INFLUENCE OF HEAD TEACHERS' LEADERSHIP STYLES ON TEACHERS' JOB SATISFACTION IN PUBLIC PRIMARY SCHOOLS IN KIRINYAGA WEST SUB COUNTY, KENYA

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DECLARATION

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

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To my family and friends for their continuous support, encouragement and understanding.

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ABSTRACT

The purpose of this study was to investigate the influence of head teachers' leadership styles on teachers' job satisfaction in public primary schools in Kirinyaga West Sub-County. Four research objectives were formulated to guide the study which was; to determine the extent to which Autocratic, Democratic, Laissez faire and Transformational leadership styles of head teachers influence primary school teachers' job satisfaction. The study was based on Fredrick Herzberg's Two Factor theory. The study employed the descriptive survey research design. The study targeted 43 head teachers and 560 teachers in the 43 public primary schools. Stratified sampling technique was used to get 24 head teachers and 168 teachers. Two questionnaire sets were used to collect the required information from the head teachers and teachers. A pilot study was conducted to pre-test the reliability and validity of the instrument. Quantitative data was entered into the computer for analysis using the SPSS software (Statistical Package for Social Science). This processed the frequencies, means and percentages which were used to discuss the findings while the qualitative data was analyzed through the use of content analysis. The analyzed data was presented using tables, pie charts and bar graphs. The study revealed that the democratic leadership style is the most used style in primary schools and that head teachers' autocratic leadership style negatively influence primary school teachers' job satisfaction. The study also revealed that head teachers' democratic leadership style positively influence primary school teachers' job satisfaction. The study established that head teachers' laissez faire leadership style on primary school moderately influenced teachers' job satisfaction and that the head teachers' transformational leadership styles positively influences primary school teachers' job satisfaction. The main recommendations of this study are: School head teachers should avoid the use of autocratic style of leadership in the management of schools as it does not allow teachers to give off their best. Adoption of leadership strategies by the schools' heads such as participative style of leadership that creates conducive environment which will help in improving primary school teachers' job satisfaction, The study also recommends that school managers, avoid the laissez-faire leadership style which permits total delegation of responsibility to teachers. Specialized management and leadership training course be designed for those aspiring to become head teachers, current serving heads should undertake courses on the modern rudiments of leadership styles. A mentoring program is recommended for newly appointed and underperforming serving head teachers thus promote and encourage the use of transformation leadership in the school systems. In conclusion; further comparable studies in public primary schools should be carried out in other parts of the county to find out whether the findings can be generalized to the entire county. Further research on effects of school's leadership styles on pupils' KCPE performance.

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ABBREVIATION AND ACRONYMS

DEO	District Education Officer
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
MOEST	Ministry of Education Science and Technology
NACOSTI	National Commission of Science, Technology and Innovation
SPSS	Statistical Package for Social Science

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Leadership is considered as one of the key ingredients for the success of any organization. It is therefore, important for a leader to understand what good leadership entails. According to Sergon (2005), leadership style is the manner and approach of providing direction, implementing plans and motivating people. As seen by the employees, it includes the total pattern of explicit and implicit actions performed by their leader. Mirkamal, (2005) identified different styles of leadership; autocratic, democratic and laissez-faire. Fan (2009) reveals that achievements in schools are dependent on four identifiable leadership styles namely; autocratic, democratic, transformational and laissez-faire.

Autocratic leadership style appears generally self-centered and allows minimum participation of the subordinates in decision making, the democratic style is rather people oriented and counts on the participatory contribution of the subordinates (Mgbodile, 2004). Autocratic leadership behaviours have prevailed in Mexico and Taiwan, while in South Korea and United States, the dominant leading style is democratic. According to Dickson, Hartog and Mitchelson (2003) only democratic leadership style had a direct and significant affiliation with performance in United States. Fan (2009) identifies that transformational leadership style pays particular attention to the subordinates needs for growth and achievement and thus leaders who use this style are proactive leaders. Laissez-faire leadership styles refer to the

style which allows free contributions of ideas or opinions without interference by the leader.

According to Mirkamal, (2005) job satisfaction refers to pleasurable and positive emotional state resulting from the appraisal of one's job experience. Okumbe (1998) defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job experience. It refers to a set of favourable feeling with which employees view their work. Job satisfaction results from employees' perception of how well the jobs they perform give them those things that they view as important to both themselves and the organization. According to Mirkamal, (2005), job satisfaction refers to the degree to which an individual feels positive about various factors of the job tasks that when provided makes them willing to work diligently. Michaelowa (2002) reveals that teachers' job satisfaction in Sub-Saharan Africa is enhanced by a well-equipped school environment, adequate training and contract conditions that ensure long term job prospect, security and a decent salary. Michaelowa further promotes good teaching and thus high quality. Job satisfaction has implication for job performance and organizational effectiveness.

Different leadership styles influence job satisfaction. For example, Fan (2009) studied principals' leadership styles and teachers' job satisfaction in South Carolina and revealed that teachers preferred transformational leadership that includes them in decision making rather than be coerced into compliance by their principals. However apparent contradictions arose when teachers spoke highly of leaders characterized as having democratic leadership styles as well as some having

authoritative leadership styles. Iqbal (2010) on the impact of principals' job satisfaction of teachers the province of Punjab, Pakistan established that democratic leadership style was dominant over autocratic style. 18 per cent of school principals fall in autocratic leadership style and 82 per cent fall in democratic leadership style. The study further revealed that teachers working under a democratic style of leadership were more satisfied than teachers working under autocratic style of leadership.

Adeyemi (2011) revealed that the democratic leadership style was the predominant leadership style used by principals of secondary schools in Ondo State, Nigeria. This finding was consistent with the findings made by Ademilua (1999) who found similar findings in secondary schools in Ekiti State, Nigeria. The study established democratic leadership style as enhancing better job satisfaction among teachers in primary schools in the state. Nguni, Sleegers and Denessen (2006) studied the effects of transformational and transactional leadership on teachers' job satisfaction in schools in Tanzania and revealed that transactional and transformational leadership styles motivate followers.

Waithaka (2011) established that in Tetu District, the laissez-faire and democratic leadership styles are the most used styles by head teachers in the district. The study also established that teachers where heads engaged in democratic leadership style seemed more satisfied with their jobs compared to those whose heads engaged in other leadership styles. Nthuni (2012) established that pre-school teachers led by head teachers who practice authoritarian and laissez-faire style of leadership are demotivated to a large extent based on leadership factors singled out by the

researcher. The study further reveals that where democratic and transformational leadership styles are practiced, the teachers are highly motivated and inspired.

1.2 Statement of the problem

Previous studies have shown that teachers have low job satisfaction (Ngumi, 2003; Nthuni, 2012). A major reason for this is low pay (Adeyemi, 2011; Waithaka, 2011). Other studies have been on head teachers' leadership styles with respect to performance in KCSE examination for example Iqbal (2010). Muchina (2009) studied the effects of head teachers' leadership styles on motivation of secondary school teachers in Kirinyaga District. Common observations in the school system shows that teachers in primary schools have been moving away from the teaching profession to other professions and others have had early retirement (Fan, 2009). Many reasons might have been responsible for this development. Among these reasons may be the perceived low level of teachers' welfare and the conditions of service which seems not to be comparable with the conditions of service of their colleagues in the civil service. Another reason may perhaps be the style of leadership used by many head teachers in the administration of their schools. The purpose of this study was therefore to determine what relationship exists between head teachers' leadership style and teachers' job satisfaction in primary schools in Kirinyaga West Sub County.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of head teachers' leadership styles on teachers' job satisfaction in public primary schools in Kirinyaga West Sub County.

1.4 Objectives of the study

The study was set to investigate the following objectives.

i. To determine the influence of head teachers' democratic leadership style on primary school teachers' job satisfaction in Kirinyaga West Sub-County.
ii. To establish the influence of head teachers' autocratic leadership style on primary school teachers' job satisfaction in Kirinyaga West Sub-County.
iii. To examine the influence of head teachers' laissez- faire leadership style on primary school teachers' job satisfaction in Kirinyaga West Sub County.
iv. To assess the influence of head teachers' transformational leadership style on primary school teachers' job satisfaction in Kirinyaga West Sub County.

1.5 Research questions

i. How does the head teachers' democratic leadership style influence primary school teachers' job satisfaction in Kirinyaga West Sub County?
ii. How does the head teachers' autocratic leadership style influence primary school teachers' job satisfaction in Kirinyaga West Sub County?
iii. To what extent do head teachers' laissez-faire leadership style influence primary school teachers' job satisfaction in Kirinyaga West Sub County?

iv. To what extent do head teachers' transformational leadership styles influence primary school teachers' job satisfaction in Kirinyaga West Sub County?

1.6 Significance of the study

The findings in this study may provide head teachers' with relevant information to enhance their leadership styles in primary schools. The head teachers may be made aware of the influence the leadership styles have on teachers' job satisfaction. The policy makers and stake holders such as KEMI and MOEST may use this information to identify the areas which need to be addressed when offering in-service courses to administrators. The results of the study may also promote good relationship between head teachers, teachers and pupils either through democratic, autocratic, laissez-faire or transformational leadership style. The knowledge may not only lead to job satisfaction but also reduce school unrest.

1.7 Limitations of the study

Since the study was concerned with the influence of head teachers' leadership style on teachers' job satisfaction, head teachers may not voluntarily render important information on the leadership styles they use on teachers. On the other hand, some teachers feared giving information on the leadership styles used by head teachers for fear of victimization. To ensure that these limitations did not affect the study, the researcher asked both head teachers and teachers to be frank. They were given an assurance that their identities would not be disclosed and that their responses would be treated with confidentiality. The researcher also assured the respondents that information given would only be used for the purpose of the study. Teachers in

primary schools had a lot of work load during the time of study and thus they felt that they not able to fill in the questionnaires within the given timeframe. The researcher mitigated this by distributing the questionnaires on time so that the respondents did not feel that they were under pressure to give information.

1.8 Delimitations of the study

The study was limited to leadership styles although there are many factors that may affect job satisfaction. This study confined itself to public primary schools in Kirinyaga West Sub-County in Kenya. The study delimited itself on influence of head teachers' democratic, autocratic, laissez-faire and transformational leadership styles on primary school teachers' job satisfaction. The respondents of this study were delimited to head teachers and teachers in public primary schools. This made the study manageable.

1.9 Basic assumptions of the study

This study was based on the following assumptions

i. The respondents were willing to give honest responses.
ii. The respondents were familiar with leadership and job satisfaction related terms.

1.10 Definitions of significant terms

For the purpose of this study, the following terms were taken to mean as defined below:

Attitude refers to the teachers' positive or negative evaluation with regard to one's thinking, feeling, perceiving and behaving in a certain way towards the head teacher's leadership style.

Autocratic leadership style refers to the head teacher's leadership style that tends to centralize power and decision making upon his or her teachers.

Democratic leadership style refers to the head teacher's leadership styles where power and authority are derived from his or her subordinates.

Head teacher refers to a trained teacher who has been appointed by the TSC to manage a public primary school.

Job satisfaction refers to whether or not teachers like their job or facets of jobs, such as nature of work or supervision.

Laissez–faire leadership style refers to a head teacher's leadership style whereby the subordinates under him or her do what they want.

Leadership refers to the process used by the head teachers in inspiring the teachers to give off their best in the pursuit of the desired results.

Leadership style refers to the head teacher's manner and approach of providing direction, implementation plans and motivating the teachers under their leadership.

Transformational leadership style refers to a head teacher's leadership style that inspires and motivates the staff under them to achieve a given goal.

1.11 Organization of the study

The study had five chapters. Chapter one presented the introduction part which included background of 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, basic assumptions, definitions of significant terms and organization of the study. Chapter two contained literature review where the subtopics were; introduction, the concept of literature leadership, autocratic

leadership style and teachers' job satisfaction, democratic leadership style and teachers' job satisfaction, laissez-faire leadership style and teachers' job satisfaction, transformational leadership style and teachers' job satisfaction, summary of related literature, theoretical frame work and conceptual framework. Chapter three was on research methodology which had introduction, research design, target population, sample size and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedure, data analysis techniques and ethical considerations. Chapter four included the introduction, data analysis, interpretation and discussion of the finding. While chapter five contained the summary of the study, conclusion, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter consists of a review of the relevant literature on the concept of leadership, autocratic leadership style and teachers' job satisfaction, democratic leadership style and teachers' job satisfaction, laissez-faire leadership style and teachers' job satisfaction, transformational leadership style and teachers' job satisfaction, the summary of related literature, the theoretical frame work and conceptual framework.

2.2 The concept of leadership

The importance of leadership was first researched in the 1920s with studies revealing that favorable attitudes toward supervision helped to achieve employee job satisfaction (Bass, 1990). Several studies were conducted during the 1950s and 1960s to investigate how managers could use their leadership behaviours to increase employees' level of job satisfaction (Northouse, 2004). These studies confirmed the significance of leadership in making differences in employees' job satisfaction (Bass, 1990). Yousef (2000) showed that leadership behavior was positively related to job satisfaction and therefore managers needed to adopt appropriate leadership behaviour in order to improve it.

Leadership can be taught and learned (Bateman and Shell, 2002). According to Mckee (1991), the leaders in successful situations work and share their wisdom with others to stimulate and create conditions which support efforts of their subordinates. The supervisors with an ideal leadership style significantly affect

employees' job satisfaction with respect to self-esteem, opportunities and expectations with job, self-respect, fair dealing and participation.

School leadership plays a key role in improving school outcomes by influencing the motivation and capacities of teachers as well as the school climate and environment (Bush, 2005). According to Mutula (2006), the head teacher must employ inclusive kind of leadership where they will involve other people as a team. This team gets a deliberate opportunity to contribute to the vision, culture and climate of the school and thus the head teacher has a duty to create the opportunities to make this happen and teachers partly determine the leadership styles of the head teacher. According to Barker (2001) and Fernandez (2002), the leaders who are effective and committed motivate their teachers and learners, and retain professional academic environment in their institutions.

2.3 Autocratic leadership style and teachers' job satisfaction

An autocratic style is also known as authoritative leadership. This leadership style centralizes power authority and decision making (Okumbe, 1998). It involves issuing detailed instructions and close supervision of subordinates' work. Relationships between managers and their subordinates are highly formal and sanctions are imposed if subordinates underperform. Workers are not expected to exercise initiative. Leaders dictate to their employees what they want done and how they want it accomplished without getting the advice of their followers.

A research by Iqbal (2010) on comparative study of the impact of principals' leadership styles on job satisfaction of teachers in Pakistan revealed that teachers

working under an autocratic style of leadership were less satisfied than teachers working under a democratic style of leadership. Ademilua (1999) on principals' leadership style and teachers' job satisfaction in Ekiti state, Nigeria revealed that when principals are autocratic in their leadership style, teachers' job satisfaction tends to be reduced. This finding was consistent with the findings made by Adeyemi (2011) on principals' leadership style and teachers' job satisfaction in secondary schools in Ondo state, Nigeria who concluded that principals' autocratic style of leadership was a critical variable in teachers' job satisfaction.

Nsubuga (2008) conducted a study which sought to analyze the leadership styles of head teachers and school performance of secondary schools in Uganda where it was revealed that the greater the use of autocratic principles, the poorer the learners' academic performance. Kariuki (1998) study on teachers' perception of the leadership style behaviour of women head teachers' of secondary schools found that female teachers were perceived to be autocratic. Mutuku (2005) observed that autocratic leaders formulate policy alone and assign duties without consultation and issue directives expecting people to follow them without question. The study further reveals that this system might lead to professional burn out. Such leaders use the terms 'my school'.

Head teachers using autocratic style have no confidence in their staff, communication is one way and there is a high incidence of fearing the leaders but no respect as characterized by a systematic soldering when not under close supervision. For instance, teachers might go to class just to be seen as doing their work and return when the lessons are over. The truth however is that very minimal

teaching and learning has taken place. Another notable feature in autocratically – run school is the clocking in and out system where teachers must sign the time they report to work and when they leave the school (Nsubuga, 2008).

2.4 Democratic leadership style and teachers' job satisfaction

According to Okumbe (1998), the democratic leadership, also known as participative or consulted leadership decentralizes power and authority. Gastil (1994) defines democratic leadership as distributing responsibility among the membership, empowering group members, and aiding the group's decision – making process. Iqbal (2010) on the impact of principals' leadership styles on job satisfaction of teachers in the province of Punjab, Pakistan reveals that democratic leadership style prevails over autocratic style. Teachers working under democratic style of leadership are more satisfied than teachers working under other styles of leadership.

Adeyemi (2011) revealed that democratic leadership style was the predominant leadership style used by principals of secondary in Ondo state, Nigeria. The findings agree with findings made by Idowu, (2010) who reported that the democratic leadership style was the commonest leadership style used by head teachers of primary schools in Ekiti state, Nigeria. The finding indicating a moderate level of job satisfaction in the schools also agreed with the findings made by previous researchers (Owoeye, 1999; Bidwell, 2001).

Nsubuga (2008) established that school performance in secondary schools in Uganda is positively related to the democratic leadership style employed by school

head teachers and that the democratic leadership style encourages everybody to participate in the affairs of the school as a whole. The staff feels they are part of the school and hence they are part of the leadership of the school. This study also established that there is a strong relationship between democratic leadership style of head teacher and teacher's leadership. Most schools would improve their performance by becoming more collaborative and more democratic. The study therefore submitted that the head teachers of secondary schools in particular be encouraged to use this style of leadership in the management of secondary schools. Okoth (2008) on the effects of leadership styles on performance in KCSE in Nairobi Province revealed that democratic head teachers produced higher mean score grades as compared to autocratic head teachers. Kasinga (2010) indicated that the democratic style of leadership was the most applied one by principals in secondary schools in the same province.

2.5 Laissez-Faire leadership style and teachers' job satisfaction

In laissez-faire leadership, the leader tends to avoid power and authority; the leader depends largely on the group to establish goals and means for achieving progress and success (Okumbe, 1998). In this leadership style, the leader waives responsibility and allows subordinates to work as they choose with minimum interference. MacDonald's (2007) study on laissez-faire leadership indicated that it is associated with the highest rates of truancy and delinquency and with the slowest modification in performance which lead to unproductive attitudes and disempowerment of subordinates. Ali (2015) on the impact of transactional leadership style, transformational and laissez-faire on teachers' job satisfaction in

secondary schools in Somalia revealed that laissez-faire leadership was the most indicator of teachers' satisfaction. Nsubuga (2008) study revealed negative correlation between the laissez-faire leadership style and the school performance in secondary schools. It established that the head teachers who use the leadership style tend to fail to follow upon those they have delegated tasks to and consequently performance declines. Nthuni (2012) study established that teachers who were led by head teachers who practiced laissez-faire style of leadership were demotivated to a large extent based on leadership factors singled out by the researcher. The laissez faire style of leadership was the least applied by the heads (Kassinga, 2010).

2.6 Transformational leadership style and teachers' job satisfaction

Burns (1978) first introduced the concept of transforming leadership in his descriptive research on political leaders, but this term is now used in organizational psychology as well. According to Burns, transformational leadership is a process in which leaders and followers help each other to advance to a higher level of morale and motivation. According to Bass (1990), transformational leaders are proactive, raise awareness levels of followers and help the follower to achieve high performance outcomes.

Eric (2009) reports on principals leadership styles and teachers job satisfaction in South Carolina revealed that teachers preferred transformational leadership that includes them in decision making and makes them feel like valuable members of the team. Nguni, Sleegers and Denessen (2006) studied the effects of

transformational and transactional leadership on teachers' job satisfaction, organizational commitment, and organizational citizenship in schools in the developing country of Tanzania. They revealed that transformational leadership styles of the head teachers in Tanzania did impact teachers' value commitment organizational citizenship behaviour, job satisfaction, and commitment to stay to varying degrees. The transformational leadership behaviours had stronger positive effects on the outcome variables than did the transactional behaviours.

Nthuni (2012) on leadership style factors that influence motivation of pre-school teachers in public pre-schools in Embu North District revealed that there was need to adopt a transformational leadership style in order to enhance motivation of pre-school teachers in public pre-schools and improve their working environment by involving them in decision making and in policy formulation in their schools. Kibue (2008) study on transformational leadership style on public secondary schools in Kirinyaga County revealed that most principals and teachers do not understand or use the transformational leadership style in schools. The researcher concluded that there was need for teachers to be trained on leadership in order to properly manage their resources.

2.7 Summary of related literature

There are various studies that have been carried out on the influence of head teachers' leadership style on teachers' job satisfaction. For example, Iqbal (2010) found that democratic leadership style prevails over autocratic style in Punjab Pakistan. Adeyemi (2011) concurred with this finding while Ali (2015) revealed

that laissez-faire leadership style was the most indicator of teachers' job satisfaction. Eric (2009) revealed that teachers preferred transformational leadership while Kibue (2008) revealed that most teachers do not understand or use the transformational leadership style schools. Okoth (2000) established that democratichead teachers produced higher mean score as a result of good motivation compared to autocratic head teachers. Nguni, Sleegers and Denessen (2006) established that transformational leadership did impact teachers' job satisfaction. All the above past studies have inconsistencies in their findings and have also not dealt with job satisfaction of primary school teachers as affected by the head teachers' leadership styles specifically in Kirinyaga West Sub County. This study was therefore meant to examine the result of the interaction of the two variables and thus fill the gap left by earlier studies.

2.8 Theoretical framework

This study applied Fredrick Herzberg's (1959) two factors or Dual factor Theory. Mullin (2002) established that Herzberg's theory is considered as a theory of job satisfaction related to motivation at work. The two factor theory states that there are certain factors in the workplace that cause job satisfaction, while a separate set of factors cause dissatisfaction. Frederick Herzberg a psychologist theorized that job satisfaction and job dissatisfaction act independently of each other. Herzberg (1959) argued that individuals are not content with the satisfaction of lower-order needs at work; for example those needs associated with minimum salary levels or safe and pleasant working conditions. Rather, individuals look for the gratification

of higher-level psychological needs having to do with achievement, recognition, responsibility, advancement and the nature of the work itself.

Herzberg states that both satisfying and dissatisfying characteristics are not in a scale with one increasing as the other diminishes rather these characteristics are independent phenomena's. Herzberg's theory suggests that in order for productivity to be enhanced in work places, administrators should recognize and address both the satisfying and dissatisfying characteristics. Administrators should not presume that the increase in satisfying factors will inevitably decrease the unsatisfying factors.

Herzberg's theory is applicable to this study due to the critical role played by the head teachers' leadership styles in teachers' work. It helps establish how head teachers with different leadership styles satisfy teachers. The teachers' motivation can be improved through changes in the nature of the job through job enrichment. Teachers should be enabled by the head teachers to have maximum control over the mechanisms of the task performance, and their jobs should be so designed as to enable them to experience a feeling of accomplishment of assigned tasks.

School head teachers should ensure that teachers are provided with direct, clear and regular feedback on their performance in particular and the organizational performance in general. It is also imperative that teachers be provided with an enabling environment, by the head teachers so as to motivate them to learn new and different procedures on the job and also experience some degree of personal growth through promotion and further training.

2.9 Conceptual framework

Orodho (2004), defines conceptual framework as a model of representation where a researcher conceptualizes or represents relationship between variables in the study and shows the relationship graphically or diagrammatically.

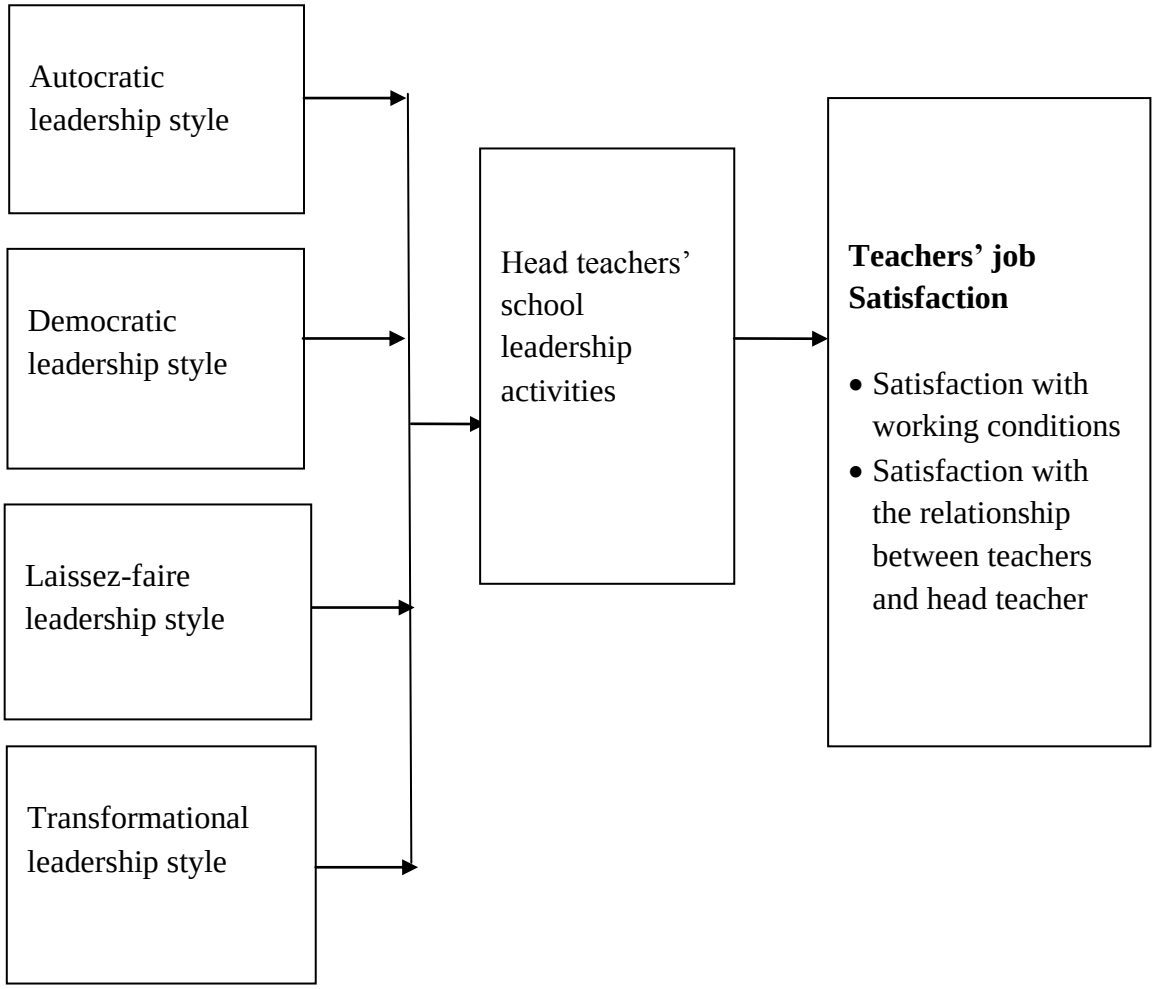

Figure 2.1: Head teachers' leadership styles and teachers' job satisfaction

The conceptual framework shows that the leadership employed by the head teacher is the independent variable which has an influence on the teachers' job satisfaction. Intervening variables such as intrinsic and extrinsic motivators also influence job satisfaction. However, the leadership style applied by the head teacher has an impact on the teachers' job satisfaction.

CHAPTER THREE

RESEARCH METHODOLGY

3.1 Introduction

This chapter deals with research methodology that was applied to carry out the study under the following sections; research design, target population, sample size and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research design

Orodho (2008) defines a research design as the scheme, outline or plan that is used to generate answers to research problems. The study employed descriptive survey design. The research design was considered appropriate for the study because according to the Kothari (1995) survey is concerned with describing, recording, analyzing and reporting conditions that exists or existed. According to Orodho (2003) descriptive survey is a method of collecting information by observing, interviewing or administering a questionnaire to a sample of individuals. The research design, therefore, enabled the researcher to collect information on influence of head teachers' leadership styles on teachers' job satisfaction in public primary schools in Kirinyaga west Sub County.

3.3 Target population

Orodho and Kombo (2003) define target population as the group of interest to the researcher, which would like to generalize the result of the study. For this study, the target population was drawn from 43 public primary schools in Kirinyaga West

Sub County. The sub county comprises of two zones namely: Mwerua and Kiine. The target population thus comprised of a total of 43 head teachers and 560 teachers of whom 278 are male and 282 are female (DEO'S Office, Kirinyaga West Sub County, 2014)

3.4 Sample size and sampling procedure

Mugenda and Mugenda (2003) define a sample as the group obtained from the accessible population. This sub-group is carefully selected so as to be representative of the whole population. Sampling is essential because one can learn something about a large group by studying a few of the members. According to Cohen and Marion (1989) stratified sampling involves dividing the population into homogenous groups, each group containing subjects with similar characteristics. The study used stratified sampling to select schools where teachers and head teachers were used to participate in the study. Public primary schools were divided into strata based on the three educational zones to ensure equal representation. Eight schools were picked randomly from each zone to add up to 24 sample public schools. Census sampling was used to select all the head teachers in the sampled public primary schools. Simple random sampling was used to sample seven teachers from each sampled school. Therefore the total sample of the study comprised of 24 head teachers, and 158 teachers from public primary schools.

3.5 Research instruments

The instrument of this research was a questionnaire developed by the researcher. The researcher used a questionnaire because it saves time, gives the respondent ample time to answer the questions, give the respondents freedom to express their

views or opinions and also make suggestions (Gay and Airasians, 2000). Two questionnaires were used for the head teachers and teachers. Each had both close-ended and open ended questions formulated to address the research questions of the study. The questionnaire had two sections. Section one, was designed to gather background information about the respondents, Section two had questions related to the influence of leadership styles on job satisfaction.

3.6 Instrument validity

According to Oso and Onen (2008) validity of the instruments refers to the extent to which the research instruments measure what they are intended to measure. To establish the validity, the researcher prepared the instrument in close consultation with the supervisors who evaluated the relevance of each item in the instrument to the objectives and rate them on a scale of very relevant (4) relevant (3) somewhat relevant (2)and not relevant (1). Validity was determined using validity index. The supervisors gave expert judgment which helped in proving the validity of the instruments and give rationale for the choice of this technique.

3.7 Instrument reliability

According to Mugenda and Mugenda (2003) reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. The instruments were picked in two schools not included in the study sample. The pilot group was selected using stratified sampling to include one urban school and one rural school. Two head teachers and three teachers were selected using simple random sampling from the two schools in the pilot study. Piloting ensures that the research instrument are clearly tested and modified to improve their reliability.

Questionnaires were administered by the researcher because by doing so, the respondents were assured of confidentiality for them to give relevant information. The test-retest reliability was used where the questionnaires were administered to the pilot group and after two weeks the instruments were administered to the same individuals. A correlation coefficient was calculated using Pearson's product moment correlation coefficient to determine how closely the participants' responses on the second occasion matched their responses on the first occasion. The following Pearson's product moment correlation formula was used;

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

Where x=first set of scores;

y =the second set of scores;

n=the total number of respondents;

$\sum x$= the sum of the first set of scores;

$\sum y$= the sum of the second set of scores;

$\sum x^2$ =the sum squared of the first set of scores;

$\sum y^2$ = the sum squared of the second set of scores and

$\sum xy$= the sum of the cross product of x, y

According to Mugenda and Mugenda (2003), a reliability coefficient of above +0.60 is deemed satisfactory. If the coefficient is less, then the tools were revised. For this study the research instruments scored a coefficient of 0.59 which was deemed sufficient for the purpose of this study.

3.8 Data collection procedure

The researcher sought a permit from the National Commission of Science, Technology and Innovation. Thereafter the researcher sought permission from the District Education Officer to visit the sampled schools to administer questionnaires to the respondents. A visit was also made to the sampled schools to book appointments with the head teachers on when to administer the instruments. The researcher assured the respondents of confidentiality of their identity. Questionnaires were picked immediately they were filled.

3.9 Data analysis techniques

According to Best and Kahn (2004), data analysis is the process of bringing order and meaning to raw data collected. Once data was collected from the respondents, it was taken through data reduction by categorizing manually according to questionnaire items and using frequency distribution tables and percentages. Data was collected in forms of strongly agree, agree, undecided, disagree, strongly disagree, from the questionnaires administered by the researcher. Frequency tables were constructed and each response from the questionnaire item was tallied on a frequency table. The responses of the respondents in each school were put together to get the overall tally of the responses according to the categories of the responses. The tally of the various responses was then converted into percentages by expressing each tally as a fraction of the total. These methods were appropriate for the study because they could easily be computerized using Statistical Package for Social Sciences (SPSS). Using SPSS was very appropriate because it was time saving and could handle a lot of data at the same time.

3.10 Ethical considerations

The study was undertaken in consideration of ethical issues in social science inquiry. The process of collecting, analyzing, interpreting data was done in a way that respects the rights of participants and individual respondent groups. Before data was collected, an introductory letter was prepared for the purpose of seeking informed consent from the respondents to participate in the study. Confidentiality was observed as the researcher was responsible in protecting all data collected within the scope.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the results of the study based on the data collected from the field. The purpose of the study was to investigate the influence of head teachers' leadership styles on public primary school teachers' job satisfaction in Kirinyaga West Sub-County. The presentations were done based on the research questions and analysis of significant relationship between variables selected for the study.

4.2 Questionnaire return rate

From a sample size of 192 respondents, 184 questionnaires were successfully completed. This gave a questionnaire return rate of 95.8 percent. The findings of this study are based on these responses. Table 4.1 shows the questionnaire return rate of the respondents.

Table 4.1

Questionnaire return rate

Respondent category	**No. in the sample size**	**No. of responses**	**Response by percentage**
Head teachers	24	24	100.0
Teachers	168	160	95.2
Total	**192**	**184**	**95.8**

These study findings were an indication that the study realized a sufficient response rate for the purpose of the study. This response rate was deemed acceptable,

sufficient and satisfactory for the purpose of the study. It was in line with Nzuve (2007), who asserts that 70 percent of available respondents are sufficient to represent the population and lead to a generalization of the study findings.

This also conforms to Mugenda and Mugenda (2008) stipulation that a response rate of 50 percent is adequate; 60 percent is good and 70 percent and over is excellent for analysis and statistical reporting. This response rate was satisfactory to make conclusions for the study. Based on the assertion, the response rate was considered to be excellent.

4.3 Demographic information of the respondents

The demographic data of the respondents focused on their gender, academic qualifications, age and duration of service in the teaching profession. The data obtained were to help analyse the relationship between head teachers' leadership styles and teachers' job satisfaction and also gain an insight on the respondents' characteristics.

4.3.1 Respondents' distribution by gender

The study sought to determine the gender of the respondents. The researcher included the gender of the respondents in order to establish the magnitude to which each of the sexes influences leadership and teachers' job satisfaction. In order to establish the gender of the respondents, they were asked to indicate their gender and their responses are presented in Table 4.2.

Table 4.2:

Distribution of the respondents by gender

	Head Teachers		Teachers	
Gender	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Male	15	62.5	40	25.0
Female	9	37.5	120	75.0
Total	**24**	**100.0**	**160**	**100.0**

From the Table 4.2 findings, the study established that majority of the head teachers were male (62.5%) while 37.5 per cent were female. However, majority of the teachers (75%) were female. This shows gender imbalance in appointment to leadership positions suggesting that primary school leadership is male dominated in the sub-county. This may suggest that the male are given priority in appointment for headship positions due to harsh working conditions in some parts of Kirinyaga West Sub-County.

This could also imply that female teachers rarely hold leadership positions while others seek jobs in urban areas as most of primary schools in Kirinyaga West Sub-County are located in hardship areas. It was thus an indication that men are more into primary schools headship than their female counterparts making them more efficient to deal with leadership issues in public primary schools. These findings concurred with Nakola (2011) on a statement that there are gender disparities in the issues of institutional leadership. In Nsubug (2008), it emerged that female

administrators employ more participative methods of leadership including counseling and guidance of teachers and students than male head teachers.

4.3.2 Distribution of the respondents by age

The researcher was further interested in ascertaining the age composition of the respondents and they were therefore asked to indicate the same. The head teachers' responses are presented in Figure 4.1.

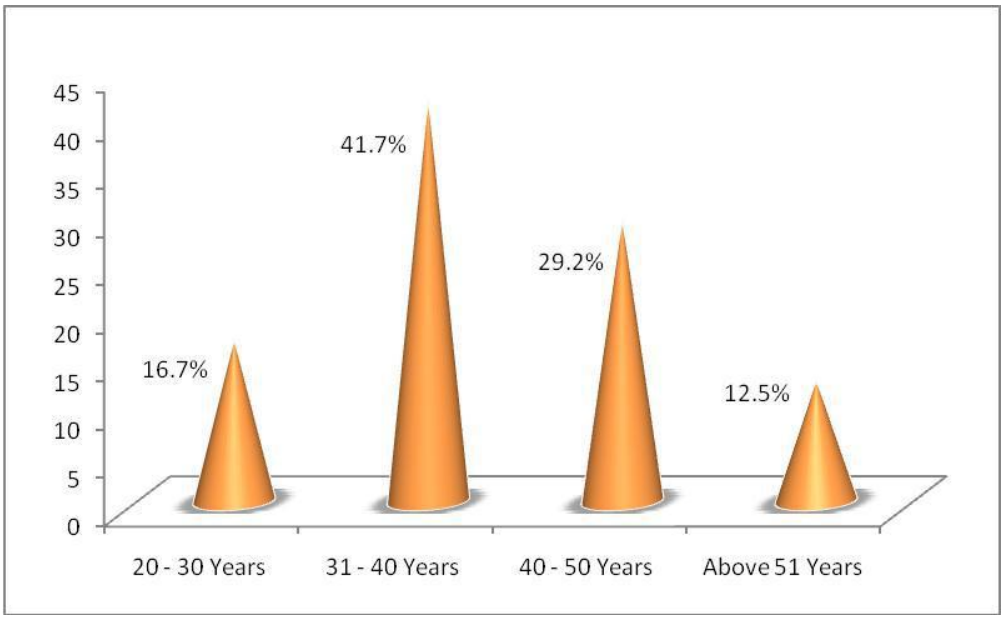

Figure 4.1: Distribution of headteachers by age

Data presented in Figure 4.1 revealed that most of the head teachers were aged between 31 to 40 years (41.7%) followed by those aged between 41 and 50 years (29.2%). The data showed that most of the head teachers were relatively middle aged and rich experience that has taught them that the situation around their school affects the leadership style of the head teacher hence may have experience that is likely to influence their leadership styles. The high level of experience and maturity of many head teachers was vital in adding value to the trend of the findings for this study.

The study then presented the teachers age distribution in Figure 4.2.

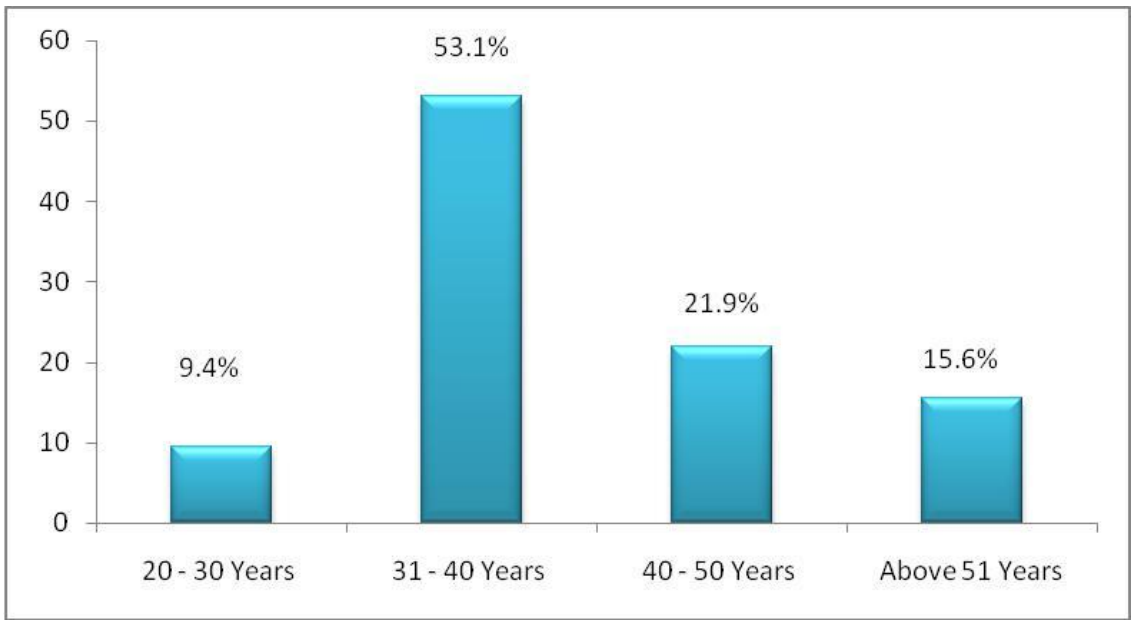

Figure 4.2: Distribution of teachers by age

The data presented in Figure 4.2 revealed that majority of the teachers who participated in the study were in the age bracket of 31 and 40 year followed by those aged between 41 to 50 years The older the teachers are the more satisfied they would be expected to be with their jobs since as age goes by, they tend to settle into one's job for security purposes as opposed to young teachers. It was also evident that most of the teachers in the sub-county were both mature and energetic as they were at their prime age to conduct duties in the teaching profession. Due to the current TSC recruitment policy, teachers are staying out after graduation before they are recruited by the TSC and as such when they are finally hired, they are mature age wise.

4.3.3 Professional qualifications of the respondents

The study sought to establish the highest professional qualifications of the respondents. Their responses are presented in Table 4.3.

Table 4.3:

Professional qualifications of the respondents

	Head Teachers		Teachers	
Level of qualification	**Frequency**	**Percentage**	**Frequency**	**Percentage**
P1	3	12.0	33	20.6
Diploma	15	63.0	93	58.1
Graduate	6	25.0	34	21.3
Total	**24**	**100.0**	**160**	**100.0**

Data on Table 4.3 revealed varied qualifications for head teachers and teachers. Majority of the head teachers as presented above indicated that 63 percent of them were diploma holders, 25 percent were university degree holders, whereas 12 percent of the respondents indicated their highest academic qualification as P1 graduates. These results imply that majority of the head teachers had basic professional qualifications desirable for primary school teaching.

Headteachers who were well educated and trained are likely to adopt leadership styles that foster teachers' job satisfaction. At a glance, teachers in the sub-county were also academically qualified and this is an indication that the respondents were well trained and educated as teachers. Therefore there was a high likely to

be more satisfied with their jobs since they are well equipped with the knowledge they need to perform their duties effectively and efficiently.

4.3.4 Duration of service as a headteacher

The study further sought to establish the duration that head teacher had served as a head teacher and their responses are presented in Table 4.4.

Table 4.4:

Duration of service as a headteacher

Length of service as a Headteacher	Frequency	Percentage
1 – 5 years	3	12.5
6 – 10 years	6	25.0
11- 15 years	11	45.8
16– 20 years	2	8.3
21- 25 years	1	4.2
Over 26 years	1	4.2
Total	**24**	**100**

With regard to the administrative experience of head teachers, it was revealed that a majority of the head teachers had between 11 to 15 years of administrative experience (45.8%) with 25 percent having an experience of between 6 to10 years. This is an indication that a significant number of headteachers had headed schools for a considerable period of time implying that they clearly understood

issues pertaining to institutions leadership, able to articulate the issues affecting job satisfaction and thus their knowledge could be relied upon in this study.

4.3.5 Teaching experience of the respondents

The study requested the respondents to indicate the period of time each had served in the teaching profession. Their responses are presented in Table 4.5.

Table 4.5:

Teaching experience of respondents in years

Length of service in years	Head teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
1 – 5 years	1	4.2	34	21.3
6 – 10 years	5	20.8	63	39.4
11 – 15 years	8	33.3	31	19.4
16 – 20 years	6	25.0	14	8.8
21 – 25 years	5	16.7	12	7.5
Over 26 years	0	0.0	6	3.8
Total	**24**	**100.0**	**160**	**100.0**

Data contained in Table 4.5 on the head teachers' duration of service in the teaching profession revealed that 19 of them representing 79.1 percent had taught for a period of between 11 to 25 years with only 4 percent of the respondents having taught for a period of between 6 to 10 years. This is an indication that that majority of the respondents had served for a considerable time, showing they had

adequate experience to dispense their duties. In addition, they had a chance to work in various schools and have experienced different ways of doing things. The different challenges they have faced at the end of the day have enabled them mature in judgment also. A research conducted by Ward (1997) among elementary head teachers in Virginia, USA indicated that head teachers who had six years or more of service had a stronger feeling regarding inter-personal relationship with teachers than head teachers who had five or fewer years of experience.

The analysis above also revealed that majority of the teachers (39.4%) had 6 to 10 years of teaching experience , 28.2 per cent who had a teaching experience of between 11 to 20 years followed by 21.3 per cent who had less than 5 years experience suggesting that a number of teachers had been employed recently by the government. However, it was discovered that most of the teachers felt that the greater the experience the less need to use autocratic style of leadership and the greater the use of democratic style of leadership. This is because teachers who had taught for more than 10 years and longer detested the use of strict methods of leadership. They felt that head teachers needed to involve them in the decision making because they also possess some leadership experience. The way the teachers perceived and appreciated the head teachers' leadership styles varied on the basis on the number of years of service. This was an indication that majority of respondents had served for a considerable period of time and their vast knowledge could be relied upon in this study.

4.3.6 Respondents' length of service in their current school

The respondents were lastly asked to indicate the period they had served and taught in their current school as head teachers and teachers respectively. Their responses are presented in Table 4.6**.**

Table 4.6:

Respondents' length of service in their current school

Length of service in years	**Head teachers**		**Teachers**	
	Frequency	**Percentage**	**Frequency**	**Percentage**
1 – 5 years	1	4.2	14	8.8
6 – 10 years	3	12.5	64	40.0
11 – 15 years	5	20.8	43	26.9
16 – 20 years	12	50.0	24	16.3
21 – 25 years	1	4.2	7	4.4
Over 26 years	2	8.3	6	3.8
Total	**24**	**100.0**	**160**	**100.0**

Information in Table 4.6 above shows that 50 percent of the head teachers had served for a period of between 16 to 20 years as heads in their current schools while 20.8 percent of them had served for a period of between 11 to 15 years. This is an indication that majority of the head teachers had headed their current school for quite some time and thus they were in a position to give credible information about their teachers' job satisfaction and how they

relate with them. The data as presented above also indicated that 66.9 percent of the teachers had taught in their current school of deployment for a period of between 6 to 15 years, 16.3 percent for a period of between 16 to 20 years. This indicates that majority of teachers had taught in their current school for a much longer period and thus they were in a better position to give credible information pertaining to the leadership styles of their head teachers and how their leadership styles influenced their job satisfaction.

4.3.7 Management course/seminar attended by headteachers

To assess whether headteachers were oriented in leadership skills after appointment the study sought to establish on in-service courses or seminars attended. Head teachers were also asked if they had ever taken any course/seminars or workshop on education or educational management. Their responses to this question are presented in Table 4.7.

Table 4.7:

Management course/seminar attended by headteachers

Opinion	Frequency	Percentage
Yes	24	100.0
No	0	0.0
Total	**24**	**100**

From the data obtained above, the study established that all of the respondents as shown by 100 percent response rate had attended courses or seminars on educational management. This implies that all school head teachers had attended

education management course. Head teachers are well trained as teachers but not as school managers as most of head teachers leave their classrooms to become head teachers. This view is supported by the fact that majority of the head teachers confirmed to the researcher that they had neither attended any induction management training course upon being appointed as school heads' nor undertaken any training during their tenure of service as head of schools and thus could have influenced their style of leadership in schools that they headed.

4.4 Information on the study variables

This section presented information in line with the study variables. The study variables were influence of autocratic, democratic, laissez-faire and transformational leadership styles on teachers' job satisfaction.

4.4.1 Job satisfaction and leadership information by headteachers

The study evaluated statements issued to head teachers on leadership styles and teachers' job satisfaction. Table 4.8 presents the study findings on the head teachers' responses.

Table 4.8:

Statements relating to leadership behaviour by headteachers

Statements	Mean	Std deviation
Let the group members know what is expected of them	4.79	0.36
Allow the teachers a high degree of initiative and creativity in their work	4.67	0.32
Am concerned with the interest and welfare of the teachers while making decisions	4.21	0.34
Consider the ideas/suggestions of teachers while making a decision	4.04	0.42
Permit the members to use their own judgments	2.21	0.35
Try my ideas in the group	4.29	0.29
Encourage interpersonal relationship	4.08	0.59
Allow teachers to go about their work the way the they want	4.17	0.47
Assign a task, then let the members handle it	4.25	0.35
Decide what shall be done and how it shall be done	4.17	0.47
Organize for my staff to attend workshops and seminars	4.08	0.59
Give advance notice of changes	4.25	0.35
Am accommodative of other teachers' opinions	4.13	0.53

The study sought to determine the extent to which respondents complied to the above practices, from the findings, the study established that majority of headtechers often allowed their staff to know what is expected of them as shown by mean of 4.79. Majority of the head teaches oftenly decided what shall be done and how it shall be done as shown by a mean of 4.17, majority of head teachers oftenly allowed the group to set its own pace as shown by mean of 4.14. The study further established that majority of respondents oftenly considered the ideas or suggestions of teachers while making a decision as shown by a mean of 4.04, the research also established that a significant number of head teachers did let some group members to have authority that they should keep as show by mean of 3.92.

The study also further revealed that majority of the respondents rarely permitted their members to use their own judgments as shown by mean of 2.21, they rarely acted without consulting the group as shown by mean 1.92, and that majority of the school head teachers were never reluctant to explain their actions as shown by mean of 1.04. From the above findings a number of the head teachers perceive themselves as democratic while others as autocratic in their style of leadership. Decentralization of authority, participatory planning, mutual communication and the heads sharing in the decision making with their teachers are some of the main features of democratic leadership. A number of them also adopted the autocratic style of leadership as evidenced by a mean of 4.17 whereby most

of them decided for their staff what was to be done and how it was to be undertaken.

As was pointed out in Oyetunyi (2006) the major focus of a democratic style of leadership is sharing whereby the manager shares the decision making with subordinates. This type of leadership is viewed as an important aspect of empowerment, teamwork and collaboration. However the leader who adopts this style of leadership maintains the final decision making authority as unlike the laissez faire style of leadership which permits total delegation of responsibility to teachers. The problem with laissez faire leaders they tend to neglect their duty of overseeing things and seem to over trust subordinates; this should only be cases where the subordinates like work, are trustworthy and professionals. The study sought to establish the head teachers' general consideration on teachers' satisfaction with their jobs and therefore requested them to indicate accordingly. The data is presented in Figure 4.3.

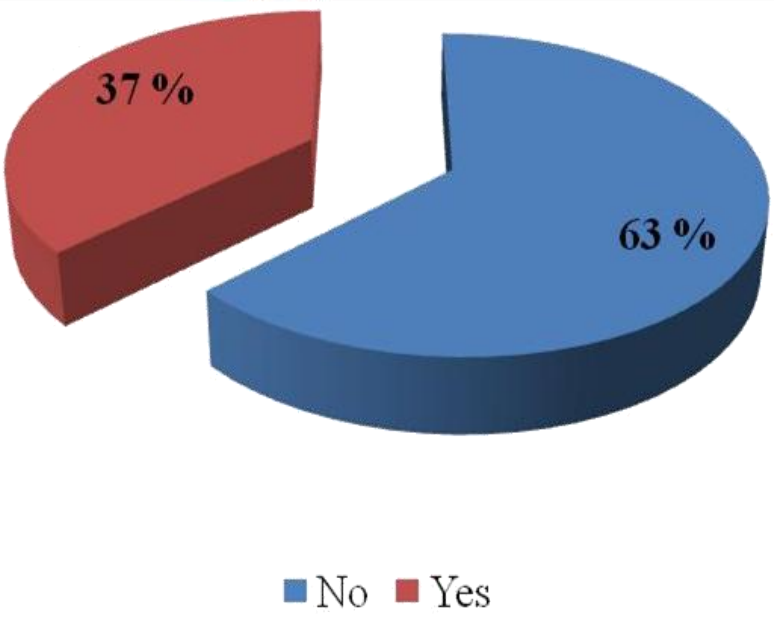

Figure 4.3: Head teachers' perceptions on teachers' satisfaction with their jobs

The study findings as illustrated by figure 4.3 established that majority of the respondents as shown by 63 per cent were of the opinion that, the group of teaches they lead were not fully satisfied with their jobs whereas 37 per cent indicated that the groups they led were satisfied with their teaching job.

4.4.2 Job satisfaction and leadership styles information by teachers

The objectives of the study were to establish the relationship between leadership styles of school headteachers and teachers' job satisfaction in terms of the extent to which their leadership styles influenced teachers' job satisfaction in public primary schools in Kirinyaga West Sub-County. Data collected from the respondents, dwelt on the leadership styles of headteachers, the effect on the styles of leadership and also teachers' job satisfaction. Data were analyzed using mean and standard deviation.

Table 4.9:

Statement relating to job satisfaction of teachers

Job Satisfaction	Mean	std deviation
Teaching gives me mental satisfaction	4.63	0.53
The feeling of going to school gives me immense Pleasure	3.75	0.35
Teaching gives me the prestige desired	4.81	0.44
Timely promotion will enhance my interest in Teaching	4.72	0.57
Teachers enjoy no incentive for their work	4.75	0.53
My head teacher understands and recognizes good teaching practice	4.78	0.40
My teaching job gives me a feeling of success	4.81	0.47
My head teacher makes my work easier and more Pleasant	4.91	0.57
I feel I am a vital part of the school system	4.56	0.33
I feel comfortable working in this school	4.84	0.49
Am satisfied with the school administration	4.81	0.57

The researcher sought to determine the extent to which respondents agreed or disagreed with the above statements relating to job satisfaction of teachers. From the study findings it was established that; majority of the head teachers

made teachers work easier and more pleasant as shown by a mean of 4.91, teachers also agreed that they were comfortable working in their current school as shown by a mean of 4.84. Majority of the teachers were satisfied with the school administration and also the teaching job gave them a feeling of success to doing their job, the teaching profession gave them the prestige they desired as shown by a mean of 4.81 in all cases.

Further the study established that majority of school head teachers understood and recognized good teaching practice as shown by a mean of 4.78 and that teachers enjoyed no incentive for their work as shown by a mean of 4.75. It is thus fair to conclude that the majority of the teachers in primary schools in Kirinyaga West Sub-County were intrinsically motivated by the responsibilities they performed in the school that gave them a sense of satisfaction. According to Cameron Deci, Koestner and Ryan (2001) intrinsic motivation is derived from within the person or from the activity itself and, positively affects behavior, performance, and well being.

Table 4 10:

Level of agreement on statements relating to leadership styles

Leadership style	Mean	std deviation
Teachers have no enough freedom to make their own decision within the given Responsibility	1.86	0.34
There are various channels of communication in our school	4.14	0.51
The head teacher promotes a sense of belonging among the teachers in my school	4.14	0.51
Teachers are involved in the planning process in our school	4.11	0.55

The study sought to determine the extent to which respondents agreed or disagreed with the above statements relating to leadership style, from the study findings, majority of the respondents agreed that: there are various channels of communication in their school and that the head teacher promotes a sense of belonging among the teachers in the school as show by mean of 4.14 in each case, Teachers are involved in the planning process in the school as shown by mean of 4,11, the study also established that majority teachers have no enough freedom to make their own decision within the given responsibility as shown by mean of 1.86. All the cases were supported by a low standard mean of deviation which implies that majority of the respondents were of the same opinion.

From the above finding it was clear that most of the headteachers embraced the democratic style of leadership with a few adopting the autocratic style of leadership as they do not give their teachers the freedom to make their own decisions. Teachers do not want commanding authority since such authority makes them lose morale and may neglect their duty.

Table 4.11:

Statement relating to effect of leadership style on teacher motivation

Statements	**Mean**	**Std Deviation**
Teachers are not free to express their views	1.94	0.62
My head teacher does not guide as a friend but as a dictator	2.04	0.65
Teachers in my school get promotion on the basis of their seniority and not on their Capabilities	3.69	0.49
Welcomes questioning by the staff in matters related to school affairs	3.63	0.43
My head teacher invites teachers to participate in the decision-making process.	3.88	0.41
My head teacher makes affective use of teachers individual capacity and talent	4.29	0.54
My head teacher delegates some of his responsibilities to his teachers	4.09	0.58

The study sought to determine the extent to which respondents agreed with the above statements, from the study findings the study established that majority of the respondents agreed that; their head teachers made affective use of teachers individual capacity and talent as shown by mean of 4.29, majority of the school head teachers normally delegates some of the responsibilities to the junior teachers as shown by mean of 4.09. These findings concur with Ward and Wilcox, (1999) on that delegation is the process of relinquishing decisions and tasks to others. It is one of the dimensions of democratic leadership, which includes distributing responsibility among members of the school organization, empowering these members, and aiding their participation.

The data analysis also reveals that majority of the school head teachers made follow ups on work already delegated to the junior staff. As shown by mean of 3.93. It is important to note that complete delegation without follow-up mechanisms creates performance problem and thus it is evident that very few headteachers use the laissez-faire style of leadership and that majority of the them invited junior teachers to participate in the decision-making process as shown by mean of 3.88 This indicates that majority of the head teachers use participative leadership where the leader allows subordinates to participate in decisions that affect their work. This seems to support the fact that teachers' involvement in decision-making leads to more job satisfaction and work commitment as observed by Murphy and Beck, (2006).

When teachers in a school are involved in decision-making, they will own the decisions and therefore the policies in the school. Majority of the teachers, never hesitated to discuss any school problem with the head teacher as shown by a mean of 3.81, most teachers had autonomy to take their own initiatives as shown by a

mean of 3.73. Teachers in the school get promotion on the basis of their seniority and not on their capabilities as shown by mean of 3.69.

The data analysis also established that majority of the respondents disagreed that teachers are not free to express their views as shown by mean of 1.94, Teachers get adequate chance to give suggestions on policy matters as shown by a mean of 1.97, majority of the school head teacher do not guide as a friend but as a dictator as shown by 2.04, the head teacher permits staff to use their own judgment in solving problems as shown by mean in of 2.08, and that respondents disagreed that most of the head teacher acts without consulting the staff as shown by a mean of 2.24. The researcher further sought to compare the study findings on each study variable and their contribution to teachers' job satisfaction. Table 4.12 presents the cross tabulation of teachers' job satisfaction and head teachers' autocratic leadership styles.

Table 4.12

Headteachers' autocratic leadership styles and teachers' job satisfaction

Autocratic leadership styles	**Teachers' job satisfaction**							
	Decision making involvement		**Working conditions**		**Job challenges**		**Welfare**	
	Freq	**%**	**Freq**	**%**	**Freq**	**%**	**Freq**	**%**
Highly satisfied	11	45.8	0	0.0	0	0.0	4	16.7
Fairly satisfied	13	54.2	22	91.7	24	100.0	17	70.8
Not satisfied	0	0.0	2	8.3	0	0.0	3	12.5
Total	**24**	**100.0**	**24**	**100.0**	**24**	**100.0**	**24**	**100.0**

Information contained in the table above showed that teachers in Kirinyaga West Sub-County registered fair level of satisfaction due to headteachers' autocratic

leadership styles on their involvement in decision making, working conditions, dealing with challenges at their work place and welfare. Therefore, the study findings show that when headteachers apply autocratic leadership styles teachers are less satisfied with their jobs. These findings were in consistence with Iqbal (2010) who revealed that teachers working under an autocratic style of leadership were less satisfied. To compare the study findings on the influence of headteachers' democratic leadership styles on teachers' job satisfaction. Table 4.13 presents the cross tabulation on the aspects that were established by the study to find out whether application of democratic leadership styles influence teachers' job satisfaction.

Table 4.13

Headteachers' democratic leadership styles and teachers job satisfaction

Democratic leadership styles	**Teachers' job satisfaction**							
	Decision making involvement		**Working conditions**		**Job challenges**		**Welfare**	
	Freq	**%**	**Freq**	**%**	**Freq**	**%**	**Freq**	**%**
Highly satisfied	13	54.2	16	66.7	21	87.5	22	91.7
Fairly satisfied	9	37.5	5	20.8	2	8.3	2	8.3
Not satisfied	2	8.3	3	12.5	1	4.2	0	0.0
Total	**24**	**100.0**	**24**	**100.0**	**24**	**100.0**	**24**	**100.0**

The study showed that headteachers in public primary schools in Kirinyaga West Sub-County has positively influenced teachers' job satisfaction due to their adoption of democratic leadership styles. Teachers are highly satisfied when these leadership styles were used because of their active involvement in running of the

schools. This was an indication that headteachers' democratic leadership styles highly influence job satisfaction. The findings were in agreement with Omeke and Onah (2011) who established that democratic leadership style exerts positive influence on teachers' job satisfaction. Employees are satisfied with democratic leadership because their opinions, comments and suggestions are needed for decision-making. Further the researcher sought to compare the study findings on the influence of headteachers' laissez-faire leadership styles on teachers' job satisfaction. Table 4.14 presents the cross tabulation of the findings.

Table 4.14

Headteachers' laissez-faire leadership styles and teachers' job satisfaction

Laissez-faire leadership styles	**Teachers' job satisfaction**							
	Decision making involvement		**Working conditions**		**Job challenges**		**Welfare**	
	Freq	**%**	**Freq**	**%**	**Freq**	**%**	**Freq**	**%**
Highly satisfied	0	0.0	20	83.3	2	8.3	0	0.0
Fairly satisfied	3	12.5	1	4.2	9	37.5	2	8.3
Not satisfied	21	87.5	3	12.5	13	54.2	22	91.7
Total	**24**	**100.0**	**24**	**100.0**	**24**	**100.0**	**24**	**100.0**

Table 4.14 showed that information from the study findings showed that majority of the primary schools in the study area were not satisfied with most of the aspects that depicted teachers' job satisfaction due to their headteachers' laissez-faire leadership styles. However, 83.3 percent of the schools indicated that when laissez-faire leadership styles were used teachers were highly satisfied with the working conditions that they were in. This was an indication that teachers' job

satisfaction was greatly influenced by headteachers use of laissez-faire leadership styles due to the high level of dissatisfaction realized from the study findings. The findings were an implication that teachers were highly satisfied with the working condition since they could dictate their working schedules an aspect that would lead to truancy and absenteeism. The findings were in line with MacDonald's (2007) study of laissez-faire leadership which indicated 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 study sought to compare whether headteachers' transformational leadership styles influence teachers job satisfaction. Table 4.15 presents the cross tabulation.

Table 4.15

Headteachers' transformational leadership styles and teachers' job satisfaction

Autocratic leadership styles	**Teachers' job satisfaction**							
	Decision making involvement		**Working conditions**		**Job challenges**		**Welfare**	
	Freq	**%**	**Freq**	**%**	**Freq**	**%**	**Freq**	**%**
Highly satisfied	6	25.0	0	0.0	0	0.0	4	16.7
Fairly satisfied	13	54.2	22	91.7	20	83.3	17	70.8
Not satisfied	5	20.8	2	8.3	4	16.7	3	12.5
Total	**24**	**100.0**	**24**	**100.0**	**24**	**100.0**	**24**	**100.0**

Information contained in Table 4.15 shows that 91.7 percent of the teachers were fairly satisfied with the working conditions due to headteachers application of transformational leadership styles. This was an indication more teachers were

satisfied with transformational leadership styles applied by their headteachers. This showed that transformational leadership styles were more appealing to teachers' job satisfaction. These findings were in consistent with Hamidifar (2009) found that employees are more satisfied with transformational leadership than any other style. He also revealed that this type of leadership was not being exercised by the managers. The study concluded that transformational leadership led to better satisfied employees.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study, the key findings of the study, conclusion drawn from the findings highlighted, recommendations and suggestions for further studies.

5.2 Summary of the study

The purpose of the study was to investigate the influence of head teachers' leadership styles on public primary school teachers' job satisfaction in Kirinyaga West Sub-County, Kirinyaga County. Four research objectives were developed which included; the influence of headteachers' democratic leadership style, autocratic leadership style, laissez faire leadership and transformational leadership style on primary school teachers' job satisfaction.

This study employed a descriptive survey design. Data were gathered by use of questionnaires. The total sample size was 24 headteachers and 169 teachers givinga total of 169 respondents. With varying education levels, the majority of the respondents had been working for over 2 years in the schools studied. This implies that teachers were already conversant with their headteachers' leadership styles in their respective schools and were therefore expected to assess how such leadership styles had affected their job satisfaction at work. Accordingly, some of the study findings agree with the conceptual framework that was developed to guide the study while others do not.

The first and the second study objective sought to establish whether headteachers' autocratic and democratic leadership styles respectively influence teachers' job satisfaction in public primary schools. The study's

findings also revealed that most of the teachers felt that the greater the experience the less need to use the autocratic style of leadership and the greater the use of democratic style of leadership. They felt that the headteachers needed to involve them in the decision making process as they also possess some leadership experience. Many of the teachers who had taught for more than 10 years detested the use of strict methods of leadership. The way the teachers perceived and appreciated the head teachers' leadership styles varied on the basis of the number of service.

From the analysis the study revealed that majority of the school head teachers had attended education management course. It is important to note that head teachers were well trained as teachers, but not as school managers. It was established that the nature of the head teachers' training contributed to either poor or good leadership. Majority of them had been deputy head teachers before, so they might have acquired some leadership skills in case they might had served under knowledgeable head teachers. The training given to head teachers when training as teachers is inadequate to prepare them for leadership roles. Schools today are faced with many challenges that emphasize the demand for effective leadership.

The third study objective sought to find out whether headteachers laisser-faire leadership styles influence teachers' job satisfaction. The study also revealed that majority of head teachers often allowed their group members to know what is expected of them. A significant number of head teachers allowed the teachers a high degree of initiative and creativity in their work, Majority of them also tried their own ideas and gave advance notice of changes, they delegated tasks and gave members fair chance to handle delegated work. Most

of head teachers also showed great concern with the interest/welfare of the teachers while making decisions and they allowed the teachers to go about their work the way they wanted.

Majority of the head teaches oftenly decided what shall be done and how it shall be done, they oftenly allowed the group to set its own pace and scheduled the work to be done. Head teachers normally delegate some of their responsibilities to their junior. 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; 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 truancy and performance problems, which are likely to affect the school's effectiveness.

Democratic leadership is associated with leaders showing confidence and trust in their subordinate staff. The study revealed also that head teachers remained accommodative of other teachers' opinions, they also encouraged interpersonal relationship, urged the group to beat its past target, were willing to make changes and at the same time organized workshops and seminars for their staff. The study further established that majority of respondents oftenly considered the ideas/suggestions of teachers while making a decision. They let some group members to have authority that they should keep, the study also further revealed that minority of the respondents rarely permitted their members to use their own judgments, they rarely acted without consulting the

group. Head teachers were of perception that their junior teachers were not satisfied with their teaching jobs.

The study further established that most of the head teachers made teachers' work easier and more pleasant, teachers were comfortable working in their current school of deployment. Majority of the teachers were satisfied with the school administration and the teaching job gave them a feeling of success and prestige. Further the study established that majority of school head teachers understood and recognized good teaching practice. It was also revealed that teachers enjoyed no incentive for their work and that timely promotion enhanced interest in teaching, The study also revealed that teachers considered themselves to be an important organ in the school administration system, and that the feeling of going to school, gave teachers an immense pleasure.

The study found that there existed various channels of communication in most of the schools. Most head teachers promoted a sense of belonging among the teachers in the school and that teachers are involved in the planning process in the school. This study also established that there is a strong relationship between democratic leadership style of head teachers and teacher leadership. This is where teacher leadership is seen as a collective form of leadership in which the teacher develops expertise by working collaboratively. One of the dimensions of teacher leadership is that it focuses upon participative leadership where all teachers feel part of the change process and have a sense of ownership. So they work together with colleagues to shape school improvement efforts and thus positively influence job satisfaction of the teachers involved.

Research findings also revealed that most head teachers made effective use of teachers' individual capacity and talent and that they invited junior teachers to participate in the decision-making process. Majority of the teachers never hesitated to discuss any school problem with the head teacher, they also had autonomy to take their own initiatives, .It is worthwhile to note that in a bid to improve the performance of head teachers, a mentoring program is strongly recommended for newly appointed and underperforming serving head teachers. Teachers in the schools get promotion on the basis of their seniority and not on their capabilities. Mentoring is not only beneficial to the mentee, but it also benefits the mentor: they are both afforded the opportunities for both professional and personal growth. The mentee acquires technical managerial and leadership skills while as the mentor gains professional satisfaction, improved communication skills and heightened motivation which leads to improved job satisfaction for the subordinates under the mentor.

The study also established that teachers are not free to express their views, teachers did not get adequate chance to give suggestions on policy matters, a number of the school heads guide not as a friend but as a dictator, thus not permitting their staff to use their own judgment in solving problems even thou some teachers disagreed that most of the head teachers' acted without consulting them.

5.3 Conclusions

It was therefore concluded that the autocratic leadership style of school head teachers was found to have a negative influence on primary school teachers' job satisfaction. Further, head teachers' democratic leadership style positively influence primary school teachers' job satisfaction. Head teachers' laissez

faire leadership style moderately influences primary school teachers' job satisfaction whilst transformational leadership style positively influences primary school teachers' job satisfaction.

5.4 Recommendations of the study

Basing on the findings of the study, the following recommendations are made:

i. School head teachers should avoid the use of autocratic style of leadership in the management of schools as it does not allow teachers to give off their best.

ii. Need for school managers to share their vision with other stakeholders in the school as this improves primary teachers' job satisfaction. They should be able to communicate the vision to the staff of what their schools should become.

iii. Adoption of leadership strategies by the schools' heads such as participative style of leadership that creates conducive environment which will help in improving primary school teachers' job satisfaction,

iv. While on**e** can delegate duties, one cannot delegate responsibilities. One remains accountable. It is therefore recommended that school managers, avoid the laissez-faire leadership style which permits total delegation of responsibility to teachers. The school heads should know that they are accountable for every action and thus the need to monitor school progress and performance.

v. A specialized management and leadership training course be designed for those aspiring to become head teachers in primary schools and also the current serving heads should undergo in-

service and refresher courses on the modern rudiments of leadership styles

vi. A mentoring program is strongly recommended for newly appointed and underperforming head teachers. Such programs may identify mentors from experienced and knowledgeable serving head teachers with a proven track record of success and thus promote and encourage the use of transformation leadership in the school systems.

5.5 Suggestions for further research

The study suggests that further studies be carried in the following related areas:

i. Comparable studies in other public primary schools should be carried out in other parts of the county to find out whether the findings can be generalized to the entire county.

ii. The effects of headteachers' leadership styles on the performance of KCPE in Kirinyaga West Sub-County.

iii. The influence of teachers' job satisfaction on pupils performance in public primary schools.

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APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION

University of Nairobi,

Department of Educational Administration and Planning,

P.O Box 30197-00100,

Nairobi.

Date……..

The Head Teacher,

_____ Primary School.

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL.

I am a post graduate student pursuing a Masters of Education degree in Educational Administration at University of Nairobi. I am carrying out a research on the influence of head teachers' leadership styles on teachers' job satisfaction in Kirinyaga West Sub County. Your school has been selected to participate in this study and will therefore be grateful if you allow me to involve you and some of your teachers. The information obtained will be used for the purpose of the research and identities of the respondents will be kept confidential. Your co-operation will be highly appreciated.

Yours sincerely,

Rispa Caroline W.Mugo

APPENDIX II: HEADTEACHERS' QUESTIONNAIRE

This questionnaire seeks to find the influence of head teachers' leadership styles on teachers' job satisfaction. Please respond to all items in the questionnaire by writing down your honest opinions. Tick (√) where applicable. Do not write your name or your school's name to ensure complete confidentiality.

Part A: Personal details

1. What is your gender? a) Male ( ) b) Female ( )
2. Indicate your age

   a)Below 30 years ( ) b)30-35years( )

   c) 36-40years ( ) d)over 40 years ( )
3. What is your highest qualification?

   a) P1 ( ) b) Diploma ( )

   c) Graduate ( ) d) Others ( )
4. How long have you been in the teaching profession?

   a) 1-5 years ( ) b) 6-10 years ( )

c) 11-15 years ( ) d) 16-20 years ( )

e) 21-25 years ( ) f) Over 26 years ( )

5. For how long have you been a head teacher?

   a) 1-5 years ( ) b) 6-10 years ( )

c) 11-15 years () d)16-20 years ( )

e) 21-25 years ( ) f) Over 26 years ( )

6. How long have you been a head teacher in your current school?

   a) 1-5 years ( ) b) 6-10 years ( )

   c) 11-15 years () d)16-20 years ( )

e) 21-25 years ( ) f) Over 26 years ( )

7. Have you ever attended any course, seminar or workshop on education management?

   Yes ( ) No ( )

Part B: Profile of own behaviour

Kindly indicate the extent to which you feel the following statements correspond with your leadership behaviour. Please tick the appropriate response.

KEY: 1. Always 2.Often 3. Sometimes4. Rarely 5. Never

8.	I ,as a head teacher	1	2	3	4	5
(i)	Allow the teachers to go about their work the way they want					
(ii)	Decide on what shall be done and how it shall be done.					
(iii)	Allow the teachers a high degree of initiative and creativity in their work.					
(iv)	Let the teachers know what is expected of them.					
(v)	Am concerned with the interest and welfare of the teachers while making decision					
(vi)	Consider the ideas/suggestions of teachers while making a decision.					
(vii)	Allow the members to use their own judgments.					
(viii)	Try my ideas in the group.					

(ix)	Encourage interpersonal relationship.					
(x)	Organize for my staff to attend workshops and seminars.					
(xi)	Assign a task, and then let the members handle it.					
(xii)	Give advance notice of changes.					
(xiii)	Schedule the work to be done.					
(xiv)	Am willing to make changes.					
(xv)	Am reluctant to explain my actions.					
(xvi)	Act without consulting the group.					
xvii)	Allow the group to set its own pace.					
(xviii)	Urge the group to beat its past target.					

PART C

9. Would you kindly state ONE factor outside you that pose challenges to you as you seek to satisfy teachers

   ……

10. Would you kindly indicate ONE way that you use to satisfy your teachers

    ……

11. Will you generally consider your teachers as satisfied with their jobs?

    Yes ( ) No ( )

Thank you very much for your cooperation and assistance.

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

This questionnaire is divided into two sections A and B. Please complete each section according to the instructions. Do not write your name or your schools name to ensure complete confidentiality. Please respond to all the questions. Tick (√) where applicable.

Section A: Personal data

1) What is your gender? a) Male ( ) b) Female ( )

2) Indicate your age a) Below 30 years ( ) b) 31-35 years ( )
c) 36-40 years ( ) d) Over 40 years ( )

3) What is your highest qualification?
a) P1 ( ) b) Diploma ( )
c) Graduate ( ) d) Others ( )

4) How long have you been in the teaching profession?
a) 1-15 years ( ) b) 6-10 years ( )
c) 11-15 years ( ) d) 16-20 years ( )
e) 21-25 years ( ) f) Over 26 years ( )

5) For how long have you been a teacher?
a) 1-5 years ( ) b) 6-10 years ( )
c) 11-15 years ( ) d) 16-20 years ( )
e) 21-25 years ( ) f) Above 26 years ( )

6) For how long have you been a teacher in the current school?
a) 1-15 years ( ) b) 6-10 years ( )
c) 11-15 years ( ) d) above 16 years ( )

SECTION B: JOB SATISFACTION AND LEADERSHIP

INFORMATION

Kindly read each statement carefully and honestly and give your opinion to it in any one of the alternatives given against each statement. Please tick (√) to show the most appropriate response.

KEY: 1. Strongly Agree 2. Agree 3. Undecided 4.Disagree 5. Strongly Disagree.

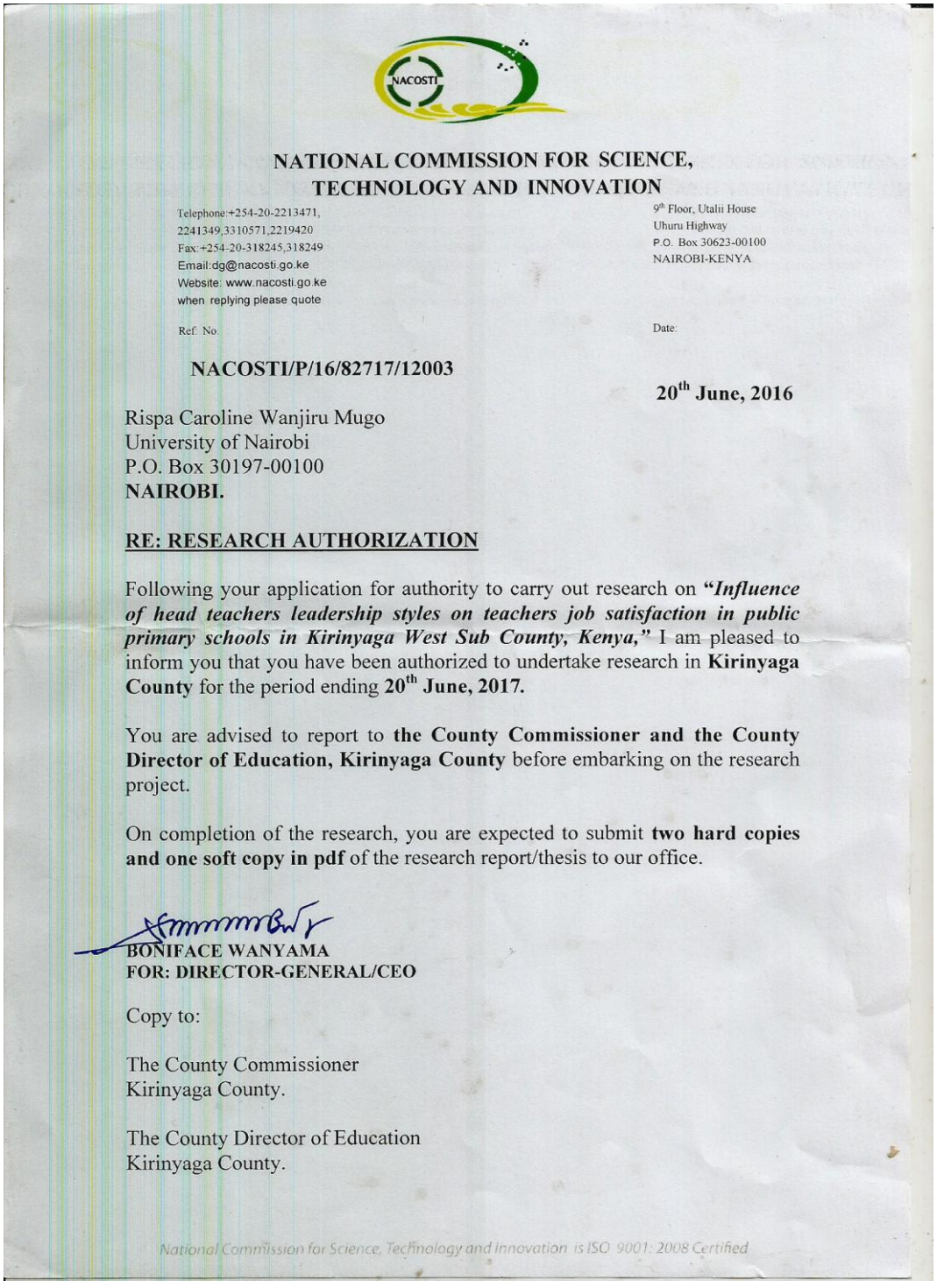
	Statements	**1**	**2**	**3**	**4**	**5**
	Job satisfaction					
1	Teaching gives me mental satisfaction.					
2	Teaching gives me the prestige one desire.					
3	The feeling of going to school gives me immense pleasure.					
4	Timely promotion will enhance my interest in teaching.					
5	Teachers enjoy no incentive for their work.					
6	I feel I am a vital part of the school system.					
7	I feel comfortable working in this school.					
8	My head teacher understands and recognizes good teaching practice.					
9	My teaching job gives me a feeling of success to doing my work.					
10	My head teacher makes my work easier and more pleasant.					

11	Am satisfied with the school administration.					
	Leadership style					
12	The head teacher promotes a sense of belonging among the teachers in my school.					
13	Teachers are involved in the planning process in our school.					
14	Teachers have enough freedom to make their own decision within the given responsibility.					
15	There are various channels of communication in our school					
16	My head teacher does not guide as a friend but as a dictator.					
17	Teachers in my school get promotion on the basis of their seniority and not on their capabilities.					
18	Teachers are not free to express their views.					
19	My head teacher welcomes questioning by the staff in matters related to school affairs.					
20	My head teacher invites teachers to participate in the decision making process.					
21	My head teacher makes effective use of teachers' individual capacity and talent.					

22	My head teacher delegates some of his responsibilities to his teachers.					
23	My head teacher makes follow ups on work he or she has delegated.					
24	My head teacher acts without consulting the staff.					
25	My head teacher permits staff to use their own judgment in solving problems.					
26	Teachers take their own initiatives.					
27	Teachers get adequate chance to give suggestions on policy matters.					
28	I do not hesitate to discuss any school problem with the head teacher.					

Thank you very much for your cooperation and assistance

APPENDIX IV: Authorization Letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/16/82717/12003**

Date: **20th June, 2016**

Rispa Caroline Wanjiru Mugo
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Influence of head teachers leadership styles on teachers job satisfaction in public primary schools in Kirinyaga West Sub County, Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Kirinyaga County** for the period ending **20th June, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Kirinyaga 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.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kirinyaga County.

The County Director of Education
Kirinyaga County.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

APPENDIX V: Research permit

THIS IS TO CERTIFY THAT:
MISS. RISPA CAROLINE WANJIRU MUGO
of UNIVERSITY OF NAIROBI, 604-0
Kerugoya,has been permitted to
conduct research in *Kirinyaga County*

on the topic: *INFLUENCE OF HEAD TEACHERS LEADERSHIP STYLES ON TEACHERS JOB SATISFACTION IN PUBLIC PRIMARY SCHOOLS IN KIRINYAGA WEST SUB COUNTY, KENYA.*

for the period ending:
20th June,2017

Permit No : NACOSTI/P/16/82717/12003
Date Of Issue : 20th June,2016
Fee Recieved :Ksh 1000

Applicant's Signature

Director General
National Commission for Science, Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County 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) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 9682

CONDITIONS: see back page