

**INFLUENCE OF HEAD TEACHERS' LEADERSHIP STYLES ON
TEACHERS' LEVELS OF JOB SATISFACTION IN SECONDARY
SCHOOLS, MANDERA COUNTY, KENYA**

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**A Research Project Submitted in Partial Fulfillment for the Requirements of
the Degree of Master of Education in Educational Administration**

University of Nairobi

2014

DECLARATION

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

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DEDICATION

This study is dedicated to my family members; my wife Mrs. Zeituna Adan, and children Hannan Adan, Taiha Adan, Ikram Adan, Abdiaziz Adan and Hawa Adan. I also dedicate it to my father in law Hajj Billow.

ACKNOWLEDGEMENT

I extend my most sincere thanks to my supervisors Dr. Jeremiah Kalai and Dr. Rosemary Imonje for their guidance, professional advice and constructive criticism which kept me going to the end. I also want to thank my family members; my wife Mrs. Zeituna Adan, and children Hannan Adan, Taiha Adan, Ikram Adan, Abdiaziz Adan and Hawa Adan for the support and encouragement they gave me during my studies. Special thanks go to my father in law Hajj Billow for his support. I also want to sincerely thank all the respondents in this study; the school headteachers and teachers in Mandera County since without their participation, this study would not have this final stage. To all mentioned and unmentioned but supported this study, I say a big thank you.

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ABBREVIATIONS AND ACRONYMS

CDE	County Director of Education
DEO	District Education Officer
KCSE	Kenya Certificate of Secondary Education
KNEC	Kenya National Examinations Council
MOEST	Ministry of Education Science and Technology
NRC	National Research Council
PDE	Provincial Director of Education
SPSS	Statistical Package for the Social Sciences
TSC	Teachers Service Commission
WEAC	Wisconsin Education Association Council

ABSTRACT

The purpose of this study was to analyze the influence of head teachers' leadership styles on teachers' levels of job satisfaction in public secondary schools in Mandera County. The study sought to determine the extent to which autocratic, democratic, and laissez faire leadership styles influenced teachers' job satisfaction. The study was carried out using descriptive survey design. The sample size comprised of ten head teachers and 87 teachers. Data was collected by use of questionnaires for head teachers and teachers and was analysed by use of descriptive statistics and Pearson Product Moment Correlation Coefficient. Findings on the head teachers' perception of their leadership styles revealed a mean of 3.04 and a standard deviation of 2.80 which implied that the head teachers disagreed that they were autocratic in their leadership styles. The findings implied that the head teachers did not agree that they were autocratic since this kind of leadership is perceived as treating human beings as inhuman. Findings also revealed that democratic leadership style had a mean of 2.15 which implied that head teachers perceived themselves as democratic. Laissez faire leadership style had mean score of 2.79 which implied that head teachers did not perceive themselves as Laissez faire in their leadership. Teachers therefore viewed their head teachers were democratic. In summary, teachers viewed their head teachers as possessing the democratic leadership style. Findings also revealed that teachers were not satisfied with the working conditions, pay and promotion, and recognition aspect of their job. Findings on the influence of autocratic leadership style on teachers' job satisfaction revealed that autocratic head teachers negatively influence (-0.65) teachers job satisfaction because they adopt harsh leadership styles which are widely detested by the teachers and students alike. Findings on the influence of democratic leadership style on teachers' job satisfaction revealed that there was a positive moderate (0.48) relationship between the democratic leadership style and job satisfaction in secondary schools. Findings on the influence of Laissez-faire leadership style on teachers job satisfaction revealed that that there is very strong negative (0.75) relationship between laissez-faire leadership and job satisfaction in secondary schools Based on the findings of the study, it was concluded that head teachers perceived themselves as democratic. The study also concluded that autocratic head teachers negatively influence teachers' job satisfaction. It was also concluded that there was a positive moderate (0.48) relationship between the democratic leadership style and job satisfaction in secondary schools. Further conclusion was that laissez-faire leadership style had very strong negative (0.75) relationship with job satisfaction. Based on the findings of the study, the study recommended that the aspects of promotion prospects such as advancement opportunities, opportunity for in-service training and opportunities for growth should be enhanced. For further research, the study suggested that a study on whether there is any significant relationship between teachers' motivational levels and their job performance, a study on how teachers' demographic variables influence teachers' job satisfaction and a study on how learner characteristics influence teachers' job satisfaction should be carried out.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Educational institutions are critical places where the next generation is educated, and school leaders bear a heavy burden of responsibility for their institutions. Leaders in educational institutions are the same as leaders in other organizations, and inevitably face the challenge of maintaining the goals of institutions. Providing quality education requires efforts from multiple stakeholders including teachers, science coordinators, and administrators (National Research Council, 1996).

Job satisfaction is defined as "an individual's reaction to the job experience" (Berry, & Lewis-Beck, 1997). There are various components that are considered to be vital to job satisfaction. These variables are important because they all influence the way a person feels about their job. These components include: pay, promotion, benefits, supervisor, co-workers, work conditions, communication, safety, productivity, and the work itself. Each of these factors figures into an individual's job satisfaction differently. One might think that pay is considered to be the most important component in job satisfaction, although this has not been found to be true. Employees are more concerned with working in an environment they enjoy (Berry and Lewis-Beck, 1997).

Kemp and Nathan (1989) identified three styles of leadership namely authoritarian, democratic and delegative or laissez-faire. According to Campbell, Bridges and Nystrand (1993) the authoritarian or autocratic leadership style is used when leaders tell their employees what they want done and how they want it accomplished, without getting the advice of their followers. This style results in the group members reacting aggressively and apathetically in the work environment. They further suggest that authoritarian style should normally only be used on rare occasions. This often results in unending industrial disputes in an organization hence affecting the achievement of the overall goals and objectives. The participative or democratic leadership style involves the leader including one or more employees in the decision making process in determining what to do and how to do it. However, the leader maintains the final decision-making authority. Using this style is not a sign of weakness; rather, it is a sign of strength that your employees will respect.

Numerous researchers on school effectiveness have demonstrated some form of association between effective schools and the type of leadership practiced by their head teachers (Hallinger & Leithwood, 1994). Liu (2004) carried out research on determinants of job satisfaction and found that loyalty to one's employer and job longevity are more important as compared to compensation, benefits and supervisors for Mexican-American and vice versa for the Non-Hispanic. There was a strong correlation between the leadership style and the job satisfaction

(Lok, 1999). But the result demonstrated that transformational leadership had a higher correlation with job satisfaction.

A study to identify effective leadership style in Education sector of Pakistan by Medley and Larochelle, (1995), manifested that transactional leadership was more successful in variety of countries outside North America including India, Nigeria, Japan and Pakistan in enhancing job satisfaction. A study by Morris and Feldman (2003) in Palestinian industrial sector showed that transactional leadership style was more frequently used than transformational leadership while laissez-faire was considered as the least commonly occurring leadership style and more frequent among leaders with low educational background. Moreover, transformational leadership was found to encourage satisfaction, willingness to apply extra effort and effectiveness among employees.

In a study on the organizational culture, leadership modes, and employee job satisfaction at electric cable companies in Taiwan, Chen (2008) found that transformational leadership modes tend to be more acceptable to employees and affect employee job satisfaction level and innovativeness. In a survey of 244 nursing school faculty members, Chen (2008) found that Taiwanese nursing directors were more transformational leaders than transactional or laissez-faire ones. The results also indicate that the nursing faculty members were moderately satisfied with their jobs and felt that the heavy workloads as opposed to the

directors' leadership styles were possible reasons for their dissatisfaction with their jobs.

Achua (2001) conducted a study o the principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. Teachers' job performance was also found to be at a moderate level in the schools. Teachers' job performance was found to be better in schools having principals using autocratic leadership style than in schools having principals using democratic or laissez-faire leadership styles. This was evident in the findings of this study, which isolated the style of leadership used by a principal as a function of teachers' job performance in school. The significant relationship found in this study between the autocratic leadership style and teachers' job performance is value added. In some situations, people need to be forced before they could improve productivity.

Despite the Kenya government's commitment to improving terms and conditions of teachers, it has been faced with increased cases of teacher shortage and low morale especially in secondary schools (Okumbe, 1998). Nzuve (1999) says that the leadership style a manager has should influence the employees such as teachers to accept willingly the direction and control. According to United States congress (1970) as quoted by Mwangi (2005), the role the head teacher plays in smooth running of any given institution cannot be understated. The head teacher sets the tone of the school, climate of learning and level of professionalism, as

well as the morale of teachers. If the school management motivates teachers effectively, it enhances increased effort, which results to teacher commitment. In Kenya issues relating to teacher motivation and enhancement of their job performance have been addressed in various forums such as trade union meetings and public commissions. It has generally been pointed out that there is need to improve the working conditions of teachers especially their pay package. Okumbe (1992) in his study found out that teachers were only slightly satisfied in the job factors of working conditions, the work environment, security, recognition, the work content and supervision.

Due to failure by Teachers Service Commission (TSC) to employ new teachers, the workload is heavy making teachers unable to attend to other issues such as setting and marking of exams and general guidance (Kageha, 2004). According to Bennell (2004) the heavy workload has impacted heavily on teachers' morale and motivation and thus their job performance. A report by the Ministry of Education and Human Resource Development (1998), pointed out that there was need to review and strengthen existing schemes of service for teachers with a view of making the teaching professionals meet their expectations of the public, and boost and sustain the morale of teachers through increased benefits. It was noted that as a result of inadequate professional enrichment and support services, the competence and morale of teachers has been declining over the years (MOE 1998). Recognition is another aspect that makes individuals feel satisfied

(Herzberg 1959). Individuals at all levels of the organization want to be recognized for their performance. Good work done by any employee should always be acknowledged. This can be done by giving teachers trophies during prize giving days, a letter of appreciation or are given a bonus where appropriate (Cole, 2002). This is normally practiced by democratic leaders.

A study done by Kageha (2007) on staff motivation, found out that most respondents motivate their staff through provision of better housing at subsidized rates. They also provided teachers with meals such as breakfast, tea breaks, lunch and supper through the generous sponsorship of parents' teachers' association. This was noted to have given teachers time to teach extra lessons and give personal attention to the students. The report also said that teachers were satisfied by being given gifts and presents which included household goods, and certificates of merits.

A number of leadership styles can influence the way teachers will perform their tasks. Dictatorial or autocratic leadership style is also referred to as authoritative or strong and upfront. Maicibi (2005) assert that this type of leadership style has its roots deep in history, where it was the chief model especially in the industrial revolution. In this style of leadership, the leader issues orders or commands and it is the duty of the followers to obey. In a school situation, all decisions and actions must receive the head teacher's approval. Smith (2000) recognized that the school

leader's leadership style significantly influences teacher job satisfaction. Democracy on the other hand is all about empowering people so that they are given chance to provide their views before a decision is made.

It is noted that employees such as teachers behave differently under different situations. Principal can therefore encourage effective performance of their teachers by identifying their needs and trying to satisfying or meeting them. Savery (1994) asserted that variables of job performance such as effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students' work and disciplinary ability are virtues which teachers should uphold effectively in the school system.

Effective leadership and employee job satisfaction are two factors that have been regarded as fundamental for organizational success. A capable leader provides direction for the organisation and lead followers towards achieving desired goals. In similar vein, employees with high job satisfaction are likely to exert more effort in their assigned tasks and pursue organisational interests. An organisation that fosters high employee job satisfaction is also more capable of retaining and attracting employees with the skills that it needs (Mosadegh Rad & Yarmohammadian, 2006).

Effective leadership and employee job satisfaction are two factors that have been regarded as fundamental for organizational success. A capable leader provides direction for the organisation and lead followers towards achieving desired goals. In similar vein, employees with high job satisfaction are likely to exert more effort in their assigned tasks and pursue organisational interests. An organisation that fosters high employee job satisfaction is also more capable of retaining and attracting employees with the skills that it needs (Mosadegh Rad & Yarmohammadian, 2006). Several studies have also examined the relationship between the two factors and concurred that leadership has significant impacts on job satisfaction and organisational commitment (Lok & Crawford, 2001; William & Hazer, 1986; Rad & Yarmohammadian, 2006). High job satisfaction enhances employees' psychological and physical wellbeing (Mumo, 2000) and positively affects employee performance (Vroom, 1964; Porac, Ferris, & Fedor, 1983). According to Mosadegh Rad and Yarmohammadian (2006), employee job satisfaction refers to the attitude of employees towards their jobs and the organization which employs them. The researchers pointed out that job satisfaction is influenced by many organisational contextual factors, ranging from salaries, job autonomy, job security, workplace flexibility, to leadership. In particular, leaders within organisations can adopt appropriate leadership styles to affect employee job satisfaction, commitment and productivity.

Leadership at work in education institutions is thus a dynamic process where an individual is not only responsible for the group's tasks, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context (Cole, 2002). Leadership in that context pursues effective performance in schools, because it does not only examine tasks to be accomplished and who executes them, but also seeks to include greater reinforcement characteristics like recognition, conditions of service and morale building, coercion and remuneration (Balunywa, 2000). Thus, leadership incorporates the accomplishment of the task, which is an organizational requirement and the satisfaction of employees, which is the human resource requirement (Okumbe, 1998). Maicibi (2005) contends that, without a proper leadership style, effective performance cannot be realized in schools.

1.2 Statement of the problem

The relationship between principals leadership styles and teachers job performance has been a subject of controversy by many researchers (Medley, 1995; Ajuoga, 2000). The controversy was centered on whether or not the style of leadership of principals influences the level of job performance among teachers. Several studies have also examined the relationship between the two factors and concurred that leadership has significant impacts on job satisfaction and organisational commitment (Lok & Crawford, 1999, 2001; William & Hazer, 1986; Mosadegh Rad & Yarmohammadian, 2006). High job satisfaction enhances

employees' psychological and physical wellbeing (Ilardi, Leone, Kansser, & Ryan, 1983) and positively affects employee performance (Vroom, 1964; Porac, Ferris, & Fedor, 1983). According to Mosadegh Rad and Yarmohammadian (2006), employee job satisfaction refers to the attitude of employees towards their jobs and the organization which employs them. The researchers pointed out that job satisfaction is influenced by many organisational contextual factors, ranging from salaries, job autonomy, job security, workplace flexibility, to leadership. In particular, leaders within organisations can adopt appropriate leadership styles to affect employee job satisfaction, commitment and productivity. County Director of Education (CDE) (2013) indicates that Mandera has the highest number of applications for transfers as compared to other counties in the region. The county has also been performing poorly in national examinations. It is to this effect that the study was set to establish the influence of head teachers' leadership styles on teachers' levels of job satisfaction in public secondary schools in Mandera County.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of head teachers' leadership styles on teachers' levels of job satisfaction in public secondary schools in Mandera County

1.4 Objectives of the study

The following objectives guided the study:

- i) To examine how autocratic leadership style used by head teachers influence teachers' levels of job satisfaction in public secondary schools in Mandera County.
- ii) To assess how democratic leadership style used by the head teachers influence teachers' job satisfaction in public secondary schools in Mandera County.
- iii) To establish how Laissez-faire leadership style used by the head teachers influence teachers job satisfaction in public secondary schools in Mandera County.

1.5 Research questions

The study was guided by the following research questions.

- i) How does a head teachers' autocratic leadership style influence public secondary schools teachers' level of job satisfaction in Mandera County?
- ii) To what extent does head teachers' democratic leadership style influence public secondary schools teachers' level of job satisfaction in Mandera County?
- iii) In what ways does head teachers laissez-faire leadership style influence public secondary schools teachers' level of job satisfaction in Mandera County?

1.6 Significance of the study

The research findings would be of utmost importance to the Teachers Service Commission (TSC) because as an employer the commission would have relevant information on matters which directly affect the employee. Findings may also be useful to the County Director of Education in understanding factors that lower teachers' motivation and thus take appropriate strategies and measures so as to produce an effective and efficient force of teachers. The findings would also help the Teachers' Service Commission (TSC) to improve terms and working conditions of the teachers in order to increase teachers' levels of satisfaction.

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. There would be cases of exaggerated feedback or outright misinformation; therefore it was difficult for the researcher to control the attitude of the respondents as they responded to the questionnaires. The respondents however were assured of confidentiality of their identities.

1.8 Delimitations of the study

These are boundaries of the study (Best & Kahn, 1998). The study was carried out in Mandera County. Secondly only the sampled public schools were studied. Although in schools there are other workers who make the system of the school,

only teachers and head teachers provided for the study. It also excluded teachers from private schools because private schools have different managers and sponsors and ways of motivating teachers may be different.

1.9 Assumptions of the study

The study assumed that the respondents have the information the researcher is seeking and provided the researcher with honest information. It was also assumed that the information given by the respondents in the study was true and free from any external influence.

1.10 Definitions of significant terms

Head teacher refers to a chief executive in a secondary school in charge of its administration. He or she is invariably referred to as headmaster, headmistress or principal (Revised TSC code of regulations, 2005)

Incentives refer to private rewards related to the attainment of target output and productivity levels.

Interpersonal relations refer to nature of social and professional interactions between teachers, head teachers or close proximity to each other.

Job factor refers to things affecting teachers in their places of work, which they may express feelings about. These may include; working and living conditions, the pay, achievement, status, recognition and other related things.

Job performance refers to the way teachers respond to duty in terms of punctuality in attending lessons, giving and marking assignments, syllabus coverage, and being present in school.

Job satisfaction refers to factors that teachers will claim to give them pleasant feelings in their job.

Leadership style refers to patterns of behaviour by a leader in influencing members of the group. It is the way the leader behaves towards the group members

Public secondary school refers to an education institution for secondary education pupils, which are fully aided by the government.

Work load refers to the number of lessons that a teacher teaches per week.

Working conditions refers to the working environment in which teachers operate congested, lacking materials or having plenty.

1.11 Organization of the study

The study was organized into five chapters. Chapter one is on the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, definitions of significant terms and organisation of the study. Chapter two presented the literature review related to the problem. This was leadership styles and job satisfaction, summary of the literature review, theoretical framework and conceptual framework.

Chapter three was research methodology focusing on research design, the target population, sample size and sampling techniques, research instruments, validity and reliability of the instruments, data collection procedures, and data analysis procedures. Chapter four reported the data obtained from respondents and the interpretation of the findings. Chapter five contained summary of the study, conclusions and recommendations as well as areas of further study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers some of the research studies and reviews that have been carried out on workers' attitudes toward work depending on the environment which they are subjected to. The literature review pays attention to how autocratic leadership style, democratic leadership style and laissez faire leadership influence job satisfaction. The chapter further presents theoretical and conceptual frameworks.

2.2 Leadership styles and employee job satisfaction

It is suggested by various scholars that the autocratic leadership leads to lower levels of job satisfaction, while democratic leadership leads to higher level of job satisfaction. The level of job satisfaction under laissez-faire leadership is also less than under democratic leadership (Bass, 1990). Managers have the role of motivating employees to do a good job and strive for excellence. The organization therefore is required to train their managers to be able to facilitate effective leadership. Employees tend to respond to leaders or managers whom they trust and will inspire them to achieve meaningful goals and reach high levels of job satisfaction (Warrs & Payne, 1983). How a manager works, particularly how he/she interacts with others, especially those who report directly to him/her will

influence the motivational climate either for good or ill of the organization (Warrs & Payne, 1983).

Leadership needs to come up with explicit vision and mission of the organization and have the same articulated to all members of staff. These will act as a mirror through which all employees will base their performance on. These calls for involvement of employees in formulation of company's strategy and by so doing the employees achieve job satisfaction.

2.2.1 Autocratic leadership style and employees' job satisfaction

Decentralization of authority, participatory planning and mutual communication are some of the main features of democratic leadership. However, as Oyetunyi (2006) points out, the major point of focus is sharing; the manager shares decision-making with the subordinates. Even though he/she invites contributions from the subordinates before making a decision, he/she retains the final authority to make decisions (consultative). Dubrin (1998) describes the autocratic leadership style as a style where the manager retains most authority for him/herself and makes decisions with a view to ensuring that the staff implements it. He/she is not bothered about attitudes of the staff towards a decision. He/she is rather concerned about getting the task done. He/she tells the staff what to do and how to do it, asserts him/herself and serves as an example for the staff. This style is viewed as task-oriented (Dubrin, 1998:109) and is similar to Likert's II and I

leadership styles. The manager may also seek discussion and agreement with teachers over an issue before a decision is taken (consensus). He/she may allow the subordinates to take a vote on an issue before a decision is taken (democratic). He/she coaches subordinates and negotiates their demands (Dubrin, 1998:109-110). This type of leadership is viewed as an important aspect of empowerment, teamwork and collaboration. It has been observed that a school is more effective when those who are affected by the organization's decisions are fully involved in the decision-making process. Good as it is, the concern expressed by Dubrin (1998:110-111) is that the participative style of leadership wastes time due to endless meetings and may lead to confusion and lack of direction. By implication, it is not appropriate for use in times of crisis when the situation demands on-the-spot decision (Oyetunyi, 2006).

Employees including teachers are satisfied when they have adequate authority to do their jobs. As such, employees should be allowed to have some input on decision-making that will affect them. Once goals and objectives are established, the employees should be allowed to determine how they will achieve those goals and objectives. Further, employees should be involved in the strategy formulation on how to achieve the organization objectives. This trend may result to best ideas that the company may use for innovation (Spector, 1997).

Spector (1997) refers to authority as autonomy where employees are given freedom to make decisions. According to Spector, individuals are allowed to have input into board policy that also afford them an expanded sense of control in the organization. Such controls have a positive effect on a person's job satisfaction. According to Smith's (2000), principal's leadership style was based on the perception of teachers as measured by the LEAD-Other instrument and teacher job satisfaction was measured by the Charlotte-Mecklenburg School System's Teacher Survey. Although the results indicated that there was not a statistically significant difference in teacher job satisfaction based on the principal's leadership style, the mean scores implied that teachers in the sample who perceived their head teachers as high task and high relationship were the most satisfied with their jobs (Smith, 2000).

A case study assessing the relationship between autocratic leadership style and faculty job satisfaction in an institute of technology in the south of Taiwan conducted by Spector (1997) showed that the two variables were closely related in the institute. Spector (1997) expanded the study and surveyed all 11 private institutes of technology in the south of Taiwan to investigate the relationship between presidential leadership style and teacher job satisfaction, which revealed the same results as previous research. In addition, cultural factors were found to be critical factors impacting leadership on job satisfaction.

Autocratic leadership leads to lower levels of job satisfaction, while democratic leadership leads to higher level of job satisfaction (Ajuoga, 2000). The level of job satisfaction under laissez-faire leadership is also less than under democratic leadership (Bass, 1990). Medley and Larochelle (1995) studied the relationship between autocratic leadership styles and the job satisfaction of the nursing staff. This study used the Multifactor Leadership Questionnaire and the Index of Work Satisfaction to measure transformational leadership and job satisfaction among 122 staff nurses in community hospitals. The study revealed that staff nurses in hospitals do perceive autocratic leadership styles. Staff nurses have greater job satisfaction if their leaders practice autocratic leadership.

Autocratic leaders create a situation where subordinates who do not want to realize the importance of work are forcefully led to work (Mullins, 2002). According to Mullins (2002) autocratic leaders supervise subordinates very closely to ensure compliance and the completion of work in the designated time. Leadership is meant to be effective even where the situation seems harsh so as to drive organizational intentions towards goal achievement. Research findings by Kasule (2007) on the effect of leadership styles on teacher productivity in private secondary schools in the Wakiso district indicate that autocratic leaders usually emphasize 'authority' as a means of having the work done. Head teachers generally emphasize it, since it reaps results very quickly, as subordinates work under pressure to meet deadlines. Other studies by Storey (1993), however, noted

that head teachers, who use authority to get things done, are too strict in the formality by which things are done. This hinders teacher creativity especially in instances where creativity and planning are imperative to anchor the academic program in schools.

2.2.2 Democratic leadership style and employees' job satisfaction

Decentralization of authority, participatory planning and mutual communication are some of the main features of democratic leadership. However, as Oyetunyi (2006) points out, the major point of focus is sharing; the manager shares decision-making with the subordinates. Even though he/she invites contributions from the subordinates before making a decision, he/she retains the final authority to make decisions (consultative). The manager may also seek discussion and agreement with teachers over an issue before a decision is taken (consensus). He/she may allow the subordinates to take a vote on an issue before a decision is taken (democratic). He/she coaches subordinates and negotiates their demands (Dubrin, 1998:109-110). This type of leadership is viewed as an important aspect of empowerment, teamwork and collaboration. It has been observed that a school is more effective when those who are affected by the organization's decisions are fully involved in the decision-making process. Good as it is, the concern expressed by Dubrin (1998:110-111) is that the participative style of leadership wastes time due to endless meetings and may lead to confusion and lack of

direction. By implication, it is not appropriate for use in times of crisis when the situation demands on-the-spot decision (Oyetunyi, 2006).

However, unlike the laissez-faire style, the leader adopting this style maintains the final decision making authority. Using this style is not a sign of weakness; rather it is a sign of strength that one respects the employees' ways of doing things. Using this style is of mutual benefit as it allows staff to become part of the team and allows one to make better decisions.

David & Gamage (2007) argues that effective democratic and participatory school administration; leadership and management affect the trust levels of stakeholders. David's (2007) study focuses on a survey of the effectiveness of democratic and participatory school administration and management in one school division in the Philippines. Indicators of participatory school administration, leadership and management effectiveness, according to David's study, correlated with the stakeholders' level of trust. The study suggested that school leaders wishing to enhance the levels of trust among the stakeholders in their schools should consider these indicators, pertaining to the participatory or democratic leadership approach, in carrying out their leadership duties and responsibilities. The implication of this study is that just like in the Philippines; school heads in Uganda who favor the use of the democratic style of leadership, attach the same level of trust to their stakeholders in the management of schools. They engage

subordinates, parents, students and the community in the decision making process. As pointed out by Kouzes and Posner (2003), school heads know that no one does his/her best when feeling weak, incompetent or alienated; they know that those who are expected to produce the results must feel a sense of ownership.

Savery (1994) found that democratic leadership style related positively to employees' job satisfaction and commitment in federal organisations in Western Australian, while in contrast, Rad and Yarmohammadian (2006) found no relationship between leadership behaviours and employee job satisfaction in Isfahan University Hospitals in Iran, where a participative leadership style was prevalent. Morris (2003) in Spector (1997), s carried out a study on Local authorities employees in Britain and found out that employees were likely to be satisfied by their ability to harness and input into work planning, opportunity to show initiative, ability to have a say in management decisions, a feeling that their local authority kept them well informed and that any change was well communicated to them on time.

According to Morris (2003), the drives of staff motivation are about valuing people, communicating goals clearly, setting clear context to work, listening to staff and actively managing performance. Employees are more satisfied when they feel they are rewarded fairly for the work they do. According to George and Jones (1999), pay is a salary or wage or money given to someone for regular

work. Herzberg (1959) and Maslow (1959) seem to agree on the issue that remuneration is significant as hygiene factor and unless the same is satisfied, motivators are of little use. Herzberg (1959) felt that many firms did not even satisfy the hygiene factor and therefore they have not been able to attain job satisfaction level. A study conducted by Spector (1997) found a mean correlation coefficient of only 0.17 between level of pay and satisfaction in three samples representing a heterogeneous collection of jobs. This low correlation may have suggested that pay in itself is not a very strong factor in job satisfaction. Morris (2003) argues that money does not buy happiness and neither does it buy good performance. He continues to argue that money for those earning lower wages may be considered to be more important than for those earning higher pay. However, the employer has a responsibility to consider employees responsibilities, the effort they have put forth, the work they have done well and demand of their job and ensure they are fairly rewarded.

Although pay is not an important issue, fairness in pay can be very important. Most employees are not actually concerned with the fact that people in other jobs make more than they do. They are concerned that people in the same job earn more. In a homogenous sample, people are likely to compare themselves to one another and be dissatisfied if their salary is lower than others in the same job (Spector 1997). Hence management needs to design remuneration system so that

desirable performance is rewarded and the relationship between performance and reward is clear.

Patricia (2002) studied democratic and how it related to job satisfaction. The participants of the study were engineers and technical support staff at an aerospace company. This study used the Multifactor Leadership Questionnaire (MLQ) and Job Describe Index (JDI) to measure transactional and transformational leadership and job satisfaction. The study concluded that transactional leadership was not positively related to job satisfaction but that transformational leadership was.

2.2.3 Laissez-faire leadership style and employees' job satisfaction

Laissez-faire leadership is a passive kind of leadership style. The manager delegates almost all authority and control to subordinates. There is no person of authority in the organization. The manager leads the organization indirectly, he/she does not make decisions; rather he/she abides by popular decisions. There is no setting of goals and objectives by the manager. Tasks are done the way the manager thinks it should be done, but he/she gets involved on request and this may lead to the digression from broad organizational policy. Thus, this style of leadership may be effective with well-motivated and experienced employees (Dubrin, 1998:111), but could lead to failure when subordinates are deceptive, unreliable and untrustworthy.

It represents a non-transactional kind of leadership style in which necessary decisions are not made, actions are delayed, leadership responsibilities ignored, and authority unused. A leader displaying this form of non-leadership is perceived as not caring at all about others' issues. In a study examining the effectiveness of laissez-faire and the degree of employee satisfaction with the leadership style in the public banking sector, Sivanathan (2002) found that laissez-faire leaderships were highly and positively correlated with extra effort, effectiveness and satisfaction. Contingent rewards were also positively related to the outcome measures but less than to the transformational scale ratings. However, Management by exception (Active and Passive) and Laissez Faire were strongly and negatively correlated with the outcome.

Furthermore, Erkutlu and Chafra (2006) found that laissez-faire leadership style in a boutique hotel led to negative results in organisational performance such as low satisfaction, high stress, and low commitment by followers. The importance of leadership was first researched in the 1920s with studies using surveys reporting that favourable attitudes toward supervision helped to achieve employee job satisfaction (Bass, 1997). Several studies were conducted during the 1950s and 1960s to investigate how managers could use laissez-faire to increase employees' level of job satisfaction (Northouse, 2004). These studies confirmed the significance of leadership in making differences in employees' job satisfaction. Furthermore, Yousef (2000) showed that leadership behaviour was

positively related to job satisfaction and therefore managers needed to adopt appropriate leadership behaviour in order to improve it. Leadership style affects a range of factors such as job satisfaction, performance, turnover intention, and stress (Chen and Silverthorne, 2005) and so contribute to organisational success (Rad and Yarmohammadian, 2006).

Karugu (1980) conducted a study of the relationship between laissez fair leadership style and job satisfaction by teacher-coordinators. The sample was 78 vocational education administrators in Michigan public schools in 1974-1975. This study used the Leader Behavior Description Questionnaire (LBDQ) and the Job Satisfaction Questionnaire (JSQ) to determine the link between leadership roles and job satisfaction. The study found a significantly negative attitude between the style and job satisfaction. There were non-significant leadership perceptions of vocational education administrators and teacher-coordinators.

2.3 Summary of literature review

The literature review presented in this chapter has presented a number of studies on job satisfaction. For example Karugu (1980); Hall (1999), Ngalyuka (1985); Okemwa (2004); and Ngumi (2003) concurs that teachers are stay in the job because of physical social economic and security dimensions associated with conditions of work were satisfactory. The studies were however conducted in other high potential agricultural areas. The current study will however be

conducted in arid area Mandera which is very different from where these studies were conducted. Mutie (1993) has found that teachers are only marginally satisfied with their job which agrees with Mwangi (2005) who found that tutors in KTTC were not satisfied with their jobs. Mutie (1993) has shown how young teachers have a high level of job satisfaction than older teachers while Ngumi (2003) concurred with Karugu. These studies were carried out in other areas hence the need to for the current study. The study was however conducted in a teachers training college among tutors. These studies were carried out in other areas hence the need to for the current study. The studies did not however focus on leadership styles and their influence on job satisfaction hence the current study will fill in that gap. Okemwa (2004) has established that majority of the teachers Borabu Division of Kisii County, were moderately satisfied with their job, and that teachers' age, teaching-subject-orientation, and teaching experience each significantly and uniquely determined job satisfaction among teachers. The study concentrated on demographic variables and not on leadership styles hence the current study will establish how leadership styles influence teachers' levels of job satisfaction.

2.4 Theoretical framework

The study was guided by Herzberg two factor theory by Frederick *Herzberg* (cited in Okumbe 2007). The theory states that job satisfaction and job dissatisfaction are caused by different and independent sets of factors: the motivators and the

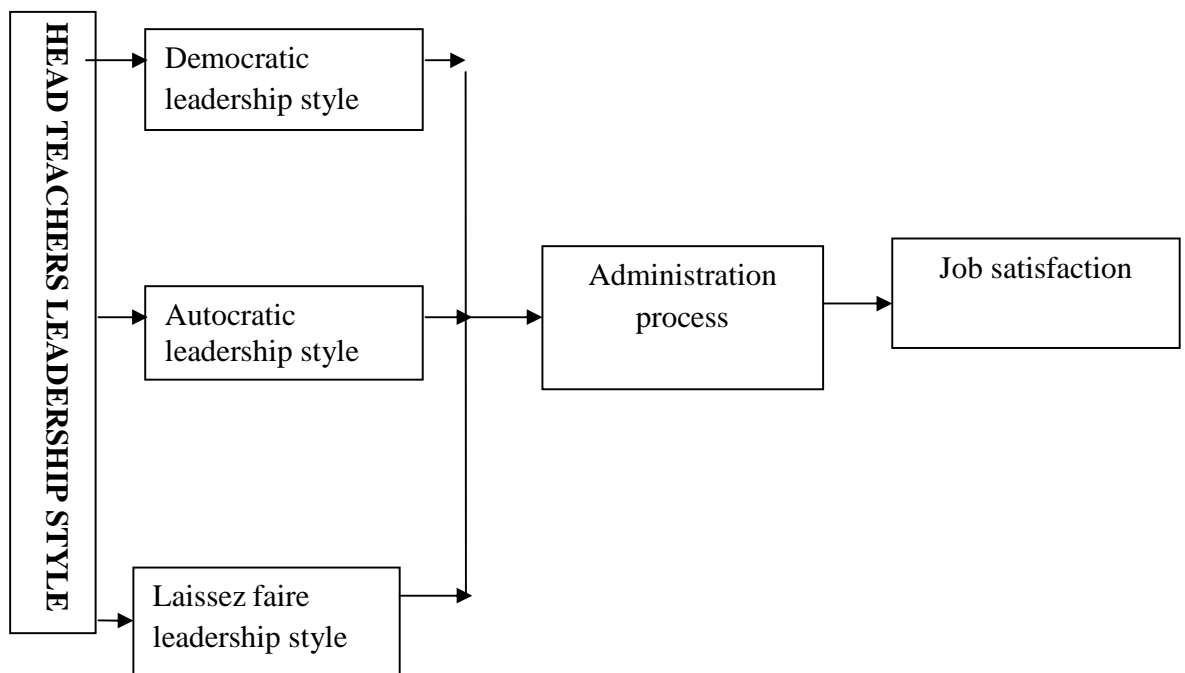
hygiene factors. Herzberg found that the factors causing job satisfaction (and presumably motivation) were different from those causing job dissatisfaction. He developed the motivation-hygiene theory to explain these results. He called the satisfiers *motivators* and the dissatisfiers *hygiene factors*, using the term "hygiene" in the sense that they are considered maintenance factors that are necessary to avoid dissatisfaction but that by themselves do not provide satisfaction.

Herzberg analyzed and classified the job content factors or satisfying experiences as follows; satisfiers which are Achievement, recognition, Work itself, Responsibility, -Advancement and growth. According to Herzberg, these factors stand out as strong determinants of job satisfaction with three of them, a sense of performing interesting and important work (work itself), job responsibility and advancement being the most important relative to a lasting attitude change. Achievement more so than recognition, was frequently associated with such long-range factors as responsibility and the nature of the work itself. Herzberg's theory is related to this study in that just as in any organisation, teachers' job satisfaction will be determined by various factors which include head teachers leadership style. Different leadership styles used by the head teachers will elicit different levels of job satisfaction among the teachers.

2.5 Conceptual framework

The conceptual framework for this study is presented in figure 2.1

Figure 2. 1 Conceptual framework



The conceptual framework shows the relationship between head teachers leadership styles and teachers job satisfaction. The framework shows that different leadership styles will have different effects on the teachers' job satisfaction. The leadership styles are in play when the teachers manages teachers welfare which either leads to high or low teachers job satisfaction.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers: research design, target population, sampling size, sampling procedure, research instruments, validity of the research instrument, reliability of the research instrument, data collection procedures and data analysis techniques.

3.2 Research design

According to Ngechu (2001), a research design is a plan showing how problems under investigation are solved. The study adopted descriptive survey design. The design is chosen because through it, the researcher will be able to collect and analyze data as it exists in the field without manipulating any variables. The researcher was able to collect data in order to answer questions concerning the current status of the subjects of the study and assess attitudes and opinion about events, individuals or procedures (Gay, 1993).

3.3 Target population

Orodho (2004) defines population as all the items or people under consideration. For this study, the target population consisted of all the teachers in all the 26 public secondary schools in the County (Mandera County Education Officer, 2012). The choice of teachers was based on the fact that the variables under investigation are

particular to them and no other party could provide the information. The study comprised a target population of 26 head teachers and 290 teachers.

3.4 Sample size and sampling procedure

Wiersma (1995) describes a sample as a small population of the target population selected systematically from the study. Sampling as defined by Orodho (2004) is the process of selecting a subset of cases in order to draw conclusions about the entire set. Sampling is important because one can learn something about a large group by studying a few of its members thus saving time and money. To sample the head teachers and the teachers, the researcher used According to Mugenda and Mugenda (1999) 10 and 30% of the universe is seen as representative and can be generalized to the population. The researcher however used the higher limit. The sample was therefore 8 head teachers and 87 teachers. Selecting of teachers from each school involved simple random sampling. In doing this, the researcher wrote down all the names of the schools in pieces of paper and randomly select 8 whose heads were involved in the study. To sample the teachers, the number of teachers was divided by the number of schools which yield 3 teachers in a school and I some cases four. The total sample was therefore be 10 head teachers and 87 teachers.

3.5 Research instruments

The main tool for data collection was structured questionnaire. Questionnaire is a research instrument that gathers data over a large sample (Kombo & Tromp, 2006). Questionnaires were used to gather information and data from the respondents (teachers) from various schools. Questionnaires are ideal for survey study (Mugenda & Mugenda 1999) and are widely used in education to obtain information about current conditions and practices and to make enquiries about attitudes and opinions quickly and in precise form. The study used questionnaires on the teachers. Each questionnaire had two parts. Part one dealt with demographic information of the respondents while Part 2 dealt with items on leadership styles and job satisfaction.

3.6 Validity of the instruments

Validity means ascertaining the accuracy of the instruments by establishing whether the instruments focus on the information they are intended to collect. Through piloting, the instruments were pre-tested in order to allow the researcher to improve their validity as well as familiarize with data collection process. Content validity used to check the representation of the research questions in the questionnaires. The items in the likert type found inadequate was discarded or modified. Secondly the researcher sought assistance from the supervisor in order to help improve content validity of the instrument. The supervisors suggested corrections on some of the items which the researcher implemented.

3.7 Reliability of the instruments

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated tests when administered a number of times. To enhance the reliability of the instrument, a pilot study was conducted. The researcher used test re test method where the instruments were administered to the respondents, the researcher analysed the results and later after two weeks the instruments were re-administered. The aim of pre-testing was used to gauge the clarity and relevance of the instrument items so that those items found to be inadequate for measuring variables were either be discarded or modified to improve the quality of the research instruments. This ensured that the instrument captures all the required data. Pearson's product moment correlation coefficient formula was used.

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

According to Mugenda and Mugenda (1999) a coefficient of 0.70 or more show that there is high reliability of data. The study yielded a correlation coefficient of 0.712 and hence were deemed reliable.

3.8 Data collection procedures

The researcher sought a research permit from the National Council for Science and Technology and Innovation (NACOSTI). The researcher then proceed to

report to the County Director of Education Mandera county and thereafter write letters to the head teachers to be allowed to do the study. The researcher visited the selected schools, create rapport with the respondents and explain the purpose of the study and then administer the questionnaire to the respondents. The respondents were assured that strict confidentiality would be maintained in dealing with the identities. The completed questionnaires were collected once they have been filled.

3.9 Data analysis techniques

All of the data were entered into and analyzed by the Statistical Package for the Social Science (SPSS) for Windows, version 12.0. Prior to statistical analyses, data cleaning and handling of missing values were performed. Frequency distributions of all the variables were checked for outliers, missing data, and typing errors. Normal distributions of the dependent and independent variables were assessed. Pearson Product Moment Correlation Coefficient was used to determine the relationships between head teachers leadership styles (autocratic, democratic and Laissez faire) and teachers job satisfaction.

CHAPTER FOUR
DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

Presented in this chapter are the findings of the data analysis of the study together with their interpretations. All of the data presented in this chapter were processed using Statistical Package for Social Sciences (SPSS). The analysis of data was presented in both narrative and tabular forms. All themes discussing the same research questions were presented and analyzed together.

4.2 Questionnaire return rate

Questionnaire return is the proportion of the questionnaires returned after they have been issued to the respondents. The following table 4.1 shows the questionnaire return rates.

Questionnaire return rate

Category of respondent	Questionnaire issued	Questionnaire Returned	Percentage return rate
Headteachers	8	8	80%
Teachers	87	84	96.5

In this study out of 10 head teachers and 87 teachers sampled, 8 head teachers and 84 teachers returned the questionnaires. This was 80% and 96.5% respectively. These return rates were therefore deemed as adequate for the study. This is according to Baruch (1999), who states that a response rate of above 80% is adequate for social sciences studies.

Demographic data of the head teachers

The demographic data of the head teachers were based on their age, gender, academic/professional qualification, teaching experience and category of their schools. The data is presented in the following section. To establish the gender of the head teachers they were asked to indicate the same. Their responses are presented in Table 4.1.

Table 4. 1 Gender distribution of the head teachers

Gender	F	%
Female	1	12.5
Male	7	87.5
Total	8	100.0

Table 4.1 on the gender of the head teachers showed that majority of the head teachers were male which implies that most of the schools are headed by male head teachers. The data implies that there is gender disparity in the leadership of schools in the County. This could be attributed to the cultural factors that hinder

women education and therefore their leadership in school will be minimal. Data on the age of the head teachers is presented in Table 4.2.

Table 4. 2 Age distribution of the head teachers

Age	F	%
31 - 35 years	1	12.5
36 - 40 years	2	25.0
41 - 45 years	3	37.4
46 - 50 years	2	25.0
Total	8	100.0

Data on the gender of the head teachers as presented in Table 4.2 showed that majority of the head teachers were above 41 years. These findings show that the head teachers were relatively elderly and hence may have had experience in school leadership. Asked to indicate their professional qualification, the respondents in the study indicated as shown in Table 4.3.

Table 4. 3 Professional qualification of the head teachers

Professional qualification	F	%
B.A with PGDE	1	12.5
B.Ed	4	50.0
M.Ed	3	37.5
Total	8	100.0

Table 4.3 showed that half the number of the head teachers had a bachelors in education with a few more with master of education degree. The data shows that majority of the head teachers had higher professional qualifications which enables them provide valid information on how leadership styles influences teachers job satisfaction.

The head teachers were also asked to indicate their experience in teaching. Data on the head teacher experience as a teacher is shown by Table 4.4

Table 4. 4: Head teachers’ teaching experience in years

Years	F	%
2-5 years	1	12.5
11 - 15 years	2	25.0
16-20 years	2	25.0
20 years and above	3	37.5
Total	8	100.0

Data shows that more than half the number of head teachers had a teaching experience of more than eleven years with some of them having more that 20 years of teaching. The data shows that they had been in the teaching experience for a considerable number of years and hence aware of how different leadership styles would affect teachers job satisfaction. The researcher was also interested in establishing the head teachers distribution by school category. Table 4.5 tabulates the category of schools.

Table 4.5: Head teachers' distribution by school category

School category	F	%
County mixed day	2	25.0
Provincial boys' boarding	4	50.0
Provincial girls' boarding	2	25.0
Total	8	100.0

Data shows that the head teachers were from difference school categories. This implies that opinions on how leadership styles influenced job satisfaction were balanced from the many categories of schools.

4.3 Demographic data of the teachers

The demographic data of the teachers were based on their age, gender, academic/professional qualification, duration in the current school and responsibility of teacher in the schools. The data is presented in the following section. To establish the gender of the teachers they were asked to indicate the same. Their responses Data showed that there were more males than females teachers as showed by 66 (78.6%) versus 18 (21.4%) respectively. The data confirms that of the head teachers there is gender disparity in the leadership and in the teaching profession. This is attributed to the culture of the area with focuses on the education of boys. The teachers were further asked to indicate their age. The data is presented in Table 4.6.

Table 4. 6: Distribution of the teachers according to age

Age	F	%
Below 25 years	8	9.5
25 - 36 years	67	78.9
36 - 45 years	8	9.5
Over 45 years	1	1.2
Total	84	100.0

Data shows that majority of the teachers were between 25 and 36years. The data shows that there was both relatively old and young teachers in the schools. This implies that there is a balanced response on their job satisfaction form young and old teachers. The teachers were asked to indicate the professional qualification, they responded as Table 4.7

Table 4. 7: Teachers' academic/professional qualifications

Academic/professional qualification	F	%
Primary teacher 1 (P1)	6	7.1
Approved Teacher (ATS)	1	1.2
Diploma teacher	20	23.8
Bachelor of Education	56	66.7
Masters	1	1.2
Total	84	100.0

Table 4.7 shows that over half of the teachers had attained qualifications above the minimum of P1 certificate. The data shows that majority of the teachers have advanced professionally which gives them more and better understanding of issues in school management and hence are able to explain how different leadership styles influence teachers job satisfaction. When asked to indicate the duration they had been in their present school, they responded as Table 4.8.

Table 4. 8: Duration of teachers in present schools

Duration	F	%
Less than 2 years	21	25.0
3-5 years	22	26.2
6-10 years	22	26.2
Over 10 years	19	22.6
Total	84	100.0

Data shows that more than half the number of teachers had been in the school for more than six years. This gives them adequate time to have formed opinion on how the leadership styles of their teachers. Teachers' responsibility is tabulated in Table 4.9.

Table 4.9: Teachers' responsibilities

Responsibility	F	%
Class teacher	54	64.3
Games teacher	4	4.8
Senior teacher	16	19.0
Deputy teacher	10	11.9
Total	84	100.0

Table 4.9 shows that majority of teachers were class teachers. Teachers with responsibilities in the school interact more with their school heads. This has an implication on their job satisfaction.

4.4 Head teachers' perception of their leadership styles

To establish the head teachers perception of their leadership styles, mean scores and standard deviations were used. In doing this all the items focusing on a particular leadership styles were categorised together and analysed. Table 4.10 presents data on head teachers perceptions of their leadership styles.

Table 4. 10 Head teachers’ perceptions of themselves as autocratic leaders

Statements depicting autocratic leadership styles	N	mean	sd
I am friendly and easy to dialogue with	8	1.75	.886
I am a good listener to your group despite holding divergent opinion with them in discussion	8	1.75	1.165
I show understanding of staff viewpoints though holding divergent view point with them	8	2.00	.756
I patiently encourage staff to frankly express fully view points	8	1.75	1.165
I express confidence in staff members regardless disagreeing with them	8	2.38	1.506
I use ‘we’ or ‘our’ and not ‘I’ head teacher or ‘my’.... school, staff.....	8	2.13	1.246
I readily accepts even unwarranted blame for failure or mistake in the school	8	1.25	.463
I pay no attention to individual’s interests in their work place	8	2.63	1.598
I do not supervise teachers in their teaching/learning assignments	8	10.75	17.895
I enhance indiscipline owing to non provision of structure to staff in doing work	8	4.00	1.414
Average	8	3.04	2.8094

From Table 4.10 it can be observed that the statements of head teachers’ perceptions on autocratic leadership style had a mean of 3.04 and a standard deviation of 2.80. Taking into consideration that data strongly agree in the likert items represented a mean of 1 and strongly disagree was 5 it can be deduced that

head teachers were undecided on whether they were autocratic. The score of 3.04 tended towards disagree hence the head teachers disagreed that they were autocratic in their leadership styles. The findings could imply the head teachers would not have agreed that they were autocratic since this kind of leadership is perceived as treating human beings as inhuman. The head teachers were also posed with items that sought to establish their opinions on whether they were democratic in their leadership styles. Table 4.11 presents the head teachers' perceptions of their leadership styles.

Table 4. 11 Head teachers' perception of themselves as democratic leaders

Democratic leadership styles	N	mean	sd
I expect the very best from staff	8	1.38	.744
I expect high quality work from self	8	2.00	1.604
I have high opinion of what staff do	8	1.50	.535
I give encouragement to members of staff to initiate new and creative ideas to benefit school and the rest of staff members	8	1.75	.707
I treat everybody consistently	8	2.50	1.195
I am impartial to all members of staff	8	1.63	.916
I initiate, direct goals for the staff	8	1.88	.991
I suppress new ideas from members of staff	8	4.50	1.069
I give room to group members to present their view points before stating my stand	8	2.13	1.458
My contributions in the staff serve as basis for suggestions or questions	8	2.25	1.753
Average	8	2.152	1.0972

Table 4.11 on head teachers perceptions of their leadership styles indicated that head teachers agreed that they were democratic. This is based on the fact that these items had a mean of 2.15 which according to the Liker type item represented agree. The data implies that head teachers would perceive themselves as democratic since this leadership style is perceived as the best.

The head teachers were further posed with items that sought to establish the head teachers perceptions on whether they were Laissez faire in their leadership style.

The data is presented in Table 4.12.

Table 4. 12 Head teachers’ perception of themselves as laissez fair leaders

Laissez faire leadership style	N	mean	sd
I am a risk taker (try new adventurous ideas in dealing with situations)	8	2.25	1.488
I accept I can err like any other staff member	8	2.25	1.282
I welcome staff to question matters related to school affairs	8	1.63	.744
I m patient with progress being made by the staff towards goal attainment	8	2.13	1.246
I allow the staff members to take centre stage in discussion in staff meetings and informal meetings	8	1.88	1.126
I insist that staff members work through divergent point of views with non suppression of them	8	2.38	3.503
I give opportunity to any staff member to make a decision	8	1.50	.756
I am less concerned about group performance towards attainment of school goals	8	3.25	1.581
I govern the group through non intervention in what they are doing	8	4.13	1.246
I avoid at all costs interfering with group’s work	8	3.88	1.642
I have no belief in self and others attaining quality performance towards attainment of school goals.	8	4.00	1.414
I pass the buck on others for failure or mistakes for low performance in school or stalled projects	8	4.25	1.488
Average	8	2.794	1.454

Data presented in Table 4.12 shows that head teachers had disagreed to some extent that they were Laissez faire in nature. This is shown by the mean score of 2.79 which was tending towards 3 which is disagree. Head teachers as administrators would not want to be associated with a leadership style that lets people do what they want. In summary it can be concluded that the head teachers perceived themselves as democratic in their leadership.

4.5 Teachers' perceptions of their head teachers' leadership styles

The study also sought to establish the teachers' perception on the leadership styles of their head teachers. The teachers were asked to indicate how they perceived their head teachers as being autocratic in their leadership. The data is presented in table 4.13.

Table 4. 13 Teachers' perceptions of the leadership style of their head teachers

Statement on autocratic leadership style	N	mean	sd
Governs the group through non intervention in what they are doing	84	2.88	1.357
Suppresses new ideas from members of staff	84	2.76	1.588
Has no belief in self and others attaining quality performance towards attainment of school goals.	84	2.80	1.471
Gives room to group members to present their view points before stating my stand	84	2.90	1.394
Allows staff contributions/suggestions and further questions	84	2.50	1.410
Average	84	2.768	1.444

Data on the teachers' perception of their head teachers' leadership style presented in Table 4.13 revealed a mean of 2.7 which indicates that teachers did not view their head teachers as being autocratic. Table 4.15 shows teachers perception of their head teachers as being democratic in their leadership style.

Table 4. 14 Teachers' perceptions of the leadership style of their head teachers

Statement on teachers; perception of democratic leadership style			
Is friendly and easy to dialogue with	84	2.39	1.389
Is a good listener to the group	84	2.42	1.373
Is shows understanding of teachers viewpoints though holding divergent view point with them	84	2.51	1.329
Is patient and encourages staff to frankly and express fully view points	84	2.50	1.227
Expresses confidence in staff members regardless disagreeing with them	84	2.52	1.303
Genuinely shares information with staff members	84	2.52	1.384
Encourages the members of staff to openly express their feelings	84	2.67	1.434
Gives encouragement to members of staff to initiate new and creative ideas to benefit school and the rest of staff members	84	2.90	1.376
Treats everybody consistently	84	2.77	1.467
Accepts that s/he can err like any other staff member	84	2.57	1.347
Welcomes staff to question matters related to school affairs	84	2.44	1.426

Statement on teachers; perception of democratic leadership style

Is patience with progress being made by the staff towards goal attainment	84	2.74	1.514
Allows the staff members to take centre stage in discussion in staff meetings and informal meetings	84	2.40	1.449
Insists that staff members work through divergent point of views with non suppression of them	84	2.56	1.476
Uses 'we' or 'our' and not 'I' head teacher or 'my'.... school, staff.....	84	2.57	1.329
is partial to all members of staff	84	2.61	1.465
Acknowledge all members' efforts towards attainment in school affairs	84	2.43	1.356
Readily accepts even unwarranted blame for failure or mistake in the school	84	2.62	1.352
Allows staff to reach at a decision as a collective whole	84	2.74	1.584
Initiate, direct goals for the staff	84	2.75	1.370
Gives opportunity any staff member to make a decision	84	2.26	1.336
Pays no attention to individual's interests in their work place	84	2.65	1.401
Is less concerned about group performance towards attainment of school goals	84	2.71	1.402
Is unconcerned with the staff welfare	84	2.55	1.451
Average	84	2.575	1.397

Data on teachers' perception of their head teachers as being democratic indicated a mean of 2.57 which according to the likert item represents an undecided. Teachers therefore viewed their head teachers were democratic.

Table 4.15 shows the responses of teachers as to whether their head teachers possessed Laissez faire leadership style.

Table 4. 15 Teachers' perceptions of their head teachers' leadership style

Teachers perception of head teachers Laissez faire leadership style			
Expects the very best from staff	84	2.38	1.413
Expect high quality work from self	84	2.36	1.332
Has high opinion over what staff does	84	2.93	1.360
Is a risk taker (try new adventurous ideas in dealing with situations)	84	2.88	1.435
Does not supervise teachers in their teaching/learning assignments	84	2.79	1.545
Avoids at all costs interfering with group's work	84	2.48	1.468
Blames failure or mistakes for low performance on staff	84	2.88	1.594
Average	84	2.671	1.449

Data indicated that teachers agreed with their head teachers had the Laissez faire leadership style as shown by a mean of 2.67 and a sd of 1.44. In summary, teachers viewed their head teachers as possessing the democratic leadership style.

The study also sought to establish the teachers level of job satisfaction. In establishing the levels, the researcher calculated the mean and sd on items in the questionnaire. The following section presents the teachers level of satisfaction of different areas of their jobs. Table 4.16 Shows teachers' level of satisfaction on working conditions in the schools.

Table 4. 16 Teachers' level of satisfaction with working conditions in their schools

Statement on working conditions	n	mean	sd
Amount of teaching load allocated to you per week	84	2.51	1.217
Availability of staff houses provided to you by the school	84	3.10	1.402
Special services provided to you such as free lunch and tea provided to you by the school	84	2.99	1.237
Extent to which you are provided with teaching materials and equipment	84	2.95	1.379
The pupil-teacher ratio in classrooms in the school	84	2.76	1.445
Availability of transport facilities provided to you by the school	84	2.76	1.494
The spelling out of your job description by the head teacher	84	2.49	1.340
Average	84	2.794	1.359

Data presented in Table 4.16 shows that on average teachers were not satisfied with the working conditions in the school. This is shown by an average mean of 2.8 and an average sd of 1.3. The researcher also sought to establish how teachers were satisfied with pay and promotion in the school. Data is presented in Table 4.17.

Table 4. 17 Teachers’ satisfaction with pay and promotion

Pay and promotion	n	Mean	sd
Salary	84	2.80	1.421
Opportunities for Promotion	84	2.69	1.380
Benefits (Health insurance, life insurance, etc.)	84	2.89	1.371
Job Security	84	2.45	1.357
Recognition for work accomplished	84	2.51	1.468
Average	84	2.668	1.399

Data presented in Table 4.17 revealed that teachers were not satisfied with pay and promotion as indicated by a mean of 2.6 and a sd of 1.3. The researcher also sought to establish the level of teachers’ satisfaction with work relations. The data is presented in Table 4.18.

Table 4. 18 Teachers' level of satisfaction with work relations

Work Relationships	n	mean	sd
Relationships with other teachers	84	2.86	1.363
Relationship(s) with the head teachers	84	2.69	1.353
Relationships with other subordinates	84	2.76	1.402
Average	84	2.77	1.372

Data presented in table 4.18 Shows that teachers were not satisfied with work relations as indicated by a mean of 2.8 and a sd of 1.3. The teachers were also asked to indicate how they were satisfied with items that sought to establish their levels of satisfaction with use of skills and abilities. The data is presented in Table 4.19.

Table 4. 19 Teachers' level of satisfaction with use of skills and abilities

Use of skills and abilities	n	mean	sd
Opportunity to utilize your skills and talents	84	2.73	1.409
Opportunity to learn new skills	84	2.69	1.353
Support for additional training and education	84	2.67	1.400
The extent to which teachers in your school are recommended for further education and training	84	2.44	1.434
The information availed to you by the head teacher on available training opportunities	84	2.37	1.210
The willingness of the head teacher to assist you acquire study leave	84	2.76	1.411
The encouragement and assistance you receive from your head teacher to participate in in-service courses and seminars related to your job.	84	2.60	1.327
Average	84	2.60	1.363

Data on teachers level of satisfaction with recognition aspect is presented in Table 4.20.

Table 4. 20 Teachers’ level of satisfaction with recognition aspect of their job.

Recognition			
The way your job performance is acknowledged in the school	84	2.65	1.358
The way your views are taken by the head teacher	84	2.63	1.421
Your involvement in decision making on matters pertaining the school and teachers.	84	2.73	1.365
Your involvement in choosing the kind of incentives to be given in the school	84	2.24	1.411
Average	84	2.56	1.38

Data presented in table 4.20 shows that teachers were satisfied with the recognition aspect of their job as indicated by a mean of 2.5 and an sd of 1.3. Teachers overall level of satisfaction with all the aspects of school is presented in Table 4.21.

Table 4. 21 Overall teachers' level of satisfaction

Aspect	N	mean	SD
Working conditions	84	2.79	1.35
Pay and promotion	84	2.66	1.39
Work Relationships	84	2.77	1.37
Use of skills and abilities	84	2.60	1.36
Recognition	84	2.56	1.38
Average	84	2.67	1.37

Data on the overall level of satisfaction according to table 4.21 was 2.67 and a sd of 1.37.

4.6 Influence of autocratic leadership style on teachers' job satisfaction

The research objective one sought to establish the influence of autocratic leadership style on teachers' levels of job satisfaction. The autocratic style of leadership refers to a situation whereby a leader issues close instructions to his subordinates and makes most of the decisions by him (Ezenne, 2003). It was necessary to ascertain the levels at which the autocratic leadership style singularly influences teachers job satisfaction secondary schools in Mandera County. The

data was analyzed by means of a computer program (SPSS) and the Pearson Product Moment Correlation Coefficient was used to analyze the relationship between autocratic leadership and school performance. Table 4.22 shows the correlation coefficient results from the Pearson Product Moment Correlation Coefficient.

Table 4.22 Correlations of autocratic leadership with teachers' job satisfaction

		Job satisfaction	Autocratic leadership
Pearson Correlation	Autocratic leadership	1.000	-0.65
	Job satisfaction	-0.65	1.000
Sig (1-tailed)	Autocratic leadership	1.000	-0.65
	Job satisfaction	-0.65	1.000
N	84	84	84

Table 4.22 indicates the Pearson Product Moment Correlation Coefficient results for the relationship between the autocratic leadership style and student school performance from the teachers' questionnaire. From the analysis it is clear that autocratic head teachers negatively influence (-0.65) teachers job satisfaction because they adopt harsh leadership styles which are widely detested by the

teachers and students alike. This implies that the more autocratic styles are used, the poorer the school performance.

The above findings agree with Oyetunyi (2006) who found the major point of focus in autocratic leadership style is sharing; the manager shares decision-making with the subordinates. Dubrin (1998) describes the autocratic leadership style as a style where the manager retains most authority for him/herself and makes decisions with a view to ensuring that the staff implements it. He/she is not bothered about attitudes of the staff towards a decision. He/she is rather concerned about getting the task done. He/she tells the staff what to do and how to do it, asserts him/herself and serves as an example for the staff. Research findings by Kasule (2007) on the effect of leadership styles on teacher productivity in private secondary schools in the Wakiso district indicate that autocratic leaders usually emphasize 'authority' as a means of having the work done. Head teachers generally emphasize it, since it reaps results very quickly, as subordinates work under pressure to meet deadlines. Other studies by Storey (1993), however, noted that head teachers, who use authority to get things done, are too strict in the formality by which things are done. This hinders teacher creativity especially in instances where creativity and planning are imperative to anchor the academic program in schools.

4.7 Influence of democratic leadership style on teachers' job satisfaction

The research objective sought to influence of democratic leadership style on teachers' job satisfaction, the analyses were performed using the Pearson Correlation Coefficient. The scores obtained on the independent variable (democratic leadership style) were correlated with the predicted variable teachers' job satisfaction. The coefficient of determination in the relationship was established. In subsequent steps, data was collected on the dependent variable job satisfaction and then correlated with that of the independent variable democratic leadership style. Table 4.23 presents the data

Table 4.23 Correlations for democratic leadership style with job satisfaction as indicated by head teachers' responses

		Job satisfaction	Democratic leadership
Pearson Correlation	Democratic leadership	1.000	0.48
	Job satisfaction	0.48	1.000
Sig (1-tailed)	Democratic leadership	1.000	0.48
	Job satisfaction	0.48	1.000
N	84	84	84

From the results obtained on a 1-tailed test of significance and 3 degrees of freedom, it was observed that there is a positive moderate (0.48) relationship between the democratic leadership style and job satisfaction in secondary schools in Mandera count. Table 4.25 below shows the correlation results as indicated by head teachers. Most school head teachers use the democratic leadership style compared to other leadership styles. Schools are composed of intelligent people whose ideas are quite crucial in the day-to-day operation of the same schools.

Head teachers contend that democracy is the best leadership strategy for school environments. With the democratic leadership style, decisions are made democratically by the group, encouraged and assisted by the leader. Decisions on various activities in the organizations are made after communication, consultation and discussions with the various members of the organizations. In the democratic style of leadership, the leader also delegates some of his responsibilities to his subordinates, providing them with the opportunity to participate in the organizational decision-making after they have been discussed (Ezenne, 2003).

Similarly, in terms of the democratic leadership style, there is high cohesion and involvement in the affairs of the institution, and staff members show a positive attitude towards their leaders (Smith et al., in Ezenne, 2003). The democratic style of leadership uses discussion and bargaining to arrive at decisions. This generates high morale among staff and promotes greater group productivity (Ezenne, 2003).

The above findings agree with Savery (1994) who found that democratic leadership style related positively to employees' job satisfaction and commitment in federal organisations in Western Australian, while in contrast, Rad and Yarmohammadian (2006) found no relationship between leadership behaviours and employee job satisfaction in Isfahan University Hospitals in Iran, where a participative leadership style was prevalent. The findings further concur with Morris (2003) in Spector (1997), s who found out that employees were likely to be satisfied by their ability to harness and input into work planning, opportunity to show initiative, ability to have a say in management decisions, a feeling that their local authority kept them well informed and that any change was well communicated to them on time hence increasing employees job satisfaction.

4.8 Influence of Laissez-faire leadership style on teachers' job satisfaction

The third research objective sought to establish the Influence of Laissez-faire leadership style on teachers job satisfaction. The analysis of the questionnaires from the teachers is presented in Table 4.24.

Table 4. 24 Correlations between head teachers' laissez-faire leadership style with teachers' job satisfaction

		Job satisfaction	Laissez faire leadership
Pearson Correlation	Laissez faire leadership	1.000	0.75
	Job satisfaction	-0.75	1.000
Sig (1-tailed)		1.000	-0.75
N	84	84	

The Table 4.24 shows that there is very strong negative (0.75) relationship between laissez-faire leadership and job satisfaction in secondary schools. The laissez-faire head teacher tries to give away his powers and does not follow up progress. In most cases, laissez-faire head teachers do not prompt job satisfaction because they are too liberal and flexible. This is why their overall performance is often poor. Laissez-faire leadership style is not suited for use by head teachers because complete delegation without follow-up mechanisms creates performance problems. Ensuring teachers' job satisfaction requires the involvement of both the superiors and subordinates through collective participation and monitoring of performance. Teachers are motivated when they are afforded opportunities to make their own decisions. The acceptance of their opinions and ideas, together

with the monitoring of their performance by head teachers is a healthy way of enhancing their job satisfaction in schools.

Laissez-faire leadership is not the best leadership style to use in the school's organization because complete delegation without follow-up mechanisms may create performance problems, which are likely to affect the school's effectiveness. MacDonald's (2007) study of laissez-faire leadership shows that it is associated with the highest rates of truancy and delinquency and with the slowest modifications in performance which lead to unproductive attitudes and disempowerment of subordinates.

The correlation coefficient indicated that there is a very negative correlation between the laissez-faire leadership style and the school performance in secondary schools. This study established that head teachers who use the laissez-faire leadership style tend to fail to follow up on those they have delegated tasks to and consequently performance declines. They leave everything to the mercy of their subordinates, some of whom may lack the necessary skills and competence to execute the work. Others may simply not like to do the work unless they are supervised. In a study of railroad section groups, Katz, Maccoby and Gurin (as quoted by Frischer, 2007) found that the groups were unproductive if their supervisors avoided exercising control over their subordinates. These supervisors also did not differentiate their role and that of the workers. This indicates that

laissez-faire leadership creates neglect and a lack of follow up of activities, which may water down concerns towards teachers' job satisfaction.

The findings are in line with Erkutlu and Chafra (2006) who found that laissez-faire leadership style in a boutique hotel led to negative results in organisational performance such as low satisfaction, high stress, and low commitment by followers. The importance of leadership was first researched in the 1920s with studies using surveys reporting that favourable attitudes toward supervision helped to achieve employee job satisfaction. The findings also agreed with Karugu (1980) found a significantly negative attitude between the style and job satisfaction. There were non-significant leadership perceptions of vocational education administrators and teacher-coordinators.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusion, recommendations and suggestions for further research.

5.2 Summary of the study

The purpose of this study was to analyse the influence of head teachers' leadership styles on teachers' levels of job satisfaction in public secondary schools in Mandera County. The study was guided by three research objectives. Objective one sought to examine how autocratic leadership styles used by head teachers influence teachers' levels of job satisfaction in public secondary schools, objective two sought to assess how democratic leadership styles used by the head teachers influence teachers' job satisfaction in public secondary schools while objective three sought to establish how Laissez-faire leadership styles used by the head teachers influence teachers job satisfaction in public secondary school. The study was carried out using descriptive survey design. The sample comprised of ten head teachers and 87 teachers. Data was collected by use of questionnaires for head teachers and teachers. The questionnaires were tested for validity and

reliability. Data were analysed by use of descriptive statistics and Pearson Product Moment Correlation Coefficient.

Findings on the head teachers' perception of their leadership styles revealed a mean of 3.04 and a standard deviation of 2.80 which implied that the head teachers disagreed that they were autocratic in their leadership styles. The findings could imply the head teachers would not have agreed that they were autocratic since this kind of leadership is perceived as treating human beings as inhuman. Findings also revealed that had a mean of 2.15 implied that head teachers perceived themselves as democratic. Head teachers perceived as Laissez had mean score of 2.79 which implied that head teachers perceived themselves as democratic in their leadership. Findings also revealed that did not view their head teachers as being autocratic as indicated by a mean of 2.7.

Teachers' perception of their head teachers as being democratic indicated a mean of 2.57 which according to the likert item represents an undecided. Teachers therefore viewed their head teachers were democratic. In summary, teachers viewed their head teachers as possessing the democratic leadership style.

Findings also revealed that teachers were not satisfied with the working conditions in the school. This is shown by an average mean of 2.8 and an average sd of 1.3. Teachers were not satisfied with pay and promotion as indicated by a mean of 2.6 and a sd of 1.3. They teachers were satisfied with the recognition

aspect of their job as indicated by a mean of 2.5 and an sd of 1.3. Teachers overall level of satisfaction revealed a mean score of 2.67 and a sd of 1.37 which implied that teachers moderately satisfied with their job.

Findings on the influence of autocratic leadership style on teachers' job satisfaction revealed that autocratic head teachers negatively influence (-0.65) teachers job satisfaction because they adopt harsh leadership styles which are widely detested by the teachers and students alike. Findings on the influence of democratic leadership style on teachers' job satisfaction revealed that there was a positive moderate (0.48) relationship between the democratic leadership style and job satisfaction in secondary schools. Findings on the influence of Laissez-faire leadership style on teachers job satisfaction revealed that that there is very strong negative (0.75) relationship between laissez-faire leadership and job satisfaction in secondary schools.

5.3 Conclusions

Based on the findings of the study, it was concluded head teachers perceived themselves as democratic. The findings could imply the head teachers would not have associated themselves with other leadership styles which are commonly not regarded as suitable leadership styles. The study also concluded teachers moderately satisfied with their job. The study also concluded that autocratic head teachers negatively influence (-0.65) teachers job satisfaction because they adopt harsh leadership styles which are widely detested by the teachers and students

alike. This was interpreted as a strong negative relationship. This simply means that the more autocratic one becomes, the low the teachers job satisfaction. School leaders who use the authoritarian leadership style lead to teacher job satisfaction, because they adopt harsh leadership styles, which are highly resented by their subordinates. The coercive style leader often creates a reign of terror, bullying and demeaning his subordinates, roaring with displeasure at the slightest problem. Subordinates get intimidated and stop bringing bad news or any news in fear of getting bashed or blamed for it, and the morale of the workers plummets. Schools led by autocratic head teachers are characterized by a closed climate. Such head teachers are not open-handed and transparent themselves. They are highly aloof and impersonal; who emphasize the need for hard work but fail to work hard themselves. Teachers working in closed climates, according to Halpin (1996), do not work well together, derive little satisfaction from their work and dislike their head teachers.

From the results obtained on a 1-tailed test of significance and 3 degrees of freedom, it was established that there is a positive moderate relationship between the democratic leadership style and teachers' job satisfaction in Mandera County. Most school head teachers use the democratic leadership style compared to other leadership styles in order to buy in subordinates. Schools are composed of intelligent people whose ideas are crucial in the day-to-day running of the same schools. Teachers, for example, have the capacity to advise effectively on

academic matters in the school. Their ideas and contributions cannot be ignored. This approach to management has led many school managers to rely on participatory governance mechanisms or the democratic leadership style. The leader in the school uses the democratic leadership style to build trust, respect and commitment because the style allows people to have a say in decisions that affect their goals and how they do their work. School head teachers contend that democracy is the best leadership strategy for school environments because schools are systems with parts that are interrelated. The head teachers, for example, have to motivate the teachers to participate in decision-making because academic progress depends on the quality of teaching exhibited. Today there is a very strong school of thought that schools can no longer be managed by a lone figure at the top of the hierarchy.

Further conclusion was that Laissez-faire leadership style had very strong negative (0.75) relationship with job satisfaction. The correlation coefficient indicated that head teachers who use the laissez faire leadership style tend to fail to follow up on those they have delegated tasks to and consequently performance declines. They leave everything to the mercy of their subordinates, some of whom may lack the necessary skills and competence to execute the work. Others may simply not like to do the work unless they are supervised. Laissez-faire leadership is not the best leadership style to use in the school's organization because

complete delegation without follow-up mechanisms may create performance problems, which are likely to affect the school's effectiveness.

5.4 Recommendations

Based on the findings of the study, the following were the recommendations:

1. The study recommends that aspects of promotion prospects such as advancement opportunities, opportunity for in-service training and opportunities for growth should be enhanced.
2. The study recommends that there is need for school administration to come up with modalities of improving job satisfaction so that teachers' job satisfaction can be enhanced. Head teachers should also enhance their supervisory support to enhance teachers job satisfaction.
3. The study also recommends that some aspects of reward system such as fringe benefits, recognition by the school administration, rewards for job well done should be enhanced in the schools.

5.5 Suggestions for further research

The following areas were suggested for further research;

1. A study on whether there is any significant relationship between teachers' motivational levels and their job performance

2. A study on how teachers' demographic variables influence teachers' job satisfaction should be carried out.
3. A study on how learner characteristics influence teachers' job satisfaction should be carried out.

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APPENDICES
APPENDIX I
LETTER OF INTRODUCTION

Adan Issak
P.O. Box 30197-00100
Nairobi

The head teacher

Dear Sir/Madam,

I am a post graduate student pursuing a Masters degree in Educational Administration at the University of Nairobi. I am conducting a research for my final year project titled “**Influence of Headteachers leadership styles on teachers level of job satisfaction in secondary schools in Mandera county, Kenya**”, which is a requirement for the degree programme. I therefore kindly request you to spare a few minutes to fill the questionnaire. The information obtained will be used for the purpose of the study only and your identity will be treated as confidential. Do not write your name anywhere on the questionnaire.

Thank you for your cooperation and assistance.

Yours faithfully,

Adan Issak
M.Ed Student.

APPENDIX II

QUESTIONNAIRE FOR HEAD TEACHERS

This study is an investigation into the influence of secondary school head teachers' leadership styles on teachers' levels of job satisfaction in public schools in Mandera County, Kenya. You are requested to participate in the study by filling in this questionnaire. Your identity will be kept confidential. Kindly give us as honest answers as possible

PART A: Demographic Information

Indicate the correct option by inserting a tick (✓) in appropriate box provided

1. What is your gender? Female Male

2. What is your age: Below 24years 26 – 30 years 31 – 35 years
 36 – 40 yrs 41 – 45 years 46 – 50 years 51 and
above

3. What is your highest academic/professional qualification.

B.Ed B.A with PGDE Diploma in Education

M.Ed B.Sc with PGDE S1

EAACE/KCE/KCSE/KACE

If any other specify

4. What is your teaching experience in years?

Below 1 year 2 – 5 years 6 – 10 years

11-15years 16-20years 20years and over

5. What is the category of your school? County Mixed Day Provincial

Boys' Boarding Provincial Girls' Boarding Provincial Mixed Boarding

Partly Day/Boarding County Girls Partly Day\Boarding Provincial Boys

If any other, specify.....

Part B Perception of headteachers own behaviour

Please indicate by putting a tick (✓) in appropriate column to which the following statements will apply to your leadership behaviour in your school.

Key:

1 – Always 2 - Often 3 – Occasionally 4 – Seldom 5 – Never

	Leadership behaviour	Perception				
		1	2	3	4	5
	Democratic behavior					
1	I am friendly and easy to dialogue with					
2	I am a good listener to your group despite holding divergent opinion with them in discussion					
3	I show understanding of staff viewpoints though holding divergent view point with them					
4	I patiently encourage staff to frankly express fully view points					
5	I express confidence in staff members regardless disagreeing with them					

6	I genuinely share information with staff members					
7	I encourage the members of staff to openly express their feelings					
	<u>Autocratic behavior</u>					
8	I expect the very best from staff					
9	I expect high quality work from self					
10	I have high opinion of what staff do					
11	I give encouragement to members of staff to initiate new and creative ideas to benefit school and the rest of staff members					
12	I am a risk taker (try new adventurous ideas in dealing with situations)					
13	I am open to criticism by members of staff					
14	I treat everybody consistently					
15	I accept I can err like any other staff member					
16	I welcome staff to question matters related to school affairs					
17	I m patient with progress being made by the staff towards goal attainment					
18	I allow the staff members to take centre stage in discussion in staff meetings and informal meetings					
19	I insist that staff members work through divergent point of views with non suppression of them					

20	I use 'we' or 'our' and not 'I' head teacher or 'my' school, staff.....					
		1	2	3	4	5
21	I am impartial to all members of staff					
22	I acknowledge all members' efforts towards attainment in school affairs					
23	I readily accepts even unwarranted blame for failure or mistake in the school					
24	I allow staff to reach at a decision as a collective whole					
25	I initiate, direct goals for the staff					
26	I give opportunity to any staff member to make a decision					
27	I pay no attention to individual's interests in their work place					
28	I am less concerned about group performance towards attainment of school goals					
29	I am unconcerned with the staff's welfare					
30	I govern the group through non intervention in what they are doing					
31	I do not supervise teachers in their teaching/learning assignments					
32	I avoid at all costs interfering with group's work					
33	I enhance indiscipline owing to non provision of structure to staff in doing work					

35	I have no belief in self and others attaining quality performance towards attainment of school goals.					
36	I pass the buck on others for failure or mistakes for low performance in school or stalled projects					
34	I suppress new ideas from members of staff					
37	I give room to group members to present their view points before stating my stand					
38	My contributions in the staff serve as basis for suggestions or questions					

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

You are kindly requested to fill this questionnaire. Your participation will help gather information on the influence of secondary school head teachers' leadership styles on teachers' levels of job satisfaction in public schools in Mandera County, Kenya. Kindly answer all the questions as honestly as possible. Your name or that of institution is not required; this will help to ensure maximum confidentiality.

Put a tick (✓) in the spaces provided.

1 What is your gender? Male Female

2 What is your age bracket?

Below 25 years 26-36 years 36-45 years Over 45 years

3 What is your highest professional qualification?

Primary teacher 2 (P2) Primary teacher 1 (P1)

Approved Teacher (ATS) Diploma teacher

Bachelor of Education Masters

Any other
(specify).....

4 How long have you been in your present school?

Less than 2 years [] 3-5 years []

6-10 years [] Over 10 years []

5 What responsibility do you hold in school?

Class teacher [] Games teacher []

Senior teacher [] Deputy teacher []

Others (specify).....

SECTION B Teachers job satisfaction survey

Using the scale shown above, rate your level of satisfaction with the following aspects of your job.

Key

1 = Not satisfied at all; 2 = somewhat satisfied; 3 = undecided; 4 = dissatisfied; 5 = very dissatisfied

	Statement	1	2	3	4	5
	Working conditions					
1	Amount of teaching load allocated to you per week					
2	Availability of staff houses provided to you by the school					
3	Special services provided to you such as free lunch and tea provided to you by the school					
4	Extent to which you are provided with teaching					

	materials and equipment					
5	The pupil-teacher ratio in classrooms in the school					
6	Availability of transport facilities provided to you by the school					
7	The spelling out of your job description by the head teacher					

	Pay and promotion					
8	Salary					
9	Opportunities for Promotion					
10	Benefits (Health insurance, life insurance, etc.)					
11	Job Security					
12	Recognition for work accomplished					
	Work Relationships					
13	Relationships with other teachers					
14	Relationship(s) with the head teachers					
15	Relationships with other subordinates					

16	Use of skills and Abilities					
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17	Opportunity to utilize your skills and talents					
18	Opportunity to learn new skills					
19	Support for additional training and education					
20	The extent to which teachers in your school are recommended for further education and training					
21	The information availed to you by the head teacher on available training opportunities					

22	The willingness of the head teacher to assist you acquire study leave					
23	The encouragement and assistance you receive from your head teacher to participate in in-service courses and seminars related to your job.					
	Recognition					
24	The way your job performance is acknowledged in the school					
25	The way your views are taken by the head teacher					
26	Your involvement in decision making on matters pertaining the school and teachers.					
27	Your involvement in choosing the kind of incentives					

	to be given in the school					
--	---------------------------	--	--	--	--	--

	Statement	1	2	3	4	5
	Working conditions					
	Responsibility					
28	The personal satisfaction that you derive from your teaching job.					
29	The extent to which you are allowed to make job-related decisions					
30	The authority given to you to carry out the job specified to you.					
31	The level of challenge you attach to your job					
32	Variety of job responsibilities					
	Administration and supervision					
33	The type of feedback you receive from you head teacher					
34	The supervisory procedures used by the head teacher to evaluate your work.					
35	The extent to which the head teacher allows you to make independent decisions related to you work.					
36	Job performance appraisal practices employed by the head teacher					
37	Degree of independence associated with your work roles					
38	Adequate opportunity for periodic changes in duties					
39	Provision of chance to lead					

Section C: Teachers perception of the head teachers behaviour

Please indicate by putting a tick (✓) in appropriate column to which the following statements will apply to your leadership behaviour in your school.

Key: 1 – Always 2 - Often 3 – Occasionally 4 – Seldom 5 – Never

	Leadership Behaviour	Perception				
		1	2	3	4	5
	My principal :					
1	Is friendly and easy to dialogue with					
2	Is a good listener to the group					
3	Is shows understanding of teachers viewpoints though holding divergent view point with them					
4	Is patient and encourages staff to frankly and express fully view points					
5	Expresses confidence in staff members regardless disagreeing with them					
6	Genuinely shares information with staff members					
7	Encourages the members of staff to openly express their feelings					
8	Expects the very best from staff					
9	Expect high quality work from self					

10	Has high opinion over what staff does					
		1	2	3	4	5
11	Gives encouragement to members of staff to initiate new and creative ideas to benefit school and the rest of staff members					
12	Is a risk taker (try new adventurous ideas in dealing with situations)					
13	Is open to criticism by members of staff					
14	Treats everybody consistently					
15	Accepts that s/he can err like any other staff member					
16	Welcomes staff to question matters related to school affairs					
17	Is patience with progress being made by the staff towards goal attainment					
18	Allows the staff members to take centre stage in discussion in staff meetings and informal meetings					
19	Insists that staff members work through divergent point of views with non suppression of them					
20	Uses 'we' or 'our' and not 'I' head teacher or 'my'.... school, staff.....					
21	is partial to all members of staff					
22	Acknowledge all members' efforts towards attainment in school affairs					

23	Readily accepts even unwarranted blame for failure or mistake in the school					
24	Allows staff to reach at a decision as a collective whole					
25	Initiate, direct goals for the staff					
26	Gives opportunity any staff member to make a decision					
27	Pays no attention to individual's interests in their work place					
28	Is less concerned about group performance towards attainment of school goals					
29	Is unconcerned with the staff welfare					
30	Governs the group through non intervention in what they are doing					
31	Does not supervise teachers in their teaching/learning assignments					
32	Avoids at all costs interfering with group's work					
33	Suppresses new ideas from members of staff					
34	Has no belief in self and others attaining quality performance towards attainment of school goals.					
35	Blames failure or mistakes for low performance on staff					
36	Gives room to group members to present their view points before stating my stand					
37	Allows staff contributions/suggestions and further questions					

APPENDIX IV

AUTHORIZATION LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref:

NCST/RCD/14/012/1685

Date:

8th January, 2013

Issak Adan Ibrahim
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated 14th December, 2012 for authority to carry out research on "*Influence of head teachers' leadership styles on teachers' level of job satisfaction in public secondary schools, Mandera County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Mandera County** for a period ending **31st December, 2013.**

You are advised to report to **the District Commissioners and the District Education Officers, Mandera County** 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.

DR M.K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioners
The District Education Officers
Mandera County.

APPENDIX V

RESEARCH PERMIT

PAGE 2 PAGE 3

THIS IS TO CERTIFY THAT: **Research Permit No. NCST/RCD/14/012/1583**

Prof./Dr./Mr./Mrs./Miss/Institution **Date of issue** **8th January, 2013**

Issak Adan Ibrahim **Fee received** **KSH. 1,000**

of (Address) University of Nairobi

P.O. Box 30197-00100, Nairobi.

has been permitted to conduct research in:

Location: **Distict**

Mandera County

the topic of: **Effect of head teachers' leadership styles on teachers' level of job satisfaction in public secondary schools, Mandera County, Kenya**

Applicant's Signature **Signature** **National Council for Science & Technology**

for a period ending: 31st December, 2013.

CONDITIONS

- 1. You must report the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two (2) four (4) bound copies of your final report for Kenyans and non-Kenyans respectively.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

RESEARCH CLEARANCE PERMIT

GPk60553mt10/2011 (CONDITIONS-see back page)



Signature of Issak Adan Ibrahim

