INFLUENCE OF SECONDARY SCHOOL PRINCIPALS' LEADERSHIP STYLES ON TEACHERS' JOB SATISFACTION: A STUDY OF EMBU COUNTY-KENYA.

BY

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THE SCHOOL OF BUSINESS

KENYATTA UNIVERSITY

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DECLARATION

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

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DEDICATION

This work is dedicated to my children Levi Mutwiri and Annabel Ng’endo and my brother
Miah Mutegi King’ori who believed in me and encouraged me to move on.
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ABSTRACT

This paper sets out to explore the link between the style of leadership adopted by principals in secondary schools in Embu County and job satisfaction of their teachers. The study seeks to establish whether principals' leadership styles stimulate teacher job satisfaction. The study was guided by the Transformational leadership Theory, to test whether teachers under a principal who exhibits the transformational leadership styles of initiative, consideration and participative management had higher levels of job satisfaction than those working under principals who did not. The dependent variable for the study was teachers' job satisfaction while the independent variable was principals' leadership style. The intervening variables include locus of control, perceived task ability, experience, need for achievement, need for clarity, employee task and the authority system. The study used descriptive survey design targeting 142 principals and 2130 teachers from public schools in Embu County. Stratified random sampling was used to select 20 principals and 100 teachers who participated in the study.

Data was collected using two questionnaires, one for the principals and the other for the teachers. Descriptive and inferential statistics were used to analyse the data obtained. The analysed data was presented in summary form using frequency distribution tables and bar graphs. Data was analysed focusing on the objectives of the study. Using random sampling, 120 questionnaires were distributed to public secondary school teachers in Embu County and a total of 97 responses were collected. Descriptive analysis was performed on the three types of variables. Inferential analysis was also performed in order to answer the research objectives. The results show that different leadership style factors will have different impacts on employee job satisfaction components. The researcher found that the dominant leadership style was democratic. Individualized consideration and the need for promotion to higher job groups increase teachers' job satisfaction.
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ABREVIATIONS AND ACRONYMS

BOG - Board of Governors

DEMA - Decentralized Education Management Authority

KESSP - Kenya Education Sector Support Program

KSSHA - Kenya Secondary Schools Heads’ Association

TSC - Teachers’ Service Commission
CHAPTER ONE
INTRODUCTION

1.1 Background of the study
Leadership is a process of influence between leaders and subordinates where a leader attempts to influence the behaviour of subordinates to achieve the organizational goals. Organizational success in achieving its goals and objectives depends on the leaders of the organization and their leadership styles. By adopting the appropriate leadership styles, leaders can affect employee job satisfaction, commitment and productivity. The Education sector in Kenya has changed and developed fundamentally due to cultural, social and political changes. The sector is under intense scrutiny by public and private interests who question the systems ability to fulfill its goals of teaching basic skills, instilling values, preventing dropouts and producing an effective workforce globally. Educating a nation remains the most vital strategy for the development of the society throughout the developing world. (Aikaman, Unterhalter, Chapman, Snyder and Burchfield 2005) argue that schools are charged with the responsibility of enabling children to deal skillfully with the challenges and opportunities of the real world. Thus, schools are institutions whereby the tasks of human resource development are thought to begin.

Many studies on human capital development concur that it is human resources of the nation and not its capital or natural resources that ultimately determine the place of its social and economic development. Job satisfaction is the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a general feeling of fulfillment. It also brings about pleasurable emotional state that often leads to a positive work attitude to the worker because a satisfied worker is more likely to be creative, flexible, innovative, and loyal. In essence, job satisfaction can be said to be a product of the events and conditions that people experience on their jobs. As a concept, it is closely related to motivation in view of the fact that motivated employees are perceived as synonymous to satisfied employees. The education systems have been assigned the duty of nurturing and educating the new generation. To achieve the education goals in each society there must be renovation and reorganization and new thinking in leadership especially the school principals. Schools like other organizations are social systems where human resources are the most important factors for effectiveness and efficiency. Organizations cannot succeed without their personnel efforts and commitment. Job satisfaction is critical to retaining and attracting well qualified personnel.
1.1.1 Leadership and Employee Satisfaction

Employee job satisfaction is an attitude that people have about their jobs and the organizations in which they perform these jobs. It is the employees' effective reaction to a job, based on a comparison between actual outcomes and desired outcomes (Masdeghrad 2003 b). Job satisfaction can also be defined as an overall feeling about one's job or career which can be related to specific outcomes such as productivity, ownership of school goals and increase in self esteem (Rice, Gentile an Mc Farlin 1991). A capable leader provides direction for the organization and leads followers towards achievement of desired goals.

Employees with high job satisfaction are likely to exert more effort in the assigned task and pursue organizational interest. They are highly efficient and effective, friendly to the administration, have low turnover and are always at work. On the other hand, employees with low job satisfaction will show the following characteristics, absenteeism, apathy, reduced performance, and request for transfers, increase in material needs, and hostility to officials and working for promotions to other positions with better prospects or quitting altogether (Momanyi and Wasike 1996). Sources of low satisfaction are associated with working with unskilled or inappropriately trained staff, laborious tasks such as documentation, repetition of duties, tensions within roles expectations, role ambiguity, role conflict, job care, feeling overloaded, the increased need to be available for overtime, relations with co-workers, personal factors and organizational factors (Thyer, 2003). Among determinants of job satisfaction, leadership is viewed as an important predictor and plays a central role. Leadership is a management function, which is mostly directed towards people and social interaction as well as the process of influencing people so as to achieve the goals of the organization (Skans, 2000). Numerous studies carried out in several countries showed that there is a positive correlation between leadership and job satisfaction.

Organizational success in obtaining its goals and objectives depends on managers and their leadership styles. By using appropriate leadership styles, managers can affect employee job satisfaction viewed as a series of managerial attitudes, behaviors, characteristics and skills based on individual and organizational values, leadership interests and reliability of employee in different situations (Masadeghrad 2003 b).

The continued search for good leaders has resulted in the development of many leadership theories. These theories are classified in to contingency/situational theories, behavioral theories
and traits theory. The traits theory assumes that in order to be an efficient leader an individual must have certain personal characteristics/traits, these traits are stable and transferable across situations so that a person who leads effectively in one situation is equally likely to be effective elsewhere, and these traits are clearly identifiable and measurable which means that leadership ability can be predicted. Stogdill (1998) pointed out that most researches points out to five key traits that differentiate leaders from followers; intelligence, dominance, self-confidence, high levels of energy and task related knowledge. However, while acknowledging that these traits are important he also noted traits are very poor predictors of who emerges as a leader. This theory was criticized because of the list of influential traits which is endless and there is no real agreements about which are the most important. Again even if it were impossible to establish consensus about the most important traits defining a successful leader still tends to be a matter of subjective judgment. Since success or prominence can be due to many factors other than leadership for example inherited wealth, a trait approach is clearly a wildly inaccurate assumption and strictly speaking traits are personality variables whereas many of the characteristics identified as traits can be described as patterns of behavior and a persons' behavior is partly a faction of specific situation.

The contingency approach/situational theory describe the relationship that links the leadership styles and specific organizational situations. There are many theories under this approach which include: the situational theory or Hersey and Blanchard, the leadership model developed by Fiedler and associates, the path-goal theory by Evans and House and substitutes for leadership concept.

In the leadership model developed by Fiedler and associates the most appropriate style of a leader’s behavior is that which results in a high task performance by a group, and this is said to be an outcome of two important factors: the preferred behavioral style of the leader and the contextual circumstances in which the group operates. The key variables that affect the appropriateness of a particular style are said to be: leader-member relationship and task structure.

Leader member relationship focuses on the quality of the relationship between leader and followers. This is good where leader and followers have confidence, liking, trust and respect for each other, which gives a situation which is favorable being defined as ‘ease of influencing subordinate behavior. The Task-structure aspect on the other hand focuses on the structure of
the group task. Where there is clear unambiguous and routine, task structure is said to be high
and the leader will find it comparatively unnecessary to guide, direct and supervise the group’s
work. This is also a situation which works in his or her favour. In the path goal theory which
was proposed by House (1971) effective leadership consists of selecting the most appropriate
style of behavior for a given situation, but unlike Fielder he believes that leaders can change
their styles to meet the prevailing circumstances. Path-goal theory defines an appropriate style
as one which achieves two important outcomes which are; tasks are successfully completed and
followers achieve outcomes that they value for completing the tasks. To achieve this state of
affairs, House argues that a leader should structure the situation to have three important effects
on a group. These are; the subordinates should only be able to achieve the valued outcomes if
the task itself is completed effectively, reducing barriers to task completion and providing the
necessary guidance and support.

The situational leadership theory by Hersey and Blanchard suggests that leadership style should
be varied according to the readiness of followers to direct their own action. This includes the
task oriented readiness and psychological readiness. Task-related readiness reflects whether
subordinates have the necessary skills, knowledge and abilities to undertake a job without the
leader having to plan, structure or direct their efforts. Psychological readiness which
 corresponds to subordinates’ characteristics such as self –motivation and pride in work, could
make them willing to accept responsibility.

The Behavioral approaches to leadership were developed after the inability to define effective
leadership based solely on traits. This approach looks at the behavior of leaders and how it
might contribute to leadership success or failure. Perhaps any leader can adopt the correct
behavior with appropriate training. Two basic leadership behaviors identified as important for
leadership are task – oriented behavior and people – oriented behavior. The two broadly
defined categories were found to be applicable to effective leadership in a variety of situations
and time periods. Although they are not only important leadership behaviors, concern for tasks
and concern for people must be shown at some reasonable level.
1.1.2 Leadership Styles

Studies have been carried out to determine how leadership behaviors can be used to influence employees for improved organizational outcomes (Kreitner, 1995). There are several styles of leadership such as autocratic, bureaucratic, laissez-faire, charismatic, democratic, participative, situational, transactional and transformational leadership (Masadeghrad 2003b), and 2004). Democratic Style is a co-operative, participative and consultative approach where the workforce/employee is given the opportunity to discuss the issues and problems involved and share in the decision making process. The style does not however remove the powers or ultimate responsibility from the manager. It’s a joint involvement between a manager and employees. It can be time consuming to operate. Autocratic style is the traditional view of a leader where what he says is final and the leaders words is literary the law and it has to be followed. It does not give any room for collaboration or discussion. Decisions are taken by the managers and the subordinates are to follow without asking any question. It is dictatorial in approach and it fails to provide the subordinates with the opportunity to contribute freely. It also hinders room for personal advancement. The style presumes lack of failures or inadequacies or weakness on the side of the managers. Directive leadership is characterized by a leader who tells the subordinates what to do and when to do it. He lets them know what is expected of them and how to do it. He directs the operations and ensures that things are done as per the instructions.

Supportive leadership is characterized by a leader who is friendly and approachable. He shows interests in employees and he is concerned with the status, well being and the needs of the subordinates. He regularly interacts with the subordinates and participates in social functions. Participative leadership explains is a leader who consults with the subordinates and asks for their suggestions which he seriously considers before making a decision. Involves employees in the decision making process.

Laissez-faire leadership style is sometimes described as a “hands off” leadership style because the leader delegates the tasks to their followers while providing little or no direction to the followers. If the leader withdraws too much from the followers it can sometimes result in a lack of productivity, cohesiveness and satisfaction. Transactional style of leadership involves motivating and directing followers primarily through appealing to their own self-interest. The power of transactional leaders comes from their formal authority and responsibility in the organization. The main goal of the follower is to obey the instructions of the leader. The leader
believes in motivating through a system of rewards and punishment. If a subordinate does what is desired, a reward will follow, and if he does not go as per the wishes of the leader, a punishment will follow.

Transformational leadership is a process in which the leader takes action to try to increase their staff's awareness of what is right and important, to raise their staff's motivational maturity and to move them to go beyond their own self interests for the good of the group, the organization or society. Such leaders provide their associates with a sense of purpose that goes beyond a simple exchange of rewards for effort provided. Charismatic leadership style explains that a charismatic leader is someone who sways followers with a dynamic, magnet personality, usually through inspiring speeches. He is the one who provides an environment full of energy and positive reinforcement. The leader pay much attention to the person they are talking to at a moment making that person feel like they are that time most important person in the world. They pay a great deal of attention in scanning and reading their environment and they are good at picking up the moods and concerns of individuals. They inspire lots of enthusiasm in their teams and are very energetic in driving others forward. They are very persuasive and make very effective use of body language as well as verbal language.

1.1.3 The Leadership Process and Job Satisfaction

Several researchers (Hemphackman and Lawler 1971; Hacman and Oldman 1975, 1976, 1996) have emphasized that individuals are motivated not only by their extrinsic needs, but also by positive job related factors such as task clarity, skill utilization, task significance and social interactions. Studies also demonstrate that relationships with co-workers and supervisors affect job satisfaction (Brass 1981, Daley 1986, Emmart and Taher 1992). Oldham and Cumming (1996) find that employees produce the most creative outcomes when they work on complex, challenging jobs and are supervised in a supportive non-controlling way. Lordon and Larsen 1999 conclude that employee's immediate supervisor has an important role in creating a non controlling environment that empowers self development. For example, supportive supervisors encourage subordinates to voice their own concerns, provide positive and informational feedback, and facilitate employee skill development. Emmert and Tahar 1992 find social environment and job related feedback to be important determinants of job satisfaction.

Transactional leadership also known as bartering is based on exchange of followers' services in lieu of various kinds of tangible rewards that the leader controls. It is also based on the desire
that people desire to be led rather than be liable for their own actions and decisions. As a result the leader relies on top-down decision process to control staff, allocate resources and initiate the process of change. Transactional leadership does not empower followers. It fails to instill vision, meaning and trust in followers. In such a situation the employees are not satisfied in their jobs.

Transformational leadership shapes, alters and elevates followers' motives and values. It motivates followers to make large changes, to be innovative in problem solving, empowers followers' sense of self worth, pays attention to individual needs and personal development and inspires followers to be committed to shared organizational goals and vision. It also stimulates intellectual development within the flowers. This leadership has been linked to outcomes such as follower job satisfaction and satisfaction within a leader. Brass 1998 also indicate that the relationship between transformational leadership and personal outcomes such as job satisfaction and commitment is well established. This is because transformational leadership inspirers followers to go above and beyond their personal interests for the sake of the organization. Leaders are able to bring a deeper insight and appreciation of input received from each member. Followers on the other hand are focused and look for new approaches to do their jobs. This challenge given to followers motivates them to become more involved in their tasks which result in increase in degree of satisfaction with their work and commitment to the organization.

Empirical evidence has demonstrated that charismatic leaders are viewed by their bosses as higher performers than less charismatic leaders (Hater and Bass, 1988). Bateman and Crant (2000) found that self-reported proactive personality is positively associated with supervisors' independent ratings of charismatic leadership and are positively related to participants' most significant personal achievements. Leaders are largely responsible for communicating direction and meaning among employees (Schein, 2004). Especially, transformational and charismatic leadership behaviors have been shown to have a significant effect on a work unit's collective attitudes and behavior (Judge and Piccolo, 2004)

Autocratic leadership is an extreme form of transactional leadership, where a leader exerts high levels of power over his or her employees or team members. People within the team are given few opportunities for making suggestions, even if these would be in the teams or organizational interest. Most people tend to resent being treated like this. Because of this, autocratic leadership
usually leads to high levels of absenteeism and staff turnover. Also, the team's output does not benefit from the creativity and experience of all team members, so many of the benefits of teamwork are lost. For some routine and unskilled jobs, however, this style can remain effective where the advantages of control outweigh the disadvantages.

Laissez-Faire Leadership can be effective if the leader monitors what is being achieved and communicates this back to his or her team regularly. Most often, laissez-faire leadership works for teams in which the individuals are very experienced and skilled self-starters. Unfortunately, it can also refer to situations where managers are not exerting sufficient control. Although a democratic leader will make the final decision, he or she invites other members of the team to contribute to the decision-making process. This not only increases job satisfaction by involving employees or team members in what's going on, but it also helps to develop people's skills. Employees and team members feel in control of their own destiny, and so are motivated to work hard by more than just a financial reward. As participation takes time, this style can lead to things happening more slowly than an autocratic approach, but often the end result is better. It can be most suitable where team working is essential, and quality is more important than speed to market or productivity.

While the Transformation Leadership approach is often highly effective, there is no one right way to lead. A good leader will find him or herself switching instinctively between styles according to the people and work they are dealing with. This is often referred to as situational leadership.

1.1.3 Leadership and Job Satisfaction Situation in TSC Embu County

The leadership style of the administration depends on the school type and size as influenced by prevailing socioeconomic factors, student enrolment and availability of qualified, disciplined and healthy experienced teachers to whom management duties can be delegated. Feng (2005) adds that availability and quality of teachers affects discipline, enrolment and students' academic performance. The student's economic background determines his/her ability to pay school fees thereby impacting on the financial strength of the school to provide teacher incentives, housing and improving the institutional buildings. Sargent (2003) argues that the socioeconomic and environmental factors such as the, availability of housing, social amenities and infrastructure, location and type of school have varying impact on teacher transfer requests depending on gender, marital status, health and background of the teacher. Increased requests
for transfers, resignations and high teacher turnover are indicators of teachers who are not satisfied in their jobs and contribute greatly to poor national results in schools.

High rate of teacher mobility impacts negatively on school improvement efforts for it disrupts the stability and continuity of teaching. Therefore, the Kenya government is committed to staffing all public schools with teachers and reducing teacher transfers by offering enhanced salaries and allowances. However in Embu County it is guessed that low levels of teacher job satisfaction are caused by poor leadership among other factors. Many teachers would like to leave their stations because of reasons related to the leadership which include dictatorship, lack of support, poor relations, poor communication channels and discrimination among others. All these relate to leadership and cause low levels of teacher job satisfaction.

In an effort to solve all these problems many bodies have been involved, these include Kenya Secondary Schools Heads Association (KSSHA) Embu where the principals have met and decided to ensure that teachers are comfortable at their work place in order to improve performance.

The Kenya Education Sector Support Program (KESSP) is working closely with the Decentralized Education Management Activity (DEMA) to improve the provision of education in Embu as governance of education devolves to the county level under the new Constitution. (DEMA) provides technical support to KESSP to strengthen the capacities of education personnel, particularly at the district and school levels, for efficient delivery of education services. In April year 2012, KESSP and DEMA were training Embu County school leaders. This was in an effort to increase the teachers’ job satisfaction, reduce teacher turnover, reduce the number of teachers resigning and improve national results in national results.

Previous studies on teacher’s job satisfaction revealed that lack of effective leadership negatively affected teacher’s job satisfaction. These studies revealed that some secondary school teachers had expressed dissatisfaction with their work due to unconducive environment created by administration flaws (Bogler, 2002). It has also been revealed that teachers feel dissatisfied in school environment that do not provide opportunities for teacher development (Conley, Bass, Isaac and Brandon 1998). Studies have shown that teachers satisfied with the school leadership determine their involvement and commitment to duty (Silins and Mulford 2002). Mwangi and Mc caslin (1995) assert that boosting workers motivation by satisfying
their needs could improve workers job satisfaction leading to better performance. Teachers who experience job satisfaction are more likely to be productive and stay on the job. More satisfied employees have more innovative activities in continuous quality improvement and more participation in decision making.

There is need to find out the present situation in regard to leadership and job satisfaction of teachers in the secondary schools in Embu county. This will help in finding out if job satisfaction of teachers is influenced by the leaders’ styles. The areas which need scrutiny include: The factors considered while promoting teachers in to the position of principals in Embu, whether principals in the county are aware of leadership styles and how to apply them in the school situation, if principals in these secondary schools care about their teachers’ job satisfaction or not, and whether there is a relationship between teachers’ job satisfaction and principals’ leadership styles, and how it affects the students’ results.

1.2 Statement of the Problem

In this era of globalization, schools like other social organization are advancing in complexity with a number of factors impacting on them. The dynamics changes outside and inside the organizations have forced leaders to shift their management styles so as to keep up with the changes. This has raised challenges for head teachers to be knowledgeable of different styles of leadership and methods of achieving teachers job satisfaction so as to achieve school objective. Despite the fact that leadership styles is a widely researched topic, very little attention has been directed towards the influence of school principals leadership styles on teachers’ job satisfaction.

The study will investigated the influence of head teacher’s leadership styles job satisfaction in public secondary schools in Embu County. This study examined the effects of principals’ leadership styles and teachers’ occupation perception on job satisfaction. It attempted to find out how much of the variation in teachers job satisfaction can be attributed to their perceptions about their principals’ leadership styles and decision making. Organizations are social systems where human resources are the most important factors for effectiveness and efficiency. Organizations need effective and efficient employees to achieve their objectives. Organizations cannot succeed without their personnel efforts and commitment. Job satisfaction is critical to retaining and attracting well-qualified personnel. This is especially an issue in education institutions such as schools where specialist training and retention are highly important. There
is a great relationship between the school principals leadership styles and teachers job satisfaction.

The repercussions of leadership styles and other job-related environmental conditions on teachers' job satisfaction and turnover are not yet empirically established in the Kenyan context. One area that needs empirical data is the influence that principal's style of leadership has on teacher's job satisfaction. Teacher satisfaction has been identified as one of the most critical factors for the future success of education and schools (Huberman, 1993). Teacher satisfaction is closely connected to teachers' work performance and their ability to innovate and to integrate new ideas into their own practice. Absenteeism and staff turnover have a negative influence on students' achievement, and their attitude towards school (Firestone, 1996; Graham, 1996). The traditional view of teachers' job satisfaction considers it to refer to external referents. However, there is a growing body of literature that draws a strong connection between teacher satisfaction and the very intimate element of passion for the work of teaching (Day, 2004; Elliott & Crosswell, 2001; Fried, 1995). Research in western culture demonstrates that teachers' working conditions impacts on their job satisfaction (Sclan, 1993), career commitment (Firestone and Pennell, 1993) and turnover intention and behaviour (Weiss, 1999). However, empirical data is lacking in the context of sub-Saharan Africa in general and Kenya in particular.

This study was thus motivated by the fact that though many empirical studies had unearthed the positive association of leadership styles with job satisfaction (Bolger, 2001; Koh, Steers, & Terborg, 1998....) little has been done in Kenya to establish how secondary school principals' leadership styles influence the teachers' job satisfaction. From a theoretical standpoint, this study will bridge the gap in lack of leadership studies at the secondary education level in Kenya (Zame & Hope, 2008) and add on to the limited study in the developing world particularly Africa as well as providing insights for researches in the field of educational leadership. Although the study may not be a solution for secondary school teacher's job satisfaction, it is presumed that the recommendations might help to reinvigorate teachers' satisfaction with their work in the schools. This will also enhance leadership behaviours towards staff in promoting congenial school environment leading to maximized input, which might be expressed in commitment to duty and enhanced student achievement. It might also provide specific rudiments to foster developmental growth of teachers. In an attempt to bridge this gap, this
study investigated the effects of principal’s leadership styles on teachers’ job satisfaction in the Kenyan context.

1.3 Objectives of the Study
The following were the objectives of the study:

1.3.1 General objective
1. To establish the influence of school principals leadership styles and secondary school teachers’ job satisfaction in Embu County.

1.3.2 Specific objectives
1. To determine the influence of principals’ leadership behaviors on secondary school teachers’ job satisfaction in Embu County.
2. To assess the relationship between the leadership situations of principals in Embu county and teacher job satisfaction.
3. To assess the relationship of principals’ leadership styles and teacher job satisfaction in Embu County.

1.4 Research questions
The study was guided by the following research questions:

1. How do principals’ leadership behaviors influence teachers’ job satisfaction in secondary schools in Embu County?
2. Is there a relationship between the leadership situations of principals and teachers’ job satisfaction?
3. How do leadership styles employed by secondary school principals in Embu County affect the teachers’ job satisfaction?

1.5 Assumptions of the study
1. Teachers’ job satisfaction depends upon the leadership style of the principals
2. Leadership styles are represented equitably in the areas of study.
3. All respondents will co-operate and provide reliable answers.
1.6 **Purpose of the Study**

The purpose of this study was to explore the relationship between principals’ leadership styles and teacher’s job satisfaction in Embu County. The study cut across the public secondary school teachers and their principals.

1.7 **Significance of the study**

Although this study was conducted in Embu County, it is anticipated that findings may behave relevance on a broader scale. By replicating the results of this study in all counties, the results could be very helpful for developing a new model of leadership and with new implementation techniques that could be implemented easily and successfully in the country. Information got from this study will help the secondary school principals in identifying leadership styles that befit different situations in their schools.

1.8 **Limitation of the study**

i. The study was conducted in public schools only. Private schools were not considered and this hindered good results.

ii. The study limited itself to public secondary schools only. It did not consider primary schools which form a very important base in the Kenyan curriculum.

iii. The design of the study didn’t allow us to draw conclusions on cause and effect, that is, that one variable causes the other. The concept of job satisfaction is a subjective term, limited to the perceptions of the researcher.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction
In this chapter, literature relevant to the study was reviewed. The chapter deals with the definition of leadership, theories of leadership, leadership styles and teacher job satisfaction, approaches to the study of leadership, school leadership and theoretical framework. The conceptual framework of the study is also given.

2.2 Theoretical Review
All theories of leadership adopt one or another of two distinctive approaches. The descriptive approach to leadership focuses on whether a leader is a special type of a person and/or whether there is a most appropriate style of behavior for a leader to adopt. The functional approach to leadership theories explain leaders in terms of the functions performed by the leader with respect to the followers.

2.2.1 Traits Theory
The basic tenet of trait theory is that leaders have personality characteristics that are either inherited or developed early in life which result in them emerging as leaders in most situations. While this view first appeared around the turn of twentieth century it is a remarkably persistent idea and even today it’s not uncommon to hear people speaking of the born leader or the natural leader. This theory assumes that in order to be an efficient leader an individual must have certain personal characteristics/traits, these traits are stable and transferable across situations so that a person who leads effectively in one situation is equally likely to be effective elsewhere, and these traits are clearly identifiable and measurable which means that leadership ability can be predicted. Stogdill (1948) pointed out that most researches points out to five key traits that differentiate leaders from followers; intelligence, dominance, self-confidence, high levels of energy and task related knowledge. However, while acknowledging that these traits are important he also noted traits are very poor predictors of who emerges as a leader. This theory was criticized because of the list of influential traits which is endless and there is no real agreements about which are the most important. Again even if it were impossible to establish consensus about the most important traits defining a successful leader still tends to be a matter
of subjective judgment. Since success or prominence can be due to many factors other than leadership for example inherited wealth, a trait approach is clearly a wildly inaccurate assumption and strictly speaking traits are personality variables whereas many of the characteristics identified as traits can be described as patterns of behavior and a persons’ behavior is partly a faction of specific situation.

While there are no universal leadership traits there are some traits that are likely to be crucially important in a selected range of situations (Judge et al, 2002; Tagger et. al, 1999). In addition Kenny and Zaccaro (1983) note that there are people who seen to gravitate to leadership positions in whatever they do properly because they have a strong ability to predict what a situation requires and modify their own approach accordingly. This is not the same as saying that they have important traits that guarantee their emergence as leaders, but it may indicate that they have two important abilities. These are the ability to accurately sense the requirement of a situation and repertoire of behaviors that give a capacity to adopt the situation.

Arguments such as these have recently given the traits approach a new lease of life in a much more sophisticated form which suggests that certain traits have an impact on the way that someone is perceive and experienced by other people. If this trait include other people to perceive the individual as someone who has leadership ability then it is more likely that he or she will be accorded the status of a leader (Lord et al 1986). Therefore if this person can recognize what has happened he/she will be well placed to manipulate the situation to ensure occupancy of a position of a leader (Smircich and Morgan 1982).

2.2.2 Contingency Theories

Leadership model by Fiedler

In Fiedler’s view, the most appropriate style of a leader’s behavior is that which results in a high task performance by a group, and this is said to be an outcome of two important factors: the preferred behavioral style of the leader and the contextual circumstances in which the group operates. The three keys variables that affect the appropriateness of a particular style are said to be:

**Leader member relation:** The quality of the relationship between leader and followers. This is good where leader and followers have confidence, liking, trust and respect for each other, which gives a situation which is favorable being defined as ‘ease of influencing subordinate behavior.’
Task-structure: The structure of the group task. Where there is clear unambiguous and routine, task structure is said to be high and the leader will find it comparatively unnecessary to guide, direct and supervise the group’s work. This is also a situation which works in his or her favour.

Leadership position power: The formal organization authority vested in the supervisor’s role. Where power is high, the person has the authority to assign tasks directly to the subordinates and to reward and punish them for good and bad performance.

An extensive programme of research by Fiedler and his colleagues resulted to two general conclusions. That the favorableness of a situation is strongly affected by a certain combination of external circumstances, and that each of these sets of circumstances has a leadership style that is most appropriate in terms of obtaining effective group performance.

This is shown in the table shown on the appendix 1.

On the extreme left of the diagram relations are good and task structure is high, as the leader’s position power. This is the most favorable situation for the leader because the task does not require the person to become greatly involved in direct supervision; and leader and followers are tolerant towards each other; the supervisor’s power position allows rewards to be given to subordinates for good performance. Therefore, the most appropriate style involves a primary focus on the task. At the opposite extreme relations are not so good, the supervisor has little position power and, importantly the task is more ambiguous. Task ambiguity requires that the leader becomes more involved in directing subordinates but this has to be done without the benefit of being able to use rewards or punishments as inducements. Therefore, to spur people on to give maximum effort, the most appropriate style is also one which is strongly focused on the task. In the fourth column from the left there is also a degree of task ambiguity and, once again, this requires that the supervisor gives more direction.

However, while this power is weak, and rewards and punishments can’t be used, relations are good, which means that subordinates would not resent a high degree of supervisor involvement and may even welcome it. Thus the most appropriate style for effective group performance is that of helpful, relationship-oriented behaviors.

Fiedler considers that since a leader’s style is a function of the individual’s personality, it is relatively fixed and unchanging. Therefore if a person’s style does not fit the circumstances,
there are two alternatives; either the leader can be removed and a new one appointed, or the circumstances changed.

Although Fielder's model is a huge advance of style theories, there are criticisms. Studies to test the validity of the theory have yielded mixed evidence about its accuracy (Grean et al 1997). There are also arguments that variables other than the three suggested by Fielder could influence leader effectiveness. Despite the criticism, Fielder's work is a significant contribution to leadership theory and in recognizing that contextual circumstances can have a strong impact on the appropriateness of a leader's behavior.

2.2.3 The Path-Goal Theory

This model of leadership was originally proposed by House (1971). In his view effective leadership consists of selecting the most appropriate style of behavior for a given situation, but unlike Fielder he believes that leaders can change their styles to meet the prevailing circumstances. Path-goal theory defines an appropriate style as one which achieves two important outcomes which are; tasks are successfully completed and followers achieve outcomes that they value for completing the tasks.

To achieve this state of affairs, House argues that a leader should structure the situation to have three important effects on a group. These are; the subordinates should only be able to achieve the valued outcomes if the task itself is completed effectively, reducing barriers to task completion and providing the necessary guidance and support.

From this, it follows that House views effective leadership as behaving in a way that creates motivating circumstances for followers. However, since no two groups are exactly alike and the conditions can vary considerably, whether the outcomes are achieved depends on how followers perceive the leader and react to his or her behavior. This is said to be effective by three groups of variables as shown on the table at the appendix.
Follower Characteristics

Locus of control

Is a reflection of whether a person believes that outcomes are under his or her control, or whether they are determined by external factors that cannot be controlled. People with a strong internal locus are likely to find a participative leadership more acceptable, whereas those with an external locus would probably be quite happy with a directive style (Mitchell 1973).

Perceived task ability: Reflects followers own views of their abilities. Those who evaluate themselves highly and feel confident about performing tasks are unlikely to feel a need for directive leadership while those with less confidence might prefer a directive leader.

Experience: This is an important variable in this group that is likely affect follower’s confidence in the task ability.

Need for achievement: Explains whether a person welcomes the opportunity to overcome a challenge or not. Because participative or achievement oriented leadership styles require people to solve problems independently subordinates high in need for achievement are likely to find their styles acceptable.

Need for clarity: Reflects subordinates lack of tolerance to ambiguity. Those who have strong needs of this type are likely to feel at ease with a directive leadership style while those with great tolerance to ambiguity will be more at home with a participative or achievement-oriented style.

Environmental factors: this affects the appropriateness of a particular style and it embraces features of the work context in which subordinates and supervisors interact.

Employee task: Refers to the characteristics of the work subordinates undertake. In a routine, predictable task subordinates need little direction and would properly welcome the concern of their welfare that goes with a supportive leadership style.

The power and authority system: Expresses the normal patterns of the authority and power in the work environment, for instances whether directive styles of supervisor behavior are the norm. Established behavioral norms set up expectations about what is the usual way for a supervisor to behave, and of this suddenly changes it can create insecurity in subordinates.

The work group: It explains characteristics such as whether it is cohesive and whether members support each other without the leader having to perform this function.

The model has largely been successful and research has resulted in some support for its basic ideas (Schriesheim and Denisi 1981). Nevertheless, there are problems for example; House
argues that if a leader changes his or her behavior to a style that is most appropriate to the circumstances, which will lead to subordinate satisfaction. However, Green (1979) suggests that the link between behavior and satisfaction probably operates in the reverse direction, because leaders tend to change their behavior when they perceive that subordinates are dissatisfied. In spite of this, House’s use of subordinate satisfaction as a criterion of leader effectiveness overcomes a major omission in Fielder’s ideas and is a significant step forward in contingency theory.

2.2.4 The Kroom -Yetton- Jagon theory
This theory deals only with the decision making aspect of leadership and is a revision by Kroon and Jagon (1988) of an earlier theory. It focuses on the characteristics of a situation in which it is more or less desirable for a leader to involve subordinates in the decision making process. According to these authors, there are two criteria for evaluating the effectiveness of a decision. These are acceptance—whether subordinates embrace a decision and commit themselves to its implementation and decision quality which expresses whether a decision results in effective task performance.

2.2.5 The Hersey and Blanchard Contingency Approach
This is the situational leadership theory of leadership which suggests that leader style should be varied according to the readiness of followers to direct their own action. This includes the task oriented readiness and psychological readiness. Task-related readiness reflects whether subordinates have the necessary skills, knowledge and abilities to undertake a job without the leader having to plan, structure or direct their efforts. Psychological readiness which corresponds to subordinates’ characteristics such as self—motivation and pride in work, could make them willing to accept responsibility.

2.2.6 Substitutes for Leadership Theory
This theory focuses on the leaders’ style, subordinates nature and the situations characteristics. It suggests that situational variables can be so powerful that they can actually substitute for or neutralize the need for leadership. This approach outlines those organizational settings in which a leadership style is unimportant or unnecessary.
A substitute for leadership makes the leadership style unnecessary or redundant. For example, highly professional subordinates who know how to do their work do not need a leader who initiates structure for them and tells them what to do.

A neutralizer counteracts the leadership style and prevents a leader from displaying certain behaviours. For example, if a leader has absolutely no position power or is physically removed from subordinates, the leader’s ability to give directions to subordinates is greatly reduced.

Situational variables include characteristics of the group, the task and organization itself. When followers are highly professional and experienced, both leadership styles are less important. People do not need much or consideration. With respect to task characteristics, highly structured tasks substitute for a task oriented style and a satisfying task substitutes for people oriented style. With respect to the organization itself, group cohesiveness substitutes for both leadership styles. Formalized rules and procedure substitute for leader task orientation. Physical separation of leader and subordinates neutralizes both leadership styles.

The value of situations described above is that they help leaders reduce leadership overskill. Leaders should adopt a style with which to complement the organizational situation. The leader can adopt a style complementary to the organizational situation to ensure that both task needs and people needs of the group will be met.

2.2.7 Behavioral Approaches

The inability to define effective leadership based solely on traits led to an interest in looking at the behaviour of leaders and how it might contribute to leadership success or failure. Perhaps any leader can adopt the correct behaviour with appropriate training. Two basic leadership behaviours identified as important for leadership are task-oriented behaviours and people oriented behaviours. These two metacategories, or broadly defined behaviours categories were found to be appropriate to effective leadership in a variety of situations and time periods. Although they are not only important leadership behaviours concern for tasks and concern for people must be shown at some reasonable level.

2.2.8 Leadership Styles

Democratic style is a co-operative, participative and consultative approach where the workforce/employee is given the opportunity to discuss the issues and problems involved and share in the decision making process. The style does not however remove the authority or
ultimate responsibility from the manager. It’s a joint involvement between a manager and employees. It can be time consuming to operate.

There are many benefits of democratic leadership. Team members tend to have high job satisfaction and are productive because they are more involved in the decisions. This style also helps to develop people’s skills. Team members feel in control of their destiny, so they are motivated to work hard by more than just a financial reward. Because participation takes time, this approach can slow decision-making, but the result is often good. This approach can be most suitable when working as a team is essential, and when quality is more important than efficiency or productivity.

The disadvantage of democratic leadership is that it can often hinder situations where speed or efficiency is essential. For instance, during a crisis, a team can waste valuable time gathering people’s input. Another disadvantage is that some team members might not have the knowledge or expertise to provide high quality input.

Autocratic style is another style where what a leader says is final and the leader’s words is literally the law and it has to be followed. It does not give any room for collaboration or discussion. Decisions are taken by the managers and the subordinates are to follow without asking any question. It is dictatorial in approach and it fails to provide the subordinates with the opportunity to contribute freely. It also hinders room for personal advancement. The style presumes lack of failures or inadequacies or weakness on the side of the managers. The benefit for autocratic leadership is that it’s incredibly efficient. Decisions are made quickly and work gets done. However workers don’t like being treated this way. Therefore autocratic leadership often leads to high levels of absenteeism and high staff turnover. However, the style can be effective for some routine and unskilled jobs. Its best used in crises, when decisions must be made quickly and without dissent.

Transactional style of leadership on the other hand involves motivating and directing followers primarily through appealing to their own self-interest. The power of transactional leaders comes from their formal authority and responsibility in the organization. The main goal of the follower is to obey the instructions of the leader. The leader believes in motivating through a system of rewards and punishment. If a subordinate does what is desired, a reward will follow,
and if he does not go as per the wishes of the leader, a punishment will follow. Here; the exchange between a leader and the followers takes place to achieve routine performance goals.

The transactional leaders over emphasize detailed and short term goals, and standard rules and procedures. They do not make an effort to enhance followers’ creativity and generation of new ideas. This kind of leadership style may work well where the organizational problems are simple and clearly defined. Such leaders tend to not reward or ignore ideas that do not fit with existing plans and goals. The transactional leaders are found to be quite effective in guiding efficiency decisions which are aimed at cutting costs and improving productivity. They tend to be highly directive and action oriented and their relationship with the followers tend to be transitory and not based on emotional bonds.

Transformational leadership is a process in which the leader takes action to try to increase their staff’s awareness of what is right and important, to raise their staff’s motivational maturity and to move them to go beyond their own self interests for the good of the group, the organization or society. Such leaders provide their associates with a sense of purpose that goes beyond a simple exchange of rewards for effort provided. A transformational leader cares about the feelings of the employees. Often times the successful transformational leader is going to take extra effort to find out how employees under them feel about changes that are being made, ask for their opinion on a variety of matters and attempt to motivate them to better their situation. For this type of a leader it is about empowering each individual employee to push under for their own reasons and not necessarily because the company says so. When an organization has transformational leader morale is often times the biggest overall change. The leader will go into an organization and find out what the major concerns are for the employees and find a way to make their situations better. Not only will they work to make the environment a little friendlier, but they will also work to develop their individual talents.

This leadership inspires employees to look out for not themselves but their company. By giving an employee the sense that the company cares about their accomplishments, the employees are more likely to look out for the company. When leaders are truly transformational, they will improve their organizations and move them towards their corporate objectives. Transformative leadership can be described very simply as the leader’s ability to appeal to the hearts and minds of his or her followers. It is a process in which leaders and followers raise one another to higher levels of molarity and motivation in order to realize organizational objectives.
Transformational leaders seek to raise the consciousness of followers by appealing to higher ideas and moral values such as liberty, justice, equality, peace and humanitarianism not based on emotions such as fear, greed, jealousy or hatred. Such leaders inspire people towards common goals and shared values; they must anticipate change and empower people to embrace the change. Without transformational leadership in an organization it would be difficult to improve the level of service delivery.

Charismatic leadership style explains that charismatic leader is someone who sways followers with a dynamic, magnet personality, usually through inspiring speeches. He is the one who provides an environment full of energy and positive reinforcement. The leader pay much attention to the person they are talking to at a moment making that person feel like they are that time most important person in the world. They pay a great deal of attention in scanning and reading their environment and they are good at picking up the moods and concerns of individuals. They inspire lots of enthusiasm in their teams and are very energetic in driving others forward. They are very persuasive and make very effective use of body language as well as verbal language. Charismatic leaders are often focused on themselves and may not want to change anything. They believe more in themselves than in their teams. This can create a risk that a project or an entire organization might collapse if the leader leaves. A charismatic leader might believe that she can do no wrong, even when others are warning her about the path she’s on.

In the followers’ eyes, success is directly connected to the presence of the charismatic leader. As charismatic leadership carries great responsibility and it needs a long-term commitment from the leader. The characteristics of a charismatic leader are for example, Leaders are viewed as having supernatural powers and abilities, the leader is viewed as a hero by followers, Leaders are followed because of personal trust and charismatic leader exhibits, followers are promoted on personal charisma they exhibit and there are no formal offices of survey data, power is gained through social skills. Servant leadership style explains the notion of servant leadership emphasizes the leader’s duty to serve his/her followers. It’s the leadership that arises out of the desire to serve rather than a desire to lead. Servant leadership encourages collaboration, trust, foresight, listening and the ethical use of power and empowerment.

Situational leadership style focuses on identifying the situational variables which best predict the most appropriate or effective leadership style to fit the particular circumstance. Benevolent
autocrats are autocratic leaders who show a measure of sensitivity and care yet they are true autocrats. They ask for information from subordinates yet they ultimately make final decisions without consultations or references whatsoever. Directive leadership is characterized by a leader who tells the subordinates what to do and when to do it. He lets them know what is expected of them and how to do it. He directs the operations and ensures that things are done as per the instructions. Supportive leadership is a leader who is friendly and approachable. He shows interests in employees and he is concerned with the status, well being and the needs of the subordinates. He regularly interacts with the subordinates and participates in social functions. Participative leadership explains a leader who consults with the subordinates and asks for their suggestions which he seriously considers before making a decision. Involves employees in the decision making process.

Achievement oriented is a leader who sets challenging goals, very high standard and expects the subordinates to perform at their highest level and to show confidence that they are able to meet such expectations without necessarily being supervised. Laissez-faire leadership style is sometimes described as a “hands off” leadership style because the leader delegates the tasks to their followers while providing little or no direction to the followers. If the leader withdraws too much from the followers it can sometimes result in a lack of productivity, cohesiveness and satisfaction. Lasseiz-faire leaders allow followers to have complete freedom to make decisions concerning the completion of their work. It allows followers a high degree of autonomy and self-rule, while at the same time offering guidance and support when requested. The lasseiz-faire leader using guided freedom provides the followers with all materials necessary to accomplish their goals, but does not directly participate in decision.

2.3 Conceptual Review
2.3.1 The Concept of Leadership
There are varied meanings of the term leadership due to different perspectives and context within which the word is observed. According to Koontz and Weihrich (1988), leadership is defined as influence - the art or process of influencing people so that they strive willingly and enthusiastically towards the achievement of group goals. Burns (1978) defines leadership in an organization as a process in which one person successfully exerts influence over others to reach desired objectives. Dessler (1997) says that leadership is the managing of the human resources in order to manage their performance by inducing them to work willingly.
A leader is a person who has the ability to influence the behaviour of others. Gibson and Harold (1955) define a leader as an individual who acts in a group with common interests, purposes or goals. Bass in Dessler (1997) has a different way of defining leadership. He states that leadership is the process of influencing others to achieve specific objectives in specific situations. The definition of leadership presented in this study also implies that the leader has a sense of direction and the effectiveness of one’s attempts to influence is contingent upon unique situational factors (Dessler, 1997). Therefore, leadership is the ability to influence others to meet defined objectives or goals. In this case the key word in the definition of leadership is the ability to influence others to achieve the desired objectives and goals. It involves attempts on the leader to effect influence the behavior of a follower (influenced) in situations. Often the person who satisfies the needs of individuals in a group will emerge the leader.

2.3.2 Job Satisfaction

Locke (1976) defined job satisfaction as a positive or pleasing emotional state from the appraisal of one’s job or experience. This definition suggests that employees form their attitude towards their jobs by taking into account their feelings, beliefs and behaviours (Robbins, 2005; Akehurst, Comeche, & Galindo, 2009). Spector (1985) found that if the employees find their job fulfilling and rewarding, they tend to be more satisfied with their jobs. Employees’ satisfaction is generally regarded as an important ingredient for organizational success. According to Galup, Klein, and Jiang (2008), successful organizations normally have satisfied employees while poor job satisfaction can cripple an organization. Job satisfaction consists of overall or general job satisfaction, as well as a variety of satisfaction facets (Cranny et al., 1992; Friday & Friday, 2003). It is influenced by various factors such as supervisors’ displays of nonverbal immediacy (Madlock, 2006b; Richmond & McCroskey, 2000), humour (Avtgis & Taber, 2006), communication satisfaction (Hilgerman, 1998), effects of gender (Madlock, 2006a), and supervisors’ communication style (Richmond, McCroskey, Davis, & Koontz, 1980). Lee and Ahmad (2009) found that job satisfaction affects levels of job dissatisfaction, absenteeism, grievance expression, tardiness, low morale, high turnover, quality improvement and participation in decision-making. These in turn affect the overall performance of the organization (Klein Hesselink, Kooij-de Bode, & Koppenrade, 2008; Page & Vella-Brodrick, 2008; Pitts, 2009; Riketta, 2008; Scroggins, 2008).
Kalleberg (1977) proposed that job satisfaction consists of two components. These are intrinsic (referring to the work itself) and extrinsic (representing facets of the job external to the task itself) job satisfaction. Hirschfield (2000) stated that intrinsic job satisfaction refers how people feel about the nature of the job tasks themselves whereas extrinsic job satisfaction refers how people feel about aspects of the work situation that are external to the job tasks or work itself (Shim, Lusch, & O'Brien, 2002). In this study, two dimensions of job satisfaction are examined, namely working condition (extrinsic) and working assignment (intrinsic).

Working condition is the job environment which encompasses the relationship with management function, mentoring system, and others. Poor working conditions, inefficient work organization, inadequate staffing, and managerial practices will affect staff turnover and perceptions of the organisation and work (Banaszak-Holl & Hines, 1996; Cohen-Mansfield, 1989; Eaton, 2000; Harrington, 1996). Therefore, the good working condition as a key factor for workers to develop a value, improve job performance and increase staff retention in organization. As for the work assignment, it refers to the duty or job that are given to employees so that they should implement their job with a commitment and productive Lashbrook (1997) stated that leadership style plays a vital role in influencing employees’ job satisfaction. Some researchers discovered that different leadership styles will engender different working environment and directly affect the job satisfaction of the employees (Bogler, 2001, 2002; Heller, 1993; McKee, 1991; Timothy & Ronald, 2004). Bass (1985) proposed that transformational leadership might intrinsically foster more job satisfaction, given its ability to impart a sense of mission and intellectual stimulation. Transformational leaders tend to encourage and motivate their followers to take on more responsibility and autonomy (Emery & Barker, 2007) thereby enhancing employees’ sense of accomplishment and satisfaction with their job.

Transactional and transformational leadership have been widely linked to positive individual and organizational consequences (Bass, 1990). These leadership styles are found to correlate positively with employee perceptions of job, leader and organizational satisfaction (Felfe & Schyns, 2006; Bycio, Hackett & Allen, 1995; Niehoff, Enz & Grover, 1990). Castaneda and Nahavandi (1991) indicated that employees are most satisfied when they perceive their supervisors as exhibiting both relational and task-oriented behaviours.
2.3.3 Leadership and Teacher Job Satisfaction

Considerable research by Bass, (1985) and Vroom & Jagon, (1988) has pointed to the fact that leader behavior can have a profound and consistent influence on several facets of subordinate satisfaction. This stance is collaborated by Griffin & Bateman (1986) and Steers & Rhodes (1978) that leadership behavior has an immense and steady influence on employees’ job satisfaction. According to Maslow (1954), an administrator’s job is to provide possibilities for the satisfaction of employees’ needs that also support achievement of organizational goals, and to remove impediments blocking need satisfaction, and creating frustration, negative attitudes, or dysfunctional behavior. In school management, Maslow’s suggestion was supported by Drysdale, Ford, Gurr, & Swann (2003) who established that successful school leaders, who are achievement oriented, support all members of the school community, provide opportunities for people to achieve, and try their best to contribute to the quality of education and learning for the whole school community which in turn enhances teachers satisfaction to work. This is in agreement with Mine’s (2008) study of leadership behavior in public school leaders in relation to teacher job satisfaction in Cyprus. The study established that due to the individual considerate behavior of leaders, a significantly positive relationship between leaders and teacher with regards to their satisfaction on the job was maintained. This transformed to expressed high job satisfaction of teachers.

Evidently, perceived individual considerate behaviors of school principals satisfy employees’ needs and thus leading to the satisfaction of teachers on their job. In a related development, a study by Ryan (1980) in Newfoundland, found a positive relationship between management style and job satisfaction of teachers. But this study was completed before the concept of transformational leadership was widely practiced and so the specific type of leadership. Yet in the same set up, Delaney’s (1991) quantitative study to investigate teacher perceptions and the effect of management or administrative practices on teacher morale and job satisfaction found management practices significantly affecting morale of teachers. Five hundred teachers randomly selected from Newfoundland and Labrador identified several factors as having considerable impact on teacher morale and satisfaction. Three factors that received most emphasis were job security, working conditions, and management practices. He therefore recommended that administrators should review their policies on a regular basis, especially in areas such as decision-making for a more effective leadership.
Reminiscent of Ryan’s (1980) study, Delaney’s study also provides attestation of a relationship between leadership practices and teacher morale and satisfaction. Evans (1998) in a more recent study in United Kingdom lends credence to the fact that leadership is a key factor in teacher job satisfaction and morale. The study which was conducted over a five-year period focused on morale, job satisfaction, and motivation of teachers and concluded that leadership was an important factor because the style of leadership of the head teacher — sets the tone for the micro politics within the school. These results point to the fact that school leaders with consultative and collaborative leadership styles were more successful in achieving high levels of job satisfaction and morale among their staff. In a different setting, Medley and Larochelle’s (1995) research to measure the relationship between job satisfaction and leadership characteristics within the health care environment, found that not only did a relationship between job satisfaction and leadership characteristics exist, but also organizations where job satisfaction was higher had an 85% retention rate amongst nurses. Additionally, Cohen and Cohen (1983) had similar results when analyzing the relationship between 43 leadership characteristics and employee job satisfaction. A study in Ghana by Zame & Hope (2008), using head teachers in basic schools revealed the lack of leadership proficiencies of head teachers due to the absence of school leadership preparation programs.

2.3.4 School Leadership

One of the key factors determining schools’ effectiveness is the nature and quality of leadership provided by the school head. Reviewed literature reveals that every school head manifests unique leadership attributes which can easily correspond to personality traits of the leaders. Thus the virtue of schools leadership is directly linked with styles adopted by the incumbent school heads.

Labaree (1992) defines teacher leadership for school capacity building as broad based skillful involvement in the work of leadership. She suggests that this perspective requires working with two critical dimensions of involvement; breadth and skillfulness. Broad based involvement entails involving many people in the work of leadership. This involves teachers, parents, pupils, community members, personnel and universities. Skillful involvement is a comprehensive understanding and demonstrated proficiency by participants of leadership dispositions, knowledge and skills.
Dalin (1994) suggest that there are four discernible and discrete dimensions of the teacher leadership. The first dimension concerns the translation of principles of school improvement into the practices of individual classrooms. This brokering role remains a central responsibility for the teacher as a leader. It ensures that links within schools are secure and that opportunities for meaningful development among teachers are maximized. A second dimension of the teacher leader role focuses upon participative Leadership where all teachers feel part of the change or development and have a sense of ownership. Teacher leaders may assist other teachers to cohere around a particular development and to foster a more collaborative way of working (Blasé & Anderson 1995). They work with colleagues to shape school improvement efforts and take some lead in guiding teachers toward a collective goal.

A third dimension of teacher leadership in school improvement is the mediating role. Teacher leaders are important sources of expertise and information. They are able to draw critically upon additional resources and expertise if required and to seek external assistance. Finally, a fourth and possibly the most important dimension of the teacher leadership role is forging close relationship with individual teachers through which mutual learning takes place. Other writers have identified further dimensions of the teacher leadership roles such as undertaking action research (Ash, 2000) instigating peer classroom observation or contributing to the establishment of a collaborative culture in the school. The important point emanating from the literature is that teacher leaders are in the first place, expert teachers who spend most of their time in the classroom, but take on different leadership roles at different times, following the principles of formative leadership (Ash, 2000). The literature also asserts that the principal reason for teacher leadership is to transform schools into professional learning communities (Katz, 2001) and to empower teachers to become involved closely in decision making within the school, thus contributing to the democratization of schools. In this sense, teacher leadership aligns itself to Sergiovanni’s (2001) notion of the ‘life world’ of the school rather than the ‘system world’ where attention is focused upon developing social, intellectual and other forms of human capital instead of concentrating upon achievement of narrow instrumental ends. In summary, teacher leadership is centrally concerned with forms of empowerment and agency, which are also at the core of distributed leadership theory.
2.4 Summary of Reviewed Literature and Research Gaps

Learning from the developments of the different inclinations of public and private tertiary institutions a study on the management style (leadership) in relation to the facets of job satisfaction would equally be beneficial. Whereas meeting the demands of clients is of outmost importance to the private, the public institutions are concerned with job satisfaction of teachers. Guided by these developments and empirical studies, the conceptual framework investigates the relationship between leadership styles and the facets of job satisfaction to determine the overall satisfaction of teachers. In sum, leadership has a significant role in the success or failure of the organizations and institutions. Substantial evidence (Bass, 1985; Griffin & Bateman, 1986; Vroom & Jago, 1988) has substantiated this need in tune with the changing times. Transformational leadership is also an important aspect for organizations and institutions because of its creative, visionary, interactive, empowerment, and passionate impact on the multiple and complex roles of today's leaders. Transformational leadership has also been shown to affect many aspects of organizational or institutional functioning including work related behaviors of employees. This influence of leadership has also been exhibited in different work environments, (educational and non-educational and even various levels namely primary, secondary institutions including banks and hospitals) and organizational citizenship behaviors and work-related attitudes including job satisfaction. These have been tested in a variety of societies and cultures in western and non-western societies including the oriental cultures. In all these instances not only were positive relationships established but also the impact on worker attitude and organizational goals were established. On the whole, the effects of leadership on employee work related attitudes such as job satisfaction has been firmly established in a number of empirical studies undertaken in different countries across the world and in a variety of organizational contexts, both non-educational and educational organizations (Bolger, 2001; Ejimofor, 2007; Hetland & Sandal, 2003; Koh et al, 1995; Mine, 2008; Nguni et al, 2006; Walumbwa et al, 2005; Webb, 2009). Anchored in these studies, there are no qualms about the effectiveness of a suitable leadership paradigm in ensuring employee job satisfaction.

It is in this light, that this study undertakes an investigation into the possibility of a relationship existing between leadership styles of heads of schools within the Embu County will be studied and how this influences the job satisfaction of teachers in these schools. There is need to find out if heads of schools are careful about the leadership styles they use and how they can lead their schools then teachers would be more satisfied. This satisfaction would lead to better
results in national exams, teachers would be more committed in their work, there will be few cases of transfers, turnover rates will be reduced and there will be reduced cases of brain drain.

2.5 Conceptual Framework

A conceptual framework explains, either graphically, or in narrative form, the main factors, constructs, or variables and the presumed relationships between them. The dependent variable for the study is teachers' job satisfaction, while the independent variable was principals' leadership styles. The intervening variables that may affect the relationship between the dependent and independent variables include teachers' gender, salaries, status, head teacher's attitude, age and school environment.

The study was based on Transformational leadership Theory. Bass (1985) proposed the transformational theory of leadership, which belongs to the contingency school of thought. It describes the leader's involvement in changing the attitude of the workers in order to increase their commitment in the organization. This school of thought pays more attention to relationship at work that is intimately connected with the actual behaviour and attitude of the leaders. Bass (1985) asserts that the leader shows empathy towards the workers, exercises less supervision and encourages employee participation. The workers in turn perceive him/her from an inspirational angle with loyalty and enthusiasm. The leader's personal quality persuades and influence's his/her subordinates into working towards the set goals of the organization. They use their skills, knowledge and principles of integrity and trust in transforming all those around them into willing followers. Bass (1985) argues that leaders are effective depending on the work situation. That is, does the situation warrant room for the personal qualities of the leader such as benevolence, participation and exercising self-control? If it is favourable then they will appraise emotional and spiritual dimensions as well as the physical and mental aspects of both the leader and the workers. They also use the information they have of the workers' background to manipulate their thinking. They are familiar with the cultural traditions of the individual workers and put them into consideration especially if the group is heterogeneous. The leader's position of acceptance by the workers is very important. It is from the trust and confidence the workers have in the leaders that leads them to accept them. This results in the leader's self-actualization and recognition of one's own dependence on others. The leader is able, if he satisfies the employee's needs, that is both group and individual needs accordingly where by at times, he/she has to balance between the task needs, the group needs and the
individual needs. The transformational leaders are synergistic in that they improve nearly every situation they get into for they fight for both situations in the organization and the employee's.

Workers trust in a leader who exhibits his competence and effectiveness. The leader provides direction and keeps the mission in right with effectiveness and results. This makes the workers gain confidence and trust in the leader. The leaders should be focused in their work towards goal attainment. In this theory, the leaders display many techniques which they use in transforming the workers, for example, direct and intimate communication with the workers. The leaders exhibit a friendly and face-to-face interaction with the workers.

He listens to them and provides solutions to their problems or involves them in problem-solving methods. They are easy to access, cheerful, pleasant and upbeat in their outlook. The leaders explain to the workers the importance of their contribution to the welfare of the organization by encouraging their participation and in delegating duties. These leaders make emotional appeals to the workers by striking the right balance between the employee's needs, and goals in a given situation.

These leaders also use the informal leaders in controlling a wayward worker by being supportive to the informal group socially, emotionally or otherwise, which in turn comes in handy in dealing with the problematic workers. The transformational leader also uses the workers high level of enthusiasm and commitment towards achieving the goals by showing concern and believes in the worker's unseen potential. He interacts with them and seeks help on behalf of the whole group. Therefore, the transformational theory relies much on the relationship cultivated by the leader among the workers in working towards the set goals through their commitment and enthusiasm. The theory thus shows that a principal (leader) cannot be effective without the cooperation of the teachers (workers) behind him and it is upon himself/herself to get their commitment and confidence through the outlined tactics of the transformational theory and hence improve on students' academic performance.

McGregor (1960) examines theories on behavior of individuals at work, and he has formulated two models which he calls Theory X and Theory Y. Theory X assumes that an average human being has an inherent dislike of work and will avoid it if he can. Because of their dislike for work, most people must be controlled and threatened before they will work hard enough. These assumptions lie behind most organizational principles today, and give rise both to "tough"
management with punishments and tight controls, and "soft" management which aims at harmony at work.

Theory Y assumes that the expenditure of physical and mental effort in work is as natural as play or rest. Control and punishment are not the only ways to make people work, man will direct himself if he is committed to the aims of the organization. If a job is satisfying, then the result will be commitment to the organization. An average man learns, under proper conditions, not only to accept but to seek responsibility. Staff will contribute more to the organization if they are treated as responsible and valued employees.

**Independent variables**

<table>
<thead>
<tr>
<th>Leadership styles</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Autocratic</td>
<td></td>
</tr>
<tr>
<td>Democratic</td>
<td></td>
</tr>
<tr>
<td>Transformational</td>
<td></td>
</tr>
<tr>
<td>Transactional</td>
<td></td>
</tr>
<tr>
<td>Laissez faire</td>
<td></td>
</tr>
<tr>
<td>Charismatic</td>
<td></td>
</tr>
</tbody>
</table>

**Leadership behaviours**

- Achievement oriented
- Task oriented
- People oriented

**Leadership situations**

- Characteristics of the group.
- lack of job challenge
- Task characteristics.
- Formalized rules and procedures.

**Dependent variable**

**Teacher's job satisfaction**

- Passion for the work
- Attachment to the school
- Ownership of school goals
- Friendly to the administration
- Organizational commitment

**Follower characteristics**

- Experience
- Locus of control
- Perceived task ability
- Need for achievement
- Need for clarity
- Employee task
- The authority system

Figure 1 conceptual framework
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction
This chapter focuses on the research design used, the target population of the study, the sampling design, data collection instruments and techniques and the data analysis techniques.

3.2 Research Design
This study employed descriptive survey design. This involved using a survey design as a strategy for collecting and analyzing data that will answer the research questions, gather information, summarize, present and interpret data for the purpose of classification. According to Bryman (2008), a research design provides a framework for collecting and analyzing data. According to Ordho (2003), Descriptive survey research is intended to produce statistical information about aspects of population that interest policy makers without manipulating any data. The method collects information by interviewing or administering a questionnaire to a sample of individuals. According to Gay (1992), this method determines and reports the way things are such as public opinion and attitudes whereby, a clear layout of pertinent and precise information on the study aspect and phenomena will be obtained and general conclusion drawn. The researcher used primary data.

3.3 Population
The population of the study comprised of all public secondary school teachers and heads of secondary schools in Embu County in Kenya. The total population of public secondary teachers in Embu County was 2272 individuals where 2130 are teachers and 142 are principals.

3.4 Sampling Design
Stratified random sampling was used in this study to select a sample. Tremp (2006) observes that a population is divided into subgroups called strata and a sample is selected from each stratum. The target population was in strata consisting of principal and teachers.
The sample will be within the 10% minimum sample (Gay, 1976) for statistical analysis.

### 3.5 Data Collection Instruments

The researcher collected the data using questionnaires which were administered to the respondents sampled. The questionnaires comprised of questions seeking to answer questions related to objective of this study. The questions were both closed to enhance uniformity and open to ensure maximum data is obtained. The researcher visited the respondents and administered the questionnaires. Validity and reliability was ensured by piloting the questionnaire.

Piloting refers to presenting of questionnaires to selected sample which is similar or identical to the actual sample that was used in the study. Questionnaires’ were tried out in the field. This was to ensure that the data collected was clear, understandable and also avoids ambiguity on whose findings, reliable study conclusion and recommendations was made.

After piloting, the researcher worked on the collected questionnaires and submitted them again to the respondents. Through piloting, the researcher was able to detect deficiencies in the instruments e.g. insufficient space to write, clustered questions and wrong phrasing of questions. Vague questions may be revealed during piloting where respondents interpret them differently.

### 3.6 Data Analysis

Data was analyzed using descriptive and inferential statistics. The quantitative data generated was subjected to the descriptive statistics. The researcher presented the data using frequency distribution and measures of central tendency such as mean, mode and median as well as measures of dispersion such as percentage, range, standard deviation, mean deviation and quartile range. Also used were tables, pie-charts and graphs (Pal 1993). Qualitative data was
coded and themes that relate to the research questions in the study were identified. The qualitative data was interpreted by attaching significance to the themes and patterns observed. Alternative explanations were considered by looking at differences in responses recorded in data collection (Mugenda and Mugenda 2003). Inferential statistics will make use of the linear regression analysis.

Using the formulae

\[ Y = \beta_0 + \beta_1 X_2 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \sum i \]

Where; \( Y \) = influence of principals leadership styles on teacher satisfaction

\( \beta_0 \) = the constant

\( \beta_1, ..., \beta_4 \) = coefficient of the independent variables (leadership styles, behaviours and situations)

\( X_1, ..., X_4 \) = dependent variables of job satisfaction

\( \sum i \) = error term

3.7 Validity

According to Wiersna (1995) validity is the extend to which an instrument measures what it is intended to measure or the degree to which results obtained from the analysis of data actually represent the phenomenon under study. Orodho (2005) defines validity as a prior qualitative procedural test of the research instruments in attempting to ascertain how they will be accurate, correct, true, meaningful and right in eliciting the intended data for the study. Mugenda and Mugenda, (1999) define validity as the accuracy and meaningfulness of inferences, which are based on the research results. In other words, validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. Validity according to Borg and Gall (1989) is the degree to which a test measures what it purports to measure. All assessments of validity are subjective opinions based on the judgment of the researcher (Wiersma, 1995). To establish the validity of the instruments the researcher requested practitioners in the field, supervisors and lecturers from the department of business studies, in Kenyatta University who are knowledgeable in the subject area and research methodology to
proof read her questionnaire and interview guide items in order to advise her on the questions that may have double-meanings or ambiguities. The feedback was used by the researcher to correct any perceived anomalies after which the instruments were deemed valid to be used in data collection for this study.

3.8 Reliability
Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. The study will use split-half method. In this approach an instrument is designed in such a way that there are two parts. Subjects’ scores from one part are correlated with scores from the second part. This helps to eliminate chance error. Spearman’s correlation coefficient for the two halves will be computed using the formulae

\[ r = 1 - \frac{6 \sum d^2}{N(N^2-1)} \]

Where;
- \( r \) - correlation coefficient
- \( N \) - sample
- \( \sum \) - summation of scores
- \( D \) - deviation

\[ SH = \frac{2r}{1+r} \]

Where;
- \( SH \) - split half

3.9 Ethical considerations
Participants were given the assurance that their identity will be anonymous in order to uphold their privacy for the sake of any aspersions that may be casted on their jobs. Informed consent of participation was sought before administering the questionnaire. A research survey data collection permit was obtained from the county director of education Embu County. A copy of the permit was submitted to all the districts education officers and to all who were involved in the exercise. A pre-visit to a few schools was done in order to establish rapport prior to actual data collection date.
CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter presents analyzed data and its interpretation. The analysis is focused on the objectives of the study, meaning that the analysis seeks to respond to principal questions of the research. Analytical insight is centered on the major research issues, including leadership styles used by head teachers, the leadership behaviours, the leadership situations, level of job satisfaction among teachers, the follower characteristics and teachers attitude towards leadership styles of the head teachers. Out of 120 questionnaires distributed for the study; 117 respondents filled and returned them representing a return rate of 97.5% which is statistically acceptable representation of the target population.

4.2 Respondents Biodata

In this section the researcher sort to find out the age, gender, duration of service as a teacher, category of school, academic qualification and type of respondents.

4.2.1 Age

The respondents were asked to give their ages and the table below shows their responses.

Table 4.1 Respondent's Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>36-40 Years</td>
<td>42</td>
<td>35.9</td>
<td>36.2</td>
<td>36.2</td>
</tr>
<tr>
<td>41-45 Years</td>
<td>34</td>
<td>29.1</td>
<td>29.3</td>
<td>65.5</td>
</tr>
<tr>
<td>Over 50 Years</td>
<td>41</td>
<td>34.2</td>
<td>34.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>117</td>
<td>100</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: survey data 2013

38
The findings in table 4.1 and figure 4 indicate that 65.5% of the teachers in the age bracket of 36 years and 50 years. This shows that majority of the secondary schools in Embu County are mainly manned by the older generation. These are mature people full of experiences. This brings together a mix of relevant teaching skills that is necessary and needed in the teaching and management of educational institutions. In contrast however, young people were not fully represented in teaching opportunities. This could be as a result of the government freezing hiring of teachers under the World Bank driven Structural Adjustment Programmes (SAPs). Currently the government employs very few numbers of teachers which does not match with the number of teachers leaving the profession through natural attrition. Exclusion and non-participation of youth in the key teaching and managerial functions has major implications for both succession planning and sustainability of the school management initiatives in the long run.
4.2.2 Respondent’s Gender

The respondents were asked to indicate their gender. The results were indicated in the table below.

Table 4.2 Respondents’ Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>61</td>
<td>52.14</td>
<td>52.14</td>
<td>52.14</td>
</tr>
<tr>
<td>Female</td>
<td>56</td>
<td>47.86</td>
<td>47.8</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>117</td>
<td>100</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: survey 2013

Figure 3

Table 4.3 and figure 5 show that there are almost equal numbers of male and female teachers in Embu county schools. This clearly indicates that there are no gender-based biases in secondary school teaching and leadership in Embu County. It is important to point out that there are far more similarities than differences in the leadership behaviours of women and men, and that they are equally effective. The Ministry has opened up opportunities for gender mainstreaming in school leadership initiatives at the grass root level, giving women as much opportunity as men to empower themselves socially as such observing the principle of a locative justice.
4.2.3 Duration of Service as a Teacher

The respondents were asked to indicate the period they have spent in the teaching profession. The results were recorded as follows.

<table>
<thead>
<tr>
<th>Duration of Service</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 1 Year</td>
<td>25</td>
<td>21.4</td>
<td>21.4</td>
<td>21.4</td>
</tr>
<tr>
<td>2-5 Years</td>
<td>45</td>
<td>38.5</td>
<td>38.5</td>
<td>59.8</td>
</tr>
<tr>
<td>6-10 Years</td>
<td>21</td>
<td>17.9</td>
<td>17.9</td>
<td>77.8</td>
</tr>
<tr>
<td>11-15 Years</td>
<td>22</td>
<td>18.8</td>
<td>18.8</td>
<td>96.6</td>
</tr>
<tr>
<td>Above 15 Years</td>
<td>4</td>
<td>3.4</td>
<td>3.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>117</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: survey 2013

Figure 3

Table 4.4 and the figure 6 above indicate that over 75% of teachers had been teaching for more than three years. It would therefore follow that majority of the teachers had adequate experience and in-service training to build a culture of openness, collegiality, confidence and
retrospection among teachers. These findings agree with other studies on the effect of teacher experience on student learning which have found a positive relationship between teachers’ effectiveness and their years of experience, but the relationship observed is not always a significant or an entirely linear one (Klitgaard & Hall, 1974; Murnane & Phillips, 1981). The evidence currently available suggests that while inexperienced teachers are less effective than more senior teachers, the benefits of experience level wears off after a few years (Rivkin, Hanushek, & Kain, 2000). The table also shows that majority of the teachers had been teaching for more than five years. This shows that teachers were well experienced, thus, the students are likely to benefit from them.

4.2.4 Category of School

The respondents were asked to indicate the category of the schools where they teach. Their responses were recorded as follows.

Table 4.4: Category of School

<table>
<thead>
<tr>
<th>Category of school</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>57</td>
<td>48.7</td>
<td>49.6</td>
<td>49.6</td>
</tr>
<tr>
<td>Boarding</td>
<td>57</td>
<td>48.7</td>
<td>49.6</td>
<td>99.1</td>
</tr>
<tr>
<td>Day and Boarding</td>
<td>3</td>
<td>2.6</td>
<td>2.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>117</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: survey 2013

Figure 5

Source: survey data 2013
The results indicate that more than 90% of the teachers are in either a boys' school or a girls' school. These are mostly the boarding schools. The other 10% is in mixed schools which are mainly day schools.

4.2.5 Academic Qualification

The teachers and the principals were requested to indicate their academic qualifications. Table 4.6, 4.7 and figure 8 presents the results.

Table 4.5 Academic Qualification

<table>
<thead>
<tr>
<th>Academic qualification</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>7</td>
<td>6.0</td>
<td>6.0</td>
<td>6.0</td>
</tr>
<tr>
<td>S1</td>
<td>1</td>
<td>.9</td>
<td>.9</td>
<td>6.8</td>
</tr>
<tr>
<td>B.A/B.Sc. With PGDE</td>
<td>11</td>
<td>9.4</td>
<td>9.4</td>
<td>16.2</td>
</tr>
<tr>
<td>B.Ed.</td>
<td>87</td>
<td>74.4</td>
<td>74.4</td>
<td>90.6</td>
</tr>
<tr>
<td>Masters</td>
<td>8</td>
<td>6.8</td>
<td>6.8</td>
<td>97.4</td>
</tr>
<tr>
<td>Any Other</td>
<td>3</td>
<td>2.6</td>
<td>2.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>117</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: survey data 2013

Table 4.6 Category of School Academic Qualification Cross tabulation

<table>
<thead>
<tr>
<th>Category of School</th>
<th>Academic Qualification</th>
<th>Diploma</th>
<th>S1</th>
<th>B.A/B.Sc. With PGDE</th>
<th>B.Ed.</th>
<th>Masters</th>
<th>Any Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day</td>
<td>4</td>
<td>0</td>
<td>7</td>
<td>42</td>
<td>3</td>
<td>1</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>Boarding</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>44</td>
<td>3</td>
<td>2</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>Day and Boarding</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>1</td>
<td>11</td>
<td>86</td>
<td>7</td>
<td>3</td>
<td>115</td>
<td></td>
</tr>
</tbody>
</table>

Source: survey data 2013
From the findings it’s clear that 74% of the teachers had a degree in education which indicates that majority of the teachers were well qualified as teachers. This places the schools in the region in a particularly good position in terms of capacity building (skills and knowledge acquisition) and creates a better basis for achievement of better results. Students’ performance can be improved by tapping into the teachers’ skills.

4.2.6 Type of Respondent
The research targeted the school principals and the teachers in Embu County.

Table 4.7 Type of Respondent

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>20</td>
<td>17.1</td>
<td>17.1</td>
<td>17.1</td>
</tr>
<tr>
<td>Teacher</td>
<td>97</td>
<td>82.9</td>
<td>82.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>117</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: survey data 2013
The research targeted 20 principals and 100 teachers. However out of the 120 questionnaires distributed, 117 were returned. This translated to 97.5% which is a statistically acceptable representation of the target population and can be used for data analysis.

4.3 Descriptive Analysis

Descriptive analysis was performed on the three types of variables in the study. The independent variable had three sub variables while the dependent and moderating variables had one sub variables each. The analysis was done to summarize the characteristics of the responses given by the targeted population. The analysis was done and reported using both measures of central tendency and dispersion. The measure of central tendency used was the mean while the dispersion was the standard deviation. This section presents the results of each of the three variables.
4.3.1 Descriptive Statistics on Teachers’ view on Principals’ Leadership Styles

The section of the questionnaire testing on the variables had six items structured on a 4-point likert scale. The results are shown in the table 4.8.

Table 4.8 descriptive analysis on teacher’s view on principals’ leadership style

<table>
<thead>
<tr>
<th>Statement</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Sum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principle is friendly and approachable</td>
<td>97</td>
<td>1.00</td>
<td>4.00</td>
<td>193.00</td>
<td>1.9897</td>
<td>.82279</td>
</tr>
<tr>
<td>Principle keeps to himself</td>
<td>97</td>
<td>1.00</td>
<td>4.00</td>
<td>197.00</td>
<td>2.0309</td>
<td>.83484</td>
</tr>
<tr>
<td>Principle refuses to explain his/her actions</td>
<td>97</td>
<td>1.00</td>
<td>4.00</td>
<td>220.00</td>
<td>2.2680</td>
<td>.08424</td>
</tr>
<tr>
<td>Principle puts suggestions made by staff into operation</td>
<td>97</td>
<td>1.00</td>
<td>4.00</td>
<td>301.00</td>
<td>3.1031</td>
<td>.94079</td>
</tr>
<tr>
<td>Principle treats all members as her equals</td>
<td>97</td>
<td>1.00</td>
<td>4.00</td>
<td>305.00</td>
<td>3.1443</td>
<td>.98942</td>
</tr>
<tr>
<td>Principle leaves staff to work on their own</td>
<td>97</td>
<td>1.00</td>
<td>4.00</td>
<td>342.00</td>
<td>3.5258</td>
<td>.76503</td>
</tr>
<tr>
<td>Valid N (list wise)</td>
<td>97</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggregate</td>
<td></td>
<td></td>
<td></td>
<td>2.2945</td>
<td></td>
<td>4.43711</td>
</tr>
</tbody>
</table>

Source: survey data 2013

The aggregate mean and standard deviation scores are 2.2945 and 4.43711 respectively. In terms of the scale used in the research the results show that the teachers are of the opinion that the styles of the principals are at the level of occasionally. This is interpreted to mean that that many teachers view their principals in Embu County as democratic leaders. This is because most of them are occasionally friendly; they occasionally keep to themselves and occasionally explain their actions to the teachers. The findings also show that many Principals put suggestions made by their staff in to operation but this is done occasionally, they also treat their teachers as equals occasionally and they also occasionally leave their teachers to work on their own. There are many benefits of democratic leadership. Team members tend to have high job satisfaction and are productive because they are more involved in the decisions. This style also helps to develop people’s skills. Team members feel in control of their destiny, so they are motivated to work hard by more than just a financial reward. There are many benefits of democratic leadership. Team members tend to have high job satisfaction and are productive because they are more involved in the decisions. This style also helps to develop people’s skills. Team members feel in control of their destiny, so they are motivated to work hard by more than just a financial reward.
4.3.2 Descriptive Statistics on Principals’ Leadership Styles

The section of the questionnaire testing on the variables had six items structured on a 4-point likert scale. The results are shown in the table 4.9.

Table 4.9 descriptive statistics on principals’ leadership style

<table>
<thead>
<tr>
<th>Statement</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Sum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I give support and appreciation to staff members</td>
<td>19</td>
<td>1.00</td>
<td>2.00</td>
<td>22.00</td>
<td>1.1579</td>
<td>.37463</td>
</tr>
<tr>
<td>I seek better ways to improve work conditions of teachers</td>
<td>19</td>
<td>1.00</td>
<td>3.00</td>
<td>22.00</td>
<td>1.1579</td>
<td>.50146</td>
</tr>
<tr>
<td>I seek new and better ways to improve work conditions of teachers</td>
<td>20</td>
<td>1.00</td>
<td>2.00</td>
<td>26.00</td>
<td>1.3000</td>
<td>.47016</td>
</tr>
<tr>
<td>I emphasize the meeting of deadlines</td>
<td>20</td>
<td>1.00</td>
<td>4.00</td>
<td>27.00</td>
<td>1.3500</td>
<td>.74516</td>
</tr>
<tr>
<td>I put suggestions made by staff into operation</td>
<td>19</td>
<td>1.00</td>
<td>3.00</td>
<td>27.00</td>
<td>1.4211</td>
<td>.69248</td>
</tr>
<tr>
<td>I am free, supportive and have respect for differences</td>
<td>19</td>
<td>1.00</td>
<td>3.00</td>
<td>29.00</td>
<td>1.5263</td>
<td>.61178</td>
</tr>
<tr>
<td>I get staff approval in important matters before implementing them</td>
<td>19</td>
<td>1.00</td>
<td>2.00</td>
<td>30.00</td>
<td>1.5789</td>
<td>.50726</td>
</tr>
<tr>
<td>I criticize poor work and emphasize results</td>
<td>20</td>
<td>1.00</td>
<td>4.00</td>
<td>35.00</td>
<td>1.7500</td>
<td>.78640</td>
</tr>
<tr>
<td>I am willing to make changes which members suggest</td>
<td>19</td>
<td>1.00</td>
<td>3.00</td>
<td>41.00</td>
<td>2.1579</td>
<td>.89834</td>
</tr>
<tr>
<td>I treat all my staff members as my equals</td>
<td>19</td>
<td>1.00</td>
<td>4.00</td>
<td>48.00</td>
<td>2.5263</td>
<td>.77233</td>
</tr>
<tr>
<td>I keep to myself</td>
<td>18</td>
<td>1.00</td>
<td>4.00</td>
<td>58.00</td>
<td>3.2222</td>
<td>1.00326</td>
</tr>
<tr>
<td>I am slow to accept new ideas</td>
<td>19</td>
<td>1.00</td>
<td>4.00</td>
<td>62.00</td>
<td>3.2632</td>
<td>.80568</td>
</tr>
<tr>
<td>Valid N (list wise)</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Aggregate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>1.724</strong></td>
<td><strong>8.16894</strong></td>
</tr>
</tbody>
</table>

Source: survey data 2013

This section determines the leadership styles used by the head teachers. The aggregate mean and standard deviation scores are 1.724 and 8.1689 respectively. In terms of the scale used in the research the results show that the principals are of the opinion that the styles they use are at the level of occasionally. This is interpreted to mean that the principals give support to the teachers occasionally, they seek ways to improve the teachers’ work conditions, they put suggestions made by staff into operations, and they are supportive and have respect for differences. Leadership is the process of influence between leaders and subordinates where a
Head teachers are required to exhibit suitable leadership styles to entice teachers to maximize input, which might be expressed in teacher commitment to duty and students achievement. Leadership style that is mainly bureaucratic drains off motivation while that which is participative and prioritizes worker responsibility increases the level of motivation. Lack of effective leadership and lack of a good working environment created by administration flaws affects teachers’ job satisfaction.

4.3.3 Descriptive Statistics on Teacher’s view on Principals’ Leadership Behaviour

The section of the questionnaire testing on the variable (principals’ leadership behaviour) had 11 items structured on a 4-point likert scale. The results are shown in the table 5.1

<table>
<thead>
<tr>
<th>Statement</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Sum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principle assigns staff members particular tasks</td>
<td>96</td>
<td>1.00</td>
<td>3.00</td>
<td>100.00</td>
<td>1.0417</td>
<td>.24780</td>
</tr>
<tr>
<td>Principle provides learning opportunities to teachers</td>
<td>97</td>
<td>1.00</td>
<td>2.00</td>
<td>193.00</td>
<td>1.9897</td>
<td>.10153</td>
</tr>
<tr>
<td>Principle sets high standards and clarifies goals</td>
<td>97</td>
<td>1.00</td>
<td>4.00</td>
<td>197.00</td>
<td>2.0309</td>
<td>.83484</td>
</tr>
<tr>
<td>The principle criticizes poor work</td>
<td>97</td>
<td>1.00</td>
<td>4.00</td>
<td>199.00</td>
<td>2.0515</td>
<td>.85843</td>
</tr>
<tr>
<td>Principle gives encouragement, support and appreciation to members</td>
<td>97</td>
<td>2.00</td>
<td>4.00</td>
<td>260.00</td>
<td>2.6804</td>
<td>.51126</td>
</tr>
<tr>
<td>Principle tries to strike a balance between staff relationships and results</td>
<td>95</td>
<td>1.00</td>
<td>4.00</td>
<td>283.00</td>
<td>2.9789</td>
<td>.85027</td>
</tr>
<tr>
<td>Principle makes all staff members feel at ease when talking to them</td>
<td>97</td>
<td>1.00</td>
<td>4.00</td>
<td>290.00</td>
<td>2.9897</td>
<td>.85993</td>
</tr>
<tr>
<td>Principal makes sure staff members achieve their personal goals</td>
<td>97</td>
<td>2.00</td>
<td>4.00</td>
<td>297.00</td>
<td>3.0619</td>
<td>.80123</td>
</tr>
<tr>
<td>Principal is non committal, uninvolved and withdraws from teachers</td>
<td>95</td>
<td>2.00</td>
<td>4.00</td>
<td>341.00</td>
<td>3.5895</td>
<td>.57417</td>
</tr>
<tr>
<td>Principle looks out for personal welfare of members</td>
<td>97</td>
<td>2.00</td>
<td>4.00</td>
<td>351.00</td>
<td>3.6186</td>
<td>.50915</td>
</tr>
<tr>
<td>Principle does personal forums for staff members</td>
<td>97</td>
<td>3.00</td>
<td>4.00</td>
<td>387.00</td>
<td>3.9897</td>
<td>.10153</td>
</tr>
<tr>
<td>Valid N (list wise)</td>
<td>94</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggregate</td>
<td></td>
<td></td>
<td></td>
<td>2.5019</td>
<td>6.25014</td>
<td></td>
</tr>
</tbody>
</table>

Source: survey data 2013

The teachers are of the opinion that their school heads are achievement oriented. The aggregate mean and standard deviation scores are 2.5019 and 6.2501 respectively. In terms of the scale used in the research this is on the level of rarely, meaning they rarely get involved with the personal lives of the teachers. An achievement oriented leader is one who sets challenging
goals, very high standard and expects the subordinates to perform at their highest level and shows confidence that they are able to meet such expectations without necessarily being supervised. These achievement oriented leaders requires people to solve problems independently, subordinates high in need for achievement are likely to find this style acceptable. This is one of the factors that make teachers in Embu county work very hard. They are achievement driven; they want to post good results no matter what as this is usually factored in during interviews for promotions. The principals always expect teachers to perform at their best to give the best results in the KCSE exams. They emphasize results with minimum concern for people, considering people merely as means to achieve desired results. They are always working to ensure that their schools are ranked among the best schools in the county which makes them very controlling, empowering, overdriving and coercive.

This behaviour is thought to have contributed positively to performance of the Embu schools which are doing very well and the county is ranked among the best in the country.

4.3.4 Descriptive Statistics on Teachers' View on Principals Leadership Situations

This section of the questionnaire tested on the variable –leadership situations- and had seven items structured on a 4-point likert scale. The results are shown in the table 5.2

Table 5.2 descriptive statistics on teachers' view on principals' leadership situations

<table>
<thead>
<tr>
<th>Statement</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Sum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The task is straight forward nothing is ambiguous</td>
<td>115</td>
<td>1.00</td>
<td>3.00</td>
<td>156.00</td>
<td>1.3565</td>
<td>.49897</td>
</tr>
<tr>
<td>Team members support each other without the leaders direction</td>
<td>116</td>
<td>1.00</td>
<td>3.00</td>
<td>167.00</td>
<td>1.4397</td>
<td>.54834</td>
</tr>
<tr>
<td>The tasks have tightly structured parts</td>
<td>116</td>
<td>1.00</td>
<td>3.00</td>
<td>187.00</td>
<td>1.6121</td>
<td>.52372</td>
</tr>
<tr>
<td>The team I work with is cohesive</td>
<td>116</td>
<td>1.00</td>
<td>4.00</td>
<td>228.00</td>
<td>1.9655</td>
<td>.88397</td>
</tr>
<tr>
<td>The principal is the sole channel for information coming to the group</td>
<td>116</td>
<td>1.00</td>
<td>4.00</td>
<td>244.00</td>
<td>2.1034</td>
<td>.81699</td>
</tr>
<tr>
<td>The principal reinforces full powers granted by school management</td>
<td>116</td>
<td>1.00</td>
<td>4.00</td>
<td>263.00</td>
<td>2.2672</td>
<td>.58022</td>
</tr>
<tr>
<td>The jobs performed by the team members are highly challenging</td>
<td>115</td>
<td>1.00</td>
<td>4.00</td>
<td>323.00</td>
<td>2.8087</td>
<td>.90705</td>
</tr>
<tr>
<td>Valid N (list wise)</td>
<td>114</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggregate</td>
<td></td>
<td>1.6941</td>
<td>4.75926</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: survey data 2013
The results indicate that principals are of the opinion that the teams they work with are highly cohesive and that they support each other without the leaders’ direction though this is done rarely. The aggregate mean and standard deviation scores are 1.6941 and 4.7592 respectively. In terms of the scale used in the research this is on the level of occasionally. Principals indicated that their tasks are occasionally challenging and they are occasionally ambiguous and that there are occasionally formalized rules and procedures which are to be followed to the letter. This has contributed to the teachers’ readiness to work; they are motivated to work without expecting their leaders to control them. The formalized rules and procedures have enabled them to work with little or no directions from the principals.

The situational leadership theory by Hersey and Blanchard suggests that leadership style should be varied according to the readiness of followers to direct their own action. This includes the task oriented readiness and psychological readiness. Task-related readiness reflects whether subordinates have the necessary skills, knowledge and abilities to undertake a job without the leader having to plan, structure or direct their efforts. Psychological readiness which corresponds to subordinates’ characteristics such as self-motivation and pride in work, could make them willing to accept responsibility. The various situations which affect the type of leadership in a school situation include: the characteristics of the group, the task characteristics, the job challenge and formalized rules and procedures. This section shows the levels of the various leadership situations in Embu County.

4.3.5 Descriptive Statistics on the Teachers’ View on Follower Characteristics

This section of the questionnaire tested on the moderating variable –follower characteristic- and had five items structured on a 4-point likert scale. The results are shown in the table 5.3

Table 5.3 descriptive statistics on teachers’ views on follower characteristics

<table>
<thead>
<tr>
<th>Statement</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Sum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am highly confident when performing my tasks</td>
<td>114</td>
<td>1.00</td>
<td>2.00</td>
<td>115.00</td>
<td>1.0088</td>
<td>.09366</td>
</tr>
<tr>
<td>All outcomes are under my control</td>
<td>114</td>
<td>1.00</td>
<td>4.00</td>
<td>165.00</td>
<td>1.4474</td>
<td>.61099</td>
</tr>
<tr>
<td>I dislike tasks which are ambiguous</td>
<td>113</td>
<td>1.00</td>
<td>2.00</td>
<td>180.00</td>
<td>1.5929</td>
<td>.49348</td>
</tr>
<tr>
<td>Where there is routine and predictable tasks I need little direction</td>
<td>114</td>
<td>1.00</td>
<td>3.00</td>
<td>208.00</td>
<td>1.8246</td>
<td>.83343</td>
</tr>
<tr>
<td>External factors beyond my control affect my job satisfaction</td>
<td>114</td>
<td>1.00</td>
<td>4.00</td>
<td>373.00</td>
<td>3.2719</td>
<td>.53687</td>
</tr>
<tr>
<td>Valid N (list wise)</td>
<td>113</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggregate</td>
<td></td>
<td></td>
<td></td>
<td>1,5243</td>
<td>2.56843</td>
<td></td>
</tr>
</tbody>
</table>

Source: Survey data 2013
The aggregate mean and standard deviation scores are 1.5243 and 2.5684 respectively. In terms of the scale used in the research this is at the level of occasionally. These characteristics show that the teachers in Embu County are self motivated to work. They are ready to take responsibility of their actions and they are highly confident while performing their jobs. This can be attributed to the favorable leadership situations and leadership behaviour in their schools, their long work experience and their need for achievement. All this characteristics have made them good followers and made the work of the principals easy.

4.3.6 Descriptive Statistics on the Principals’ View on Follower Characteristics

This section of the questionnaire tested on the moderating variable –follower characteristic- on the principals view and had seven items structured on a 4-point likert scale. The results are shown in the table 5.4

Table 5.4 Descriptive statistics on principals’ view of follower behaviors

<table>
<thead>
<tr>
<th>Statement</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Sum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I provide learning opportunities for the teachers</td>
<td>20</td>
<td>1.00</td>
<td>2.00</td>
<td>24.00</td>
<td>1.200</td>
<td>.41039</td>
</tr>
<tr>
<td>I set high standards and clarify the school goals</td>
<td>20</td>
<td>1.00</td>
<td>3.00</td>
<td>30.00</td>
<td>1.500</td>
<td>.60698</td>
</tr>
<tr>
<td>I look out for personal welfare of members</td>
<td>20</td>
<td>1.00</td>
<td>4.00</td>
<td>37.00</td>
<td>1.850</td>
<td>.93330</td>
</tr>
<tr>
<td>I make sure that the staff members achieve their personal goals</td>
<td>20</td>
<td>1.00</td>
<td>4.00</td>
<td>39.00</td>
<td>1.950</td>
<td>.94451</td>
</tr>
<tr>
<td>I make all staff members feel at ease when talking to them</td>
<td>20</td>
<td>1.00</td>
<td>3.00</td>
<td>40.00</td>
<td>2.000</td>
<td>.97333</td>
</tr>
<tr>
<td>I try to strike a balance between the staff relationships and results</td>
<td>20</td>
<td>1.00</td>
<td>4.00</td>
<td>45.00</td>
<td>2.250</td>
<td>.78640</td>
</tr>
<tr>
<td>I like being non committal, uninvolved and withdrawn from the teachers</td>
<td>20</td>
<td>2.00</td>
<td>4.00</td>
<td>78.00</td>
<td>3.900</td>
<td>.44721</td>
</tr>
<tr>
<td>Valid N (list wise)</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Aggregate</strong></td>
<td>20</td>
<td></td>
<td></td>
<td>1.8313</td>
<td>5.1021</td>
<td></td>
</tr>
</tbody>
</table>

Source: Survey data 2013

The principals evaluated themselves highly they feel confident while performing their tasks and they provide learning opportunities for their teacher so that they can get in service training on new developments in the profession. The aggregate mean and standard deviation scores are 1.8313 and 5.1021 respectively. In terms of the scale used in the research this is done occasionally.
4.3.7 Descriptive Statistics on Teachers’ Job Satisfaction

This section of the questionnaire tested on the dependent variable —job satisfaction— of the teachers and had six items structured on a 4-point likert scale. The results are shown in the table 5.5

Table 5.5 descriptive statistics on teachers’ job satisfaction

<table>
<thead>
<tr>
<th>Statement</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Sum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I remain in teaching because I believe that loyalty is important</td>
<td>96</td>
<td>1.00</td>
<td>2.00</td>
<td>130.00</td>
<td>1.3542</td>
<td>.48077</td>
</tr>
<tr>
<td>It would be very hard for me to leave teaching now even if I wanted</td>
<td>96</td>
<td>1.00</td>
<td>2.00</td>
<td>161.00</td>
<td>1.6771</td>
<td>.47005</td>
</tr>
<tr>
<td>Am not afraid of what would happen if I quit my job right now</td>
<td>96</td>
<td>1.00</td>
<td>4.00</td>
<td>256.00</td>
<td>2.6667</td>
<td>.94776</td>
</tr>
<tr>
<td>I really feel as if the school problems are my own</td>
<td>96</td>
<td>2.00</td>
<td>5.00</td>
<td>329.00</td>
<td>3.4271</td>
<td>1.27109</td>
</tr>
<tr>
<td>I would be very happy to spend the rest of my life teaching</td>
<td>96</td>
<td>2.00</td>
<td>5.00</td>
<td>362.00</td>
<td>3.7708</td>
<td>1.27716</td>
</tr>
<tr>
<td>If I got an offer for a better job elsewhere I would quit teaching</td>
<td>96</td>
<td>4.00</td>
<td>5.00</td>
<td>441.00</td>
<td>4.5938</td>
<td>.49371</td>
</tr>
<tr>
<td>Valid N (list wise)</td>
<td>96</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggregate</td>
<td></td>
<td>96</td>
<td></td>
<td>2.4985</td>
<td>4.94054</td>
<td></td>
</tr>
</tbody>
</table>

Source: survey data 2013

The results indicate that the teachers are satisfied with their jobs as teachers. The aggregate mean and standard deviation scores are 2.4985 and 4.9405 respectively. In terms of the scale used in the research this is in the level of occasionally.

4.3.8 Descriptive Statistics on Principals’ View on Teachers’ Job Satisfaction

This section of the questionnaire tested on the dependent variable —job satisfaction— of the teachers according to the principals views and had six items structured on a 5-point likert scale. The results are shown in the table 5.6
Table 5.6 descriptive statistics on principals' view of teacher job satisfaction

<table>
<thead>
<tr>
<th>Statement</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Sum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers in this school have a great sense of identification with their profession and school</td>
<td>20</td>
<td>3.00</td>
<td>5.00</td>
<td>79.00</td>
<td>3.9500</td>
<td>.75915</td>
</tr>
<tr>
<td>Teachers in this school take great pride in their work</td>
<td>20</td>
<td>3.00</td>
<td>5.00</td>
<td>85.00</td>
<td>4.2500</td>
<td>.85070</td>
</tr>
<tr>
<td>Teachers in this school are extremely delighted with their work</td>
<td>19</td>
<td>3.00</td>
<td>5.00</td>
<td>83.00</td>
<td>4.3684</td>
<td>.76089</td>
</tr>
<tr>
<td>Generally teachers in this school are extremely satisfied with their work</td>
<td>20</td>
<td>3.00</td>
<td>5.00</td>
<td>88.00</td>
<td>4.4000</td>
<td>.68056</td>
</tr>
<tr>
<td>Teachers in this school have a high passion for the job</td>
<td>20</td>
<td>3.00</td>
<td>5.00</td>
<td>90.00</td>
<td>4.5000</td>
<td>.68825</td>
</tr>
<tr>
<td>Valid N (list wise)</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggregate</td>
<td></td>
<td>3.5781</td>
<td>3.73955</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: survey data 2013

The results indicate that the teachers are satisfied with their jobs as teachers. The aggregate mean and standard deviation scores are 3.5781 and 3.7395 respectively. In terms of the scale used in the research this is in the level of strongly agree.

Job satisfaction amongst teachers is a multi-faceted construct that is critical to teacher retention and has been shown to be a significant determination of teachers' commitment and a constitutor to school effectiveness. This section determines the level of job satisfaction among teachers in Embu County.

The results above show that high levels of the teachers' achievements, recognition and opportunity for growth have been met and the hygiene factors such as worker conditions pay and interpersonal relationships have been met though the levels are quite low and more needs to be done. There is a clear indication that both teachers and principals strongly agree that the teachers exert more effort in the assigned task and pursue the organizational interest. This is because most of them are achievement oriented; they want to post good results as this is one way of getting promotion.
4.4 Inferential Analyses

In order to answer the research objectives, the study performed several analyses to understand the relationship between the independent variable and the dependent variable as well as the behaviour of the dependent variable when the moderating variable is present. The inferential analysis relied on multiple linear regression analysis. The results presented in this section summarize the regression analysis tests.

4.4.1 Assessing Relationship between Independent Variables and Job Satisfaction

The independent variables used were leadership style, leadership behaviour and leadership situation. The moderating variable was follower characteristic while the dependent variable was job satisfaction.

Table 5.7 relationship between independent variable and job satisfaction

<table>
<thead>
<tr>
<th>R</th>
<th>R.squared</th>
<th>F</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>T</th>
<th>Sig.</th>
<th>Collinearity Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Constant)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>.509</td>
<td>.259</td>
<td>12.930</td>
<td>5.112</td>
<td>.684</td>
<td>7.477</td>
<td>.000</td>
<td>.613 1.632</td>
</tr>
<tr>
<td>.509</td>
<td>.259</td>
<td>12.930</td>
<td>-1.332</td>
<td>.222</td>
<td>-.625</td>
<td>-5.991</td>
<td>.000 .613 1.632</td>
</tr>
<tr>
<td>.509</td>
<td>.259</td>
<td>12.930</td>
<td>.010</td>
<td>.183</td>
<td>.005</td>
<td>.055</td>
<td>.956 .998 1.002</td>
</tr>
<tr>
<td>.509</td>
<td>.259</td>
<td>12.930</td>
<td>.708</td>
<td>.294</td>
<td>.252</td>
<td>2.412</td>
<td>.018 .613 1.633</td>
</tr>
</tbody>
</table>

a. Dependent Variable: job satisfaction

The results show that the three independent variable explain 26% of the variation in teacher job satisfaction resulting from leadership (r=0.259). This relationship significant at F=12.930 p< 0.001. The contribution of the independent variables is summarized using the multiple regression model 1 as:

\[ T_{js} = 5.112 - 0.625L_{sty} + 0.225L_{sit} + 0.005L_{beh} \quad \text{model 1} \]

Where:  
\( T_{js} = \) teacher job satisfaction  
\( L_{sty} = \) leadership style  
\( L_{sit} = \) leadership situation  
\( L_{beh} = \) leadership behavior

While the style and the situation are significant at (P< 0.001 and P< 0.005) behaviour is statistically insignificant. It is also worth noting that the readership styles contribute negatively
towards teacher's job satisfaction. This explains that leadership styles of the school principals do not affect teachers' job satisfaction that teachers can be satisfied with their jobs despite the leadership styles used by the school heads. This situation may be explained as teacher job satisfaction does not depend on the principals' leadership style.

4.4.2 Assessing the Effect of Follower Characteristics on the Relationship between the Independent and Dependent Variables

Stepwise regression method was used to understand the behaviour of the dependent variable when the moderating factor is present, namely follower characteristics the results are as show in the table 5.8 below.

Table 5.8 effect of the moderating variable on the independent and dependent variables

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>T</th>
<th>Sig.</th>
<th>Collinearity Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
<td>Tolerance</td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>5.540</td>
<td>.655</td>
<td>8.456</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>Leadership style</td>
<td>-1.118</td>
<td>.214</td>
<td>-.518</td>
<td>-5.227</td>
</tr>
<tr>
<td></td>
<td>behaviour</td>
<td>.135</td>
<td>.174</td>
<td>.060</td>
<td>.776</td>
</tr>
<tr>
<td></td>
<td>situation</td>
<td>1.588</td>
<td>.341</td>
<td>.557</td>
<td>4.663</td>
</tr>
<tr>
<td></td>
<td>Follower characteristic</td>
<td>-1.631</td>
<td>.371</td>
<td>-.510</td>
<td>-4.397</td>
</tr>
</tbody>
</table>

a. Dependent Variable: job satisfaction

This can further be explained by the table 5.9. This table compares the behavior of the dependent variable before the moderating variable was introduced and after it was introduced. The contribution of the moderating variable- follower characteristic – is summarized using the regression model 2 below.

\[ Tjs = 5.54 - 0.518 \text{Lsty} + 0.060 \text{Lbeh} + 0.557 \text{Lsit} - 0.510 \text{Fx-tic} \]

Where:  
Tjs=teacher job satisfaction  
Lsty=leadership style  
Lsit=leadership situation  
Lbeh=leadership behavior  
Fx-tic=follower characteristic
Table 5.9 behaviour of dependent variable before and after the moderator

<table>
<thead>
<tr>
<th>Variable</th>
<th>Before the moderator</th>
<th>After moderator</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>5.112</td>
<td>5.54</td>
<td>Change is significant</td>
</tr>
<tr>
<td>R2</td>
<td>0.259</td>
<td>0.37</td>
<td>Change is significant</td>
</tr>
<tr>
<td>F</td>
<td>12.930</td>
<td>15.854</td>
<td>Change is significant</td>
</tr>
<tr>
<td>P</td>
<td>0.000</td>
<td>0.000</td>
<td>Change is significant</td>
</tr>
<tr>
<td>Style</td>
<td>-0.625</td>
<td>-0.518</td>
<td>Change is insignificant</td>
</tr>
<tr>
<td>Behaviour</td>
<td>0.05*</td>
<td>0.060</td>
<td>Change is significant</td>
</tr>
<tr>
<td>Situation</td>
<td>0.252</td>
<td>0.557</td>
<td>Change is significant</td>
</tr>
<tr>
<td>characteristics</td>
<td>0.00</td>
<td>-0.510</td>
<td>Change is insignificant</td>
</tr>
</tbody>
</table>

Source: survey data 2013
5.1 Introduction

This section gives a summary of the main findings, conclusions, recommendations of the study and suggestions for further research. The purpose of this study was to investigate the influence of head teacher’s leadership styles on the secondary school teachers’ job satisfaction in public secondary schools of Embu County. Specifically the study sought to: determine leadership styles used by head teachers, leadership behaviours, leadership situations, and follower characteristics, to determine the level of job satisfaction among public secondary school teachers in Embu County, find out the head teachers responsibility in human resource management and access attitude of teachers towards leadership styles of the head teacher.

5.2 Summary of Findings

5.2.1 Leadership Styles used By Head Teachers

From the findings it was revealed that various principals in Embu County use different leadership styles according to the various situations in their schools. The highest percentages of principals are democratic. These are principals who are co-operative, participative and who use consultative approach where the workforce/ employee is given the opportunity to discuss the issues and problems involved and share in the decision making process. There is joint involvement between the principal and the teachers in learning the school activities. In schools where the principals are democratic team members tend to have high job satisfaction and are productive because they are more involved in the decisions. These principals also help to develop people’s skills. Team members feel in control of their destiny, so they are motivated to work hard by more than just a financial reward. Because participation takes time, this approach can slow decision-making, but the result is often good. This approach can be most suitable when working as a team is essential, and when quality is more important than efficiency or productivity which is usually the case in our schools.

These principals in Embu County also over emphasize detailed and short term goals, and standard rules and procedures. The principals do not make an effort to enhance followers’
creativity and generation of new ideas. They ensure that the organizational problems are simple and clearly defined. They do not reward or they ignore ideas that do not fit with existing plans and goals. These principals are found to be quite effective in guiding efficiency decisions which are aimed at cutting costs and improving productivity. They tend to be highly directive and action oriented and their relationship with the teachers tend to be transitory and not based on emotional bonds.

However the principals take action to try to increase their teacher's awareness of what is right and important, to raise their staff's motivational maturity and to move them to go beyond their own self interests for the good of the schools. Such leaders provide their teachers with a sense of purpose that goes beyond a simple exchange of rewards for effort provided and cares about the feelings of the teachers. They often take extra effort to find out how employees under them feel about changes that are being made, ask for their opinion on a variety of matters and attempt to motivate them to better their situation.

5.2.2 Level of Job Satisfaction among Teachers

It was revealed that 83.3% of the head teachers felt that their teachers were satisfied with teaching. It was further established that majority of the teachers were completely (64%) satisfied with their jobs. This shows that high levels of the teachers' achievements, recognition and opportunity for growth have been met and the hygiene factors such as worker conditions, pay and interpersonal relationships had been met consequently heightening their job satisfaction.

The head teachers felt that they motivated their teachers by using motivators such as achievement, recognition, responsibility and personal growth and advancement potential as well as provision of basic needs thus improving their job satisfaction. In addition, head teachers indicated that their teachers felt that the school had enough promotional opportunities. The head teachers encouraged distance and school based learning so as to ensure that the teachers have opportunities for promotion as promotions provide opportunities for personal growth, increased responsibility and increased social status eventually improving teachers' job satisfaction.

Majority of the head teachers felt that their working relations with their teachers were good an indication that majority of the head teachers were working towards creating a conducive
working environment for the teachers by creating a quality supervisor- subordinate relationship so as to influence the overall level of job satisfaction among teachers. Majority of the teachers were of the view that there is a negative relationship between their head teachers’ management styles and their job satisfaction. The teachers didn’t care about the management styles employed by the head teachers: an indication that teachers’ attitude towards their job satisfaction was not affected by their head teachers’ leadership styles but by the leadership situations and leadership behavior.

5.3 Conclusion

The study established that on average head teachers in Embu County mostly employed democratic management style. However quite a large number of teachers are satisfied with their job, this then leads to a conclusion that the principals leadership styles do not influence the teachers job satisfaction. The teachers’ job satisfaction can be higher if these leaders are enlightened on the very best leadership styles like the transformational leadership style and empowering leadership. Lack of motivation may cause teachers to be less successful in teaching. Unreasonable demands of administrators, discouraging team spirit, neglecting rewards, financial problems are the factors related to de-motivation.

5.4 Recommendations

The importance of continuous professional development for teachers is widely recognized, it was established in this study that teachers had opportunities for career development though they receive very little, good quality in-service training during their careers. Expanding and improving career and professional development is, therefore, crucially important. The principals particularly need in-service training on the best leadership styles which can be employed to bring about change in our schools and raise the teacher’s job satisfaction.

Despite some improvement in pay in recent years by the Kenyan government, most secondary school teachers are simply unable to meet their basic household needs. As a result, many of them are forced to find other sources of income. Those who cannot earn additional income slide into poverty. Teacher salaries should be at least doubled. However, given the severity of the fiscal crisis that besets most governments, pay increases of anything like this magnitude are completely unaffordable from domestic resources. Given the strong commitment of the
international community to the attainment of the education for all goals with acceptable learning outcomes, serious consideration should, therefore, be given to how teacher’s pay can be supplemented using external funding.

5.5 Area of Further Research

Considering the research was limited to the Embu County which is a rural setting raising concern in generalizing the findings, a more rigorous study can be carried to cover the whole country. The findings of this study, makes an important contribution to our understanding of leadership processes and employee satisfaction in secondary education. It is hoped that the results will stimulate further investigation into other equally important aspects affecting leadership styles and employees relations. This study was restricted to one construct of work related behaviors- job satisfaction, hence further research in the area could extend to cover other constructs which also relate to employee organizational effectiveness and outcomes. For instance on organisational behaviour and employee job satisfaction as other aspects of work-related attitudes. Much more research is needed at higher education. It could be replicated in different categories of tertiary education. Yet another area that demands attention is leadership and academic performance or student outcomes. It is expected that high levels of satisfaction will exert on student learning and raise academic performance. In this sense studies on assessing leadership impact on student performance would be invaluable. Finally, further studies could be conducted to look at how leadership can improve the performance of either public or private institutions.
REFERENCES


Locke, J.C.F. (2001), Leadership behaviors: effects on job satisfaction, productivity and organizational commitment, Journal of Nursing Management, Vol. 9 No. 4


### APPENDICES

#### Appendix 1

Leadership model by Fielder

<table>
<thead>
<tr>
<th>Leader-Member relations</th>
<th>Good</th>
<th>Good</th>
<th>Good</th>
<th>Good</th>
<th>Bad</th>
<th>Bad</th>
<th>Bad</th>
<th>Bad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task structure</td>
<td>High</td>
<td>High</td>
<td>Low</td>
<td>Low</td>
<td>High</td>
<td>High</td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td>Leader position power</td>
<td>Strong</td>
<td>Weak</td>
<td>Strong</td>
<td>Weak</td>
<td>Strong</td>
<td>Weak</td>
<td>Strong</td>
<td>Weak</td>
</tr>
<tr>
<td>Favorableness' of situation</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most appropriate behavioral style</td>
<td>Task oriented</td>
<td>Relationship oriented</td>
<td>Task oriented</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Leadership model by Fielder
Appendix 2:
Leader action to change variables

**Contingency variable**

| Leader-member relations | • To improve leader–member relations.  
| | • Spend more time with group members on informal bases.  
| | • Ask for specific people to allocate the group.  
| | • Offer help or direction to difficult group members.  
| | • Transfer particular people in and out of the group  
| | • Raise feelings of satisfaction by obtaining positive outcomes for group members.  
| Task- structure | • To increase task structure  
| | • Obtain structured and straightforward tasks for the group together with detailed criteria for completion.  
| | • Break down the jobs and tasks into more tightly structured parts.  
| | • To lower task structure  
| | • Obtain novel and unstructured problems or tasks to be solved by the group.  
| | • Involve subordinates in working jointly with leader to solve problems.  
| Leaser power position | • To enhance position power.  
| | • Exercise in full those powers granted by the organization to reinforce the appearance of being in charge.  
| | • Become the sole channel for information coming into the group.  
| | • To decrease position power.  
| | • Share decisions with group members  
| | • Enter more autonomy to group members.  

Leader actions to change the state of contingency variables
Appendix 3:
The path-goal theory

The Path-Goal Theory variables

Leader behavior style
- Participative
- Directive
- Supportive
- Achievement-oriented

Follower characteristics
- Locus of control
- Perceived task ability
- Experience
- Need for achievement
- Need for clarity

Environmental factors
- Follower’s task
- Authority system
- The work group

Follower perception and motivation

Outcome
- Follower satisfaction and follower performance.
The Respondents,
Embu County.

Dear Sir/Madam,

REF: INTRODUCTION LETTER

I am congratulating you for having been selected to participate in this study. I am a Post
graduate student at the Kenyatta University pursuing a Masters Degree in Business
Administration. As part of the requirements for the award of this degree I am conducting a
study on the influence of the principals’ leadership styles on teachers’ job satisfaction.
Therefore I am requesting you to co-operate and assist me by filling in this questionnaire. The
information you will give will strictly be used for the purpose of this study and your identity
will be anonymous. I will be very grateful for your co-operation.

Thank you in advance.

Yours faithfully,

Grace Mukami King’ori
Kenyatta University
APPENDIX 5:

PRINCIPAL’S QUESTIONNAIRE

This research is meant for academic purpose. It will try to find out the role of the principal’s leadership behaviour on teachers, job satisfaction. Kindly you are requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential. Please tick [√] where appropriate or fill in the required information on the spaces provided.

Background Information

1. Age
   a. 20-25 years [ ]
   b. 26-30 years [ ]
   c. 31-35 years [ ]
   d. 36-40 years [ ]
   e. 41-45 years [ ]
   f. Over 50 years [ ]

2. Gender
   a. Male [ ]
   b. Female [ ]

3. Indicate your current academic qualification
   a. Diploma [ ]
   b. SI [ ]
   c. BA/BSC with PGDE [ ]
   d. BED [ ]
   e. Masters [ ]
   f. Any other [specify] .................................................

4. What is the category of your school?
   a) Day [ ]
   b) Boarding [ ]
   c) Day and boarding [ ]

5. How long have you been a principal in this school?
   a) Below one year [ ]
   b) 2 - 5 years [ ]
   c) 6 - 10 years [ ]
   d) 11 - 15 years [ ]
   e) 16 and above [ ]

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6. What type of school do you lead?
   a) Girls only [ ]
   b) Boys only [ ]
   c) Mixed [ ]

7. How many teachers are there in your school?
   a) Male ............. b) Female ............. c) Total .............

SEC B
Leadership styles

The table below presents statements about various leadership styles used by school principals. Indicate the extent to which you engage in each of them in your school.

Using the key below, please tick [v] appropriately on the spaces provided.
Key: 1: always 2: occasionally 3: rarely 4: never

<table>
<thead>
<tr>
<th>Leadership style</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>I treat all my staff members as my equals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am willing to make changes which members suggest</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am slow to accept new ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am free supportive and have respect for differences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I keep to myself</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I give support and appreciation to staff members</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I seek better ways to improve work conditions of teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am slow to accept new ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I put suggestions made by staff into operations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I get staff approval in important matters before implementing them</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**SEC C**

**Behaviours**

The table below presents statements about various leadership behaviours of school principals. Indicate the extent to which you engage in each of them in your school. Using the key below, please tick [$\surd$] appropriately on the spaces provided.

Key: 1: Always 2: Occasionally 3: Rarely 4: Never

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>I emphasize the meeting of deadlines</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I criticize poor work and emphasize results</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I seek new and better ways to improve work conditions of teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I look out for personal welfare of members</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I make all staff members feel at ease when talking to them</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I make sure that the staff members achieve their personal goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like being non-committal, uninvolved and withdrawn from the teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I try to strike a balance between the staff relationships and results</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I set high standards and clarify the school goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I provide learning opportunities for the teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SEC D**

**Situations**

The table below presents statements about various leadership situations of school principals. Indicate the extent to which you engage in each of them in your school. Using the key below, please tick [$\surd$] appropriately on the spaces provided.

Key: 1: Always 2: Occasionally 3: Rarely 4: Never

<table>
<thead>
<tr>
<th>Situation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The team I work with is highly cohesive</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The jobs performed by the team members are highly challenging</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I am the sole channel for information coming into the group  
The task is straight forward nothing is ambiguous  
The tasks have tightly structured parts  
I am the sole channel for information coming into the group  
I reinforce in full powers granted to me by the school management  

SEC E  
FOLLOWER CHARACTERISTICS  
The table below presents statements about various statements on follower characteristics.  
Indicate the extent to which you think that the teachers in this school are affected.  
Using the key below, please tick [✓] appropriately on the spaces provided.  

Key: 1: Always 2: Occasionally 3: Rarely 4: Never

<table>
<thead>
<tr>
<th>Follower characteristics</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>External factors beyond my control affect the discharge of my duties</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All work outcomes are under my control</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am highly confident when performing my tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I dislike tasks which are ambiguous</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I always offer support to teachers in work situations with routine and predictable tasks whereby teachers need little direction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SEC F  
Teacher job satisfaction  
The table below presents statements about various statements on job satisfaction. Indicate the extent to which you think that the teachers in this school are satisfied.  
Using the key below, please tick [✓] appropriately on the spaces provided.  

Key: 1: Always 2: Occasionally 3: Rarely 4: Never
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers in this school have a high passion for their job</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers in this school take great pride in their work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers in this school are extremely delighted with their work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher in this school have a great sense of identification with their profession and school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generally teachers in this school are extremely satisfied with their work</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank you for your participation
APPENDIX 6:

TEACHERS’ QUESTIONNAIRE

This research is meant for academic purpose. It will try to find out the role of the principal’s leadership styles on job satisfaction of teachers. Kindly you are requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential. Please tick [✓] where appropriate or fill in the required information on the spaces provided.

Section 1 Background Information

1. Age ............................ years.

2. Gender Male [ ] Female [ ]

3. Please indicate for how long you have been a secondary school teacher in your teaching career
   a. Below one year [ ]
   b. 2 – 5 years [ ]
   c. 6 – 10 years [ ]
   d. 11 – 15 years [ ]
   e. 16 – and above years [ ]

4. What is the category of your school?
   a. Day [ ] b. Boarding [ ]

5. Indicate your current academic qualification
   a) Diploma [ ]
   b) SI [ ]
   c) BA/BSC with PGDE [ ]
   d) BED [ ]
   e) Masters [ ]
   f) Any other [specify] ....................................
SECTION B
LEADERSHIP STYLES

6. The tables below present statements about various leadership behaviours engaged by school principals. Indicate the extent to which your principal engages in each role/behaviour in your school.

Please tick [✓] on the appropriate column.

Using the key below, please tick [✓] appropriately on the spaces provided.

Key: 1: Always  2: Occasionally  3: Rarely  4: Never

<table>
<thead>
<tr>
<th>Leadership style</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The principal keeps to himself</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The principal is friendly and approachable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The principal refuses to explain his/her actions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The principal treats all members as her/is equals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The principal leaves the staff to work on their own</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The principal puts suggestions made by his/her staff in to operation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**BEHAVIOUR**

7. The table below presents statements about leadership behaviours engaged by school principals. Indicate the extent to which your principal engages in each of them in your school.

Key: A: Always  O: Occasionally  R: Really  N: Never

<table>
<thead>
<tr>
<th>BEHAVIOUR</th>
<th>A</th>
<th>O</th>
<th>R</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>The principal criticizes poor work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal looks out for personal welfare of members</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal does personal forums for staff members</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal gives encouragement, support and appreciation to group members</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal assigns staff members particular tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal makes all staff members feel at ease when talking to them</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal tries to strike a balance between staff relationships and results</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The principal sets high standards and clarifies goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The principal is non-committal, uninvolved, and withdraw from teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The principal makes sure staff members achieve their personal goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal provides learning opportunities to teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**LEADERSHIP SITUATIONS**

The table below presents statements about various leadership situations. Indicate the extent to which your principal engages in each of them in your school.

Using the key below, please tick [✓] appropriately on the spaces provided.

Key: 1: Always 2: Occasionally 3: Rarely 4: Never

<table>
<thead>
<tr>
<th>Situation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The team I work with is highly cohesive</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The jobs performed by the team members are highly challenging</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team members support each other without the leader's direction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The task is straight forward nothing is ambiguous</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The tasks have tightly structured parts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The principal is the sole channel for information coming into the group</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The principal reinforces in full powers granted to him by the school management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FOLLOWER CHARACTERISTICS**

The table below presents statements about various statements on follower characteristics. Indicate the extent to which you are affected.

Using the key below, please tick [✓] appropriately on the spaces provided.

Key: 1: Always 2: Occasionally 3: Rarely 4: Never

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>External factors beyond my control affect my job satisfaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All outcomes are under my control</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am highly confident when performing my tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I dislike tasks which are ambiguous</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where there is routine and predictable tasks I need little direction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The table below presents items measuring your feelings and attitudes about teaching. Indicate the extent to which you agree or disagree with each of the statements using the following scale: Strongly Disagree (SD), Disagree (D), strongly Agree (SA), Agree (A), Undecided (U) (Using the key below, please tick [✓] appropriately on the spaces provided)

<table>
<thead>
<tr>
<th>JOB SATISFACTION</th>
<th>SD</th>
<th>D</th>
<th>SA</th>
<th>A</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would be very happy to spend the rest of my life teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I really feel as if the school problems are my own</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It would be very hard for me to leave teaching now even if I wanted</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I remain in teaching because I believe that loyalty is important and therefore am obliged to remain teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Am not afraid of what would happen if I quit my job right now without having another one lined up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If I got an offer for a better job elsewhere I would quit teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank you for your participation.