

**INFLUENCE OF PRINCIPALS' LEADERSHIP STYLES ON
TEACHER JOB SATISFACTION IN PUBLIC SECONDARY
SCHOOLS IN EMBAKASI SUB COUNTY, NAIROBI, KENYA**

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**A Research Project Submitted in Partial Fulfillment of the Requirements
for the award of the Degree of Master of Education in Educational
Administration**

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DECLARATION

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



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E55/36099/2019

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

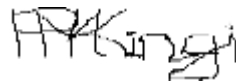


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DEDICATION

To my best friend and wife Milcah N. Mutunga, sons Paul Israel and Elias Oyuga, my heartiest thanks are due to you for without your patience and moral support, this research project would not have been possible. My parents Justo Anyinyo and Caroline Awino, you set me on this milestone since my early life, thank you.

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ABBREVIATIONS AND ACRONYMS

| | |
|---------------|--|
| BOM | Board of Management |
| CSO | Curriculum Support Officer |
| DEO | District Education Officer |
| KEMI | Kenya Education Management Institute. |
| KCSE | Kenya Certificate of Secondary Education |
| MOE | Ministry of Education |
| QASO | Quality Assurance and Standards Officers |
| SPSS | Statistical Package for the Social Sciences |
| SCDE | Sub-County Director of Education |
| STEM | Science Technology Engineering and Mathematics |
| TSC | Teachers Service Commission |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| WDR | World Development Report |

ABSTRACT

The leadership styles of principals are crucial since they have the potential to significantly impact teacher job satisfaction and the overall functioning of a school on a daily basis. Although the Ministry of Education, through the TSC, has been hiring skilled and experienced individuals as principals for public secondary schools, reports of teacher job unhappiness have nonetheless surfaced. This study aimed to examine the impact of principals' leadership styles on teachers' job satisfaction in public secondary schools located in Embakasi Sub-County, Nairobi. The study aimed to assess the impact of different leadership styles employed by principals on teachers' job satisfaction in public secondary schools in Embakasi Sub-County. Specifically, the study focused on the coaching, affiliative, participative, and pacesetter leadership styles. The study utilized the Two Factor Theory formulated by Frederick Herzberg. The study employed a descriptive survey design. The research focused on 7 principals, 210 teachers, and 14 education officers affiliated with the Embakasi Sub County Office. The researchers used purposive sampling to select the Education Officers, while they used a simple random sample technique to select the Teachers and Principals. Data was collected through the use of questionnaires administered to teachers and principals, as well as an interview guide for the Education Officer. The quantitative data obtained from the objectives was analyzed using SPSS software, which produced frequencies and percentages that are valuable for presenting the findings. Tables were utilized to display the findings in this instance. The qualitative data obtained from the objectives was classified based on themes and, whenever feasible, provided through frequency tables and explanations within the text. When teaching leadership, the principal continually assists others in achieving their objectives. They periodically grant teachers uninterrupted autonomy, focusing on the comprehension of the staff's emotions, while adopting an affiliative approach. Participative leadership involves the principal periodically engaging in transparent communication and actively promoting introverted instructors to express their ideas. The study highlights that in terms of pace-setting, the principal occasionally pressures instructors to achieve certain goals, thereby maximizing the potential of each individual teacher. The study found that coaching leadership style had the strongest positive impact on teachers' job satisfaction ($\beta=0.814$, $p=0.002<0.05$), followed by affiliative leadership style ($\beta=0.843$, $p=0.005<0.05$), and then pace-setting leadership style ($\beta=0.801$, $p=0.001<0.05$). Participative leadership style had the least influence on teachers' job satisfaction ($\beta=0.700$, $p=0.004<0.05$) in public secondary schools in Embakasi Sub-County. The study's findings offer practical advantages to leaders and organizations by providing insights into the favorable influence of school leaders' coaching abilities on employees. Consequently, it is imperative for school leaders to cultivate their coaching abilities. Principals should cultivate an environment characterized by inclusivity and support, wherein teachers experience a sense of belonging and are able to openly articulate their concerns. Promoting open and honest communication is essential, which may be achieved through regular feedback sessions and providing ways for instructors to express their ideas. The study indicates that further research should be conducted in various counties and private schools with diverse backgrounds to determine whether the impact of principals' leadership styles on teacher job satisfaction remains consistent.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is usually regarded as the most valuable asset that a community can provide to a child. The primary issue examined in this paper centers on the pivotal function of education in influencing the future of individuals and civilizations. Recognized as a potent instrument for eliminating poverty and promoting collective prosperity by the World Development Report (WDR, 2018), the effectiveness of education is greatly dependent on proficient leadership within educational institutions. Principals, as crucial individuals in school administration, have a central role in molding the educational atmosphere and impacting teacher conduct. According to Fisher (as stated in FM Wachira et al., 2017), the success of schools is directly linked to the quality of leadership. The Teachers Service Commission (TSC) in Kenya is responsible for selecting and assigning school administrators. According to the TSC Act of 2012, the school principal is designated as the primary educator and financial officer, emphasizing their crucial role in overseeing day-to-day operations and educational planning.

John Gardner (2016) defines leadership as the act of persuading a group, either by an individual or a leadership team, to pursue objectives that are either held alone by the leader or shared by the leader and their followers. Leadership is widely recognized as a crucial element that significantly impacts the success and greatness of schools (Urick, 2016). Leadership style pertains to the specific manner in which a leader behaves in order to inspire and motivate

subordinates towards accomplishing the organization's goals. The use of leadership style in a school refers to the systematic manner in which a school administrator exerts influence on a teacher or a group of teachers in order to achieve educational objectives (Omolayo, 2015).

Coaching leadership is a method that focuses on enhancing the abilities and potential of team members. Leaders that take this approach serve as mentors, providing constructive criticism and assisting individuals in improving their performance. The coaching leadership style has been strongly linked to increased job satisfaction among employees. An important factor that demonstrates this favorable relationship is the focus on ongoing education and growth (Karlsen & Berg, 2020). This approach emphasizes the need of ongoing learning, promoting individual and career development, which in turn is associated with increased job satisfaction. Leaders that provide coaching prioritize the independence and belief in one's own abilities of their team, enabling them to assume responsibility for their tasks and make choices, resulting in heightened contentment and a feeling of accomplishment (Berg, 2016). Pellitteri (2021) states that issues arise when there is a need for short-term directed objectives that do not align with the longer-term professional growth process in the use of this leadership style. Employees may feel frustrated when their personal growth and development are not given priority.

Although affiliative leadership has favorable results, it sometimes encounters difficulties. Leaders may place a higher importance on maintaining harmony rather than taking the required steps to address and fix problems, which could

potentially impede progress in improving performance (Jarosz, 2021). Affiliative leadership, characterized by its supportive attitude, has the potential to create a reliance on the team, which might hinder individual development and initiative (Chung & Van der Horst, 2020). Achieving a harmonious equilibrium between promoting positivity and dealing with performance issues presents a delicate problem that demands subtle management techniques (Dai, 2019). Affiliative leadership, which is distinguished by the establishment of robust interpersonal connections, seeks to foster a favorable work atmosphere. By placing importance on inclusivity and equality, affiliative leaders cultivate trust and eradicate perceptions of hierarchy, so promoting justice and equity, which ultimately enhances job satisfaction (Bashir & Khalil, 2017; Gambier & Eclapier, 2023). Nevertheless, difficulties arise when the pursuit of harmony obstructs essential measures for improvement, which may ultimately result in a reliance on the team (Chung & Van der Horst, 2020). Affiliative leaders must prioritize the equilibrium between innovation and performance to ensure success (Bashir & Khalil, 2017). Furthermore, the challenges linked to affiliative leadership arise when a group needs direction, constructive feedback, and the attainment of objectives. While it is important to prioritize interpersonal relationships and pleasant interactions, leaders who only concentrate on these aspects may encounter difficulties in accomplishing their goals. This can result in a perception of overall organizational ineffectiveness and unhappiness when objectives are not achieved. (Pellitteri, 2021).

Participative leadership entails the active engagement of the team in the decision-making process, which can pose obstacles in terms of time

commitment and the possibility for difficulty in reaching a consensus (Lo & Stark, 2021). Achieving a harmonious equilibrium between inclusivity and efficiency is an ongoing and complex task, necessitating meticulous examination of the decision-making dynamics within the team (Amedome, 2018). This leadership style enhances role clarity by ensuring team members have a clear understanding of their tasks, which promotes a peaceful work atmosphere (Naqshbandi & Tabche, 2018). Facilitating worker empowerment through collaborative decision-making improves workplace happiness, as it makes employees feel appreciated and important (Nazim & Mahmood, 2018). An inherent limitation of this technique is its capacity to elicit discontentment when the attainment of goals is excessively postponed or impeded by a dearth of consensus, especially in cases where the educational establishment necessitates swift and deliberate measures. (Pellitteri, 2021).

Pacesetting leadership, characterized by stringent criteria and an emphasis on expeditious outcomes, has the potential to enhance productivity but may also engender high-stress work situations. To prevent burnout and frustration among team members, it is essential to strike a balance between expectations and providing support and guidance (Anderson & Sun, 2017). The leadership style in question could have an adverse effect on job satisfaction as it entails the anticipation of immediate outcomes, which may result in stress and a decline in overall well-being (Munir, 2016). In a pace-setting workplace, team members who rely on additional support may experience reduced pleasure due to the necessity of self-motivation (Muga, 2019).

The problem of teacher work satisfaction is complex and influenced by multiple aspects, with good leadership playing a prominent role. Studies indicate that the leadership approach employed by principals can significantly influence the overall achievements of a school, as they mold, convey, and maintain the school's objectives (Hallinger and Heck, 1998, as quoted in Ertem, 2021). Teacher job satisfaction, an essential element of the educational setting, is influenced by other elements beyond leadership styles. These factors include a sense of efficacy, the perceived prestige and esteem linked to teaching, relationships with colleagues, and working conditions. Crucially, job satisfaction is closely linked to teachers' perceptions of their expectations and actual experiences in the teaching profession. To effectively address teacher job satisfaction, it is necessary to have a thorough comprehension of the interrelated elements involved in order to establish a helpful and gratifying work environment in the field of education. Goleman (2000) emphasizes that educational leaders typically possess strong leadership styles that are influenced by their personalities and experiences. Principals, while learning about various leadership styles, sometimes find themselves relying on default types, which research shows can have both positive and negative outcomes.

The job satisfaction of teachers is strongly linked to their inclination to engage in capacity-building initiatives and adopt new technology when they are satisfied. In contrast, a lack of job satisfaction results in adverse consequences such as frequent absences, hostile behavior, intents to leave the job, less dedication, and premature retirement, which adversely affect the stability of the teaching workforce in the field (Young, 2018).

Research conducted by Sims (2018) on teacher data from the Teaching and Learning International Survey (TALIS) 2013, demonstrates a clear and positive relationship between student discipline, principals' collaboration, and teacher job satisfaction across different countries. Various demographic characteristics, such as gender, age, marital status, and education level, have been found to have distinct effects on teachers' job satisfaction in studies conducted in Malaysia, Ethiopia, and Pakistan (Ghavifekr et al., 2016; Getahun et al., 2016; Nazim, 2018).

Job satisfaction is influenced by various organizational elements, such as leadership styles, pay, workplace flexibility, job autonomy, job security, and overall leadership (Fung et al., 2018). Establishing a favorable school atmosphere, instigated by the principal's guidance, is essential for the well-being of both students and staff. Retaining satisfied teachers is crucial, particularly in STEM subjects, where hiring and keeping skilled teachers is challenging (World Bank, 2006). Based on Sims' (2018) research, educators who specialize in STEM fields, which include science, technology, engineering, and mathematics, were less likely to transfer schools in the global setting. Nevertheless, there was no apparent association found between the STEM majors of teachers and their levels of job satisfaction.

The results of a study conducted by Daily (2018) in the United States indicate that 25% of teachers quit their professions before completing three years of service owing to discontent, and almost 40% depart before completing five years in the profession. If the principal does not provide strong support, the

teaching workload can become excessively burdensome and result in unhappiness. An excessive number of lessons might adversely affect the mental and physical well-being of the teacher. According to the 2017 Educator Quality of Work Life Survey conducted by the American Federation of Teachers in the USA, 61% of teachers reported that their work were frequently or consistently stressful. As a consequence of that stress, 58% of the participants reported experiencing subpar mental health.

A study conducted in Ibadan, Nigeria examined the dominant leadership styles employed by principals in public secondary schools. The findings revealed that the participative leadership style was the most common, accounting for 29.3% of the cases. Coaching leadership style was rated at 9.7%, while pace-setting leadership style was reported at 6.9%. (Bakare and Oredein, 2021). This aligns with a study conducted in Punjab, Pakistan by Ahmad and Dilshad (2016), which discovered that democratic (participative) leadership styles are widely favored and most effective in the realm of education. This aligns with a study conducted in senior secondary schools in Ondo State, Nigeria, aimed at determining the leadership style of principals and its impact on teachers' levels of job satisfaction. The study revealed that the democratic leadership style is the most frequently employed in that region, and the level of job satisfaction among teachers is moderate. Adeyemi (quoted in FM Wachira et al., 2017). Nevertheless, Okoji (2016) argued in his research that a combination of leadership styles would significantly enhance the job performance and productivity of Nigerian teachers in selected rural community schools in Ondo State, Nigeria. According to Okafor (as cited in Eboka, 2016), the success or

failure of secondary school administration or other institutions in Nigeria is greatly influenced by the leaders' impact on their subordinates.

A survey carried out by Emoja (2016) at secondary schools in Kakamega Central District, Kenya, found that a significant proportion of teachers (47%) expressed dissatisfaction and expressed strong intentions to leave their current positions if presented with an alternative work opportunity. Merely 31% expressed no want to evacuate. As reported by Oyaro (as stated in Emoja, 2016), Kenyan schools experienced a loss of 600 instructors in the first half of 2008 due to the attraction of higher-paying employment opportunities. According to Onwonga (as cited in Emoja, 2016), around 6000 individuals leave the teaching profession every year. Within the specific setting of Embakasi Sub-County in Kenya, there is a notable level of unhappiness among teachers, with a majority indicating a strong inclination to leave their current positions. The Teaching Service Commission (TSC) is experiencing a high annual attrition rate in the teaching profession as a result of teacher unhappiness, which is causing them to leave for other professions (Emoja, 2016). The results emphasize the importance of promptly addressing teacher work satisfaction, which is influenced by the leadership styles of principals.

1.2 Statement of the Problem

The principal, in their capacity as the school's leader, plays a crucial role in providing guidance to both the institution and its broader community. The influence of school leaders on teacher behavior has been thoroughly examined by a range of stakeholders and scholars. The leadership styles utilized by

principals are crucial, as they have a significant impact on both teacher job satisfaction and the daily functioning of the school. The discourse surrounding the utilization of suitable leadership styles becomes important since it impacts almost every aspect inside a school, potentially dictating the levels of job contentment among instructors. Although the Ministry of Education, with the assistance of the TSC, has been hiring competent and experienced individuals as principals for different public secondary schools, there are ongoing allegations of teacher discontentment, leading to below-average performance and high rates of teacher turnover.

Even in the same school, where teachers experience identical circumstances regarding wage scales, workloads, recognition, incentives, and rules and regulations, there is variation in levels of satisfaction. Varying individual perspectives arise even in seemingly equal circumstances, necessitating a deeper examination of school management and operations. Significantly, although the government has made attempts to provide standardized workshops and seminars for principals and teachers from different schools across the country, there has not been an equal attainment of job satisfaction. This disparity highlights the necessity of investigating the ways in which these centralized treatments impact different levels of satisfaction and comprehending the fundamental processes that determine teacher happiness.

The adoption of multiple leadership styles becomes vital in attaining objectives and influencing teacher attitudes due to the multifaceted tasks of principals, which include assessing learner progress, supervising teachers, and

reviewing curriculum implementation. In order to guarantee increased levels of job satisfaction among instructors, it is crucial that principals, in addition to being well-informed and skilled, hold the necessary qualifications for their positions. Equally crucial is the utilization of leadership abilities with the goal of enhancing job happiness, since the influence of leadership styles on teacher attitudes can have both favorable and unfavorable effects.

Although comparative research has extensively examined the leadership styles of principals in various countries and their impact on teacher efficacy and student academic achievement, there has been a notable neglect of the problem of teachers' job happiness (Akiba & Liang, 2017). Although there has been significant focus on the influence of principals' conduct, administrative skills, and work environment on leadership roles, there is a noticeable lack of scholarly research on the specific leadership styles—coaching, affiliative, and pace-setting—exhibited by school principals in Public Secondary Schools in Nairobi County. Thus, this study seeks to fill this void by examining the impact of principals' leadership styles on teacher work satisfaction in Embakasi Sub-county, Nairobi.

1.3 Purpose of the Study

This study aimed to examine the impact of principals' leadership styles on teachers' job satisfaction in public secondary schools in Embakasi Sub-County, Nairobi.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i. Establish the extent to which coaching leadership style employed by the principal influence teachers' job satisfaction in public secondary schools in Embakasi Sub-County.
- ii. Determine how affiliative leadership style employed by the principal influences teachers' job satisfaction in public secondary schools in Embakasi Sub-County.
- iii. Establish the extent to which participative leadership style employed by the principal influence teachers' job satisfaction in public secondary schools in Embakasi Sub-County.
- iv. Determine how pacesetting leadership style employed by the principal influences teachers' job satisfaction in public secondary schools in Embakasi Sub-County.

1.5 Research Questions

The study was guided by the following research questions:

- i. To what extent does coaching leadership style employed by the principal influence teachers' job satisfaction in public secondary schools in Embakasi Sub-County?
- ii. To what extent does affiliative leadership style employ by the principal influence teachers' job satisfaction in public secondary schools in Embakasi Sub-County?

- iii. To what extent does participative leadership style employed by the principal influence teachers' job satisfaction in public secondary schools in Embakasi Sub-County?
- iv. To what extent does pacesetting leadership style employed by the principal influence teachers' job satisfaction in public secondary schools in Embakasi Sub-County?

1.6 Significance of the Study

This study aimed to investigate the often overlooked correlation between the leadership style of administrators and the level of job satisfaction among teachers. The semi-autonomous government agencies within the Ministry of Education, such as the Teachers Service Commission (TSC), are expected to gain valuable insights from this research. Specifically, the research findings will provide recommendations on the most suitable leadership styles for principals in schools. The Kenya Education Management Institute (KEMI) should take into account the findings while creating content for teacher management trainings.

Academic professionals may find the study results valuable for expanding the existing information on leadership styles that are relevant and their influence on teacher job satisfaction. This study could provide valuable insights for principals and other subordinate administrators, such as deputy principals and department heads. It would enhance their comprehension of the effectiveness of different leadership styles and their impact on teachers, as well as identify areas that require improvement. The findings may provide guidance to

educational field officers, such as Quality Assurance and Standards Officers (QASOs), in advising on teacher management strategies.

1.7 Limitations of the Study

Given that most of the schools in the studied area are situated in low-income areas or informal settlements, the research findings were cautiously extrapolated to other schools in the sub-county. The survey was done mostly at schools at the county and sub-county level, rather than at the national or extra-county level. Therefore, it would be challenging to generalize the findings to a different locality that includes schools at all levels. Although the data collection instruments were intended to ensure both validity and reliability, this was not fully achieved due to the fact that the principals, whose leadership styles were being examined, were just a portion of the respondents. As a result, the information provided by these principals may have been biased. In order to address these concerns, the researcher provided reassurance to the participants on the rigorous maintenance of anonymity and the ethical conduct of the questioning process.

1.8 Delimitations of the Study

The research was carried out at Embakasi Sub County, located in Nairobi County, inside the Republic of Kenya. The sub county possessed schools that exhibited distinct variations in numerous aspects. Some schools were coeducational, while others were single-sex for either boys or girls. Additionally, some schools offered both day and boarding options. The study focused exclusively on teaching staff members who hold permanent and

pensionable positions, including those employed by the Board of Management (BOM) and those under government contractual terms. Support staff were excluded from the research, as their satisfaction factors may differ from those of teaching staff. These cadres exhibited variations in terms of compensation, enjoyed rights, perception by the school's leadership, job stability, and other factors. By doing research specifically targeting teaching personnel who are on permanent and pensionable contracts, the researcher is more likely to obtain comprehensive information and receive constructive comments. This is because these individuals possess a well-informed viewpoint on the research process.

Additionally, the study was limited to public schools due to potential disparities in leadership styles and institutional atmosphere compared to private schools. Private schools were excluded from this study due to their scarcity, and if any were present, they were primarily located in informal settlements. The teachers employed by these private institutions may not be subject to the same issues that impact teacher job satisfaction as those at public secondary schools. By focusing exclusively on public secondary schools, the researcher increased the likelihood of obtaining more dependable data. This approach allowed for the examination of institutions with similar attributes, and public secondary schools, being government-owned, were expected to be more open to participating in the research.

1.9 Basic Assumptions of the Study

The survey was done assuming that all respondents possessed a comprehensive comprehension of the tasks, responsibilities, and leadership approaches of a principal. In addition, the researcher used the assumption that all respondents were cooperative. The study was done under the assumption that the respondents provided unbiased information regarding the leadership styles of the principals.

1.10 Definition of Significant Terms

The following are the significant terms that were used in the study:

Coaching leadership: this is a leadership type where the leader focuses on identifying strengths and weaknesses of individuals with the aim of promoting long term professional growth and development.

Affiliative leadership: refers to the leadership type in which the leader encourages members of the organization to build positive relationships with one another hence increases team morale, limited conflicts and trust.

Participative leadership: refers to the leadership type where the leader sought to involve the employees of the organization, solicit their ideas and opinions and take their suggestions into serious consideration before settling on a decision.

Pacesetter leadership: is a leadership style in which a leader holds their subordinates accountable for meeting expectations with an emphasis on achievement and efficiency. Here leaders may also assign themselves work to compensate for lapses in their team's performance.

Leadership: is a process of encouraging and helping others to work enthusiastically towards objectives

Leadership style: is a classification of how one behaves when leading a group.

Job satisfaction: is an individual's positive measurable judgment on his or her working conditions and its aspects.

Job dissatisfaction: refers to a feeling of discontentment in a given job.

Principal: refers to the leader of the secondary school who is in charge of the day today running of the school.

Subordinates: refers to the teachers working under the school principal.

1.11 Organization of the study

This study was organized into five chapters. Chapter one which was the introduction of the study included background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations and delimitations of the study, basic assumptions, definition of significant terms. Chapter two entailed review of related literature in the concept of leadership and leadership styles like coaching, affiliative, participative and pacesetting. Reference was made to these leadership styles on the teachers' level of job satisfaction. Chapter three described the methodology used in research. This included research design, target population, sampling technique, sample size, research instrument, validity and reliability, data collection procedure and data analysis techniques and ethical considerations. Chapter four contained information on data

analysis, interpretation and discussed research findings. Being the last, chapter five concentrated on the summary of research findings, conclusion, solutions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter encompasses a literature review that will be subdivided into seven distinct subheadings. The subheadings encompassed the topics of leadership styles, specifically school leadership styles, coaching leadership style and its impact on job satisfaction, affiliative leadership style and its impact on job satisfaction, participative leadership style and its impact on job satisfaction, pacesetter leadership style and its impact on job satisfaction. Additionally, the subheadings included a summary of the literature review, the theoretical framework, and the conceptual framework.

2.2 Concept of Leadership Styles

Leadership is a complex concept that encompasses various dimensions, making it difficult to provide a single, all-encompassing definition. Alonderiene and Majauskaite (2016) define leadership as a strategic approach to influencing individuals in order to achieve specified objectives or outcomes. Prior research has suggested that leaders can play a role in cultivating, molding, and maintaining a desired corporate culture, which in turn can impact innovative work behavior by fostering new shared values (Naqshbandi & Tabche, 2018).

Directive leadership and unpleasant leadership styles have been found to hinder innovation. This phenomena arises due to the presence of leadership styles that are marked by a strong emphasis on control, compliance, and

limited flexibility, resulting in reduced levels of innovation and adaptability among employees (Naqshbandi & Tabche, 2018). A study conducted in Pakistan by Nazim (2018) indicates that managers have a significant impact on the working behavior of subordinates and play a crucial role in guiding them towards achieving organizational objectives. According to Karabina (2016), leadership style plays a crucial role in influencing the job happiness of teachers. In the past, studies concentrated on three distinct leadership styles: authoritarian, democratic, and laissez-faire. Nevertheless, contemporary businesses have encountered obstacles that necessitate enhanced leadership quality, resulting in the emergence of novel leadership models. Nazim and Mahmood (2018) assert that the supervisor's behavior has the potential to impact job satisfaction in either a favorable or negative manner. They assert that this conduct is manifested either through spoken or non-spoken means.

Childress (2009, as referenced by Munir, 2016) found that the performance of a leader in accomplishing organizational goals is heavily influenced by the way they establish and nurture relationships. In recent years, several leadership theories and models have been regarded as indicators of a leader's effectiveness. Transformational and transactional leadership practices are highly effective in fostering favorable impressions among employees, such as job satisfaction and motivation. Callaghan (quoted in Munir, 2016).

Goleman (2017) outlines six distinct leadership styles in the situational leadership theory: coaching, affiliative, participative, pacesetter, authoritative, and visionary. Four styles were included in this study and their

definitions are as follows: Coaching is a leadership style focused on enhancing an individual's personal growth and job-related abilities. Affiliative leadership, on the other hand, is the use of praise to foster a sense of belonging among employees. The participative leadership style involves the leader actively involving employees in the decision-making process, while the pacesetter leadership style entails the leader setting exceptionally high expectations for employees and leading by personal example.

2.3 School Leadership

Maxwell (2016), an esteemed expert in the field of leadership, defines leadership as the deliberate exertion of influence, without any further elements. In an educational institution, leadership is seen as the principal's capacity to exert influence on the instructors' actions in order to achieve specific objectives and goals of the school. According to Welgemood (as referenced by Muga, 2019), school leadership can be defined as the principal's capacity to motivate teachers to engage in activities that they would not typically undertake without the guidance of a leader. The TSC Career Progression Guidelines for Teachers (2017) define the principle as the highest-ranking executive of the institution. Mbwiria, as referenced by Muga (2019), highlighted four concrete characteristics of teacher leadership. These dimensions include the implementation of school improvement concepts in individual classrooms and the participation of all teachers in the school's transformation process. They collaborate with their colleagues in order to achieve a shared objective. Furthermore, teachers play a mediating role by offering the necessary skills and information to facilitate school reform.

Lastly, but as important, teacher leadership entails fostering harmonious relationships with colleagues to benefit the students. Sims (2018) have identified school leadership, career advancement prospects, and student discipline as significant factors associated with teacher job satisfaction, based on the TALIS 2013 data for England.

Lindblom (2018) defines educational leadership as the provision of extensive support to both students and teachers, with a specific focus on equipping teachers with the necessary resources and conducive environments to efficiently fulfill their professional duties. Gaining knowledge, refining and developing skills, and adopting appropriate methodologies all contribute to effective leadership. Nwakpa (2017) emphasized that the leadership style of the principal plays a crucial role in achieving effective management and teacher satisfaction. The World Bank (2015) confirmed this perspective, identifying the principal's leadership style as one of the primary determinants influencing teacher job satisfaction. In a separate research, educators consider the leadership style of their principal to be a primary factor in assessing their degree of job satisfaction. The citation is from Ch et al. (2017). Leaders typically exhibit a unique leadership approach as they adeptly motivate and inspire their followers. The term "leadership style" refers to the specific approach that a leader takes in leading and interacting with their subordinates (Northouse, 2021). This statement concerns the way in which a leader's behaviors, attitudes, and actions affect and direct others who are under their influence. The organizational or school culture can also impact the leadership style of the principal. For example, if the employees are well-trained,

educated, and motivated, it is likely that the principle will adopt a liberal leadership style. Bakare and Oredein (2021)

Financial security might be another factor that affects a leader's leadership style. Employers who provide generous compensation to their employees from the beginning effectively cultivate employee motivation. A leader who is highly motivated by adequate compensation, leading to financial stability, will exhibit a willingness to embrace and execute effective leadership approaches to guide the firm towards success. This observation indicates that leaders who are not experiencing financial pressure are more inclined to be motivated to put out their utmost effort in order to achieve the aims and objectives of the firm. They utilize strategies that align with their preferred style of leadership (Bakare & Oredein, 2021). Conversely, a leader who experiences financial insecurity may not possess the necessary psychological readiness to effectively achieve educational goals and objectives. This issue arises from an inherent burden and pressure that hinders the leader's cognitive abilities, hence restricting their capacity to effectively carry out leadership, irrespective of the selected leadership style. A considerable proportion of public school administrators in Nigeria have been consistently missing from their designated positions, as they prioritize alternate means of financial stability over fulfilling their duties.

The function of leadership is crucial in determining the performance of teachers (Andriani et al., 2018). An effective leader guides the team with seamless efficiency. Hence, the leadership of a principle consistently has a

favorable impact on their subordinates. An effective school principal utilizes teachers strategically to achieve superior student outcomes through strong leadership abilities. In addition to the principal's leadership, the work environment also plays a vital influence in the success of teachers. The studies clearly demonstrate that the work environment has a substantial impact on the performance of teachers (Kuncoro & Dardiri, 2017). According to Jonyo and Jonyo (2017), certain instructors who choose to leave their jobs cite an unpleasant and dissatisfying work environment caused by their superiors as the reason for their departure.

2.4 Principals' Coaching Leadership Style and Job Satisfaction

The coaching leadership style is based on the principles of optimism, self-efficacy, positive emotions, and learning. The primary aim of coaching is to maximize the potential of individuals, with the purpose of attaining both personal and organizational objectives (Karlsen & Berg, 2020). According to Dai (2019), the coaching leadership style fosters both innovative behavior and job motivation among employees. The coaching leadership style, as discussed in Berg's (2016) study, is seen as a strategic and enduring method to fostering employee growth and fostering strong and consistent interactions within a group. Moreover, the implementation of a coaching method has a favorable impact on fostering a coaching culture, hence promoting employee well-being and satisfaction (Jarosz, 2021).

The coaching leadership style is encompassed under several leadership behavior approaches, including transformational, transactional, laissez-faire,

and servant leadership. These leadership behaviors have included several coaching ways to assist people in advancing their careers, acquiring new skills, changing negative attitudes towards work, and adopting more effective strategies for managing difficult work settings. The citation is from Ismail et al. (2023). Based on the current scholarly research, coaching leadership functions within a dyadic relationship framework where leaders utilize two distinct styles: guidance, which entails learning through observation, and facilitation, which involves learning through practical application. Leaders proficient in continuously adopting these tactics can significantly enhance staff performance by bolstering their confidence in performing job obligations and raising job satisfaction (Hui et al., 2023).

Ismail et al. (2023) suggests that previous research on various job settings supports the notion that employees' confidence in their abilities to perform duties serves as a clear sign of the implementation of coaching leadership style. Jonyo & Jonyo (2017) suggest that fostering leadership skills through coaching can facilitate succession planning and provide career opportunities for teachers, hence enhancing retention rates.

Kruse (2019) posits that the coaching leadership style perceives individuals and their talents as entities that necessitate nurturing and growth. Consequently, leaders who practice coaching aim to discover the inherent qualities and undiscovered capabilities of individuals. People have the belief that every individual possesses valuable contributions and are willing to make adjustments for others. In addition, they serve as mentors and facilitators,

assisting individuals in uncovering and establishing a connection with their inherent talents, enabling them to achieve their maximum capabilities. The coach's leadership style is often regarded as highly beneficial for both managers and employees, owing to its myriad perks and advantages. Despite being commonly neglected because to its greater time investment in comparison to other styles of leadership. If any organization implements it, it showcases enduring sustainability.

2.5 Principals' Affiliative Leadership Style and Job Satisfaction

Goleman (2000) is the primary authority responsible for developing numerous leadership styles, including the affiliative style (Bashir & Khalil, 2017). His insights have influenced corporations and educational procedures, emphasizing that the guiding principle of "people come first" is what motivates affiliative leaders. According to him, an affiliative leader is someone who has faith in others and enhances their abilities based on the principle that people are the top priority. He asserts that implementing this leadership approach can effectively enhance morale, particularly when utilized by the principal in a school amongst challenging circumstances where personnel may be encountering diminished job contentment.

Henderson (2015) argues that principals employing this approach not only influence the school environment but also have an effect on the community and other individuals or groups with a vested interest in the school. However, this strategy can have a detrimental effect on schools since it emphasizes praise, perhaps resulting in mediocrity and unaddressed underperformance

(Goleman, 2000). He asserts that if the principal adopts this leadership style, they may prioritize maintaining positive relationships above providing constructive comments. Teachers may also experience uncertainty over how to improve due to a lack of feedback. Given its singular emphasis on commendation, it is advisable not to rely solely on this approach, as it may lead staff to believe that the leader endorses mediocrity and tolerates substandard performance. This approach is suitable when the leader is focused on fostering team cohesion, enhancing employee motivation, striving for enhanced communication, and restoring trust among those who have been wronged (Goleman, 2000). As per Kruse (2019), successful school leadership necessitates embracing love as a guiding principle. Scientific studies and personal experience indicate that fear-based leadership, although commonly observed and seemingly capable of motivating people, ultimately hampers creativity and hinders effective communication. Fear is a contributing component to the emergence of stress and the phenomenon of work attrition.

2.6 Principals' Pacesetting Leadership Style and Job Satisfaction

This leadership style involves the leader establishing elevated standards for the institution they represent (Goleman, 2000). According to him, a leader of this kind becomes fixated on improving and accelerating tasks, while identifying areas of inadequate performance. Goleman further contended that this leadership style detrimentally impacts the overall atmosphere, as many employees become overwhelmed by the leaders' insistence on achieving excellence. The leaders exhibit the chores they are handling and thereafter request their subordinates to do the same (Bashir & Khalil, 2017). They assert

that if employees are unable to reach the established targets, they are subsequently substituted with individuals who are capable of doing so. Pal (2022) states that the advantages of the pace-setting leadership style are that the supervisor promptly addresses problems to prevent them from escalating, takes swift action to ensure continuous progress on a task until the problem is resolved, and enables the utilization of each team member's skills and abilities. Moreover, the stringent timeframes linked to this approach render it well-suited for immediate and delicate objectives.

A study done in India by Rani and Prasad (2017) found that the pace-setting leadership style of teachers did not have a significant impact on teacher efficiency. The study also shown that the age of the instructors influenced the relationship between the pace-setting leadership style and teacher effectiveness. Specifically, the pace-setting leadership style was found to have a negative correlation with teacher effectiveness. The teachers experienced a sense of being overwhelmed by the leaders' expectations for high performance and were displeased with his inclination to exert excessive control, which in turn had a negative impact on the overall atmosphere and levels of contentment within the school (Goleman, 2000).

The pace-setting leadership style possesses some drawbacks. It induces feelings of being overwhelmed, demotivated, and agitated among employees due to its emphasis on high speed and outcome orientation. Additionally, it fosters ego-centrism by exerting control over subordinates and maintaining constant surveillance, which can undermine trust. Additionally, there is a lack

of employee involvement due to the absence of emphasis on relationships and morale. Instead, the focus is solely on completing duties hastily, resulting in a lack of commitment among individuals (Pal, 2022). The pace-setting leadership style possesses distinct traits. Pace-setting leaders establish highly ambitious objectives and performance benchmarks, anticipating their followers to emulate them. Pace-setting leaders exemplify the ideal behaviors and work ethic for their followers, acting as role models (Goleman et al., 2013).

2.7 Principals' Participative Leadership Style and Job Satisfaction

Participative leadership, commonly referred to as the democratic style of leadership, involves the active engagement of team members in the process of setting goals and devising strategies to achieve them. Goleman (2000) elucidated that a democratic leader generates agreement by encouraging active engagement. This leadership style promotes active involvement in the decision-making process, either through formal channels such as feedback or informally through interactions (Bashir & Khalil, 2017). Participative leadership involves delegating responsibilities to subordinates by engaging them in the process of planning, decision-making, and ultimate execution. Amedome (2018) asserts that this leadership style has favorable impacts on the overall atmosphere of the school and the level of job contentment among teachers. According to him, this strategy is highly beneficial when the principal is uncertain about the optimal course of action, as it enables instructors to provide innovative and unrestricted suggestions.

Goleman (2000) contends that by employing this approach, principals may cultivate adaptability, accountability, and innovation by granting teachers autonomy in the decision-making process. In contrast, he asserts that if left unchecked, this approach might result in stagnation caused by never-ending deliberations that bewilder teachers. According to Brown, as referenced in Akpoviroro et al. (2018), including subordinates in decision-making processes regarding their work can lead to psychological motivation, hence enhancing employee morale and productivity. Participative leadership is a highly essential style of leadership behavior due to its significant connection and correlation with employee work performance. A study conducted by Dalluay and Jalagat (2016) revealed that this particular leadership style exerts a significant impact on both job satisfaction and overall productivity. This aligns with the findings of Yang & Lim (2016), who discovered a robust correlation between followers and participative leaders, resulting in elevated levels of employee work performance and job satisfaction.

According to many ideas, participative leadership has distinct and notable impacts on employees. The social exchange theory posits that participative leadership has an impact on employees by fostering their workplace well-being and encouraging their cooperative behavior (Usman et al., 2021). The conservation of resources theory posits that participative leadership induces a shift in employee behavior by augmenting their workload and enhancing organizational self-esteem. The citation for the study is Peng et al., 2021. The social cognitive theory posits that the use of a participative leadership style enhances employees' self-efficacy and psychological security, hence

influencing employee innovation and performance (Zou et al., 2020). The social information processing theory suggests that cultural factors can influence the impact of participative leadership on employee behavior. Additionally, the implicit leadership theory explains that participative leadership promotes information sharing, which in turn enhances employee job performance (Lam et al., 2015).

Avolio & Bass, as referenced by Bwalya (2023), identified multiple attributes of participative leadership. Firstly, participative leadership enables inclusive decision-making by recognizing the significance of several perspectives and actively including team members in the decision-making process. They endorse the promotion of open discussions, engage in attentive listening to diverse perspectives, and meticulously examine alternate opinions prior to arriving at definitive conclusions. Additionally, participative leaders involve team members in the decision-making process to establish the organization's course, while promoting the creation of a collective vision and shared objectives. This fosters the cultivation of a feeling of possession and dedication among team members. Supportive communication is a significant component of participative leadership since it involves promoting open and transparent lines of communication between leaders and their team members. The individuals in question adopt a proactive stance by soliciting input, delivering regular updates, and ensuring that the necessary information pertinent to their specific responsibilities is readily available to all relevant parties. Furthermore, the participative leadership style promotes the empowerment and autonomy of team members, enabling them to proactively

take charge, exercise their decision-making power, and actively contribute to problem-solving endeavors. Autonomy in an organizational setting has been demonstrated to enhance employee motivation and foster a heightened sense of accountability towards achieving the organization's objectives. Ultimately, participative leaders foster an environment characterized by trust and respect, where they highly appreciate the input of each team member. This cultivates a favorable and collaborative work environment where team members perceive themselves as being esteemed and are incentivized to articulate their thoughts.

2.8 Summary of Literature Review

The literature study analyzed the impact of principals' leadership styles on teacher work satisfaction. Coaching leadership style fosters a mentorship culture, resulting in improved employee well-being and happiness (Jarosz, 2021). Bashir and Khalil (2017) argue that employing an affiliative leadership style, particularly by the principal in a school, might enhance morale, particularly during challenging periods when staff may be suffering diminished job satisfaction. Research findings from a different study suggest that this approach can have a detrimental effect on schools since it emphasizes praise, which can result in average performance and unaddressed underachievement (Goleman, 2000). A study conducted in India by Rani and Prasad (2017) found that administrators who exhibited a pacesetter leadership style caused teachers to feel overwhelmed by their demands for perfection and resentful of their tendency to dominate, resulting in a negative impact on the school climate and levels of satisfaction. Amedome (2018) asserts that the utilization of a participative leadership style yields favorable

outcomes in terms of school atmosphere and teacher job satisfaction. However, his claim contradicts a previous discovery made by Goleman (2000) that states if not controlled, this approach can result in a lack of progress owing to never-ending conversations that confuse teachers.

In contrast to this study, which focuses solely on Embakasi, a previous study conducted by Kasinga (2010) extrapolated its findings to Nairobi as a whole. Other studies, on the other hand, were undertaken in rural areas like as Kiambu and Meru. Furthermore, the independent variables being examined in this study are distinct from the ones previously analyzed. Given the contradictions mentioned above, it is necessary to do additional research to examine the impact of principals' leadership styles on teachers' job satisfaction. An efficient leadership style can significantly improve staff morale, leading to enhanced organizational performance and the successful attainment of organizational objectives. Conversely, an inefficient leadership style has a detrimental impact on employee opinions and performance. The correlation between leadership style and organizational performance has prompted extensive research on leadership, resulting in the development of various leadership theories. Each theory suggests a unique leadership style, often a combination of styles, to enhance job satisfaction and performance. The reference is from Hussain and Hassan's work published in 2016.

Goleman (2000) suggests that the appropriate combination of leadership qualities should be determined based on the current circumstances. He contended that in times of crisis, effective leaders must insist on compliance

through coercive leadership, rally individuals with an authoritative approach, foster harmony and emotional connections through an affiliative style, establish consensus through participatory (democratic) methods, set ambitious performance standards with a pace-setting style, and cultivate individuals for future growth through coaching leadership. A study conducted in Canada by Saxena et al. (2017) examined the use of Goleman's leadership styles in medical educational settings. The study included a sample of 42 administrators from three different levels of authority within the hierarchy. The prevailing approach at the lowest tier of governance (characterized by relatively limited authority) was democratic, involving active participation. Mid-level administrators predominantly employed coaching strategies, whereas senior administrators employed a diverse range of approaches, with no single style emerging as dominant.

2.9 Theoretical Framework

The study was conducted based on the Two Factor Theory proposed by Frederick Herzberg (as mentioned in Okumbe, 2007). According to the notion, job satisfaction and dissatisfaction are caused by distinct and separate variables, namely motivation and hygienic issues. He hypothesized that the elements contributing to satisfaction were distinct from those causing discontent and then formulated the motivation-hygiene hypothesis to elucidate these impacts. Herzberg referred to the factors that bring satisfaction as motivators, and the factors that cause dissatisfaction as hygiene. The drivers of job satisfaction that he found included recognition, achievement, the nature of the work, responsibility, advancement, and personal growth. Among these

factors that provide satisfaction, work itself, responsibility, and advancement stood up as the most prominent, while achievement and recognition had a role in determining the level of responsibility and the nature of the work itself. The hygiene considerations are based on the necessity to prevent discomfort and encompass elements such as salary, supervision, working conditions, regulations and administration, and interpersonal connections. The relevance of Herzberg's theory to this study lies in its recognition of teachers' dual sets of demands, which necessitate addressing both.

2.10 Conceptual Framework

The conceptual framework posits that the leadership style of the principal (independent variable) influences teacher job satisfaction (dependent variable). Additional confounding factors may also be involved and impact job satisfaction. The framework demonstrates that irrespective of the circumstances, leadership style has a significant impact on the job satisfaction of teachers, either in a favorable or negative manner. This study aims to determine the impact of the aforementioned leadership styles on the job satisfaction of teachers at public secondary schools in Embakasi Sub County, Nairobi.

The study aimed to examine the leadership styles of principals that impact teachers' job satisfaction in public secondary schools in Embakasi Sub-County, Nairobi. The independent variable, the leadership styles of principals, encompassed many components such as coaching, pacesetting, participatory, and affiliative approaches. The variable measuring teachers' job satisfaction

was evaluated based on several factors, including salary and advancement opportunities, working conditions, interpersonal interactions at work, acknowledgment of achievements, level of responsibility, utilization of talents and abilities, staff turnover, and organizational policies and administration.

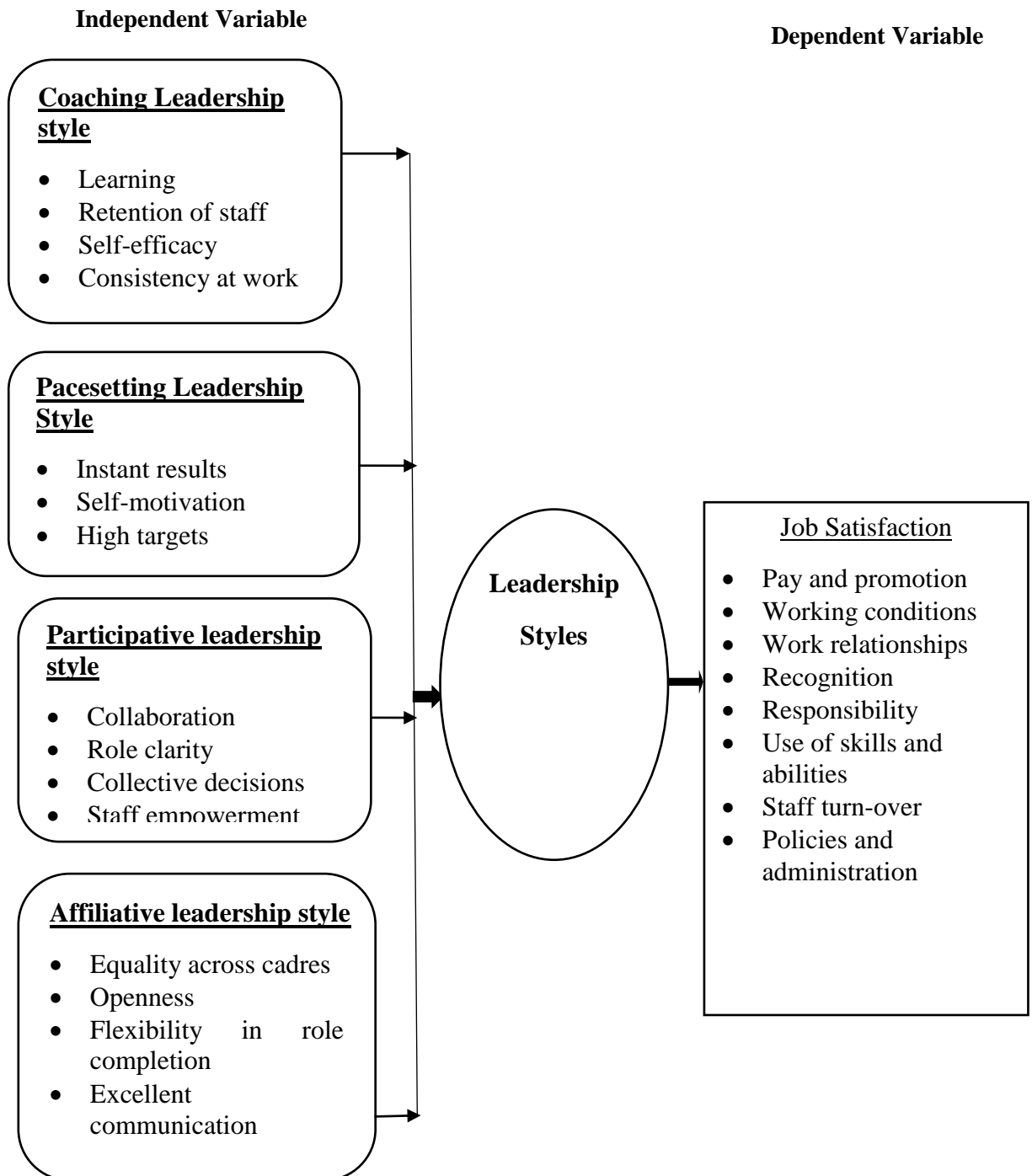


Figure 2. 1: Conceptual Framework

Coaching leadership style was measured using learning, retention of staff, self-efficacy, and consistency at work. Learning can be used to increase job satisfaction through proper application of skills and abilities. The construct of self-efficacy has been shown to improve both job performance and job satisfaction. Consistent behavior creates clear expectations, certainty, and trust. Retention increases the employees' loyalty and can lead to promotion.

The assessment of the pacesetter leadership style was based on immediate outcomes, intrinsic motivation, and ambitious objectives. Imposing a requirement for immediate outcomes might cause a decrease in employee morale and result in employee turnover. Self-motivation enhances professional connections, whereas excessively demanding goals impose undue stress on employees, resulting in staff turnover.

The indicators employed to assess the participative leadership style encompass the following: collaboration, which enhances work satisfaction by fostering positive work relationships; role clarity, which facilitates the effective utilization of employees' skills and abilities; collective decision-making, which fosters a sense of belonging and contributes to a more fulfilling work environment; and staff empowerment, which results in improved communication of the school's policies and facilitates promotion and recognition.

The affiliative leadership style was evaluated based on the following indicators: equality among different levels of employees, which demonstrates recognition and fosters positive work relationships; openness, which enhances

working conditions and the overall organizational climate; flexibility in completing roles, which reduces pressure and leads to lower attrition rates; and effective communication, which enhances policy implementation and administration.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter was partitioned into seven subsections. The study encompassed various components, namely research design, target population, sample size and sampling procedures, research instruments, validity and reliability of the research instruments, data collection procedure, and data analysis methodologies.

3.2 Research Design

This study utilized a descriptive survey approach. Descriptive survey designs are employed when the researcher aims to investigate phenomena in their natural state, without any deliberate intervention or manipulation of variables. Furthermore, the data collected by the researcher may take the form of narratives or numerical values (Ravid, 2019). According to Mugenda (as cited in Musa et al., 2017), surveys are used to collect data from a population in order to assess the current state of that population in relation to one or more variables. Therefore, this study aligns with the descriptive survey research design.

3.3 Target Population

The target population refers to the specific demographic that a researcher aims to apply the findings of the study to, as mentioned by Oso and Onen (as cited in Kambwambwa et al., 2019). The study focused on the target population of 231 individuals, including 7 principals, 210 teachers, and at least 14 Sub-

county Education Officers. These individuals were selected from the 7 public secondary schools in the four constituencies that make up Embakasi Sub County. The intended demographic was anticipated to have served in their assigned location for a minimum duration of one year, allowing ample time for them to become acquainted with one another. The target population is suitable for the study since it consists of 7 public secondary schools, each led by a principal, inside Embakasi Sub-county. The total number of teachers in this population is 210. There are a total of 14 officers employed at the sub-county education office.

3.4 Sample Size and Sampling Procedures

3.4.1 Sample Size

Ravid (2019) defines a sample as a limited set of observations chosen from the entire population. Sampling is crucial since it facilitates the examination of the attributes of a larger group by investigating a smaller representative selection. Mugenda and Mugenda (2003) suggest that a sample size ranging from 10% to 30% is appropriate for conducting a descriptive survey. A sample size of 76 was obtained by calculating 30% of the total number of teachers, resulting in a sample size of 70 teachers. 30% of the total number of principals corresponds to 2 principals, while 30% of the education officers corresponds to 4 education officers.

3.4.2 Sampling Procedure

Sampling is the act of selecting representative elements to enable the researcher to get information about the entire population. Teachers and

principals utilized the basic random sampling technique to select teachers. This was a lottery procedure in which every individual in the population was given a distinct number that was placed into a container. The researcher selected a chit at random from the box in order to obtain a random sample. This was done to ensure that each individual has an equitable chance of being included in a sample that represents the entire population. The researchers used purposive sampling technique to select education officers for this study. This decision was based on the fact that only a small number of officers had contributions that were relevant to the study.

Table 3. 1: Sample size

| Study population | Target population | Sample size | % | Sampling method | Data collection |
|-------------------------|--------------------------|--------------------|----------|----------------------------------|---------------------------|
| Principals | 7 | 2 | 30 | Simple random sampling | Questionnaire & Interview |
| Education Officers | 14 | 4 | 30 | Purposive sampling | Interview schedule. |
| Teachers | 210 | 70 | 30 | Simple random sampling technique | Questionnaire |
| Total | 231 | 76 | | | |

3.5 Research Instruments

A research instrument is a specialized tool utilized to systematically gather and compile data in order to address specific research inquiries. The primary objective of the study was to ascertain the impact of principals' leadership style on teachers' job satisfaction in public secondary schools in Embakasi Sub-County, Nairobi. The researcher's primary focus was on gathering data

regarding individuals' perspectives, beliefs, understandings, and inclinations, as well as any other information obtained through the administration of questionnaires and interview schedules. Two questionnaires were employed in this study, one for the principal and another for the teachers. The surveys consisted of both closed and open-ended questions and were divided into three pieces. Section one aimed to collect background information about the respondents, while section two focused on inquiries regarding job satisfaction. A structured interview protocol consisting of open-ended questions was administered to the sub county director of education, curriculum support officer, quality assurance and standards officer, and sub county teachers service commission officer.

3.6 Pilot Study

A pilot study is a limited-scale investigation that assesses the practicality of a research procedure (Hildebrand and Ott, 2011). The pilot study assessed the efficacy of methodologies, interviews, and questionnaires to ensure that the study is not impeded. The researcher employed a sampling technique that involved utilizing 10% of the total population, as advised by Mugenda & Mugenda (2003). The outcome was one principal, 21 teachers, and one education officer.

3.7 Validity of Instruments

Ravid (2019) defines validity as the extent to which an instrument accurately measures its intended construct and the suitability of the inferences and interpretations derived from the test scores. In this study, the researcher made

sure that the instrument satisfies the requirements for assessing content validity. Content validity refers to the extent to which instruments accurately measure a representative sample of behaviors and content domains from which inferences can be drawn, as described by Ravid (2019). In order to improve the accuracy of the findings, the researcher conducted a preliminary investigation, but did not include the entire population in the final research. The purpose of the pilot study was to discover any items in the questionnaire that were misunderstood and thereafter eliminate or alter them as necessary.

3.8 Reliability of Instruments

Reliability refers to the degree to which a measurement of a phenomenon yields a consistent and stable outcome, as stated by Carmines and Zeller (as referenced in Taherdoost, 2016). To evaluate the reliability of the research instrument, a pilot study was conducted in two schools that were excluded from the primary study. Selected teachers from all schools were administered questionnaires. The measure of reliability is quantified by a correlation coefficient. Orodho (2005) contends that the Pearson Product Moment Correlation measures the degree to which the instrument consistently elicits the same responses each time it is administered, hence indicating the instrument's content consistency. In this study, the researcher utilized the Pearson Product Moment Correlation Coefficient Formula to calculate the correlation coefficient (r) between the two sets of scores.

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

Mugenda and Mugenda (2003) said that a dependability coefficient of +0.70 or above is considered adequate.

3.9 Data Collection Procedure

Following the University of Nairobi's clearance, the researcher requested license from the National Council for Science, Technology and Innovation (NACOSTI) to carry out the study. Subsequently, the study permission was utilized to acquire approval from the Regional Director of Education (RDE) office and the County Commissioners Office. The researcher sought authorization from the Sub County Director of Education (SCDE), Embakasi, as well as the principals of the schools involved. Subsequently, a preliminary visit was carried out to the schools involved in the study to introduce the research and allocate time for the administration of the instruments. Subsequently, the questionnaires were distributed to both the principal and teachers on the same day. The researcher provided guidance on how to complete the questionnaires and scheduled a time to collect them. The researcher conducted in-person interviews with the Sub County Director of Education (SCDE), TSC Sub County Director (TSCSCD), Sub County Curriculum Support Officer (SCCSO), and Sub County Quality Assurance Officer (SCQASO).

3.10 Data Analysis Techniques

Following the University of Nairobi's clearance, the researcher requested license from the National Council for Science, Technology and Innovation (NACOSTI) to carry out the study. Subsequently, the study permission was

utilized to acquire approval from the Regional Director of Education (RDE) office and the County Commissioners Office. The researcher sought authorization from the Sub County Director of Education (SCDE), Embakasi, as well as the principals of the schools involved. Subsequently, a preliminary visit was carried out to the schools involved in the study to introduce the research and allocate time for the administration of the instruments. Subsequently, the questionnaires were distributed to both the principal and teachers on the same day. The researcher provided guidance on how to complete the questionnaires and scheduled a time to collect them. The researcher conducted in-person interviews with the Sub County Director of Education (SCDE), TSC Sub County Director (TSCSCD), Sub County Curriculum Support Officer (SCCSO), and Sub County Quality Assurance Officer (SCQASO).

3.11 Ethical Considerations

The anonymity and secrecy of respondents were rigorously upheld to comply with the principle of non-disclosure and prevent ascribing any perspective to an individual. Prior to completing the questionnaires, the respondents were gained informed and willing consent. The researcher took measures to guarantee the impartiality and complete independence of the study process, ensuring that the findings were not affected in any way to align with the researcher's opinion. The researcher elucidated the significance of the investigation and thereafter requested their participation by providing pertinent information for the study. The research findings were securely stored in a

computer that required a password for access, with the intention of using them solely for academic purposes.

Permission to carry out the study was requested from the University of Nairobi's college of education. The researcher obtained approval from the National Commission for Science, Technology and Innovation (NACOSTI), the County Commissioner, and the Regional Director of Education. Additionally, permission was sought from the Embakasi SCDE to carry out the study in the specified region.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter examined, deliberated, and showcased the findings of the study, with the primary objective of determining how the leadership styles of principals impact the job satisfaction of teachers at public secondary schools in Embakasi Sub-County, Nairobi.

4.2 Response Rate and Demographic Information

This chapter examined, deliberated, and showcased the findings of the study, with the primary objective of determining how the leadership styles of principals impact the job satisfaction of teachers at public secondary schools in Embakasi Sub-County, Nairobi.

Table 4. 1: Response Rate

| | Frequency | Percent |
|--------------|------------------|----------------|
| Response | 62 | 80.5 |
| Non-response | 15 | 19.5 |
| Total | 77 | 100.0 |

The study additionally collected data on the diverse demographics of the participants. The demographics taken into account encompassed gender, age

range, greatest educational attainment, years of experience in teaching, and level of responsibility held within the institution.

4.2.1 Respondents' Gender

The study aimed to determine the gender of the participants included in the research. The participants were thereafter requested to specify their gender. The objective was to determine the gender distribution of the participants in the study. Their responses are displayed in Table 4.2.

Table 4. 2: Response Gender

| Gender | Frequency | Percent |
|---------------|------------------|----------------|
| Female | 37 | 59.4 |
| Male | 25 | 40.6 |
| Total | 62 | 100.0 |

The results indicated that the majority of the participants, specifically 37 individuals, were female, accounting for 59.4% of the total. The remaining 25 participants were male, representing 40.6%. This indicates that the researcher included all the respondents, regardless of their gender, in order to gather dependable and precise information regarding the subject being studied. The findings also indicated that the majority of the respondents were female.

4.2.2 Respondents' Age Bracket

The study additionally aimed to determine the age range of the respondents. Consequently, the participants were asked to specify their age ranges. Their discoveries were documented in Table 4.3.

Table 4. 3: Respondents' Age Bracket

| Age bracket | Frequency | Percent |
|--------------------|------------------|----------------|
| 20-30 years | 9 | 14.3 |
| 31-40 years | 23 | 37.7 |
| 41-50 years | 19 | 31.2 |
| 51 years and above | 10 | 16.9 |
| Total | 62 | 100.0 |

From the results, 37.7% of the respondents were aged between 31-40 years, 31.2% were aged between 41-50 years, 16.9% were 51 years and above and 14.3% were aged between 20-30 years. This implies that most of the respondents who filled questionnaires were mature enough to give reliable data on the subject matter.

4.2.3 Respondents' Highest Academic Qualification

The study further sought to establish the highest level of education of the respondents who had taken part in the study. Hence the respondents were required in the questionnaire to indicate their highest level of education. This was very important for the study as it implicated how the respondents would respond to questions and how well they understood principals' leadership styles. The responses were summarized in Table 4.4.

Table 4. 4: Respondents' Highest Academic Qualification

| Qualification | Frequency | Percent |
|----------------------|------------------|----------------|
| Diploma | 2 | 2.8 |
| Bachelor's degree | 46 | 74.5 |
| Masters | 14 | 22.7 |
| Total | 62 | 100.0 |

The findings reveal that most of the respondents as represented by 74.5% had reached the Bachelor's Degree level, 22.7% had reached the Masters level, while 2.7% had reached the Diploma level. This implies that the respondents had enough basic education to comprehend and give reliable information about the subject under study.

4.2.4 Responsibility Held in School

The respondents were required to indicate the responsibilities they hold in school. This was done to ensure that all the respondents were involved in school activities. The findings were presented on Table 4.5.

Table 4. 5: Responsibility Held in School

| Responsibility | Frequency | Percent |
|-----------------------|------------------|----------------|
| Class teacher | 22 | 35.5 |
| Head of Department | 13 | 21.0 |
| Principal | 7 | 11.3 |
| Deputy Principal | 9 | 14.5 |
| Senior Master | 11 | 17.7 |
| Total | 62 | 100.0 |

The findings showed that 35.5% of the respondents indicated that they were class teachers, 21.0% were head of departments, 17.7% were senior masters, and 14.5% were deputy principals while 11.3% were principals. This implied all respondents held responsibilities in school and hence could give reliable data regarding the subject matter.

4.2.5 Number of Years Involved in the Present School

The respondents were required to indicate the number of years involved in the present school. This was done to show the experience that the respondents had in the institutions. The responses were as shown in Table 4.6.

Table 4. 6: Number of Years Involved in the Present School

| | Frequency | Percent |
|---------------|------------------|----------------|
| Below 2 years | 12 | 19.5 |
| 2-5 years | 23 | 36.6 |
| 6- 10years | 27 | 43.9 |
| Total | 62 | 100.0 |

The findings revealed that 43.9% of the respondents have been in operation for 6- 10 years in their present school, 36.6% indicated that they have been in operation for 2-5 years and 19.5% indicated that they have been in operation for below 2 years. This implies that majority of the respondents present school had been involved in the present school for more than 5 years and hence could understand and give reliable information being sought by the study.

4.3 Reliability Analysis

A pilot study was carried out to determine reliability of the questionnaires. Reliability analysis was subsequently done using Cronbach's Alpha which measures the internal consistency by establishing if certain items within a scale measure the same construct. Table 4.7 displays the results.

Table 4. 7: Reliability Statistics

| Items | Cronbach's Alpha | Decision |
|--|-----------------------------|-----------------|
| Coaching leadership style employed by the principal | .772 | Reliable |
| Affiliative leadership style employed by the principal | .809 | Reliable |
| Participative leadership style employed by the principal | .849 | Reliable |
| Pacesetting leadership style employed by the principal | .782 | Reliable |
| Teachers' job satisfaction | .763 | Reliable |

As shown in Table 4.7, participative leadership style employed by the principal had an alpha value of 0.849, affiliative leadership style employed by the principal had an alpha value of 0.809, pacesetting leadership style employed by the principal had an alpha value of 0.782, coaching leadership style employed by the principal had an alpha value of 0.772 while teachers' job satisfaction had an alpha value of 0.763. All alphas were above 0.70 and

therefore the factors were all reflective because their indicators were highly correlated and are largely interchangeable.

4.4 Coaching Leadership Style and Teachers' Job Satisfaction

The study sought to determine the extent to which coaching leadership style employed by the principal influences teachers' job satisfaction in public secondary schools in Embakasi Sub-County. The researcher required to know the principal's leadership behavior with statements related to coaching leadership style employed by the principal. The results were as displayed on Table 4.8.

Table 4. 8: Principal's Leadership Behavior with Statements Related to Coaching Leadership Style.

| Statement | A F % | O F % | S F % | R F % | N F % | Mean | Std. Dev. |
|---|----------|----------|----------|----------|----------|-------|--------------|
| He helps teachers plan for the future | 36 58.3 | 26 41.7 | --- | --- | --- | 4.583 | 0.495 |
| Patient with the subordinates and allows for growth | 30 49.1 | 31 49.7 | 1 1.2 | --- | --- | 4.479 | 0.525 |
| Rewards the staff | 8 12.9 | 27 42.9 | 10 16.6 | 7 11.7 | 10 16.0 | 3.252 | 0.283 |
| Is flexible and adjusts to the needs of others | 4 6.7 | 26 42.3 | 11 17.2 | 12 19.0 | 9 14.7 | 3.074 | 0.215 |
| Organizes for the staff workshops and seminars | 2 3.1 | 32 51.5 | 10 16.6 | 10 16.0 | 8 12.9 | 3.160 | 0.138 |
| Provides guidance when needed | 36 57.7 | 26 42.3 | --- | --- | --- | 4.577 | 0.496 |
| Focuses on helping others achieve their goals. | 37 58.9 | 25 41.1 | --- | --- | --- | 4.589 | 0.494 |
| Is reflective and helps others learn from their mistakes. | 2 3.7 | 30 47.9 | 10 16.6 | 9 14.1 | 11 17.8 | 3.055 | 0.218 |
| Treats each and every individual member differently | 35 57.1 | 27 42.9 | --- | --- | --- | 4.571 | 0.497 |
| Emphasizes honesty and helping others see the truth | 1 1.8 | 29 47.2 | 10 16.0 | 8 13.5 | 13 21.5 | 2.930 | 0.879 |

Total Mean= 3.827

Legend: A= Always, O= Often, S=Sometimes, R=Rarely, N=Never.

As per Table 4.8, 37(58.9%) of the respondents indicated that the principal always focuses on helping others achieve their goals while 25(41.1%) of the respondents indicated that the principal often focuses on helping others achieve their goals. On the principal helping teachers plan for the future, 36(58.3%) of the respondents indicated that they always do while 26(41.7%) indicated that they often do. On providing guidance when needed, 36(57.7%) of the respondents indicated that the principals always did while 26(42.3%) indicated that they often did. On treating each and every individual member differently, 35(57.1%) of the respondents indicated that the principals always while 27(42.9%) indicated that the principals often did. On being patient with the subordinates and allowing for growth, 31(49.7%) of the respondents indicated that the principals were often patient while 30(49.1%) indicated that they were always patient.

Regarding rewarding the staff, 27(42.9%) of the respondents indicated that the principals often did, 10(16.0%) indicated that the principals never while 10(16.6%) indicated that the principals sometimes did. On organizing for the staff workshops and seminars, 32(51.5%) of the respondents indicated that the principals often did the organizing, 10(16.0%) indicated rarely while 8(12.9%) indicated that the principals never. On being flexible and adjusting to the needs of others, 26(42.3%) indicated that the principals were often flexible and adjusting, 12(19.0%) indicated rarely while 9(14.7%) indicated never. Moreover, on being reflective and helping others learn from their mistakes, 30(47.9%) indicated the principals were often reflective and helped others learn from their mistakes, 11(17.8%) indicated never while 10(16.6%)

indicated sometimes. Further, on emphasizing honesty and helping others see the truth, 29(47.2%) indicated that the principals often emphasized honesty and helped others see the truth, 13(21.5%) indicated never while 8(13.5%) indicated rarely.

Table 4.8 further shows computed means of each item, the highest (mean =4.589) for focusing on helping others achieve their goals. The results indicate high response (mean=4.577) for providing guidance when needed. The analysis also shows (mean=4.583) for helping teachers in planning for the future. Further, the findings indicated (mean=4.571) for treating each and every individual member differently. Conversely, the results show (mean=2.930) for emphasizing honesty and helping others see the truth. Consequently, the total cumulative mean scores (Mean= 3.827) could be interpreted to imply that principals behaviours were more likely inclined to coaching leadership styles.

4.4.1 Correlation Analysis for the Coaching Leadership Style and Teachers' Job Satisfaction

To test the correlation between coaching leadership style employed by the principal and the teachers' job satisfaction, the study used Pearson's correlation analysis. The findings are as shown in Table 4.9.

Table 4. 9: Correlation Matrix for Coaching Leadership Style and Teachers' Job Satisfaction

| | | Teachers' job satisfaction |
|---|---------------------|-----------------------------------|
| Teachers' job satisfaction | Pearson Correlation | 1 |
| | Sig. (2-tailed) | . |
| | N | 62 |
| Coaching leadership style employed by the principal | Pearson Correlation | .789 |
| | Sig. (2-tailed) | .023 |
| | N | 62 |

The study established that there is a positive relationship between teachers' job satisfaction in public secondary schools in Embakasi Sub-County and coaching leadership style employed by the principal as shown by coefficient of 0.789. Moreover, the p-value was $0.023 < 0.05$ implying that the study rejected the hypothesis that there is no significant relationship between coaching leadership style employed by the principal and teachers' job satisfaction in public secondary schools in Embakasi Sub-County.

4.4.2 Regression Analysis for Coaching Leadership Style and Teachers' Job Satisfaction

The model summary in Table 4.10 provides an overview of the key statistics and performance metrics of the regression model. It includes important information about the model's goodness of fit, its ability to explain the variance in the dependent variable, and the significance of the predictor variables.

Table 4. 10: Model Summary for Coaching Leadership Style and Teachers' Job Satisfaction

| Model | R | R Square | Adjusted Square | R Std. Error |
|--------------|----------|-----------------|------------------------|---------------------|
| 1 | .789 | .622 | .616 | .346 |

The findings in Table 4.10 shows that $r=0.789$. This indicates that coaching leadership style employed by the principal has a very strong relationship with teachers' job satisfaction in public secondary schools in Embakasi Sub-County. In addition, R^2 was 0.622 which indicated that coaching leadership style employed by the principal explains 62.2 of the variations in the teachers' job satisfaction in public secondary schools in Embakasi Sub-County.

The ANOVA (Analysis of Variance) in Table 4.11 is a critical component in statistical analysis, particularly in assessing the significance of the predictor variables in a regression model. This table is instrumental in assessing the overall model fit and the individual contributions of each predictor variable.

Table 4. 11: ANOVA^a for Coaching Leadership Style and Teachers' Job Satisfaction

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|--------------|--------------|-----------------------|-----------|--------------------|----------|-------------|
| 1 | Regression | 11.838 | 1 | 11.838 | 98.746 | 2.71E-14 |
| | Residual | 7.193 | 60 | 0.120 | | |
| | Total | 19.031 | 61 | | | |

The overall F statistics, ($F = 98.746$, $p=2.71E-14<0.05$), indicated that there was a very statistical significant relationship between coaching leadership style employed by the principal and teachers' job satisfaction in public secondary schools in Embakasi Sub-County. The null hypothesis was therefore rejected and it was concluded that there is a significant relationship between coaching leadership style employed by the principal and teachers' job satisfaction in public secondary schools in Embakasi Sub-County.

Table 4.12 shows the regression coefficient that estimates coefficients of the predictor variables in the regression model. These coefficients provide insights into the strength and direction of the relationships between the predictors and the dependent variable.

Table 4. 12: Regression Coefficients^a for Coaching Leadership and Teachers' Job Satisfaction

| Model | | Unstandardized Coefficients | | Standardized t | Sig. |
|-------|---|-----------------------------|------------|----------------|-------|
| | | B | Std. Error | Beta | |
| 1 | (Constant) | 2.652 | 0.714 | 3.714 | 0.000 |
| | Coaching leadership style employed by the principal | 0.814 | 0.25 | 0.789 | 0.002 |

The results on test of significance also indicate that coaching leadership style employed by the principal ($\beta=0.814$, $p=0.002$) was significant at $p<0.05$ and

95 confidence level. Using the coefficients findings in Table 4.12, the regression model can be substituted as follows:

$$Y = 2.652 + 0.814X_1$$

Where;

Y = Teachers' job satisfaction in public secondary schools in Embakasi Sub-County

X_1 = Coaching leadership style employed by the principal

From the interviews, the interviewees were asked to indicate how they believed in principals capacity-building their members of staff. Majority of them indicated that when members of staff are empowered, then work is done in a more professional manner and from time to time members are able to coordinate among themselves and relevant departments with or without the immediate supervisors around. They added that capacity building makes the principals' work easier since he/she will stick to the mission and vision of the school. Capacity building also helps to address short falls & short comings. The interviewees indicated that constant retooling enables them acquire new skills to cope with ever changing job worked. Interviewee P3 stated,

Members of staff need to be built because the principal is also a teacher and he should give room for teachers to take up more challenging tasks like himself/herself. Also when teachers are capacity-built, they can also challenge the principal on best teaching methods and outcomes.

Interviewee P4 said,

Because teacher need to be updated now and again since the world is evolving and new education systems such as the CBC is too

demanding. Capacity building helps the learner to get informed about the emerging issues which do affect learners negatively.

The interviews also sought the opinions of interviewees on if the principal should treat members of staff differently. Majority of the interviewees indicated that the principals do not treat the members of staff differently since all of them contribute to the wellbeing and achievement of the institutions goals in one way or another. Another indicated that teamwork demand that all members are treated the same and that different treatment would negate teamwork and hamper institutional growth. Others indicated that leaders on holds can be given special attention or facilities because of the nature of their roles which may be more demanding than others but they should not be treated differently, and he or she is a symbol of unity, also supposed to be a role model and it will be against the T.S.C code of regulations for teachers. An interviewee however indicated that some principals treat the members of staff differently. Interviewee P1 indicated,

Yes, because all members have their own unique characteristics and treating these personalities using same leadership approaches may prove to be counter-productive.

The interviewers sought why principals should assist the teachers in achieving their goals. The interviewees indicated that a teacher's achievement is a schools achievement, when goals are achieved, credit is heaped on the leader even before the other members of staff are acknowledged. The concept of collegiality dictates that members of staff work in a complimentary manner for the general good of the institution. They also indicated that the principals

should assist the teachers because when all members of staff achieve their goals the school will benefit from their unique contribution, to enhance performance since some teachers score below expectations and if they are not assisted then they will not meet expectations and ultimately the entire school will be failing, and so that they can grow in their career. Interviewee P2 said,

Principals themselves are teachers. Teachers are future principal. Teachers should be assisted to achieve their goals because they are future leader. The achievement of the teachers will be seen as the achievement of the principal.

The interviews required the interviewees to give their views on how the coaching leadership style influenced the teacher job satisfaction. They indicated that it promotes close contact between the principal and the individual teachers and in this way, teachers take corrections positively having in mind the fact that the principal is working for the general good of the school. Also, when the principal leads as a coach, he becomes flexible to teachers and because of his patience, teachers will find working in a free atmosphere enjoyable. The interviewees indicated that coaching leadership style is objective as it allows room for the application of SWOT Analysis. Teachers are able to understand their strength, weakness, opportunities and threats without a feeling of victimization. Moreover, coaching enables each member exploit their full potential and it will make them feel that they are part and parcel of the institution. It will also make them work with minimum supervision, it is also a way of motivating. Interviewer P3 stated,

This style is very important in helping newly employed teachers to get at par with the rest of the staff. When they are coached on the best

methodology of teaching, they become more comfortable and satisfied instead of being confused.

4.4.3 Discussion for Coaching Leadership Style and Teachers' Job Satisfaction

The study revealed that the principal consistently prioritizes assisting others in attaining their objectives, aids teachers in strategizing for the future, offers direction as necessary, and treats each individual member distinctively. The study also found that the principal frequently demonstrates patience towards subordinates and fosters their professional development. The findings support the perspective of Dai (2019) that coaching leadership style fosters innovative behavior and job motivation among employees. Coaching aims to maximize the potential of individuals in order to attain both personal and organizational objectives (Karlsen & Berg, 2020).

The survey furthermore revealed that the principal occasionally incentivizes the staff, arranges workshops and seminars for them, demonstrates adaptability by accommodating the demands of others, engages in self-reflection and facilitates learning from mistakes, and places a strong emphasis on honesty and assisting others in perceiving the truth. The findings contradicted Berg's (2016) assertion that coaching leadership style is a long-term focused method aimed at fostering employee growth and fostering strong and consistent interactions within a group. Moreover, the implementation of a coaching method has a favorable impact on fostering a coaching culture, which in turn promotes employee well-being and happiness (Jarosz, 2021).

4.5 Affiliative Leadership Style and Teachers' Job Satisfaction

The research aimed to determine how affiliative leadership style employed by the principal influences teachers' job satisfaction in public secondary schools in Embakasi Sub-County. The respondents were required to indicate the principal's leadership behavior with statements related to affiliative leadership style employed by the principal. The responses were as presented on Table 4.13.

Table 4. 13: Principal's Leadership Behavior with Statements Related to Affiliative Leadership Style

| Statement | A F % | O F % | S F % | R F % | N F % | Mean | Std. Dev. |
|---|------------|------------|------------|------------|------------|-------|--------------|
| Regards teachers as most important | 36 58.3 | 26 41.7 | --- | --- | --- | 4.583 | 0.495 |
| Gives members positive feedback frequently | 22.5 | 43 68.7 | 17 27.6 | 10.6 | 10.6 | 3.712 | 0.115 |
| Strives to know the feelings of my staff | --- | 28 46.0 | 12 20.2 | 12 20.2 | 9 14.7 | 2.976 | 0.116 |
| Allows teachers to go about their roles uninterrupted | 23.7 | 30 47.9 | 10 16.6 | 9 14.1 | 11 17.8 | 3.055 | 0.223 |
| Schedules the work to be done | 15 24.5 | 11.8 | 4 6.1 | 3 5.5 | 38 62.0 | 2.215 | 0.713 |
| Gives advance notice of changes. | 41 66.9 | 10 16.0 | 3 5.5 | 5 7.4 | 3 4.3 | 4.337 | 0.728 |
| Permits members to use their own judgement | 31 49.7 | 23 37.4 | 3 4.9 | 2 3.1 | 3 4.9 | 4.233 | 0.813 |
| Encourages equality among teachers and cadres | 33 54.0 | 9 14.1 | 6 9.8 | 8 12.3 | 6 9.8 | 3.902 | 0.920 |
| Allows flexible timelines for completing tasks | 37 59.5 | 6 10.4 | 6 10.4 | 5 8.0 | 7 11.7 | 3.982 | 0.942 |
| Communicates empathetically | 29 46.0 | 8 13.5 | 9 14.7 | 7 11.0 | 9 14.7 | 3.651 | 0.826 |

Total cumulative Mean= 3.665

Legend: A= Always, O= Often, S=Sometimes, R=Rarely, N=Never.

As per Table 4.13, 36(58.3%) of the respondents indicated that the principals always regards teachers as most important while 26(41.7%) indicated often. Moreover, on giving advance notice of changes, 41(66.9%) of the respondents indicated that the principals always gave advance notice of changes, while 10(16.0%) indicated sometimes. Further, 31(49.7%) of the respondents indicated that the principals always permits members to use their own judgment while 23(37.4%) indicated often. Also, on allowing flexible timelines for completing tasks, 37(59.5%) of the respondents indicated that the principals always allowed flexible timelines for completing tasks, 6(10.4%) indicated often while 7(11.7%) indicated never.

On encouraging equality among teachers and cadres, 33(54.0%) of the respondents indicated that principals always encouraged equality among teachers and cadres, 9(14.1%) indicated often, while 8(12.3%) indicated rarely. On giving members positive feedback frequently, 43(68.7%) of the respondents indicated that principals often gave members positive feedback while 17(27.6%) indicated sometimes. Moreover, the respondents 29(46.0%) indicated that the principals always communicated with empathy, 9(14.7%) indicated sometimes while 9(14.7%) indicated never.

Further, on allowing teachers to go about their roles uninterrupted, 30(47.9%) of the respondents indicated that the principals often allowed teachers to go about their roles uninterrupted, 11(17.8%) indicated never, while 10(16.6%) indicated sometimes. On striving to know the feelings of my staff, 29(46.0%) of the respondents indicated that the principals often strives to know the

feelings of their staff, 12(20.2%) indicated sometimes while 12(20.2%) indicated rarely. Moreover, the respondents 38(62.0%) indicated that the principals never scheduled the work to be done, while 15(24.5%) indicated always.

Table 4.13 further shows calculated means of each item, the highest (mean =4.583) for teachers regarded as most important in a school setting. The results also indicate high response (mean=4.337) for giving prior notice of changes. The inquiry also indicate (mean=4.233) for permission given to teachers to use their own judgment. Additionally, the outcomes showed (mean=3.982) for flexible timelines to complete tasks. On the contrary, the results show (mean=2.215) for principal scheduling work to be done and (mean= 2.976) for seeking to know the feelings of the teachers. Thus, the total cumulative (Mean= 3.665) could be interpreted to imply that principals portrayed some level of affiliative leadership style.

As per the interviews, the interviewees were asked whether the principals should regard teachers as the most important factor in learning within the school. They indicated that teachers are able to instill discipline without which leaning would be impossible. Again, the principal is not present in every class and room so it is the teachers who are ever there is guide learning. The Interviewer P1 said,

Teachers are just part of the actors in a learning institution and therefore cannot be regarded as the most important. They are only most important as far as curriculum delivery is concerned. Having said that, learners do not only learn from the teachers but also through

discovery, from peers, from the surrounding community and so on. Other stakeholders like learners, the board of management, the parents and the government officers are also important.

The interviewees were also asked to indicate their agreement with whether it is necessary for the principal to know the feelings of their teachers. They indicated that teachers have different temperaments and not all of them are emotionally same. Knowing their feelings is important as it will help the principal to understand how to communicate to them and handle them without being offensive. They also indicated that unless the room is express feelings is allowed, teachers will be withdrawn and the principal will think teachers are fighting him/her.

The interviewees were also asked to indicate whether it is necessary to promote equality across various cadres of teachers within the school. They indicated that equality goes hard with responsibility whereas the Deputy Principal or HOD is not equal to the assistant teacher, they need fair treatment with respect is their responsibility. e.g. distribution of subjects can't be equal but is done based on the designation. Interviewer P4 noted,

Various cadres should be treated equitably but not equally. This is because there are certain privileges, for instance, that can only be accessed by virtue of the responsibility or office that a teacher holds. A boarding master or deputy principal can secure accommodation within the school courtesy of their responsibility before others.

The interviewees were asked to give their own views on how affiliative leadership style influenced teacher job satisfaction. They indicated that new teachers in the career may find difficulty in expressing feelings and setting

down. The principal can implement TIMEC (teacher induction, mentorship and coaching) program to help mentor teachers at work and help them take off. Interviewer P2 said,

Since this leadership style opens room for much interaction, the teachers end up enjoying work with little or almost no supervision at the expense of performance. Teachers will also feel very important and love work due to constant appreciation from the principal.

4.5.1 Correlation Analysis for the Affiliative Leadership Style and Teachers' Job Satisfaction

To test the correlation between affiliative leadership style employed by the principal and the teachers' job satisfaction in public secondary schools in Embakasi Sub-County, the study used Pearson's correlation analysis. The findings are as shown in Table 4.14.

Table 4. 14: Correlation Matrix for the Affiliative Leadership Style and Teachers' Job Satisfaction

| | | Teachers' job satisfaction |
|--|---------------------|-----------------------------------|
| Teachers' job satisfaction | Pearson Correlation | 1 |
| | Sig. (2-tailed) | . |
| | N | 62 |
| Affiliative leadership style employed by the principal | Pearson Correlation | .743 |
| | Sig. (2-tailed) | .027 |
| | N | 62 |

The study revealed that there is a positive relationship between teachers' job satisfaction in public secondary schools in Embakasi Sub-County and

affiliative leadership style employed by the principal as shown by coefficient of 0.743. Moreover, the p-value was $0.027 < 0.05$ implying that the study rejected the hypothesis that there is no significant relationship between affiliative leadership style employed by the principal and the teachers' job satisfaction in public secondary schools in Embakasi Sub-County.

4.5.2 Regression Analysis for the Affiliative Leadership Style and Teachers' Job Satisfaction

The model summary in Table 4.15 provides an overview of the key statistics and performance metrics of the regression model to test the relationship between affiliative leadership style employed by the principal and teachers' job satisfaction in public secondary schools in Embakasi Sub-County. It includes important information about the model's goodness of fit, its ability to explain the variance in the dependent variable, and the significance of the predictor variables.

Table 4. 15: Model Summary for the Affiliative Leadership Style and Teachers' Job Satisfaction

| Model | R | R Square | Adjusted Square | R Std. Error |
|--------------|----------|-----------------|------------------------|---------------------|
| 1 | 0.743 | 0.551 | 0.544 | 0.377 |

The findings in Table 4.15 revealed that $r=0.743$. This indicated that affiliative leadership style employed by the principal has a very strong relationship with teachers' job satisfaction in public secondary schools in Embakasi Sub-

County. In addition, R^2 was 0.551 which indicated that affiliative leadership style employed by the principal explains 55.1 of the variations in the teachers' job satisfaction in public secondary schools in Embakasi Sub-County.

The ANOVA (Analysis of Variance) in Table 4.16 is a critical component in statistical analysis, particularly in assessing the significance of the predictor variables in a regression model. This table is instrumental in assessing the overall model fit and the individual contributions of each predictor variable.

Table 4. 16: ANOVA^a for the Affiliative Leadership Style and Teachers' Job Satisfaction

| ANOVA ^a | | | | | |
|--------------------|--------------|----------------|-----------|-------------|-----------------|
| Model | | Sum of Squares | df | Mean Square | F Sig. |
| 1 | Regression | 10.496 | 1 | 10.496 | 73.777 4.87E-12 |
| | Residual | 8.536 | 60 | 0.142 | |
| | Total | 19.032 | 61 | | |

The overall F statistics, ($F = 73.777$, $p=4.87E-12 < 0.05$), indicated that there was a very statistical significant relationship between affiliative leadership style employed by the principal and teachers' job satisfaction in public secondary schools in Embakasi Sub-County. The null hypothesis was hence rejected and it was concluded that there is a significant relationship between affiliative leadership style employed by the principal and teachers' job satisfaction in public secondary schools in Embakasi Sub-County.

Table 4.17 shows the regression coefficient that estimates coefficients of the predictor variables in the regression model. These coefficients provide insights

into the strength and direction of the relationships between the predictors and the dependent variable.

Table 4. 17: Regression Coefficients^a for the Affiliative Leadership Style and Teachers' Job Satisfaction

| Model | Unstandardized Coefficients | | Standardized t | Sig. |
|--|-----------------------------|------------|----------------|-------------|
| | B | Std. Error | Beta | |
| 1 (Constant) | 2.435 | 0.799 | | 3.048 0.003 |
| Affiliative leadership style employed by the principal | 0.843 | 0.295 | 0.743 | 2.858 0.005 |

The results indicate that affiliative leadership style employed by the principal ($\beta=0.843$, $p=0.005$) was significant at $p<0.05$ and 95 confidence level. Using the statistical findings in Table 4.17, the regression model can be substituted as follows:

$$Y = 2.435 + 0.843X_2$$

Where;

Y = Teachers' job satisfaction in public secondary schools in Embakasi Sub-County

X₂= Affiliative leadership style employed by the principal

4.5.3 Discussion for Affiliative Leadership Style and Teachers' Job Satisfaction

The study found that the principal always regards teachers as most important. The study also found that the principal often gives advance notice of changes, permits members to use their own judgement, allows flexible timelines for completing tasks, encourages equality among teachers and cadres, gives members positive feedback frequently and communicates empathetically. The results concur with Goleman (2000) who states that an affiliative leader believes in people and improves their capacity upon the belief that people come first and adds that this leadership style can help boost the morale especially when employed by the principal in a school during difficult times when employees could be experiencing low levels of job satisfaction.

The research further found that the principal sometimes allows teachers to go about their roles uninterrupted, and strives to know the feelings of their staff. Moreover, the research found that the principal rarely schedules the work to be done. Henderson (2015) differ that principals using this style not only impact the school environment but also the community and other stakeholders. This style can however have a negative impact in schools due to focus on praise which may lead to mediocrity and uncorrected poor performance (Goleman, 2000). He adds that the principal may focus on good relations at the expense of constructive feedback if they use this leadership style. Teachers may also feel uncertain about how to do better for lack of feedback.

4.6 Participative Leadership Style and Teachers' Job Satisfaction

The study sought to establish how participative leadership style employed by the principal influences the teachers' job satisfaction in public secondary schools in Embakasi Sub-County. The respondents were asked to indicate their principal's leadership behavior with statements related to participative leadership style employed by the principal on a five point scale whereby 5 represents Always, 4 = Often, 3 = Sometimes, 2 = Rarely and 1 = Never. Table 4.18 displays their responses.

Table 4. 18: Principal's Leadership Behavior and Participative Leadership Style

| Statement | A F % | O F % | S F % | R F % | N F % | Mean | Std. Dev. |
|--|----------|----------|----------|----------|----------|-------|--------------|
| Friendly and easy to dialogue with | 31 50.3 | 6 9.8 | 12 19.0 | 6 9.8 | 7 11.0 | 3.785 | 0.930 |
| Expresses confidence in staff despite disagreements | 32 52.1 | 1 1.8 | 26 42.3 | 1 1.8 | 1 1.8 | 4.006 | 0.591 |
| Is accommodative of other teachers' opinions | 41 65.6 | 4 6.1 | 6 9.8 | 5 8.6 | 6 9.8 | 4.092 | 0.909 |
| Encourages staff to expressly give their opinions | 43 69.9 | 4 6.1 | 4 6.1 | 7 11.7 | 4 6.1 | 4.221 | 0.819 |
| Shows understanding towards staff despite holding divergent opinions with them | 2 2.5 | 43 68.7 | 17 27.6 | 1 0.6 | 1 0.6 | 3.718 | 0.550 |
| Genuinely shares information with staff members | 1 1.2 | 30 49.1 | 13 20.9 | 10 16.0 | 8 12.9 | 3.098 | 0.601 |
| Clarifies roles to staff members | 27 44.2 | 24 38.7 | 2 3.7 | 4 6.1 | 5 7.4 | 4.061 | 0.680 |
| Ensures equal chance of spearheading tasks | 35 55.8 | 27 44.2 | --- | --- | --- | 4.558 | 0.998 |
| Encourages teamwork among teachers | 34 55.2 | 28 44.8 | --- | --- | --- | 4.552 | 0.999 |
| Reaches out to introverted teachers to speak out | 1 1.2 | 27 42.9 | 12 19.0 | 10 16.0 | 13 20.9 | 2.791 | 0.512 |

Total cumulative (Mean= 3.888)

Legend: A= Always, O= Often, S=Sometimes, R=Rarely, N=Never.

As per Table 4.18, 35(55.8%) of the respondents indicated that the principals always ensured equal chance of members spearheading tasks while 27(44.2%) indicated often. On encouraging teamwork among teachers, 34(55.2%) of the respondents indicated that the principals always encouraged teamwork among teachers, while 28(44.8%) indicated often. Further, on encouraging staff to expressly give their opinions, 43(69.9%) of the respondents indicated that the principals always encouraged staff to expressly give their opinions, and 7(11.7%) indicated rarely. On being accommodative of other teachers' opinions, 41(65.6%) of the respondents indicated that the principals were always accommodative of other teachers' opinions, 6(9.8%) indicated sometimes, and 6(9.8%) indicated never.

On clarifying roles to staff members, 27(44.2%) of the respondents indicated that the principals always clarified roles to staff members, and 24(38.7%) indicated often. Further, on expressing confidence in staff despite disagreements, 32(52.1%) indicated that the principals always expressed confidence in staff despite disagreements and 26(42.3%) indicated sometimes. On being friendly and easy to dialogue, 31(50.3%) of the respondents indicated that the principals were always friendly and easy to dialogue, 12(19.0%) indicated sometimes while 7(11.0%) indicated never. On showing understanding towards staff despite holding divergent opinions, 43(68.7%) of the respondents indicated that the principals often showed understanding towards staff despite holding divergent opinions, and 17(27.6%) indicated sometimes. Further, on genuinely sharing information with staff members, 30(49.1%) of the respondents indicated that the principals often genuinely

shared information with staff members, 13(20.9%) indicated sometimes, and 10(16.0%) indicated rarely. Moreover, 27(42.9%) of the respondents indicated that the principals often reached out to introverted teachers to speak out, 13(20.9%) indicated never, while 12(19.0%) indicated sometimes.

Table 4.18 further shows computed means of each item, the highest (mean =4.558) for ensuring equal chances of members spearheading tasks. The results also indicate high response (mean=4.552) for encouraging teamwork. The analysis also indicate (mean=4.221) for giving opinions freely. Moreover, the outcomes showed (mean=4.092) for accommodating opinions. On the contrary, the results show (mean=2.791) for principal reaching out to introverted teachers. Thus, the total cumulative (Mean= 3.888) could be interpreted to imply that principals used participative leadership style often.

From the interviews, the interviewees were asked to indicate when the principal should promote participative leadership style in schools. They stated that when delegating or re-assigning role and responsibilities, when he needs assignments to be done with clarity and to avoid instance when failure would repent as a result of “one-man-show” leadership in the past. Moreover, they indicated that when introducing new programs and projects, it helps the principal get regular feedback from teachers, learners and even parents hence a more satisfied school, and it is the way of preparing teachers for leadership.

Interviewer P2 noted,

The principal can promote this style in a cosmopolitan area like Nairobi in order to promote a sense of inclusivity, to give chance to every teacher to exploit their potential. Again, when he realizes that a section of the teachers are introverted, he can promote this style to help them open up.

The interviewees were also asked whether each member of staff should be given a chance to spearhead tasks. They indicated that it is only possible to know teachers abilities when they are given a chance, sometimes credentials may give false impression of teachers only to be disproved only when they are assigned a task. They also indicated that people should be tested because each one has skills and talent e.g. a poor communicator is only known when they are assigned a role to speak in public, and it's only possible to understand the capability of teachers by assigning the tasks. Otherwise, the principal may judge members wrongly without testing them. They also indicated that it is because each member is gifted differently and is also a way of promoting teamwork.

The interviewees were asked to indicate if schools should create an atmosphere for introverted teachers to speak out. They indicated that an open atmosphere ensures that every teacher, vocal and otherwise is accommodated, it promotes a sense of belonging among all teachers, and for them to feel part and part of the school system, as a way of coaching them and as a way of affiliating them into the school system.

The interviewees were asked their views on how participative leadership style influences teacher job satisfaction. They indicated that this leadership style motivates teachers since they know that all their opinions count regardless of whether it will be applied or not and encourages members to work as a team. They also indicated that participating leads to innovation because teachers find themselves accomplishing or attempting tasks they never knew they

would attempt, through participation, teachers get is acknowledge that there is no job without a challenge, it enhances employees' self-efficiency and psychological security, this leadership style gives room for free interaction and teachers find it easy to freely choose who to lead them in various tasks without a feeling of discrimination or favoritism, and it will enable and make them speak out their minds, comment and state out their challenges and give out their ideas on leadership of the school.

4.6.1 Correlation Analysis for Participative Leadership Style and Teachers' Job Satisfaction

To test the correlation between participative leadership style employed by the principal and the teachers' job satisfaction in public secondary schools in Embakasi Sub-County, the study used Pearson's correlation analysis. The findings are as shown in Table 4.19.

Table 4. 19: Correlation Matrix for the Participative Leadership Style and Teachers' Job Satisfaction

| | | Teachers' job satisfaction |
|--|---------------------|-----------------------------------|
| Teachers' job satisfaction | Pearson Correlation | 1 |
| | Sig. (2-tailed) | . |
| | N | 62 |
| Participative leadership style employed by the principal | Pearson Correlation | .603 |
| | Sig. (2-tailed) | .028 |
| | N | 62 |

The study there is a positive relationship between teachers' job satisfaction in public secondary schools in Embakasi Sub-County and participative

leadership style employed by the principal as expressed by coefficient of 0.603. Moreover, the p-value was $0.028 < 0.05$ implying that the study rejected the hypothesis that there is no significant relationship between participative leadership style employed by the principal and the teachers' job satisfaction in public secondary schools in Embakasi Sub-County.

4.6.2 Regression Analysis for the Participative Leadership and Teachers' Job Satisfaction

The model summary in Table 4.20 provides an overview of the key statistics and performance metrics of the regression model to test the relationship between participative leadership style employed by the principal and teachers' job satisfaction in public secondary schools in Embakasi Sub-County.

Table 4. 20: Model Summary for the Participative Leadership Style and Teachers' Job Satisfaction

| Model | R | R Square | Adjusted Square | R Std. Error |
|--------------|----------|-----------------|------------------------|---------------------|
| 1 | 0.603 | 0.363 | 0.323 | 1.075 |

The findings in Table 4.20 shows that $r=0.603$. This indicated that participative leadership style employed by the principal has a positive relationship with teachers' job satisfaction in public secondary schools in Embakasi Sub-County. In addition, R^2 was 0.363 which indicated that participative leadership style employed by the principal explains 36.3 of the variations in the teachers' job satisfaction in public secondary schools in Embakasi Sub-County.

The ANOVA in Table 4.21 is a critical component in statistical analysis, particularly in assessing the significance of the predictor variables in a regression model. This table is instrumental in assessing the overall model fit and the individual contributions of each predictor variable.

Table 4. 21: ANOVA^a for the Participative Leadership Style and Teachers’ Job Satisfaction

| | | Sum | of | Mean | | |
|--------------|--------------|----------------|-----------|---------------|----------|-------------|
| Model | | Squares | df | Square | F | Sig. |
| 1 | Regression | 10.542 | 1 | 10.542 | 34.211 | 2.19E-07 |
| | Residual | 18.489 | 60 | 0.308 | | |
| | Total | 29.031 | 61 | | | |

The overall F statistics, (F=34.211, p=2.19E-07<0.05), indicated that there was a very statistical significant relationship between participative leadership style employed by the principal and teachers’ job satisfaction in public secondary schools in Embakasi Sub-County. The null hypothesis was hence rejected and it was concluded that there is a significant relationship between participative leadership style employed by the principal and teachers’ job satisfaction in public secondary schools in Embakasi Sub-County.

Table 4.22 shows the regression coefficient that estimates coefficients of the predictor variables in the regression model. These coefficients provide insights into the strength and direction of the relationships between the predictors and the dependent variable.

Table 4. 22: Regression Coefficients^a for the Participative Leadership Style and Teachers' Job Satisfaction

| Model | | Unstandardized | | Standardized | t | Sig. |
|-------|--|----------------|------------|--------------|-------|-------|
| | | Coefficients | | Coefficients | | |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 2.604 | 1.162 | | 2.241 | 0.028 |
| | Participative leadership style employed by the principal | 0.7 | 0.238 | 0.603 | 2.941 | 0.004 |

The results on test of significance also indicate that participative leadership style employed by the principal ($\beta=0.700$, $p=0.004$) was significant at $p<0.05$ and 95 confidence level. Using the statistical findings in Table 4.22, the regression model can be substituted as follows:

$$Y = 2.604 + 0.700X_3$$

Where;

Y = Teachers' job satisfaction in public secondary schools in Embakasi Sub-County

X_3 = Participative leadership style employed by the principal.

4.6.3 Discussion for Participative Leadership Style and Teachers' Job Satisfaction

The research discovered that the principle consistently guarantees an equitable opportunity for all members to take the lead in assignments and fosters a

culture of collaboration among teachers. The study additionally revealed that the principal frequently fosters an environment where staff members are encouraged to openly express their opinions. The principal is also receptive to the viewpoints of other teachers, provides clear guidance on staff roles, demonstrates confidence in the staff even in the face of disagreements, maintains a friendly and approachable demeanor for dialogue, and displays understanding towards staff members despite holding differing opinions. These findings align with Goleman's (2000) explanation that a democratic leader establishes consensus by involving others in the decision-making process. The leader promotes active involvement in the decision-making process, either through formal channels like as feedback or informally through interactions (Bashir & Khalil, 2017).

The study revealed that the principal occasionally authentically disseminates information to staff members and proactively engages introverted teachers to express their thoughts. The findings contradict Amedome's (2018) assertion that this leadership style has beneficial impacts on school atmosphere and teacher job satisfaction. According to him, this strategy is highly beneficial when the principal is uncertain about the optimal course of action, as it enables instructors to provide innovative and unrestricted suggestions. Goleman (2000) contends that by employing this approach, principals may cultivate adaptability, accountability, and innovation by granting teachers autonomy in the decision-making process. In contrast, he argues that if left uncontrolled, this approach might result in stagnation caused by never-ending deliberations that bewilder teachers.

4.7 Pacesetting Leadership Style and Teachers' Job Satisfaction

The study sought to examine how pacesetting leadership style employed by the principal influences teachers' job satisfaction in public secondary schools in Embakasi Sub-County. The respondents were asked to indicate their principal's leadership behavior with statements related to pacesetting leadership style employed by the principal. The results were as shown in Table 4.23.

Table 4. 23: Principal's Leadership Behavior with Statements Related to Pacesetting Leadership Style

| Statement | A F % | O F % | S F % | R F % | N F % | Mean | Std. Dev. |
|--|----------|----------|----------|----------|----------|-------|--------------|
| Demands instant results from assigned tasks | 19 30.1 | 18 28.8 | 10 16.0 | 9 14.1 | 7 11.0 | 3.528 | 0.844 |
| Encourage self-motivation among members of staff | 38 61.3 | 24 38.7 | --- | --- | --- | 4.614 | 0.988 |
| Makes decisions for teachers | 33 52.8 | 29 46.0 | 1 1.2 | --- | --- | 4.515 | 0.525 |
| Utilizes the abilities of every teacher to the maximum | 1 1.8 | 29 47.2 | 10 16.0 | 8 13.5 | 13 21.5 | 2.945 | 0.744 |
| Compels teachers to meet the set targets | --- | 30 47.9 | 11 17.8 | 11 17.2 | 11 17.2 | 2.963 | 0.659 |
| Keeps revising targets to be met by teachers | 57 91.4 | 2 3.1 | 1 1.8 | 1 0.6 | 2 3.1 | 4.791 | 0.814 |
| Leads by example | 21 33.7 | 23 36.8 | 8 12.9 | 5 8.0 | 5 8.6 | 3.791 | 0.735 |
| Gives strict deadlines of task completion | 27 44.2 | 16 25.2 | 6 10.4 | 6 10.4 | 6 9.8 | 3.834 | 0.853 |
| Communicates regularly | 35 55.8 | 27 42.9 | 1 1.2 | --- | --- | 4.546 | 0.524 |
| Only uses skilled teachers for specific tasks | 44 71.5 | 16 26.2 | 1 2.3 | --- | --- | 4.663 | 0.902 |

Total cumulative (Mean= 4.019)

Legend: A= Always, O= Often, S=Sometimes, R=Rarely, N=Never.

According to Table 4.23, 57(91.4%) of the respondents indicated that the principals always kept revising targets to be met by teachers. On only using skilled teachers for specific tasks, 44(71.5%) of the respondents indicated that the principals always used skilled teachers for specific tasks, and 16(26.2%) indicated often. On encouraging self-motivation among members of staff,

38(61.3%) of the respondents indicated that the principals always encouraged self-motivation among members of staff, and 24(38.7%) indicated often. On communicating regularly, 35(55.8%) of the respondents indicated that the principals always communicated regularly, and 2(42.9%) indicated often. On making decisions for teachers, 33(52.8%) of the respondents indicated that the principals always made decisions for teachers, and 29(46.0%) indicated often.

Further, on giving strict deadlines of task completion, 27(44.2%) of the respondents indicated that the principals always gave strict deadlines of task completion, 16(25.2%) indicated often, 6(10.4%) indicated sometimes, and 6(10.4%) indicated rarely. On leading by example, 23(36.8%) of the respondents indicated that the principals often lead by example, 21(33.7%) indicated always, and 8(12.9%) indicated sometimes. On demanding instant results from assigned tasks, 19(30.1%) of the respondents indicated that the principals always demanded instant results from assigned tasks, 18(28.8%) indicated often, and 10(16.0%) indicated sometimes. Further, on compelling teachers to meet the set targets, 30(47.9%) of the respondents indicated that the principals often compelled teachers to meet the set targets, and 11(17.8%) indicated sometimes. On utilizing the abilities of every teacher to the maximum, 29(47.2%) of the respondents indicated that the principals often utilized the abilities of every teacher to the maximum, 13(21.5%) indicated never, and 10(16.0%) indicated sometimes. Table 4.23 further shows computed means of each item, the highest (mean =4.791) for continuous revision of targets. The results also indicate high response (mean=4.663) for restricted use of skilled teachers for certain tasks. The study also indicate

(mean=4.614) for encouraging self-motivation among staff. On the contrary, the results show (mean=2.945) for maximizing the utilization of teachers ability and (mean=2.963) for compelling teachers to meet set targets. Thus, the total cumulative (Mean= 4.019) could be interpreted to imply that principals extensively (often) applied pace-setting leadership style

The interviewees were asked to indicate how much time principals give should their teachers to realize results in their given assignments. They indicated that the amount of time allowed for accomplishment should be dependent on factors such as nature of responsibility, scope of the task, the other tasks done by same officer etc., and the principal should always give realistic deadlines for teachers to work with or else they will not give impressive result. Interviewer P4 said,

If the target is SMART, then the principal needs to be realistic so that the target is achieved. Time allowed should also depend on the nature of assignment and resources availed e.g. an assignment that is not supported with resources cannot be done in time.

As per the interviews, the interviewees were asked to indicate when principals should make decisions for teachers. They indicated that when regulations have been pronounced by the government, when the buck stops with the head of school, and when disseminating sensitive information that only the principal is allowed to handle. Moreover, they indicated that the principal should avoid making decision for teachers since they will feel he is employing dictatorship and they may end up rebelling, when a teacher has failed to perform his/her

duties as per the T.S.C code of regulations, and when a teacher has failed to report to school for more than a week. Interviewer P1 indicated,

Matters touching on government policy which may be in form of directives or circulars, acts of parliament require implementation as they are pronounced hence the principal may implement without consulting teachers. As the lead educator and supervisor, the principal may also make decisions regarding placement of teachers, inductions, trainings and workshops based on his know-how and experience which teachers may not have. In addition, when he has no time to consult he ends up deciding for the teachers.

The interviews sought whether the deadlines set by the principals for teachers should be strict or flexible. The interviewers indicated that this is based on the urgency of the assignment, nature of assignment, available time, and whether deadlines can be strict or flexible. The interviewees were asked to give their views on how pace-setting leadership style influences teacher job satisfaction. They indicated that in this style, only skilled teachers are acknowledged and this demotivates most of the teachers who don't meet targets. Also, teachers detest being compelled to produce instant results for goals not set by themselves. Others indicated that it is one way in which people will go an extra-mile to exploit their potential, e.g. the best teacher will still work hard because of a pacesetter.

4.7.1 Correlation Analysis for the Pacesetting Leadership Style and Teachers' Job Satisfaction

To test the correlation between pacesetting leadership style employed by the principal has a positive effect on the teachers' job satisfaction in public

secondary schools in Embakasi Sub-County. The findings are as shown in Table 4.24.

Table 4. 24: Correlation Matrix for the Pacesetting Leadership Style and Teachers’ Job Satisfaction

| | | Teachers’ job satisfaction |
|--|---------------------|---|
| Teachers’ job satisfaction | Pearson Correlation | 1 |
| | Sig. (2-tailed) | . |
| | N | 62 |
| Pacesetting leadership style employed by the principal | Pearson Correlation | .741 |
| | Sig. (2-tailed) | .008 |
| | N | 62 |

The study there is a positive relationship between teachers’ job satisfaction in public secondary schools in Embakasi Sub-County and pacesetting leadership style employed by the principal as expressed by coefficient of 0.741. Moreover, the p-value was $0.008 < 0.05$ implying that the study rejected the hypothesis that there is no significant relationship between pacesetting leadership style employed by the principal and the teachers’ job satisfaction in public secondary schools in Embakasi Sub-County.

4.7.2 Regression Analysis for the Pacesetting Leadership Style and Teachers’ Job Satisfaction

The model summary in Table 4.25 provides an overview of the key statistics and performance metrics of the regression model to test the relationship

between pacesetting leadership style employed by the principal and teachers' job satisfaction in public secondary schools in Embakasi Sub-County.

Table 4. 25: Model Summary for the Pacesetting Leadership Style and Teachers' Job Satisfaction

| | | | Adjusted | R |
|--------------|----------|-----------------|-----------------|-------------------|
| Model | R | R Square | Square | Std. Error |
| 1 | 0.741 | 0.549 | 0.542 | 0.378 |

The findings in Table 4.25 shows that $r=0.741$. This indicates that level pacesetting leadership style employed by the principal has a very strong relationship with teachers' job satisfaction in public secondary schools in Embakasi Sub-County. In addition, R^2 was 0.549 which indicate that level pacesetting leadership style employed by the principal explains 54.9 of the variations in the teachers' job satisfaction in public secondary schools in Embakasi Sub-County.

The ANOVA in Table 4.26 is a critical component in statistical analysis, particularly in assessing the significance of the predictor variables in a regression model. This table is instrumental in assessing the overall model fit and the individual contributions of each predictor variable.

Table 4.26: ANOVA^a for the Pacesetting Leadership Style and Teachers' Job Satisfaction

| | | Sum | of | Mean | | |
|--------------|--------------|----------------|-----------|---------------|----------|-------------|
| Model | | Squares | df | Square | F | Sig. |
| 1 | Regression | 10.455 | 1 | 10.455 | 73.146 | 5.63E-12 |
| | Residual | 8.576 | 60 | 0.143 | | |
| | Total | 19.031 | 61 | | | |

The overall F statistics, ($F = 73.146$, $p = 5.63E-12 < 0.05$), indicated that there was a very statistical significant relationship between level pacesetting leadership style employed by the principal and teachers' job satisfaction in public secondary schools in Embakasi Sub-County. The null hypothesis was hence rejected and it was concluded that there is a significant relationship between pacesetting leadership style employed by the principal and teachers' job satisfaction in public secondary schools in Embakasi Sub-County.

Table 4.27 shows the regression coefficient that estimates coefficients of the predictor variables in the regression model. These coefficients provide insights into the strength and direction of the relationships between the predictors and the dependent variable.

Table 4. 26: Regression Coefficients^a for the Pacesetting Leadership Style and Teachers' Job Satisfaction

| Model | | Unstandardized | | Standardized | | |
|-------|--|----------------|------------|--------------|-------|-------|
| | | Coefficients | | Coefficients | | |
| | | B | Std. Error | Beta | t | Sig. |
| 1 | (Constant) | 1.131 | 0.642 | | 1.762 | 0.082 |
| | Pacesetting leadership style employed by the principal | 0.801 | 0.236 | 0.741 | 3.394 | 0.001 |

The results on test of significance also indicate that level pacesetting leadership style employed by the principal ($\beta=0.801$, $p=0.001$) was significant at $p<0.05$ and 95 confidence level. Using the statistical findings in Table 4.27, the regression model can be substituted as follows:

$$Y = 1.131 + 0.801X_4$$

Where;

Y = Teachers' job satisfaction in public secondary schools in Embakasi Sub-County

X₄ = Pacesetting leadership style employed by the principal

4.7.3 Discussion for Pacesetting Leadership Style and Teachers' Job Satisfaction

The study revealed that the principal consistently modifies the goals that teachers are expected to achieve, selectively assigns proficient teachers to particular duties, fosters self-motivation among staff members, maintains frequent communication, and assumes decision-making authority for teachers. The study additionally revealed that the principle frequently imposes stringent deadlines for work completion, sets a leading example, and expects immediate outcomes from allocated duties. This leadership style involves the leader establishing elevated expectations for the group they represent (Goleman, 2000). The leaders exhibit the tasks they are managing and subsequently want their subordinates to do the same (Bashir & Khalil, 2017). They assert that if staff are unable to fulfill the established targets, they are subsequently replaced with individuals who are capable of doing so.

The study revealed that the principle occasionally coerces teachers to achieve the established objectives and optimizes the capabilities of each teacher. This conclusion contradicts the findings of Rani and Prasad (2017), who demonstrated that the pacesetting leadership style of teachers did not have a substantial impact on teacher efficiency. The study also revealed that the age of the instructors influenced the relationship between pacesetting leadership style and teacher effectiveness. Specifically, it found that pacesetting leadership style is inversely associated with teacher effectiveness. These instructors experienced a sense of being overwhelmed by the leader's high expectations and disliked his inclination to assert authority, which in turn

affected the overall atmosphere and levels of contentment inside the school (Goleman, 2000).

4.8 Teachers' Job Satisfaction

The respondents were asked to indicate their level of job satisfaction with statements related to teachers' job satisfaction in public secondary schools in Embakasi Sub-County. The results were as shown in Table 4.28.

Table 4.28: Level of Teachers' job satisfaction in Public Secondary Schools in Embakasi Sub-County

| Statement | VS F % | S F % | U F % | SS F % | NS F % | Mean | Std. Dev. |
|---|-----------|----------|----------|-----------|-----------|-------|--------------|
| Working conditions | | | | | | | |
| Amount of workload per week | 15 23.9 | 37 60.1 | 4 6.7 | 3 5.5 | 2 3.7 | 3.951 | 0.928 |
| Availability of staff housing within school | 29 47.2 | 26 41.7 | --- | --- | 7 11.0 | 4.143 | 0.663 |
| Special services e.g. free lunch provided by school | 11 17.2 | 37 59.5 | 5 7.4 | 6 9.2 | 4 6.7 | 3.712 | 0.570 |
| Extent of provision with teaching equipment | 27 44.2 | 18 29.4 | 8 12.9 | 5 8.0 | 3 5.5 | 3.988 | 0.681 |
| The pupil to teacher ratio in the classrooms | 18 29.4 | 39 63.2 | 1 1.8 | 2 2.5 | 2 3.1 | 4.135 | 0.820 |
| Availability of transport services by the school | 27 44.2 | 23 36.8 | 9 14.1 | 1 1.8 | 2 3.1 | 4.172 | 0.953 |
| Elaboration of job description by the principal | 46 74.8 | 13 20.2 | 2 2.5 | 1 0.6 | 1 1.8 | 4.656 | 0.732 |
| Pay and promotion | | | | | | | |
| Adequate salary. | 9 14.1 | 26 42.3 | 8 12.9 | 8 12.9 | 11 17.8 | 3.221 | 0.838 |
| Availability of promotion opportunities | 36 58.3 | 26 41.7 | --- | --- | --- | 4.583 | 0.995 |
| Other benefits insurance etc. | 38 61.3 | 24 38.7 | --- | --- | --- | 4.614 | 0.988 |

| | | | | | | | |
|--|---------|---------|---------|---------|---------|-------|-------|
| Job security and permanence | 27 43.6 | 22 35.0 | 4 6.1 | 3 5.5 | 6 9.8 | 3.969 | 0.769 |
| Work relationships | | | | | | | |
| Relationship with other teachers | 1 1.8 | 29 47.2 | 10 16.0 | 8 13.5 | 13 21.5 | 2.919 | 0.965 |
| Relationship with the principal. | 12 19.2 | 32 51.4 | 8 12.1 | 8 12.6 | 3 4.7 | 3.686 | 0.989 |
| Relationship with subordinates. | 23 36.8 | 8 12.3 | 10 16.6 | 8 12.3 | 14 22.1 | 3.279 | 0.928 |
| Recognition | | | | | | | |
| The way your job performance is acknowledged. | 19 30.7 | 25 39.9 | 6 9.8 | 5 8.6 | 7 11.0 | 3.686 | 0.528 |
| The way your views are taken by the principal. | 6 10.3 | 12 20.1 | 9 14.0 | 14 22.9 | 20 32.7 | 2.523 | 0.985 |
| Your involvement in decision making on school matters. | 4 6.1 | 29 46.0 | 9 15.3 | 9 14.1 | 11 18.4 | 3.070 | 0.970 |
| Your involvement in choosing incentives to be given. | 12 20.1 | 33 52.8 | 9 14.5 | 6 9.8 | 2 2.8 | 3.779 | 0.982 |
| Responsibility | | | | | | | |
| Variety of job responsibilities you are given | 4 6.1 | 29 46.0 | 9 15.3 | 9 14.1 | 11 18.4 | 3.076 | 0.509 |
| The degree of challenge you derive from your job. | 26 42.1 | 26 42.1 | 8 12.1 | 2 3.7 | --- | 4.215 | 0.817 |
| The authority you are given to perform tasks. | 31 49.7 | 25 39.9 | 2 3.7 | 2 3.7 | 2 3.1 | 4.291 | 0.822 |
| The extent to which you are allowed to make decisions | 3 5.5 | 31 49.7 | 8 12.3 | 11 17.2 | 9 15.3 | 3.127 | 0.795 |
| The amount of satisfaction you derive from your role. | 38 62.0 | 24 38.0 | --- | --- | --- | 4.620 | 0.978 |
| Administration and Supervision | | | | | | | |
| The type of feedback you | 8 12.9 | 27 42.9 | 10 16.6 | 7 11.7 | 10 16.0 | 3.233 | 0.808 |

| | | | | | | | |
|--|------------|------------|------------|------------|------------|-------|-------|
| receive from the principal Supervisory strategies used by the principal to assess you. | --- | 30 47.9 | 11 17.8 | 11 17.2 | 11 17.2 | 2.965 | 0.901 |
| Appraisal procedures employed by the principal | 1 1.2 | 27 42.9 | 12 19.0 | 10 16.0 | 13 20.9 | 2.884 | 0.841 |
| Provision of chance to lead. | --- | 2 2.8 | 8 13.6 | 18 29.0 | 34 54.7 | 1.907 | 0.544 |
| Adequate opportunity for change in duties | 21 33.6 | 29 46.7 | 6 9.8 | 5 7.5 | 1 2.3 | 4.023 | 0.801 |
| Use of skills and abilities | | | | | | | |
| Opportunity to learn new skills. | --- | 29 46.0 | 13 20.2 | 12 19.0 | 9 14.7 | 2.975 | 0.858 |
| Support for additional training in skills. | 32 52.3 | 23 36.9 | 5 7.9 | 2 2.8 | --- | 4.392 | 0.755 |
| Information availed by principal on existing trainings. | 35 57.1 | 27 42.9 | --- | --- | --- | 4.570 | 0.521 |
| Willingness of the principal to secure study leave. | 19 31.3 | 26 42.5 | 12 19.2 | 4 6.1 | 1 0.9 | 3.975 | 0.959 |

Legend: VS= Very Satisfied, S= Satisfied, U= Undecided, SS= Somewhat Satisfied, NS=Not Satisfied at all.

As per the Table 4.28, on elaborating of job description by the principal, 46(74.8%) of the respondents were very satisfied, and 13(20.2%) were satisfied. On other benefits (insurance etc.), 38(61.3%) of the respondents were very satisfied, and 24(38.7%) were satisfied. Further, 36(58.3%) of the respondents were very satisfied and 26(41.7%) were satisfied with the availability of promotion opportunities. Also, on the availability of transport services by the school, 27(44.2%) of the respondents were very satisfied, and

23(36.8%) were satisfied. On availability of staff housing within school, 29(47.2%) of the respondents were very satisfied, and 26(41.7%) were satisfied. On pupil-to-teacher ratio in the classrooms, 39(63.2%) of the respondents were satisfied, and 18(29.4%) were very satisfied.

Regarding the extent of provision with teaching equipment, 27(44.2%) of the respondents were very satisfied, while 18(29.4%) were satisfied. On job security and permanence, 27(43.6%) of the respondents were very satisfied, while 22(35.0%) were satisfied. Moreover, on the amount of workload per week, 37(60.1%) of the respondents were satisfied, and 15(23.9%) were very satisfied. On the special services e.g. free lunch provided by school, 37(59.5%) of the respondents were satisfied and 11(17.2%) were very satisfied. On adequate salary, 26(42.3%) of the respondents were satisfied while 11(17.8%) were not satisfied.

In line with work relationships, 32(51.4%) of the respondents were satisfied and 12(19.2%) were very satisfied with their relationship with the principal. On the relationship with subordinates, 23(36.8%) of the respondents were very satisfied, while 14(22.1%) were not satisfied and 10(16.6%) were undecided. On the relationship with other teachers, 29(47.2%) of the respondents were satisfied, 13(21.5%) were not satisfied, and 10(16.0%) were undecided.

As per the recognition, 33(52.8%) of the respondents were satisfied, and 12(20.1%) were very satisfied with their involvement in choosing incentives to be given. On the way their job performance is acknowledged, 25(39.9%) of the respondents were satisfied and 19(30.7%) were very satisfied. However,

11(18.4%) of the respondents were not satisfied, 9(15.3%) were somewhat satisfied while 9(14.1%) were undecided on whether their involvement in decision making on school matters. While, 20(32.7%) of the respondents were not satisfied, 14(22.9%) were somewhat satisfied, and 9(14.0%) were undecided on the way their views are taken by the principal.

In regards to responsibility, 38(62.0%) of the respondents were very satisfied, and 24(38.0%) were satisfied with their role. On the authority they are given to perform tasks, 31(49.7%) of the respondents were very satisfied, and 25(39.9%) were satisfied. On the degree of challenge they derive from their job, 26(42.1%) of the respondents were very satisfied, and 26(42.1%) were satisfied. However, on the extent to which they are allowed to make decisions, 11(17.2%) of the respondents were somewhat satisfied, 9(15.3%) were not satisfied, while 8(12.3%) were undecided. On the variety of job responsibilities they are given, 11(18.4%) of the respondents were not satisfied, 9(15.3%) were somewhat satisfied, and 9(14.1%) were somewhat satisfied.

As per administration and supervision, 29(46.7%) the respondents were satisfied, and 21(33.6%) were very satisfied with adequate opportunity for change in duties. However, on the type of feedback they received from the principal, 10(16.6%) of the respondents were undecided, 10(16.0%) were not satisfied and 7(11.7%) were somewhat satisfied. On supervisory strategies used by the principal to assess them, 11(17.8%) of the respondents were undecided, 11(17.2%) were somewhat satisfied, and 11(17.2%) were not

satisfied. On the appraisal procedures employed by the principal, 13(20.9%) of the respondents were not satisfied, 12(19.0%) were undecided, and 10(16.0%) were somewhat satisfied. Moreover, on their provision of chance to lead, 34(54.7%) of the respondents were not satisfied, 18(29.0%) were somewhat satisfied, and 8(13.6%) were undecided.

On the use of skills and abilities, 35(57.1%) of the respondents were very satisfied, and 27(42.9%) were satisfied with the information availed by principal on existing trainings. On the support for additional training in skills, 32(52.3%) of the respondents were very satisfied, and 23(36.9%) were satisfied. On the willingness of the principal to secure study leave, 26(42.5%) of the respondents were satisfied, and 19(31.3%) were very satisfied. However, on the opportunity to learn new skills, 13(20.2%) of the respondents were undecided, 12(19.0%) were somewhat satisfied, and 9(14.7%) were not satisfied.

Therefore, Table 4.28 reveals that the highest satisfaction (Mean= 4.656) is derived from elaboration of job description by the principal, (Mean= 4.62) for satisfaction derived from role, (Mean= 4.583) for availability of promotion opportunities and (Mean= 4.656) for information given by the principal on the existing training opportunities. Nevertheless, teachers derived least satisfaction from being provided with a chance to lead (Mean= 1.907), the way their views are taken by the principal (Mean= 2.523) and the appraisal mechanism applied by the principal (Mean= 4.656).

From the interviews, the education officers were required to state the indicators that showed that the teachers in the sub county were not satisfied. They indicated that this could be seen with constant complaining of poor remuneration in comparison to other professions forgetting the profession that enjoy courtesy of the teaching profession that other don't enjoy, negative or no feedback, and low performance is a pointer that teachers are dissatisfied. Also, failure to work under deadlines may be a sign that they are demotivated, teachers tend to defy rules e.g. lateness or half-heartedly done work, and not attending to learners as expected for example, going to class late and leaving earlier, not co-operative, not attending for five days, divisions amongst them, gossiping about the principal. Interviewer P3 noted,

Whenever teachers are dissatisfied, they send numerous transfer requests from their schools, many are found with disciplinary cases especially absconding work and the outcome in national exams is always low.

The interviewees were asked to indicate how they mitigate teacher job dissatisfaction. They indicated that through conducting regular unplanned visits to schools to monitor what happens there, through job evaluation to helped remunerate teachers based on their contribution in the learning process or by considering their skills and critical services they offer e.g. SNE teachers get an allowance because of the nature of their work, through collaborative leadership involving all in discussion making, through dialoguing with the teachers by asking them to give feedback and also enquiring on areas that need improvement, and treating them equally in capacity building, and assigning duties to perform.

The interviewer asked about the style of leadership the principals should put in place to promote teacher job satisfaction in public secondary schools in Embakasi sub-county. The interviewees indicated that principals should embrace multiple leadership styles and apply them based on the prevailing circumstance. Some indicated that a mix of style given the situation at hand e.g. when conducting staff meeting employ participative, when receiving a new member of staff employ coaching, when communicating government policy, use autocratic. Moreover, most of them indicated that they adopt participative leadership that ensures all teachers are involved, and the staff the freedom of choice.

The interviewees were asked to state whether they think it would be advisable for principals to use more than one leadership style. They indicated that different circumstances arise that call for unique leadership styles and therefore one leadership style is not sufficient to address all circumstances that take place or may emerge in a school set up.

4.8.1 Discussion for Teachers' Job Satisfaction

The study revealed that they expressed contentment with their active participation in selecting incentives to be provided, as well as with the recognition of their job success. Berg (2016) found that as employees develop a stronger belief in their skills and become more independent, their job satisfaction typically increases. This is because they have a better sense of autonomy and accomplishment in their positions. Leaders that use a coaching approach prioritize the development of their team members by providing

direction and support to help them acquire new skills and knowledge (Karlsen & Berg, 2020). The emphasis on learning not only provides employees with the necessary skills to succeed in their positions, but also cultivates a feeling of individual and career development, resulting in higher levels of job contentment.

The investigation additionally confirmed that there was uncertainty over their satisfaction with the input they received from the principal. The findings contradict Nwakpa's (2017) assertion that job satisfaction may decline among employees who perceive a lack of support or struggle to reach the continuously lofty goals established by their leader. Essentially, although pacesetting leadership can be helpful in some situations, it necessitates thoughtful deliberation on its influence on employee welfare and job contentment, as well as the equilibrium between exacting requirements and the necessary assistance for people to flourish. The ongoing feedback and assistance offered by coaching leaders foster a sense of affiliation and commitment to the organization, hence diminishing the probability of employee attrition (Jarosz, 2021).

The survey revealed that they expressed contentment with the provision of support for further enhancement of their skills through training. Young (2018) found that teachers who experience job satisfaction actively engage in capacity building initiatives and readily adopt innovative technology and software to enhance their professional performance. In contrast, experiencing low job satisfaction leads to regular absences, hostility, intents to leave the job, lack of

dedication, and early retirement. The style of leadership plays a crucial role in determining whether the teaching staff stays in their profession or seeks employment elsewhere.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives that summary of the data findings, discussion of the data findings, conclusion drawn from the findings highlighted and recommendation made there-to. The conclusions and recommendations drawn are focused on addressing the objective of the study. The objective of this study was to establish the principals' leadership styles influencing teachers' job satisfaction in public secondary schools in Embakasi Sub-County, Nairobi.

5.2 Summary of the Findings

5.2.1: Coaching Leadership Style and Teachers' Job Satisfaction

The study sought to determine the extent to which coaching leadership style employed by the principal influences teachers' job satisfaction in public secondary schools in Embakasi Sub-County. The study found that the principal always focuses on helping others achieve their goals, helps teachers plan for the future, provides guidance when needed, and treats each and every individual member differently. The research also established that the principal often is patient with the subordinates and allows for growth. The study further found that the principal sometimes: rewards the staff, organizes for the staff workshops and seminars, is flexible and adjusts to the needs of others, is reflective and helps others learn from their mistakes, and emphasizes honesty and helping others see the truth.

5.2.2: Affiliative Leadership Style and Teachers' Job Satisfaction

The research aimed to determine how affiliative leadership style employed by the principal influences teachers' job satisfaction in public secondary schools in Embakasi Sub-County. The study found that the principal always regards teachers as most important. The study also found that the principal often gives advance notice of changes, permits members to use their own judgment, allows flexible timelines for completing tasks, encourages equality among teachers and cadres, gives members positive feedback frequently and communicates empathetically. The research further found that the principal sometimes allows teachers to go about their roles uninterrupted, and strives to know the feelings of their staff. Moreover, the research found that the principal rarely: schedules the work to be done.

5.2.3: Participative Leadership Style and Teachers' Job Satisfaction

The study sought to establish how participative leadership style employed by the principal influences the teachers' job satisfaction in public secondary schools in Embakasi Sub-County. The research found that the principal always: ensures equal chance of members spearheading tasks, and encourages teamwork among teachers. The study also found that the principal often: encourages staff to expressly give their opinions, is accommodative of other teachers' opinions, clarifies roles to staff members, expresses confidence in staff despite disagreements, friendly and easy to dialogue with, and shows understanding towards staff despite holding divergent opinions with them. The research found that the principal sometimes: genuinely shares information with staff members, and reaches out to introverted teachers to speak out.

5.2.4: Pacesetting Leadership Style and Teachers' Job Satisfaction

The study sought to examine how pacesetting leadership style employed by the principal influences teachers' job satisfaction in public secondary schools in Embakasi Sub-County. The study found that the principal always: keeps revising targets to be met by teachers, only uses skilled teachers for specific tasks, encourage self-motivation among members of staff, communicates regularly, and makes decisions for teachers. The study also found that the principal often: gives strict deadlines of task completion, leads by example, and demands instant results from assigned tasks. The study found that the principal sometimes: compels teachers to meet the set targets, and utilizes the abilities of every teacher to the maximum.

5.3 Conclusions

As per the findings, it can be concluded that the coaching leadership style employed by the principal in public secondary schools in Embakasi Sub-County has a significant positive influence on teachers' job satisfaction ($\beta=0.814$, $p=0.002<0.05$). The research concluded that teachers who have experienced coaching leadership tend to be more satisfied with their work, possibly due to the guidance, support, and professional development opportunities provided by their principals.

The research deduced that the affiliative leadership style used by principals in public secondary schools in Embakasi Sub-County positively influences teachers' job satisfaction ($\beta=0.843$, $p=0.005<0.05$). The study concluded that principals who foster a sense of belonging, open communication, and a

supportive atmosphere tend to have more satisfied teachers. This style creates a positive work environment where teachers feel valued and supported.

Based on the findings, it can be concluded that the participative leadership style employed by principals has a notable impact on teachers' job satisfaction in public secondary schools in Embakasi Sub-County ($\beta=0.700$, $p=0.004<0.05$). The study concluded that when teachers are involved in decision-making processes and their input is valued, they tend to experience higher levels of job satisfaction, as they perceive their work environment as more inclusive and collaborative.

The research established that the pacesetter leadership style employed by principals in public secondary schools in Embakasi Sub-County may have a mixed influence on teachers' job satisfaction ($\beta=0.801$, $p=0.001<0.05$). The study also concluded that while this style can set high performance standards and drive excellence, it may also create stress and dissatisfaction among teachers if expectations are consistently unattainable. Therefore, the impact of pacesetter leadership on job satisfaction may vary depending on how it is executed and balanced with other leadership styles.

5.4 Recommendations

From a practical perspective, the study's findings provide potential benefits to leaders and organizations through insights into the positive impact of school leaders' coaching skills on employees. Therefore, school leaders should develop coaching skills such as: creating good relationships with employees, excellent communication and active listening, respect and empathy, and

continuous feedback. The study recommends that principals should receive training in coaching skills to effectively support their teachers' professional development. This includes active listening, providing constructive feedback, and setting clear goals.

Principals should foster a culture of inclusivity and support where teachers feel they belong and can express their concerns openly. Open and transparent communication should be encouraged, with regular feedback sessions and channels for teachers to voice their opinions. The study recommends that principals should recognize and appreciate the efforts of their teachers, both publicly and privately, to reinforce the sense of being valued. Further, principals should balance high expectations with a realistic understanding of teacher workloads and capabilities. Moreover, the study recommends that the schools should communicate performance expectations clearly and provide necessary resources and support to help teachers meet these expectations. Public secondary schools in Embakasi Sub-County should adjust leadership approaches as needed to continuously evaluate the impact of the pacesetting style on teacher well-being and job satisfaction.

The study recommends that the head teacher needs to play the role of a coach and a mentor at the same time to his/her subordinate. Adoption of leadership strategies by the schools' heads such as a participative style of leadership creates a conducive environment which will help in improving teachers' job satisfaction

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.

School authorities based on Regional Education office and District Education office need to develop strategies to deal with the needs of those teachers who experience less job satisfaction. Proactive attention to this should demonstrate preparedness on side of school administrators to address teachers and thereby reduce ineffectiveness among teachers.

Principals should get involved in decision making, as key stakeholders, in formulating school vision, mission and strategic plans, so that there could be ownership and shared understanding of the school developed missions and plans.

School principals should endeavor to adopt leadership behaviors that will create an enabling environment for teacher job satisfaction to maximize academic results. Trainers, for example, Kenya Education Staff Institute should consider introduction of courses for training principals to the understand relationship between academic results and teacher job satisfaction.

5.5 Recommendation for Further Research

The study was confined to principals' leadership styles influencing teachers' job satisfaction in public secondary schools in Embakasi Sub-County, Nairobi, thus the study recommends that other forms of principals' leadership styles in other schools could be put into considerations. Moreover, there is need to find out whether the influence of principals' leadership styles on teachers' job satisfaction in public secondary schools is similar in other counties. Further studies could also be conducted using private institutions from a wider variety of backgrounds. Yet another area that demands attention is leadership and academic performance or student outcomes. It is expected that high levels of satisfaction will exert on student learning and raise academic performance. In this sense studies on assessing leadership impact on student performance would be invaluable.

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APPENDICES

Appendix I: LETTER OF INTRODUCTION

University of Nairobi

Department of Education, Policy and Curriculum Studies

P.O Box 92, Kikuyu.

10th July 2023.

Dear Principal,

RE: PERMISSION TO CONDUCT RESEARCH IN YOUR INSTITUTION.

I am a student at the University of Nairobi carrying out a research on the **Influence of Principals' Leadership Styles on Teacher Job Satisfaction in Embakasi Sub County, Nairobi**. I kindly request you to allow me to collect data from your school by completing the questionnaire provided. I promise that your identity will be treated as confidential and that the data was used for the purpose of this research only.

Your cooperation will be highly appreciated.

Thank you.

Yours faithfully,



Norman Oyuga Anyinyo.
E55/36099/2019.

Appendix II: Questionnaire for Teachers and Principals

This questionnaire is to collect data purely for academic purposes. The study sought to investigate the Influence of the Principal's Leadership Styles on Teacher's Level of Job Satisfaction in Embakasi Sub County, Nairobi, Kenya. You have been identified as a respondent. All information will be treated with strict confidentiality. Do not insert your name or your school in this questionnaire. Please respond to all the questions as correctly as possible by ticking or filling in. Tick (✓) where applicable.

SECTION A: GENERAL INFORMATION OF THE RESPONDENT.

1. What is your gender? Male..... Female.....

2. What is your age bracket?

20-30 years () 31-40 years () 41-50 years () 51 years
and above ()

3. What is your highest academic qualification?

Masters () Bachelor's Degree () Diploma() Any other ()

4. How many years have you been teaching in your present school?

Below 2 years () 2-5 years () 6- 10 years () Over 10
years ()

5. What responsibility do you hold in school?

Class Teacher () Games Teacher () Head of Department ()

Senior Master () Deputy Principal () Principal ()

PERCEPTION OF PRINCIPAL’S LEADERSHIP STYLE

Please indicate by inserting a tick (√) in the appropriate column that applies to your principal’s leadership behavior. Use the 5-point Likert scale where 5 = Always, 4 = Often, 3 = Sometimes, 2 = Rarely and 1 = Never.

| SECTION B | | | | | |
|---|----------|----------|----------|----------|----------|
| 6. Coaching leadership style employed by the principal. | 5 | 4 | 3 | 2 | 1 |
| i. He helps teachers plan for the future. | | | | | |
| ii. Patient with the subordinates and allows for growth. | | | | | |
| iii. Rewards the staff. | | | | | |
| iv. Is flexible and adjusts to the needs of others. | | | | | |
| v. Organizes for the staff workshops and seminars | | | | | |
| vi. Provides guidance when needed. | | | | | |
| vii. Focuses on helping others achieve their goals. | | | | | |
| viii. Is reflective and helps others learn from their mistakes. | | | | | |
| ix. Treats each and every individual member differently. | | | | | |
| x. Emphasizes honesty and helping others see the truth. | | | | | |

| SECTION C | | | | | |
|--|----------|----------|----------|----------|----------|
| 7. Affiliative leadership style employed by the principal | 5 | 4 | 3 | 2 | 1 |
| i. Regards teachers as most important. | | | | | |
| ii. Gives members positive feedback frequently. | | | | | |
| iii. Strives to know the feelings of my staff. | | | | | |
| iv. Allows teachers to go about their roles uninterrupted. | | | | | |
| v. Schedules the work to be done | | | | | |
| vi. Gives advance notice of changes. | | | | | |
| vii. Permits members to use their own judgement. | | | | | |
| viii. Encourages equality among teachers and cadres. | | | | | |
| ix. Allows flexible timelines for completing tasks | | | | | |
| x. Communicates empathetically. | | | | | |
| SECTION D | | | | | |
| 8. Participative leadership style employed by the principal | 5 | 4 | 3 | 2 | 1 |
| i. Friendly and easy to dialogue with. | | | | | |
| ii. Expresses confidence in staff despite disagreements. | | | | | |

| | | | | | | |
|---|--|----------|----------|----------|----------|----------|
| iii. | Is accommodative of other teachers' opinions | | | | | |
| iv. | Encourages staff to expressly give their opinions. | | | | | |
| v. | Shows understanding towards staff despite holding divergent opinions with them | | | | | |
| vi. | Genuinely shares information with staff members. | | | | | |
| vii. | Clarifies roles to staff members. | | | | | |
| viii. | Ensures equal chance of members spearheading tasks. | | | | | |
| ix. | Encourages teamwork among teachers. | | | | | |
| x. | Reaches out to introverted teachers to speak out. | | | | | |
| SECTION E | | | | | | |
| 9. Pace-setting leadership style employed by the principal | | 5 | 4 | 3 | 2 | 1 |
| i. | Demands instant results from assigned tasks. | | | | | |
| ii. | Encourage self-motivation among members of staff. | | | | | |
| iii. | Makes decisions for teachers. | | | | | |
| iv. | Utilizes the abilities of every teacher to the maximum. | | | | | |
| v. | Compels teachers to meet the set targets. | | | | | |

| | | | | | | |
|-------|--|--|--|--|--|--|
| vi. | Keeps revising targets to be met by teachers. | | | | | |
| vii. | Leads by example. | | | | | |
| viii. | Gives strict deadlines of task completion | | | | | |
| ix. | Communicates regularly. | | | | | |
| x. | Only uses skilled teachers for specific tasks. | | | | | |

SECTION F: JOB SATISFACTION SURVEY.

10. Please read each statement carefully and honestly and give your opinion about your level of job satisfaction. Please tick (√) to show the most appropriate response. Use the 5-point Likert scale where 5 = Very satisfied, 4 =satisfied, 3 =Undecided, 2 =Somewhat Satisfied and 1=Not Satisfied at all.

| Statements | 5 | 4 | 3 | 2 | 1 |
|---|----------|----------|----------|----------|----------|
| Working conditions | | | | | |
| i. Amount of workload per week. | | | | | |
| ii. Availability of staff housing within school. | | | | | |
| iii. Special services e.g. free lunch provided by school. | | | | | |
| iv. Extent of provision with teaching equipment. | | | | | |
| v. The pupil to teacher ratio in the classrooms. | | | | | |
| vi. Availability of transport services by the school. | | | | | |
| vii. Elaboration of job description by the principal. | | | | | |
| Pay and promotion | 5 | 4 | 3 | 2 | 1 |
| viii. Adequate salary | | | | | |
| ix. Availability of promotion opportunities | | | | | |

| | | | | | | |
|--------|---|----------|----------|----------|----------|----------|
| x. | Other benefits (insurance etc.) | | | | | |
| xi. | Job security and permanence | | | | | |
| | Work relationships | 5 | 4 | 3 | 2 | 1 |
| xii. | Relationship with other teachers | | | | | |
| xiii. | Relationship with the principal. | | | | | |
| xiv. | Relationship with subordinates. | | | | | |
| | Recognition | 5 | 4 | 3 | 2 | 1 |
| xv. | The way your job performance is acknowledged. | | | | | |
| xvi. | The way your views are taken by the principal. | | | | | |
| xvii. | Your involvement in decision making on school matters. | | | | | |
| xviii. | Your involvement in choosing incentives to be given. | | | | | |
| | Responsibility | 5 | 4 | 3 | 2 | 1 |
| xix. | Variety of job responsibilities you are given | | | | | |
| xx. | The degree of challenge you derive from your job. | | | | | |
| xxi. | The authority you are given to perform tasks. | | | | | |
| xxii. | The extent to which you are allowed to make decisions | | | | | |
| xxiii. | The amount of satisfaction you derive from your role. | | | | | |
| | Administration and Supervision | 5 | 4 | 3 | 2 | 1 |
| xxiv. | The type of feedback you receive from the principal | | | | | |
| xxv. | Supervisory strategies used by the principal to assess you. | | | | | |

| | | | | | | |
|---------|---|----------|----------|----------|----------|----------|
| xxvi. | Appraisal procedures employed by the principal | | | | | |
| xxvii. | Provision of chance to lead. | | | | | |
| xxviii. | Adequate opportunity for change in duties | | | | | |
| | Use of skills and abilities | 5 | 4 | 3 | 2 | 1 |
| xxix. | Opportunity to learn new skills. | | | | | |
| xxx. | Support for additional training in skills. | | | | | |
| xxxi. | Information availed by principal on existing trainings. | | | | | |
| xxii. | Willingness of the principal to secure study leave. | | | | | |

Thank you very much for your co-operation and assistance

**Appendix III: Interview Schedule For Sub-County Education Officers
(SCDE, SCQASO, SCTSC, CSO).**

Thank you for accepting to take part in this interview.


The purpose of this interview is to collect data on the Influence of Principals Leadership Styles on Teacher Job Satisfaction in Embakasi Sub-County, Nairobi. I wish to assure you that your responses will remain confidential.


1. a) Do you believe in principals capacity-building their members of staff? If yes, why?
 - b) In your opinion, should the principal treat members of staff differently?
 - c) Why should principals assist the teachers in achieving their goals?
 - d) In your view, how does coaching leadership style influence teacher job satisfaction?
2. a) Should the principals regard teachers as the most important factor in learning within the school? Explain.
 - b) It is necessary for the principal to know the feelings of their teachers. Do you agree or disagree?
 - c) It is necessary to promote equality across various cadres of teachers within the school? Please explain your view.
 - d) In your own view, how does affiliative leadership style influence teacher job satisfaction?
3. a) When should the principal promote participative leadership style in schools?

- b) Explain whether each member of staff be given a chance to spearhead tasks.
 - c) Should schools create an atmosphere for introverted teachers to speak out?
 - d) In your view, how does participative leadership style influence teacher job satisfaction?
- 4
- a) How much time should principals give their teachers to realize results in their given assignments?
 - b) When should principals make decisions for teachers in your opinion?
 - c) Should the deadlines set by the principals for teachers be strict or flexible?
 - d) In your view, how does pace-setting leadership style influence teacher job satisfaction?
5. As an education officer, what are the indicators that the teachers in your sub county are not satisfied?
6. How do you mitigate teacher job dissatisfaction?
7. What style of leadership do you think principals should put in place to promote teacher job satisfaction in public secondary schools in Embakasi sub-county and why?
8. Do you think it would be advisable for principals to use more than one leadership style? Give reasons for your response.

Thank you very much for your co-operation and assistance


Appendix IV: NACOSTI Research Permit


REPUBLIC OF KENYA


NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 448255 Date of Issue: 17/July/2023

RESEARCH LICENSE




This is to Certify that Mr. **NORMAN OYUGA ANYINYO** of University of Nairobi, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: **Influence of Principals' Leadership Styles on Teacher Job Satisfaction in Public Secondary Schools in Embakasi Sub County, Nairobi, Kenya**, for the period ending : 17/July/2024.


License No: NACOSTEP/23/27441

448255

Applicant Identification Number


Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION


Verification QR Code



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See overleaf for conditions

Appendix V: Regional Director Of Education Research Authorization


Republic of Kenya
MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegrams: "SCHOOLING", Nairobi
Telephone: Nairobi 020 2453698
Email: cpnairobi@gmail.com
cpnairobi@gmail.com

When replying please quote

REGIONAL DIRECTOR OF EDUCATION
NAIROBI REGION
NYAYO HOUSE
P.O. Box 74629 - 00200
NAIROBI

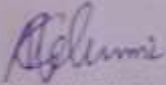
Ref: RDE/NRB/RESEARCH/1/65 Vol.1 Date: 20th July, 2023


Norman Oyaga Anyinyo
University of Nairobi
Department of Educational Management,
Policy and Curriculum studies
NAIROBI

RE: RESEARCH AUTHORIZATION

We are in receipt of a letter from the National Commission for Science, Technology and Innovation regarding research authorization in Nairobi County on the topic: *"Influence of Principals' Leadership Styles on Teacher Job Satisfaction in Public Secondary Schools."*

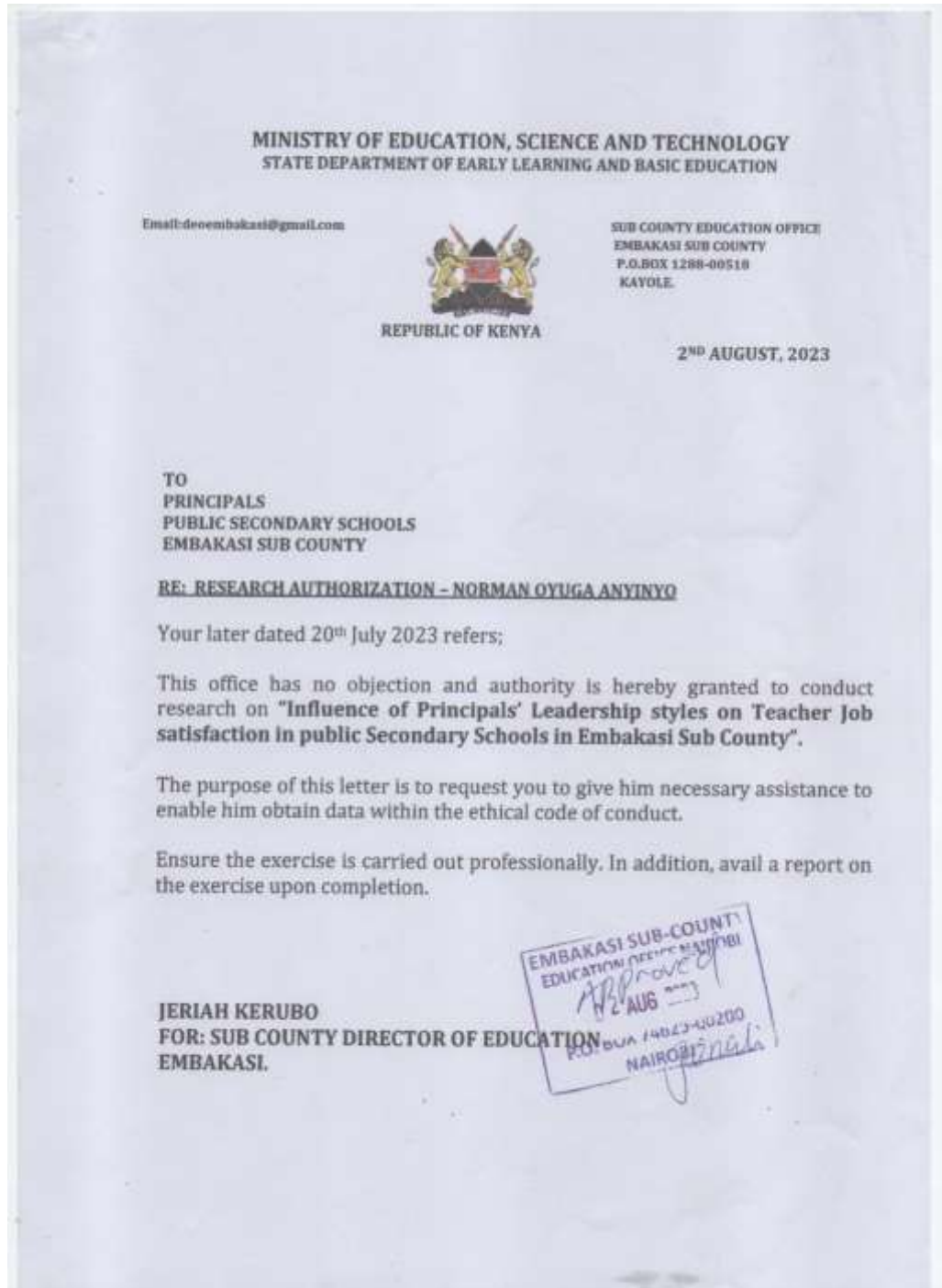
This office has no objection and authority is hereby granted for a period, ending 17th July, 2024 as indicated in the request letter.


DR. GLADYS MALONZA
FOR: REGIONAL DIRECTOR OF EDUCATION
NAIROBI




Copy to: Director General/CEO
National Commission for Science, Technology and Innovation
NAIROBI.

Appendix VI: Sub County Director Of Education Research Authorization



Appendix VII: County Commissioner Research Authorization


OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION
STATE DEPARTMENT OF INTERNAL SECURITY AND NATIONAL ADMINISTRATION

Telegram: _____
Telephone: Nairobi 318845, 341664
When replying please quote

COUNTY COMMISSIONER
NAIROBI COUNTY
P.O. BOX 30124-00100
NAIROBI

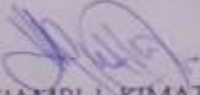
REF NO. ED 10/16 VOL: XXVII/55 19th July, 2023

Norman Oyuga Anyinyo
University of Nairobi
Department of Educational Management,
Policy and Curriculum Studies
NAIROBI

RE: RESEARCH AUTHORIZATION

Your letter dated 18th July, 2023 refers.

This office has no objection and authority is hereby granted to conduct research on "Influence of Principals' Leadership Styles on Teacher Job Satisfaction in Public Secondary Schools" in Embakasi Sub County for the period ending 17th July, 2024.


KIAMBI J. KIMATHI
FOR: COUNTY COMMISSIONER

CC: Deputy County Commissioner
EMBAKASI SUB COUNTY