styles. They are supposed to be flexible in their leadership skills as different circumstances in their schools dictate. They are also expected to offer mutual support to their teachers to enhance their capabilities which will enable them increase the chances of being promoted. Therefore, for teachers to feel satisfied in undertaking their tasks, they need to be provided with a conducive environment.
4.5 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 influence teachers’ job satisfaction either positively or negatively. Leadership styles associated with job satisfaction have been found to be transformational and democratic leadership styles. Those that negatively impact on the teachers level of job satisfaction are autocratic and laissez-faire leadership styles.

From the research findings, principals use a blend of the different leadership styles to achieve the schools’ objectives. But those that satisfy teachers need to be more embraced.

Apart from the leadership styles, other factors found to influence the teachers job satisfaction were age, academic qualifications and work experience.
CHAPTER FIVE
SUMMARY OF STUDY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives the summary of the study, conclusion and recommendations of the study. The study focused on influence of principals’ leadership styles on public secondary school teachers job satisfaction in Kangundo District.

5.2 Summary of the study

The purpose of the study was to investigate the influence of principals’ leadership styles on secondary school teachers’ job satisfaction in Kangundo District, Kenya. The researcher found it necessary to do the research on the said topic because leadership style of a principal is one of the major determinants of teachers’ job satisfaction as stated by Steinberg, 1993.

The objectives of the study were; to establish the extent to which principals autocratic leadership style influences secondary school teachers’ levels of job satisfaction, to establish the influence of principals’ democratic leadership style on secondary school teachers’ levels of job satisfaction, to determine the extent to which principals’ laissez-faire leadership style influences secondary school teachers levels of job
satisfaction and to establish the influence of principals’ transformational leadership style on secondary school teachers levels of job satisfaction.

The study was guided by Mc. Gregors’ theory X and Y which is postulated by Okumbe (1998) as mainly sets of assumptions about behaviour of people at work. The theory was applicable to this study on the influence of principals’ leadership styles on teachers’ job satisfaction in Kangundo District because it outlines what influences behavior of people (teachers) at work and what influences leaders (principals) to embrace various leadership styles in their institutions.

The researcher employed a descriptive survey design which enabled the researcher to conduct research among principals and teachers from different schools in order to find out the influence of the principals' leadership styles on secondary school teachers levels of job satisfaction in Kangundo district. Stratified random sampling technique was used to select 20 principals and 160 teachers.

The study employed principals’ and teachers’ questionnaire for data collection since it provides a considerable advantage in administration, provides an even stimulus to a large number of people simultaneously, gives respondents freedom to express opinions and also provides the investigator with an easy calculation of data. To test the instrument’s validity, the researcher tested both face and content validity of the questionnaires and also did a pilot study using three schools. Pre-testing was also carried out to ensure reliability of the instrument. Before undertaking the
research, the researcher obtained a research permit from the National Council of Science, Technology and Innovation then wrote a covering letter requesting the principals to conduct the research in their schools.

Questionnaires were personally administered by the researcher and even the collection of responses for data analysis. The filled questionnaires were coded, cleaned and analyzed using Statistical Package for Social Sciences (SPSS). The findings were presented using tables, charts and descriptive statistics.

5.3 The findings of the study

The first objective of this study was to establish the extent to which principals autocratic leadership style influences secondary school teachers job satisfaction. 12.5 percent of principals provided attributes that indicated they used the style. The number of teacher who also supported the idea was percent. This is an indicator that some of the principal in Kangundo district applied this leadership style.

The second objective was to establish whether principals democratic leadership style influences secondary school teachers level of job satisfaction. 25 percent of principals indicated that they exercised the leadership style while 35.8 percent of the teachers indicated that the principals used the style. This shows that a big number of principals in Kangundo district adopted democratic leadership style. Omalayo (2009) support
the sue of this style because they feel valued and thus developed a sense of ownership of the decisions made in the school.

The third objective was to determine the extent to which principals’ Laissez-fair leadership style influences secondary school teachers’ levels of job satisfaction. Principals who used the leadership style formed 6.25 percent and teachers who indicate that principals adopted the style formed 5.4 percent. Principals who used this style provided little or no direction to teachers. The fact that a low percentage used this style is an indicator that many principals did not prefer it.

The fourth objective was to establish whether principals’ transformational leadership style influences secondary school teachers’ job satisfaction. Many teachers and principals were for the idea that this leadership style was highly practiced. The principals and teachers who supported this were 43.75 percent and 51.4 percent respectively. This could be due to the fact that this style is people oriented, builds relationships, helps followers develop goals and identify strategies rather than emphasize task and performance. This could be the reason behind many principals adopting the style in Kangundo district.

5.4 Conclusion

In conclusion, based on the finding of the study, it was established that principals adopted various leadership styles which influenced teacher’s job satisfaction. The first leadership style that was looked at was autocratic leadership style did not satisfy
many teachers and thus should not be depended on by principals in public secondary school.

The other leadership style which was rated was democratic leadership style. The style was found to be associated with high levels of job satisfaction among teachers. So it should be embraced by principals in their learning institutions to achieve better performance by teachers which will translate to good performance by students.

Laissez-faire leadership style was found to have the least percentage of job satisfaction among teachers. As thus, it should be discouraged as it doesn’t foster positive outcomes in the institutions.

The last leadership style that was looked at was transformational leadership style. This style was found to have the highest job satisfaction among the teachers. They felt inspired as their leaders were Charismatic. This is an indicator that it is a style to be adopted by principals if they want their teachers to feel satisfied. As earlier said, teachers satisfaction will make them to be dedicated to work thus improving the learners performance.

5.5 Recommendations

The study recommends that in order to improve teachers’ job satisfaction, the principals should apply a blend of the different leadership styles especially those that
satisfy teachers like transformational and democratic leadership style. Again the principals should be able to identify those aspects in the work station that motivate teachers and embrace them more.

The government, through the ministry of education, should consider offering consistent and quality training to principals on leadership skills. This will help them to supervise their staff in the right manner and apply the most suitable leadership styles in their schools. This will help them to motivate the teachers who will dedicate themselves in their work resulting to good performance by learners.

The study also recommends an appraisal system by TSC for principals who display effective leadership skills in their institutions. This way, principals will be motivated to engage their staff in their school activities to be able to achieve good performance in their schools for them to be recognized by the employer. This will go a long into seeing satisfaction of teachers who will work willingly to uplift their learners achievements thus good performance.

Lastly, training institutions like KEMI and the universities should incorporate in their teacher training curriculum emerging leadership theories like transformational leadership and their impact on human resource management.
5.6 Suggestions for further research

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

i. Establish the influence of learners performance on the satisfaction of teachers.

ii. Determine the extent to which principals leadership styles influence learners discipline in public secondary schools.

iii. Establish the influence of the principals motivation on the job satisfaction of the teachers.
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APPENDIX 1 LETTER OF INTRODUCTION

Nzioka Esther Kalee,

University of Nairobi

P.o Box 30197-00100

Nairobi.

Dear Principal,

RE: REQUEST TO PARTICIPATE IN A STUDY

I am a Master of Education student at the Department of Educational Administration and Planning, University of Nairobi. I am conducting a study on influence of principals’ leadership styles on teachers’ level of job satisfaction in Kangundo District. I kindly request you to allow me to conduct the study in your school through offering questionnaires to be responded to. You are assured that your identity won’t be disclosed and that the information given will be for the purpose of the research only.

Yours faithfully,

Esther Kalee
APPENDIX II  Questionnaire for principals

Instructions

The researcher would like to gather information about you and your school. Please indicate the correct option as honestly as possible where applicable. For the questions that require your own opinion, fill the blanks. You are kindly requested to respond to all the items. DO NOT indicate your name or the name of your school on any page of the questionnaires.

SECTIONA: Background information

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

2. What is your age bracket? 26-30 years [ ] 31-35 years [ ] 36-40 years [ ] 41-46 years [ ] 47-50 years [ ] Above 50 years [ ]

3. What is your highest academic qualification? PhD [ ] Masters in Education [ ] BA with PGDE [ ] B.Ed [ ] Diploma in Education [ ]

If any other please specify…………………………
4. What is your teaching experience in years?
   i. As a teacher .................years.
   ii. As a principal................years.

5. Indicate the number of your teaching staff. Male.......Female...........

6. Indicate the number of students’ population. Male.............Female............

7. Please indicate whether you have attended an educational administration training and last date attended.
   i. Seminar ............................
   
   ii. Workshop ............................

   iii. In-service ............................
SECTION B: Principals’ leadership style

Below are statements on how you relate with teachers and work related issues.

Please put a tick (✓) at the appropriate rating below. Use the scale given.

KEY 1-Not at all  2-Strongly agree  3-Agree  4-Disagree 5-Strongly disagree

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>1 I keep track of all mistakes</td>
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<tr>
<td>2 I wait for things to go wrong before taking action</td>
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<tr>
<td>3 I criticize poor work</td>
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<tr>
<td>4 I delegate particular tasks to staff members</td>
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<tr>
<td>5 I make my decisions clear to the teachers</td>
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<td>6 I maintain definite standards of performance</td>
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<td>7 I inform staff members of what is expected of them</td>
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<tr>
<td>8 I seek differing ideas when solving problems</td>
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<td>Statement</td>
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<tr>
<td>9. I treat all staff members as my equals.</td>
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<tr>
<td>11. I don’t encourage questions from teachers</td>
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<tr>
<td>12. I make staff feel free when talking to me</td>
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<tr>
<td>13. I spend time teaching and coaching</td>
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<tr>
<td>14. I am flexible in my leadership approach</td>
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<tr>
<td>15. I lay clear the expectations of staff</td>
<td></td>
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<tr>
<td>16. I wait patiently for the results of a decision</td>
<td></td>
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<tr>
<td>17. I support teachers’ welfare</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>18. I consult my staff members on any issue</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>19. I mobilize and utilize the potential resources and creativity of members for group goals accomplishment</td>
<td></td>
<td></td>
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<tr>
<td>20. I let staff members diagnose problems in the institution</td>
<td></td>
<td></td>
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<tr>
<td>21. I display a sense of power and confidence</td>
<td></td>
<td></td>
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<tr>
<td>22. I talk optimistically about future</td>
<td></td>
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<tr>
<td>23. If organize forums for my staff</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>24. I help others to develop their strengths</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>25. I focus attention on mistakes and deviations</td>
<td></td>
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<tr>
<td>26. I emphasize the meeting of deadlines</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Statement</td>
<td>1</td>
<td>2</td>
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<tr>
<td>27</td>
<td>I consider individuals as having different needs.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>28</td>
<td>I don’t explain my decisions to staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>I heighten others desire to succeed</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
SECTIONC: Open ended questions

1. Are there HOD’s allocated offices in your school? Yes [ ] No [ ]

2. What would you consider as factors that influence teachers’ levels of job satisfaction?

3. What would you suggest to be done to improve teachers’ job satisfaction?

4. a) As an administrator, what leadership style would you propose to be used in schools so as to improve teachers’ levels of job satisfaction?

Give reasons for the above
Thank you for your participation

APPENDIX 111 Questionnaire for teachers

The researcher would like to seek information from you as a teacher in this school. Please indicate the correct option as honestly as possible by putting a tick (✓) on one of the options provided where applicable. For the questions that require your own opinions, kindly fill in the blank spaces. You are kindly requested to respond to all the items in the questionnaire.
SECTION A: Background information

1. What is your gender? Male ( ) Female ( )
2. What is your age bracket? 26-30 years ( ) 31-35 years ( ) 36-40 years ( )
   41-46 years ( ) 47-50 ( ) over 50 years ( )
3. What is your highest academic qualifications?
   PhD ( ) Master in education ( ) BA with PGDE ( ) B.Ed ( ) Diploma in
   education ( ) Any other, specify _______________________
4. Please indicate your teaching experience _____________________ years
5. Indicate the number of your teaching staff mates and students’ population
   a) Teaching staff
   Male…………………….Female………………………………
   b) Students’ population
   Male…………………….Female………………………………

SECTION B: Principal’s leadership style

Indicate as honestly as possible how you rate your principal’s leadership in
your school using the scale given

KEY 1-Strongly agree 2-Agree 3-Undecided 4-Disagree 5-Strongly disagree

<table>
<thead>
<tr>
<th>Statement - The principal</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1 Relies on threats and punishment to influence employees</td>
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<td></td>
<td>Statement-The principal</td>
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<tr>
<td>2</td>
<td>Awards an equal treatment to staff</td>
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<tr>
<td>3</td>
<td>Leads the staff, him or herself being a role model</td>
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<tr>
<td>4</td>
<td>Has high opinion over what him or herself and staff are doing</td>
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<tr>
<td>5</td>
<td>Doesn’t believe that the staff can attain goals without supervision</td>
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<tr>
<td>6</td>
<td>Governs the group through non-intervention</td>
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<td>7</td>
<td>Prepares employees in advance on changes likely to take place in the school</td>
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<tr>
<td>8</td>
<td>Less concerned about what staff members do</td>
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<tr>
<td>9</td>
<td>Considers the moral and ethical consequences of decisions</td>
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<tr>
<td>10</td>
<td>Is a good listener even when having a different opinion</td>
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<tr>
<td>11</td>
<td>Considers individuals as having different abilities</td>
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<tr>
<td>12</td>
<td>Encourages staff to take initiative for the benefit of the entire school</td>
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<tr>
<td>13</td>
<td>Suppresses new ideas from staff</td>
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<tr>
<td>14</td>
<td>Ventures in different ways to solve a problem</td>
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<tr>
<td>15</td>
<td>Puts emphasis on meeting of deadlines</td>
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<tr>
<td>16</td>
<td>Allows staff to come to a collective decision</td>
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<tr>
<td>17</td>
<td>Pays no attention to individual interest</td>
<td></td>
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</tr>
<tr>
<td>18</td>
<td>Gives employees opportunity to air their views</td>
<td></td>
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<td></td>
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<tr>
<td>19</td>
<td>He/she is friendly and easy to dialogue with</td>
<td></td>
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<tr>
<td>20</td>
<td>Unreservedly acknowledges all members of staff efforts towards goal attainment in school affairs</td>
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<tr>
<td>21</td>
<td>Is patient with staff members in their efforts towards the school’ goals attainment</td>
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<tr>
<td>22</td>
<td>Blames the staff for failure or mistakes including low performance in school</td>
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<tr>
<td>23</td>
<td>Emphasizes on the importance of having a strong sense of purpose</td>
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<tr>
<td>24</td>
<td>Articulates a compelling vision of future</td>
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<tr>
<td>25</td>
<td>Does not employ display any kind of leadership</td>
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<tr>
<td>26</td>
<td>Helps employees to develop their potential</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>27</td>
<td>Makes clear what staff expect to get after performing</td>
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<td></td>
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<tr>
<td>28</td>
<td>Frankly shares information with staff</td>
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</table>

SECTION C: Teachers’ job satisfaction
The table below presents various statements regarding your job satisfaction as a teacher. Indicate the extent to which you agree or disagree with each statement using the scale given.

KEY1=Strongly agree  2=Agree  3=Strongly disagree  4=Disagree

<table>
<thead>
<tr>
<th>Job satisfaction factors</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I enjoy working in this school</td>
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<tr>
<td>2 I am satisfied with the manner the principal handles grievances</td>
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<tr>
<td>3 I am satisfied with the teaching load allocated to me</td>
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<tr>
<td>4 I am satisfied with the extent to which I am involved in decision making in the school</td>
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<tr>
<td>5 As teachers, the principal has provided a friendly and supportive work environment</td>
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<tr>
<td>6 I am satisfied with the way I relate with my principal</td>
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<tr>
<td>7 I am satisfied with the instructional material provided</td>
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<tr>
<td>8 I am satisfied with the extent to which the principal recognizes my contribution in the school</td>
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<tr>
<td>9 I would wish to continue working under the current head</td>
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<td>10 I am satisfied with my profession as a teacher</td>
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</table>
SECTION D: Open-ended questions

1. As a teacher, what would you identify as factors influencing teachers’ levels of job satisfaction?

2. What do you think can be done to improve teachers’ levels of job satisfaction?

3 a) As one in the teaching profession, what leadership styles would you propose to be used in learning institutions in order to improve teachers’ levels of job satisfaction?

b) Please, give reasons for the above.

4. Below are some of the leadership styles embraced by principals. In your opinion, briefly explain how each type of leadership style could possibly influence levels of teachers’ job satisfaction.

i. Autocratic leadership style

ii. Democratic leadership style
iii. Laissez-faire leadership style

iv. Transformational leadership style

Thank you so much for your participation.
APPENDIX IV

Research Permit

<table>
<thead>
<tr>
<th>PAGE 2</th>
<th>PAGE 3</th>
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<tbody>
<tr>
<td><strong>THIS IS TO CERTIFY THAT:</strong></td>
<td><strong>Research Permit No. NCST/RCD/14/913/899</strong></td>
</tr>
<tr>
<td>Prof./Dr./Mr./Mrs./Miss/Institution</td>
<td>Date of issue</td>
</tr>
<tr>
<td>Esther Kalee Nzioka</td>
<td>16th May, 2013</td>
</tr>
<tr>
<td>of (Address) University of Nairobi</td>
<td>Fee received</td>
</tr>
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<td>P.O Box 30197-00100, Nairobi</td>
<td>KSH. 1,000</td>
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<td>has been permitted to conduct research in</td>
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<td><strong>Kangundo</strong></td>
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</tbody>
</table>

申请人签名

秘书

国家科学与技术委员会

82
APPENDIX V
Research Authorization

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Our Ref: NCST/RCD/14/013/609

Esther Kallee Nzioka
University of Nairobi
P.O Box 30197-00100
Nairobi

RE: RESEARCH AUTHORIZATION

Following your application dated 2nd May, 2013 for authority to carry out research on “Influence of principals’ leadership styles on secondary school teachers’ job satisfaction in Kangundo District, Kenya.” I am pleased to inform you that you have been authorized to undertake research in Kangundo District for a period ending 31st July, 2013.

You are advised to report to the District Commissioner and District Education Officer, Kangundo District before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

SADIQ HUSSEIN
FOR: SECRETARY/CEO

Copy to:
The District Commissioner
The District Education Officer
Kangundo District