



PRINCIPALS' LEADERSHIP STYLES AND THEIR RELATIONSHIP WITH TEACHERS' JOB SATISFACTION IN SIAYA, KISUMU AND KAJIADO COUNTIES, KENYA

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Abstract:

While there is a general agreement the world over, that the principal's leadership style has a remarkable effect on teachers' job satisfaction, little is known about Kenya, particularly in the area of full-range leadership. The purpose of this study was to examine principals' leadership styles and their relationship with teachers' job satisfaction in public secondary schools in Siaya, Kisumu, and Kajiado counties, Kenya. The study was guided by the Full Range Leadership theory and Herzberg's two-factor theory. The study adopted a correlation research design. The target population comprised of all the 397 principals, 389 deputy principals, 1,190 heads of departments, and 2,208 teachers in public secondary schools in Siaya, Kisumu, and Kajiado counties who had served for at least two years in the same school. Proportional stratified and simple random sampling was used to sample 39 secondary school principals, 35 deputy principals, 97 heads of departments, and 181 secondary school teachers giving a total of 352 respondents. The data for this study was collected using Teacher Job Satisfaction Survey Questionnaire which assessed the intrinsic and extrinsic factors of job satisfaction. The Multifactor Leadership Questionnaire Form 5X was used to classify the leadership styles of principals as laissez-faire, transformational and transactional. The data was condensed and summarized before being analyzed using Pearson Product Moment Correlation Coefficient. The findings of the study established a positive and significant correlation between transformational leadership style and teachers' job satisfaction, no significant correlation between transactional leadership style and teachers' job satisfaction, and a negative significant correlation between laissez-faire leadership style and teachers' job satisfaction. The study concluded that the leadership style practiced by a principal has a significant effect on teachers' job satisfaction. It was recommended that Teachers' Service Commission should organize regular teacher professional development programs to train principals on the importance of using transformational leadership styles as opposed to transactional and laissez-faire leadership styles.

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1. Introduction

The success of any organization depends on the quality of its leadership. Wangai (2015) observed that principals as school leaders have a duty to provide a conducive working environment that would promote employees' job satisfaction by applying appropriate leadership behaviors. In view of this, Nwakpa (2017) noted that the nature and quality of a leadership style of a principal is a critical factor in attaining successful management and satisfaction of teachers. This was supported by Kerry's (2003) study conducted in the US which established that the leadership style of a principal significantly predicted teacher job satisfaction. This view was corroborated by World Bank (2015) which listed principal's leadership style among the key factors affecting teacher job satisfaction.

In a study conducted in Nigeria, Adeyemi (2014) noted that teacher job satisfaction is a function of the management style of a principal. The study concluded that a good leadership style can turn around an ailing school to do better as teachers will be motivated to do their best. This is in line with the findings of South African Consortium for Monitoring Education Quality (SACMEQ, 1998) survey in Namibian secondary schools which noted that the management style of a principal determines the extent to which both teachers and students would enthusiastically work toward the achievement of school goals. Similar studies in Israel by Bogler (2001), Bangladesh by Tasnim (2006), Tanzania by Nguni, Sleekers and Denessen (2006), Uganda by Anguyo (2014) and Muchumu and Mafwimbo (2014), Pakistan by Azhar and Fareena (2016), in Lashore by Malik and Ayesha (2017) and in Nigeria by Okecha and Obujuwa (2018) supported the above view.

In Kenya, Mwangi (2013) and Kalee (2013) in separate studies on the effects of leadership styles on teachers' job performance and satisfaction in Nakuru and Kagundo Counties respectively established a strong correlation between teachers' job satisfaction and the leadership behaviors of the principal. Studies conducted by Kipkemboi and Sirma (2014) in Nandi County and Wangai (2015) in Nairobi County found that leadership styles have a great impact on the working atmosphere in a school and consequently teachers' job satisfaction. Poi and Sirma's (2010) earlier study on factors affecting teacher job satisfaction in Busia County equally identified the principals' leadership style as a critical determinant of teacher job satisfaction. Bass (1985) argued that the most effective and satisfying is transformational leadership while the least effective and most dissatisfying is laissez-faire leadership. Other scholars (Ozaralli, 2003; Judge, Picolo, and Ilies, 2004 & Namrata, 2014) have supported the above view and noted that transformational leadership had the strongest positive impact on the job satisfaction of the teachers, followed by transactional leadership whereas laissez-faire leadership style showed a negative significant relationship with teachers' job satisfaction.

Job satisfaction is known to greatly impact teachers' performance. This is because a contented teacher would most likely put in more effort toward the success of the school. On the contrary, a dissatisfied teacher would lazy around and students will not reap the full benefits of education (World Bank, 2015). The level of job satisfaction should therefore be a major concern for education practitioners in Kenya.

Various studies across the globe have shockingly revealed a very low level of teacher job satisfaction. In a UNESCO study conducted across the globe, only 8.6% of the teachers were satisfied while 58.1% wanted to quit teaching (Oduor, 2015). In South Africa, the National Professional Teachers Organization of South Africa's (NAPTOSA) report indicated that 32.8% of the teachers had negative morale towards teaching. The study further noted that poor leadership style contributed immensely (65.5%) to teacher job dissatisfaction. A similar study by Anguyo (2014) in Uganda indicated that 47% of the teachers were dissatisfied.

In Kenya, the problem of teacher job dissatisfaction dates back to the pre-colonial period (Bogonko, 1994). The professional life expectancy of the members of the teaching profession was relatively low. More was heard of teacher professionals' exodus to other jobs than one heard among other professions (Bogonko, 1994). According to a survey by Education International, reported by Oduor (2015), half of Kenyan teachers want other jobs while 45% would like to quit teaching. This implies that of the 300,000 Kenyan teachers, 135,000 would wish to quit the teaching profession.

Factors contributing to low teacher job satisfaction in Kenya, according to the survey, were poor working conditions, poor leadership style, lack of recognition of teachers by the public, lack of promotion, heavy workload, poor school policies, supervision, and poor human relations. School principals being the managers of the schools where these discontented teachers work, need to identify appropriate leadership styles that would entice teachers to enthusiastically undertake their duties for better students' achievement.

Already, there exists various researches linking leadership styles and teachers' job satisfaction in educational institutions in the West, Asia, Africa, and Kenya in general, (Maslow, 1954; Howell and Avolio, 1993; SACMEQ, 1998; Bogler, 2001; Tasmin, 2006; Ejimofor, 2007; Dentone, 2009; Poi and Sirma, 2010; Mwangi, 2013; Adeyemi, 2014; Anguyo, 2014; Muchumu and Mafwimbo, 2014; World Bank, 2015) but none has specifically explored the link between principals leadership styles and teachers' job satisfaction in Kenya in the area of Full Range Leadership. This study was an attempt to contribute in this regard.

1.2 Purpose of the Study

The purpose of this study was to examine principals' leadership styles and their relationship with teachers' job satisfaction. It sought to find out the levels of teachers' job satisfaction in relation to the leadership style practiced by principals in Siaya, Kisumu, and Kajiado Counties, Kenya.

1.3 Objective of the Study

- To establish the relationship between principals' leadership styles and teachers' job satisfaction in public secondary schools in Siaya, Kisumu and Kajiado Counties.

1.4 Research Hypotheses

H01: There is no statistically significant relationship between principals' transformational leadership style and teachers' job satisfaction in Siaya, Kisumu, and Kajiado Counties in Kenya.

H02: There is no statistically significant relationship between principals' transactional leadership style and teachers' job satisfaction in Siaya, Kisumu, and Kajiado Counties in Kenya.

H03: There is no statistically significant relationship between principals' laissez-faire leadership style and teachers' job satisfaction in Siaya, Kisumu, and Kajiado Counties in Kenya.

1.5 Significance of the Study

The findings of the study would be useful to higher learning institutions and teachers' training colleges in designing relevant teacher training programs that would adequately prepare teachers for leadership. This was important because teacher trainees are the potential principals and administrators in our learning institutions.

In addition, the principal has the greatest responsibility to provide effective leadership which impacts teacher job satisfaction and eventually better students achievement. The results of the study would provide a coherent understanding of teachers' job satisfaction in relation to principals' leadership styles. This would inform appropriate programs that would be put in place to strengthen the relationship between principals and their teachers and keep qualified and experienced teachers motivated and retain them in the profession for better students outcomes.

Finally, the results of the study would elicit more research on the Full Range Leadership model in other areas in Kenya.

2. Review of Related Literature

The literature review focused on leadership styles, leadership and teacher job satisfaction, the relationship between transformational leadership style and teachers' job satisfaction, transactional leadership style, and teachers' job satisfaction, laissez-faire leadership style and teachers' job satisfaction, knowledge gaps to be filled, and summary.

2.1 Leadership Styles

Leadership style refers to a particular behavior applied by a leader to motivate his or her subordinates to achieve the objectives of the organization (Okumbe, 1998). It refers to a leader's way of guiding followers toward organizational or personal goals. Martindale

(2011) defines leadership style as a leaders' style of providing direction, implementing plans, and motivating people. Kipkemboi and Sirma (2014) defined leadership style as patterns of behavior used by leaders in attempting to influence group members and make decisions regarding the mission, strategy, and operations of group activities. It is the general way a leader behaves towards his subordinates in order to achieve the intended objectives.

There exists an array of leadership styles in postmodern literature. Among the major categories that dominate contemporary writing about school leadership include autocratic leadership, democratic leadership, laissez-faire leadership, transactional leadership, transformational leadership, social justice leadership, charismatic leadership, moral leadership, gender and race leadership, contingency leadership, and managerial leadership styles (Ornstein and Lunenberg, 2008). The three conventional leadership styles chosen for this study, however, are laissez-faire, transactional and transformational leadership.

2.1.1 Laissez-faire Leadership

Laissez-faire is a type of leadership where the rights, power, and authority to make decisions are fully delegated to the worker. They establish goals and determine the means of achieving them without interference from the leader (Burns, 1978; Okumbe, 1998). It is the avoidance of leadership as the leader hardly intervenes unless requested by the workers. The leader rejects responsibility, delays decisions, does not provide feedback, and has no effort to meet the needs of the followers (Ayhan and Yilmaz, 2013). According to Hackman and Johnson (2003), it is a "hands-off" leadership style. They, however, observed that it can result in a lack of cohesiveness, productivity and satisfaction particularly if the leader withdraws too much and abdicates his leadership role.

2.1.2 Transactional Leadership

First described by Weber (1947), a transactional leader motivates his subordinates by providing rewards for the accomplished tasks and punishment for noncompliance. According to Bass (1985), transactional leadership is characterized by contingent reward and management by exception (active and passive). Transactional leaders primarily identify the tasks of the followers and establish the structure with emphasis on planned and scheduled work. Basically, a transactional leader uses rewards and punishment to influence employees (Ayhan and Yilmaz, 2013). Okumbe (2008) noted that the model presents two dimensions; ideographic (school needs) and nomothetic (teacher needs) and the transaction between the two.

2.1.3 Transformational Leadership

Transformational leaders exhibit charisma and shared vision with their followers, stimulating others to produce exceptional work. Transformational leaders support teachers' intellectual development and also infuse excitement and enthusiasm for transformation (Ayhan and Yilmaz, 2013). The concept was associated with Weber's 1947

work on charisma (Hukpati, 2009). First described by James Burns in 1978, the transformational leadership style is exemplified by charisma and shared vision between leaders and followers (Burns, 1978). Burns (1978) contends that it is a process in which leaders and followers help each other to advance to a higher level of morality and motivation. The power of transformational leaders comes from their ability to stimulate and inspire others to produce exceptional work (Andrea, 2011).

According to Bass (1985), transformational leaders focus on helping their followers to see beyond their selfish interests and work for the good of the organization. Graham (1988) supported the above view and observed that transformational leaders charismatically influence their followers to be innovative and work toward the organization's goals. Transformational leadership can help build a common goal between leaders and the led in an organization. The leader pays attention to transforming others by helping one another, to encourage, to look after one another and to pay attention to the development of the organization as a whole (Azhar and Nazim, 2016)

Leithwood (1992) on the other hand observed that transformational leadership helps redefine the workers' mission and vision in an organization and helps them to work towards goal achievement. The leader influences the workers to strive to achieve what they would not have achieved without the leader's influence. It arouses the workers' interest and commitment toward the organizational goals.

For purposes of this study, transformational principals are considered to be those that influence, motivate, and encourage teamwork in the school. They have high moral and ethical standards and focus on transforming the school (Katie, 2013). They have greater influence on teachers' attitudinal change through inspiration, stimulation, and mentoring as they offer a purpose that transcends beyond short-term goals.

2.3 Leadership and Teacher Job Satisfaction

Leadership has a considerable effect on employee's job satisfaction. Maslow (1954) observed that it is the responsibility of the leader to provide a conducive working environment that would promote employee's job satisfaction and support the achievement of organizational goals. Leader behavior has a great influence on the different sub-sets of employee satisfaction (Bass, 1985; Vroom & Jago, 1988; Steers and Rhodes, 1978). Evans (1998) in a study conducted in the United Kingdom found out that leadership had an immense influence on employee's job satisfaction and morale.

Similar studies in the USA by Johnson (2004), Denton (2009), and Katie (2013) found a strong correlation between principals' leadership styles and teachers' job satisfaction. Drysdale (2003) noted that principals who supported and provided a conducive working environment for teachers to try their best to enhance learning were rated as effective. Teachers in such schools were reportedly very satisfied. Mine (2008) in his study on the relationship between leadership behavior and teacher job satisfaction in public secondary schools in Cyprus supported the above view and noted that the leadership style of a principal could effectively be a powerful cause a teacher to leave a school even if he/she is intrinsically satisfied. Korkmaz (2007)'s study in Turkey on the

effects of leadership on organizational health noted a strong correlation between principal's leadership styles and teacher job satisfaction. Abid. et.al. (2017) in a study conducted in China established a strong and significant relationship between principals' leadership styles and teachers' job satisfaction.

In a related study conducted in Kenya, Poi & Sirma (2010) pointed out that principals' behavior not only influences teacher job satisfaction but also their length of stay in the school. Mwangi (2013) in her study on the effects of leadership styles on secondary school teachers' job performance and satisfaction in Nakuru district noted that the lack of involvement of teachers in decision-making made teachers lose interest in the teaching profession. Kipkemboi and Sirma (2014) reported that principals' leadership styles have a great impact on the working atmosphere in a school and consequently the teachers' job satisfaction. It is therefore the principals' duty to provide a conducive working environment where teachers and learners can enthusiastically do their work.

2.4 The Relationship between Leadership Styles and Teachers' Job Satisfaction

2.4.1 Transformational Leadership and Teachers' Job Satisfaction

Studies have indicated that transformational leadership has the strongest positive relationship with teacher job satisfaction than all other leadership styles. Koh et al., (1995) study conducted in Singapore found that transformational leadership played an important role in enhancing positive work attitudes and behavior among teachers. In a similar study conducted by Bogler (2001) in Israel, transformational leadership was found to have the most significant positive effect on teacher job satisfaction. This was supported by the findings of Azhar and Fareena (2016) in a study conducted in Pakistan which concluded that there is a more positive significant relationship between transformational leadership and job satisfaction than transactional leadership and job satisfaction.

With regard to the influence of individual transformational sub-factors, Azhar and Fareena (2016) found out that all the sub-scales of transformational leadership correlated positively and significantly with all sub-scales of teacher job satisfaction. Webb (2009) in a study conducted in USA on Christian higher education institutions posited that individual consideration and inspirational motivation positively predicted teacher job satisfaction. Namrata (2014) in her study on the influence of leadership styles on teacher job satisfaction in private secondary schools in United Arabs Emirates (UAE) supported the above view and noted that individual consideration had the highest positive influence on teacher job satisfaction.

Studies conducted in Africa on transformational leadership posts similar results to those conducted in the west. Walumbwa, Orwa, Wang, and Lawler (2005) in their study on the effects of transformational leadership on work-related attitudes, organizational commitment, and job satisfaction in Kenya and USA noted a significant correlation between transformational leadership and teacher job satisfaction in both countries.

Nguni et al., (2006) in a study conducted in Tanzania, Ejimofor (2007) in a study conducted in Nigeria, and Hukpati (2009) in a study conducted in Ghana supported the above view and noted that providing opportunities for teachers' professional growth and considering their views in decision making by principals enhances teamwork and their job satisfaction. Hukpati (2009) further noted that the use of intellectual stimulation challenges and motivates followers to be more focused in carrying out their assigned tasks. This, according to him, increases the degree of satisfaction and commitment to work. These views, however, are contrary to Wegge's (2000) earlier study which expressed fears about the creation of effective teamwork geared towards the realization of the school's mission and vision. He asserted that individuals within a group may loath around at the expense of performing their duties.

In a study conducted in Kenya on the morale of agriculture teachers, Mwangi and Mwai (2000) found out that a positive learning climate, which is a characteristic of transformational leadership, was important for student achievement, teacher motivation, and job satisfaction. Sossik (2006), in his agreement with the above views, observed that motivation is an inspiring component of transformational leadership and, in a school context, can lead to teacher job satisfaction.

2.4.2 Transactional Leadership and Teachers' Job Satisfaction

Unlike transformational leadership which focuses on uplifting the morale and morals of teachers, transactional leadership is based on a contractual agreement between the leader and the led (Bass, 1985). Teachers are rewarded for accomplishing the assigned tasks and are punished for underperformance. The transaction basically implies that teachers are rewarded by the school in return for accomplishing the assigned tasks and compliance (Namrata 2014: Azhar and Fareena, 2016). In studies conducted by Bass, Avolio, Antonakis, and Sivasubramaniam (2003), Dahie, Mohamed, and Jim'ale (2015), and Azhar and Fareena (2016), transactional leadership was found to be significantly correlated to job satisfaction, job motivation, followers' commitment and performance. The contingent rewards in terms of salary, promotional opportunities, and benefits significantly predict teacher job satisfaction (Namrata, 2014).

Judge and Piccolo (2004) on the other hand, reported that the leadership style may be less effective in organizations with limited resources or in instances where the leader has no control over how the workers are rewarded. It may therefore be less effective in public schools than in private schools. Fullan (1996) noted that appealing to a worker's self-interest, lacks moral purpose and becomes ineffective once the rewards are not available. Whereas contingent reward may have limitations in a public sector professional setting, it does appear to be effective in articulating and achieving expectations in a performance-oriented environment.

A study by Namrata (2014) identified active management by exception as a significant positive predictor of teachers' job satisfaction. Denton (2009) in his study on the relationship between transactional leadership style and school culture found that contingent reward was closely correlated to school culture. He further noted a positive

correlation between active management by exception and professional development. The studies noted that active intervention to solve problems would be seen as positive and enhance teacher job satisfaction while waiting for problems to occur was perceived by teachers as ineffective and dissatisfying. Nguni (2006) supported the above view and noted that transactional leadership behaviors had a weak influence on teachers' job satisfaction compared to transformational leadership behaviors.

2.4.3 Laissez-faire Leadership and Teachers' Job Satisfaction

According to Bass (1985), laissez-faire leadership refers to no leadership. It is a type of leadership style where the leader avoids getting involved in decision-making even when needed. The leader ignores responsibilities and fails to supervise and follow up his/her subordinates. Decision-making is left at the discretion of the followers. It neither relies on the inspiration of employees as in transformational leadership nor contractual transactions as in transactional leadership.

The laissez-faire leaders are aloof and hardly follow up on tasks. According to Sossik (2006), this non-leadership style is the most ineffective and most dissatisfying. In Namrata's (2014) study in United Arabs Emirates (UAE), laissez-faire leadership showed a negative significant relationship with teachers' job satisfaction. The study noted that teachers do not want indecisive principals who are absent when needed. Judge and Picolo (2004) supported the above findings and noted that laissez-faire leadership style was negatively correlated to teacher job satisfaction.

2.5 Knowledge Gaps

Most studies (Burns, 1978; Ryan, 1980; Benson, 1983; Bass, 1985; Vroom & Jago, 1988; Graham, 1988; Delaney, 1991; Medley, 1995; Wegge, 2000; Bollman, 2003; Giejsel, 2003; Judge & Picolo, 2004; Sossik, 2006; Bush, 2008; Denton, 2009) on the relationship between leadership styles and job satisfaction are based in Western countries and the relevance of their findings may be limited to the west.

Similar studies have been conducted in other settings (Koh et al., 1995; Bogler, 2001; Kokmaz, 2007; Mine, 2008) with very limited references in the African context. Ejimofor (2007) in his study on the relationship between transformational leadership style and teacher job satisfaction in Nigeria concluded that leadership behavior affected teacher job satisfaction. Hukpati (2009) in his study on transformational leadership and teacher job satisfaction in Ghana demonstrated that transformational leadership behavior has an influence on teacher job satisfaction. Similarly, Cyeze (2009) in his study on the impact of principals' leadership styles on schools' academic achievement in Rwanda found a strong correlation between principals' leadership styles and academic achievement.

In East Africa, Anderson (2001) reported that teacher motivation was a key factor in Agha Khan teacher training programmes. Nguni et al., (2006) in their study on transformational leadership behaviors in both primary and secondary schools in Tanzania found a strong to moderate correlation between leadership and job satisfaction

of teachers. A study conducted by Walumbwa et al., (2005) on the effects of transformational leadership on work-related attitudes, organizational commitment, and job satisfaction in Kenya and United States of America (USA) supported the above view. Gatere (1998) in his study of head teacher leadership behavior in relation to teacher job satisfaction in primary schools in Mathira division in Kenya found out that a statistically significant relationship existed between the level of teacher job satisfaction and the strength of head teacher leadership behavior dimension of thrust.

Mwangi (2013) in her study on the effects of leadership styles on teachers' job performance in Nakuru County found out that principals' attitude of not considering teachers' suggestions in decision-making, which is a characteristic of transformational leadership, made them lose their interest in the teaching profession. Other studies that have been conducted in Kenya were mainly on factors affecting teacher job satisfaction. Gwalla (1991) carried out a study on factors contributing to job satisfaction among home science primary school teachers in Starehe division, Nairobi while Poi & Sirma (2010) studied factors influencing public secondary school teachers' job satisfaction in Busia, Kenya. Mbwiria (2010) on the other hand studied the influence of principals' leadership styles on teachers' career commitment in secondary schools in Imenti South district, Kenya. No study has been conducted in Kenya on the relationship between principals' leadership styles and teacher job satisfaction in secondary schools in the area of full-range leadership. This study intends to fill this gap.

2.6 Summary

Leadership is a key factor in the success of any organization. It involves the exercise of authority and making decisions that guide the operations of the organization. The manner in which the principal exercises this authority and makes decisions will determine the way the teachers will perform their duties. A review of leadership literature has shown that the leadership style of a principal has an immense influence on teacher job satisfaction and subsequently students' achievement.

As a result, principals should be aware of the leadership style that is most effective in improving teacher job satisfaction. Despite the general agreement in the findings of most studies on the relationship between leadership styles and teacher job satisfaction in other settings, little is known in Kenya particularly in the area of full-range leadership as the area has remained untapped by Kenyan scholars. The study intends to fill this gap.

3. Methodology

3.1 Research Design

A correlation research design was used in the study. The correlation research design provided an opportunity for the researcher to explain the degree of association or relationship between principals' leadership styles and teachers' job satisfaction. In this design, the researcher did not attempt to control, influence, or manipulate the variables as in an experiment, instead correlated using a correlation statistic, two or more scores of

each individual, for instance, principals' leadership styles and teacher job satisfaction scores for each individual (Creswell, 2008). It is important to note that correlation studies do not, in themselves establish cause and effect (Mugenda, 2008). According to Fraenkel (2010), correlation research is carried out for one or two purposes-either to explain important human behavior or to predict the likely outcomes. Since the study aimed to basically explain the relationship between principals' leadership styles and teachers' job satisfaction, the design was deemed the most appropriate.

3.2 Target Population

Mugenda (2012) defines a target population as the particular entity of people, objects, or units to which a researcher can generalize his or her research findings. The target population, therefore, included all 397 principals, 389 deputy principals, 1,190 heads of departments, and 2,208 secondary school teachers in the respective counties who had served for at least two years in the same school giving a total of 4,184 respondents.

3.3 Sample Size

Sekaran and Bougie (2013) point out that it may not be practical for a researcher to collect data from the whole population due to limitations of time and cost. The researcher for this reason used sampling techniques that enabled the collection of representative data in the given time and cost. According to Taherdoost (2017), computing the sample size is of significant importance to any empirical study that seeks to make inferences regarding the entire population. It is argued that generalizing from a random sample without committing sampling errors or biases, requires that the sample size is adequate.

The sample size of respondents for this study was therefore computed using the following formula suggested by Bartlett et al. (as cited in Taherdoost, 2017).

$$n = \frac{p(100-p)Z^2}{E^2}$$

n = required sample size;

p = the percentage occurrence of a state or condition taken as 50% in the study;

E = the percentage maximum error required taken as 5% for the study;

Z = the value corresponding to the level of confidence required.

The study assumed a 95% confidence interval and therefore Z was 1.96. Thus,

$$\begin{aligned} n &= \frac{0.5(1 - 0.5)1.96^2}{0.05^2} \\ &= 384.16 \\ &\cong 384 \end{aligned}$$

This sample size was then modified (target population was less than 10,000) using the following formula suggested by Zikmund, W, G., Barry, J.B. & John, C.C (2010):

$$n_0 = \frac{n}{1 + \frac{n}{N}}$$

n = the sample size (when the population is more than 10,000);

n_0 = the Modified sample size;

N = estimate of the population size;

Thus,

$$n_0 = \frac{384}{1 + \frac{384}{4184}}$$
$$= 351.6$$
$$\cong 352$$

The sample size of respondents was therefore set to 352.

A proportionate stratified sampling technique was used to identify the total number of respondents to be drawn from each school category and in each county. Proportionate stratified sampling was used to ensure appropriate representation (Mugenda, 2008). Simple random sampling was then used to select the required respondents from each category. Simple random sampling was used because it gave all the individuals in the defined population an equal and independent chance of being selected as a member of the sample (Orodho, 2005). Under this procedure, respondents from each school category in each county were assigned a number. Random numbers were then generated to identify the actual respondents required. This gave 39 principals, 35 deputy principals, 97 heads of departments, and 181 teachers giving a total of 352 respondents.

3.4 Research Instruments

The Multifactor Leadership Questionnaire and Teacher Job Satisfaction Survey Questionnaires were used in the study. Principals filled out the Multifactor Leadership Questionnaire (MLQ) leader form while deputy principals, heads of departments, and teachers filled out both the self-completion Multifactor Leadership Questionnaire (MLQ) rater form and Teacher Job Satisfaction Survey Questionnaire (TJSSQ). The MLQs were used to collect data from principals, deputy principals, heads of departments, and teachers on the leadership style practiced by principals as perceived by teachers while TJSSQ was used to collect quantitative data on the levels of teachers' job satisfaction as perceived by teachers.

3.5 Piloting Reliability

A pilot study was carried out on three principals, three deputy principals, three heads of departments, and six secondary school teachers from three different schools to establish the reliability of the research instruments through a test-retest.

3.6 Validity

To validate the research instruments, expert opinion from my supervisors and other experts from Kenyatta University was sought to help check on the content and construct validity of the instruments. They read through the draft instruments and thereafter their recommendations were incorporated in coming up with the final instruments that were used in the study.

3.7 Data Analysis

Descriptive and inferential statistics were used to analyze the data.

4. Findings and Discussion

4.1 Principals' Leadership Styles and their relationship with Teachers' Job Satisfaction in Public Secondary Schools in Siaya, Kisumu, and Kajiado, Kenya

The study sought to establish the relationship between principals' leadership styles and teachers' job satisfaction in public secondary schools in Siaya, Kisumu, and Kajiado Counties in Kenya. It was therefore imperative to correlate principals' leadership style with teachers' job satisfaction. Consequently, each of the three identified leadership styles (transformational, transactional & laissez-faire) was correlated with teacher job satisfaction after which each of the dimensions of the three leadership styles was correlated with each of the five factors of intrinsic dimension, and the ten factors of the extrinsic dimension of teacher job satisfaction using Pearson's Product-Moment Correlation.

The data was interpreted using the scale of magnitudes proposed by Jacob Cohen (1988) which stated that anything greater than 0.5 is high/large/strong, 0.5 - 0.3 is moderate/medium, 0.3 - 0.1 is classified as weak/low/small and below 0.1 is classified as insubstantial, trivial or otherwise not worth reporting (Cohen, 1988). In addition, the significance of the coefficients was gauged at the 0.01 alpha level, where a one percent chance of making a faulty generalization was made (in which case it was adjudged to be highly significant), and at the 0.05 alpha level where a five percent chance of making a faulty generalization was made (for which it was considered significant).

Table 4.1: Correlation between Principals' Selected Leadership Style and Teachers' Job Satisfaction

Variable	N	Pearson 'r'	Sig (2-tailed)
Leadership Style	231	0.349	0.000
Job Satisfaction	231		

Note: Correlation is significant at the 0.01 level (2-tailed)

Results in Table 4.1 indicate that there is a significant and positive correlation between the identified leadership styles of a principal and job satisfaction of public secondary school teachers ($r=.349$ $p<.01$). This finding supports the views of Azhar and Fareena

(2016) who found out that the leadership style of a principal correlated positively and significantly with job satisfaction of college teachers.

4.1.1 The Relationship between Principals' Transformational Leadership Style and Teachers' Job Satisfaction

Research hypothesis **H₀₁** stated that there is no significant relationship between Principals' Transformational leadership style and teachers' job satisfaction in Siaya, Kisumu, and Kajiado Counties, Kenya. Transformational leadership was therefore correlated with job satisfaction as shown in Table 4.2.

Table 4.2: Correlation between Principals' Transformational Leadership Style and Job Satisfaction of Public Secondary School Teachers

Variable	N	Pearson 'r'	Sig (2-tailed)
Transformational Leadership Style	231	0.388	0.000
Job Satisfaction	231		

Note: Correlation is significant at the 0.01 level (2-tailed).

Results in Table 4.2 revealed that there is a significant and positive correlation between the transformational leadership style of a principal and the job satisfaction of public secondary school teachers ($r = .388, p < .01$). Therefore, the null hypothesis that there was no significant relationship between principals' transformational leadership style and teachers' job satisfaction was rejected implying that principals' use of transformational leadership style had the potential to increase job satisfaction of public secondary school teachers. This finding was consistent with the findings of Koh et al. (1995), Bogler (2001), Webb (2009), Katie (2013), Namrata (2014), and Azhar and Fareena (2016) who concluded that transformational leadership had the strongest positive correlation with teachers' job satisfaction than other leadership styles.

More precisely, the sub-scales of transformational leadership style were further correlated with both intrinsic and extrinsic factors of job satisfaction to establish their contribution to teacher job satisfaction. Results are illustrated in Table 4.3.

Table 4.3: Correlation Matrix for Transformational Leadership Sub-scales and Teachers' Job Satisfaction Factors

Job Satisfaction Factors	Transformational Leadership Factors				
	Idealized Attributes	Idealized Behavior	Inspirational Motivation	Intellectual Stimulation	Individual Consideration
Intrinsic Factors					
Responsibility	.344**	.203**	.135*	.272**	.205*
Sense of	.264**	.211**	.197**	.279**	.186*
Professional achievement growth	.315**	.184**	.205**	.332**	.381**
Recognition	.424**	.329**	.319**	.437**	.312**
Advancement	.337**	.130	.138*	.209*	.190*
Extrinsic Factors					

Obonyo Paul Muga
 PRINCIPALS' LEADERSHIP STYLES AND THEIR RELATIONSHIP WITH TEACHERS'
 JOB SATISFACTION IN SIAYA, KISUMU AND KAJIADO COUNTIES, KENYA

R/ship with administrators	.374**	.218**	.268**	.275**	.437**
Sense of accountability	.244**	.242**	.245**	.284**	.226*
Supervision by supervisors	.347**	.334**	.278**	.305**	.215*
R/ship with students	.309**	.187**	.205**	0.174	.216*
School policies	.337**	.249**	.244**	.291**	.081
Teacher evaluation	.206**	.143*	.152*	.232*	.195*
The profession itself	.237**	.086	.117	.212*	.167
Status	.190**	.090	.143*	0.174	.188*
Working conditions	.238**	.179**	.196**	.204*	.158
Salary	.242**	.104	.122	.142	.374**

** . Correlation is significant at the 0.01 level (2-tailed). **P ≤ .01

* . Correlation is significant at the 0.05 level (2-tailed). *P ≤ .05

Results in Table 4.3 show that all the sub-scales of transformational leadership correlated positively with all the factors of job satisfaction. This showed that all the sub-scales of transformational leadership had the potential to increase teacher job satisfaction. This finding is in concurrence with that of Azhar and Fareener (2016) study in Pakistan which found out that all the sub-scales of transformational leadership were positively and significantly correlated with teacher job satisfaction. Kendra (2012) noted that teachers were satisfied with principals who focused not only on performance but also on individual group members. The finding is further supported by Koh et al (1985) and Bogler (2001) who found out that transformational leadership had the most significant effect on teachers' job satisfaction.

Concerning the individual transformational leadership factors, idealized attributes correlated positively and significantly with all the factors of job satisfaction. This showed that idealized attributes were the highest contributing factor to transformational leadership. This finding contradicts the finding of Katie (2013) who reported that inspirational motivation was the highest contributing factor of transformational leadership style while idealized attributes were the least contributing factor.

A more critical look at the results in Table 4.3 indicates a moderate correlation between recognition and all the transformational leadership characteristics (intellectual stimulation $r = .437$; idealized attributes $r = .424$; idealized behavior $r = .327$; inspirational motivation $r = .319$ and individualized consideration $r = .312$). All were highly significant. This implies that transformational leaders were the best facilitators of recognition. This finding is in agreement with Kendra (2013) who found out that teachers felt more recognized by transformational principals.

Table 4.4: Correlation Matrix for Principals' Transformational Leadership Style and the Intrinsic and Extrinsic Dimensions of Teacher Job Satisfaction

Leadership Dimensions	Level of satisfaction with intrinsic dimension	Level of satisfaction with extrinsic dimension
Transformational Leadership Sub-factors		
Idealized Attributes	0.446**	0.413**
Idealized Behavior	0.271**	0.246**
Inspirational Motivation	0.255**	0.270**
Intellectual Stimulation	0.365**	0.298**
Individual Consideration	0.324**	0.378**

** . Correlation is significant at the 0.01 level (2-tailed). **P ≤ .01

* . Correlation is significant at the 0.05 level (2-tailed). *P ≤ .05

Results in Table 4.4 show that all transformational leadership style factors showed a positive correlation with both intrinsic and extrinsic dimensions of teacher job satisfaction. Furthermore, the correlations were highly significant indicating the existence of relationships between the two sets of variables. Specifically, results imply that increments (or improvements) in each of the five sub-scales were likely to trigger increments (or improvements) in both intrinsic and extrinsic dimensions of teacher job satisfaction and vice versa. These findings clearly show that principals' transformational leadership style had a consistent positive correlation with teachers' job satisfaction irrespective of whichever dimension the principal may choose to use. In this respect, idealized attributes appear to have more influence on teacher job satisfaction, followed by individual consideration, intellectual stimulation, inspirational motivation, and idealized behaviour in that order. This finding contradicts the finding of Katie (2013) who reported that inspirational motivation was the highest contributing factor of transformational leadership style while idealized attributes were the least contributing factor.

4.1.2 The Relationship between Principals' Transactional Leadership Style and Teachers' Job Satisfaction in Siaya, Kisumu, and Kajiado Counties, Kenya

Research hypothesis **H₀₂** stated that there is no significant relationship between principals' transactional leadership style and teachers' job satisfaction. Therefore, the transactional leadership style was correlated with job satisfaction as shown in Table 4.5.

Table 4.5: Correlation between Transactional Leadership Style and Teachers' Job Satisfaction

Variable	N	Pearson 'r'	Sig (2-tailed)
Transactional Leadership Style	231	0.078	0.000
Job Satisfaction	231		

Note: Correlation is Significant at the 0.05 level (2-tailed)

Results in Table 4.5 show that there was no significant relationship between principals' transactional leadership style and the job satisfaction of public secondary school teachers

($r=.078, p>.05$) suggesting that principals' use of transactional leadership style had no potential to increase job satisfaction among teachers. This finding supports the views of Judge and Picolo (2004) and Katie (2013) who found out that the leadership style may be less effective in organizations with limited resources. The study's finding, however, contradicts that of Azhar and Fareena (2016) who found out a significant and positive correlation between the transactional leadership style of a principal and the job satisfaction of college teachers.

The correlation analysis of transactional leadership factors with both intrinsic and extrinsic factors of job satisfaction was then calculated to determine the extent of their contribution to teachers' job satisfaction. Results are illustrated in Table 4.6.

Table 4.6: Correlation Matrix for Transactional Leadership Style Sub-scales and Teachers' Job Satisfaction Factors

Job Satisfaction Factors	Transactional Leadership Factors		
	Contingent Reward	Active MBE	Passive MBE
Intrinsic Factors			
Responsibility	.247**	-.023	-.014
Sense of achievement	.353**	.066	.014
Professional growth	.421**	.091	.055
Recognition	.392**	.011	-.107
Advancement	.269**	.018	.011
Extrinsic Factors			
R/ship with administrators	.381**	.012	.010
Sense of accountability	.293**	.209*	.041
Supervision by supervisors	.490**	.099	-.036
R/ship with students	.141	.039	-.096
School policies	.382**	.126	.029
Teacher evaluation	.249**	.269**	.030
The profession itself	.242**	.096	.125
Status	.260**	.132	.134
Working conditions	.363**	.094	-.001
Salary	.205*	.172	.230**

** . Correlation is significant at the 0.01 level (2-tailed). **P ≤ .01

* . Correlation is significant at the 0.05 level (2-tailed). *P ≤ .05

Results in Table 4.6 shows that contingent reward correlates positively and significantly with all the factors of job satisfaction (except the relationship with students). It showed a moderate correlation with most factors of job satisfaction. Active management by exception correlated positively and significantly with a sense of accountability ($r = .209$) and teacher evaluation ($r = .269$) while passive management by exception correlated positively and significantly with only salary ($r = .230$). This finding shows that while transactional leadership had no significant effect on teachers' job satisfaction, if its usage leans towards contingent reward then it had the potential to increase teacher job satisfaction. This finding supports Namrata (2014) study which found out that contingent

rewards in terms of salary, promotional opportunities, and benefits significantly predicted teacher job satisfaction.

The sub-scale active management by exception showed a positive non-significant correlation with nearly all the factors of job satisfaction. This, according to Denton (2009) suggests that teachers believed that to some extent, active intervention to solve problems was positive and enhances their satisfaction.

Passive management by exception on the hand showed a negative correlation relationship with some factors of teacher job satisfaction. This suggested that waiting for problems to occur were perceived by teachers as ineffective and dissatisfying. Studies by Denton (2009) and Namrata (2014) noted that active intervention to solve problems would be seen as positive and enhances teacher job satisfaction while waiting for problems to occur was perceived by teachers as ineffective and dissatisfying.

Table 4.7: Correlation Matrix for Principals' Transactional Leadership Style and the Intrinsic and Extrinsic Dimensions of Teacher Job Satisfaction

Leadership Dimensions	Level of satisfaction with intrinsic dimension	Level of satisfaction with extrinsic dimension
Transactional Leadership Sub-factors		
Contingent Reward	.436**	.426**
Active Management by Exception	.054	.220*
Passive Management by Exception	-.007	.069

** . Correlation is significant at the 0.01 level (2-tailed). **P ≤ .01

* . Correlation is significant at the 0.05 level (2-tailed). *P ≤ .05

Results in Table 4.7 indicate that contingent reward correlated positively with both intrinsic ($r = .436, p < .01$) and extrinsic ($r = .426, p < .01$) dimensions of job satisfaction. This finding reflects the views of Namrata (2014) that contingent rewards in terms of salary, promotional opportunities, and benefits significantly predict teacher job satisfaction.

Active management by exception however correlated positively and significantly with only the extrinsic dimension of job satisfaction ($r = 0.220, p < .05$). This implies that active management by exception is likely to improve teachers' level of job satisfaction with extrinsic factors. This finding supports findings by Dentone (2009) and Namrata (2014) that active management by exception is a significant predictor of teacher job satisfaction.

Passive management by exception showed a non-significant negative correlation with the intrinsic dimension of teacher job satisfaction ($r = -.007, p > .05$) and a non-significant positive correlation with the extrinsic dimension of teacher job satisfaction ($r = .069, p > .05$). The non-significant correlations lend credence to concerns by Judge and Piccolo (2004) that the leadership style may be less effective in organizations with limited resources or in instances where the leader has no control over how the workers are rewarded such as in a public-school context.

4.3.3 The Relationship between Principals' Laissez-faire Leadership Style and Teachers' Job Satisfaction

Research hypothesis **H₀₃** stated that there is no significant relationship between principals' Laissez-faire leadership style and teachers' job satisfaction in Siaya, Kisumu, and Kajiado Counties, Kenya. The Laissez-faire leadership style had only one sub-factor non-leadership. The correlation analysis between laissez-faire leadership style and teachers' job satisfaction is shown in Table 4.8.

Table 4.8: Correlation between Laissez-faire Leadership Style and Teachers' Job Satisfaction

Variable	N	Pearson 'r'	Sig (2-tailed)
Laissez-faire Leadership Style	231	-.287	0.000
Job Satisfaction	231		

Note: Correlation is Significant at the 0.01 level (2-tailed)

Results in Table 4.8 show that the laissez-faire leadership style of a principal correlated negatively and significantly ($r=-.287, p<.01$) with the job satisfaction of public secondary school teachers implying that principals' use of laissez-faire leadership style had the potential to lower job satisfaction among teachers. This finding supports the views of other scholars who reported that the laissez-faire leadership style was the most ineffective, least preferred, and most dissatisfying (Judge and Picolo, 2004; Sossik, 2006; Katie, 2013 Namrata, 2014).

Table 4.9: Correlation Matrix for Laissez-faire Leadership Style and Teachers' Job Satisfaction Factors

Job Satisfaction Factors	Laissez-Faire Leadership Factor	Non- leadership
Intrinsic Factors		
Responsibility		-.078
Sense of achievement		.021
Professional growth		-.117
Recognition		-.113
Advancement		-.074
Extrinsic Factors		
Interpersonal relationship with administrators		-.091
Sense of accountability		-.106
Supervision by supervisors		-.109
Interpersonal relationship with students		-.058
School policies		-.184**
Teacher evaluation		.011
The profession itself		-.006
Status		-.015
Working conditions		-.089
Salary		-.148*

** . Correlation is significant at the 0.01 level (2-tailed). **P ≤ .01

* . Correlation is significant at the 0.05 level (2-tailed). *P ≤ .05

Results in Table 4.9 show that laissez-faire leadership sub-factor non-leadership had non-significant negative correlation with all the intrinsic and extrinsic factors of teacher job satisfaction except school policies ($r = -.184, p < .01$) and salary ($r = -.148, p < .05$). This suggests that principals who display laissez-faire leadership behaviors were not supportive of teachers' job satisfaction. These findings were consistent with those of Namrata (2014) where laissez-faire leadership style had a negative significant relationship with teachers' job satisfaction. Sossik's (2006) earlier study noted that the non-leadership style was the most ineffective and dissatisfying.

Table 4.10: Correlation Matrix for Principals' Laissez-faire Leadership Style and the Intrinsic and Extrinsic Dimensions of Teacher Job Satisfaction

Leadership Dimensions	Level of satisfaction with intrinsic dimension	Level of satisfaction with extrinsic dimension
Laissez-faire Leadership Sub-factor	0.446	0.413
Non-Leadership		

** . Correlation is significant at the 0.01 level (2-tailed). **P ≤ .01

* . Correlation is significant at the 0.05 level (2-tailed). *P ≤ .05

The correlation between Laissez-Faire leadership style and the intrinsic and extrinsic dimensions of job satisfaction shown in Table 4.10 revealed negative non-significant correlations whose strengths were very minimal. This implies that laissez-faire leadership behaviors have the potential to lower teacher job satisfaction irrespective of the dimension it is used. This finding supports the views of Judge and Picolo (2004) who noted that laissez-faire leadership style was negatively correlated to teacher job satisfaction.

5. Summary, Conclusions and Recommendations

5.1 Summary of the Study

The purpose of this study was to determine the principals' leadership styles and their relationship with teachers' job satisfaction in Siaya, Kisumu, and Kajiado Counties, Kenya. The study was guided by the following specific objective: to establish the relationship between principals' leadership styles and teachers' job satisfaction in public secondary schools in Siaya, Kisumu, and Kajiado, Kenya.

The study established a significant and positive correlation between the identified leadership styles and teachers' job satisfaction. The second finding was that principals' transformational leadership style had a positive and significant correlation ($r = .388, p < .01$) with teachers' job satisfaction. This finding indicates that the more a leader employs a transformational leadership style, the more satisfied teachers become.

Transactional leadership style on the other hand had no significant correlation ($r = .078, p > .05$) with teachers' job satisfaction simply because most teachers viewed it as a way of managing short tasks than a true leadership style. It was however noted that while

transactional leadership style had no significant effect on teachers' job satisfaction, if its usage leans towards a contingent reward, then it had the potential to increase teachers' job satisfaction. The study further found out that there was a negative significant correlation ($r = -.287$ $p < .01$) between principals' laissez-faire leadership style and teachers' job satisfaction implying that principals' use of laissez-faire leadership style had the potential to lower job satisfaction among teachers. The laissez-faire leadership style as explained in the literature review is the most primitive, least effective, and dissatisfying among leadership styles.

5.2 Conclusion

Based on the finding that principals' leadership style had a positive and significant correlation with teachers' job satisfaction, the study concludes that the leadership style practiced by a principal has a significant effect on teachers' job satisfaction.

5.3 Recommendations

Based on the findings of the study and the study objectives, the following recommendations were made:

- 1) Principals who are still using transactional and laissez-faire leadership styles should embrace the transformational leadership style due to its advantages.
- 2) Teachers Service Commission should consider leadership style during the process of selection and recruitment of principals.
- 3) The Teachers Service Commission and the Ministry of Education should organize regular teacher professional development workshops where principals are trained on the importance of using transformational leadership style as opposed to transactional and laissez-faire leadership styles which research has shown are ineffective and dissatisfying.

5.4 Recommendations for Further Research

The research sought to find out the relationship between principals' leadership styles and teachers' job satisfaction in Kenya with special reference to Siaya, Kisumu, and Kajiado counties. The researcher suggests other studies as follows:

- 1) A study of the same nature should be replicated in other counties in Kenya for purposes of comparison and generalization.
- 2) In terms of wider application, future studies should be conducted in primary schools and higher educational institutions such as universities and colleges.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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Dr. Paul Muga Obonyo holds a Doctor of Philosophy in Educational Management from Kenyatta University, Kenya. He is an experienced teacher and a former High School Principal in Kenya. He has researched and published several articles in refereed journals in the following areas: Role of NGOs in Financing Public Primary Education in Kenya; Educational Leadership, Teacher Job Satisfaction, The Status of Kenya's ICT Policy in the Education System, Integration of Scientific Calculators in Teaching Mathematics and Gender Difference in Mathematics Performance. He is a registered member of the Kenya Association of Educational Administration and Management and a consultant trainer in leadership. He currently serves as the Dean of Students at the Multimedia University of Kenya, Kenya.

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