

**RELATIONSHIP BETWEEN HEAD TEACHERS' LEADERSHIP
STYLES AND TEACHERS' JOB SATISFACTION IN PUBLIC
PRIMARY SCHOOLS IN KENYA: A CASE OF NAKURU COUNTY**

By

Thuku Wachira

**A Thesis Submitted to School of Education in Partial Fulfillment for
the Award of the Degree of Doctor of Philosophy in Education
(Education Management) of Maasai Mara University**

SEPTEMBER, 2017

DECLARATION AND APPROVAL

This research thesis is my original work and has not been presented for an award of a degree in any other university

..... Date

Thuku Wachira

DEO1/4021/2012

APPROVAL

This research thesis has been submitted for examination with our approval as university supervisors

..... Date

Prof. Edward K. Tanui, PhD.

Professor

Director Endowment Fund

Maasai Mara University

..... Date

Dr. Jeremiah M. Kalai, PhD.

Senior Lecturer and Chairman

Department of Educational Administration and Planning

University of Nairobi

ABSTRACT

Head teachers' leadership styles are critical to success of teacher job satisfaction especially in display of behaviour that leads to increase teacher motivation, effectiveness, efficiency, and team-work in school. Research on leadership in Kenya consistently supports job satisfaction. However, its effectiveness is wanting in education and thus, a gap exist in relation to head teachers' leadership styles to transform schools into conducive environment for job satisfaction. This study was designed to investigate the relationship between head teachers' leadership styles and teachers' job satisfaction in primary schools in Nakuru County, Kenya. The research was guided by five objectives which investigated head teachers' characteristics on qualifications and experience in relation to job satisfaction and leadership styles. The study also examined head teachers' achievement-oriented leadership in relation to job satisfaction, head teachers' directive leadership in relation to job satisfaction and head teachers' supportive leadership in relation to job satisfaction. Finally, participative leadership style in relation to teachers' job satisfaction was investigated. The study is expected to contribute to development of policy strategies and give insight to educationist and education administrators. The study adopted Path-goal theory of leadership. Correlational research design was employed and target population was 601 head teachers and 7002 teachers while accessible population was 240 and 3700 respectively. The selected sample size at random was 148 head teachers and 348 teachers. Questionnaires were administered to the head teachers and teachers while interview guide was administered to Curriculum Support Officers. Qualitative data was coded according to content, analyzed on emerging themes, and presented in narrative form. Research questions were analyzed using Spearman's coefficient correlation and were subjected to hypotheses test. The study established that supportive leadership style had high positive correlation 0.708 with 50.13% of respondents deeming it most influential while participative style registered the least, 0.364, though it was significant. Teachers also preferred directive style as opposed to head teachers' achievement style. The study established that there was limited use of decision making and lack of strategy leadership styles not integrated in school. The study recommends policy reforms action plan that influence job satisfaction of teachers.

DEDICATION

This research study is dedicated to my wife, Lucy and to my children, Jim, Grace, Dorcas, Gabrielle, Israel, Abigail and Faith, for their patience and support during this endeavor; to my brother Francis for his encouragement and Special dedication to Ray and all who supported me in finishing this doctorate degree. I am truly blessed to have such a wonderful family.

Thank you!

ACKNOWLEDGEMENTS

This thesis would not have been possible without encouragement, guidance and assistance from many quarters. First and foremost, I would like to recognize and give glory to God Almighty for the strength and wisdom that He has given and continues to manifest in my life.

I would like to acknowledge my supervisors and advisors, Professor Edward K. Tanui and Dr. Jeremiah M. Kalai. I sincerely thank them, for their patient consideration, excellent scholarly counsel, and willingness to devote valuable time to serve tirelessly on my thesis and help during my doctoral studies. Special thanks for their dexterous input and regular professional discussions. They are true professionals.

I would like to acknowledge Professor Gerald N. Kimani and Dr. Alexander Ronoh for their encouragement, professional research advice, expertise and regular updates. Thanks to all the defense panel and committee members of Maasai Mara University for their helpful insights and guidance during my doctoral programme. I sincerely appreciate the support of Dr. Nancy Ayodi while serving as my campus director. I cannot forget to appreciate all the staff of Maasai Mara University for their hospitality.

I am grateful to Mr. J. Muniu for sharing his expertise. I am thankful for the words of encouragement from Mrs. J. Bob, Mrs. A. Tanui and Mr. Osman K. Majid. I extend special thanks to my fellow students who helped to take doctoral courses during our five year study including: M. Njaaga, J. Muema and S. Mwirigi. Fellow colleague members and friends, thanks for your support. I sincerely thank my family for encouraging me throughout my academic program especially my wife Lucy for her continued support and love throughout the process of completing my doctoral studies and thesis. Finally, special thanks to Rev. G. Ochiel for divine prayers.

TABLE OF CONTENTS

Contents	Page
Title page	i
Declaration	ii
Abstract	iii
Dedication	iv
Acknowledgement	v
Table of contents.....	vi
List of tables.....	x
List of figures.....	xi
Abbreviations and acronyms	xii
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background to the study	1
1.2 Statement of the problem	8
1.3 Purpose of the study	9
1.4 Objectives of the study	9
1.5 Research hypotheses.....	10
1.6 Significance of the study	11
1.7 Limitations of the study	11
1.8 Delimitations of the study.....	12
1.9 Assumptions of the study.....	13
1.10 Definition of terms	14
CHAPTER TWO	15
LITERATURE REVIEW	15
2.1 Introduction.....	15
2.2 Teachers' characteristics and job satisfaction.....	15
2.3 Achievement oriented leadership style and job satisfaction	25
2.4 Directive leadership style and job satisfaction.....	29
2.5 Supportive leadership style and job satisfaction.....	32
2.6 Participative leadership style and job satisfaction.....	37

2.7 Theoretical framework.....	44
2.8 Conceptual framework.....	46
2.9 Summary of reviewed literature.....	49
CHAPTER THREE.....	51
RESEARCH METHODOLOGY.....	51
3.1 Introduction	51
3.2 Research design.....	51
3.3 Target population.....	51
3.4 Sampling procedure and sample size	52
3.5 Research instruments	54
3.5.1 Questionnaire for head teacher (QHT).....	54
3.5.2 Questionnaire for teachers (QT)	55
3.5.3 Interview schedule for curriculum support officer (CSO).....	55
3.6 Piloting of instruments	56
3.7 Validity of research instruments.....	56
3.8 Reliability of research instruments.....	57
3.9 Data collection procedures.....	58
3.10 Data analysis.....	58
3.11 Ethical considerations.....	60

CHAPTER FOUR	
RESULTS AND DISCUSSION	62
4.1 Introduction	62
	63
4.2 Respondent questionnaire return rate.....	64
4.3 Demographic profile of respondents.....	
4.3.1 Gender of head teachers and teachers	64
4.3.2 Age distribution	65
4.3.3 Teachers and head teachers’ academic qualifications	68
4.3.4 Teaching experience	70
4.4 Relationship between teaching experience and job satisfaction	72
4.5 Relationship between teaching experience and leadership styles	72
4.6 Relationship between academic qualification and job satisfaction	75
4.6.1 Teachers’ academic qualification and job satisfaction	75
4.6.2 Relationship between teacher qualification and leadership	76
4.6.3 Hypotheses test between teacher qualification and job satisfaction	79
4.7 Relationship between achievement- oriented leadership style and teachers’ job satisfaction	79
4.7.1 Hypotheses test on achievement oriented leadership and job satisfaction.....	82
4.8 Relationship between directive leadership style and job satisfaction	83
4.8.1 Hypotheses test on directive leadership and job satisfaction.....	88
4.9 Relationship between supportive leadership style and teachers’ job satisfaction	89
4.9.1 Hypotheses test on supportive leadership styles and teacher job satisfaction.....	93
4.10 Relationship between participative leadership style and teachers’ job satisfaction	94

4.10.1 Hypotheses test on participative leadership and job satisfaction ...	97
4.11 Association between leadership styles and teacher job satisfaction	97
4.12 Curriculum support officers report on head teachers' leadership styles and teachers' job satisfaction	99
CHAPTER FIVE	104
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	104
5.1 Introduction.....	104
5.2 Summary of the study findings.....	104
5.3 Conclusions of the study	110
5.4 Recommendations of the study	112
5.5 Suggestions for further study.....	114
REFERENCES	115
APPENDICES	128
Appendix I: Participants' letter of consent	128
Appendix II: Head teachers' questionnaire	129
Appendix III: Teachers' questionnaire	136
Appendix IV: Curriculum Support Officers interview schedule.....	143
Appendix V: Determination of sample size.....	145
Appendix VI: University clearance.....	146
Appendix VII: Research authorization.....	147
Appendix VIII: Research clearance permit.....	148

LIST OF TABLES

Table	Page
Table 1: School/Head teachers' and teachers' sample size.....	53
Table 2: Questionnaire return rate based on gender.....	64
Table 3: Head teacher and teachers by gender.....	65
Table 4: Teachers' age distribution	66
Table 5: Head teachers' age distribution	67
Table 6: Teachers and head teachers' academic qualification.....	68
Table 7: Head teacher and teachers' teaching experience	70
Table 8: Relationship between teaching experience and job satisfaction	72
Table 9: Relationship between experience and leadership styles	73
Table 10: Relationship between qualification and job satisfaction.....	75
Table 11: Relationship between teachers' qualifications and leadership styles	76
Table 12: Relationship between achievement- oriented leadership and teacher job satisfaction.....	80
Table 13: Relationship between directive leadership style and teacher job satisfaction.....	84
Table 14: Relationship between supportive leadership style and teacher job satisfaction	90
Table 15: Relationship between participative leadership style and teacher job satisfaction.....	94
Table 16: Association between head teachers' leadership style and teacher Job satisfaction.....	98

LIST OF FIGURES

Figure	Page
Figure 1: Relationship between leadership styles and teachers' job satisfaction.....	47
Figure 2: Achievement oriented leadership style and teacher job satisfaction.....	81
Figure 3: Directive leadership versus job satisfaction.....	85
Figure 4: Linear relationship between supportive leadership style and job satisfaction.....	91

ABBREVIATIONS AND ACRONYMS

CDEO	County Director of Education office
CORT	Code of Regulation for Teachers
CSO	Curriculum Support Officer
GDP	Gross Domestic Product
KEMI	Kenya Education Management Institute
KICD	Kenya Institute of Curriculum Development
KNUT	Kenya National Union of Teachers
LBDQ	Leadership Behavior Descriptive Questionnaire
MOEST	Ministry of Education Science and Technology
NACOSTI	National Commission of Science, Technology and Innovation
QHT	Questionnaire for Head teacher
QT	Questionnaire for Teachers
RQ	Research Question
SCDE	Sub County Director of Education
SPSS	Statistical Package for Social Science
TAC/T	Teachers Advisory Center Tutor
TSC	Teachers Service Commission

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Leadership and employee job satisfaction are two factors that have been regarded as fundamental for an organization's success, since they impact on how leaders contribute to goal attainment such as employee job satisfaction (Fullan, 2005, and Northouse, 2010). A Capable leader provides direction for the organization and leads followers towards achieving desired goals (Mosadegh and Yarmohammadian, 2006). In defining various aspects of leadership and job satisfaction, Northouse (2010) indicated that leadership process influence thoughts, actions of followers and establish favorable conditions for job satisfaction. In a similar context, Hulpia and Devos (2009) found out that leadership has proven to have positive effects on job satisfaction. In view the foregoing, this study attempted to investigate the relationship between the two variables: leadership styles and job satisfaction.

To this end, investigations by Hulpia, & Devos, (2009) on relationship between job satisfaction and leadership indicated that job satisfaction of school teachers was related to the use of school leadership team and formal distribution of leadership. In England and Wales PricewaterhouseCoopers (PwC) (2007) identified characteristics of effective school leadership as developing staff, nurturing talent, and distributing leadership tasks throughout the organizations. PwC (2007) found that primary school head teachers' who are leaders in schools, were responsible for 90% of the tasks associated with the performance and development of teachers and, therefore, teachers' roles did not have a significant influence on the teachers' job satisfaction.

Jacobs (2010) determined the relationships between teacher empowerment and job satisfaction. He found that teacher perception of their level of empowerment was related to job satisfaction, organizational commitment and leadership thus it is impossible to find an individual who possesses the expertise to direct a school in many essential areas. School leadership has substantial effect on achievement thus head teacher needs to engage other teachers in the practice of leadership (Hartley, 2007). In view of the foregoing, it is imperative that increased responsibilities and accountability of school leadership creates need for distributing leadership tasks (Pont, Nusche, & Moorman, 2009). In addition, countries are transforming education system to function in modern economic globalization, where head teachers can utilize expertise and efforts to share leadership duties (Jacobs, 2010).

Researchers have found that leaders and administrators play pivotal role in organization to influence employee job satisfaction levels (Jacobs, 2010; Mat, 2008; Yukl, 2010; & Joo, 2011). According to Northouse (2013) employees need guidance on ensuring achievement - oriented leadership practice, directing leadership tasks, supportive leadership on working conditions. The head teacher therefore needs to demonstrate participative leadership in decision making, besides using effective leadership strategies. It is, therefore imperative for leadership to influence relationship among leaders and followers so as to reflect shared purposes and achieve valued goals providing worthwhile direction and control (Yukl, 2010 & Holt *et al.*, 2011). In South Africa, an analysis of various concept of distributed leadership revealed that it was an essential element of job satisfaction (Williams, 2011). A strong leadership with skills and knowledge take responsibility by involving teachers on duties and responsibilities. Kagoda (2010) found that low prestige, negative image

and inadequate appreciation of value of teachers' work in most Sub-Saharan countries make schools to provide no role models to help teachers grow professionally. This is attributed to low motivation of experienced teachers hence job dissatisfaction.

Path-Goal leadership theory of 1971 (cited in Martin, 2012) asserts that leadership is based on how leaders facilitate task performance on subordinates leading to job satisfaction, the indicators of which are: status, goal achievement, intrinsic valence and high performance. Jacobs (2010) affirmed that opportunities for teachers to gain leadership experience are present in schools where there is shared leadership. Furthermore, there is need for people to participate in decision making so as to develop leaders at all levels; to sustain improvement, change and enhance job satisfaction (Street, 2011; Hulpia, & Devos, 2009, and Grant, 2011).

Job satisfaction has been defined by Sonia (2010) as a pleasurable emotional state resulting from the appraisal of one's job and attitude towards the job with factors such as: recognition, supervisory practices, commitment, working climate, individual expectations and level of education. However, Kim and Kim (2008), and Joo (2011) describe teachers' job satisfaction as positive psychological and affective reaction about teachers' present workplace, teaching profession and career experiences as a whole. Nevertheless; Path-goal theory (2012) postulated that job satisfaction is the extent to which leaders are supportive, directive, achievement oriented and participative. The study by Joo (2011) posits that job satisfaction is determined by present workplace, teaching experiences, and self-reported information influenced by employers and policy-makers therefore, teacher job satisfaction is the extent to which

teachers are satisfied with their job. In a study conducted within Nakuru County of Kenya, Kariuki, Ndirangu, Sang & Okao (2014) established that further training, responsibility, social status and a sense of belonging as impacting on the level of morale and commitment of teachers to their duties. Additionally, they found that there was no significant relationship between teachers' characteristics of: gender, age, experience and commitment to work; however; there was significant relationship between the professional qualifications and commitment to work.

Teachers can be said to be satisfied when they are motivated to do their jobs well and have a high level of morale (Strydom, Nortjé, Beukes, Esterhuysen & Westhuizen, 2012). Several studies have examined the relationship between leadership styles and job satisfaction and concurred that leadership has significant impact on job satisfaction and organizational commitment (Jacobs, 2010, Joo, 2011, Lussier & Achua, 2010). Survey conducted by Teachers Service Commission (Siringi, 2009) to determine employer/customer satisfaction found that teachers wanted faster promotions and review of methods used to reward hard working teachers. Promotion procedures were found to be slow and merit was not adequately considered resulting in stagnation in the same job group which negatively affected teachers' job satisfaction and motivation. Additionally, this study opined that exemplary leadership in school which is a pointer to job satisfaction did not attract many players.

Kenya's educational administration has a hierarchical structure with levels of control which indicate a supervisor controls small number for effective leadership, so that supervisors are responsible for decisions and actions (Nyongesa, 2007; Teachers

Code of Regulations, 2015; and MOEST Sessional Paper No. 14 of 2012). However, this structure does not address leadership adequately. The government of Kenya spends much money paying salaries and allowances to teachers. Public spending on education and training was Ksh.160 billion accounting for 26 percent of the aggregate public expenditure in 2009/10 however, country's education expenditure as a percentage of GDP remained fairly constant. Recurrent spending, predominantly administration and teachers' salaries, accounted for 91% in 2009/10 unfortunately, some teachers find their way out of the service on grounds of unwillingness to teach in public primary schools(Education reforms: MoEST Sessional Paper NO.14 of 2012). All these serve as a drain to teaching because leadership styles fail to meet teachers' demands on job satisfaction hence needed to be investigated.

According to Pont *et al.*, (2009) practitioners consider middle management which comprises of head of departments' and teachers responsibilities vital for school leadership, however these practices remain rare; and those involved are not recognized for their tasks. In Nakuru County, head teachers' in primary schools are in charge of influencing teacher participation; displaying leadership characteristics, directing leadership tasks, ensuring high performance goals are achieved and supporting teachers' concerns (Nakuru County Education Office, 2013).Although the criteria for leadership rank of teachers in Kenya is well outlined by the Teachers Service Commission (TSC) in terms of academic qualifications, length of service and performance on the job, many teachers continue to stagnate in one job group while still on leadership position. Thus study on relationship between head teachers leadership styles and teachers' job satisfaction is significant because it explores the underlying leadership problems which may implicate negatively to job satisfaction of

teachers. In organizational structure teachers' should be involved in participation of decisions making, when directing assigned tasks and encouraged to achieve goals are essential (Grant, 2011; Jacobs 2010, & Street 2011).

According to CORT (2015), policy requires teachers to perform administrative and supervisory tasks besides teaching. However; it is limited to a few individuals. Furthermore, public primary schools have hierarchical leadership structure to coordinate activities with little autonomy given to teachers. The Ministry of Education, Science and Technology (MOEST) Report of Task Force (2010) recommended development of policy framework for head teachers but fail to recognize input of other teachers hence a problem in leadership. MOEST and TSC (2013) indicate that in Nakuru teachers' tasks are unclear, not recognized; some minimal involvement in distribution of leadership tasks; decision participation and supportive on work climate are inadequate thus ineffective leadership strategy.

The study conducted in Nakuru by Waigwa and Kwasira (2012) established that most teachers are satisfied with their jobs however; most classes are overenrolled revealing that teachers are overworked while in school (TSC, 2014 Nakuru).The years 2011 to 2013 was evidenced by attrition rate of 31cases,60 absentee cases and 32 cases of negligence of duties. These were the highest cases noted nationally and compared to other Counties; this could have resulted from inadequate leadership coordination. This led to increased conflicts between the TSC and teachers trade union the KNUT as some of the teachers were interdicted from active service (TSC, 2014).This could have led to low pupils academic performance in schools as county mean KCPE score decreased from 251 in2012 to 254in 2013 (Nakuru County

Education Office, 2014). These attributes are possible indicators of low job satisfaction due to leadership. Research in the area of teachers' job satisfaction has focused on the contributors and consequences of satisfaction.

It has been observed that job satisfaction is related to positive outcomes including teacher retention and increased performance. Conversely, low job satisfaction has been related to teacher attrition, absenteeism and poor performance among others (Ofuani, 2010). Effectiveness of any leadership style is partly dependent on the situation and institutional context. It poses that effective group performance depends on the proper match between the leader's style and the nature of the situation (Robbins, Judge and Campbell, 2010). Maina (2014) noted that head teachers' shoulder the burden of leadership in schools; they therefore, need exemplary leadership skills that translate to improve their competencies to influence job satisfaction.

Mdikana, Ntshangase and Mayekiso (2007) asserted that pre-service training and continued professional development are significant. In similar context, Nandwa (2011) established head teacher leadership development in Kenya was not ongoing and lacked systematic approach thus ineffective use of leadership strategy. The inadequate leadership styles competencies compelled this study to conduct research investigation on teachers' opinion with the view of yielding findings to inform policy and practice that would make it more receptive to teachers' job satisfaction. In view of these suggestions, the study was designed to investigate the relationship between head teachers' leadership styles and job satisfaction of teachers in primary schools Nakuru County.

1.2 Statement of the problem

Relationship between leadership styles and job satisfaction is necessitated by the fact of statistics. Research studies on job satisfaction are available; however, there appear to be few studies linking the constructs of leadership styles and job satisfaction in primary schools. In view of this, the importance of determining the relationship between head teachers leadership styles and teacher job satisfaction in primary schools is needful. Leadership strategy is particularly imperative considering that the overarching principle of teacher job satisfaction counts. In Nakuru County of Kenya, there is a disparity between leadership styles of head teachers and teachers. There seems to be no change and reform to job satisfaction on account of head teachers' leadership styles. This is evidenced by the attrition rate of 31 teachers, absentee rate of 60 teachers and 32 on negligence of duty adding up to 123 or 1.76% of the country's teaching staff may result from leadership styles that lead to job dissatisfaction among the teachers.

The situation in Nakuru County is characterized by head teachers' not portraying leadership styles that clarify paths to attain goals. As a result of this there seems to be low level of motivation, innovation, and participation by teachers in school activities. The leadership styles that provide support on work conditions, direct on tasks; gives chance to participate in decisions and non-use of strategies that achieve performance goals was a problem. This therefore, needed to be investigated hence the execution of this study. In view of the foregoing, teachers in the County seems to experience low job satisfaction, low prestige, negative image and inadequate appreciation on value of their work in schools perhaps because leaders do not provide role models to help teachers grow professionally. Moreover, the issue on policy governing leadership

structure is gap in primary schools that needed to be addressed and investigated. Hence; this study aimed at examining the relationship between head teachers' leadership style and teachers' job satisfaction in Nakuru County, Kenya with a view to providing tangible solutions.

1.3 Purpose of the Study

The purpose of the study was to investigate relationship between head teachers' leadership styles and teachers' job satisfaction in public primary schools in Kenya: A case of Nakuru County.

1.4 Objectives of the study

The study was guided by the following objectives:

- i) To determine influence of head teacher leadership characteristics of academic qualifications and teaching experience on teacher job satisfaction in primary schools in Nakuru County of Kenya.
- ii) To determine relationship between head teachers' achievement-oriented leadership style and teachers' job satisfaction in primary schools in Nakuru County of Kenya.
- iii) To examine relationship between head teachers' directive leadership style and teachers' job satisfaction in primary schools in Nakuru County of Kenya.
- iv) To establish the relationship between head teachers' supportive leadership style and teachers' job satisfaction in primary schools in Nakuru County of Kenya.

- v) To determine the relationship between head teachers' participative leadership style and teachers' job satisfaction in primary schools in Nakuru County of Kenya.

1.5 Research hypotheses

In this study, five hypotheses were developed and tested. The hypotheses were chosen to ascertain whether there is any relationship between primary school head teachers' leadership styles and teacher job satisfaction.

H₀₁: There is no statistically significant relationship between teachers' academic qualifications and teacher job satisfaction in Nakuru County Kenya.

H₀₂: There is no statistically significant relationship between primary school head teachers' achievement oriented leadership style and teacher job satisfaction in Nakuru County Kenya.

H₀₃: There is no statistically significant relationship between primary school head teachers' directive leadership style and teacher job satisfaction in Nakuru County Kenya.

H₀₄: There is no statistically significant relationship between primary school head teachers' supportive leadership style and teacher job satisfaction in Nakuru County.

H₀₅: There is no statistically significant relationship between primary school head teachers' participative leadership style and teacher job satisfaction in Nakuru County Kenya.

1.6 Significance of the study

The findings and recommendations of this study is expected to provide the institutions charged with the responsibility of providing leadership development Programs for head teachers and teachers. For example, Kenya Education Management Institute (KEMI) and Kenya Institute of Curriculum Development (KICD) may be provided with information drawn from the field that could facilitate the re- alignment of courses with the leadership needs of head teachers in the education sector. The study provides information to policy makers at the (MOEST) and (TSC) to come up with comprehensive interventions that address leadership development in schools for instance creation of functional departments in primary schools and addressing training needs for head teachers.

The study provides greater insight to head teachers on use of appropriate styles that resolve specific issues on leadership. The study findings are significant in contributing to the body of knowledge on management of education. The study is expected to assist educationist and education administrators at the county level in developing effective leadership strategies. The results of the study may also form basis for further research on leadership styles and job satisfaction.

1.7 Limitations of the study

The following limitations underpinned the study:

- (i) The tendency of respondents to fear revealing themselves to public made some respondents to be less cooperative while filling questionnaires.

However, the researcher assured them that their responses would be handled confidentially.

- (ii) The respondents did not prioritise reading and responding to the questionnaires as they had numerous responsibilities at hand.
- (iii) To overcome the disadvantage of the questionnaires, the researcher had an interview schedule for curriculum support officers to fill in the information gaps resulting from the questionnaires responses.

1.8 Delimitations of the study

The following were delimitations of the study

- (i) The study confined itself to investigating the relationship between primary school head teachers' leadership styles and teachers' job satisfaction in Nakuru County Kenya. Only those teachers in upper primary were targeted because they would make appropriate representation for generalization.
- (ii) The study included Likert type scale return responses for study subjects because statements were in terms of several degrees and hence they were able to discriminate favourable and unfavourable items.
- (iii) The study was conducted in primary schools in four sub counties of Nakuru County. The study considered using interview schedule to gather data from Curriculum Support Officers. Only upper primary teachers and head teachers were targeted.

1.9 Assumptions of the study

The assumptions of this study were:

- (i) The study was based on the assumptions that head teachers and teachers were aware of job satisfaction.
- (ii) All head teachers irrespective of grade and school category had attended leadership development course or programmes to facilitate their leadership capacity for improved job satisfaction.

1.10 Definition of terms

Achievement oriented leadership refers to recognizing goals attainment, task performance and encouraging professional development of a teacher.

Characteristics for this study refer to demographic or personal qualities possessed by a teacher that may influence job satisfaction.

Directive leadership refers to situation where leader behavior indicates tasks are clarified and shared among teachers in school with levels of control.

Head teacher refers to lead educator and administrator in charge of a primary school and responsible for professional practices of teachers. It is also equated to principal.

Job satisfaction is pleasurable behaviors that inspire a teacher to perform duty with expertise.

Leadership style for this study is the pattern of behavior where leader use skills, consults about decision, show concern, and directs subordinates on what should be done.

Participative leadership for this study refers to giving opportunity to teachers to make opinion and views on issues in order to perform desired tasks for change.

Relationship for this study refers to association and interactions among teachers and head teachers in school.

Supportive leadership for this study refers to situation where structures and climate provide attractive working conditions and interactive relationships.

Upper primary teacher refers to person assigned duties in school.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This is a review of related literature on leadership styles and teachers job satisfaction in public primary schools. The themes addressed are: head teachers' and teachers characteristics and job satisfaction; head teacher's achievement oriented leadership; head teachers' directive leadership; head teachers' supportive leadership; head teachers' participative leadership and job satisfaction, theoretical framework and conceptual framework.

2.2 Teachers' characteristics and job satisfaction

Leadership is expressed in terms of traits, behaviors, sources of power, and situations, in relationship to influencing followers and accomplishing objectives (Yukl, 2010). In similar context, it is how one supervises employees to improve organizational effectiveness and to influence people towards the accomplishment of goals (Marion, 2002; Yukl, 2010). However, this study perceives that the best way to influence teachers and make them effective is the interactions between the leader and followers so as realise job satisfaction. Nevertheless, an extensive amount of research has been done to investigate leadership style and job satisfaction; especially, effective leadership in order to distinguish different leadership styles that provides organizational practice with supporting theory on how to lead an organization (House, 1971; Burns, 1978; Bass, 1985; Dirks & Ferrin, 2002). To this end effective leadership is based on many factors, such as leaders' characteristics, leadership behavior, and related situation as important factors for administrators to implement their duties smoothly Waro 2006 (cited in Saowanee, Wallapha and Tang 2014).

Great man and traits theorists' asserts that leaders are born and endowed with a particular personality or behavioral characteristic shared by other leaders however; behavioral theorists' affirmed leadership is based on the actions of the leader while Management theorists' viewed leadership in terms of supervision of employees to improve organizational effectiveness (Marion, 2002; Yukl, 2010). Situational theorists believed that different styles of leadership may be more appropriate to use based on differences in situations and readiness levels of followers (Daft, 2002). However, head teachers' need to be inducted on the skills so as to effectively supervise teachers and also challenged to choose the right leadership styles that increase the level of motivation of teachers.

Wallace Foundation Perspective Report on the effectiveness of school leaders (The Wallace Foundation, 2009) suggests that effective leadership is critical to the success of a school and vital towards influencing teachers to reach desired job satisfaction levels in their immediate environment. Nevertheless, leadership alone cannot be responsible for many elements that surmounts to one's satisfaction in the job, but leadership is responsible for providing best work conditions for the employee (De Nobile & McCormick, 2008). On the other hand Ubben, Hughes, & Norris, (2001:14) characterized leadership changes with constant improvement and therefore leader persistently analyses the standard and initiates change so as to accomplish organization goals. This study suggested that there should be enough exposure for school leaders to gain experience required on the job.

Many researchers assert universal leadership traits, characteristics, behaviors or styles make a leader to be effective however, this might be a complicated endeavor since leaders are perceived as excellent by some could simultaneously be perceived as inefficient by others (Nathan, Leslie, Toshio & Daniel, 2011). Furthermore, the leader catalyzes change by aligning everyone in the same direction to achieve the common goals (Northouse, 2013). To this end, head teachers need to share the change process with the teachers, besides being thinkers and doers in order to direct and promote shared values and the work culture. According to Northouse (2010) central to all the conceptualizations, leadership is the process whereby an individual influences a group to achieve a common goal. The understudy assert that academic education play a critical role towards influencing teachers. Moreover; leadership is a social influence enacted by individuals in formal positions of power or leadership within an organization, such as supervisors may also have a wide remit of influence (Kelloway & Barling, 2010). However, these processes need one with expert knowledge to direct teachers in achieving goals that bring satisfaction.

Leadership and management share some common characteristics, for instance, they are both concerned with influence, working with people and meeting goals (Northouse, 2010). However, the functions of management may be distinguished from those of leadership. In particular, management is concerned with planning and budgeting for example setting timetables and allocating resources, organizing and staffing for instance establishing rules and procedures; controlling, and problem solving for example developing initiatives and generating solutions kotter,1990;(cited in Northouse, 2010). On the other hand, leadership involves establishing direction for instance creating a vision, establishing strategies, aligning

people with organizational goals as in communicating goals; seeking commitment, motivating and inspiring people to achieve organizational goals and empowering subordinates Kotter (cited in Northouse, 2010). In Kenya, just like other areas the nature of the work of staff of financial management in institutions needs a sense of professionalism for effectiveness (Nyongesa, 2007; Ouya & Mweseli 2015). It is therefore, noted that head teachers enroll with KEMI to pursue management professional requirement in order to meet the level of educational transparency and accountability (Maina, 2014). However, this study opines that there should be developed programmes in training institutions like universities and colleges to impart skills and knowledge needed.

Despite of these differing functions, leaders and managers are often involved in helping groups achieve their goals therefore perform leadership function (Northouse, 2010). Kouzes and Posner (2007) points out nature of leadership as effective key factor in the life and success of an organization; transforms potential into reality; is the ultimate act which brings to success all of the potential that is in an organization and its people and leadership that propose new paradigms when old ones lose their effectiveness. Nevertheless, leadership styles in primary schools need be used interchangeably in an attempt to bring valuable change.

Daft (1999) explains that good leadership springs from a genuine concern for others and thus, many leadership gurus believe that a good leader is one that serves the followers; encourage them by communicating and exploring the problem faced by the followers. Furthermore, having pleasing personal qualities is crucial to being a good leader to which followers observe and duplicate (Mat, 2008). Some examples

of good personal qualities are enthusiasm, honesty and humility however, Leana (2013) point out respect for subordinates and equal treatment as a concern. These influential skills when observed by the followers contribute to improvement, empowerment of employees in decisions making, enhances followers to build their confidence, autonomy and hence increase to commitment of goals and strategies associated with job satisfaction (Harris, 2006; Mangin, 2007 & Jacobs, 2010).

Job satisfaction reflects the extent to which an individual likes the job and the organizations with satisfied employees are more productive than those with unsatisfied employees (Hellriegel & Slocum, 2007). Daft (2005) conceptualized job satisfaction is composed of factors such as job itself and the work environment. Malik (2013) argues job satisfaction results from the perception of employees' job and the degree to which there is good fit between employees and the organization however, emotional experiences in working life are inevitable. Vecchio (2000) explains job satisfaction as one's feelings and thinking towards his/her work. As in the case of other attitudes, one's attitude towards job is greatly influenced by the experience, especially stressful experiences. Similarly, an employee's expectations about the job and communications from others can play an important role in a person's level of job satisfaction. McShane and Glinow (2005) believe that job satisfaction represents an employee's evaluation of job and work context. In other words, it is an appraisal of the perceived job characteristics, work environment, and emotional experiences at work, attitude, recognition, level of education and individual expectations (Sonia, 2010). In view of the foregoing, job satisfaction of teachers is their perception of how they feel towards teaching job therefore it needs

to be boosted through supporting and allowing followers freedom of participation on responsibilities.

According to Malik (2013) people differ in what is important to them, and this may also change for same person. An employee may be satisfied with certain dimensions of the job while dissatisfied with others such as, an employee may be satisfied with co-workers but simultaneously dissatisfied with work-load. This study foresees that situations of teachers' in primary schools lack specialization of subjects and hence become dissatisfied with work-load. However, Malik (2013) affirms that job satisfaction can change with time and circumstances. Nevertheless, job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Nelson and Quick, 2000; & Luthans, 2008). The appraisal of teacher performance in public schools marks a new dispensation of professional development of teachers in Kenya (TSC, CORT2015).

While Muchinsky (2007) point job satisfaction as the degree of pleasure an employee derives from his or her job. Hulin and Judge (2003) assert that an employee's affective reaction to a job is based on a comparison of actual outcomes derived from job with those expected. Job satisfaction has been treated both as a general attitude and satisfaction with five specific dimensions of the job. It includes employee feelings about various aspects of job such as pay, promotion opportunities, autonomy, work conditions, supervision, organizational practices and relationships with co-workers (Misener, Haddock, Gleaton & Ajamieh, 1996; Zerihun, Singh, Geremew, Sabit, Gelashe & Issa, 2015). These characteristics influence employee job satisfaction. Irvine and Evans (1995); Nissa (2003); & Malik (2011) highlighted

the importance of work characteristics for instance routine, how the work role is defined and work environment for instance (leadership, stress, advancement opportunities and participation) in relation to job satisfaction. This study contends that these are essential determinant of effectiveness and also for teacher job motivation.

Regarding the relationship between leadership styles and job satisfaction, various studies conducted in different parts in organization showed that there was positive relationship between leadership and employee job satisfaction (Malik, 2011; Omidifar, 2013; Al-Ababneh, 2013; Long, 2014; Bateh & Heyliger, 2014; Josanov-vrgovic & Pavlovic, 2014; Hui, 2013; Metwally, El-Bishbishy & Nawar, 2014; Ali & Dahie, 2015; Fikadu, 2010; Nebial & Asresash, 2011; Shibru & Darshan, 2011).

According to an OECD report (Schleicher, 2012) as more countries around the world require improved achievement from their schools and grant greater autonomy to schools in designing curricula and managing resources, the role of the school leader has changed from the traditional administrator model. Consequently, the report suggests that developing school leaders “requires clearly defining their responsibilities, providing access to appropriate professional development throughout their careers, and acknowledging their pivotal role in improving school and performance” (p.12). The report affirmed that effective leadership programs prepare and develop school leaders using innovative approaches that address the broader roles and responsibilities of leaders (Schleicher, 2012). Moreover, they are designed to develop leaders with the capacity for high performance and continuous

improvement which is observed in Path-goal theory of leadership (Northhouse, 2013).

In a similar context, they take a system-wide perspective to ensure school improvement, performance, and enhanced efficiency and effectiveness (Maina, 2014). This study however, alludes head teacher characteristics are instrumental to job satisfaction. Additionally, Dempster, Lovett, and Flückiger (2011) assert that leadership strategies for school leaders should consistently ensure learning processes are directed towards clear improvement purposes. The situation confined in this study report absence of strategy for school leaders due to weak framework of program and training which is not integrated to meet needs. Drawing based on these views, leadership course in teacher training colleges and Universities need to be realigned so as to fill the gap. However, (Daft 1999; cited in Mat, 2008) identify leadership as a way of creating vision and strategy, Keeping eye on horizon, creating shared values, helping others grow, reducing boundaries, focusing on people, inspiring and motivating followers based on personal power, acting as coach, being facilitator servant, emotional connector, open mindfulness, listening, nonconformity, insight into self and create radical change.

Studies show that factors such as gender, age, academic qualifications and experience are found to have influence on job satisfaction of employees. In a research conducted on Nurses, age and work experience were found to be good predictors of job satisfaction (Gatechew and Haftu, 2014). To this end, some researchers indicated that gender has no significant relationship with teacher job satisfaction (George, Louw & Badenhorst 2008; Madera, 2005; Strydom, Nortje,

Beukes, Esterhuyse & Van, 2012). In a study by Ghafoor (2012) the conclusion indicated that male staffs were more satisfied compared to females moreover, education and academic qualification result to increased job satisfaction. Okumbe (2001) alluded that teachers' professional and physical abilities wane as they approach their retirement however, teachers' with higher academic qualifications maintain their productive years significantly. He also noted that employees with higher qualifications increase their productive years by a significant number of years despite their age growth. This is corroborated by Sababu (2010) who affirmed that education improves skills and knowledge of an individual therefore; it enhances good use of strategies. Nevertheless, Oluoch (2006) and Kagoda (2010) assert efforts on equal access to education do not translate to equitable outcomes. This study distinctly perceived that educational level was a mark of achievement in teacher effort to realize the challenging goals henceforth needed recognition to enhance job satisfaction.

Sonia (2010) posits that individuals experience job satisfaction at different ages in life, furthermore higher level of education is a factor which determines the degree of job satisfaction since educated persons have high expectations from their leaders which remain unsatisfied. In contrast older employees have lower expectations Sababu (2010). Speck and Knipe (2010) postulate that, "adults come to the learning process with a wide range of previous experiences, knowledge, interests, and competencies" (p.74). This study alluded that considering the head teachers' age distribution, educational background, and leadership experience, their leadership development needed to take cognizance of the theory of adult learning.

It is worth to note that when at some point head teachers' are transferred to other schools in the same capacity, it has implications on sustainability (Maina, 2014). For instance, it may take some time to cope with the new environment and culture. Sindelar, Shearer, Yendol-Hoppy and Leibert (2006) established that leadership change affects the sustainability of reforms depending on the new leader's affinity for and commitment to an established school-wide education reform agenda. Leithwood and Louis (2012) assert that coordinated forms of leadership distribution potentially mitigate some negative consequences arising from head teacher turnover. However, the implication for this study is that succession planning is critical to effective leadership change that positively facilitates sustainable leadership translating to job satisfaction. Dehaloo (2011) found out those teachers with bachelors and master's degrees are significantly more satisfied with their physical environments and overall school leadership than teachers with low qualifications. The understudy contends this lead to goal achievement due to continuous improvement furthermore; research has found that educational qualifications have no significant effect on teacher job satisfaction (Badenhorst & George, 2008). Korean school organization is based on a rigid structure where recognition of teachers is through qualification and training (Joe & Reyes, 2010). This can however supply employer, policy makers and scholars with information to examine as great number of teachers have received higher academic status despite of inadequate leadership behaviours.

To this end leadership strives to make work stimulating and challenging by attracting and motivating teachers through recognition of their characteristics. Besides, leaders use personal influence rather than position influence to inspire the employees to

attain the goals thus job satisfaction (Sonia 2010, Yukl 2010; Jacobs 2010 Kelloway & Barling 2010). These views corroborates with path-goal theory as discussed in (Northouse, 2013). In light with these observations, leadership is deemed as taking concerns of employees' through nurturing, by communicating and sharing the vision, improving work culture and focus on the core values of the organization.

2.3 Achievement-oriented leadership style and job satisfaction

Job satisfaction has been frequently examined topic in education and management and considered an indicator to evaluate educational attainments of school effectiveness (Joo, 2011). Achievement-oriented leadership sets clear and challenging goals for subordinates however, the achievement oriented leader challenges the followers to perform their best and demonstrates a high degree of confidence in their abilities to do the job (Mat, 2008; Jones & George, 2011). The leader establishes a high standard of excellence for subordinates and seeks continuous improvement further; leader shows a high degree of confidence in subordinates (Northouse, 2013). In view of this foregoing, some school leaders may claim to challenge teachers to perform their work at the highest possible level but teachers' have minimal continuous improvement. In addition to expecting that challenging goals and standards must be met, Achievement-Oriented leaders believe in subordinates' capabilities (Jones & George, 2011; Northouse, 2010). In contrast, this is partial because of distrust between followers and leader in school environment.

Achievement-Oriented leadership is appropriate when followers are open to autocratic leadership, have external locus of control, and follower's ability is high; when task is simple, authority is strong, and job satisfaction from co-workers is

either high or low (Lussier & Achua, 2010). This is corroborated in research study that leadership is the ability to influence a group towards the achievement of a vision or set of goals (Robbins *et al.*, 2010). Similarly, Daft (2002) contended that leadership behavior should clarify goals and set performance standards to be achieved. Nevertheless, this study argues that achievement oriented leadership may achieve performance through recognizing, encouraging and delegating task to followers. The study largely concurs with observations made by Davis, Darling-Hammond, LaPointe, & Meyerson(2005) that the growing consensus on the attributes of effective head teachers show that successful school leaders influence achievement through the support and development of effective teachers and the implementation of effective organizational processes.

Negron (2008) noted achievement-oriented style is suited for unclear tasks and subordinates who may need a morale booster to increase their confidence in ability to accomplish the given goal. Achievement oriented style is effective when work is complex and the environment uncertain. This is because it can increase subordinates' self confidence that they are able to attain the goals. The achievement oriented leader tries to change attitudes of employees so as to seek continuous improvement (Leana, 2013). However, achievement oriented leadership on the other hand is predicted to increase the follower effort and satisfaction when the task is unstructured and complex by increasing the follower self-confidence and the expectation of successfully accomplishing a challenging task or goal. This is explained in the concepts of the Path-Goal Theory where environment and the staff factors are moderators in leadership style and staff performance relationship as well as in leadership style and job satisfaction relationship (Northouse, 2013).

According to path goal theory, for leaders to be effective, they need to: recognize the needs of those they lead and try to satisfy these needs through the workplace, reward people for achieving their goals, help subordinates identify the most effective paths they need to take to reach their goals (Northouse, 2013). This concurs with the assertion made by (Yukl, 2010) that achievement oriented style takes a transactional approach, which specifies expectations, clarifies responsibilities, provides recognition and rewards to attain the desired performance. Various studies suggest that leader reward behaviors are predictors of subordinate performance and satisfaction. The meta-analysis conducted by Podsakoff, Bommer, & MacKenzie (2006) suggested that leader behaviors are positively related to subordinate job satisfaction.

As Path-goal theory focused on how leaders influence followers' expectations Robert House, the originator of the theory, proposed a model in which leader behavior is acceptable when employees regard it as a source of satisfaction (Kreitner & Kinicki, 1995). In addition to this, leader behavior is motivational when it eliminates factors that hinder goal accomplishment but provides emotional support to the employees, and grants meaningful recognition in return for success. House claimed that the leader should stay on the right path to achieve challenging goals since achievement-oriented leadership is setting high standards and challenging goals for the employees by encouraging them to perform at their highest level (Northouse, 2013). Drawing from these suggestions, teachers' academic qualifications are successes thus need to be recognized as part of achievement in the right path towards exhibiting goal attainment.

According to Portin, Paul, Michael, and Lauren (cited in Maina, 2014) the core mandate of the head teacher's job is to diagnose his or her particular school's needs and to meet these needs by utilizing the resources and talents available. This is because achievement oriented leadership agitate for performance (Mat, 2008 & Yukl, 2010). Portin *et al.*, further assert that regardless of school type, schools need leadership critical in area of human resource for example; inducting, mentoring teachers and administrators; developing leadership capacity and professional development opportunities. Nevertheless, according to an OECD report (Schleicher, 2012) more countries around the world require improved achievement from their schools. It is, therefore, imperative to have teachers' professional development granted so as to continuously achieve greater goals in schools as well as filling the gap needed to initiate supported mentorship and internship to teachers.

To this end leader reward behaviors are predictors of teacher performance and satisfaction, therefore the meta-analysis conducted by Podsakoff, Boomer, & Mackenzie (2006) affirms that leader behaviors are positively related to subordinate job satisfaction. This develops quality of teachers' work and encourages them to contribute more (Hars & Ou, 2002). Behaviors by the head teacher indicate personal achievement satisfaction positively affect motivation to the extent that the teachers themselves have high needs for achievement. Malik (2013) reveal that achievement-oriented leader behaviors have significant relationship with supervision and job in general and also significantly related with the co-worker and work.

2.4 Directive leadership style and job satisfaction

Directive leadership is characterized by authoritarian and legitimate power that uses high levels of strict direction, command and close supervision to provide

psychological structure and task clarity (Northouse, 2010; ClarkHartline & Jones, 2009; Houghton & Yoho, 2005). Directive leaders set standards of performance, set clear rules and regulations to subordinates as to what should be done and how it should be done, and the timeline when it should be completed (Jones & George, 2011; Northouse, 2010).

Additionally, directive leadership tells subordinates exactly what they are supposed to do. It characterizes a leader who tells subordinates about their task, including what is expected of them, how it is to be done, and dead line for the completion of particular task. He also sets standards of performance and defines clear rules and regulations for subordinates (Northouse, 2013). In view of these opinions there is need for head teachers' in primary schools to initiate strategy on how to communicate well controlled directives to teachers. Directive style of leadership is appropriate when task is complex or ambiguous, formal authority is strong and the work group provides job satisfaction (Lussier & Achua, 2010).

The directive leadership clarifies expectations and gives specific guidance to accomplish the desired expectations based on performance standards and organizational rules (House, 1996, and Leana, 2013). However, Okumbe (1999) argued directive leadership subordinates are not active since the leader provides them with specific guidance, standards and work plans, including rules and regulations. The directive style is appropriate with newly hired or inexperienced subordinates and in situations that require immediate action (Negron, 2008). Nevertheless Martin (2012) pointed directive leadership is most effective when people are unsure what tasks they have to do or when there is a lot of uncertainty within their working

environment. This occurs primarily because a directive style clarifies what the subordinates need to do and therefore reduces task ambiguity. In addition, the directive leadership style makes clear the relationship between effort and reward and therefore the expectancy that effort lead to a valued outcome(Martin, 2012).To this end, directive style may be perceived as aggressive, controlling, descriptive, and structured by dictating what needs to be done and how to do it.

Research shows that the directive leadership style does not often affect the employees' job satisfaction (CW Tsai, 2008, p.296) similarly; the directive style is negatively associated with the job satisfaction of the employees (Yun *et al.*, 2007, p.178). In a similar context, the results of the study conducted within work teams by Yun *et al.*, (2007) highlighted that there is no relevant effect of directive leadership on job satisfaction. Further research studies indicates that directive style is positively related to subordinates' expectations and satisfaction for subordinates who are employed to perform ambiguous, unstructured tasks; however, it is negatively related to satisfaction and expectations of subordinates who are well-structured and receive clear tasks (Negron, 2008; & Leana, 2013).

In view of the foregoing, head teachers in primary schools need to use directive style cautiously with minimal authority because at the core level and trust of their ability to use other styles they do not worry over loss of control that results in undesired outcomes of the tasks allocated to their teachers. Leithwood and Mascall (2008)

conceptualized leadership in terms of functions, providing direction and exercising influence to accomplish the goals however, in their transformational leadership model, Leithwood *et al.*, (2008) articulate main category of leadership practice as setting directions which comprise of building a shared vision, fostering the acceptance of group goals, creating high performance expectations, and communicating the direction; (Leithwood, Harris & Hopkins, 2008; Leithwood & Jantzi, 2008; Leithwood & Louis, 2012).

Some studies have researched on teachers' job satisfaction however, new and increasing demands on head teachers' contribute to emergence of distributed leadership practice in schools (Jacobs, 2010). According to Spillane (2006) distributed leadership is practice of spreading and directing leadership roles over people however, autonomy in exercising the powers on roles is limited to primary school teachers. Leadership is discussed as not being centered on the supremacy of one person, but leaders and followers engaging in shared leadership responsibilities (Grant, 2011; Hoy & Miskel, 2008). Nevertheless, Jacobs, (2010); Bolden, Petrov, and Gosling (2009) describes shared leadership in terms of the ways in which roles are stretched and devolved over people. Serrell (2011) view this in the context of interactions between leaders, followers and the situation. Robinson (2008) asserts shared leadership as framed performance of particular tasks allocated to more than one person.

Pont, *et al.*, (2009) indicated that where roles and responsibilities are shared with other school members, head teacher's position remains strong. To this end, this study opines that incorporation of specialization on teaching subjects in primary schools is

vital in recognizing teachers' position. In view of these opinion incorporating leadership between individuals is indication of collective, group-centered, participatory, inclusive and supportive (Gronn, 2008; Leithwood & Mascall, 2008; Street, 2011). In essence directing leadership is a platform for head teachers to share tasks depending on responsibility and expertise to improve school effectiveness, capacity for continuous succession and development (Gronn, 2009; Pont *et al.*, 2009). The study by Hulpia & Devos (2009) revealed the amount of formal distribution of leadership roles to teachers did not have a significant influence on school leaders' job satisfaction, the nature of job; determines satisfaction however this study contends that school managers need to delegate responsibilities to teachers with equal authority and autonomy. Path-goal theory dimension initiate structure furthermore, leadership style high on initiation of structure is conducive with an orientation of efficiency and stringent cost control (Chaganti, Cook, & Smeltz 2002).

2.5 Supportive leadership style and job satisfaction

Schools are changing in attempt to become market driven giving rise series of issues to which policy and practice on school leadership must respond (Pont *et al.*, 2009). The supportive style is suitable when subordinates show lack of confidence in ability to complete a task and little motivation (Negron, 2008). Besides, Jabeen (2011) & Jacobs (2010) posits heavy workload; uncertain recruitment procedures for task deter potential candidates. Grant (2011) assert that workers can provide valuable input into the successful leadership of school when supported and empowered. Similarly, Ingersoll (2001) discussed that school organizational factors such as lack of support from administrators, and decision-making power encouraged school teachers to leave their profession.

Malik (2011) highlighted the importance of work characteristics (routine, autonomy and feedback) how the work role is defined (role conflict and role ambiguity) as well as work environment (leadership, stress, advancement, opportunities and participation) in relation to job satisfaction. This study observes that it is only fair for leaders in organizations to endow favorable work climate which support employees' aspirations. In light of this view a study conducted on a sample of 143 employees at universities, banks and multinational companies showed that those employees who were experiencing more stress at their jobs were unable to perform to expectations (Dar *et al.*, 2011). Employees serving in the medical field and finance sector confirmed these findings as their performance was also negatively affected by stress (Imtiaz & Ahmed, 2009; Wu, 2011). Lower levels of performance were also witnessed among the 144 banking professionals due to job stress (Bashir & Ramay, 2010). However, this study suggests that maintaining a prominent position at the school is important to delivering outstanding performance hence job satisfaction. Moreover, when teachers experienced stress in their schools since they could not focus on their work and often faced difficulty in performing tasks.

Martin (2012) argued that effective leadership contributes a lot when the nature of the work is stressful or boring. This is because a supportive style by the leader increases subordinates' satisfaction and self-confidence and reduces the negative aspects of the situation. This may lead to an increase in the intrinsic valence of the job and the expectation on performance leading to the attainment of goals. There is need for employees' present and previous output to provide feedback, identify talents, capacities, advancements and target (Hamid, 2010; & Jabeen, 2011). The supportive leadership behaves responsively, creates a friendly climate, and verbally

recognizes subordinates' achievement in a rewarding modus (Leana, 2013). Moreover, supportive persons in leadership demonstrate respect for subordinates, treat everyone equally, and show concern for subordinates' well-being (House, 1971; & Leana, 2013).

On the other hand, Northouse (2010) argued supportive leadership is characterized by a leader who is friendly, approachable and treats subordinates as equals. Besides, Supportive leaders care about the well-being and human needs of subordinates and go out of their way to make the work more enjoyable for their subordinates (Jones & George, 2011; Northouse *et al.*, 2010). There is need for head teachers' to go extra mile to providing support to teachers' through interactions, creating conducive working environment to foster respect, trust, cooperation, and emotional support (Daft, 2005).

Controlled extrinsic motivation in target setting is a means for information sharing between employees and superiors (Wong, Guo, & Lui, 2010). Nevertheless, expectations of leadership is to achieve change and influence motivation of teachers hence, supporting them is indispensable (Pont, *et al.*, 2009; Akuoko, 2012; & Leana, 2013). Sonia (2010) argued that when employees' judge organization to be providing good support, positive feelings of well-being are stimulated. Riaz and Ramay (2010) conducted study to find out the antecedents of job satisfaction and identified 221 respondents showed great significant association of open communication. This indicates that leaders can engage in behaviors that help subordinates facilitate goal attainment by providing information and other resources necessary to obtain goals and improved work conditions (Martin, 2012).

Sonia (2010) notes other factors which affect job satisfaction as unfavorable social life, nature of job, prestige, status in society and workplace. To this end this study notes that teaching job has routine work thus perceived to be of lower status and therefore source of dissatisfaction. According to Sababu (2010) Job content depends on skills, degree of responsibility, challenge and growth it offers. Murage and Kimani (2014); Sababu (2010) discussed school organizational factors such as lack of support from administrators and teaching experience predict higher attrition. Leadership is a paradigm shift departure from one person to a more complex notion of developing broad based leadership capacity (Spillane, 2006). Furthermore, Jacobs (2010) cited National Education Association in Washington reported Principals have begun transition from operational managers to instructional leaders and reformers. However, leadership reforms ought to be in line with the devolved structure of governance viable to supporting good climate in schools.

Previous education reforms in Kenya have been anchored on a political setup of Task Force Reports, Commissions, Committees and Working Parties, MoEST(2010) however, achievement of expected goals, have not been substantial. Walstrom and Louis (2008) assert that schools with structures allowing levels of supported and shared leadership impact on work climate. Reform efforts, organizational change, motivation, working relationships, interactions and expertise contribute on working climate (Leithwood & Mascal, 2008; Hulpia, & Devos, 2009; Leithwood, Wallace & Anderson 2010; & Jacobs, 2010). There is need to support recognized leadership structures in school that attracts work climate and job satisfaction of teachers. Leithwood, Jantzi & Pattern (2010) observe that it is worthwhile to test effect of leadership in organization through work place conditions. Leadership commitment of

supervisor is often assessed as satisfaction (Leana, 2013). Studies reveal that teachers have different views concerning their perceptions of relationships at the workplace which relate to job satisfaction. In one such study 46% of the respondents believed that teachers supported one another in the realization of educational outcomes; and 42% that collegial support raised motivation. 41 percent of respondents believed that teachers enjoyed positive working relations. However, only 32% of the teachers viewed their principals as fair leaders (Dehaloo, 2011).

In the study conducted by Weberge; Hussain; & Riaz (2010); Tejada; Scandura; & Pillai (2001) revealed that top executive need to consider personal feelings of employees before acting, see the interests of employees are given consideration, facilitate consensus building in group sessions and behave in a thoughtful manner towards employee personal needs. They asserted supportive leadership had a positive and significant impact on job satisfaction. According to the suggested views, supportive leadership play role that increases teachers' job satisfaction. Additionally, there is need to recognize that supportive leadership style is more of relationship-oriented style. It requires the leader to be approachable and friendly. Leaders need to display concern for the well-being and personal needs of the subordinates. Similarly, they need to create an emotionally supportive climate. This style is effective when subordinates lack self-confidence, work on dissatisfying or stressful tasks and work that do not provide job satisfaction (Hoy & Miskel 2001: 408).

House's (cited in Yukl, 2010) path-goal theory focuses on the way leaders' behaviors can influence subordinate performance and satisfaction. For instance, the theory

proposes that supportive leadership style as most effective in situations that involve completion of tasks that are monotonous, tedious or dangerous, as this leadership style help increase subordinates' self-confidence and decrease anxiety. To this end, supportive leadership style is not going to be as effective for tasks that are interesting and enjoyable or intrinsically motivating (Yukl, 2010). Drawing from this suggestion, conclusion is that primary school teachers' work, although, important is perceived as routine type hence supportive leadership style is most effective when the task is relatively routine and simple. This is corroborated by Sonia (2010) that unfavorable social life, nature of job, prestige, status in society and workplace are factors affecting job satisfaction.

Job satisfaction is determined by how well outcomes exceed expectations; for instance if teachers feel that they are working much harder than others with similar or comparable qualifications, in other sectors of economy but are receiving fewer rewards they most likely feel dissatisfied with their job (Okumbe, 1999). Based on this opinion by Okumbe, this study suggests teacher's employer TSC need to fasten strategies that promote teacher job satisfaction in order to support and increase productivity of their performance. Similarly, expanding hierarchical structure in school contributes to rise in opportunities for teacher promotion. However, this may cause adverse implications on the economy.

2.6 Participative leadership style and job satisfaction

As organizations become redesigned, teachers are given opportunities to be part of group decision making. Job satisfaction includes the idea that teachers' have

influence and participate in school-wide decisions for staff development (Walstrom & Louis, 2008). The study by Joo (2011) postulates teacher participation in decision determines school activities such as; supervision, finance handling and administrative affairs. In addition, the expertise needed for school development must come from a broader base of individuals with diverse skills, knowledge regarding curriculum, pedagogy, decision making authority and best practices (Spillane, Halverson & Diamond, 2001; Watson & Scribner, 2007; Hartley, 2007; & Gronn, 2009). Participative leadership consults with subordinates about decisions, and takes their contributions into account, solicits for suggestions, opinion, obtains their ideas, shares responsibilities, involving them in the planning, execution phases and integrates their suggestions into decision making prior to making a final decision (Mat,2008; Negron, 2008; Leana, 2013; &Northouse, 2013).To this end, participative leadership is appropriate when subordinates don't want autocratic leadership, have internal locus of control, and follower ability is high; when task is complex, authority is either weak or strong, and satisfaction from co-workers is either high or low (Lussier & Achua, 2010).Moreover, Mat (2008) argued that participative leadership is suggested to increase the follower effort when the task is unstructured by increasing the role clarity and the follower autonomy.

Harris and Spillane (2008); & Street, (2011) asserted that based on the charge of collective groups, autonomy to make decisions may be limited because formal leadership structures cannot be removed. It is imperative to argue that participation in decision being stretched over people and place lead to greater commitment on goals and strategies associated with job satisfaction (Harris, 2006; Mangin, 2007;& Jacobs, 2010). Gronn (2008) reflecting back on development of leadership, preferred its

application for positive quality decisions. Nevertheless, Lima (2008) viewed decision making as risky and has negative impact on team. According to Jacobs (2010) leadership experiences gained by teachers when school decisions are spread assist in skill development. In light of these views by researchers, teachers need to be well equipped with skills, knowledge and expertise to solve emerging issues. Besides, they are able to meet goals for staff development as their incorporation in decision significantly impact on job satisfaction.

Participative leadership according to Lewin (as cited in Waters, 2013) states that minds of many makes better decisions than judgment of a single mind alone. In light of this observation teachers become more committed to decision making practices and are more actively involved thus job satisfaction is realized. Furthermore, Lewin, Lippit & White (1939); & Jani (2012) found out that participative leadership style was most effective style after examining relationship to the effect it had on children in educational setting. Drawing from these conclusions it is imperative that relationship between head teachers' leadership style and teachers' is ultimately vital to influencing job satisfaction whereby participative style is practiced. Moreover, Waters (2013) opines that participative style builds relationship between teachers and principals, builds trust and collegiality among staff.

On the other hand, a motivated employee might work harder than expected to complete the task, provide strategies, proactively find ways to improve the quality and efficiency of work environment through decision participation (Ashim, 2011;& Grant, 2011). This study notes participative leadership when engaged effectively in utilization of knowledge and expertise give quality solution. In this context

succession leadership is smoothly facilitated as Jacobs (2010) stressed succession planning for school leadership positions is feasible if teachers within the school are committed, interested in formal leadership positions and also prepared for leadership roles. Additionally, heavy workload, remuneration, uncertain recruitment procedures and career development prospects deter potential candidates. It is therefore important to mention that even though, participative leadership style enhance employee's motivation, employee's commitment and job satisfaction are distinct constructs and they are highly interrelated (Ismail, Zainuddin and Ibrahim, 2010). This means that leaders who implement participative leadership style effectively; then they strongly motivate employees to be committed in the organization (Brown, 2003; Rad & Yarmohammadian, 2006) and this lead to higher job satisfaction in the organization (Yiing and Ahmad, 2009; & Yousef, 2000).

Grant (2011) assert that workers may provide valuable input into the successful management of any organization when they are empowered to assume leadership roles. Yee and Chen (2009) contend that performance appraisal evaluates employees' present and previous output within laid down standards, but also provides feedback on employees' performance. Drawing from these views, it is indispensable for the leadership to initiate method of supervision, identifying talents, capacities, advancements and target (Hamid, 2010;& Jabeen, 2011).This study recognizes participation of decision making as interaction between leader and followers in the context of participatory leadership with structure that allow interactions for decision; which (Spillane, 2005) described as system of practice comprised of collection and interacting components.

Sonia (2010) argued that it is plausible when employees judge the organization to be providing good supervision, positive feelings of well-being is created. This stimulates them to reciprocate by increasing their sense of obligation and commitment due to interaction and participation. According to CORT (2015) performance appraisal for teachers is conducted by deputy head teacher in a primary school however, this arrangement of role overloads the appraiser and there is need to broaden concept of leadership policy in schools to strengthen succession management. This increases recognition, enhance job satisfaction and teachers' are motivated by being consulted on action and activities affecting them. According to Nisa , Zaidi & Bigger (2008) most staff have basic competence and the right kind of participation yields both motivation and knowledge, high autonomy, increase the intrinsic valence of work resulting in greater effort and higher satisfaction valuable for the accomplishment of solutions. In view of these assertions participation in decision making tend to increase satisfaction with performance appraisal. Nevertheless, teachers' in the school situation where there is internal locus of control they would be more satisfied with a participative leadership style (Nisa, *et.al.* 2008).

Since 1980 various scholars have studied the concept of participative leadership. Researchers argue that due to the complex changing environment previous styles of leadership seem to hinder organizational performance hence there is a need for new leadership styles based on participative principles to be able to cope with the rapid rate of changes (Trevino, Brown, & Hartmann 2003; Fulmer, 2005; Kakabadse, Kakabadse, A. & Lee-Davies, 2009). Consequently, a paradigm shift of leadership style needs to be engaged in organizations. According to Rok (2009) it is imperative to have effective leadership which should influence and inspire people toward group

goals through individual motivation rather than coercion. Nemaei (2012) stated that modern concept of leadership should be the impact of participative leadership on employee's motivation, job satisfaction and innovation conceived as a set of values and behaviors exhibited by the leader to encourage participation, commitment and development of the followers. Furthermore, openness to new ideas is an essential element in order to encourage participation of followers there is a growing need for more participative culture of leadership.

In addition, the modern leader not only leads or involves, but also more responsive to feedback from others in trying to integrate the core sustainability agenda with “hearts and minds” of all followers (Rok, 2009). The main reasons for the need of participative leaders are the changes in cultures, environment and politics. An interesting study done by Hay group (2011) claims because of factors such as globalization, climate change, demographic change, individualization and digital lifestyle, organizational principles such as leadership, corporate environment and organizational structures is expected to dramatically change by 2030. In context to these expressions, head teachers according to a Wallace Foundation Perspective report can no longer function simply as school managers but also instructional leaders (The Wallace Foundation, 2013). To be successful, they are expected to distribute leadership effectively for sustainable change and improvement that translates into improved learning outcomes (Harris, 2014). This can be achieved through what Dufour and Marzano (2011) advocate; a shift in focus to efforts aimed at building the collective capacity of educators.

The increasing rate of dynamic changes inside and outside organization has encouraged leaders to shift the paradigm of their leadership style from traditional approaches to humanistic based leadership with focus on employee's empowerment in order to achieve organizational goals (Brown, 2003; Rad & Yarmohammadian, 2006). Various scholars argue that participative leadership style is the only true humanistic approach to leadership (Amabile, Schatzel, Moneta, & Kramer 2004; Jong, and Hartog, 2007). These scholars argue that leader's ability to properly implement participative styles (i.e., general consultation, empowerment, joint decision-making and power sharing), together with consultative approaches (i.e., appreciation of follower's opinions and ideas in goal settings and task assignments) in planning organizational functions directly increase job satisfaction (Brown, 2003; Rad & Yarmohammadian, 2006).

Drawing from several suggestions made by research studies on participative leadership in the literature; it is therefore imperative for this study to contend success of participative leadership style is generated through involvement of teachers' in decision-making to improve the understanding of the issues. Moreover, the study asserts teachers are more committed to actions where they are involved in the relevant decision-making. This is because when teachers make decisions together, the social commitment to one another is greater; they increase their commitment to the decision, make better decisions together, and become competitive and more collaborative when working on joint goals.

2.7 Theoretical framework

The study used theories of leadership to investigate relationship of head teachers' leadership and job satisfaction, for instance Contingency theory postulate; people need for position, power, task oriented, relationship oriented, attaining of goals and success. However, this study employed path-goal leadership theory developed by House (cited in Martin, 2012) and argues that the theory is based on how leaders facilitate task performance to subordinates which help achieve rewards because employees are motivated, recognized, and satisfied hence; theory is relevant to this study.

Robbins (2005) believes that path-goal theory is the most influential contingency approach to leadership. However, Richard *et al.*, 2012 (cited in Malik 2013) believed that path-goal theory as the most sophisticated and comprehensive contingency theory. According to Path-Goal theory, leader provides necessary direction and support to subordinates to achieve individual as well as organizational goals (Silverthorne, 2001). In this regard this study postulated essence of head teachers' providing desired way to goal attainment by teachers'. The stated goal of this leadership theory is to enhance employee performance and satisfaction by focusing on their motivation levels. In contrast to situational approach to leadership, this suggests that, a leader must adapt to the development level of subordinates, and unlike contingency approach, which emphasizes the match between the leadership behavior and specific situation (Malik, 2013).

Moreover, path-goal theory emphasizes the match between leader behavior and subordinates characteristics along with work settings (Northouse, 2013). The path-

goal theory explained how a leader can provide support to subordinates on the path to goals by using specific behaviour based on subordinates needs and work settings or situations in which subordinates are operating. As theory suggested the different leader behaviours have different kind of impact on subordinates' motivation. According to Richard *et al.*,2012 (cited in Malik 2013) path-goal is a cognitive approach to understanding motivation where subordinates calculate effort-to-performance and performance-to-outcome probabilities. The most effective leader provides availability of valued rewards (goal) by helping them in finding best ways to reach there (path). This task and leadership relation involves effort-to-performance and performance-to-reward expectancies. The two situational contingencies in the path-goal theory are: the personal characteristics of group members; and the work environment (Daft, 2005).

Northouse (2013) pointed out job motivation factors; valued work, goal achievement, responsibility, recognition, advancement, empowerment, status, level of challenge, work environment and opportunities for creativity were vital. The study took advantage of path-goal theory to investigate whether the behaviours by head teachers and teachers in schools are distinct and leads to job satisfaction. Okumbe (1999) view path-goal theory of leadership rested on leader behavior being acceptable complements work environment, rewards effective performance and motivating when subordinates perceive it be satisfying. Mat (2008) stipulated that in path-goal Theory a leader may exhibit any of; achievement-oriented style, directive style, supportive style and participative style or all of these types of leadership styles, and therefore best type of leadership for a given situation is dependent on the individual

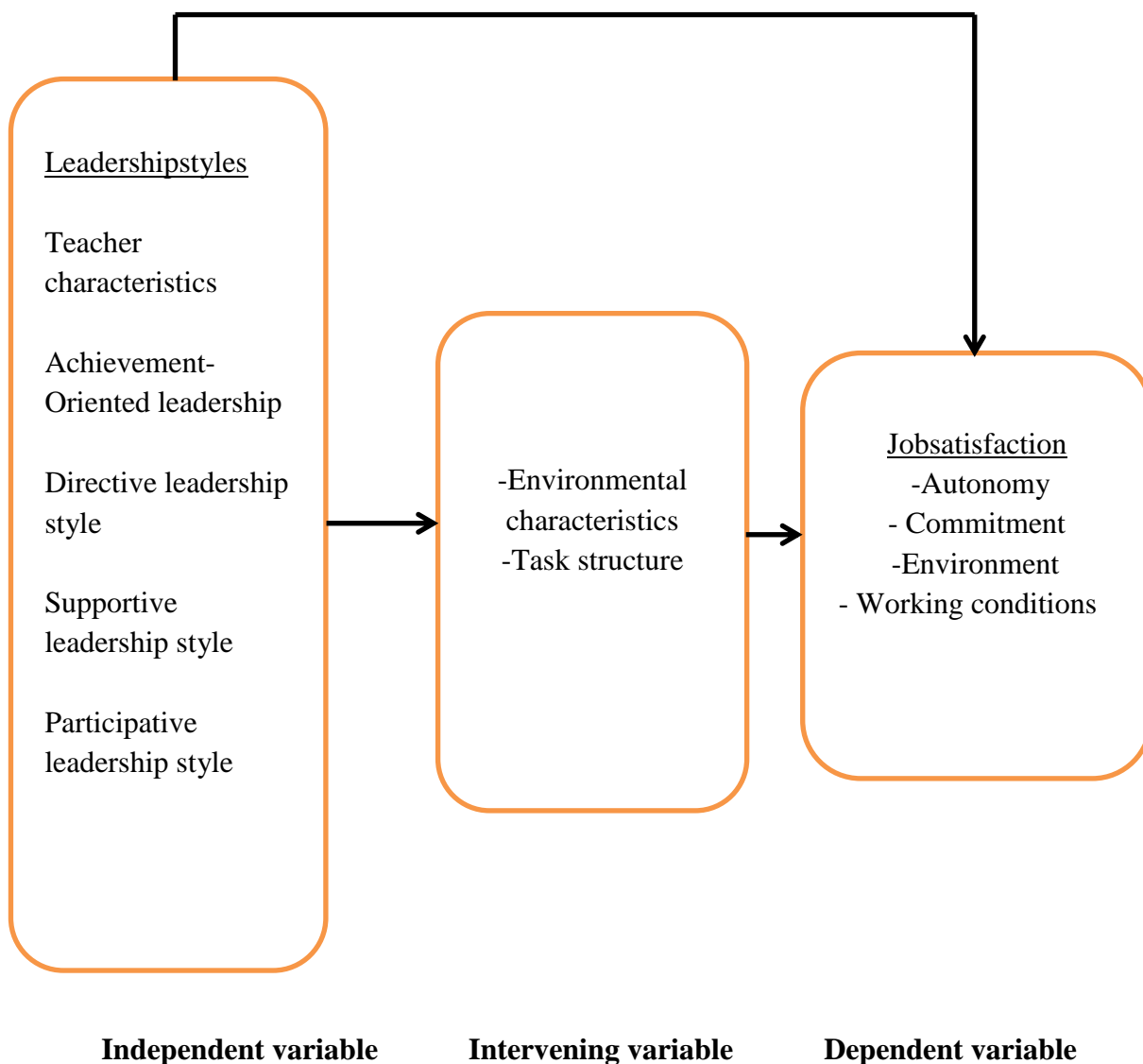
follower and the specific situation. Path-goal theory therefore benefits head teacher in school to direct paths towards achieving desired goals by teachers.

2.8 Conceptual framework

The study has been conceptualized based on four independent variables on leadership styles as: achievement oriented leadership, directive leadership, supportive leadership and participative leadership styles and one dependent variable job satisfaction. This is depicted in figure 2 showing the interplay of relationship between the variables.

Figure 1 Conceptual framework

The following figure of conceptual framework represents interrelationships of key variables on relationship between leadership styles and job satisfaction.



Leadership styles practices are adapted to the framework from Path-goal theory (Martin, 2012).

The conceptual framework is based on the input and output process, showing relationship between leadership styles in a school system as independent variables

while teachers' job satisfaction is dependent variable. This relationship eventually effect on job satisfaction among the teachers.

First, the main input variable is the head teacher leadership style, which may be typically accessed through workshops, conferences, seminars, symposiums, open and distance learning programmes, personal initiatives of head teachers and peer support programs, among other avenues. Exemplary leadership styles produce head teachers' with knowledge, skills and dispositions to articulately engage in a more effective leadership practice. Head teachers set clear directions for their schools based on high expectations of teachers. They allocate tasks with clear rules and realizable timelines for task completion. They actively engage teachers in challenging tasks all geared to realizing job satisfaction. These head teachers also engage in effective organizational processes, including developing their staff and distributing leadership roles to effective teams to collaboratively plan and implement inclusive leadership engagements in school programmes that improve achievement of desired goals.

Effective head teacher leadership articulate on improved: teacher status, recognition, goal achievement, intrinsic valence and high performance lead to style that facilitates to attainment of job satisfaction. Effective use of leadership style in school set up is characterized by the involvement of teachers in school through: sustainable working climate, policies, participation in decision making and practices. Job satisfaction indicators include: status, goal achievement, punctuality, recognition, autonomy and motivation, positive attitude toward leadership diversity, school-wide positive interactions behavior, adequate school facilities, high performance and low absentee rates, and safe conducive healthy environment.

The ultimate outcome is improved achievement of goals, commitment, motivation and performance for teachers. Job satisfaction setting is vitally important in determining teacher achievement and progress in school. In closing the gap there should be measures to be utilized. The measures include: (a) use of participative style to enhance decision making; (b) create supportive conditions favorable; (c) develop confidence to enhance ability to achieve expected high performance; and (d) to clarify on the expected guidelines in order to attain performance standard. Finally, the conceptual model may provide path for leaders in organizations to determine and implement appropriate interventions. This include: existing gaps in relation to leadership on job satisfaction such as lack of clear policy, specialization, mentoring, inconsistent training, absence of clear strategy and lack of specific roles for teachers have been identified. Also identified is the escalating need for highly effective head teachers with the enthusiasm to ensure improved job satisfaction for teachers to achievement of goals and the role of leadership in meeting needs.

2.9 Summary of reviewed literature

The literature review explored the relationship between leadership styles and teachers job satisfaction. The research suggests that leadership could be seen in the wider context within the range of problems that affect teachers' experience at work. The review indicate that wide knowledge, skills and understanding of reformed leadership could contribute significantly to organization outcomes and assist head teachers being effective on improvement of school policies and practices. Job satisfaction factor has been reviewed in relationship to leadership styles using path-goal theory of leadership. The review identified positive support from leader and

involvement in decision making, recognition, value of employee ideas influences the level of satisfaction (Jacobs, 2010, Waters, 2013). The apparent need to investigate relationship between leadership styles and job satisfaction in primary schools was wanting because small percent was recorded in the existing literature. The literature also examined a wide range of critical issues related to leadership development. Existing gaps in relation to leadership on job satisfaction such as lack of clear policy, specialization, mentoring, inconsistent training, absence of clear strategy and lack of specific roles of teachers have been identified (Republic of Kenya 2012). Also identified is the escalating need for highly effective head teachers with the enthusiasm to ensure improved job satisfaction for teachers on achievement of goals and the role of leadership in meeting needs.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research design, target population, sample size and sampling procedures, research instruments, validity and reliability of the instruments, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research design

The study adopted a correlational research design. Gall and Borg (2007) described correlational study as appropriate design to discover relationship between variables. Furthermore, Cresswell (2012) contended that correlational research design is used when the study seeks to identify the extent to which two or more variables relate. In other words, change in one variable leads to change in the other variable. Loico, Spaulding & Voegtle (2010) observed that the basic objective of the correlational design is to explain and predict the association between variables to determine current conditions and measure whether a relationship exists among them. In view of the foregoing, correlational research design was appropriate for the study.

3.3 Target population

The target population of the study was 601 head teachers and 7002 teachers in Nakuru County primary schools. However, the accessible population consisted of 240 head teachers and 3700 teachers in public primary schools from four sub counties out of nine with urban and rural representation in the County (Nakuru TSC County Office, 2015).

3.4 Sampling procedure and sample size

Sampling process for the study was done in such a way that the cases selected represented the population group. Kothari (2011) noted that an ideal sample should be large enough to serve as adequate representation of the population for generalization. Cluster sampling technique was used to randomly select four sub counties from the larger Nakuru County based on number of primary schools and geographical location in order get accessible population. Proportionate sampling technique was used to determine number of schools selected from each sub county for equality. Head teachers were purposively selected from the schools sampled as they were leaders in those schools. Stratified sampling technique was used to obtain representative sample for male and female teachers while simple random sampling was applied to select individual teachers from specific sampled schools. Consequently, the final sample consisted of 500 respondents; 148 head teachers, 148 male teachers, 200 female teachers from upper primary and four Curriculum Support Officers purposively selected. To determine sample size the study employed formula recommended by Krejcie and Morgan (cited in Gall and Borg, 2007; Saowanee, Wallapha & Tang, 2014).

$$\frac{\chi^2_{NP} (1-P)}{d^2(N-1) + \chi^2_P (1-P)}$$

where:

χ^2 = table value of chi-square for 1 degree of freedom at desired confidence level of (3.841)

N = population size

P = population proportion (.50)

d^2 = degree of accuracy (0.05)

The following sample size data for head teachers and teachers were derived. Sample size determination for head teachers was 148 and teachers' 348 summarized in Table1.

Table 1

Schools / Head Teachers' and Teachers' Sample Size

<i>Sub County</i>	<i>N</i>	<i>Teachers'</i>				
		<i>Male</i>		<i>Female</i>		
		<i>Sch./ HT</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
Nakuru Town	60	37	494	48	740	68
Nakuru North	40	25	362	35	543	50
Naivasha	72	44	372	36	534	49
Gilgil	68	42	291	29	364	33
Total	240	148	1519	148	2181	200

Note. The data show the proportionate sample size for head teachers' and the teachers based on the number of schools. *HT* = Head teacher; *Sch.*= school; *N*= Population and *S*= sample size Source: Nakuru County Education Office, 2014.

3.5 Research instruments

The research instruments for data collection in this study were two questionnaires and an interview schedule shown in Appendices ii QHT, and iii QT questionnaires, were administered on head teachers' and teachers'. Questionnaires were suitable because of quick data collection, they handle large data, respondents had time to give well thought answers on their own and they upheld confidentiality (Kothari, 2011). Both questionnaires gave standard instructions for all the participants. Closed ended items in the tools facilitated smooth, straightforward scoring of data for analysis, and gave respondents an opportunity to give their opinion providing the needed information. The respondents answered in line with the extent to which they agree or disagree with the statements in the questionnaire. The instrument covered objectives of the study constructed on (LBDQ) based on four point Likert type scale ranging from Strongly Agree (1) to Strongly Disagree (4). A similar scale for job satisfaction was constructed consisting of items based on four point Likert scale from Strongly Agree to Strongly Disagree.

3.5.1 Questionnaire for head teachers (QHT)

The head teachers' questionnaire was specifically important because they are the people mandated to implement leadership. Whilst there are many methods of measuring leadership styles and job satisfaction, Likert- type scale questionnaire are used frequently to determine extent of relationship within leadership and job dimensions (Field, 2009).The questionnaires for head teacher had sections that covered areas as per objective of the study which included four items on demographic data, leadership styles and job satisfaction. The items contained structured questions relating to the study variables constructed on an interval scale.

They include: items relating to achievement style, directive style, supportive style, participative style and job satisfaction. The respondents had to make judgment using a four point scale by ticking appropriately only one of the options provided. They are: (1). Strongly Disagree, (2). Disagree (3). Agree and (4). Strongly agree (see Appendix ii).

3.5.2 Questionnaire for teachers (QT)

The teachers' questionnaire was distinct for this study since teachers were to provide credible information as to which style of leadership gave much satisfaction. Whilst there are many methods of measuring leadership styles and job satisfaction, Likert-type scale questionnaires are used frequently to determine extent of relationship within leadership and job dimensions (Field, 2009). The questionnaire for teachers contained four items on demographic data and had sections with items containing structured questions relating to the study variables constructed on an interval scale. They include: items relating to achievement style, directive style, supportive style, participative style and job satisfaction. The respondents had to make a judgment using a four point scale by ticking appropriately only one of the options provided. They are: (1). Strongly Disagree, (2). Disagree (3). Agree and (4). Strongly Agree (see Appendix iii).

3.5.3 Interview schedule for curriculum support officer (CSO)

The interview schedule for CSO contained fourteen items related to the objectives of the study. The schedule supplemented the questionnaires and the questions asked were open ended. The Interview schedule was used to gather more information and seek clarifications.

3.6 Piloting of instruments

The questionnaire instruments were field tested to check on their validity. They focused on the attitudes, perceptions and views of respondents to measure the variables between leadership behaviors and job satisfaction. According to Mugenda & Mugenda (2003), pretest sample of between one percent and 10% is considered sufficient therefore; the study used five percent of all the schools. There were a total of seven schools including the head teachers' and 17 teachers in the pilot study from sampled sub counties however, expert judgment was also provided by supervisors who reviewed questionnaires before data collection.

3.7 Validity of research instruments

According to Kothari (2011) validity is the most critical criterion that indicates the degree to which an instrument measures what it is supposed to measure. An instrument is said to be valid if it produces accurate results (Miller, 2012). Content validity was used to check for clarity, simplicity, ambiguity and relevance of the instruments. Content validity was also applied to check whether the instrument provided adequate coverage on the topic (Kothari, 2011). The questionnaire instruments were then field tested to check on their validity to measure the variables between head teachers' leadership behaviours and teachers' job satisfaction. The pilot study was used to test face validity by observing how the participants responded to the instruments and evaluating whether they provided the information to answer study objectives. The study used five percent of the sampled schools. This translated into seven schools being preferred appropriate sample for the pilot study however; expert judgment was sought from supervisors before data collection. Furthermore, the results of the pilot study facilitated necessary revision and modification of test

items which ensured that they measured what they were intended to measure hence credible results were produced.

3.8 Reliability of research instrument

Reliability is test of sound measurement of degree to which the research instrument yields consistent results after repeated trials (Kothari, 2011). Several methods were employed to enhance the reliability of the research instruments. Firstly, the researcher used split half reliability method. This involved splitting the instrument into two halves; one half of even numbered and the other of odd numbered items. Likert- scale items for the scores of all odd and even numbered items for each respondent were computed separately using Spearman Brown's formula to obtain full reliability (Brown, 2001, pp.7-11).

$$\text{Reliability} = \frac{2 \times r_{\text{half-test}}}{1 + r_{\text{half-test}}}$$

where:

r = Reliability coefficient for half of the test

Reliability coefficient for half of the test responses of each question in the questionnaire was correlated with those of other questions in the questionnaire. The internal consistency calculated indicated reliability indexes and correlation co-efficiency of above 0.7 deemed the instrument reliable. Upon calculation Spearman-Brown coefficient of 0.786 for teachers and 0.866 for head teachers was obtained meaning instrument were reliable and consistent. Additionally, the pilot test results

were used to correct ambiguities, repetitiveness, and jargon in the questionnaire to confirm and ensure their reliability.

3.9 Data collection procedures

After due approval by respective supervisors, the Board of Postgraduate Studies cleared the researcher to seek for a research permit. A permit to conduct research was obtained from the National Commission for Science, Technology and Innovation (NACOSTI), Nairobi. The researcher made courtesy calls to the County Director of Education for clearance to conduct research in respective sampled schools. Researcher sought permission from the County Commissioners' office Nakuru. The researcher then visited education offices and schools in the selected sub counties to explain the study purpose and make necessary appointments. The researcher then visited schools to meet the head teachers. Ethical issues in conducting research were adhered to. The questionnaires were distributed together with a letter of introduction requesting the cooperation of the respondents. Researcher displayed utmost ethics while distributing questionnaire to respondents; assured them confidentiality of their identities however, the information provided would be on public domain. The questionnaires' were returned in sealed envelopes provided by researcher at CSO Centre which was point for collection.

3.10 Data analysis

After the field work, the questionnaires were cross examined to determine their consistency, comprehensibility, accuracy, reliability, wrong responses and those not responded to. Data were then entered into an Excel Spreadsheet database as appropriate for easier management. Statistical Package for Social Sciences (SPSS)

was utilized at this phase. After editing data the researcher used tallying, coding scheme and code sheet in analyzing data collected. Demographic information was tabulated analyzed using frequencies and percentages. Participant responses for both the head teachers' leadership style and teachers' job satisfaction were coded and their relationship analyzed accordingly. Quantitative data were presented in frequency tables, scatter graphs and bar graphs. SPSS program was used for data entry and presentation of scores.

Spearman *rho* was used to determine the degree of the relationship between head teachers' leadership styles and teachers' job satisfaction. Spearman *rho* was used because it was considered appropriate technique of determining the degree of correlation between variables in case of ordinal data where ranks are given to the different values of the variables. In this case the information collected was sufficient to rank the data. Likert scale responses were defined as ordinal data (Coladarci, Cobb, Minium, & Clarke, 2008; Kothari, 2011). Spearman *rho* correlation statistics analysis was carried out to establish relationship between achievement-oriented leadership similarly; it was used to determine relationship on directive leadership, supportive leadership, and participative leadership styles on job satisfaction as in research questions. However, t-test hypotheses were carried out to determine whether there was significance relationship between leadership styles and job satisfaction.

To achieve correlation, Spearman *rho* calculation was carried out and the significance level was determined at 0.05 (Harris, 1998). Once significance was established, a positive *rho* meant that higher ranks on one variable were associated with higher ranks on the other variable and larger absolute values of *rho* indicated a

stronger relationship between the variables (Harris, 1998). To Calculate Spearman's Rank Correlation Coefficient the ranks were assigned measures to each of the variables as follows. 1: Strongly Disagree 2: Disagree 3: Agree 4: Strongly Agree. For each pair of variables calculation of the difference in the ranks (d) was done. Computation of the square of the differences for each pair of the variables (d^2) was carried out (Kothari, 2011). To calculate Spearman's Rank Correlation Coefficient (R) the following formula was applied:

$$R = 1 - \frac{6 \sum d^2}{N(N^2 - 1)}$$

where:

R = Spearman Rank Correlation Coefficient

d = Difference of the ranks.

N = Total number of respondents.

3.11 Ethical considerations

Prior to the administration of the instruments, the researcher wrote to the respondents requesting them to participate in the study. The letter pointed out to the selected respondents that their participation in the study was to provide needed information for purposes of research only. The letter emphasized that the information given would be treated with utmost confidence.

When collecting data, the procedure of the research was explained to the participants. Equally, when distributing the questionnaires, the researcher assured respondents anonymity of their identities. They were instructed not to indicate their names

anywhere in the questionnaire. This ensured anonymity and confidentiality of the participants. The participants were also instructed not to indicate the location of their schools. This was to ensure further their comfort regarding their confidentiality. The researcher was the only person who had access to information gathered from participant. All these measures were to mitigate and guarantee participant's anonymity and confidentiality of the records. Kombo and Tromp (2006);Kothari (2011) researchers must consider code of conduct of their research; give attention to ethical issues and confidentiality of information to overcome ethical issues.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This study investigated the relationship between head teachers' leadership styles and teachers' job satisfaction in public primary schools Kenya, a case of Nakuru County. This chapter covers analysis of data, interpretation and discussion of the results. It also focuses on description of respondents' questionnaire return rate and background information of respondents.

The study was guided by five research hypotheses which were structured according to objectives and addressing leadership styles used by head teachers' in schools. The hypotheses were tested to ascertain level of significance on the four popular styles and characteristics of head teacher. The study attempted to answer the following formulated hypotheses.

H₀₁: There is no statistically significant relationship between teachers' academic qualifications and teacher job satisfaction in Nakuru County of Kenya.

H₀₂: There is no statistically significance relationship between primary school head teachers' achievement oriented leadership style and teacher job satisfaction in Nakuru County of Kenya.

H₀₃: There is no statistically significance relationship between primary school head teachers' directive and teacher job satisfaction in Nakuru County of Kenya.

H₀₄: There is no statistically significant relationship between primary school head teachers' supportive leadership style and teacher job satisfaction in Nakuru County of Kenya.

H₀₅: There is no statistically significant relationship between primary school head teachers' participative leadership style and teacher job satisfaction in Nakuru County of Kenya.

4.2 Respondent questionnaire return rate

The sample for this correlational study was drawn from a population of head teachers' and teachers. A total of 148 primary schools were studied. Out of 496 questionnaires distributed in schools 417 were returned. Data was collected from 137 male teachers at rate of 92.57%, females were 168 making return rate of 84% and 112 head teachers' representing 75.68%. Out of the 417 questionnaires returned two were discarded because they were incomplete. The respondents either intentionally or unintentionally failed to respond to particular items.

The number of completed questionnaires was 415 hence considered acceptable representation of the population for analysis. The average response rate was 84.07%. Baruch and Holtom (2008) reported that the average response rate for questionnaires used as the basis for published academic studies was significantly less than 100 percent. Moreover, Best and Kahn(2006:324) suggests that a 50% response rate is adequate, while 70% is very good. Baruch and Holtom (2008) continued to note decline on survey trends over time; therefore the researcher upheld this opinion and considered 84.07% appropriate for the research analysis. The summary of questionnaire return rate is indicated in Table 2

Table 2

Questionnaire Return Rate

Respondents	Number administered		Return rate	
	Male	Female	Male	Female
Head teachers'	109	39	80 (73.39%)	32 (82.05%)
Teacher'	148	200	137 (92.57%)	168 (84%)
Total	257	239	217	200

The return rate for male head teachers was lower than that of females' in spite of their dominance in leadership position indicating disinterest behavior in leadership among females. The return rate for male teachers is higher than females despite of their smaller population size.

4.3 Demographic profile of respondents

The study analyzed gender and age of the respondents however, academic qualifications and teaching experience were subjected for correlation to determine if there was relationship to leadership styles and job satisfaction.

4.3.1 Gender of head teachers and teachers

Table 3 depicts gender characteristics of teachers. The respondents were asked whether certain tasks are assigned on gender equity. The findings are summarized in Table 3.

Table 3

Head Teachers and Teachers by gender

<i>Respondents</i>	<i>Head teachers</i>		<i>Teachers</i>	
	<i>Frequency</i>	<i>percentage</i>	<i>Frequency</i>	<i>Percentage</i>
Male	80	71.4	137	44.9
Female	32	28.6	168	55.1
Total	112	100	305	100

Table 3 indicates that 71.4 % of male respondents were in leadership positions while 28.6 % were females. Majority of teachers in schools were females represented by 55.1 %. The results indicate higher percentage rate of female teachers than males meaning girl child has high chances in terms of acquisition to formal education. Males dominated in leadership positions giving a big range of 42.8 % from females. This underrepresents the threshold ratio in employment rule of one to three of either gender legitimated in Kenya constitution (2010). Therefore, head teachers' distribution on leadership positions in primary schools shows there exist a disparity and thus male-female ratio on gender for teachers is not maintained when allocating leadership positions. This indicated why male teachers felt sense of autonomy at school.

4.3.2 Age distribution

The age distribution plays significant role to teachers' job satisfaction (Rasku and Kinnunen, 2003). Table 4 shows age distribution of teachers.

Table 4

Teachers' Age Distribution

<i>Age bracket</i>	<i>Frequency</i>	<i>Valid %</i>	<i>Cumulative %</i>
20 – 29	27	8.9	8.9
30 – 39	96	31.5	40.3
40 – 49	112	36.7	77.0
50 – 60	70	23.0	100.0
Total	305	100.0	

The age distribution of teachers' indicates that majority of them were in their youthful and productive ages of 30- 39 years at 31.5% and 40-49 years at 36.7% respectively. The respondents between 50-60 years were at 23%, while those between 20-29 years were least at 8.9%. It is observed that 77% of the teachers were below 49yrs. This means that the teachers could be more satisfied and productive at work when engaged at young age.

Table 5

Head Teachers' Age Distribution

<i>Age bracket</i>	<i>Frequency</i>	<i>%</i>	<i>Cumulative %</i>
20 – 29	4	3.6	3.6
30 – 39	11	9.8	13.4
40 – 49	35	31.3	44.6
50 – 60	62	55.4	100.0
Total	112	100.0	

The age distribution of head teachers' recorded 3.6 % for those between 20-29 years age bracket, 30-39 years age group at 9.8 %, 40-49 years age bracket at 31.3 % and 50-60 years age bracket are 55.4 %. Out of the 112 respondents' majority 55.4% are in leadership position. This may be due to their experience on the job; however they were aging for retirement depicting less commitment to leadership and hence the working conditions fail to have strategy for tapping succession of youthful teachers into leadership as only 3.6 percent were in leadership rank.

The nature of the work in learning institutions demand achievement, supportive, directive and participative leaders in order to give job satisfaction and attain goals. This could be a reason why majority of aged head teachers' were engaged in leadership. Age sometimes corresponds with experience and (skill) dexterity especially in situations where teachers start working at an early age (Akuoko, 2012). The findings further indicated that more than half of head teachers were over 50 years meaning that aspect of age sometimes corresponds with experience (Akuoko, 2012). Okumbe (2001) alluded that teachers' professional and physical

abilities wane as they approach their retirement however, those with higher academic qualifications maintain their productive years significantly therefore, influencing their job satisfaction.

4.3.3 Teachers and head teachers' academic qualifications

The findings on academic qualifications for both teachers and head teachers' indicated varying differences as summarized in Table 6.

Table 6

Teachers' and Head Teachers' Academic Qualifications

<i>Qualification</i>	<i>Male</i>				<i>Female</i>			
	<i>TRf</i>	<i>%</i>	<i>HTf</i>	<i>%</i>	<i>TRf</i>	<i>%</i>	<i>HTf</i>	<i>%</i>
M.Ed	4	2.94	5	6.3	10	5.99	9	28.1
B.Ed	38	27.94	21	26.3	48	28.74	10	31.3
Diploma	49	36.03	42	52.5	56	35.53	11	34.4
P1	45	33.09	12	15.0	53	31.74	2	6.3
TOTAL	136	100	80	100	167	100	32	100

Note: TR f = Teachers' frequency, HT f = Head teachers' frequency

Academic and professional qualification attainment on average among teacher respondents is negatively skewed meaning only a few had higher academic qualifications in Master of Education degree and bachelor of education degree. Majority of respondents had Diploma in Education and P1 Certificate. This indicated that most teachers' had completed post-tertiary education and therefore possessed the

requirement for teaching and hence sense of job satisfaction. The head teachers indicated their highest academic qualifications which were instrumental in explaining leadership styles and consequently contribute to job satisfaction. Educational attainment among head teachers' was generally low. The report reveals 6.3% males and 28.1% females had Master of Education degree giving an average of 12.5% of respondents. 27.7% had completed Bachelor of Education degree with males at 26.3% and females at 31.3%. The average respondents who had Diploma in Education were 47.3% with males being higher at 52.5%. It was evident that teachers with Diploma in Education and degrees appeared to be more committed and satisfied with their job.

The study revealed that an average of 12.5 percent of head teachers had a P1 certificate. According to Curriculum Support Officers (CSO) majority of head teachers' who had diploma in education thus qualified to be in administrative position to perform managerial role. Higher administrative educational attainment is a major factor and requirement in school management in Kenya. The Teachers Service Commission (TSC) Act (2012) mandates professional development for teachers in compliance with the teaching standards. According to this view Head teachers are expected to comply with this provision or regulation, in order to undertake career and professional development. This would translate to achieving competencies including skills, knowledge to have an oversight over teachers' in school. Majority of head teachers' (47.3%) in leadership ranks and with diploma in education seemed to have specialization that could provide favourable environment needed to influence job satisfaction levels.

4.3.4 Teaching experience

The teaching experience of head teachers and teachers vary according to entry point. This is tabulated in Table 7.

Table 7

Head Teachers' and Teachers' Teaching Experience

	<i>Head teachers'</i>			<i>Teachers'</i>		
	<i>f</i>	<i>%</i>	<i>cum. %</i>	<i>f</i>	<i>%</i>	<i>cum. %</i>
<i>*Experience</i>						
<5years	2	1.79	1.8	25	8.2	8.2
5- 10 years	6	5.36	7.1	71	23.3	31.5
11- 15 years	13	11.6	18.8	48	15.7	47.2
16- 20 years	17	15.18	33.9	42	13.8	61.0
>20 years	74	66.07	100.0	119	39.0	100.0
Total	112	100.0		305	100.0	

Note. $N = 112$; 305 ; $<=$ Less than; $>=$ more than; f = frequency of responses; $\%$ =percentage of responses. Cum. = cumulative %, *Experience = the length of service or number of years in teaching

Table 7 depicts most participants had an experience of over 20 years represented by 39%. Teachers who had experience of 16-20 years represented 13.8% of the sample population while 15.7 % of teachers had teaching experience between 5-10 years. Approximately one quarter of the teachers (71) had teaching experience of 5-10 years representing 23.3 %. There is 8.2 % with less than 5 years teaching experience.

Results reveal that few respondents are young with teaching experience of 8.2 percent. This means they had less work experience and newly employed. Majority of

the respondents had the longest experience in service indicating their satisfaction with teaching job and therefore waiting for retirement. Experienced teachers who failed to advance may reduce their commitment on school task and concentrate more about their families, particular interest or alternative supplementary careers (Mugweru, 2013). The teaching experience of teachers indicates that a significant number of teachers and head teachers were having more than 20 years of experience translating to have majority of teachers being.

The finding also establish majority of school heads with experience are on the threshold of retiring from teaching service. Further revelation point only two percentage of teachers join leadership positions. This could mean leadership ranks in primary schools are not attractive similarly; it is attributed by teacher shortage challenges. Okumbe (2001) & (Sang cited in Mugweru 2013) affirmed that appointment of school head teachers in Kenya is done by the TSC based on years of service however, this deter hard working teachers with less experience from pursuing promotion to administrative positions hence contributing to low job satisfaction.

The variation in the length of teaching service illustrated in Table 13 and the experience accrued in the process imply that head teachers and teachers are at different career stages; some are beginners or novice, others at mid-career level, yet others are in the late career stage. Snell and Bohlander (2013) observed the challenges people encounter at the same career stage are remarkably similar. In view of these claims, teaching profession should be career-staged to provide for leadership development skills continuum from pre-service, preparation and throughout a

teaching career. The career-staged approach individualizes and personalizes to meet participants' needs (Speck and Knipe, 2010). Especially, leadership experiences and skills gained boost the organizational climate in workplace and enhance improved job satisfaction (Joyce & Calhoun, 2010).

4.4 Relationship between teaching experience and job satisfaction

The relationship between teaching experience and teachers' job satisfaction is tabulated in Table 8.

Table 8

Relationship between teaching experience and job satisfaction

			Job Satisfaction
Spearman's rho	Correlation	Teaching	-0.110
	Coefficient	Experience	
	N	305	

The findings reveal a negative relationship of -0.110 between teaching experience and job satisfaction, meaning that experience does not correspond to job satisfaction. This may also mean that persons with adequate skill and knowledge are able to execute task without prior experience.

4.5 Relationship between teaching experience and leadership styles

Relationship between teaching experiences and head teachers' leadership style was correlated. The results are summarized in Table 9

Table 9

Relationship between Experience and Leadership Styles

<i>Teaching Experience</i>	<i>Leadership styles</i>			
	<i>Achievement</i>	<i>Directive</i>	<i>Supportive</i>	<i>Participative</i>
< 5 years	0.441	0.579	0.702	0.389
5 – 10 years	0.406	0.690	0.771	0.569
11 – 15 years	0.430	0.665	0.667	0.325
16 – 20 years	0.462	0.491	0.732	0.421
Over 20 years	0.448	0.531	0.703	0.288

According to findings majority of respondents with teaching experience between 5-10 years were positively satisfied with directive style at 0.690, supportive 0.771. The group also indicated a low coefficient correlation with achievement leadership style of ρ 0.406 compared to other age brackets moreover, this group has the highest positive correlation with participative leadership style at 0.569 than the others.

From the findings professional development for acquiring leadership skills needed to be identified at the early stage of teachers' experience so as to provide favourable working conditions. TSC appointment to leadership is pegged on the number of years in teaching service (Okumbe, 1999 & Mugweru, 2013). This study notes teachers with 16 - 20 years of experience in service expressed more satisfaction with the achievement-oriented leadership styles indicating ρ 0.462 meaning that at this period goals are achieved. Teachers' with over 20 years' experience were indicated

by a coefficient correlation of 0.288 hence less satisfied with especially participative leadership style. This translates to low productivity in achievement of set goals.

This study revealed that teachers expressed job satisfaction with supportive style than the other styles, moreover; Ofuani (2010) found variance in teachers' job satisfaction irrespective of years of experience. Crossman and Harris (2006) found that teaching experience or length of service did not contribute to any significant differences in job satisfaction among school teachers in the United Kingdom. The implication is that years of work experience do not significantly affect teachers'; this is corroborated by Malik (2013) noting insignificant difference in the job satisfaction of employees with varying length of experience.

The study by Mange and Otanga (2014) indicated that the length of teaching was found to influence job satisfaction. As with other demographic variables, findings show inconsistencies concerning the direction of relationship, with some indicating that levels of satisfaction increased with the increase of years in the teaching service while others post contradictory positions. In view of this opinion, as teachers grow older, they earn more and also adjust their expectations with reality and consequently report more job satisfaction (Karugu, 1980;& Kimengi, 1991). In contrast Gatzke (1993) argued that teaching experience is associated with decrease in job satisfaction. In view of the foregoing, there is need to engage experienced teachers to programmed activities to increase the level of motivation. The study established that teaching experience has weak relationship to leadership styles. To this end, the results for head teachers' characteristics on experience have negative relationship

(0.110) while there is positive relationship on academic qualification to job satisfaction of teachers hence feeling of commitment on school task.

4.6 Relationship between academic qualification and job satisfaction

(RQ 1) What is the relationship between teachers' academic qualifications and job satisfaction in primary schools Nakuru County Kenya? The answer to this question was approached as follows.

4.6.1 Teachers' academic qualification and job satisfaction

Respondents were asked to indicate if their effort based on education is recognized.

The results are summarised in Table 10

Table 10

Relationship between qualifications and job satisfaction

			Job Satisfaction
Spearman's rho	Correlation	Qualification	0.145
	Coefficient		
	N	305	

. Correlation is significant at the 0.05 level (2-tailed).

The results indicate a positive relationship of 0.145 between academic qualifications and job satisfaction. This translates to mean that higher academic qualification is significantly related to job satisfaction furthermore, higher qualifications reveal to influence teacher job satisfaction hence, teachers who had this aspect were more committed to school work and felt sense of autonomy when executing tasks.

4.6.2 Relationship between teacher qualification and leadership

The variables between leadership and qualifications were related to find their association. The findings are summarized in Table 11.

Table 11

Relationship between Teachers' Qualifications and Leadership Styles

<i>Qualification</i>	<i>Leadership styles</i>			
	<i>Achievement</i>	<i>Directive</i>	<i>Supportive</i>	<i>Participative</i>
P1	0.416	0.545	0.539	0.400
Diploma	0.479	0.605	0.772	0.240
Degree	0.401	0.534	0.737	0.452
M.ED	0.721	0.795	0.786	0.477

The result in Table 8 reveals that teachers with Masters of Education have the highest correlation as regards to leadership styles meaning they got satisfied with leadership style practices; however they scored moderately with participative style ρ 0.477. Supportive leadership style reported high relationship among teachers who have master of education, bachelor of education and diploma in education with ρ of 0.786, 0.737 and 0.772 respectively. Achievement-oriented leadership had moderate scores among teachers who hold bachelor degree, diploma and P1 certificate while participative style scored the lowest especially with diploma holders with correlation coefficient of 0.240 hence least association. Higher administrative educational attainment is a major requirement for leadership in schools (CORT, 2015). The nature of the work for staff in financial management in institutions needs

one with skills in professionalism (TSC Act, (2012). Therefore, head teachers' enroll with KEMI to pursue this professional requirement (Maina, 2014). This is to meet the level of commitment, educational transparency and accountability required in handling financial institution management demanded in order to remain productive and competitive in the system (Okumbe, 2001). In view of these foregoing, head teachers' were competing to pursue qualifications tailored to equip them with leadership and managerial skills.

The findings in this study revealed high population of teachers had higher qualification indicating their ability to achieve challenging goals hence need to be recognized. Sonia,(2010) argued that higher level of education is a factor determining the degree of job satisfaction however, when task is simple, authority is strong, and job satisfaction from co-workers is either high or low (Lussier & Achua, 2010). In this case the tasks which were preferred as challenging seemed to be executed at ease by teachers with Master of Education degree who expressed job satisfaction with respect to leadership styles.

Educational attainment is a major factor in most job descriptions all over the world (Okumbe, 2001; & Sababu, 2010). In Kenya, the nature of the work of teaching in institutions requires a sense of professionalism however administrative rank needs one with financial background and managerial staff (Nyongesa, 2007; Okumbe, 2001) however; persons with higher academic qualifications are more prudent in handling staff and managing of resources in schools. The results found out predictive power of rho 0.786, 0.721, 0.737 and 0.772, indicating that academic qualifications play great role towards influencing job satisfaction and leadership in organizations.

Dehaloo (2011) found that teachers with Bachelor's and Master's degrees are significantly more satisfied with the physical environments and overall school organization than teachers with certificates however; teachers' with lesser education express low satisfaction with respect to leadership styles. Therefore, goals for promotion, continuous professional improvement and development are not achieved (Nakuru TSC County Office, 2013). These findings, therefore, led credence to observations by Bush and Oduro (2006) that head teachers in African countries including Kenya are appointed without formal leadership training with the implicit assumption that good teachers can become effective managers and leaders without specific preparation.

Study by Maina (2014) affirmed that without the requisite leadership skills head teachers face considerable challenges in their school leadership roles. Professional development of school leaders is long-term, planned and job-embedded (Young, Crow, Murphy & Ogawa, 2009). According to Okumbe (2001) higher academic qualifications significantly push teachers' productive years and commitment. In view of the foregoing, this study establishes that there is positive relationship between academic qualifications of teachers and leadership styles. The findings also revealed that significant variations in the head teachers' levels of academic qualifications meaning that the professional qualifications of head teachers' accrue from teacher preparation as opposed to educational leadership preparation programs.

4.6.3 Hypotheses test between teacher qualification and job satisfaction

The correlation was subjected to hypothesis test using the matched-pairs with t-test procedure. The analysis was done to see whether there was statistically significant true difference between teacher qualification and job satisfaction.

H₀₁: There is no statistically significant relationship between teachers' academic qualifications and teachers' and job satisfaction in Nakuru County of Kenya.

The calculated value of t was – 14.245 at significance level of 95%, with 304 degree of freedom. The p-value was 0.0000 and since it was less than 0.05 the null hypothesis was rejected. From this it can be inferred that there was relationship between teacher qualification and job satisfaction.

4.7 Relationship on achievement oriented leadership and teachers' job satisfaction

(RQ2) How does head teachers' achievement oriented leadership style relate to teachers' job satisfaction in primary schools? The mean of the achievement leadership style and Job satisfaction were obtained by taking the average of the teacher responses to all the questions under this leadership style and job satisfaction for each of the respondent. Spearman Rank correlation coefficient was then computed and preferred since the original data was based on ranks. A total of 305 questionnaires responses were analyzed to derive the Spearman *rho*. The results of the findings are summarized in Table 12.

Table 12

Relationship between Achievement Oriented Leadership and Teachers Job Satisfaction

			<i>Achievement Oriented</i>
Spearman's rho	Correlation Coefficient	Job Satisfaction	0.445**
N		305	

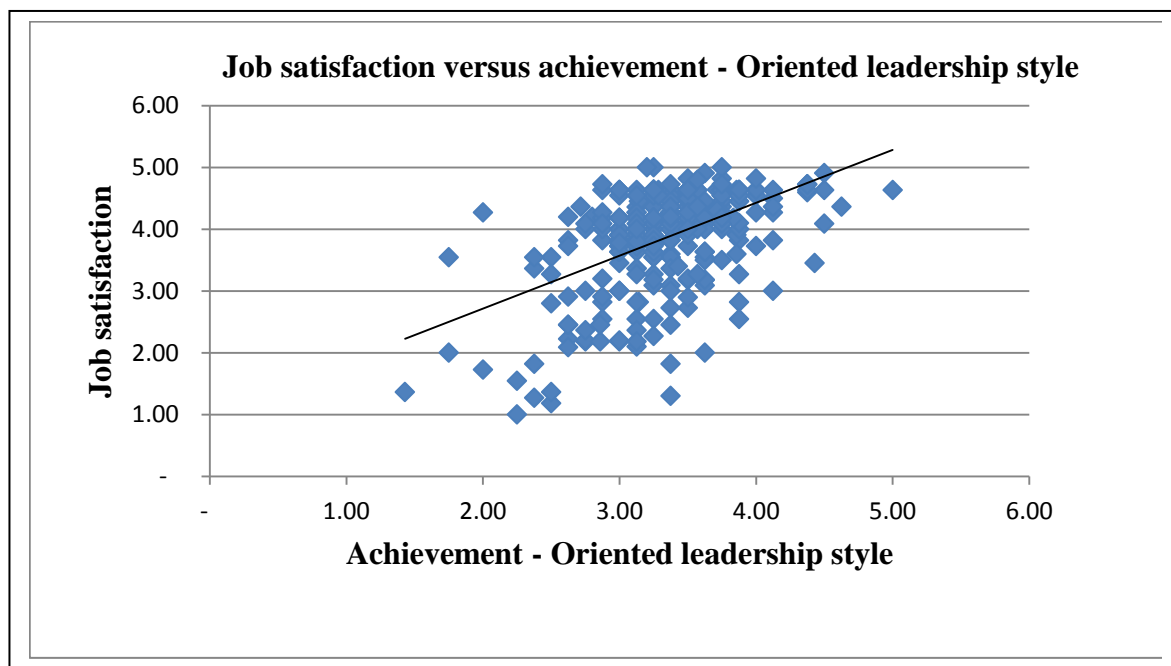
** . Correlation is significant at the 0.05 level.

A Spearman *rho* correlation coefficient of 0.445** was found. Analysis indicates that there is a significant relationship between head teachers' achievement oriented leadership style and teachers job satisfaction. Spearman *rho* correlation coefficient calculated established positive correlation ($rho(305) = 0.445, p < 0.05$), indicating a significant relationship between the two variables. As head teachers demonstrated achievement leadership style, teachers in schools tend to have higher satisfaction toward job in the organization therefore teachers were more committed in seeking achievement of performance goal.

Mat (2008) affirmed that there was significant linear relationship between leadership styles and staff job satisfaction moreover, the beta weights showed that the achievement oriented style of leadership (0.251) was relatively stronger. This alludes that achievement leadership style of 0.445 found in this study is predicts teachers' job satisfaction. The results presented indicated that head teachers' got more concerned on importance of teachers' needs and skills rather than the school's goals achievements. This made the young teachers to be more satisfied on the job than the

old folk. The increase in levels of job satisfaction on achievement oriented leadership could have been contributed by confidence of head teacher in giving challenging tasks to teachers. The association between variables is illustrated in Figure2

Figure 2 Achievement Oriented Leadership Style and Teachers Job Satisfaction



The scatter in Figure 2 shows a positive correlation between leadership style and job satisfaction for both head teachers and teachers. This signified that head teachers' assigned challenging goals to teachers and therefore head teachers' demonstrated confidence in teachers. This was also appreciated by the teachers.' The report from field officers also showed that head teachers' gave challenging tasks.

Negron (2008) noted achievement-oriented leadership style is suited for unclear tasks and subordinates who may need a morale booster to increase their confidence in ability to accomplish the given goal. The achievement oriented leadership attempts to change attitudes of employees so as to seek continuous improvement (Leana,

2013).Northouse (2013) asserted achievement-oriented leadership sets clear and challenging goals for subordinates nevertheless, Lussier & Achua (2010) found out that achievement-oriented leadership style was appropriate when followers are open to autocratic leadership, had external locus of control, and follower's ability was high hence tasks completion therefore head teachers' in schools made clear and challenging goals.

The findings in this current study allude achievement-oriented leadership style positively encourages teachers' recognition hence increases job satisfaction moderated by the need for achievement. Finally, an achievement oriented style is deemed effective among head teachers where the work was complex and the environment uncertain because it increased teachers' self-confidence to attain the goals (Martin, 2012).As head teachers demonstrate achievement oriented style, teachers become more satisfied. Co-efficient determination of (0.445^2) ; was found accounting to 19.80% of teachers' job satisfaction was due to the head teacher demonstrating achievement oriented leadership style.

4.7.1 Hypotheses test on achievement oriented leadership and job satisfaction

The correlation was subjected to hypothesis test using the matched-pairs with t-test procedure. The analysis was done to see whether there was statistically significant true difference between the values of achievement oriented leadership and job satisfaction.

H₀₂: There is no statistically significant relationship between primary school head teachers' achievement oriented leadership style and teacher job satisfaction in Nakuru County of Kenya.

H₁₂: There is statistically significant relationship between primary school head teachers' achievement oriented leadership style and teacher job satisfaction in Nakuru County of Kenya.

The calculated value of t was – 12.945 at significant level of 95%, with 304 degree of freedom. The p-value was 0.0000 and since it was less than 0.05 the null hypothesis was rejected. From this it can be inferred that there was relationship between achievement leadership style and job satisfaction.

4.8 Relationship between directive leadership style and job satisfaction

(RQ3)How does the head teachers' directive leadership style relate to teachers' job satisfaction in primary schools?

The findings of the mean of the responses for directive leadership style and Job satisfaction were obtained by taking the average of each teacher responses to all the questions under directive leadership style and job satisfaction for each of the respondent. Spearman Rank correlation coefficient was then computed for each response under directive leadership style against Job satisfaction. The results are summarized in Table 13.

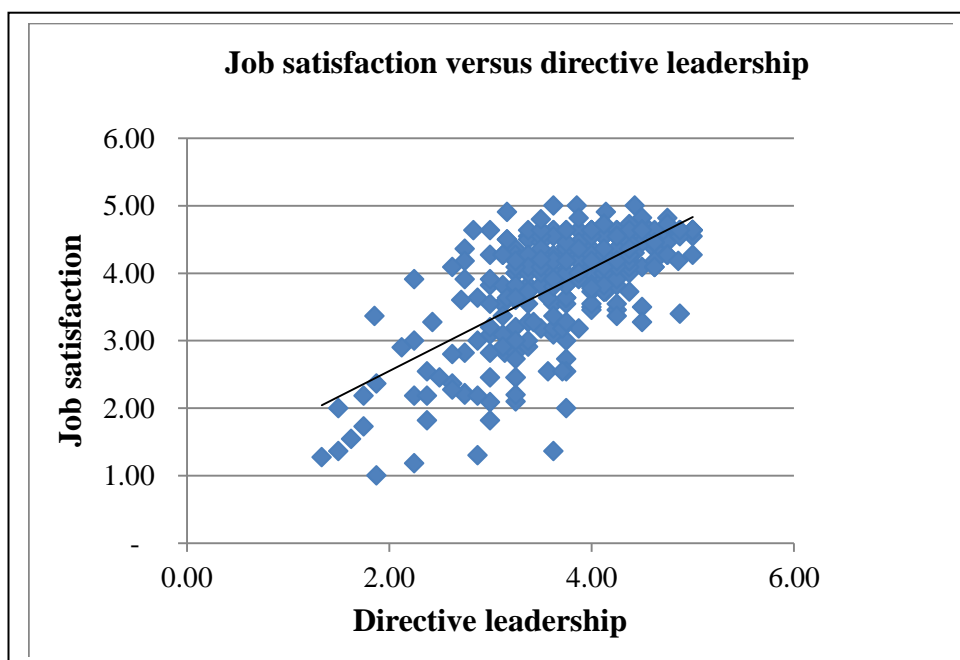
Table 13

Relationship between Directive leadership Style and Teachers Job Satisfaction

			Directive
Spearman's rho	Correlation	Job	0.592**
	Coefficient	Satisfaction	
	N	305	

** . Correlation is significant at the 0.05 level.

A Spearman *rho* correlation coefficient of 0.592** was obtained for the analysis relationship between the head teachers' directive leadership style and teachers' job satisfaction. A total of 305 questionnaire responses from teachers were analyzed to derive Spearman *rho* correlation coefficient. Positive correlation was found ($rho(305) = 0.592, p < 0.05$). This indicates a significant relationship between the two variables. As head teachers' demonstrate directive leadership style, teachers who work in primary schools seemed to experience good environment hence they had higher job satisfaction. Furthermore, this indicated there was consideration on task allocated to teachers. Malik (2013) revealed that directive leader behaviors have significant relationship with supervision and job satisfaction in general this corroborates with the finding of the understudy as directive style correlated to teachers' job satisfaction as is clarified in Figure 3.

Figure 3 Directive Leadership versus Job Satisfaction

The scatter in Figure 3 depicts concentration of respondents' agreement with job satisfaction as head teachers increase their directive style, teachers seemed to be satisfied. Therefore, the co-efficient of determination was (0.592^2) translating to 35.04 per cent of teachers' job satisfaction was realised because the head teachers' practiced directive leadership style hence teachers liked the working conditions in school.

The Teachers Service Commission (TSC) Act (2012), section 69, outlines the responsibilities of head teacher as: to assign teaching and other official duties to teachers, providing direction for effective teaching and conducive learning environment, supervision and evaluation of curriculum delivery, being responsible for education policy and professional practice at institutional level. Head teachers' seemed to have complied with the provisions of this section and therefore; positive

correlation of rho of 0.592 was significant that provided pleasant environment with autonomy and teachers were able to do tasks allocated.

The directive leadership clarifies expectations and gives specific guidance to accomplish the desired expectations based on performance standards and organizational rules House & Mitchell (cited in Malik 2012). The directive style is appropriate with newly hired or inexperienced subordinates and in situations that require immediate action (Negron, 2008). This is consistent with the findings of study results which indicate a positive correlation of 0.592. However, there are indications that youthful teachers 40.3% joining teaching profession seemed to be satisfied with their job may be due to their great yearning for the job. Sari (2004) concluded that more working experience is associated with less job satisfaction and younger and less experienced teachers have higher levels of job satisfaction clearly corroborates with this study. The results indicate that head teachers experience play critical role as regards to leadership in school although majority had experience meaning of over 20 years in teaching profession. However, Dereli (2003) affirmed that due to the long period spend in a particular job with no hope for further promotion and change, and then feeling for retirement by individual increases hence lowers commitment to job satisfaction levels.

This study finding indicates directive leadership style was preferred by most teachers' demonstrating that teachers desired directive leaders. Consequently, teachers' had liking of being controlled, having descriptive and structured task before them. However, there is positive significance in relation to teachers' expectations and satisfaction to perform tasks. The path of this consistency was revealed by a positive

correlation of ($\rho(305) = 0.592, p < 0.05$). Although there have been changes in teacher training towards specialization, the bulk of primary teachers are trained to teach all the subjects offered at primary school curriculum (Sessional Paper No. 14, 2012). The results indicate that head teachers' allocate some tasks to teachers' based on experience and expertise observed. The absence of policy framework on specialization of subject for primary teachers limits performance. This indicates completion of particular task lack to meet timeline. Head teacher is overwhelmed with workload hence providing direction by telling teachers' what exactly is expected of them is limited. Moreover, the head teacher sets standards of performance. This corresponds with the findings indicating most teachers (108) preferred directive leadership where head teachers' schedules work for every teacher. This translates to mean behaviors by leaders are appropriate and they have strong formal authority to provide job satisfaction (Lussier & Achua, 2010).

Studies have researched on teachers' job satisfaction however, new and increasing demands on head teachers' contribute to emergence of distributed leadership practice in schools (Jacobs, 2010). To this end however, autonomy in exercising the powers on roles is limited to primary school teachers due to absence of policy on leadership roles for teachers. This indicates leadership is being centered on the direction and supremacy of one person and not engaging followers in sharing leadership responsibilities. In this context, clear policy needs to be enacted to allow leadership in terms of the ways in which roles are stretched and devolved over teachers'. The Constitution of Kenya (Republic of Kenya, 2010), clarifies on devolved system thus leadership roles need re-alignment to meet the constitutional threshold. Serrell (2011)

views leadership sharing in the context of interactions between leaders, followers and the situation.

Robinson, (2008) asserts leadership is framed as performance of particular tasks allocated to more than one person. Distributed leadership is a critical link to school leadership effectiveness (Hallinger & Heck, 2010; Harris, 2014). This collective leadership, as opposed that of the head teacher alone, provides expanded and sustainable avenues for reshaping the conditions that directly impact to leadership styles (Hallinger & Heck, 2010). This study found out most respondents (138) agreed on tasks being allocated to expertise of the individual; nevertheless, this was limited by absence of clear policy on specialization of teaching subjects and leadership roles in primary schools. The implication of these findings is that teachers desired tasks where they are led or directed. This could further mean that teachers lack capacity of autonomy towards task performance.

4.8.1 Hypotheses test on directive leadership and job satisfaction

The correlation was subjected to hypothesis test using the matched-pairs with t-test procedure. The analysis was done to see whether there was a statistically significant true difference value between directive leadership style and job satisfaction.

H₀₃: There is no statistically significant relationship between primary school head teachers' directive leadership style and teacher job satisfaction in Nakuru County of Kenya.

H₁₃: There is statistically significant relationship between primary school head teachers' directive leadership style and teacher job satisfaction in Nakuru County of Kenya.

The calculated value of t was -3.790 at significance level of 95%, with 304 degree of freedom. The p -value was 0.0002 and since it was less than 0.05 the null hypothesis was rejected. From this it can be concluded that there was relationship between directive leadership style and job satisfaction as viewed by respondents.

4.9 Relationship between supportive leadership style and job satisfaction

(RQ4). What is the relationship between head teachers' supportive leadership style and teachers' job satisfaction in primary schools?

The mean of supportive leadership style and Job satisfaction was obtained from the average of each teacher responses to all the questions pertaining to supportive leadership style and job satisfaction. A total of 305 questionnaire responses from teachers were analyzed to derive the results of Spearman Rank correlation coefficient computed at 0.708. This was significant therefore; analysis for the relationship between the head teachers' supportive leadership style and teachers' job satisfaction in primary school was satisfying. This may have been caused by the open approach coupled with concern and recognition of teachers by head teacher that induced the pattern positively. Table 14 summarizes the findings.

Table 14

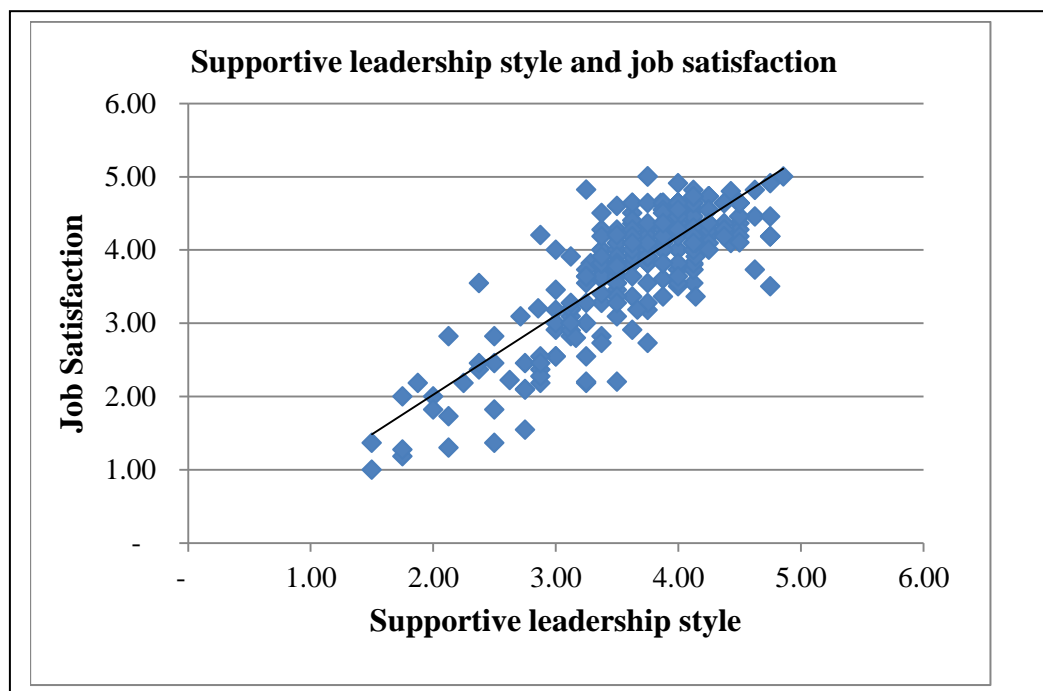
Relationship between Supportive Leadership and Job Satisfaction

			Supportive
Spearman's rho	Correlation	Job Satisfaction	0.708**
	Coefficient		
	N	305	

** . Correlation is significant at the 0.05 level

Table 14 depicts Spearman *rho* correlation coefficient calculated for the relationship between head teachers' supportive leadership style practice and job satisfaction of teachers. A positive correlation was found ($rho(305) = 0.708$, $p < .05$) which is highly significant. As head teacher demonstrate supportive leadership style, teachers become happy with the pleasant working conditions in school and were more committed. This suggest those tasks which were relatively routine and simple in primary schools brought satisfaction. Therefore, supportive leadership was effective as head teacher offered wide range of rewards to teachers such as encouragement and respect. The high predictive value of 0.708 further demonstrated that head teacher generated interest by creating a friendly and open work environment, where teachers were committed to work harder and achieve their goals hence feeling of satisfaction.

Figure 4 Linear Relationships between Supportive Leadership and Job Satisfaction



The pattern of scatter points indicated in Figure 4 reveals a high positive correlation 0.708. This suggests a significant positive relationship. It also implied that as head teacher increased practicing supportive leadership style, there was a corresponding increase on teachers' job satisfaction. The results further indicated co-efficient of determination as 50.13 % (0.708^2) accounting for teachers' job satisfaction was explained by the head teachers' providing autonomy on tasks. To this extent, implications are that head teachers' portrayed supportive values of concern, recognition, responsiveness, friendliness, respect and rewarding to dilute routine program associated with teachers in schools. However, Malik (2013) found out that in situations where task is relatively a routine and simple, supportive leadership is effective as leader offers a wide range of rewards to subordinate such as encouragement and respect. In this context the correlation coefficient 0.708 is a clear demonstration that head teachers' created a friendly and open work environment,

where teachers' were motivated to work harder and achieve their goals translating to feeling of job satisfaction.

The Teachers Service Commission TSC Act, (2012), section 69, outlines some of the responsibilities of head teacher is: to provide space for effective teaching and conducive learning environment, supervise and evaluate curriculum delivery, ensure adequate teaching and learning materials approved by Kenya Institute of Curriculum Development are available for the implementation of the curriculum. These legislation measures on supportive leadership corroborate in this study results. The head teachers' supportive leadership behaviors implies there is; responsive manner of behavior, friendly climate, verbal recognition of teachers' achievement in a rewarding modus. Besides, head teachers' demonstrated respect for teachers, treated everyone equally, and showing concern for their well-being. This significantly made teachers' to carry out assigned duties .Northouse (2013) suggested that supportive leadership consists of being friendly and approachable as a leader, attending to the well-being and human needs of subordinates however, when teachers show lack of confidence in ability to complete a task they need motivation (Negron, 2008).

Jabeen (2011) and Jacobs (2010) posits heavy workload, uncertain recruitment procedures for task deter potential support of candidates. Grant, (2011) assert that workers can provide valuable input into the successful leadership of school when supported and empowered whereas Martin (2012) contended that leadership should be effective when the nature of the work is stressful or boring. This is because a supportive leadership style by the leader increase subordinates' satisfaction and self-confidence while it reduce the negative aspects of the situation. This study finding

contends that supportive leadership enhanced the working conditions of teachers'. This led teachers' to perform their roles with commitment and consistently therefore, a positive significant to job satisfaction. Moreover, supporting teachers present and previous output provides feedback; identifies talents, capacities and advancements. Similarly, supportive leadership demonstrates respect, equal treatment and show concern for teachers' well-being thus achieving change and influencing motivation and open communication.

4.9.1 Hypotheses test on supportive leadership and job satisfaction

The correlation was subjected to hypothesis test using the matched-pairs with t-test procedure. The analysis was done to see whether there was a statistically significant true difference value of supportive leadership and job satisfaction.

H₀₄: There is no statistically significant relationship between primary school head teachers' supportive leadership style and teacher job satisfaction in Nakuru County of Kenya.

H₁₄: There is statistically significant relationship between primary school head teachers' supportive leadership style and teacher job satisfaction in Nakuru County of Kenya.

The calculated value of t was – 5.947 at significance level of 95% with 304 degree of freedom. The p-value was 0.000 and since it was less than 0.05 the null hypothesis was rejected. From this it can be concluded that there was relationship between supportive leadership style and job satisfaction.

4.10 Relationship between participative leadership style and teachers' job satisfaction

(RQ5) What is the relationship between head teachers' participative leadership style and teachers' job satisfaction in primary schools? The mean for participative leadership style and Job satisfaction was obtained from the average of 305 teacher responses. Besides, Spearman Rank correlation coefficient computed was found to be significantly positive. The results indicated a positive correlation of (ρ (n=305) = 0.364, $p < 0.05$). The relationship between the two variables is summarized in Table 15.

Table 15

Relationship between Participative Leadership and Teachers Job Satisfaction

			Participative
Spearman's rho	Correlation	Job satisfaction	0.364**
		Coefficient	
		N	305

** . Correlation is significant at the 0.05 level.

Table 15 depicts a weak positive correlation 0.364 nevertheless, it is significant. The results indicate as head teacher demonstrate participative leadership style, teachers become satisfied. The Co-efficient determination being 13.24 % (0.364^2), accounting for teachers' job satisfaction is explained by the head teacher demonstration of participative leadership style in school. The findings also indicate that teachers were reluctant with participative style employed by head teachers. This is evidenced by results showing a weak positive relationship of 0.364 although significant. In a similar context, Mat(2008) recorded participative leadership style had positive

significant effects on head of department Performance in retailing translating to high level of job satisfaction was achieved among workers.

The weak positive correlation 0.364 with participative leadership is indicator of less motivation, weak consultation method over action and few activities. Moreover, the staff lacks basic competence and the right kind of participation strategy to yield both motivation and knowledge valuable for soliciting solution of the problem underlying the institution. Similarly, the absence of policy framework that spreads decision making like departments does not exist in primary schools. This can infer that current leadership lacks capacity to fill the gap of quality standards for instance clear policy plans and effective process for succession.

The weak results in participative style indicate that both teacher and head teacher rarely takes on consultative behaviors, such as soliciting for suggestions prior to making a final decision. This is supported by Negron (2008) who suggested that participative leader shares responsibilities with subordinates by involving them in the planning, decision-making, and execution phases. According to Joo (2011) teacher participation in decision determines school activities such as; supervision, and administrative affairs. This contradicts findings on relationship between participative leadership style and job satisfaction results which had a weak positive of 0.364. The expertise needed for school development must come from a broader base of individuals with diverse skills, knowledge regarding curriculum, pedagogy, decision making authority and best practices (Spillane, Halverson & Diamond, 2001; Watson & Scribner, 2007). Furthermore, they become self-directed and generate a creative team amongst participants (Hersey, Blanchard, & Johnson, 1996).

The TSC ACT, (2012) explain head teacher is responsible lead educator in the regulated school system. The hierarchical decision-making by head teachers in the school is a problem as they dominate; this is evidenced by Co-efficient determination of 13.24 % (0.364^2). This finding in the current study contradicts Liu (2006) who suggested leaders need to involve employees to avert dissatisfaction. This is also corroborated by Walstrom & Louis (2008) who suggested in redesigned organizations, teachers are given opportunities to be part of group decision making, participate in school-wide decisions for staff development and have influence on job satisfaction. In this context the autonomy to make decisions may be limited since formal school leadership structures cannot be removed furthermore, participation in decision being stretched over people lead to greater commitment on goals and strategies associated with job satisfaction (Harris, 2006; Mangin, 2007; Jacobs, 2010).

In view these foregoing, freedom, autonomy and ability to make decision by teachers improve service quality stipulated by TSC charter that enhances job satisfaction (TSC, Code 2015). Specifically participation in setting standards, involving staff in decision making are key in influencing employee behavior and commitment towards quality (TSC Act 2012). However, report revealed from curriculum support officers (CSO) indicate that head teachers' dominate in school wide decisions and this significantly affected teachers' job satisfaction as indicated by predictive rho of 0.364. This implies that teachers' have no clear avenues to making informed decisions as enshrined in the Kenya Constitution of 2010.

4.10.1 Hypotheses test on participative leadership and job satisfaction

The correlation was subjected to hypothesis test using the matched pairs with t-test procedure. The analysis was done to see whether there was a statistically significant true difference between participative leadership style and job satisfaction.

H₀₅: There is no statistically significant relationship between primary school head teachers' participative leadership style and teacher job satisfaction in Nakuru County of Kenya.

H₁₅: There is statistically significant relationship between primary school head teachers' participative leadership style and teacher job satisfaction in Nakuru County of Kenya.

The calculated value of t was – 20.707 at significance level of 95%, with 304 degree of freedom. The p-value was 0.000 and since it was less than 0.05 the null hypothesis was rejected. From this it can be inferred that there was relationship between participative leadership style and job satisfaction as viewed by respondents.

4.11 Association between leadership styles and teacher job satisfaction

The results of relationship between leadership styles and job satisfaction compelled the study to compare the two variables with a view to determine effectiveness of leadership strategies. The results contribute a lot in understanding the variation of variables. The magnitude of behaviour displayed give insight on how leadership is effective to a group. Table 16 summarizes the results.

Table 16

Association between Head Teacher Leadership and Teacher Job Satisfaction

Leadership styles		Job Satisfaction	
		Teachers	Head teachers
<i>rho</i> value	<i>rho</i> value		
Achievement Oriented		0.445	0.504
Directive		0.592	0.442
Supportive		0.708	0.749
Participative		0.364	0.456

The association between head teachers' leadership style and teachers' job satisfaction indicated in Table 16 depicts that Achievement leadership style had a higher correlation of 0.504 for head teachers compared to 0.445 for teachers. Directive leadership had higher correlation of 0.592 for teachers' than head teachers'. Supportive leadership indicated coefficient correlation almost similar with teachers having slightly higher correlation than head teachers. This implies that there was mutually understanding on achievement of goals by the two groups however; participative leadership style had lowest correlation for teachers.

Both categories had Supportive leadership style with 0.708 and 0.749 respectively for teachers and head teachers indicating a positive relationship. This was the highest correlation therefore; supportive leadership had high job satisfaction compared to other leadership styles. This implies that supportive leadership strategy was effective in influencing teacher job satisfaction. On contrary, participative leadership style was less preferred by teachers despite the effort that head teachers' continued practicing this style. This indicates that active participation was not regularly utilized by both head teacher and teachers.

Directive style practiced by head teachers was preferred indicating that teachers wanted to be controlled to perform tasks based on specific directive. Similarly, achievement leadership style was less preferred by teachers' in spite of the head teachers' input. This means that teachers were not well prepared to achieve the desired set goals on high performance and thus a paradigm shift on leadership towards followers and situations is needful.

4.12 Curriculum Support Officers report on head teachers' leadership styles and teachers' job satisfaction

The researcher conducted interviews with CSOs to have an in depth understanding interventions of developing head teachers and in providing support services to promote leadership effectiveness in sustaining job satisfaction of teachers. From the analysis of interview information, several observations were made. It emerged that although, the head teachers' in schools were being inducted through capacity building, they faced numerous and emerging challenges. The officers in sub counties were also playing a marginal role in building head teachers' capacity to promote effective leadership. Besides, there was lack of cohesive leadership system at county levels from the Ministry of Education, Science and Technology, the Teachers Service Commission to the field offices in the aligning of leadership protocol system supremacy. The scope of initiatives to improve leadership, teacher engagement, and coordination depended more on individual head teachers' and schools.

The curriculum Support Officers cited several challenges limiting supporting of head teachers' leadership styles effectiveness to subsequent promotion of job satisfaction in schools. The officials did not have sufficient autonomy to establish different guidelines, regulations, and delivery models from the one already in place. This was because the officers depended on directions from the Teachers Service Commission headquarters. The officers reported many priority areas that needed significant financial resources such as, creating awareness and organizing professional development for teachers and head teachers however, availability of funds was inadequate.

The findings also indicated the existence lack of proper mechanisms in schools. This was partly due to inadequate staffing. The officers reported inadequate information sharing with their Ministry of Education, Science and Technology counterparts. This was due to the absence of efficient and effective information systems since TSC was constitutionally constituted and their officers detached from the Ministry of Education, Science and Technology. The officers expressed concern that whereas the government policy on education seemed to support leadership and management in education, there were few officers to effectively address issues of leadership in schools and professional development of teachers and head teachers. Moreover, it was felt that the officers earned salary similar to teachers hence were not motivated in carrying out their roles as expected.

Whereas there was data on staffing and teacher population, the rate of retiring officers was high implying that capacity for decision-making was inadequate to provide effective support to head teachers in their schools. Inadequate transport

means was another major bottleneck that the officers reported. In each sub county headquarter there were only unreliable motorcycles, which were expected to traverse the entire sub county to monitor teacher progress, among other activities. This made it difficult for the officers to focus on all schools in the sub county effectively. The officers admitted to rely on head teachers for means of transport, and further aggravated by low levels of staffing, consequently making it unable to visit most schools.

Head teachers were reported as not placing much value on leadership and therefore not keen to dispense it effectively. Additionally, the field officials indicated that some head teachers did not support the idea of encouraging teachers to show commitment in achieving the goals set in schools. The reason for this was because such an approach would expose uncommitted head teachers. While the officers maintained TSC had a critical role to play in the implementation of effective leadership process, they cited absence of inadequate framework strategies for identifying potential teachers' to be engaged. Whereas, the officers appreciated the proficiency course as motivation, nevertheless, it lacked essential elements of identifying potential teachers for leadership.

The field officials stated that there was insufficient salary package on the part of school head teachers translating to low motivation in facilitating leadership roles to teachers, on the hand most head teachers' had similar level of education and grade with teachers'. This was a barrier to productive engagement on leadership roles. Additionally, the officers suggested financial incentive for school leaders translate into improving motivation of staff. However, leadership positions for teachers are

only in subject panels established in primary schools. The officers explained that TSC operated in absence of a clear policy on specialization of subjects for primary school teachers implying that head teachers' were not able to recognize specialization when allocating teaching load.

The Teachers Service Commission Act of 2015 mandates Curriculum Support Officers with responsibility of identifying the training needs of teachers and head teachers, provide support services among other duties and advise the Commission accordingly. The Curriculum Support Officers in their unique role of supporting head teachers as their central responsibility to improving teaching and learning in schools; cited that there is inadequate participatory involvement of teachers in decision making process. This adversely affects teacher job satisfaction moreover, it aggravate the gap of succession leadership planning for teachers. One of the critical roles of the TSC is to promote teachers continuously through the successive grades. In addition, it was cited that some head teachers with lower grades fail to recommend appraisal performance report for teachers due for promotion. This is an indication that performance of individual teachers reduces significantly making teachers to search for other avenues hence rate of absenteeism and attrition in schools increases.

In view of the foregoing in the County, we foresee a service gap delivery in leadership style of head teachers towards contributing to satisfaction levels of teachers on the job. There is need, therefore, to review and redefine leadership of head teachers' in line with constitution (Kenya, 2010). The leadership styles and roles of head teachers' reforms and their relationship to job satisfaction are compelling for research. The roles of head teachers' according to the current TSC

Act of (2012) have numerous responsibilities apart from teaching hence require an adequate level of staffing and resources. Corcoran *et al.* (2013) observe head teachers' are faced with a substantial amount of administrative and compliance duties. The field officers recommended expansion of leadership in schools so as to spread roles of teachers' to departments to narrow the gap of entry to leadership position. In view of this foregoing some responsibilities would span to teachers as heads of department henceforth increases motivation of teachers. Furthermore, this arrangement would have oversight over teachers' to which Gill (2013) reports how the roles are being redefined to ensure greater school leadership effectiveness.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Chapter five begins with a summary of the major findings of the study. The summary is covered sequentially under various themes based on objectives. The next section covers the conclusions drawn from the study findings. The study has made recommendations and implications for action as theory, policy or practices thus bold reform measures needed to restructure head teacher leadership styles. Finally, suggestions for further research have also been made.

5.2 Summary of the study findings

The study investigated relationship between head teachers' leadership styles and teachers' job satisfaction and the results revealed female teachers were more than males; however majority of males were more satisfied with leadership styles due to high number of head teachers being male, under-representation of female in leadership, domestic chores and maternity leave among women. Furthermore, males dominated in leadership position. This indicates gender disparity in opportunities thus job satisfaction is often felt. The study revealed that many teachers have high academic qualification implying the ability to achieving of goals. Teachers' with higher education expressed low job satisfaction with respect to leadership styles due their higher level of conceptualization than head teachers. This implies that leader reward behaviours predict teacher performance and satisfaction thus leader behaviors positively relate to teacher job satisfaction hence, need to recognize teachers' participation and contributions to enhance achievement of tasks and create avenue for job satisfaction.

Academic qualifications and teaching experience indicate a positive correlation as teachers with masters' level seemed contented nevertheless teachers in primary school work in a more isolated environment that primarily has no focus on departmental structures. Opportunities to practice leadership are abundant in schools, but teachers miss the opportunities generally because schools do not have a broad, school-wide structure for improvement. In line with this thought leaders demonstrating teacher centered behaviors are concerned about their satisfaction with job. They also show interest in developing cohesive work groups, or teams.

The study revealed that respondents with 5-10 years' experience were more satisfied with directive 0.690, supportive 0.771 and participative 0.569 styles of leadership. Furthermore, respondents with over 20 years' experience were less satisfied with participative leadership style as correlation coefficient was 0.288. Moreover, the study establishes that head teachers' in primary schools receive no formal leadership preparation training before their appointment to headship. Appointment is on the basis of teaching experience and human relations. To this end, leadership skills were realized on the job where the findings show 66.1% of the head teachers' had over 20 years' experience. The findings indicated a majority of head teachers are experienced and aged but have less academic qualifications. The study found out teachers with bachelors and master's degrees were significantly more satisfied with their environments and school organization than teachers with lower qualifications. This is on: achievement oriented; directive and supportive leadership styles. However, participative leadership style had moderate correlation but significant. Nevertheless,

the study reveals that for appointment to head teacher position, higher education qualification was not a pre-requisite.

Given that preparation system for appointment to leadership position was lacking imply that development of head teachers' was not leveraged on a firm foundation. There is need of providing cohesive leadership development system and develop linkage programs to develop a career staged professional development teaching. This implies that prior teacher leadership roles enhance aspiring head teachers' potential for leadership success. This prior leadership experiences prepare teachers to transit successfully to school administrative positions. Furthermore, this fills succession leadership gap and significantly influences teachers' commitment, autonomy, and recognition ultimately lead to job satisfaction. Teachers' require a professional development aligned with an effective administrative education framework.

Achievement oriented leadership style and teachers' job satisfaction had significant relationship but moderately positive correlation ($\rho (305) = 0.445$, $p < 0.05$ meaning that head teachers' assigned challenging goals and demonstrated confidence in teachers. This translated to head teachers' desire to achievement however; performance results were minimal from teachers.' Besides, head teachers lapsed in supervision. However, in t-test results the null hypothesis was rejected indicating why spearman's rho reported moderate value.

The study established there is a significant but moderate positive relationship existed between the practice of directive leadership and job satisfaction of teachers, ($\rho (305) = 0.592$, $p < 0.05$). The findings reveal Spearman ρ correlation coefficient of 0.592^{**} for the directive leadership style and teachers' job satisfaction. The study

reveals high concentration of respondents' agreement with job satisfaction as head teacher increase their directive style, teachers become satisfied. This is evidenced by co-efficient of determination (0.592^2) translating to (35.04 %) of teachers' job satisfaction. Although null hypothesis was rejected there existed weak relationship between directive leadership and job satisfaction.

The legal provision outlined on the responsibilities of head teacher is to assign teachers teaching duties and other official roles however, providing direction improves on effective teaching hence realization of job satisfaction. There is collective leadership display in school that provides expanded and sustainable avenues for reshaping the conditions impacting directly to leadership styles. This study establish most respondents (138) agreed on tasks being allocated to equal expertise; nevertheless, it is limited by absence of clear policy of specialization in teaching subjects and leadership roles in primary schools. The implication is that teachers desire tasks where they are directed translating to lack of autonomy and commitment on task performance.

Furthermore, study established that head teachers' allocate some tasks to teachers' based on experience and expertise despite absence of policy framework on specialization for primary teachers. This limits the autonomy of teachers in completing some specific task to meet timeline. The study finds head teachers are overwhelmed with workload hindering achievement of performance standards set. The findings indicate that the majority of teachers (108) preferred directive leadership style where work is scheduled. In view of these behaviors head teacher have strong formal authority and need to provide job satisfaction.

The findings on supportive leadership style reveal a positive high correlation ($r_{ho} (305) = 0.708, p < 0.05$). This relationship was the highest among the four styles of leadership practiced. However the null hypothesis was rejected but it indicated a weak relationship. Spearman correlation results on supportive leadership style had power value 0.708 and 0.749 respectively for teachers and head teachers concisely indicating a significant relationship. This positive relationship explained that the majority of teachers' desired support as they perform tasks. Supportive leadership therefore contribute much to job satisfaction of teachers compared to other styles. Head teachers' supportive behaviors for the concern of workers well-being significantly enable teachers' to carry out assigned duties. This suggests head teachers' were being friendly, approachable, attended to the well-being and human needs of teachers.

To this end, the study revealed supportive leadership style increases teachers' satisfaction and self-confidence thus reducing negative aspects of routine work. Similarly, it increases intrinsic valence of the job and the expectation of well performed roles leading to the attainment of goals. The data on participative reveals a statistically weak positive but significant relationship exist between head teachers' participative leadership style and job satisfaction of teachers. Spearman's coefficient of ($r_{ho} (305) = 0.364, p < 0.05$) was calculated. This is an indicator that teachers lack a feeling of importance in the activities they perform at school. However, majority of teachers misses to meet higher level needs like self-expression, self-recognition. In this context a cognitive approach to understanding motivation is needed where teachers calculate effort on performance brings outcome. Participative leadership

weigh the least correlation indicating that majority of teachers wane away from engaging in active decision making. This translates to lack of independency and autonomy due to slim hierarchical structures in the school system.

This study holds the perception that school leadership is essential characteristic in leadership, through group activity and working within relationships. Similarly, many teachers being involved in the leadership activity in decision making is strong foundation of leadership therefore, participative leadership need to draw on a variety of expertise in the school to complete diverse institutional tasks. This means school leaders need to practice leadership style which is open to enhance job satisfaction thus leadership development. Also, teachers in schools who are exposed to leadership get opportunities to practice and experience leadership. Teachers' seemed committed to their duties despite of tough economic times was not expected to be high because their participatory level indicated a correlation of 0.364.

From the study teachers in primary schools perceived leadership styles practices were being used by head teachers in their schools. This is evidenced by positive correlation on achievement oriented, directive, supportive and participative leadership styles to job satisfaction. The findings revealed that teachers were committed to their schools. Besides, considerable number of teachers achieved higher academic qualifications than head teachers' indicating inadequacy of institutional head in controlling a superior staff.

The study revealed that teaching jobs in primary schools are not exciting, moreover, there are no strategies identifying potential leaders in schools. The study also

revealed that there was a moderate, positive relationship between the practice of participative leadership and job satisfaction of teachers. However, a high positive correlation in the degree of the relationship between the practice of supportive leadership and job satisfaction of teachers exist among all respondents. The relationship between the practice of achievement leadership and job satisfaction of teachers is slightly stronger than participative leadership. Primary school head teachers often engage in directive leadership style where teachers work stretches over a diverse variety of issues. This depicts teachers' favor being directed and controlled on how to perform tasks.

5.3 Conclusions of the study

From the findings of this study the following conclusions were made:

- (i) The study revealed that few head teachers enroll for diploma and degree programmes, as part of their own personal initiatives to enhance leadership capacity. The study concludes that this pattern of behaviour should not only be encouraged but be realigned to meet teachers' personal and professional growth needs that provide job satisfaction. Moreover, it reduces teacher attrition. To this end, there is positive relationship between head teachers' characteristics of academic qualifications and job satisfaction of teachers.
- (ii) Achievement oriented leadership style practiced by head teachers' had a moderate relationship to job satisfaction. Teachers also expressed head teachers had confidence with the effort they put towards task and gave challenging roles however, teachers were opposed to achievement style. The study therefore concluded that teacher morale need to be boosted, recognized and clear goals set for improvement.

- (iii) The directive leadership style practiced in primary schools by head teachers' showed a positive relationship between leadership style and teachers' job satisfaction. The study established that majority of teachers' preferred being given directions on how to do the tasks by the head teacher. The guidance and control by head teacher therefore meant that teachers lacked self- drive in active participation on roles. From the study findings, leadership of head teachers' was not based on specific leadership roles and standards. Therefore, the leadership system lacked an adequate framework to determine competencies required to provide effective leadership in the complex school associated with job satisfaction.
- (iv) The supportive leadership style practice by primary school head teachers' had the highest positive significant correlation to teacher job satisfaction. This was because the head teachers' showed concern for teacher well-being, friendliness and approach. The study concludes that supportive behaviours by head teachers made teachers to be committed on tasks given because of the pleasant working conditions in school.
- (v) The head teachers' participative leadership style scored the weakest correlation to teachers' job satisfaction. The study concluded that teachers generally dislike being involved in decision making and consultations hence teachers did not value the meaning of democracy at work environment as stated in the Kenya constitution of 2010. The study foresees need to mitigate head teacher dominance in school activities and programmes through encouraging teachers to participate in decision process in an improved

leadership system. This study, therefore, concluded that there lacked strong leadership structure in school that give autonomy on specialization of subjects and departments for participation.

5.4 Recommendations of the study

Based on the findings and conclusions in the study, the following are mutually beneficial, influential and interdependent recommendations offered for policy, theory and practice with aim of promoting reform agenda to facilitate effective teacher leadership.

- (i) The study recommends that schools should continue focusing on leadership practices as part of their professional learning and leadership development. This development enables to maintain a continuous supply of future leaders and sustainable leadership. Institutional heads need to learn more about human behavior as it impacts on teacher performance. Head teachers' through their actions and attitudes should create environment which induces motivation on teachers.
- (ii) The study recommends introduction of policy on formalized recognized structures for improved work conditions such as creation of teacher professional association, departments, subject heads that benefit expanded structure in an effort to increase teachers' job satisfaction.
- (iii) Knowing the importance of leadership styles, by means of this study, would provide additional evidence to TSC and MOEST in training head

teachers with effective job-embedded support structures, such as internships, mentorship programs with trained experienced mentors and expert group, proficiency coaching, and performance evaluation. These ensure effective professional competence for novice head teachers during their formative years. Head teachers can be informed difference between leadership and management.

- (iv) The Teachers Service Commission in collaboration with the Ministry of Education, Science, and Technology should avail policy on radical reforms in developing leadership framework that prepare teachers for leadership ranks from head of department, deputy head teacher to head teacher. Departments broaden leadership, increase participation, support promotion avenues, and reward overall effort to achieving school goals. Policy should be collaborated with teacher training institutions, universities and KICD. The policy framework need to incorporate professional association for teachers with responsibility of ensuring practicing teachers are well prepared, regularly monitored, inducted through internships, evaluated and examined before practicing. This would improve teacher-leadership skills, enhance performance and job satisfaction.
- (v) The TSC should consider gender parity by encouraging women to take up leadership positions in primary schools thus, introducing a competitive leadership framework with standardized process. It can be enormously be

liberating for administrators to see there is consideration for both gender in the institution.

5.5 Suggestions for further study

Based on the results presented in Chapter Four this study makes the following suggestions for further research:

- (i) Expand the study beyond public primary schools in which it occurred. An investigation into the relationship of head teachers' leadership style and job satisfaction of teachers in urban and rural areas throughout the state of Kenya would be a valuable contribution to the literature. Expanding the study beyond a single county would gather data from a larger population of teachers.
- (ii) Expand this study to include other variables such as marital status and salary. To investigate these variables impact on the relationship between leadership and the job satisfaction of teachers so adding other variables in this section to the existing survey instrument would be beneficial.
- (iii) Further research is needed to identify problems and issues that inhibit head teachers' from practicing some leadership styles in schools over teachers in regard to internal politics, leader philosophy, personality, and how these might be addressed.

REFERENCES

- Akuoko, K. O. (2012). Performance appraisal as employee motivation mechanism in selected financial Institution in Kumasi, Ghana. *International journal of Multidisciplinary research; vol. 2 issue 6 June 2012*, ISSN 2231 15780
- Al-Ababneh, M. (2013). Leadership Style of Managers in Five-Star Hotels and its Relationship with Employee's Job Satisfaction. *International Journal of Management & Business Studies*, Vol. 3, Issue 2, 93-98. Retrieved December 20 2014 <<http://www.ijmbs.com>>
- Ali, A., & Dahie, A. (2015). Leadership Style and teacher Job satisfaction: Empirical Survey from Secondary Schools in Somalia. *Research on Humanities and Social Sciences*, Vol. 5, No. 8. 84-96.
- Ali, M.A., Uz-Zaman, T., Tabassum, F., & Iqbal, Z. (2011). A study of job satisfaction of secondary school teachers. *Journal of Education and Practice*, 2(1), 32-37.
- Amabile, T.M., Schatzel, E.A., Moneta, G.B., and Kramer, S.J, (2004). "Leader behaviors and the work environment for creativity: Perceived leader support", *Leadership Quarterly*, Vol. 15, No. 1, pp. 5-32.
- Ashim, (2011). Retrieved from <http://www.practical-management.com/organizationdevelopment>
- Badenhorst, G., & George, E., L. D. (2008). Job satisfaction among urban secondary school teachers in Namibia. *South African Journal of Education*, 28, 135-154.
- Baruch, Y., & Holtom, B. C. (2008). Survey response rate levels and trends in organizational research. *Human Relations*, 61(8), 1139-1160.
- Bateh, J., & Heyliger, W. (2014). Academic Administrator Leadership Styles and the Impact on Faculty Job Satisfaction. *Journal of Leadership Education*, 13 (13), 34-49.
- Bennell, P., & Akyeampong, K. (2007). Teacher motivation in Sub-Saharan Africa and South Asia. *DFID Department of international Development*, 71.
- Best, J. W., & Khan, J. V. (2005). *Research in education* (10th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Bolden, R. (2011). Distributed leadership in organizations <http://books.google.co.ke/distributedleadership.html>.
- Bolden, R., Petrov, G., & Gosling, J. (2009). Distributed Leadership in Higher Education; Rhetoric and Reality, *Educational Management Leadership*, 37(2), 257-277

- Bohlander, G., & Snell, S. (2013). *Managing human resources (16th Edition)*. Mason, OH: Southwestern, Cengage Learning.
- Brown, J. D. (2001). Shiken: JALT Testing & Evaluation SIG Newsletter, 4 (3) January 2001 c (p. 7-11).
- Brown, B. B. (2003), Employees' organizational commitment and their perception of supervisors' relations-oriented and task-oriented leadership behaviors, Virginia Polytechnic Institute and State University.
- Bush, T., & Oduro, G. (2006). New principals in Africa: Preparation, induction and practice. *Journal of Educational Administration*, 44(4), 359–75.
- Chaganti, R., Cook, R. G., & Smeltz, W. J. (2002). Effect of styles, strategies and systems on the growth of small businesses. *Journal of Developmental Entrepreneurship*, 7(2).
- Clark, R. A., Hartline, M. D. & Jones, K. C. (2009) 'The Effects of Leadership Style on Hotel Employees' Commitment to Service Quality'. *Cornell Hospitality Quarterly*, vol. 50(2): 209-231.
- Coladarci, T., Cobb, C. D., Minium, E. W., & Clarke, R. B. (2008). *Fundamentals of Statistical Reasoning in Education*. Hoboken, NJ: Wiley.
- Corcoran, A., Casserly, M., Price-Baugh, R., Walston D., Hall B., & Simon C. (2013) *Rethinking leadership: The changing role of principal supervisors*. Washington DC: Council of the Great City Schools (A Report Commissioned by Wallace Foundation).
- Creswell, J. W. (2003). *Research Design*. Thousand Oaks: Sage Publications.
- Creswell, J. (2012). *Educational Research: Planning, conducting and evaluating Quantitative and Qualitative research*. (4th ed.). Boston: Pearson Education, Inc.
- Crossman, A., & Harris, P. (2006). Job satisfaction of secondary school teachers. *Educational Management and Leadership*, 34(1), 29-46.
- Daft, R.L. (2005). *The Leadership Experience*, Third Edition. Thomson-Southwestern, Vancouver.
- Dar, L., Akmal, A., Naseem, M. A. & Khan, K. D. (2011). Impact of stress on employee's job performance in business sector of Pakistan. *Global Journal of Management and Business Research*, 11(6).
- Davis, S., Darling-Hammond, L., LaPointe, M., & Meyerson, D. (2005). *School leadership study: Developing successful principals*. Stanford, CA: Stanford University, Stanford Educational Leadership Institute.

- Dehaloo, G. (2011). The motivation and job satisfaction of secondary school teachers in KwaZulu-Natal: An education management perspective. Unpublished doctoral thesis, University of South Africa.
- Dempster, N., Lovett, S., & Flückiger, B. (2011). *Strategies to develop school leadership: A select literature review*. Melbourne: The Australian Institute for Teaching and School Leadership, (AITSL).
- De Nobile, J. J., & McCormick, J. (2008). 'Job satisfaction of Catholic primary school staff: A Study of biographical differences.' *International Journal of Educational Management* 22(2): 135-150.
- Dereli, M. (2003). A Survey research of leadership styles of elementary school principals. Published M.Sc. thesis, Middle East Technical University.
- Dufuor, R., & Marzano, R. J. (2011). *Leaders of learning: How district, school, and classroom leaders improve student achievement*. Bloomington, IN: Solution Tree Press.
- Field, A. (2009). *Discovering Statistics Using SPSS*. London, SAGE Publications.
- Fikadu, M. (2010). The Relationship between Leadership Style and Staff Job Satisfaction at the College of Education, Addis Ababa University. *The International Journal of Education*, Volume XXX, Number 1.
- Fullan, M. (2005). *Leadership Sustainability; System thinkers in action*. Thousand Oakes, CA: Corwin Press- Sage Publications.
- Fulmer, R. M, (2005), "What leaders and their organizations can do to develop ethical leaders", in Doh, J.P. and Stumpf, S.A, "Handbook on Responsible Leadership and Governance in Global Business", Edward Elgar, Northampton, MA, pp. 42-53.
- Gall, M.D., & Borg, W.R. (2007). *Educational Research*. Boston: Person.
- Gatzke, H. (1993). *Educating learners with special needs. Some considerations*. New York: Oxford University Press.
- George, E., Louw, D., & Badenhorst, G. (2008). Job satisfaction among urban secondary school teachers in Namibia. *South African Journal of Education*, 28, 135-154.
- Getachew, G., & Haftu, B. (2014). Job Satisfaction of Nurses and Associated Factors in Public Hospitals in Tigray Region, North Ethiopia. *Greener Journal of Medical Science*, Vol.4 (1).
- Grant, C. P. (2011). *Dissertation on the Relationship between Distributed Leadership and Leadership Effectiveness*: North Carolina State University.

- Ghafoor, M. (2012). Role of Demographic Characteristics on Job Satisfaction. *Far east Journal of Psychology and Business*, Vol. 6, No. 1
<http://www.fareastjournals.com>
- Gronn, P. (2008). The future of distributed leadership. *Journal of Educational Administration*, 46(2), 141-158.
- Gronn, P. (2009). Leadership configuration. *Leadership journal*. 5(3), 381-391.
- Hamid, Y. (2010). The effect of performance appraisal result on personnel motivation and job promotion. *Australian Journal of Basic Sciences* 4(9): p. 4178-4183.
- Hallinger, P., & Heck, R. H. (2010). Collaborative leadership and school improvement: Understanding the impact on school capacity and student learning. *School Leadership and Management* 30(2), 95-110.
- Harris, A. (2014). *Distributed leadership matters: Perspectives, practicalities, and potential*. Thousand Oaks, CA: Corwin, a SAGE Company.
- Harris, A. (2006). Opening up the 'black box' of Leadership Perspective: Taking a distributed leadership perspective. *Leadership Management*, 34(2), 37-45.
- Harris, A., & Spillane, J. (2008). Distributed leadership through the looking glass. *Management in Education*, 22, 31-34.
- Harris, M. B. (1998). *Basic Statistics for Behavioral Science Research*. Boston: Allyn and Bacon.
- Hars, A., & Ou, S. S. (2002). Working for free? Motivations for participating in open-source projects. *Internal Journal of Electronic Commerce*, 6(3), 25-39
- Hartley, D. (2007). The emergence of distributed leadership in education: why now? *British Journal of Educational studies*, 55(2), 202-214.
- Hay group, (2011), "Building the new leader-Leadership 2030: Leadership challenges of the future revealed". Retrieved From: http://www.haygroup.com/Leadership2030/downloads/Hay_Group_leadership_2030_whitepaper.pdf
- Holt, D., Palmer, S., Munro, J., Quealy, J., Solomonides, I., Gosper, M., Hicks, M., Sunker, M., Louka, A. & Hollenbeck. (2011). *Changing Demands, Changing Directions. Proceedings ascilate Hobart 2011*. (pp. 613-615).
- Hellriegel, D., & Slocum, J. W. (2007). *Organizational Behavior*, 11th Ed. Thomson South-Western.
- Houghton, J.D., & Yoho, S.K. (2005) 'Toward a Contingency Model of Leadership and Psychological Empowerment: When Should Self-Leadership Be Encouraged?'. *Journal of Leadership & Organizational Studies*, vol. 11 (4), pp. 65-83.

- House, R. J. (1971). Path-goal theory of leadership: Lessons, legacy, and a reformulated theory. *Leadership Quarterly*, vol.7 (1996). pp. 323–352.
- House, R. J., & Mitchell, T. R. (1974). Path-Goal Theory of Leadership. *Journal of Contemporary Business*, 3, 81-98.
- Hoy, W. K., & Miskel, C. G. 2001. *Educational Administration: Theory, Research and Practice*. 6th edition. New York: McGraw – Hill.
- Hoy, W. K., & Miskel, C. G. (2008). *Educational Administration: Theory, Research and Practice*; Boston: McGraw-Hill
- Hui, H. (2013). Principal's Leadership Style and Teacher Job Satisfaction: A Case Study in China. Kuala Lumpur: University of Malaysia, Vol 5, No 4.
- Hulpia, H., & Devos, G. (2009). Exploring the link between distributed leadership and job satisfaction of school leaders. *Education studies*, 35, 153-171
- Hussain, H. M., & Riaz, A. (2010). Role of transformational and transactional leadership with job satisfaction and career satisfaction. *Business and Economic Horizons*, (01), 29-38.
- Imtiaz, S., & Ahmed, M. S. (2009). The impact of stress on employee productivity, performance and turn over: An important managerial issue. *International Review of Business Research Paper*, 5(4), 468-477.
- Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 38(3), 499-534.
- Ismail, A., Zainuddin, A. F. N., & Ibrahim, Z. (2010), "Linking participative and consultative leadership styles to organizational commitment as an antecedent of job satisfaction", *Unitar E-Journal*, Vol. 6, No. 1.
- Jabeen, M. (2011). Impact of performance appraisal on employee motivation. *European journal of Business and Management*, 3(4): 197-204.
- Jacobs, G. E. (2010). Relationship between distributed leadership as practiced by principals and the organizational commitment of teachers. PhD Dissertation, Southern University. Georgia.
- Jani, R. (2012). "Leadership Theories." Retrieved 1/10/12, 2012, from <http://www.articlebase.com/leadership-articles/leadership-theories693303.html>.
- Joo, Y. H. (2011). *The Structural Analysis of the Effects of Distributed Leadership on Teacher Professionalism*. A dissertation presented to University of Texas, Austin. December, 2011.
- Joe, Y. H., & Reyes, P. (2010). A political analysis of the policy process of the open recruitment system of principals in Korea. *KEDI Journal of Educational Policy*, 7(2), 233-255.

- Jones, G., & George, K. (2011) *Contemporary Management*. New York: McGraw-Hill.
- Jong, P.J., & Hartog, D. N. D. (2007). "How leaders influence employees' innovative behavior", *European journal of innovation management*, Vol. 10, pp. 41-64.
- Joyce, B. R., & Calhoun, E. (2010). *Models of professional development: A celebration of educators*. Thousand Oaks, CA: Corwin Press, Inc.
- Josanov, V. I., & Pavlovic, N. (2014). Relationship between the School Principal Leadership Style and Teacher's Job Satisfaction in Serbia. *Monenegrin Journal of Economics*, Vol. 10. No. 1 (July 2014), 43-57
- Kagoda, A. M. (2010). Determinants of Career Professional Development of Female Teachers in Uganda. *Empowering women in leadership journal*. Retrieved from; www/hst.coehs.unosh.edu/osp2004/articles/kagodaon8/5/2011at10.22am
- Kakabadse, N. K., Kakabadse, A. P., & Lee, D. L. (2009). "CSR leaders road-map", *Corporate Governance*, Vol. 9, No. 1, pp. 50-7.
- Kariuki, K.W.A; Ndirangu, M., Sang, K. A., & Okao, M. E. (2014). Secondary school teachers' perceptions of the factors that influence their morale and commitment to work: A case of Nakuru district. *International Journal of Innovation and Applied Studies* ISSN 2028-9324 Vol. 9 No. 4 Dec. 2014, pp. 1589-1597
- Kelloway, E. K., & Barling, J. (2010). Leadership development as an intervention in occupational health psychology. *Work & Stress*, 24 (3), 260-279.
- Kim, H. S., & Kim, O. H. (2008). Testing a structural modeling on teacher job satisfaction. 2nd Korean Educational Longitudinal Study Conference (pp.401-418). Seoul, Korea: KEDI.
- Kimengi, I. N. (1991). Factors determining the commitment and non-commitment of primary school teachers in Keiyo Marakwet and Nyeri Districts. Unpublished PhD thesis, Kenyatta University, Nairobi.
- Kombo, D. K., & Tromp, D. L. A. (2006). *Proposal and Thesis Writing; An Introduction*. Nairobi: Pauline Publications Africa.
- Kothari, C. R. (2011). *Research Methodology: Methods and Techniques*. (2nd ed.) New Delhi: New age international publishers.
- Kreitner, R., & Knicki, A. (1995). *Organizational behavior*. (3rd ed.) Chicago: Irwin.
- Krejcie, R. V., & Morgan, D.W. (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement*, 30, 607-610.
- Leana, P. M. (2013). *Emerging Leadership Journeys* vol. 6, ISS.1, pp. 13-44.

- Leithwood, K., & Mascall, B. (2008). Collective leadership effects on student achievement. *Educational Administrative Quarterly*, 44(4), 529-562.
- Leithwood, K., Harris, A., & Hopkins, D. (2008). Seven strong claims about successful school leadership. *School Leadership and Management*, 28(1), 27-42.
- Leithwood, K., Patten, S., & Jantzi, D. (2010). Testing a conception of how school leadership influences student learning. *Educational Administration Quarterly*, 46(5), 671-706. 119
- Leithwood, K., Wallace, L., & Anderson, S. (2010). *Learning from Leadership: Investigating the links to improved student learning*. New York: The Wallace Foundation, University of Toronto, Ontario Institute for Studies in Education; and the University of Minnesota, Center for Applied Research and Educational Improvement.
- Leithwood, K., & Louis, S. K. (2012). *Linking leadership to learning*. San Francisco, CA: Jossey-Bass.
- Lewin, K. (1946). "Action research and minority problems." *Journal of Social Issues* 2(4): 34-46.
- Lewin, k., Lippirt, r. & White, R. K. (1939). "Patterns of aggressive behavior in experimentally created social climates." *Journal of Social Psychology* 10: 271-301.
- Lima, J. A. (2008). Department networks and distributed leadership in schools. *School leadership management*. 28(2) 159-187.
- Lodico, M., Spaulding, D., & Voegtle, K. (2010). *Methods in Educational Research: From Theory to Practice*. (2nd ed.). USA: John Wiley & Sons, Inc.
- Long, C., Yusof, W., Kowng, T., & Heng, L. (2014). The Impact of Transformational Leadership Style on Job Satisfaction. Malaysia: IDOSI Publications, World Appl. Sci., 29 (1): 117- 124. doi: 10.5829/idosi.wasj.2014.29.01.1521
- Lussier, R. N., & Achua, C. F. (2010). *Leadership*, Fourth Edition, South-Western Cengage Learning: Mason, USA
- Luthans, F. (2008). *Organizational Behavior*. 11th (International Edition). McGraw-Hall rwin
- Maina, J. I. (2014). Influence of head teacher leadership development on implementation of inclusive education in public primary schools in Kiambu County, Kenya. Unpublished Doctor of Philosophy Thesis. University of Nairobi.

- Malik, H. S. (2013). Relationship between Leader Behaviors and Employees' Job Satisfaction: A Path-Goal Approach. *Pak J Commer Soc Sci. Pakistan Journal of Commerce and Social Sciences* 2013, Vol. 7 (1), 209-222
- Mangin, M.M. (2007). Facilitating elementary principals' support for instructional teacher leadership. *Educational Administration Quarterly*, 44(3) 319-357.
- Marion, R. (2002). *Leadership in education; Organizational theory for the practitioner*. New Jersey: Pearson Education, Inc.
- Martin, R. (2012). *Pathgoal Theory of Leadership Encyclopedia of Group Process and Intergroup Relations*. Thousand Oaks, CA: SAGE Publications.
- Mat, J. (2008). The influence of leadership style on internal marketing in retailing. Published Doctor of Philosophy thesis, University of Stirling.
- Ma, X., & MacMillan, R. (2001). Influences of work place conditions on teachers' job satisfaction. *The Journal of Educational Research*, 93(1), 39-47.
- McShane, S., & Glinow, M. (2005). *Organizational Behavior*. USA: The McGraw-Hill Companies.
- Mdikana, A., Ntshangase, S., & Mayekiso, T. (2007). Pre-service educators' attitudes towards inclusive education. *International Journal of Special Education*, 22(1), 125-131.
- Metwally, D. (2014). Transformational Leadership and Job Satisfaction of Egyptian Academics: The Influence of Gender. Processing of the First Middle East Conference on Global Business, Economics, Finance and Banking, <http://www.globalbizresearch.org>.
- Miller, R. (2012). *A mixed method study of school leadership in K-12 school District enhanced by a case study of former superintendent's role*. Unpublished master's thesis, Corban College, Lebanon, OR.
- Misener, T.R., Haddock, K.S., Gleaton, J.U. & Ajamieh, A.R. (1996). Toward an international measure of job satisfaction. *Nursing Research*, 45, 87-91.
- Mosadegh Rad, A. M., & Yarmohammadian, M. H. (2006). A study of Relationship between managers' leadership style and employees' job satisfaction. *Leadership in Health Services*, Vol. 19, No. 2, pp. xi-xxviii.
- Muchinsky, P.A. (2007). *Psychology Applied to Work: An Introduction to Industrial and Organizational Psychology* (8th ed.) Thomson South-Western.
- Mugenda, O. M., & Mugenda, A. G. (2003). *Research Methods; Quantitative and Qualitative approaches*. Nairobi: Acts Press.

- Mugweru, W. (2013). Promotion of secondary school teachers by gender, experience and school type, a case in Kenya. *Middle Eastern & African Journal of Educational Research, Issue 6 Year 2013*.
- Murage, W. S., & Kimani, G. N. (2014). School related factors that influence job satisfaction in public secondary schools in Mombasa district, Kenya; *Journal of Educational Research and Behavioral Sciences vol. 3(6)*, pp. 143-147.
- Nandwah, I. (2011). Preparation and development of public secondary schools principals in Kenya [Special issue]. *International Journal of Humanities and Social Science, 1(9)*, 291-301.
- Nathan, J. H., Leslie, A. D., Toshio, M., & Daniel, D. (2011). Searching for Outcomes of Leadership: A 25-Year Review. *Journal of Management (July)*, 1137-1177.
- Nebiat, N., & Asresash, D. (2013). Relationship between Leadership styles of Nurses Managers and Nurses' Job satisfaction in Jimma University specialized Hospital. *Ethiopian Journal of Health Science Vol. 3, No. 1*, 49-58.
- Negron, D. (2008). *A case study examining the relationship of the path-goal theory leadership styles to profits in El Paso, Texas, Rent-A-Center stores*. (Doctoral dissertation). Capella University. Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3331408)
- Nemaei, B. (2012). The Impact of participative leadership on employee's motivation, job satisfaction and innovation. Published Msc. dissertation, The British University: Dubai
- Nisa, R. A., Zaidi, N. R., & Bigger, S. (2008). Relationships between Higher Education Leaders and Subordinates in Pakistan: A Path-Goal Approach *Bulletin of Education and Research December 2008, Vol. 30, No. 2* pp 29-44
- Northouse, P. G. (2010). *Leadership: Theory and practice* (5th edition). Thousand Oaks, CA: Sage.
- Northouse, P. (2013). *Leadership Theory and Practice*. Thousand Oakes: Sage Publications, Inc.
- Ngimbudzi, F.W. (2009). Job satisfaction among secondary school teachers in Tanzania: The Case of Njombe District. Unpublished Master's thesis, University of Jyvaskyla, Finland.
- Nyongesa, B.J.M. (2007). *Educational Organizational and Management*. Nairobi: Jomo Kenyatta Foundation.
- Ofuani, F.N. (2010). An analysis of factors affecting job satisfaction of women in paid employment in Benin City. *Edo Journal of Counselling, 3(1)*.

- Okumbe, J.A. (2001). *Human Resource Management: An Educational Perspective*. Educational Development and Research Bureau, Nairobi.
- Oluoch, E. T. (2006). Gender Equity: Equal Outcomes. A case of Tanzania Mainland as seen by the Tanzanian Teachers Union. Paper Presented at the Launch of the Norwegian Post Primary Education Program for Africa. Oslo: NEPAD. Retrieved From ezeki%olouoch. On 15th August 2010 at 9.30am.
- Omidifar, R. (2013). Leadership Style, organizational Commitment and Job Satisfaction: A Case study on High School Principals in Tehran, Iran. *American Journal of Humanities and Social Science*, Vol.1, No. 4, 263-267
- Otube, N.W. (2004). Job motivation of teachers educating learners with special needs in four provinces in Kenya. Unpublished doctoral dissertation, University of Hamburg.
- Ouya, E. & Mweseli, J. (2015). *School Leadership and Effective Management*, Nairobi: Rinny Educational & Technical Publishing Services.
- Podsakoff, P.M., Bommer, W.H., Podsakoff, N.P., & MacKenzie, S.B. (2006). Relationships between leader reward and punishment behavior and subordinate attitudes, perceptions and behaviors: a meta-analytic review of existing and new research. *Organizational Behavior and Human Decision Processes*, 99(2), 113-142.
- Pont, B., Nusche, D., & Moorman, H. (2009). *Improving School Leadership vol.1: Policy and Practice*: OECD publications.
- PricewaterhouseCoopers (PwC). (2007). *Independent study into school leadership*. London. Authors.
- Rad, A. M. M., & Yarmohammadian, M. H. (2006), "A study of relationship between managers' leadership style and employees' job satisfaction" *Leadership in Health Services*, Vol. 19, No. 2, pp. 11–28.
- Rasku, A., & Kinnunen, U. (2003). Job conditions and wellness among Finnish Upper Secondary School teachers. *Psychology and Health*, 18(4), 441-456.
- Republic of Kenya (2010). *The Constitution of Kenya*. Nairobi: Government Printer.
- Republic of Kenya, Ministry of Education; Sessional Paper No. 14 of 2012 on Reforming Education and Training sectors. Kenya.
- Riaz, A., & Ramay, M. (2010). Antecedents of Job Satisfaction: A Study of telecom sector, Perspectives of Innovations, Economics and Business, Vol. 4, 66 – 73.
- Robbins, S. P. (2005). *Essentials of organizational behavior*. New Jersey: Prentice Hall.

- Robbins, S. P., Judge, T. A., & Campbell, T. T. (2010). *Organizational behaviour*. Pearson Limited Education.
- Robinson, M. J. V. (2008). *Journal of Educational Administration* vol. 46 No 2, 2008 pp. 241-156 Emerald Group Publishing ltd.
- Rok, B. (2009). "People and skills ethical context of the participative leadership model: taking people into account", *Corporate Governance*, Vol. 9, No. 4.
- Sababu, B. M. (2010). *Human Resources and Industrial Relations*. Nairobi: Jomo Kenyatta Foundation.
- Saowanee, S., Wallapha, A., & Tang, K. N. (2014). The impact of leadership styles of school administrators on affecting teacher effectiveness. Elsevier ltd. *Procedia-Social and Behavioral Sciences* 186 (2015) 1031-1037.
- Sari, H. (2004). An analysis of burnout and job satisfaction among Turkish special school head teachers and teachers, and the factors affecting burnout and job satisfaction. *Educational Studies*, 30, 291-307.
- Schleicher, A. (2012), Ed., *Preparing teachers and developing school leaders for the 21st century: Lessons from around the world*. Paris: OECD Publishing
- Serrell, P. (2011). Distributed Leadership, an Accelerator for Organizational CultureChange_ <http://uk.linkedin.com/pub/paulSerrell.cooke/22/bab/42b22>nd February 2011.
- Silverthorne, C. (2001). A test of the path-goal leadership theory in Taiwan. *Leadership and Organization Development Journal*, 22(4), 151-158.
- Sindelar, P., Shearer, D., Yendol- Hoppey, D., & Liebert, T. (2006). The sustainability of inclusive school reform. *Exceptional Children*, 72(3), 317-331.
- Siringi, S. (2009). T.S.C. Moves Teachers to Higher Job Grades. Daily Nation 6th August 2009. Retrieved from [http:// www. all africa .com](http://www.allafrica.com). on 11th July 2010 at 3.20pm.
- Sonia, J. (2010). *Organizational Commitment and Job Satisfaction: A Study of Employees in the Information Technology Industry in Bangalore, India*. Dissertation submitted in Christ University, Bangalore.
- Spillane, J. P., Halverson, R., & Diamond, J.B. (2001). Investigating school Leadership practice. A distributed perspective. *Educational Researcher* 30(3): 23-28.
- Speck, M., & Knipe, C. (2005). *Why can't we get it right? Designing high- quality professional development for standard-based schools* (2nd ed.). ThousandOaks, CA: Corwin Press.
- Spillane, J. P. (2006). *Distributed Leadership*. San Francisco: Jossey-Bass.

- Street, G. W. (2011). *Engaging Staff in the Development of Distributed Leadership*. PhD Dissertation. Washington State University.
- Strydom, L., Nortjé, N., Beukes, R., Esterhuyse, K., & Westhuizen, V. J. (2012). Job satisfaction amongst teachers at special needs schools. *South African Journal of Education, 32*, 255-266.
- Teachers Service Commission of Kenya (2015). *Code of Regulations for Teachers*. Nairobi.
- The Wallace Foundation (2013). *The school principal as leader: Guiding schools to better teaching and learning* (Expanded edition). New York: Author
- The Wallace Foundation (2009). *Assessing the effectiveness of school leaders: New directions and new processes*. New York: Author.
- Tejeda, M. J., Scandura, T. A., & Pillai, R. (2001). The MLQ revisited: Psychometric properties and recommendations. *The Leadership Quarterly, 12*, 31–52.
- Trevino, L. K., Brown, M., & Hartmann, P.L. (2003), "A qualitative investigation of perceived executive ethical leadership: perceptions from inside and outside the executive suite", *Human Relations, Vol. 56, No. 1*, pp. 5-37.
- Tsai Chien-Wen & Tien Hsieh An. (2008). Does national culture really matter? Hotel services perception by Taiwan and American tourists, *International Journal of Culture, Tourism and Hospitality Research, vol. 3, nr. 1*, 54-69.
- Ubben, G. C., Hughes, L. W., & Norris, C. J. 2001. *The Principal: Creative Leadership for Excellent Schools*. 4th edition. Boston: Allyn and Bacon.
- Waigwa, N. M., & Kwasira, J. (2012). An Assessment of the Relationship between Job Satisfaction and Employee Engagement among Teachers in Nakuru North Sub-county. *International Journal of Science and Research* Vol. 3. 10 October, 2014. 2319- 7064
- Walstrom, K. L., & Louis, K. S. (2008). How teachers experience principal leadership: the roles of professional community trust, efficacy and shared responsibility. *Educational Administration Quarterly, 44*(4), 458-495.
- Waters, K. K. (2013). *The relationship between principals' leadership style and job satisfaction as perceived by primary school teachers across NSW independent schools* published Doctor of Philosophy thesis, Faculty of Education, University of Wollongong. <http://ro.uow.edu.au/theses/4074> retrieved on April, 2016.
- Watson, S. T., & Scribner, J. P. (2007). Beyond distributed leadership: collaboration interaction and emergent reciprocal influence. *Journal of School Leadership, 17*, (July) 443-468.

- Weberg, D. (2010). Transformational leadership and staff retention: an evidence review with implications for healthcare systems. *Nursing Administration Quarterly*, 34(3), 246-258.
- Williams, C. G. (2011). *South African Journal of Education EASA vol.31*, 190-200 available at, <http://www.ajol.info/index.php/saje/article/view/file/66452>.
- Wong-on-Wing, B., Guo, L., & Lui, G. (2010). Intrinsic and extrinsic motivation and participation in budgeting. Antecedents and consequences. *Behavioral Research in Accounting*: 22, 133-153.
- Wu, Y. (2011). Job stress and job performance among employees in the Taiwanese finance sector: The role of emotional intelligence. *Social Behavior and Personality*, 39(1), 21-32.
- Yiing, L. H., & Ahmad, K. Z. B. (2009). "The moderating effects of organizational culture on the relationships between leadership behavior and organizational commitment and between organizational commitment and job satisfaction and performance", *Leadership & Organization Development Journal*, Vol. 30, No. 1, pp. 53-87.
- Young, M. D., Crow, G. M., Murphy, J., & Ogawa, R. D. (Eds.). (2009). *Handbook of research on education of school leaders*. New York, NY: Routledge, Taylor and Francis.
- Yukl, G. (2010). *Leadership in organizations; seventh edition*. New Jersey: Pearson Education Inc.
- Yukl, G. (2010). *Leadership in organizations* (7th edition). Upper Saddle River, New Jersey: Prentice Hall.
- Yun, T. (2007). Leadership and teamwork: the effects of leadership and job satisfaction on team citizenship, *International Journal of Leadership studies*, vol. 22, Issue 3, 171-193.
- Zerihun A., Singh Jha, S., Geremew M., Sabit J., Gelashe, U. & Issa, I. (2015). The Organizational Climate Factors that could Predict the Job Satisfaction of Academic Staff of the Western Ethiopia Public Universities,. *Zenith International Journal of Multidisciplinary Research*, Vol. 5(4), pp: 59-69.

APPENDICES

APPENDIX I

PARTICIPANTS' LETTER OF CONSENT

Maasai Mara University,
School of Education,
P. O. Box 861- 20500.
Narok.

The Participant,

Dear Sir/Madam,

Re: Request for information

I am a post graduate student pursuing a Doctor of Philosophy course in Educational Management. I am conducting a study on “**relationship between head teacher’s leadership styles and teachers’ job satisfaction in public primary schools in Kenya: A case of Nakuru County.**” You are being asked to participate in the research study. Your participation is completely voluntary. You will be provided with the necessary information, to assist you understand the study and to explain what will be expected of you. Kindly fill in this questionnaire. The information you give will be purely for the purposes of this research. Your identity will remain confidential and therefore **do not write your name** anywhere in the questionnaire. Results of the research study may be in public domain or presented at scientific conferences or in specific publications. Your consent to participate will be indicated by completion of questionnaire.

Thank you for your cooperation and assistance.

Yours Sincerely,

Thuku Wachira

APPENDIX II

QUESTIONNAIRE FOR HEADTEACHERS (QHT)

This questionnaire is for research only. **Do not write your name**; your responses will be confidential. Please tick in the appropriate bracket.

Demographic information

1. Indicate your gender Male () Female ()
2. Indicate your age bracket
 - (a) 20-29 years () (b) 30-39 years ()
 - (c) 40 - 49 years () (d) 50 - 60 years ()
3. Indicate your highest professional qualifications
 - (a). M.Ed. () (b). B.Ed.()
 - (c). Diploma () (d). P1 ()
4. Indicate your length of teaching experience in years
 - (a) Less than 5 years.() (b) 5- 10 years.()
 - (c) 11- 15years() (d) 16- 20 years.() (e) over 20years()

Leadership style

The following questions are aimed to find out levels of teachers job satisfaction in relation to your leadership styles. Please tick in the appropriate box corresponding to your level of agreement with the following statements regarding the way you perceive using assessment scale indicated:

Strongly disagree	Disagree	Agree	Strongly agree
1	2	3	4

Teacher characteristics

NO	Statement	1	2	3	4
5	I recognize academic potential of teachers				
6	I ensure teachers have autonomy to practice leadership				
7	I recommend teachers for proficiency course.				
8	I make sure teachers are committed to their work				
9	I appreciate experience gained by teacher on the job				
10	I communicate effectively with teachers				
11	I delegate tasks according to expertise of teacher				
12	I ensure there is conducive environment to gain experience				
13	I promote professional development of teachers				

Achievement oriented leadership

No	Statement	1	2	3	4
14	I seek for continuous improvement on roles				
15	I encourage teachers to attain the goals set on tasks				
16	I recognize teachers' effort based on education				
17	I ensure teachers assume more responsibilities				
18	I delegate challenging roles / responsibilities to teachers				
19	I expect high performance on responsibilities I allocate				
20	I ensure teachers keep high work standard				
21	I have confidence on teachers' effort in achieving goals				
22	I believe teachers have ability to attain challenging goals				
23	I ensure teachers are committed to tasks performance				
24	I discourages absenteeism from duty				

Directive leadership on task distribution

No	Statement	1	2	3	4
25	I decide who will be allocated leadership task				
26	I schedule the work to be done by every teacher in school				
27	I give specific advice to teacher on how to carry out tasks				
28	I assign certain tasks based on gender equity				
29	I guide inexperienced teachers on how to perform tasks				
30	I allocate tasks equal to expertise of the teacher				
31	I clarify expectations to be met by teachers				
32	I maintain definite standard performance of task				
33	I give adequate instructions on task allocated				
34	I sets timeframe for task completion				
35	I ensure teachers are committed				

Supportive leadership in relation to teachers working conditions

No	Statement	1	2	3	4
36	I show concern on needs and well-being of teachers				
37	I recognize practice of roles played in school by teachers				
38	I allow minimum authority for teachers on duties given				
39	I recommend teachers opportunity for promotion				
40	I ensure a friendly working climate for teachers				
41	I treat all teachers equally and fairly in the school				
42	I am open and approachable				
43	I use teachers' expertise to enhance professional growth				
44	I recognize status of teachers in the school				
45	I avail the resources needed by teachers so that they perform their best				
46	I creates pleasant environment for mentorship				

Participative leadership on decision making.

No	Statement	1	2	3	4
47	I make consultation when faced with problems				
48	I take action before consultation teachers				
49	I give teachers explicit autonomy to make decisions				
50	I involve teachers in decision implementation process				
51	I delegate a team of experts to discuss challenging issues				
52	I listen to teachers advice before making any decision				
53	I put suggestions made by teachers into operation				
54	I encourages my participation in solving problems				
55	I allow freedom for completion of task				
56	I limit decision making process				

Job satisfaction strategies

57	I give challenging roles and activities to teachers				
58	I provide incentives to teachers who accomplish goals set				
59	I recommend promotion prospectus based on performance				
60	I share work load fairly and equitably among teachers				
61	I give opportunities for professional growth and development				
62	I allow teachers freedom to decide how to pursue higher goals				
63	I ensure there is conducive working environment				
64	I maintain good working relationship with teachers				
65	I offer incentives and rewards				
66	I ensure fairness and equity on roles				
67	I recognize successful teachers on work performance				
68	I make teachers work to have activities from routine				
69	I encourage teachers to be committed				
70	I mentor teachers for leadership				
71	I ensure school environment is pleasant				

Thank you for the time and effort in completing this questionnaire.

APPENDIX III

TEACHERS' QUESTIONNAIRE (QT)

This questionnaire is for the purpose of research only. **NB. Do not write your name.**

Please tick in the appropriate bracket your response to all the questions.

Demographic information

1. Indicate your gender Male () Female ()

2. Indicate your age bracket

(a). 20 – 29 years () (b). 30 -39 years ()

(c). 40 - 49 years () (d). 50 - 60 years ()

3. My highest professional qualifications is

(a). M.Ed. () (b). B.Ed. ()

(c). Diploma () (d). P1 ()

4. The length of my teaching experience in years is?

(a) Less than 5 years () (b) 5- 10 years. () (c) 11- 15 years ()

(d) 16- 20 years.() (e) over 20years ()

Leadership style

The following questions are aimed to find out your levels of job satisfaction in relation to head teachers leadership styles. Please tick in the appropriate box corresponding to your level of agreement with the following statements regarding the way you perceive leadership behaviour of your immediate head teacher.

Assessment scale:

Strongly disagree	Disagree	Agree	Strongly agree
1	2	3	4

Teacher characteristics and Job Satisfaction

NO	Statement	1	2	3	4
5	My academic potential is recognized.				
6	I am assured autonomy to practice leadership.				
7	I am given chance to attend teacher proficiency course.				
8	My education level enhances my commitment on tasks.				
9	My experience gained on the job is appreciated.				
10	I communicate effectively due to my academic status.				
11	I am delegated tasks according to my expertise area.				
12	I gain experience due to the conducive environment at school.				
13	My professional development is recognized.				

Achievement oriented leadership style in relation to levels of your job satisfaction

	My head teacher;	1	2	3	4
14	seeks continuous improvement on roles				
15	encourages me to attain the goals set on tasks				
16	recognize my effort based on education				
17	ensures I assume more responsibilities				
18	does not delegates challenging roles				
19	does not expect high performance on roles				
20	expects me to keep high work standard				
21	has no confidence in my effort to achieve goals				
22	believes I have ability to attain challenging goals				
23	ensures I get committed to tasks performance				
24	discourages absenteeism from duty				

Directive leadership in relation to your levels of job satisfaction

	My head teacher;	1	2	3	4
25	decide who will be allocated leadership task				
26	schedules the work to be done by every teacher in school				
27	gives specific advice on how to carry tasks				
28	assigns certain tasks on gender equity				
29	does not guide me on how to perform tasks due to my inexperience				
30	allocate tasks equal to my expertise				
31	clarify expectations I have to meet				
32	maintain definite standard performance of task				
33	gives adequate instructions on task allocated				
34	sets timeframe for task completion				
35	ensures that I am punctual and committed				

Supportive leadership in relation to your levels of job satisfaction

	My head teacher;	1	2	3	4
36	is not concerned on my needs and wellbeing				
37	recognize roles I play in school				
38	allows me minimum authority on duties given				
39	recommends me opportunity for promotion				
40	ensures there is a friendly and attractive working climate				
41	treat me equally and fairly in the school				
42	is open and approachable				
43	utilizes my expertise to enhance professional growth				
44	recognizes my status in the school				
45	makes available the resources I need to do my best				
46	creates pleasant climate for mentoring pupils				

Participative leadership in relation to levels of your job satisfaction

	My head teacher;	1	2	3	4
38	does not consult when faced with problems				
47	takes action before consulting teachers				
48	gives me explicit autonomy to make decisions				
49	involves me in decision implementation process				
50	delegates a team of experts to discuss challenging issues				
51	does not listen to my advice before making any decision				
52	put suggestions made by teachers into operation				
53	encourages my participation in solving problems				
54	allows me freedom to complete syllabus at my own pace				
55	limit decision making process				

Please indicate your job satisfaction level at school.

		1	2	3	4
56	I feel good about teaching job because I am committed to extra time for pupils				
57	I am happy when I cover syllabus on time				
58	I am happy because work load is fairly shared				
59	I enjoy cordial working relationship with my colleagues				
60	My work offers me opportunities for professional growth				
61	I am allowed freedom to pursue higher goals				
62	I appreciate good working environment in school				
63	I enjoy good working relationship with my head teacher				
64	My recognition on tasks improve performance				
65	There is fairness and equity on roles allocated to me				
66	My work provides good opportunity for advancement				
67	My work encourages me to be committed				
68	The work I perform at school is pleasant				
69	My head teacher provides assistance for improving standards				
70	My work comprises of routine activities				
71	I enjoy mentorship from head teacher and colleagues				
72	I receive recognition for successful work performance				
73	I like been punctual at my work place				

Thank you for time and effort in completing this questionnaire

APPENDIX IV**CURRICULUM SUPPORT OFFICER INTERVIEW SCHEDULE**

Name of Researcher and Interviewer:

Date: _____ starting Time: _____ Ending Time: _____

The purpose of this interview is to gather information regarding the leadership styles and teachers' job satisfaction in your sub county. I want to assure you utmost confidential of the information you share with me is meant for the report of the study. This interview was scheduled to take about 30 minutes to complete.

Interview questions

1. What do you think about head teachers' in utilizing teachers' expertise when allocating responsibilities?
2. What is your opinion on TSC recognizing specialization of subjects for primary school teachers?
3. According to TSC policy do you think the package of salary offered to teachers in leadership ranks is sufficiently enough to motivate them perform their roles in the public service?
4. What is the contribution of offering incentives to other school leaders into improve and motivate job satisfaction?
5. What strategies are put in place to identify and encourage potential teachers to develop their leadership practice?
6. What is the perception of the head teachers' towards showing commitment in encouraging teachers to achieving the goals set?
7. What do you think about head teachers' in sharing challenging roles with teachers'?

8. What do you think on the adequacy of participatory involvement of teachers in decision making by head teacher in school?
9. What is your opinion about head teacher offering specific advice to teachers on how to carry out tasks?
10. How do you rate the support of head teachers' leadership style towards improving job satisfaction of teachers'?
11. What criteria does the head teachers' use in recommending promotion of teachers as regards to their education and performance?
12. In your opinion do you think head teachers have confidence with their teachers in school?
13. What is your opinion on the current leadership structure in school as regards to motivating job satisfaction of teachers?
14. What is the level of autonomy of teachers who hold responsibilities in school?

Thank you for your time and cooperation. As a reminder, this interview will remain confidential.

APPENDIX V

DETERMINATION OF SAMPLE SIZE

Standard table determining sample size from a given population

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.

S is sample size.

Source NEA Research Bulletin

APPENDIX VI

**MAASAI MARA UNIVERSITY**

P.O. Box 861 - 20500, NAROK.
Website: www.mmarau.ac.ke
Email: bps@mmarau.ac.ke

Tel: +254 0202685356/57

THE OFFICE OF THE DIRECTOR BOARD OF POSTGRADUATE STUDIES

TO WHOM IT MAY CONCERN

REF: THUKU WACHIRA: DE02/4021/2012

The above named person is a bonafide student of Maasai Mara University pursuing Ph.D student in Education,(Educational Administration).

Having successfully defended his proposal, entitled "*Relationship between Headteachers' Leadership Styles and Job Satisfaction among Teachers in Public Primary Schools in Kenya: a case of Nakuru County*".

He is now permitted to proceed for data collection. Any assistance accorded to him is highly appreciated.

Thank you.

A handwritten signature in blue ink, appearing to read 'Dr. Choge'.

Dr. Jepkemboi Choge
Director, Board of Postgraduate Studies

APPENDIX VII



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

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

Ref. No.

Date:

29th October, 2015

NACOSTI/P/15/16520/8356

Thuku Wachira David
Maasai Mara University
P.O. Box 861-20500
NAROK.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Relationship between head teachers leadership styles and job satisfaction among Teachers’ in public primary schools Kenya: A case of Nakuru County,”* I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for a period ending **25th October, 2016**.

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


SAID HUSSEIN
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Nakuru County.

The County Director of Education
Nakuru County.



APPENDIX VIII

THIS IS TO CERTIFY THAT:
MR. THUKU WACHIRA DAVID
 of MAASAI MARA UNIVERSITY,
 344-20116 GILGIL, has been permitted to
 conduct research in *Nakuru County*

Permit No : NACOSTI/P/15/16520/8356
 Date Of issue : 29th October, 2015
 Fee Received : Ksh 2000

on the topic: **RELATIONSHIP BETWEEN
 HEAD TEACHERS LEADERSHIP STYLES
 AND JOB SATISFACTION AMONG
 TEACHERS IN PUBLIC PRIMARY
 SCHOOLS KENYA: A CASE OF NAKURU
 COUNTY**



for the period ending:
 25th October, 2016


 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



National Commission for Science,
 Technology and Innovation

RESEARCH CLEARANCE
 PERMIT

Serial No. A 6998

6998
 CONDITIONS: see back page