EFFECTS OF LEADERSHIP STYLES ON TEACHERS' JOB PERFORMANCE AND SATISFACTION: A CASE OF PUBLIC SECONDARY SCHOOLS IN NAKURU COUNTY, KENYA

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A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES IN THE SCHOOL OF EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION, KENYATTA UNIVERSITY

JUNE, 2013
DECLARATION

This is my original work and has not been presented in any other university or college for examination purpose.

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Date: 27/06/2013

This project report has been submitted for examination with our approval as University Supervisors.

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Director,  
Kenya Education Management Institute.
DEDICATION

To my family who have patiently endured and cheered me all through during the long period it has taken me to complete this project. No words can express my feelings for them for the sacrifice they have made but this token gesture is the least I can do.
ACKNOWLEDGEMENT

I sincerely thank my supervisors Dr. George Adino Onyango and Dr. Wanjiku Kariuki for their guidance, encouragement and patience throughout the period of this project. Their timely and critical review of this report played a significant role in its completion.

I would also like to thank all my lecturers who through their lectures provided me with a wealth of information that I applied during the development, implementation and reporting of this research project. My appreciation goes to all my classmates at Kenyatta University for their supportiveness, readiness to share information and for providing a conducive learning environment.

I wish to thank my children for their patience and understanding during my time of study. To my husband Dr. Lawrence Mwangi Karanja, I wish to express my deep gratitude for his unfailing encouragement and support throughout the duration of this study.
ABSTRACT

This study aimed to investigate the effects of leadership styles on teachers' job performance and satisfaction in public secondary schools in Nakuru County and determine if the principals' leadership style(s) affected teachers' job performance in terms of accomplishing a given task and job satisfaction. More specifically the study determined the principals' leadership style(s) using the transformational leadership and transactional models and the effect on teachers' motivation in terms of achievement, competency, status, personal worth, and self-realization in public secondary schools. The findings of this study are expected to benefit among others, school heads and teachers among other stakeholders who will get first-hand information on effects of leadership styles on teachers' job performance based on job satisfaction and motivation. Additionally, the general public will increase their knowledge and help them understand the role of effective school leadership on teachers' job performance and satisfaction. It will also benefit other researchers who would want to carry out research on similar topics. The objectives of this study were on leadership styles, teachers' job performance, job satisfaction and motivation. A descriptive research design was used and a case study approach adopted. The target population of interest was 21 public secondary schools registered in Nakuru Municipality. A non-probability sampling technique or method was used for this study. The study purposively selected 7 public secondary schools and 20 respondents from each of the schools as being representative of the target population. Data was collected using the questionnaire method. Quantitative data was analyzed through the use of descriptive statistics which included frequencies, percentages and means as measures of central tendency, while the qualitative data was analyzed through the use of content analysis. The analyzed data was presented using tables and bar charts. Among the key findings of this study was that teachers who lack enthusiasm are unable to teach effectively, making students not to learn well. It also showed that principals' attitude of not considering teachers' suggestions in decision making made teachers lose interest in their job. The study recommends that the Ministry of Education should seek ways to improve job satisfaction of teachers in the middle of their teaching profession by improving working conditions and giving them more opportunities for training. Principals should be able to work with others to implant the vision into the structures and processes of the school. They should be able to communicate the vision to the staff of what their schools should become.
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<tr>
<td>CBD</td>
<td>Central Business District</td>
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<tr>
<td>ICT</td>
<td>Information and Communication Technology</td>
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<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
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<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
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<td>KESI</td>
<td>Kenya Education Staff Institute</td>
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<td>KIE</td>
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<td>KNEC</td>
<td>Kenya National Examinations Council</td>
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<td>MDGs</td>
<td>Millennium Development Goals</td>
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<td>MOES&amp;T</td>
<td>Ministry of Education, Science and Technology</td>
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<td>ODL</td>
<td>Open and Distance Learning</td>
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<td>PDE</td>
<td>Provincial Director of Education</td>
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<td>R&amp;D</td>
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<td>SMC</td>
<td>School Management Committee</td>
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<td>TSC</td>
<td>Teachers Service Commission</td>
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<td>TTC</td>
<td>Teacher Training College</td>
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<td>NCST</td>
<td>National Council of Science and Technology</td>
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CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Teachers' job performance could be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals (Obilade, 1999). It is the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes. It is noted that employees behave differently under different situations. Principals can therefore encourage effective performance of their teachers by identifying their needs and trying to satisfying or meeting them. In fostering these aims and objectives, the school principal has important roles to play. Among this roles include providing effective leadership in secondary schools, thereby enhancing better job performance among teachers. How effective the principal is in performing these roles has been a matter of concern to many educationists (Aghenta, 2000; Ige, 2001). It seems however that many principals have not considered their styles of leadership as determinants of teachers' job performance in their schools. Hence, some of them seem to find it difficult to effectively administer their schools (Adeyemi, 2004). The school principal is in a unique position as the manager or administrator who controls schools' resources for the purpose of attaining organizational goals.

In the field of Industrial/Organizational psychology, one of the most researched areas is the relationship between job satisfaction and job performance (Judge, Thoresen, Bono, & Patton, 2001). Job satisfaction in relation to many factors is one of the most researched areas of worker attitudes. However, there are other factors to consider when looking at what makes an employee do well on the job. One construct that has
been used to predict job performance is personality. This is one area that is criticized by many people as something that may not be valid to use (Rothstein & Goffin, 2000). Despite these criticisms, most researchers feel that studying the relationship between personality and job performance is extremely useful (Goffin, Rothstein, & Johnston, 2000).

It is argued that effective leadership has a positive influence on the performance of teachers (Charlton, 2000). Ultimately it is the performance of many individuals that culminates in the performance of the organisation, or in the achievement of organisational goals. Effective leadership is instrumental in ensuring organisational performance (Hellriegel, Jackson, Slocum, Staude, Amos, Klopper, Louw and Oosthuizen, 2004). It has been suggested that there are two views of leadership – the traditional view of transactional leadership, involving an exchange process between leader and subordinate, and a view of transformational leadership that allows for the development and transformation of people. Transactional leaders are considered to enhance the subordinates’ readiness to perform at expected levels, by offering rewards for acceptable performance, thus resulting in the desired outcomes defined by the leader (Meyer and Botha, 2000).

Most school heads are not effective in their leadership behaviour because they treat teachers as tools believing that teachers can be treated anyhow. In response to this, teachers do not handle their work properly. In highly effective schools, and schools which have reversed a trend of poor performance and declining achievement, the head teacher sets the pace leading and motivating pupils and staff to perform to their highest potential (Bush and Oduro, 2006). It is therefore not surprising that there is
pressure mounted by stakeholders on effective leadership among principals of secondary schools in Kenya. The aim of this study was to determine the effects of leadership styles on teachers' job performance among public institutions in Kenya, with particular attention to public secondary schools in Nakuru County.

1.2 Statement of the Problem

This study investigated whether teachers' job performance can be attributed to principals' leadership styles in public secondary schools. More specifically, the study determined the principals' leadership style using the transformational leadership and transactional models and how these leadership styles affect teachers' job performance in terms of accomplishing or executing a given task and job satisfaction in terms of the extent to which employees like their work and are able to use their skills and knowledge on the job. The relationship between principals' leadership style and teachers' job performance has been a subject of controversy by many researchers (Adeyemi, 2006). The controversy has been centred on whether or not the style of leadership of principals influences the level of job performance and satisfaction among teachers which was subject of the study. Common observation in the school system shows that the style of leadership of a principal could perhaps have serious impact on teachers' job performance and satisfaction.

1.2.1 Purpose of the Study

The purpose of this study was to assess whether teachers' job performance can be attributed to principals' leadership style in public secondary schools. The study determined the principals' leadership style using the transformational leadership and transactional models and how these leadership styles affect teachers' job performance
in terms of accomplishing or executing a given task and job satisfaction in terms of the extent to which teachers like their work and are able to apply skills and knowledge in meeting their targets.

1.3 Objectives of the Study

The objectives of this study were as follows:

i. To determine the relationship between the principals’ leadership style and teachers’ job performance in terms of accomplishing or executing a given task in public secondary schools.

ii. To examine the effects of school principals’ leadership style(s) on teachers’ motivation in terms of achievement, competency, status, personal worth, and self-realization in public secondary schools.

iii. To establish the relationship between leadership style(s) of school principals and teachers’ job satisfaction in terms of the extent to which teachers like their work and use their skills and knowledge on the job.

1.4 Research Questions

The research study will address the following questions:

i. What is the effect of principals’ leadership style(s) on teachers’ job performance in terms of accomplishing a given task?

ii. What is the effect of school principals’ leadership style(s) on teachers’ motivation in terms of achievement, competency, status, personal worth, and self-realization?
iii. How do leadership style(s) of school principals' impact on teachers' job satisfaction in terms of the extent to which teachers like their work and use their skills and knowledge on the job?

1.5 Significance of the Study

The study is significant to the field of education in that it builds upon the available body of knowledge relating to leadership styles and teachers' job performance. There have been several studies that look at the relationship between leadership styles and teachers' job performance. The present study focuses on a geographically unique school system with unique characteristics and challenges. The school system has experienced and continues to experience enormous leadership challenges. This study will go a long way to help principals on ways to enhance their leadership behaviour. The outcome of the study will help stakeholders such as parents, Ministry of Education Officials among others; understand the effects of leadership styles on teachers' job performance among secondary schools in Kenya. There is need for school principals to consider their styles of leadership and the impact on teachers' job performance in their schools.

This study also focuses on the effects of leadership styles and provides an in-depth look into this challenging level of education. This is critical to the organizational development and academic growth of the students, because the principal is the main source and the driving force that sustains the welfare of an institution. In addition to the significance for the field, the study is important to the school system where the study was performed. The study can lead to improvements in the principal preparation program in order to raise the morale level for teachers. With the demands on this
growing school system to hire and retain teachers, this study will help Ministry Officials with strategies to improve the level of performance in public schools.

1.6 Limitation of the Study

The research study was carried out in Nakuru County where daily activities of teaching students are carried out on day-to-day basis. It was difficult to reach some of the respondents who were busy at work. It was also difficult for some head teachers to fill questionnaires since they were out of the office on official duties.

1.7 Delimitations of the Study

The study was confined to Nakuru Municipality targeting Public Secondary School teachers. This was delimitation to the study because the findings may not be a true reflection of the views of all teachers in the whole of Nakuru County.

1.8 Assumptions

The research concentrated on collecting data from teachers who directly or indirectly were involved in school administration in Nakuru County. Data collection targeted on teachers who were on duty. Most of the respondents for this research were based within Nakuru County where most of the schools are based. For this reason this research study was restricted to Nakuru County.
An effective principal ensures that there is high morale, job satisfaction and motivation among the teachers which lead to excellent school results among the students, resulting into high academic achievement. Good leadership style has an influence on academic achievement which includes the principal’s organizational strategies, quality improvement measures, and skills in curriculum based establishment and teamwork. The conceptual framework is useful to the study in various ways. First the study is based on the premise that headship plays a significant role in determining academic performance. Leadership includes a variety of tasks and roles whose effective operationalization will positively affect academic performance.
Given the fact that the study investigated these factors, the conceptual framework is very useful.

The study of Millwee (2001) observed that every organization needs leaders who will take the first step to achieve its goals. Leaders can be easily identified due to their capacity to affect other peoples' lives. These leaders typically further their own personal and professional goals as well, because leadership being a great responsibility is also rewarding. The ability to handle difficult conditions at work influence ones work and performance. Effective principals are strong educators, anchoring their work on central issues of learning and teaching and continuous school improvement. According to Schmoker (2001), combination of three concepts constitutes the foundation for positive improvement results: meaningful teamwork; clear, measurable goals; and the regular collection and analysis of performance data. Principals must lead their school through the goal-setting process in which student achievement data is analyzed, improvement areas are identified and actions for change are initiated. This process involves working collaboratively with staff and school community to identify discrepancies between current and desired outcomes, to set and prioritize goals to help close the gap, to develop improvement and monitoring strategies aimed at accomplishing the goals, and to communicate goals and change efforts to the entire school community.

1.9.1 Theoretical Framework

1.9.1.1 Definitions of Leadership

To begin knowing the leadership styles of a principal, a review of the different definitions of leadership has to be considered. Leadership can be defined as the
activity of influencing people to strive willingly for group objectives. Tannenbaum et al (1959) defined leadership as interpersonal influence exercised in a situation and directed, through the communication process toward the attainment of specialized goal or goals. Koontz and O'Donnell (1959) explain that leadership is a way of influencing people to follow achieving of a common goal. Crosby and Bryson (1999) further expound that leadership is the inspiration and mobilization of others to undertake collective action in pursuit of common good. Different scholars have argued that there is no precise definition for describing the complex phenomenon of leadership. The most cited definition of leadership came from Bennis and Nanus (1985) that leaders are people who do the right thing. According to Ciulla (2004) leadership is a distinct kind of moral relationship. He explains that leaders cannot empower people unless they have the moral courage to be honest with themselves. He further highlighted that leadership is a distinct kind of moral relationship. According to him, leaders cannot empower people unless they have the moral courage to be honest with themselves. On the other hand, people want leaders who are honest, forward looking, competent and inspiring (Kouzes, Posner, 1995). Leadership is the inspiration and mobilization of others to undertake collective action in pursuit of common good. Different authors of leadership books argue that there is no precise definition for describing the complex phenomenon of leadership.

1.9.1.2 Overview of Early Theories.

The Great Man Theory

The outdated great man theory assumes that great leaders are born with qualities that make people naturally want to follow them. The theory is based upon the assumption that great leaders are born predisposed to leadership. It is also thought through the
great man theory that these leaders would arise when the need presents itself. That is, if a cause or situation presents and needs a leader, would arise (Lippitt, 1969).

The Trait Theory

The Trait Theory of Leadership focused on traits such as personality, physical appearance, social background, intelligence, and ability (Taylor, 1994). The theory believed that leaders were born with certain traits that made them naturally effective leaders. Studies indicate that with many earlier studies performed to evaluate the specific traits of these highly effective leaders, researchers found inconclusive results, but with more advanced statistical analyses, recent researchers have shown that certain traits or attributes appear to be present in many effective leaders. The following three traits are listed as the most evident in effective leaders: interpersonal factors, cognitive factors, and administrative factors. Cognitive factors are said to be related to leadership in that more intelligent leaders are better at problem-solving, decision-making, critical thinking, and creativity (Hackman and Johnson, 2000)

1.9.1.3 Transformational Leadership

The most current leadership theory that has the most abundant presence in the current literature is that of Transformational Leadership. Transformational Leadership is about getting everyone involved in decision-making. The overriding element of successful leadership is to involve people in the process of leading (Horan, 1999). Transformational leadership is a type of leadership style that leads to positive changes in those who follow. Transformational leaders are generally energetic, enthusiastic
and passionate. Not only are these leaders concerned and involved in the process; they are also focused on helping every member of the group succeed as well.

The concept of transformational leadership was initially introduced by leadership expert and presidential biographer James MacGregor Burns. According to Burns (1978), transformational leadership can be seen when "leaders and followers make each other to advance to a higher level of moral and motivation." Through the strength of their vision and personality, transformational leaders are able to inspire followers to change expectations, perceptions and motivations to work towards common goals. Later, researcher Bernard M. Bass, (1985) expanded upon Burns original ideas to develop what is today referred to as Bass’ Transformational Leadership Theory. According to Bass, transformational leadership can be defined based on the impact that it has on followers. Transformational leaders, Bass suggested, garner trust, respect and admiration from their followers. Bass (1985) also suggested that there were four different components of transformational leadership.

**Intellectual Stimulation** – Transformational leaders not only challenge the status quo; they also encourage creativity among followers. The leader encourages followers to explore new ways of doing things and new opportunities to learn.

**Individualized Consideration** – Transformational leadership also involves offering support and encouragement to individual followers. In order to foster supportive relationships, transformational leaders keep lines of communication open so that followers feel free to share ideas and so that leaders can offer direct recognition of each follower's unique contributions.
1.9.1.4 Frederick Herzberg's Motivation and Hygiene Factors

Frederick Herzberg (1923-2000), clinical psychologist and pioneer of 'job enrichment', is regarded as one of the great original thinkers in management and motivational theory. Although Herzberg is most noted for his famous 'hygiene' and motivational factors theory, he was essentially concerned with people's well-being at work. Underpinning his theories and academic teachings, he was basically attempting to bring more humanity and caring into the workplace. He and others did not develop their theories to be used as 'motivational tools' purely to improve organisational performance. They sought instead primarily to explain how to manage people properly, for the good of all people at work.

Herzberg's research proved that people will strive to achieve 'hygiene' needs because they are unhappy without them, but once satisfied the effect soon wears off - satisfaction is temporary. Then as now, poorly managed organisations fail to understand that people are not 'motivated' by addressing 'hygiene' needs. People are only truly motivated by enabling them to reach for and satisfy the factors that Herzberg identified as real motivators, such as personal growth, development, etc., which represent a far deeper level of meaning and fulfilment (Wikipedia, 2009)
Herzberg did a motivational study in which he argued that there are job-satisfiers (motivators) related to the job contents and job-dissatisfiers (Hygiene factors) concerned with the job context. Motivators include Achievement, Recognition, Work itself, Responsibility and Advancement. The hygiene factors do not ‘motivate/satisfy’ rather ‘prevent dissatisfaction.’ These factors are contextual such as, Company policy, Administration, Supervision, Salary, Interpersonal relations, Supervisor, and Working conditions (Herzberg et al., 1959). Herzberg’s theory is the most useful model to study job satisfaction (Kim, 2004). For instance, the researchers have found that it helps in understanding the job satisfaction in the ‘educational settings’. Others have used it as a theoretical framework for assessing the police officers’ job satisfaction (Getahun et al., 2007) however, a review of literature revealed criticisms of the motivator-hygiene theory (Karimi, 2007).

1.9.1.5 Performance as a Dynamic Concept

Individual performance is not stable over time. Variability in an individual’s performance over time reflects learning processes and other long-term changes and temporary changes in performance. Individual performance changes as a result of learning. Studies showed that performance initially increases with increasing time spent in a specific job and later reaches a plateau (Quiñones, Ford, & Teachout, 1995). Moreover, the processes underlying performance change over time. During early phases of skill acquisition, performance relies largely on ‘controlled processing’, the availability of declarative knowledge and the optimal allocation of limited attention resources, whereas later in the skill acquisition process, performance largely relies on automatic processing, procedural knowledge, and psychomotor abilities (Kanfer & Ackerman, 1989).
To identify the processes underlying changes of job performance, Murphy (1989) differentiated between a transition and a maintenance stage. The transition stage occurs when individuals are new in a job and when the tasks are novel. The maintenance stage occur when the knowledge and skills needed to perform the job are learned and performance concepts and performance theory when task accomplishment becomes automatic. For performing during the transition phase, cognitive ability is highly relevant. During the maintenance stage, cognitive ability becomes less important and dispositional factors (motivation, interests, and values) increase in relevance. Performance changes over time are not invariable across individuals. There is increasing empirical evidence that individuals differ with respect to patterns of intra-individual change (Ployhard & Hakel, 1998; Zickar & Slaughter, 1999). Additionally, there is short-term variability in performance which is due to changes in an individual’s psycho-physiological state, including processing capacity across time. These changes may be caused by long working hours, disturbances of the circadian rhythm, or exposure to stress and may result in fatigue or in a decrease in activity. However, these states do not necessarily result in a performance decrease. Individuals are, for example, able to compensate for fatigue, be it by switching to different strategies or by increasing effort (Hockey, 1997).

1.10 Operational Definitions of Terms

Leadership: Refers to the manner by which a principal exerts influence over his/her subordinates and inspires, motivates and directs their activities to achieve group or organizational goals.

Leadership style: Refer to the conduct and approach of providing direction, implementing plans and motivating people. In this research it refers to the scores
measured by the leadership questionnaire developed by the researcher. This was classified by Hersey and Blanchard (1982, 1988) into four styles:

**Teacher Motivation:** Teacher motivation refers to the psychological processes that influence individual behaviour with respect to the attainment of workplace goals and tasks.

**Telling Style:** A leader who makes all the decisions and passes the directives to subordinates who are expected to carry these out under very close supervision.

**Participating Style:** A leader offers guidance to subordinates and encourages them to participate but retain the final say over the decision-making process.

**Moral leadership:** Moral leadership assumes that the critical focus of leadership ought to be on the values and ethics of leaders themselves. Authority and influence are to be derived from defensible conceptions of what is right or good.

**Performance:** The level of an individual’s work achievement after having exerted effort.

**Job satisfaction:** Extent to which employees like their work.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter presents literature review related to the purpose of this study. It involves examining documents such as books, magazines, journals, scholarly articles and dissertations that have a bearing on the study being conducted. The main purpose of reviewing the literature is to determine what has been done already relating to the research problem that is being studied. Many scholars have researched on the effects of leadership styles on teachers’ job performance, the various leadership styles, performance and practices for acquiring new knowledge relative to the researcher’s study. Literature is reviewed under the following subheadings; leadership theories, leadership styles, teachers’ job performance, job satisfaction, motivation and morale.

2.2 Leadership

2.2.1 Leadership styles

The concept of leadership is clearly understood through its three theories based on trait, behaviour, and situation. Leadership styles, or more specifically effective leadership, is very crucial in Kenya secondary schools as it is throughout the world. Kenyan secondary schools are no different from others worldwide in terms of striving for performance in order to attain global excellence. The Kenyan situation, however, is incredibly complex as many schools are caught in the middle of a web of authoritarian hierarchies and traditional leadership approaches, as well as bureaucratic hierarchies mixed with modern approaches to leadership (Grobler, Wärnich, Carrell, Elbert and Hatfield, 2002). As organisations and their environments continue to transform quickly into the future, a new style of leadership, that is less bureaucratic and more democratic, is required to ensure
organisation's survival and performance. According to Mester, Visser and Roodt (2003) most managers and organisations realise that they face a future of rapid and complex change. It is believed that, organisations that are over-managed and under-led inhibit organisations from growth and change (Swanepoel, Erasmus, van Wyk and Schenk, 2000).

Discussions of leadership in the 20th century essentially began with the trait approach. While this perspective is now seen as incomplete, there has been recent renewed interest in characteristics of effective leaders. In spite of the questionable premise of trait theory as originally conceived, recent research has identified some traits associated with effective leaders: intelligence, self-confidence, determination, integrity, and sociability (Northouse, 2004, p. 19). In an extensive review of the trait research, Yukl (2006) found several traits that were related to leadership effectiveness: a high energy level and tolerance for stress, self-confidence (including self-esteem and self-efficacy), an internal locus of control orientation, emotional stability and maturity, and personal integrity. Little is known about how a combination of traits may impact effectiveness. Researchers do agree that it is important to note that traits are important only to the extent that they are relevant to a particular leadership situation. In fact, one of the weaknesses of the trait approach is that it does not provide detailed descriptions of how traits affect organizational outcomes (Northouse, 2004, p. 24).

The skills approach suggests that leadership abilities can be developed, whereas traits are more inherent in an individual. This approach is most prominent in leadership development programs that focus on identifying specific competencies that are important in a leadership setting. Leadership competencies have been defined as "the combination
of knowledge, skills, traits, and attributes that collectively enable someone to perform a
given job” (Zenger & Folkman, 2002, p. 83). The use of competencies in leadership
development has become somewhat controversial (Hollenbeck, McCall, & Silzer, 2006).
According to Likert (1967), optimal performance can only be achieved if attention is paid
to human aspects of subordinates’ problems and behavioural aspects, such as motivating
forces, processes in communication, goal setting, and control and performance
characteristics. Based on these premise, leadership styles could be either job-centred or
employee centred. The employee centred style has an ideal consultative style of
leadership. Although control is basically a top management job, it is shared by managers
at middle and lower levels. Many modern leadership gurus like Bennis (1990), Kouzes
(1995) and Posner (1993) argued that a fundamental competency for a leader is
continuous learning with an attitude of curiosity and openness to new information. They
used formal and informal education to gain the knowledge and skills vital to their
leadership work. It is also important to focus on emotional as well as logical intelligence
to recognize, understand and respond to the view and feelings of diverse others
(Goleman, 1995).

Situational leadership incorporates the maturity of followers in their model. They make
an assumption that leaders should adapt their style to follower development style referring
to their maturity based on how ready and willing the follower is to perform the required
tasks considering competence and motivation (Hersey and Blanchard (2001). Leadership
needs skills to manage one’s fear to face risks, to be aggressive and to be completely
devoted in bringing the organization to victory (Donnithrone, 1993). The functions of a
leader described are integration, coordination, assimilation, seeing the big picture,
recognize a multiplicity of perspective and incorporate all of them, diplomacy and well versed in the organization.

Hersey and Blanchard’s (2001) situational leadership incorporated the maturity of followers in their model. They made an assumption that leaders should adapt their style to follower development style referring to their maturity based on how ready and willing the follower is to perform the required tasks considering competence and motivation. Appointment to school leadership in Kenya has undergone several phases. Initially principals were appointed on recommendation by the stakeholders. Later their appointment was based on seniority and currently it is based on merit where they have to be interviewed before appointment. After graduation from colleges with Diplomas or Degrees in Education, teachers are posted to various public secondary schools in the country by the TSC. Their promotion to leadership depends on their seniority and performance. According to the National Policy on Appointment, Deployment and Training of School Administrators and Managers (1999), up to 1987 TSC used to appoint principals who were identified as suitable by the principal, politician, school sponsor or TSC field agents.

Additionally, the teacher had to be excellent in teaching with a minimum of three years experience as well as good moral behaviour and integrity. However, such arrangement could be abused by principals, politicians or sponsors picking on a person of their choice who may be lacking the qualities cited. Studies have also shown that being a good classroom teacher does not automatically mean one can make an effective school leader (Bush & Oduro, 2006). Currently, headship positions are advertised and teachers subjected to rigorous interviews before they are appointed by the TSC (Rarieya, 2007).
The National Policy on Appointment, Deployment and Training of School Administrators and Managers (1999) says that principals have to be trained before and after appointment to school leadership. They can only become principals if they have a Certificate in Education Management KESI respectively.

To understand the leadership styles of a principal, a review of the different definitions of leadership is necessary. Description of leadership can sound very passionate, even evangelical because leading is a human activity. Leadership was defined by Terry (1987) as the activity of influencing people to strive willingly for group objectives while Tannenbaum et al (1959) define leadership as the interpersonal influence exercised in a situation and directed, through the communication process toward the attainment of specialized goal or goals. The role of the principal in schools has been in a constant state of change since its emergence. The issue has been mostly around whether the principal is a manager of the building or a leader of the school. Additionally, there has been discrepancy in the expectations of the principal in regard to curriculum and instruction. The emergence of the school principal began in the mid-nineteenth century. The lead teacher or principal teacher is the authority in the school, organizes curriculum, is the disciplinarian, and supervises operations (Rousmaniere, 2007).

Into the twentieth century, the principal continued the emergence from teacher to administrator with professional requirements and licensing becoming required for the position of principal. For much of the twentieth century, the role of the principal was that of manager where the principal was expected to uphold district mandates, manage personnel, manage the budget, and handle other operational issues. As American education moved into a new era of accountability in the Principal later part of the century,
this role necessitated the inclusion of leadership. This role of principal was further developed stating that principals must serve as leaders for student learning (Usdan, McCloud, & Podmostko, 2000). Continuing research on effective schools has verified the common sense observation that schools are rarely effective, in any sense of the word, unless the principal is a good leader (Cawelti, 1984).

2.2.2 Job Performance

Despite the great relevance of individual performance and the widespread use of job performance as an outcome measure in empirical research, relatively little effort has been spent on clarifying the performance concept. Campbell described the literature on the structure and content of performance “a virtual desert”. However, during the past 10 to 15 years, one can witness an increasing interest in developing a definition of performance and specifying the performance concept. Authors agree that when conceptualizing performance one has to differentiate between an action (i.e., behavioral) aspect and an outcome aspect of performance (Campbell, 1990; Campbell, McCloy, Oppler, & Sager, 1993).

The behavioural aspect refers to what an individual does in the work situation. It encompasses behaviors such as assembling parts of a car engine, selling personal computers, teaching basic reading skills to elementary school children, or performing heart surgery. Not every behavior is subsumed under the performance concept, but only behavior which is relevant for the organizational goals: “Performance is what the organization hires one to do, and do well” (Campbell et al., 1993, p. 40). Thus, performance is not defined by the action itself but by judgemental and evaluative processes (Motowidlo, Borman, & Schmit, 1997). Moreover, only actions which can be
scaled, i.e., measured, are considered to constitute performance. The outcome aspect refers to the consequence or result of the individual's behavior. The above described behaviors may result in outcomes such as numbers of engines assembled, pupils' reading proficiency, sales figures, or number of successful heart operations. In many situations, the behavioral and outcome aspects are related empirically, but they do not overlap completely. Outcome aspects of performance depend also on factors other than the individual's behavior (Campbell et al. 1993).

Leadership, or more specifically effective leadership, is every bit as crucial (if not more so) in African organisations as it is throughout the world. African organisations are no different from others worldwide in terms of striving for performance in order to be globally competitive. The South African situation, however, is incredibly complex as many organisations are caught in the middle of a web of authoritarian hierarchies and traditional leadership approaches, as well as bureaucratic hierarchies mixed with modern approaches to leadership (Grobler, Wärnich, Carrell, Elbert and Hatfield, 2002). It is argued that effective leadership has a positive influence on the performance of organisations (Charlton, 2000). Ultimately it is the performance of many individuals that culminates in the performance of the organisation, or in the achievement of organisational goals. Effective leadership is instrumental in ensuring organisational performance (Hellriegel, Jackson, Slocum, Staude, Amos, Klopper, Louw and Oosthuizen, 2004). As a result, many leadership theories have been proposed in the last fifty years which are claimed to have influenced the overall effectiveness of the organisations where they have been employed. In the competitive world business environment it is vital that organisations employ leadership styles that enable organisations to survive in a dynamic environment (Maritz, 1995; Bass, 1997).
According to Chitiavi (2002), there is no doubt that every head teacher's dream is to get his school ranked among the best in national examinations results. When results are eventually released, schools with good investments reap good results over which they celebrate jubilantly. Statistics reveal that some schools perform exceptionally well while others perform poorly. A closer investigation reveals that good performance does not just happen. It is a result of good teaching and overall effective headship. The quality of leadership makes the difference between the success and failure of a school (Millette, 1988). Further, research and inspection clarify the extent to which the quality of leadership is crucial to improvement. In highly effective schools, as well as schools which have reversed a trend of poor performance and declining achievement the head teacher sets the pace, leading and motivating pupils and staff to perform to their highest potential.

Performance has been defined by Hellriegel, Jackson and Slocum (1999) as the level of an individual's work achievement after having exerted effort. Performance is ultimately an individual phenomenon with environmental variables influencing performance primarily through their effect on the individual determinants of performance – ability and motivation. Behling and McFillen (1996) confirmed the link between high performance and leadership in the United States by developing a model of charismatic/transformational leadership where the leaders' behaviour is said to give rise to inspiration, awe and empowerment in his subordinates. The school performance is an important measure of success or failures for students, teacher and principals. Performance of each individual challenges their mental and physical abilities. The ability to handle difficult conditions at work influence ones work and performance. Effective principals are strong educators, anchoring their work on central issues of learning and teaching and continuous school improvement. The performance indicators are intended to provide
clarity and specificity about the skills, beliefs, and knowledge a principal needs to demonstrate effective leadership in improving student achievement as well as teachers performance (Schmoker, 2001).

Five performance areas have been identified as the critical leadership skills a principal must demonstrate to effectively lead a school in improving students and staff achievements. These are; promoting collaborative problem solving and open communication; collecting, analyzing, and using data to identify school needs; using data to identify and plan for needed changes in the instructional program; implementing and monitoring the school improvement plan; using systems thinking to establish a clear focus on attaining student achievement goals. These five performance areas identified by Schmoker (2001) are not a chronology of what a principal must do first, second, and third, but rather are cyclical in nature and must be demonstrated continuously throughout the school improvement process. The end product of this process is the school improvement plan, whereas the end goal for the process is improved student achievement.

It has been observed that United States performance benchmarks often emphasize process and input measure that are relatively easy to change although have been found to bear little relationship to student achievement. A superior approach of improvement, would involve tracking individual student's overtime and aggregating the year-by-year changes into overall summary for the school that demand data requirements. The introduction of accountability system indicates improvement in student performance and other outcomes (Hanushek and Raymond, 2002). Studies indicate that schools’ performance matter most in terms of students’ performance that influences the pattern of the nation’s economic success. The Germans now produce students at the top of international rankings because
they used previous poor result to start a national discussion of how to improve their schools. The assessments of international testing signify early warning signals for economic welfare of the country. Schools matter and the performance of the students now will influence the pattern of the nation’s economic success (Hanushek, 2004).

Cooley and Shen (2003) described the school principal as responsible to accountability standards that have been implemented in schools such as performance, goals, school reports and sanctions for poor performance. The study of Billger (2007) examined the relationship between a principal’s performances and pays and further examined school outcomes that reflected principal’s performance. School outcomes are school size, pupil-teacher ratios, poverty rates, controlling finances and these are explained by the principal’s leadership styles. Performance is certainly harder to measure in not-for-profit organizations than in for-profit forms (Hallock, 2002). Schools with higher enrolments may offer higher salaries, reflecting the increased demands associated with more students to the principals aside from the determined expertise as measured by education and experiences. Ebert and Stone found that principals affect students’ achievement by choosing curricula, evaluating teachers and appropriately allocating teacher’s time (Ebert and Stone, 1988).

The 360-degree feedback system is a powerful new assessment tool intended to provide an accurate view of employees’ performance by gathering evaluations of his/her individual's performance from varying perspectives including sources of feedbacks such as peer, self, supervisor, and subordinate to create a composite assessment for the purpose of performance improvement. It is sometimes known as multi-ratter feedback and also includes a self-assessment and, in some cases, feedback from external sources such as
customers and suppliers or other interested stakeholders. The results from 360-degree feedback are often used by the person receiving the feedback to plan their personal development and facilitate performance improvement. Results are also used by some organizations in making administrative decisions, such as pay or promotion. When this is the case, the 360 assessment is for evaluation purposes, and is sometimes called a "360-degree review. There is also controversy regarding whether 360-degree feedback improves employee performance, and it has even been suggested that it may decrease shareholder value (Pfau & Kay, 2002).

The school improvement is the main objective for the use of the school performance feedback systems which was conceptualized by Visscher and Coe (2003). The school performance feedback systems (SPFSs) was defined by the authors as information system external to schools that provide them with confidential information on their performance and functioning as a basis for school self-evaluation. The pressure to evaluate and report on the performance of publicly funded educational institutions helped create a climate in which school performance feedback was most important. The increase in feeding back information to school has also been influenced by the development of multi level and value-added data-analysis models, which enable the computation of more reliable and valid information on school functioning. Other studies on principals in public schools have with larger enrolments reported more severe problems than elementary schools. School size appears to pose serious challenges for school principals (Gates et al, 2001).

A study by Aidlai and Vadi (2006) explored how the attitude of school administrations towards school performance criteria were related to pupils national examination results in Estonian schools. One important use of the national examination results is that it is a
standard for entrance into the universities. The school administration (principals, head teachers) is responsible for the school performance. The school leadership utilizes both the business and education leadership approaches as supported by the Harvard schools. The attitudes held by such administration are important as quoted by DiPaola et al. (2004) that the principals’ attitudes, values, beliefs and personal characteristics can inspire people to accomplish organizational goals and if pupils achievement improve over time it is to a large extend because key stakeholders share the leader’s vision about these goals. Empirical research confirm that schools that perform well have a strong and effective organizational culture, whereas poorly performing schools have a negative organizational culture (Westhuizen et al., 2005).

2.2.3 Job Satisfaction

The study of job satisfaction is a topic of wide interest to both people who work in organizations and people who study them. Job satisfaction has been closely related with many organizational phenomena such as motivation, performance, leadership, attitude, conflict, morale etc. Researchers have attempted to identify the various components of job satisfaction, measure the relative importance of each component of job satisfaction and examine what effects these components have on employees’ productivity. Job satisfaction is how people feel about their jobs and different aspects of their jobs (Spector, 1997). This was supported by Ellickson and Logsdon (2002) who stated that job satisfaction is the extent to which employees like their work. Schermerhorn (1993) terms job satisfaction as an affective or emotional response towards various aspects of an employee’s work. Reilly (1991) describes job satisfaction as the feeling that a worker has about his job or a general attitude towards work or a job and it is influenced by the perception of one’s job.
The level of performance of employees relies not only on their actual skills but also on the level of motivation each person exhibits (Burney et al., 2007). Motivation is an inner drive or an external inducement to behave in some particular way, typically a way that will lead to rewards (Dessler, 1978). Over-achieving, talented employees are the driving force of all firms so it is essential that organizations strive to motivate and hold on to the best employees (Harrington, 2003). In collaboration with two of their colleagues (Deci and Ryan, 2001) conducted a study to examine the effects of performance-contingent rewards on an employee's intrinsic motivation. These types of rewards are very controlling since these rewards are directly associated with an employee's performance of some task. In that respect, performance-contingent rewards undermine intrinsic motivation; however, if the reward given to the employee conveys that the employee has performed on a truly outstanding level, the reward would serve to solidify that employee's sense of competence and decrease the negative effect on that employee's intrinsic motivation (Cameron, Deci, Koestner, and Ryan, 2001).

Also significant in the study was the importance of the interpersonal atmosphere within which the performance-contingent rewards were distributed. When Cameron et al. (2001) compared the administering of rewards in a controlling climate and in a non-controlling climate; they discovered that the performance-contingent rewards given in the more controlling interpersonal climate undermined intrinsic motivation. To prevent the decrease in employees' intrinsic motivation, the interpersonal climate when distributing performance-contingent rewards should be more supportive. Abraham Maslow (1954) suggested that human needs from a five-level hierarchy ranging from physiological needs, safety, belongingness and love, esteem to self-actualization. Based on Maslow's theory,
job satisfaction has been approached by some researchers from the perspective of need fulfilment (Conrad et al., 1985). Job satisfaction and dissatisfaction not only depends on the nature of the job, it also depend on the expectation what's the job supply to an employee (Hussami, 2008). Lower convenience costs, higher organizational and social and intrinsic reward will increase job satisfaction (Mulinge and Mullier, 1998). Job satisfaction is complex phenomenon with multi facets it is influenced by the factors like salary, working environment, autonomy, communication, and organizational commitment (Lane, Esser, Holte and Anne, 2010).

Compensation is very valuable tool for retention and turnover. It is also a motivator for an employee in commitment with the organization which in result enhances attraction and retention (Moncarz et al., 2009; Chiu et al., 2002). It also works as communicator when it is given to employee against his services which shows how much an employee is valuable for its organization (Zobal, 1998). The mentoring is used for development-orientation (Scandura and Williams, 2004). When a supervisor provides mentoring, the relationship affects the protégés skill development and intentions to remain with the employer (McManus and Russell, 1997). On the other hand non-supervisory mentor may increase mentee’s confidence by providing access to outside organization (Scandurraa and Williams, 2004). The immediate supervisor support is very important in organizational change. Although the support of supervisor is not very crucial in satisfaction but it has positive impact on satisfaction (Griffin, Patterson and West, 2001).

According to Chakrabarty, Oubre, and Brown (2008) "perhaps the finest way in which supervisors can portray himself as a role model is to personally demonstrate proper techniques so that employee could understand how job should be done.” Politis (2001)
has examined the roles played by leadership in the process of knowledge acquisition and a survey was carried out on 227 persons who have been engaged in knowledge acquisition activities to examine the relationship between leadership styles and knowledge acquisition attributes. The results showed that the leadership styles that involve human interaction and encourage participative decision-making are related positively to the skills essential knowledge acquisition. According to the study conducted by Friedlander and Margulies (1969), it was discovered that management & friendly staff relationships contribute to the level of job satisfaction. However, this result contradicts with view of Herzberg (1966) who supported the view that supervision is irrelevant to the level of job satisfaction.

Work conditions are defined as an employee’s work place, work instruments, the work itself, organization policy, and organizational rules. Arnold and Feldman (1996), promoted factors such as temperature, lighting, ventilation, hygiene, noise, working hours, and resources as part of working conditions. The worker would rather desire working conditions that will result in greater physical comfort and convenience. The absence of such working conditions, amongst other things, can impact poorly on the worker’s mental and physical well-being (Baron and Greenberg, 2003). Robbins (2001) advocates that working conditions will influence job satisfaction, as employees are concerned with a comfortable physical work environment. In turn this will render a more positive level of job satisfaction.

Arnold and Feldman (1996) shows that factors such as temperature, lighting, ventilation, hygiene, noise, working hours, and resources are all part of working conditions. Employees may feel that poor working conditions will only provoke negative
performance, since their jobs are mentally and physically demanding. According to James Brown (2007), he defines fairness as equal treatment, receiving the same services and benefits as other people. Fairness means different things to different people, and whether or not something is fair often depends on the circumstances. Competent employees are essential to the success of any organization. An important factor driving satisfaction in the service environment is service quality (Klesh, 1979). One school of thought refers to service quality as a global assessment about a service category or a particular organization (PZB, 1988).

Recently, it has been argued that satisfaction is generally viewed as a broader concept and service quality is a component of satisfaction (Zeithaml & Bitner, 2003). This is because satisfaction derives from various sources, such as service encounter satisfaction and overall satisfaction. In other words, a little satisfaction from each service encounter leads to overall satisfaction with the service. Various studies discussed shows that job satisfaction has been studied with relevance to co-worker behavior supervisor behavior, pay and promotion, organizational factors and other work related factors. In some studies the employees were highly satisfied or otherwise.

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; Eaton, 2000). 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 (Pitts, 2009; Riketta, 2008).

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; 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).
Job satisfaction has been the most frequently investigated variable in organizational behavior (Spector, 1997). Job satisfaction varies and researchers, for example Whawo (1993) suggest that the higher the prestige of the job, the greater the job satisfaction. Many workers, however, are satisfied in even the least prestigious jobs. That is, they simply like what they do. In any case, job satisfaction is as individual as one’s feelings or state of mind. Job satisfaction can be influenced by a variety of factors, for example, the quality of one’s relationship with their supervisor, the quality of the physical environment in which they work, the degree of fulfilment in their work, etc. However, there is no strong acceptance among researchers, consultants, etc., that increased job satisfaction produces improved job performance.

2.2.4 Motivation

Employee motivation is one of the strategies of managers to enhance effective job performance among workers in organizations. Motivation is a basic psychological process. Motivating is the management process of influencing behaviour based on the knowledge of what make people tick. Motivation is the process that arouses, energizes, directs, and sustains behaviour and performance. That is, it is the process of stimulating people to action and to achieve a desired task. One way of stimulating people is to employ effective motivation, which makes workers more satisfied with and committed to their jobs. Money is not the only motivator. There are other incentives which can also serve as motivators. However, in order to observe an effective work performance in an organization, work motivation may not be only key factor. In this case, leadership effectiveness and time management will be studied along to see how they relate to work performance in this study (Luthans, 1998).
According to Greenberg and Baron (2000) definition of motivation could be divided into three main parts. The first part looks at arousal that deals with the drive, or energy behind individual (s) action. People turn to be guided by their interest in making a good impression on others, doing interesting work and being successful in what they do. The second part referring to the choice people make and the direction their behaviour takes. The last part deals with maintaining behaviour clearly defining how long people have to persist at attempting to meet their goals Motivation can be intrinsic and extrinsic. Extrinsic motivation concerns behaviour influenced by obtaining external rewards (Hitt, Esser, & Marriott, 1992). Praise or positive feedback, money, and the absence of punishment are examples of extrinsic or external rewards.

The level of performance of employees relies not only on their actual skills but also on the level of motivation each person exhibits (Burney et al., 2007). Motivation is an inner drive or an external inducement to behave in some particular way, typically a way that will lead to rewards (Dessler, 1978). Over-achieving, talented employees are the driving force of all firms so it is essential that organizations strive to motivate and hold on to the best employees (Harrington, 2003). The quality of human resource management is a critical influence on the performance of the firm. Concern for strategic integration, commitment flexibility and quality, has called for attention for employees motivation and retention. Financial motivation has become the most concern in today's organisation, and tying to Maslow's basic needs, non-financial aspect only comes in when financial motivation has failed. Intrinsic motivation is the motivation to do something simply for the pleasure of performing that particular activity (Hagedoorn and Van Yperen, 2003).
Examples of intrinsic factors are interesting work, recognition, growth, and achievement. Several studies have found there to be a positive relationship between intrinsic motivation and job performance as well as intrinsic motivation and job satisfaction (Linz, 2003). This is significant to firms in today's highly competitive business environment in that intrinsically motivated employees will perform better and, therefore, be more productive, and also because satisfied employees will remain loyal to their organization and feel no pressure or need to move to a different firm. Deci and Ryan (2000) conducted and replicated an experiment that showed the negative impact of monetary rewards on intrinsic motivation and performance. It was discovered that rewards would seriously decrease an employee's motivation to ever perform the task being rewarded, or one similar to it, any time in the future. Employees would require the reward in order to perform the job and would probably expect the reward to increase in amount. If the rewards were not increased or if they were taken away they actually served as negative reinforcement.

Deci and Ryan (2001), in collaboration with two of their colleagues, conducted a study to examine the effects of performance-contingent rewards on an employee's intrinsic motivation (Cameron, Deci, Koestner, and Ryan, 2001). These types of rewards are very controlling since these rewards are directly associated with an employee's performance of some task. In that respect, performance-contingent rewards undermine intrinsic motivation; however, if the reward given to the employee conveys that the employee has performed on a truly outstanding level, the reward would serve to solidify that employee's sense of competence and decrease the negative effect on that employee's intrinsic motivation. When Cameron et al. (2001) compared the administering of rewards in a controlling climate and in a non-controlling climate; they discovered that the
performance-contingent rewards given in the more controlling interpersonal climate undermined intrinsic motivation. To prevent the decrease in employees' intrinsic motivation, the interpersonal climate when distributing performance-contingent rewards should be more supportive.

Vroom (1964) proposes that people are motivated by how much they want something and how likely they think they are to get it he suggest that motivation leads to efforts and the efforts combined with employees ability together with environment factors which interplay's resulting to performance. This performance interns lead to various outcomes, each of which has an associated value called Valence. Adams (1965) on his part suggests that people are motivated to seek social equity in the rewards they receive for high performance. According to him the outcome from job includes; pay recognition, promotion, social relationship and intrinsic reward. To get these rewards various inputs needs to be employed by the employees to the job as time, experience, efforts, education and loyalty. He suggests that, people tend to view their outcomes and inputs as a ratio and then compare these ratios with others and turn to become motivated if this ratio is high.

According to Greenberg and Baron (2000) definition of motivation could be divided into three main parts. The first part looks at arousal that deals with the drive, or energy behind individual (s) action. People turn to be guided by their interest in making a good impression on others, doing interesting work and being successful in what they do. The second part referring to the choice people make and the direction their behaviour takes. The last part deals with maintaining behaviour clearly defining how long people have to persist at attempting to meet their goals Motivation can be intrinsic and extrinsic.
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Deci and Ryan (2000) conducted and replicated an experiment that showed the negative impact of monetary rewards on intrinsic motivation and performance. Another observation of the study was that employees would expect a reward every time the task was to be completed if the reward was offered at one time. Employees would require the reward in order to perform the job and would probably expect the reward to increase in amount. If the rewards were not increased or if they were taken away they actually served as negative reinforcement.

Different people interpret compensation differently. In this paper compensation, reward, recognition, and wages are terms used in different situations (Zobal, 1998). The compensation is defined by American Association is “cash and non-cash remuneration provided by the employer for services rendered” (ACA, p. 9). Salary was found to be the
prime factor for the motivation and job satisfaction of salaried employees of the automobile industry from the results of the survey by Kathawala, Moore and Elmuti (1990).

2.3 Knowledge Gaps to be Filled

Although there are a few studies conducted on effects of leadership styles on teachers' job performance, most have predominantly focused on primary and secondary levels, also mostly confined to the western world. Although the positive effects of transformational leadership are relatively well researched in the western countries' context, little is known about its effects abroad. Additionally, little has been researched and publicly documented on leadership studies in Kenya and particularly so in public secondary schools in Nakuru County. Given the views above, the question of whether leadership styles have an effect on teachers' job performance among public institutions is certainly a grey area that warrants investigation. It is for a better understanding of the effects of transformational leadership, particularly in public institutions and the impact on teachers' job performance that this study is being undertaken. Thus, the purpose of this study is to establish the relationship between leadership styles and teachers' job performance in public secondary schools in Nakuru County.

2.4 Summary

Empirical studies have focused on the leader behaviour approach in as much as leadership is seen as dynamic process, varying from situation to situation with changes in leaders, followers and situation. Leadership involves accomplishing goals with and through people or a leader is concerned about task and human relationships. Theories in organization were involved in leadership approaches. One is the scientific management
theory to improve the technique or methods used in carrying the task and the human relation theory, taking consideration of human feelings and attitudes in carrying the tasks. Depending on participation and sharing in decision making, leaders have been classified as: autocratic leader, democratic or participative leader and Laissez-faire leader.

There are two general independent types of factors that affected job satisfaction and job dissatisfaction. According to them, intrinsic factors (called motivators) are factors whose presence motivates workers to perform better and so enhance job satisfaction. These constitute factors related to the job itself, achievement, advancement, recognition for achievement and responsibility. Hygiene factors (also called dissatisfiers operate to reduce or eliminate job satisfaction. These factors may not necessarily motivate the employee and its absence may be a clue for job dissatisfaction. These include salary, supervision, interpersonal relations, working conditions, organizational policy and management, management style of the supervisor and job security.

The review of literature related to teacher morale show that morale is low among teachers, morale has an effect on students’ attitudes and learning, and environment and administrative support are important contributors to the morale level among teachers. A large majority of teachers who leave the teaching profession leave because of dissatisfaction or a desire to change careers. Although the evidence is profound about the benefits of teacher morale in schools, teacher morale continues to lag. Through recent years, teacher morale began to become overlooked as an important aspect of the educational process. Years of study and research by many scholars, support the concept that teacher morale is a critical component of student achievement. In fact, student learning and achievement are positively impacted by the level of teacher morale.
CHAPTER THREE
METHODOLOGY

3.1 Research Design

This chapter specifies the nature of the research design and the population to be studied. In this research, descriptive design was used and a case study approach adopted. Since the study aimed at determining the effects of leadership styles on teachers’ job performance, research design is in fact the conceptual structure within which research is conducted. The descriptive nature of the study was to identify and obtain information on the characteristics of a particular problem or issue. This is used where the research requires description of the object or phenomenon best suitable in a case study. It involves an in depth description of the phenomena in the study (Mugenda and Mugenda, 1999).

According to (Kothari, 2008), a field survey is carried out by relating, recording, analyzing and interpreting circumstance that is available. And this fits well with the study given that it reveals why there is need, to ensure that the principal plays an effective role through providing teachers with knowledge, skills and attributes to enable them run schools effectively and efficiently. The study used a descriptive research to obtain information that described how leadership style(s) plus other factors that were mentioned to help or hinder teachers’ job performance in public secondary schools. Kothari (2008) further argues that descriptive research is a study, which is concerned with describing the characteristics of a particular individual, or a group. The researcher carried out a pilot survey to assist and develop a reliable tool to collect data for this study.
3.1.1 Variables

The study was conceptualized based on the variables that were used in the study. In this study teachers' job performance is affected by a combination of various variables, namely leadership style, job satisfaction, motivation, and morale of teachers. The focus was on the principal who is the central independent variable. Job satisfaction, motivation, and morale of teachers depend on the principal’s leadership style and eventually affect teacher performance and school results.

3.2 Location of the Study

The research was carried out in different locations of Nakuru Municipality. These locations were chosen because they had the required respondents for the study.

3.3 Target Population

The population of interest in this study consisted of school principals and teachers who are in charge of schools and teaching students. Population included all the subjects that had similar characteristics that the researcher wanted to investigate. The target population of this study were all the public schools principals and teachers in Nakuru Municipality. According to the pilot study, there are 21 public secondary schools enrolled in Nakuru Municipality and 580 teachers on duty as at September, 2011.

3.4 Sampling Techniques and Sample Size

3.4.1 Sampling Techniques

A non-probability sampling technique or method was used for this study. The study purposively selected 7 public secondary schools and 20 respondents from each of the schools as being representative of the target population. Purposive sampling helped the
researcher to select a sample that appeared to be representative of the population. Respondents were selected from the following public secondary schools: - See the attached list of public secondary schools enrolled in Nakuru Municipality.

3.4.2 Sample Size

In this study the researcher selected respondents from 7 secondary schools out of 21 registered public secondary schools in Nakuru Municipality, representing 33.3% of the total public secondary schools. The researcher conveniently selected 20 respondents in each of the seven public secondary schools, giving a sample size of 140 respondents. According to Mugenda and Mugenda (2003), when carrying out descriptive studies, 10% of the target population is sufficient sample size to carry out a study.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Teachers</td>
<td>133</td>
</tr>
<tr>
<td>TOTAL</td>
<td>140</td>
</tr>
</tbody>
</table>

Table 3.1 Sample Size

3.5 Construction of Research Instruments

The study used questionnaire as the instrument of data collection. The questionnaire consisted of structured and non-structured questions to collect data from school teachers from all public secondary schools included in the study. The structured questions collected quantitative data and non-structured information on job satisfaction, motivation, morale and teachers’ job performance. The structured questions helped the researcher to get specific information while the non-structured questions helped the respondent express his or her opinion.
3.6 A pilot survey

A pilot survey was carried out in Nakuru Municipality. It was important in a number of ways: First, it identified several public secondary schools, some in central business district and others in Nakuru outskirts where a pool of respondents was found for the proposed study. The pilot study helped in appreciation of the problem under investigation and in the determination of the research methods most appropriate to the study. For instance, the research questionnaire and the categories of respondents were designed based on the pilot survey. In a pre-test study, it was discovered that most of the teachers’ job performance was affected by principals’ leadership styles.

3.6.1 Validity

The researcher undertook pre-tests interviews before the actual study was done. This ensured that the discussion procedures obtained the data required to meet the objectives of the study thus enhancing validity of the data collected.

3.6.2 Reliability

A Pilot study was carried out in 3 selected public secondary schools in Nakuru Municipality where two respondents from each school were selected. One questionnaire was presented to each respondent for one on one discussion with the researcher. After the pilot survey, the researcher made the necessary amendments to the questionnaire as requested by the respondents and that ensured that the instrument was reliable to carry out the study.

3.7 Data Collection Techniques

Data for this study was both quantitative and qualitative and was obtained both from primary and secondary sources. Secondary sources involved review of documented
literature while primary sources was through field research. When using field research, data collection is done using self-administered questionnaires and individual interviews. Since the respondents were expected to be literate, they were requested to fill the questionnaires. The researcher administered 140 questionnaires to randomly selected respondents in secondary schools in Nakuru Municipality. The respondents were given a time frame of one week to enable them respond. Telephone calls were made to remind them to fill the questionnaires and return them.

3.8 Data Analysis

Two types of data was collected in this study namely; qualitative and quantitative data and hence two types of statistical analysis was used. The quantitative data was analyzed through the use of descriptive statistics, which included frequencies, percentages and measures of central tendency like means. The analyzed data was presented using tables, bar graphs and pie charts. While qualitative data was analyzed through the use of content analysis techniques such as narratives, explanations and discussions. Interpretation of the data was done and conclusion drawn. Statistical Packages for Social Sciences (SPSS) and Ms-Excel software were employed to aid in the interpretation of statistics.

3.9 Logistical and Ethical Considerations

Before the research is conducted the researcher sought permission from the National Council of Science and Technology by requesting for a letter of introduction. The researcher designed questionnaires with objective questions for the respondents. Caution was taken to protect the respondent’s privacy and their physical and psychological needs. The researcher guaranteed the respondents confidentiality of any information that they volunteered during the process of data collection.
CHAPTER FOUR
RESULTS AND DISCUSSION

4.1 Introduction
The chapter covers data analysis, results and discussion of the study findings. The study sought to establish the effects of leadership styles on teachers' job performance and satisfaction. The structured questions generated quantitative data, while the unstructured questions generated qualitative data. The quantitative data was analysed using descriptive statistics and presented in the form of frequency tables, percentages and charts. The qualitative data was through the use of content analysis. Results of the data analysis provided information that formed the basis for discussion, conclusion, and interpretation of the findings and recommendations of the study.

4.2 Demographic Characteristics of the Respondents
These are scientifically expressed responses based on the information provided from the closed ended questionnaires. The analysis is presented in the form of frequency distribution tables expressed in terms of percentages, bar charts and interpretation to that effect.
4.2.1 Response Rate

Those who responded were 77% while those who didn’t respond were 23% with teachers’ response being more than the response rate of the principals.
The responses from the respondents' shows 6% of the teachers are below 30 years, while there was no principal in that age bracket, followed by those below 40 years of age while a majority of the respondents are between 41-49 years and 50 years. This indicates that most respondents in schools in Nakuru County are aging with little replacement as shown in the figure 4.2 above and this could lead to a crisis.
The responses show that 53 % were male while 47 % were females. This shows the number of male teachers is higher than female teacher respondents. With a small difference in the male and female respondents, it shows that there is no discrimination on gender parity in the schools covered. This shows that females in Nakuru Municipality have been given equal education opportunities in teaching careers.
4.2.4 Highest Education of the Respondent

Majority of the respondents had Bachelor of Education at 47%, followed by BA/BSC at 35%, Diploma 19%, with a few having SI at 3% and 5% having Masters qualifications. This indicates that majority of the respondents were well educated and hence able to tackle the questionnaires given to them.
4.2.5 Length of Service as Principal in Present School

Information in figure 4.5 above shows that 18.5% of the principals had served as principals in their present schools for less than 5 years, 40.7% of them had served for 6 to 10 years, while 31.5% of the principals had served for 11 to 15 years and 9.3% which represents only a small number of the principals had served for 16 years and above.
Majority of the respondents were in the duration bracket of 11-15 years and most had been teaching for 16 years and above. A minority of the teachers had worked for less than 10 years suggesting that very few teachers had been employed recently by the government. This indicates that a majority of the respondents were quite advanced in age and quite a number were almost retiring from service.

4.3 Relationship Between the Principals Leadership Style and Teachers’ Job Performance in Terms of Accomplishing a Given Task in Public Secondary Schools.

The first objective of the study was to find out the relationship between the principals’ leadership style and teachers’ job performance in terms of accomplishing or executing a given task in public secondary schools in Nakuru County. The principals were presented with a number of items to measure the extent to which they exhibited the leadership traits of initiation style, consideration style and participatory management. They were asked to indicate the extent to which they engaged in leadership behaviour on a four-point Likert
scale (Strongly Disagree, Disagree, Agree, and Strongly Agree). Using a similar scale, teachers were asked to rate the extent to which they viewed their principals to exhibit the leadership traits.

4.3.1 Extent to Which Principals Exhibit Initiation Style

Initiation style is a task-oriented leadership style referring to the degree to which a leader defines and organizes his/her role and the roles of followers (Judge, Piccolo & Ilies, 2004). The principals were presented with a series of items to measure the extent to which they engage in the initiation style presented above. Based on their responses on each item, an average score was computed to establish the extent to which they engage in initiation style. The teachers were also asked to rate the extent to which their principals engaged in the initiation style styles. Figure 4 shows the ratings of the principals and teachers.

Figure 4.7 Extent to Which Principals Exhibit Initiative Style

Figure 4.6 gives information that 56.6% of the principals strongly agreed they engaged in initiation style behaviours, while they were rated by 41.7% of their teachers to always
engage in the styles. The figure also gives information that 29.8% of the principals agreed they engage in initiation styles, while 22.4% of their teachers agreed with them they engage in the styles occasionally. A further, 16.8% of the principals disagreed they engaged in initiation style, and 23.6% of the teachers confirmed this. Lastly, 4.2% of the principals strongly disagreed they engaged in initiation style behaviours as 4.9% of the teachers agreed with them. This shows that teachers differed with their principals on the extent to which they engaged in initiation style, whereby principals rated themselves higher than they were rated by their teachers. However, it emerges that majority of the head teachers engaged in initiation style occasionally.

4.3.2 Extent to Which Principals Exhibit Consideration Style

Consideration style is defined as the degree to which a leader shows concern and respect for followers, looks out for their welfare, and expresses appreciation and support (Bass, 1990). To measure the extent to which the principals engaged in this leadership trait, they were presented with a series of items to measure the extent to which they engage in the consideration style styles presented above. The teachers were also asked to rate the extent to which their principals engaged in consideration styles.
Figure 4.8 gives information that shows that while 15.2% of the principals strongly agreed they engaged in consideration style styles, only 10.6% of the teachers rated them thus. Figure 4.8 shows that 39.8% of the principals agreed they engaged in consideration style styles, 36.2% of the teachers supported them. While 30.4% of the principals disagreed they engaged in consideration style styles, 34.5% of the teachers supported their principals, as they rarely engaged in this style. Finally, while 14.6% of the principals strongly disagreed 18.7% of the teachers were in agreement that principals never applied consideration style of leadership. This again shows that principals tended to over-rate themselves on the extent to which they engage in consideration style styles.

4.3.3 Extent to Which Principals Exhibit Intellectual Stimulation

Intellectual stimulation is the leader’s consistent effort to stimulate followers to be innovative and creative as well as the leader’s effort to encourage followers question assumptions and reframe problems and approach them in new ways. This promotes critical thinking and problem-solving in the organization (Harris, 2001). Principals
recognize that school improvement is meant to realize significant gains needed to extend beyond the principal alone and invite teachers to join them to find solutions (Sergiovanni, 2000).

![Figure 4.9 Rating on Principals Intellectual Stimulation](image)

Figure 4.9 shows information that 18.2% of the principals strongly agreed to always exercise intellectual stimulation, while only 19.6% of the teachers viewed them to practice this leadership style. Figure 4.9 shows that 36.8% of the principals agreed to practice intellectual stimulation, and 32.2% of the teachers agreed with this. However, while 30.5% of the teachers disagreed with their principals to rarely practice transformational leadership, 28.4% of the principals confirmed to rarely practice this leadership style. Finally, while 16.6% of the principals strongly disagreed 19.7% of the teachers were in agreement that principals never applied intellectual stimulation form of leadership. This shows that principals overrate themselves on the extent to which they practice intellectual stimulation form of leadership. Research has shown that individuals...
tend to over-rate themselves on desirable traits and under-rate themselves on undesirable traits (Sharma, 2008).

4.4 School Principals' Leadership Style(S) on Teachers' Motivation in Terms of Achievement, Competency, Status, Personal Worth, and Self-Realization in Public Secondary Schools

The second objective of the study was to determine the influence of principals' leadership styles on teachers' motivation in terms of achievement, competency, status, personal worth, and self-realization. The principals were presented with a number of items to measure the extent to which they exhibited achievement, competency, status, personal worth, and self-realization. They were asked to indicate the extent to which they engaged in teachers' motivation behaviour on a four-point Likert scale (Strongly Disagree, Disagree, Agree, and Strongly Agree). Using a similar scale, teachers were asked to rate the extent to which they viewed their principals to exhibit motivation skills in management.

4.4.1 Respondents Opinion on Whether There is Really Chance for Promotion on their Job

The respondents were asked whether there is really chance for promotion on their job. Figure 4.9 shown below represents the study responses given by the respondents.
Figure 4.10 shows information that 19% of the principals strongly agreed there is really chance for promotion of the teachers, while only 17% of the teachers supported the principals. Figure 4.10 shows that 36% of the principals agreed there is chance for promotion of the teachers, and 33% of the teachers agreed with this. However, while 32% of the teachers disagreed with their principals that there is chance for promotion of the teachers, 29% of the principals supported the fact that there is little chance of teachers' promotion. Finally, while 16% of the principals strongly disagreed 18% of the teachers were in one accord that there is little chance of teachers' promotion. This shows that principals being the managers of schools wanted to show that teachers had high chances of being promoted contrary to the opinions of the teachers.

4.4.2 Respondents Opinion on Whether there is Chance to Do Different School Activities

The respondents were asked whether the job provided a chance to do different school activities from time to time. The figure 4.10 shown below represents the study responses given by the respondents.
Figure 4.11 Rating on Whether There is Chance to do other School Activities

Figure 4.11 shows information that 17% of the principals strongly agreed that there is chance to do other school activities, while only 19% of the teachers concurred with the principals. The figure further demonstrates that 35% of the principals agreed there is chance to do other school activities, and 33% of the teachers agreed with this. However, while 33% of the teachers disagreed with their principals that there is chance to do other school activities, 30% of the principals supported the fact that there is chance for teachers to engage in other school activities. Finally, while 18% of the principals strongly disagreed only 16% of the teachers strongly disagreed that there is chance to do other school activities. This shows that principals being the managers of schools once again tended to rate themselves higher than they were rated by their teachers.

4.4.3 Respondents Opinion on Whether the Principal Involved Teachers in Making Decisions

The respondents were asked whether the principal involves teachers in making decisions. The figure 4.11 shown below represents the study responses given by the respondents.
Figure 4.12 shows information that 17% of the principals strongly agreed that there is chance to do other school activities, while only 19% of the teachers concurred with the principals. Figure 4.12 demonstrates that 35% of the principals agreed there is chance to do other school activities, and 33% of the teachers agreed with this. However, while 33% of the teachers disagreed with their principals that there is chance to do other school activities, 30% of the principals supported the fact that there is chance for teachers to engage in other school activities. Finally, while 18% of the principals strongly disagreed only 16% of the teachers strongly disagreed that there is chance to do other school activities. This shows teachers' involvement in school decision-making is likely to facilitate better decisions, because those closest to students know best how to improve their schools and is in the best position to make and carryout decisions.
4.4.4 Respondents Opinion on Whether the Teaching Job Gives an Opportunity to Do Things for Satisfaction

The respondents were asked whether the teaching job gives them an opportunity to do things for satisfaction. The figure 4.12 shown below represents the study responses given by the respondents.

Figure 4.13 shows information that 18% of the principals strongly agreed that the teaching job gives teachers an opportunity to do things for satisfaction, while only 17% of the teachers agreed with the principals. Figure 4.13 demonstrates that 36% of the principals agreed teaching job gives teachers an opportunity to do things for satisfaction, and 30% of the teachers agreed with this. However, while 35% of the teachers disagreed with their principals that teaching job gives teachers an opportunity to do things for satisfaction, 35% of the principals supported the fact that there is chance for teachers to engage in other school activities that give job satisfaction. Finally, while 18% of the principals strongly disagreed only 17% of the teachers strongly disagreed that there is chance for teachers to engage in other school activities that give job satisfaction. This
observation is in agreement with the human relation theorists who argued that participatory management leads to the satisfaction of employees' higher order needs. Supporters of this affective model argue that satisfied workers are more motivated and hence will be more productive (French, Israel, and As, 1960).

4.4.6 Respondents Opinion on Whether There are Chances to Attend In-Service Training Courses.

The respondents were asked whether there are chances to attend in-service training courses. The figure 4.14 shown below represents the study responses given by the respondents.

Figure 4.14 Rating on Whether There are Chances to Attend in-service Training Courses

Figure 4.14 shows information that 16% of the principals strongly agreed there are chances for teachers to attend in-service training courses, while only 18% of the teachers were in support of their principals. Figure 4.14 indicates that 35% of the principals agreed there are chances to
while 27% of the teachers disagreed with their principals that there are chances to attend in-service training courses, 27% of the principals supported the teachers’ position. Finally, while 20% of the principals strongly disagreed 21% of the teachers were in agreement that there are chances to attend in-service training courses. This supports the view that in order to adequately meet the rapidly expanding demand for qualified teachers, governments and other development organizations have often invested heavily in in-service teacher training programs (AIR, 2007).

4.5 The Relationship Between Leadership Style(S) of School Principals’ and Teachers’ Job Satisfaction in Terms of the Extent to Which Teachers Like Their Work and Use Their Skills and Knowledge on the Job

The third objective of the study was to establish the relationship between leadership style(s) of school principals and teachers’ job satisfaction in terms of the extent to which teachers like their work and use their skills and knowledge on the job in public secondary schools in Nakuru County. Data collected from the respondents, dwelt on influence of leadership styles of principals on teachers’ job satisfaction were used to answer this research question. Teachers were asked to indicate the relationship between leadership style(s) of school principals and teachers’ job satisfaction on a four-point Likert scale (Strongly Disagree, Disagree, Agree, and Strongly Agree) and were also asked to express their opinions in the spaces provided by filling in the spaces below each question in section D of this instrument.
4.5.1 Opinion on Whether Principals’ Attitude of not Considering Teachers’ Suggestions in Decision Making Makes Teachers Lose Interest in Their Job

The respondents were asked whether the principals’ attitude of not considering teachers’ suggestions in decision making made teachers lose interest in their job. The figure 4.15 shown below represents the study responses given by the respondents.

![Bar chart](image)

**Figure 4.15 Rating on Principals’ Attitude of Ignoring Teachers’ Suggestions in Decision Making Makes Teachers Lose Interest in Their Job**

Figure 4.15 shows information that 23% of the teachers strongly agreed the principals’ attitude of not considering teachers’ suggestions in decision making made teachers lose interest in their job this was supported by 21% of the principals who concurred with the teachers. Figure 4.15 shows that 29% of the principals agreed, while 33% of the teachers also agreed with this view. However, while 26% of the teachers disagreed with their principals, 28% of the principals supported the fact that the principals’ attitude of not considering teachers’ suggestions in decision making made teachers lose interest in their job. Finally, while 24% of the principals strongly disagreed, 19% of the teachers supported the principals. This seems to support the fact that teachers’ involvement in
decision-making leads to more job satisfaction and work commitment (Murphy and Beck, 1995).

4.5.2 Opinion on Use of Threat and Punishment to Get the Objectives of the School Achieved by the Principal

The respondents were asked whether the use of threat and punishment to get the objectives of the school achieved by the principal does not make teachers feel satisfied with their job. The figure 4.16 shown below represents the study responses given by the respondents.

![Figure 4.16 Rating on Use of Threat and Punishment to Get the Objectives of the School Achieved by the Principal](image)

Figure 4.16 shows information that 23% of the teachers strongly agreed to the principals’ attitude of use of threat and punishment to get the objectives of the school achieved by the principal does not make teachers feel satisfied with their job. This was supported by 19% of the teachers who concurred with the principals. Figure 4.16 shows that 29% of the principals agreed, while 31% of the teachers supported this view. However, while 26% of the teachers disagreed with their principals, 29% of the principals supported the fact that the principals’ attitude of using threats and punishment...
to get the objectives of the school achieved does not make teachers feel satisfied with their job. Finally, while 22% of the principals strongly disagreed, 19% of the teachers supported the principals. This seems to support the views of Delaney's (1991) who recommended that administrators should review their policies on a regular basis, especially in areas such as decision-making for a more effective leadership.

4.5.3 Opinion on Whether the Principal Neglects the Rights and Personal Needs of the Teachers Leads to Teachers' Lack of Interest in Their Job.

The respondents were asked whether the principal tendency to neglect the rights and personal needs of the teacher's leads to teachers' lack of interest in their job. The figure 4.17 shown below represents the study responses given by the respondents.

Figure 4.17 Opinion on Principals Tendency to Neglect the Rights and Personal Needs of Teachers Leads to Teachers' Lack of Interest in Jobs

Figure 4.17 shows information that 22% of the teachers strongly agreed that principal's tendency to neglect the rights and personal needs of the teacher's leads to teachers' lack of interest in their jobs. This view was supported by 20% of the principals who strongly
supported the teachers. Figure 4.17 shows that 28% of the principals agreed, while 29% of the teachers agreed. However, while 30% of the teachers disagreed with their principals, 27% of the principals supported the fact that tendency to neglect the rights and personal needs of teachers led to lack of interest in jobs. Finally, while 25% of the principals strongly disagreed, 19% of the teachers supported the principals. This seems to support the fact that in school management, successful school leaders, are achievement oriented, provide opportunities for people to achieve, and enhances teachers job satisfaction (Drysdale, Ford, Gurr, & Swann, 2003).

4.5.4 Opinion on the Principals’ Leadership Style Regarding Teachers with Opposing Views Discourages Teachers from Contributing to the Administration.

The respondents were asked whether the principals’ leadership style regarding teachers with opposing views discourages teachers from contributing to the administration. The figure 4.18 shown below represents the study responses given by the respondents.

Figure 4.18 shows information that 23% of the teachers strongly agreed that principals’ leadership style regarding teachers with opposing views discourage teachers from contributing to the administration.
concurred with the teachers. Figure 4.18 shows that 36% of the teachers agreed, while 34% of the principals supported this view. However, while 33% of the teachers disagreed 21% of the principals supported the fact that principals’ leadership style regarding teachers with opposing views discourages teachers from contributing to the administration. Finally, while 20% of the principals strongly disagreed, 16% of the teachers supported the principals. This supports the view that employees are more satisfied with leaders who are considerate or supportive than with those who are either indifferent or critical towards subordinates (Yukl 1971).

4.5.5 Opinion on the Principals’ Strict Insistence on Teachers’ Absolute Obedience and Compliance to his Dictates or Directives May Lead to Teachers’ Insubordination

The respondents were asked whether the principals’ strict insistence on teachers’ absolute obedience and compliance to his dictates or directives may lead to teachers’ insubordination. The figure 4.19 shown below represents the study responses given by the respondents.
Figure 4.19 shows information that 21% of the principals strongly agreed that attitude of use of threat and punishment to get the objectives of the school achieved by the principal does not make teachers feel satisfied with their job. This view was supported by only 19% of the teachers who strongly agreed with the principals. Figure 4.19 shows that 36% of the principals agreed, while 22% of the teachers supported this view. However, while 38% of the teachers disagreed with their principals, 21% of the principals supported the fact that attitude of using threats and punishment to get the objectives of the school achieved does not make teachers feel satisfied with their job. Finally, while 22% of the principals strongly disagreed, 21% of the teachers supported the principals. This viewed is clearly emphasized by Obi (2003), who states that employees are satisfied with democratic leadership because their opinions, comments and suggestions are needed for decision-making. This finding also agreed with that of Ezeuwa (2005) who observed that democratic leaders see their subordinates as colleagues and partners in progress with objective ideas for solving organizational problems.
4.5.6 Opinion on Whether Teachers are Always Adequately Prepared for Their Lessons

The respondents were asked whether teachers are always adequately prepared for their lessons. Figure 4.20 shown below represents the study responses given by the respondents.

Figure 4.20 Rating on whether teachers are always adequately prepared for their lessons

Figure 4.20 shows information that 20% of the principals strongly agreed that teachers are always adequately prepared for their lessons this was supported by 26% of the principals who concurred with the teachers. Figure 4.20 shows that 33% of the teachers agreed, while 28% of the principals supported this view. However, while 31% of the principals disagreed 26% of the teachers supported the fact that teachers are always adequately prepared for their lessons. Finally, while 21% of the principals strongly disagreed, 15% of the teachers supported the principals. This supports the view by Ubogu (2004) who asserted that teachers who lack enthusiasm are unable to teach effectively, making pupils not to learn well. This could be a contributing factor to poor performance by the pupils in national examinations.
4.6 Suggestions on how Leadership Style(S) of School Principals’ can Impact on Teachers’ Job Satisfaction

Regarding the suggestions on how principals’ leadership style(s) can impact on teachers’ job performance, the study received various views. On the part of the principals, they thought that by facilitating reflective practices enables teachers to study their teaching in a proactive manner. Questions asked by the principal place the responsibility for developing solutions and resolving conflicts upon those involved. Additionally, the principal critiques by wandering around and encouraging the teachers to do likewise, so that they would put more efforts in their performance. On the part of the teachers they suggested that principals must use teaching staff to help make decisions. Teachers collectively can, along with their expertise, be used as often as possible this supports the views of Keaster (1995) who believed in the power of ownership and its ability to produce quality decisions and commitment.

Regarding the suggestions on the use of threat and punishment to get the objectives of the school achieved this does not make teachers feel satisfied with their job. Most of the respondents felt that in schools teachers should be empowered to be leaders, the focus of control for the substance of organizational change should shift from the principal to teachers. It is an evolutionary process that is totally dependent upon principals trusting teachers and teachers trusting their principals. The principal who has great trust in the abilities of staff members would be classified as a Theory Y principal (McGregor, 1960).

Regarding the suggestion on the tendency for principals to neglect the rights and personal needs of the teachers leading to teachers’ lack of interest in their job, most respondents
felt that a leader must begin with "self" to become effective. Respondents suggested that the more aware one is of personal paradigms, the more likely one can take responsibility for their own paradigms. A paradigm is defined by Covey (1989) as the way one perceives, understands, and interprets everything going on and believes that one needs to examine own paradigms against reality, listen, and be open to other people's perceptions then a larger, more objective picture results. Empowerment does not mean that principals relinquish power or that teachers must continually challenge authority. The respondents felt that empowerment means teacher liberation, suggesting that a teacher should be free from the unnecessary and unjustified control of beliefs (Prawat, 1991).

On the suggestions regarding the principals' style of regarding teachers with opposing views as enemies of his administration discourage teachers from contributing to the administration most of the respondents felt that leadership of the school is necessary to help develop a vision of what can then mobilize the organization change toward vision. The contexts of leadership involve commitment and credibility (Foster, 1986) and, it is suggested, it involves a radical change in thinking to achieve leadership effectiveness. The vision of empowerment exemplifies a paradigm shift with the decisions made by those working most closely with students rather than those at the top of the pyramid. The pyramid must be reversed with the decision making occurring at the bottom. The argument can certainly be made that in this new model, the roles of principals and teachers as leaders are greatly expanded. According to Wellins, Byham, and Wilson (1991) empowerment occurs when power goes to employees who then experience a sense of ownership and control over their jobs. Byham and Cox (1992) explain that empowering employees involves helping them take ownership of their jobs so that they take personal interest in improving the performance of the organization.
In my view, leaders must have the innate ability to have vision. A vision refers to a future state that does not presently exist. A leader operates on a vision which is based on values, commitment, and aspirations. Successful leaders do a lot of asking and listening and therefore a two-way communication is established to gain access to these ideas. A great deal of time is spent interacting with people. Three sources from which to seek guidance include the past, present, and alternative image of future possibilities. Reflection of past experiences from one’s self as well as others assist in building a mental picture of what did and did not work. Present practices give similar insight. To acquire vision for the future and allow spontaneous leadership requires much research for ideas. A vision cannot be implemented by decree or by coercion. It is more of an act of persuasion, and creating an enthusiastic and dedicated commitment to a vision because it is right for the times right for the organization, and right for the people who are working in it (Bennis & Nanus, 1985).
CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
This chapter covers a summary of the study and the key findings of the study, conclusion, recommendations and suggestions for further studies.

5.2 Summary of the Study
The purpose of the study was to establish the effects of leadership styles on teachers' job performance and satisfaction in public secondary schools in Nakuru County. The study was conducted among 5 principals and 103 teachers drawn from 48 secondary schools in Nakuru County. Questionnaires were distributed to the principals and teachers after which analyses were conducted to determine the effects of leadership styles on teachers' job performance and satisfaction, the effect of school principals' leadership style(s) on teachers' motivation, the influence of gender and teaching experience on career commitment of teachers, and the effect of principals' leadership style(s) on teachers' job satisfaction. Given below is a summary of the study findings.

5.2.1 Leadership Styles Employed by Secondary School Principals
The study established that 56.6 % of the principals strongly agreed they engaged in initiation style behaviours, while they were rated by 41.7 % of their teachers to always engage in the styles. On the other hand, the figure also gives information that 29.8 % of the principals agreed they engaged in initiation styles, while 22.4 % of their teachers agreed with them they engaged in this style occasionally. A further, 16.8 % of the principals disagreed they engaged in initiation style, and 23.6 % of the teachers confirmed this. Lastly, 4.2 % of the principals strongly disagreed they engaged in initiation style.
behaviours as 4.9% of the teachers agreed with them. This implies that teachers differed with their principals on the extent to which they engaged in initiation style, whereby principals rated themselves higher than they were rated by their teachers.

While 15.2% of the principals strongly agreed they engaged in consideration styles, only 10.6% of the teachers rated them thus. The figure further shows that 39.8% of the principals agreed they engaged in consideration style, 36.2% of the teachers supported them. While 30.4% of the principals disagreed they engaged in consideration style, 34.5% of the teachers supported their principals, as they rarely engaged in this style. Finally, while 14.6% of the principals strongly disagreed 18.7% of the teachers were in agreement that principals never applied consideration style of leadership. This again shows that principals tended to over-rate themselves on the extent to which they engage in consideration style.

It was revealed that 18.2% of the principals strongly agreed to always exercise intellectual stimulation, while only 19.6% of the teachers viewed them to practice this leadership style. The figure further shows that 36.8% of the principals agreed to practice intellectual stimulation, and 32.2% of the teachers agreed with this. However, while 30.5% of the teachers disagreed with their principals to rarely practice transformational leadership, 28.4% of the principals confirmed to rarely practice this leadership style. Finally, while 16.6% of the principals strongly disagreed 19.7% of the teachers were in agreement that principals never applied intellectual stimulation form of leadership. This shows that principals overrate themselves on the extent to which they practice intellectual stimulation form of leadership. Research has shown that individuals tend to over-rate...
themselves on desirable traits and under-rate themselves on undesirable traits (Sharma, 2008).

5.2.2 Leaderships Styles Employed by Secondary School Principals on Teachers’ Motivation in Public Secondary Schools

The study established that 19 % of the principals strongly agreed there is really chance for promotion of the teachers, while only 17 % of the teachers supported the principals. The study further found that 36 % of the principals agreed there is chance for promotion of the teachers, as only 33 % of the teachers agreed with this. However, while 32 % of the teachers disagreed with their principals that there is chance for promotion of the teachers, 29 % of the principals supported the fact that there is little chance of teachers’ promotion. Finally, while 16 % of the principals strongly disagreed 18 % of the teachers were in one accord that there is little chance of teachers’ promotion. This shows that principals being the managers of schools want to show that teachers have high chances of being promoted contrary to the opinions of 50 % of the teachers.

The study found that 17 % of the principals strongly agreed that there is chance to do other school activities, while only 19 % of the teachers concurred with the principals. The study further demonstrates that 35 % of the principals agreed there is chance to do other school activities, and 33 % of the teachers agreed with this. However, while 33 % of the teachers disagreed with their principals that there is chance to do other school activities, 30 % of the principals supported the fact that there is chance for teachers to engage in other school activities. Finally, while 18 % of the principals strongly disagreed only 16 % of the teachers strongly disagreed that there is chance to do other school activities. This
shows there is chance to do other school activities since 65% of the teachers confirmed this as being true.

The study established that 17% of the principals involve teachers in making decisions, while only 19% of the teachers concurred with the principals. The study demonstrates that 35% of the principals agreed teachers were involved in decision making, and 33% of the teachers agreed with this. However, while 33% of the teachers disagreed with their principals that teachers were involved in decision making, only 30% of the principals supported the fact that teachers were involved in decision making. Finally while 18% of the principals strongly disagreed only 16% of the teachers strongly disagreed teachers were involved in decision making. The study reveals that teachers’ are not fully involved in school decision-making since a majority 63% of the teachers strongly disagreed. It is morally and intellectually unacceptable for one individual to make all decisions in a process which is very complex, because personal limitations lead to mistakes and oversights.

The study established that 18% of the principals strongly agreed the teaching job gives teachers an opportunity to do things for satisfaction, while only 17% of the teachers agreed with the principals. The figure further demonstrates that 36% of the principals agreed teaching job gives teachers an opportunity to do things for satisfaction, and 30% of the teachers agreed with this. However, while 35% of the teachers disagreed with their principals that teaching job gives teachers an opportunity to do things for satisfaction, 35% of the principals supported the fact that there is chance for teachers to engage in other school activities that give job satisfaction. Finally, while 18% of the principals strongly disagreed only 17% of the teachers strongly disagreed that there is chance for teachers to
engage in other school activities that give job satisfaction. The study shows that teaching job does not give teachers an opportunity to do things for satisfaction, since a majority 53% of the teachers do not agreed. This observation is in agreement with the human relation theorists who argued that participatory management leads to the satisfaction of employees’ higher order needs.

The study established that 16 % of the principals strongly agreed there are chances for teachers to attend in-service training courses, while only 18 % of the teachers were in support of their principals. The study indicates that 35 % of the principals agreed there are chances to attend in-service training courses, while 29 % of the teachers were in agreement. However, while 27 % of the teachers disagreed with their principals that there are chances to attend in-service training courses, 27 % of the principals supported the teachers’ position. Finally, while 20 % of the principals strongly disagreed 21 % of the teachers were in agreement that there are chances to attend in-service training courses. The study shows that teachers have chances to attend in-service training courses, since a majority 52 % of them agreed with the principals. This supports the view that in order to adequately meet the rapidly expanding demand for qualified teachers, governments and other development organizations have to invest heavily in in-service teacher training programs.

5.2.3 The Relationship Between Leadership Style(S) of School Principals and Teachers’ Job Satisfaction

The study established that 23 % of the teachers strongly agreed that the principals’ attitude of not considering teachers’ suggestions in decision making made teachers lose interest in their job this was supported by 21 % of the principals who concurred with the
teachers. The study further shows that 29% of the principals agreed, while 33% of the teachers also agreed with this view. However, while 26% of the teachers disagreed with their principals, 28% of the principals supported the fact that the principals’ attitude of not considering teachers’ suggestions in decision making made teachers lose interest in their job. Finally, while 24% of the principals strongly disagreed, 19% of the teachers supported the principals. The study shows that principals’ attitude of not considering teachers’ suggestions in decision making made teachers lose interest in their job, since a majority of teachers 53% of them agreed with the principals. This seems to support the fact that teachers’ involvement in decision-making leads to more job satisfaction.

The study shows that 19% of the principals strongly agreed, while only 17% of the teachers supported the principals. The figure further shows that 36% of the principals agreed there is chance for promotion of the teachers, and 33% of the teachers agreed with this. However, while 32% of the teachers disagreed with their principals that there is chance for promotion of the teachers, 29% of the principals supported the fact that there is little chance of teachers’ promotion. Finally, while 16% of the principals strongly disagreed 18% of the teachers were in one accord that there is little chance of teachers’ promotion. The study shows that 65% of principals agreed that there is really chance for promotion of the teachers. This implies that teachers differed with their principals on the extent to which there is really chance for promotion of the teachers, whereby principals rated themselves higher than they were rated by their teachers.

The study established that 22% of the teachers strongly agreed that principal’s tendency to neglect the rights and personal needs of the teacher’s led to teachers’ lack of interest in their jobs. This view was supported by 20% of the principals who strongly supported the teachers. The study shows that 28% of the principals agreed, while 29% of the teachers
agreed. However, while 30% of the teachers disagreed with their principals, 27% of the principals supported the fact that tendency to neglect the rights and personal needs of teachers led to lack of interest in jobs. Finally, while 25% of the principals strongly disagreed, 19% of the teachers supported the principals. The study confirms the principal’s tendency to neglect the rights and personal needs of the teacher’s led to teachers’ lack of interest in their jobs, since a majority of principals 52% of them agreed with this view. This seems to support the fact that in school management, successful school leaders, are achievement oriented, provide opportunities for people to achieve, and enhances teachers job satisfaction.

The study established that 23% of the teachers strongly agreed that principals’ leadership style regarding teachers with opposing views discourage teachers from contributing to the administration. This was supported by 17% of the principals who concurred with the teachers. The study shows that 36% of the teachers agreed, while 34% of the principals supported this view. However, while 33% of the teachers disagreed 21% of the principals supported the fact that principals’ leadership style regarding teachers with opposing views discourages teachers from contributing to the administration. Finally, while 20% of the principals strongly disagreed, 16% of the teachers supported the principals. The study confirms that the principals’ leadership style regarding teachers with opposing views discourage teachers from contributing to the administration, since a majority of principals 59% of them agreed with this view. This supports the view that employees are more satisfied with leaders who are considerate or supportive than with those who are either indifferent or critical towards subordinate.
The study revealed that 21 % of the principals strongly agreed that attitude and use of threat and punishment to get the objectives of the school achieved by the principal does not make teachers feel satisfied with their job. This view was supported by only 19 % of the teachers who strongly agreed with the principals. The figure further shows that 36 % of the principals agreed, while 22 % of the teachers supported this view. However, while 38 % of the teachers disagreed with their principals, 21 % of the principals supported the fact that attitude of using threats and punishment to get the objectives of the school achieved does not make teachers feel satisfied with their job. Finally, while 22 % of the principals strongly disagreed, 21 % of the teachers supported the principals. The study confirms that the principals’ attitude and use of threat and punishment to get the objectives of the school achieved by the principal does not make teachers feel satisfied with their job. This was supported by 59 % of the teachers. This seems to support the view that employees are satisfied with democratic leadership because their opinions, comments and suggestions are needed for decision-making.

The study shows that 20 % of the principals strongly agreed that teachers are always adequately prepared for their lessons. This was supported by 26 % of the teachers who concurred with the principals. The figure further shows that 33 % of the teachers agreed, while 28 % of the principals supported this view. However, while 31 % of the principals disagreed 26 % of the teachers supported the fact that teachers are always adequately prepared for their lessons. Finally, while 21 % of the principals strongly disagreed, 15 % of the teachers supported the principals. The study shows that teachers are not always adequately prepared for their lessons, since a majority of the principals 52 % disagree with this view. This view is sharply contested who strongly agreed they always prepared for their lessons. This supports the view that teachers who lack enthusiasm are unable to
teach effectively, making pupils not to learn well. This could be a contributing factor to poor performance by the pupils in national examinations.

5.3 Conclusion of the Study

Based on the findings presented above, the study concludes:-

1. That leadership styles have an effect on teachers' job performance and satisfaction amongst secondary schools.

2. Teachers differed with their principals on the extent to which they engaged in initiation style, whereby principals rated themselves higher than they were rated by their teachers.

3. When teachers lack enthusiasm they are unable to teach effectively, making students not to learn well. This could contribute to poor performance by the students in national examinations.

4. Teachers suggested that principals must use teaching staff to help make decisions. Teachers collectively can, along with their expertise, be used as often as possible and that from the above findings a principal who has great trust in the abilities of staff members would be classified as a Theory Y principal. Principals tended to over-rate themselves on the extent to which they engage in consideration styles and also on the extent to which they practice intellectual stimulation form of leadership.

5. Employees are more satisfied with leaders who are considerate or supportive than with those who are either indifferent or critical towards subordinates. It is also clear that teachers' involvement in decision-making leads to more job satisfaction and that in school management, successful school leaders, who are achievement
oriented, provide opportunities for teachers to achieve, and enhances teachers job satisfaction.

5.4 Recommendations of the Study

This study offers the under listed recommendations for purposes of policy formulation:

1. There is a need for leaders in learning institutions to contribute not only in terms of knowledge or ideas but also in making the right decisions and respond to changes. The school principals’ role is to promote academic performance. The success of what is done in the school is attributed to the principal. He or she is the pivot around which many aspects of the school revolve, being the person in charge of every detail of running the school, whether academic or administrative.

2. School principals should practice transformational leadership of consideration style, initiation style and participatory management.

3. The Ministry of Education should seek ways to improve job satisfaction of teachers in the middle of their teaching profession by improving working conditions and giving them more opportunities for training.

4. Principals should be able to work with others to implant the vision into the structures and processes of the school. They should be able to communicate the vision to the staff of what their schools should become.

5. The Ministry of Education should improve on teacher promotion policy to ensure that there is fairness and meritocracy in the promotion process.
5.5 Suggestions for Further Studies

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

- A study on the relationship between teacher training and job satisfaction among secondary school teachers.

- The effect of teachers’ perceptions on their occupation and the effect on their job performance.

- Similar studies should be conducted in other parts of the country to find out whether the findings can be generalized to the entire country.

- As organisations and their environments continue to transform quickly over the years, there is need for a study on a new style of leadership, one that is less bureaucratic and more democratic.

- Both the government and parents anticipate teachers to perform better at their present levels of training. There is need for research on the whole issue of students’ performance to be considered from the broad framework of input and output.
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DiPaola, M., Moran, M., Thomas, C. (2004). *School principals and special education: Creating the context for academic success.* Focus on exceptional Children. 37,1,1-10


Ozuruoke, A. A, Ordu, Pac, Abdulkarim, Musa, (2011)*Leadership Style and Business Educators’ Job Performance in Senior Secondary Schools in a Changing
Pfau & Kay. (2002). *The human capital edge: 21 people management practices your company must implement (or avoid) to maximize shareholder value.* NY. McGraw Hill


APPENDIX I
TEACHER’S QUESTIONNAIRE

Dear Respondent

This questionnaire is designed to collect data from teachers that will help in a research about, “Effects of leadership styles on teachers’ job performance and satisfaction in public secondary schools in Nakuru County”. You are therefore chosen to be part of this research. Be honest in giving your responses. Confidentiality will be also assured. Thank you in advance for your cooperation.

Please tick the most appropriate answers

SECTION A: BACKGROUND INFORMATION

1. Sex: Male □ Female □

2. Age bracket
22-30 Years □ 31-40 years □ 41-49 years □ 50 years and above □

3. Indicate your current academic qualification
SI □ Diploma □ BA/BSC with PGDE □
BED □ Masters □

4. What is the category of your school?
Day □ Boarding □ Day and boarding □

5. How long have you been teaching in this school?
1-5 years □ 6-10 years □ 11-15 years □ 16 and above □

SECTION B: ASSESSMENT OF THE PRINCIPAL BY THE RESPONDENT

Indicate the extent to which you agree or disagree with each of the statements using the following scale
Strongly Disagree (1), Disagree (2), Agree (3), Strongly Agree (4)

<table>
<thead>
<tr>
<th>NO.</th>
<th>STATEMENT</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Initiative Style</td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>The Head Teacher is respected by all Teachers.</td>
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<td></td>
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<tr>
<td>2</td>
<td>The Head Teacher is an example of good work and behaviour for me to follow</td>
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<tr>
<td>3</td>
<td>I consider the Head Teacher as a symbol and sign of success and accomplishment in our teaching profession.</td>
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<td>4</td>
<td>I trust the Head Teacher’s ability and good judgment in</td>
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<tr>
<td>solving problems.</td>
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</tr>
<tr>
<td>5</td>
<td>The Head Teacher inspires and encourages teachers to aim high in our teaching job and in life.</td>
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<td></td>
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<tr>
<td>6</td>
<td>The Head Teacher encourages me to hope for a bright future in our teaching profession and in life.</td>
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<tr>
<td>7</td>
<td>The Head Teacher sets a vision and future direction of what we may be able to accomplish and achieve if we work</td>
<td></td>
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<tr>
<td>8</td>
<td>The Head Teacher encourages me to express my ideas and opinions in staff meetings.</td>
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<tr>
<td>9</td>
<td>The Head Teacher shows a sense of duty and work commitment which he transmits to me</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10</td>
<td>The Head Teacher stimulates and encourages Teachers to participate willingly and happily in doing departmental duties.</td>
<td></td>
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</tbody>
</table>

**Individualized Consideration**

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<thead>
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<tbody>
<tr>
<td>11</td>
<td>The Head Teacher shows his/her Satisfaction to me when I meet required standards of work</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>The Head Teacher finds out what I want and he/she tries to help me get it</td>
<td></td>
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</tbody>
</table>

**Intellectual Stimulation**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>13</td>
<td>The Head Teacher has provided me with new ways of looking at things which I did not understand before in my teaching job.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>The Head Teacher has challenged my ideas and have made me change some of my own ideas which I had never questioned before in my teaching job and in my life.</td>
<td></td>
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<tr>
<td>15</td>
<td>The Head Teacher helps me to think and solve old problems in new and alternative ways.</td>
<td></td>
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</tbody>
</table>

**SECTION C**

To what extent do you agree or disagree with the following statements that reflect the extent of your satisfaction with your job as a teacher?  

Strongly Disagree (1), Disagree (2), Agree (3), Strongly Agree (4)
<table>
<thead>
<tr>
<th>NO.</th>
<th>STATEMENT</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>There is really too little chance for promotion on my job.</td>
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<td></td>
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<tr>
<td>2</td>
<td>The job I am doing provides me the chance to work independently.</td>
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<td></td>
<td></td>
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<tr>
<td>3</td>
<td>The job provides me with a chance to do different school activities</td>
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<td></td>
<td>from time to time</td>
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<tr>
<td>4</td>
<td>The teaching job provides me with a chance to get recognition</td>
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<td></td>
<td>from the community</td>
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<tr>
<td>5</td>
<td>I like the job because of the way the Head Teacher treats me with</td>
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<td></td>
<td>respect in decision - making</td>
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</tr>
<tr>
<td>6</td>
<td>The teaching job I am doing provides me with opportunity to do</td>
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<tr>
<td></td>
<td>things that go against my will and wish</td>
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<td></td>
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</tr>
<tr>
<td>7</td>
<td>My Head Teacher is quite competent in doing his/her job</td>
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<tr>
<td>8</td>
<td>I like the teaching job because of the way in which school rules</td>
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<tr>
<td></td>
<td>and regulations are followed and obeyed in our department.</td>
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<td></td>
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</tr>
<tr>
<td>9</td>
<td>My teaching job gives me a feeling of success to doing my job.</td>
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<td></td>
</tr>
<tr>
<td>10</td>
<td>The teaching job provides me with a chance to attend in-service</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>training courses from time to time.</td>
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</tbody>
</table>

**SECTION D**

The effect of leadership style(s) of school principals' impact on teachers' job satisfaction in terms of the extent to which teachers like their work and use their skills and knowledge on the job. Data collected from the respondents, which dwelt on influence of leadership styles of principals on teachers' job satisfaction were used to answer this research question.

*Indicate by ticking only one item in the space provided √ and explain briefly*

A. Strongly Agree (SA), B. Agree (A), C. Disagree (D) and D. Strongly Disagree (SD) and were rated 4-SA, 3-A 2-D and 1-SD respectively.

1. The Principals' attitude of not considering teachers' suggestions and ideas in decision making makes teachers to lose interest in their job?
   A. Strongly Agree (SA) ☐ B. Agree (A) ☐
   C. Disagree (D) ☐ D. Strongly Disagree (SD) ☒

Explain: _____________________________________________
2. The use of threat and punishment to get the objectives of the school achieved by the principal does not make teachers to feel satisfied with their job?
A. Strongly Agree (SA)   
B. Agree (A)   
C. Disagree (D)   
D. Strongly Disagree (SD)   
Explain: ________________________________

3. The tendency for the principal to neglect the rights and personal needs of the teachers leads to teachers' lack of interest in their job.
A. Strongly Agree (SA)   
B. Agree (A)   
C. Disagree (D)   
D. Strongly Disagree (SD)   
Explain: ________________________________

4. The principals' style of regarding teachers with opposing views as enemies of his administration does not discourage teachers from contributing to the administration?
A. Strongly Agree (SA)   
B. Agree (A)   
C. Disagree (D)   
D. Strongly Disagree (SD)   
Explain: ________________________________

5. The principals' strict insistence on teachers' absolute obedience and compliance to his dictates or directives may lead to teachers' insubordination.
A. Strongly Agree (SA)   
B. Agree (A)   
C. Disagree (D)   
D. Strongly Disagree (SD)   
Explain: ________________________________

6. Teachers do always carry out tasks allocated to them enthusiastically.
A. Strongly Agree (SA)   
B. Agree (A)   
C. Disagree (D)   
D. Strongly Disagree (SD)   
Explain: ________________________________

7. Teachers are always adequately prepared for their lessons
A. Strongly Agree (SA)   
B. Agree (A)   
C. Disagree (D)   
D. Strongly Disagree (SD)   
Explain: ________________________________
<table>
<thead>
<tr>
<th>Cost (items)</th>
<th>Cost (Kenya Shillings)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proposal development</strong>- Printing and stationery</td>
<td>5,000/=</td>
</tr>
<tr>
<td><strong>Data collection</strong> 1)Research assistant fees</td>
<td>20,000/=</td>
</tr>
<tr>
<td>2) Stationery and printing</td>
<td>30,000/=</td>
</tr>
<tr>
<td>3) Transport expenses</td>
<td>30,000/=</td>
</tr>
<tr>
<td><strong>Data analysis and report</strong> 1)Printing and stationery</td>
<td>10,000</td>
</tr>
<tr>
<td>2) Transport</td>
<td>5,000</td>
</tr>
<tr>
<td><strong>Miscellaneous</strong></td>
<td>3,000</td>
</tr>
<tr>
<td><strong>TOTAL BUDGET</strong></td>
<td><strong>103,000/=</strong></td>
</tr>
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</table>
# APPENDIX III: NAKURU MUNICIPALITY PUBLIC SECONDARY SCHOOLS ENROLMENT

FOR SEPTEMBER, 2011

<table>
<thead>
<tr>
<th>S/NO</th>
<th>SCHOOL</th>
<th>FORM 1</th>
<th>FORM 2</th>
<th>FORM 3</th>
<th>FORM 4</th>
<th>SUB TOTAL</th>
<th>GRAND TOTAL</th>
<th>TEACHERS ON DUTY</th>
<th>GRAND TOTAL</th>
<th>CBE CLASSES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>B</td>
<td>G</td>
<td>B</td>
<td>G</td>
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Source: (District Education Office – Nakuru)
Following your application dated 5th April, 2013 for authority to carry out research on "Effects of leadership styles on teachers' job performance and satisfaction: A case of secondary schools in Nakuru County, Kenya," I am pleased to inform you that you have been authorized to undertake research in Nakuru County for a period ending 31st December, 2013.

You are advised to report to the District Commissioners and the District Education Officers, Nakuru County before embarking on the research project.

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

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

Copy to:

The District Commissioners  
The District Education Officers  
Nakuru County.
APPENDIX V: RESEARCH PERMIT

CONCLUSIONS

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

Republic of Kenya

RESEARCH CLEARANCE PERMIT

 páge 1

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Jane Wanjiru Mwangi
of (Address) Kenyatta University
P.O.Box 43844-00100, Nairobi,
has been permitted to conduct research in
Nakuru Location
District
County

on the topic: Effects of leadership styles on teachers’ job performance and satisfaction: A case of secondary schools in Nakuru County, Kenya

for a period ending: 31st December, 2013.

Applicant's Signature

Secretary
National Council for Science & Technology

(Conditions—see back page)