EFFECT OF LEADERSHIP BEHAVIOUR ON JOB SATISFACTION AMONG PRIVATE PRIMARY SCHOOL TEACHERS IN KISUMU MUNICIPALITY
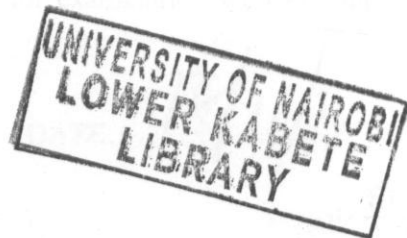
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A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF BUSINESS ADMINISTRATION, OF THE UNIVERSITY OF NAIROBI

OCTOBER 2011

DECLARATION

DECLARATION BY THE STUDENT

This research project is my original work and has not been presented to any university or institution of learning for the award of any diploma or degree.

SIGN .... *Nanuto*   DATE....... 18/11/2011

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DECLARATION BY THE PROJECT SUPERVISOR

This research project has been submitted for examination with my approval as the candidate supervisor

SIGN .... *signature*   DATE.......18/11/11

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LIST OF FIGURES

LIST OF TABLES

LIST OF ABBREVIATIONS

FPE	Free Primary Education
JDI	Job Descriptive Index
KAPSH	Kenya Association of Private School Heads
MEOK	Municipal Education Office of Kisumu
MSQ	Minnesota Satisfaction Questionnaire
TJS	Teacher Job Satisfaction
TSC	Teacher Service Commission

ACKNOWLEDGEMENT

DEDICATION

For the patience and love of Nicole & Santino, and

The affection of my Late husband Alfredo.

ABSTRACT

This study sought to determine the effect of leadership behavior on job satisfaction of private primary school teachers in Kisumu Municipality, with a view to enhancing the practice of leadership, performance and management of private schools in Kenya. Based on the Path- theory of leadership, the study determined the effect of directive, supportive, participative and achievement oriented behaviors on school teachers' ratings on their overall satisfaction with the job or job experiences.

The study design was a cross sectional survey in which a sample of 220 teachers was drawn using the random sampling technique.10 teachers were randomly sampled from each school and were requested to respond to a self-administered questionnaire. The quantitative data was analyzed descriptively using means and standard deviations. The results were presented in tables.

The results from this study indicate that Achievement-Oriented leadership behavior was highly practiced by principals in private primary schools, as compared to Supportive, Directive and Participative leadership behaviors. A significant majority of teachers reported that they were dissatisfied with aspects relating to work such as freedom to use own judgment, chance to work alone on the job, work conditions , principals competencies and nature of handling employees.

The researcher recommends that the recruitment of a principal should be based not only on his working experiences, but also on his behavioral flexibility and professional qualifications in administration and that there should be an adoption of supportive, directive, participative and achievement-oriented leadership behaviors in schools. Further research can also be done in public schools or other institutions.

CHAPTER ONE

1.0   INTRODUCTION

1.1   Background of the Study

Human beings are the most precious part of any organization. Effective utilization for the capacity of human resources depends upon managements' ability to inspire and influence all organizational members to work towards the realization of the organizations goals. Leadership is an important dimension in management: we can all recognize a leader when we see one. It is obviously something desirable and from the days of Plato, Aristotle through to Machiavelli to the modern management leaders. The study of leadership has been an important and central part of the literature on management and organizational behavior for several decades. Indeed as Rosenholtz (2000) observes, no other role in the organization has received more interest than that of a leader. Generally speaking, leaders are individuals who influence other individuals to do what they might not do in the absence of the leaders' influence. Since organizations exist to get work done, it is expected that the effective leaders exhibit the ability to cause their followers to accomplish the desired work. In the late 1940's researchers begun to explore the idea that how a person acts determines that person's leadership effectiveness. These researchers examined behaviors and their impact on measures of effectiveness such as satisfaction of followers (Bass, 1990).

Leadership has been isolated as a central and critical factor in management and performance of organizations, including schools. There are many ways of looking at leadership, however it should be noted that leadership is a matter of making a choice; it entails changing an organization and making active choices among plausible alternatives, and depends on the development of others and mobilizing them to get the

job done. House (1998) views leadership in terms of appropriate behaviors that are acceptable and satisfying to subordinates to the extent that they see such behavior as a source of satisfaction. This study adopted House's definition; leadership behavior was defined as the process in which school head teachers (or managers) apply varied and situation-appropriate behaviors to enhance job satisfaction of the teaching workforce in their schools. It should be noted that there is a difference between leadership style and leadership behavior.

1.1.1 Leadership Style

This is the way in which functions of leadership are carried out, the way in which the manager typically behaves towards members of the group. The attention given to leadership is based on the assumption that subordinates are more likely to work effectively for managers who adopt a certain style of leadership than they will for managers who adopt alternative styles.(Mullins,2003).There are many dimensions of leadership styles which include ; authoritarian style where the focus of power is with the manager, and all interactions within the group move towards the manager, the democratic style where the focus of power is more with the group as a whole and there is greater interaction within the group; Laissez-faire style where the manager observes that members of the group are working well on their own, the manager consciously makes a decision to pass the focus of powers to members, to allow them freedom of action and not to interfere, but is readily available if help is needed.(Mullins,2003).

1.1.2 Leadership behaviour

Leadership is one of the most salient aspects of the organizational context. However, defining leadership has been challenging. Kouzes and Posner (2007) define leadership as the process of social influence in which one person is able to enlist the aid and support of others in the accomplishment of a common task. Stogdill [1998] emphasizes that leadership is the process of influencing group activities towards goal settings and achievement, while Burns (1978) views it as the ability strengthen and inspire the followers to accomplish shared goals. Such influence and inspiration by a school manager is significant in enhancing job satisfaction of class teachers, and consequently in spurring school performance, for example in national examination. According to House (1998), leaders are effective because of their positive impact on followers' motivation, ability to perform, and satisfaction. House identifies the four main leadership behaviour as; Directive, Supportive, Participative and Achievement-Oriented.

Directive leadership behaviour is a behaviour directed toward providing psychological structure for subordinate (House, 1998; Mullins, 2003). It included letting subordinates know what they are expected to do, scheduling and coordinating work, giving specific guidance, and clarifying policies, rules and procedures. Directive behaviour is one form of path-goal clarifying behaviour.

Supportive leadership behaviour relates to the extent to which the leader considers the needs of followers, shows concern for their welfare and creating a friendly working environment (House, 1998; Mullins, 2003). This behaviour includes increasing the follower's self-esteem and making the job more interesting (House and Mitchell 1974)

Participative leadership behaviour is behaviour directed towards encouragement of subordinate influence on decision making and work unit operations (House, 1998; Mullins, 2003). This behaviour includes consulting with subordinates and taking their opinions and suggestions into account when making decisions. According to House and Mitchell (1974), participative leader behavior has four effects: clarifying path-goal relationships, increasing congruence between subordinate goals and organizational goals, increasing subordinate autonomy and ability to carry out their intentions, and increasing involvement, commitment and pressure for performance (House and Mitchell, 1974).

Achievement-oriented leadership behaviour as defined by House and Mitchell (1974) as those relating to setting challenging goals, both in work and in self improvement, and emphasizing excellence in performance. To this end, the leader expects and demonstrates need for high performance standards. The leaders show faith in the capabilities of the followers to succeed.(House and Mitchell, 1974). This study examined the degree to which private school head teachers took on Directive, Supportive, Participative and Achievement-Oriented leadership and its impact on overall TJS.

1.1.3   Job Satisfaction

Job satisfaction has been the most frequently investigated variable affecting job performance and organizational effectiveness in human resources and organizational behaviour and management (Armstrong, 2007: Spector, 1997) Path-goal theory of leadership (House, 1998; House and Mitchell, 1974) isolates satisfaction of followers as a key outcome factor of effective leadership. Job satisfaction is an attitude towards

the job of teaching, working conditions, general atmosphere of the institution, interaction with superiors and colleagues (Mullins, 2003). It is the feelings a worker has about his/ her job or job experiences in relation to previous experiences, current expectations, or available alternatives. Many studies have linked high levels of job satisfaction to employee outcome factors such as increased morale, reduced turnover, and performance orientation (Fullan, 2003; Mullins, 2003; Schul, 2007). For the purpose of this study, the term TJS was used as an indicator of the school teacher's feelings towards his/ her job or job experiences.

Morale is often defined as being equivalent to job satisfaction. Thus Guion (1958) defines morale "as the extent to which an individual's needs are satisfied and the extent to which the individual perceives that satisfaction as stemming from total work situation." Purcell et al 2003 believes that discretionally behavior which helps the firm to be successful is most likely to happen when employees are well motivated and feel committed to the organization, and when the job gives them high levels of satisfaction. It is often argued that it is not job satisfaction that produces high performance, but high performance that produces job satisfaction and that a satisfied worker is not necessarily a productive worker, and a higher producer is not necessarily a satisfied worker.

Peters and Gordon (1978) argue that legitimate reasons such as the need to measure specific facets of satisfaction or the extended length of a published scale may drive researchers to develop their own measures. They concluded that the commonly used methods to measure of job satisfaction include: a) Use of Attitude Surveys - Many organisations regularly survey their employees about their attitudes. A typical attitude survey consists of a set of statements or questions that ask employees how they feel

about their jobs, work groups, supervisors or the organisation. b) Hertzberg two factor theory can be used as a prominent model for identifying the satisfiers or the intrinsic factors and the dissatisfiers or the extrinsic factors of the job. (Hertzberg, Mausner and Synderman,1959). c)The Job Descriptive Index(JDI), which was developed by Smith, Kendall and Hulin is the most and researched measure of job satisfaction (Newby,2001). d) Weiss, Dawis, and Lofquist (1967) developed another popular instrument, the Minnesota Satisfaction Questionnaire (MSQ), to measure job satisfaction and to measure an individual employee's satisfaction with twenty different aspects of the work environment.

The level of job satisfaction is affected by intrinsic and extrinsic motivating factors, the quality of supervision, social relationships with work groups and the degree to which individuals succeed or fail in their work. People are motivated to achieve certain goals and will be satisfied if they achieve these goals. They may be even more satisfied if they are then rewarded by extrinsic recognition or intrinsic sense of achievement. An organization for instance that is badly designed and managed can demotivate the employees Armstrong, 2006.

1.1.4 Private Primary Schools in Kisumu

Schools, whether private and public - perform a critical function in society. Private schools for instance in Kisumu have teachers that have been employed from different backgrounds and who have to ensure that the pupils perform better in their exams. Kisumu municipality has 22 private primary schools with a population of about 442 teachers that have been trained in the Tertiary colleges. Most of the teachers in these schools teach from the lower classes to the upper classes. Since most of the private

schools are owned by private individuals the kind of leadership found in most of the school is authoritarian since the owners of the schools believe that their subordinates should follow what they say and never to question on anything since their job security has to be thought on.

Schools are one of the few remaining institutions that offer partnerships to families in socialization and investment through learning. School education helps people make sense of socio-cultural changes as well as fostering sustainability, including through lifelong learning (Silins & Mulford, 2002).

1.2 Statement of the Problem

When a leader is able to bring change as a change agent, drive the organization to achieve its objectives, enable the employees accomplish the tasks, listen to the employees' problems as well as maintaining the effort of people doing the tasks will be viewed as an effective leader and in turn this will influence the way employees perform their duties, and their level of satisfaction as well as their commitment to their organization (Cole, 2003). This debate has extended even to management of schools in which the call for appropriate leadership behaviors among leaders is seen as a necessary condition for school progress, overall performance and satisfaction from teachers.

Despite the numerous challenges and the perception that private schools are expensive, many parents still choose to have their children in private schools with the expectation for quality learning and better performance in national examinations, which is a key determinant for placement in good secondary schools and the future educational and career advancement (Somerset, 1987). This raises concerns about how to enhance management of private schools, and the performance of its teaching

workforce. Leadership has been isolated as a central and critical factor in management and performance of organizations, including schools (Armstrong, 2008; Mullins, 2003; Obure, 2007).

There are several pointers to the impression that job satisfaction of private primary school teachers is below optimal level that can enhance their commitment to quality delivery of learning to pupils. Teacher turnover in private school teachers has been as high as 30% every year (Kenya Association of Private School Heads [KAPSH, 2008). In addition teachers are assigned heavy teaching load that translates to longer working hours, furthermore there is no clear criterion for selection of school heads or if they posses perquisite skill for effective leadership. These factors raise concern of the quality of leadership that is necessary to spur job satisfaction and motivation of teachers towards teaching related goals.

Although leadership is a basic element of school management, there is a low level of research interest on leadership in private schools in Kenya. Few studies have been done, that focus on leadership behaviour for instance Obure (2003), noted that teacher job satisfaction depended on relations with school heads.

This study sought to determine the effect of head teachers' leadership behaviour on job satisfaction of teachers of private primary schools in Kisumu Municipality, with a view to enhancing the practice of leadership, management and performance of private schools in Kenya.

1.3   Research Objectives

The following objective guided this study:

1. To determine the impact of leadership behavior on teacher job satisfaction in private primary schools in Kisumu.

1.4   Significance of the Study

This study is significant as its results contribute to the knowledge base essential for the practice of educational administrators by explaining the interactive effects of the four leadership variables

The results obtained from this study will provide head teachers with information based on research and theory to assist them in their administrative responsibilities. Head teachers also learn as much as possible about leadership research so as to determine the methods of leadership behavior best suited to their own personality, knowledge and situations affecting their roles. The findings and recommendations of this study provide valuable information to practicing head teachers especially how they would be able to obtain information about how different leadership behaviors affect teachers' job satisfaction. The results are also important to the Ministry of Education and its teacher employing agency TSC, it is hoped that the results adduced from the study may serve to inform decision making and policy development on teacher management and overall management of education in Kenya.

The study is also important to the academicians in building their knowledge base and creating an insight in understanding overall management functions. In addition

Kisumu city educational stakeholders could utilize the results to determine professional development to be delivered at the district level for their school heads.

1.5   Scope and Limitations of the Study

This study was restricted to private primary schools in Kisumu Municipality. Teaching staff (excluding school managers and subordinate staff) from a sample of teachers from the 22 schools participated in this study by rating the extent to which their head teachers performed the different types of leadership behaviors, and rated their overall level of satisfaction with their current job and its related aspects. The researcher proposed a sample of 220 teachers from a population of 442 private primary school teachers.

Secondly, although the perception of parents and pupils are important in school improvement, they were not included in the research; of the scope of the study which was only about the teaching staff perceptions. The findings of this study, although limited to the study area would provide useful information for enhancing management and leadership of private schools in Kenya.

1.6   Theoretical and Conceptual Framework

This study was based on path-goal theory of leadership which suggests that, leadership concept that; the subordinate accept a leader's behaviour only as they view it as resulting in immediate or future benefits. Thus a leader's main function is to clear path to the realization of the subordinate's goals. He or she must choose the behaviour

patterns that most applicable in helping the subordinates get what they want. House and Mitchell (1974). House's path-goal theory was suitable for this study for a number of reasons. First, contemporary research in leadership recommends the adoption of contingency approach to leadership since no one leadership behaviour is good for all situations. (Bass, 1990; Fiedler and Gracia, 1987; House, 1971). School head teachers need to adopt particular behaviors suitable to particular situations. This study assessed the extent to which school leaders adopted the different leadership behaviors (defined by the Path-goal theory), and how this affected job satisfaction. Unlike other contingency theories , Path-goal theory stresses that leader behavior is effective to the extent that followers perceive such behavior as a source of immediate satisfaction, or instrumental to future satisfaction.(House, 1998).

INDEPENDENT VARIABLES   **DEPENDENT VARIABLE**

Directive

Supportive

Participative

Achievement Oriented

Overall satisfaction with teaching and related aspects e.g.:
– Recognition
– Social status
– Job security
– Career opportunities
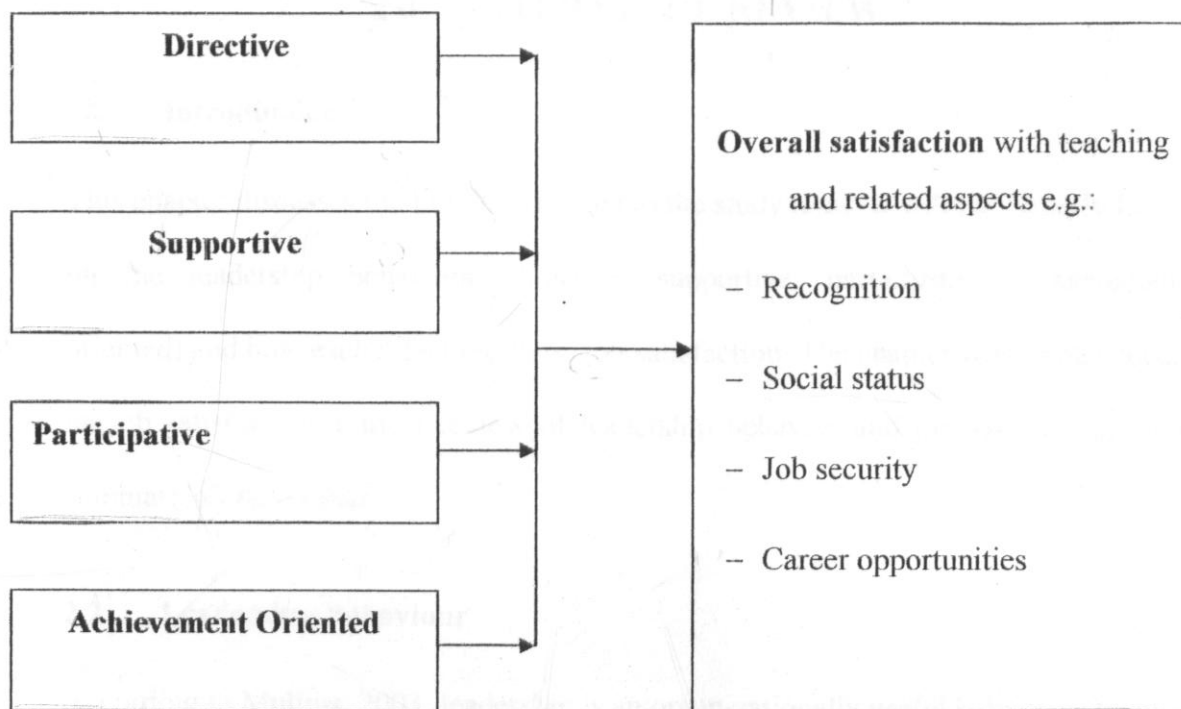
Figure 1: Conceptual framework

Source: Author (2011)

As shown in figure 1, this study sought to determine the effect of leadership behaviours on job satisfaction of teachers.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter discusses the literature related to the study topic. It will particularly focus on the leadership behaviors (directive, supportive, participative, achievement oriented) and how each affect teachers' job satisfaction. The chapter will further focus on job satisfaction, critical review of leadership behavior and job satisfaction then summary of the chapter.

2.2 Leadership Behaviour

According to Mullins, 2003, leadership is an organizationally useful behaviour by one member on organizational family toward another member or members of that same family. The term describes both a process and a relationship between persons, where one person's behaviour affects another person or group of persons in way that a common direction is give to their efforts (Fullan, 2003). The earliest theories of leadership (especially at the beginning of the 20th century) were concerned with personality and inborn qualities that influence the initiation and success of the leadership process. These set of theories have come to be referred to as the trait approach (Mullins, 2003; Obure, 2007). Trait approach was criticized as limited in its conceptualization by delimiting leadership as a function of leader qualities alone.

By the late 1940s, most leadership research focused on the behaviour of leaders, rather than analyzing their traits. In the continuing quest to find the best leadership behaviour for all situations, research attempted to identify differences in the behaviour of effective leaders and that of ineffective leaders (Obure, 2007). The focus on what

leaders do provided insight into the relationship between leaders and their followers. It has paved way for further research on the influence of situational (contingency) factors on the outcome of leadership. Today, leadership research is concerned with the interplay of leadership factors, situational factors, and the adoption of appropriate leadership behaviours to suit situational contingencies (Fullan, 2003; House, 2008; Jazzar and Algozzine, 2006; Mullins, 2003).

Theoretically it has been reasoned that leader behaviors have an impact on followers' attitude (e.g. satisfaction with the leader and the job); motivation, work-related behaviors (e.g. performance) and group cohesiveness each of which ultimately has an impact on work group effectiveness. This study which focused on leadership behaviour of school managers and teachers' job satisfaction was modelled on House's Path-Goal theory of leadership. Accordingly, leadership behaviours are directive, supportive, participative, and achievement-oriented.

2.2.1 Directive leadership

Directive leadership behaviour is a behaviour directed towards providing psychological structure for subordinates; letting subordinates know what they are expected to do, scheduling and coordinating work, giving specific guidance and clarifying policies, rules and procedures (Mullins, 2003). Directive is one form of path-goal clarifying behaviour. It is non-authoritarian and non-punitive leader behaviour was asserted in the seminal path-goal theory paper to reduce subordinate role ambiguity as defined by House and Mitchell (1974). This type of leadership behavior allows the leader to help the employees in clearing their perceptions

concerning the kind of work they are supposed to do and by removing road blocks that can stop the employees from reaching the set target.

Rewards may also be used when especially the task is unstructured and complex and when the follower is in experienced. The leader in this case will tell the follower what needs to be done and giving the appropriate guidance along the way. Once an employee has been motivated by being rewarded this will increase the employees sense of security and control and hence the employee will perform better in his/ her job and enable the company achieve its goals as well as enabling the employee to be satisfied with the kind of the work.. Therefore this type of leadership behavior will be considered effective when the task is ambiguous and the subordinate self perception of abilities is low, then the clarification of the task by the leader is a positive support. (Mullins, 2003).

2.2.2 Supportive leadership

Supportive leadership is a behaviour directed towards the satisfaction of subordinates' needs and preferences. Such as displaying concern for subordinates' welfare and creating a friendly and psychologically supportive work environment. Supportive leader behaviour was asserted to be a source of self confidence and social satisfaction and a source of stress reduction and alleviation of frustration for subordinates (House and Mitchell, 1974). Supportive leader behaviour provides psychological support for subordinates. Such behaviour is especially needed under conditions in which task or relationships are psychologically or physically distressing and boring. Supportive relationships increase the quality of relationships between superiors and subordinates (Graen and Cashman, 1975) and decreases subordinate stress. In this leader behaviour

individuals are unable to use their intelligence under conditions of stress and rely on experience. Consequently, intelligence becomes negatively related to performance (Fielder and Garcia, 1987).

Such behaviour when well exercised by the leader will have a great impact on the employee performance as well as satisfaction with the job. An employee who feels that his welfare is well catered for and that there is good employer- employee relationship will always want to achieve the greatest in terms of goals and with this type of motivation the organisation will benefit a great deal. This type of leadership behaviour will be effective when subordinates tasks are very risky, monotonous, stressful, and hence the leader uses relationship to enhance confidence, lowers stress by providing mechanisms such as work offs, holidays e.t.c and also compensate for unpleasant aspect of work such as exposure to harmful chemicals, accidents and even poor working conditions like poor lighting that may cause accidents (Armstrong, 2007).

2.2.3 Participative leadership

Participative leader behaviour is behaviour directed towards encouragement of subordinate influence on decision making and work unit operations: consulting with subordinates and taking their opinions and suggestion into account when making decisions. Participative leader behaviour was asserted to have four effects: The first one is to clarify path-goal relationships concerning efforts and work goal attainment and extrinsic rewards. Secondly, to increase congruence between subordinate goals

and organizational goals, this is because in participative leadership subordinates would have influence concerning their assigned goals and therefore would select goals they highly value. The third effect is to increase subordinate autonomy and ability to carry out their intentions thus leading to greater efforts and performance. Fourthly is to increase the amount of pressure for organizational performance by increasing subordinate involvement, commitment and increasing social pressure of peers. (House and Mitchell, 1974).

The leader in this type of leadership behavior consults with the followers and takes their ideas into consideration especially when making decisions, and taking particular actions. This approach is best when followers are expert and their advice is both needed and they expect to be able to give it. The leader aligns the subordinate and the organizational goals, empowers them by increased involvement in the organization. This type of leadership is effective when task is ambiguous but subordinate demands involvement in the task structure. (House and Mitchell, 1974)

2.2.4 Achievement – Oriented

Achievement-oriented leadership is behaviour directed towards encouraging performance excellence; setting challenging goals, seeking improvement, and emphasizing excellence in performance and showing confidence that subordinates will attain high standards of performance. Achievement-oriented leader behaviour was asserted to course subordinates to strive for higher standards of performance and to have more confidence in their ability to meet challenging goals. The effect of leader achievement-oriented behaviour will depend on the achievement motivation of subordinates. Achievement motivation is a nonconscious concern for personal

involvement in competition against some standard of excellence and unique accomplishment (McClelland, 1985).

Individuals who are highly achievement motivated are motivated to make accomplishments through there own personal efforts rather than through influencing others or delegation of responsibility for achievement. Setting challenging goals, both in the work and in self improvement will often lead to high standards and demonstrated work efficiency. The leader in this sense shows faith in the capabilities of the followers to succeed. This leadership behaviour is effective when subordinates have individual responsibilities and control over taking decisions of their tasks and when subordinates exhibit high motivation for challenging tasks and are achievement oriented. (McClelland, 1985).

2.3 Job Satisfaction

The debate about the significance of job satisfaction to employee performance and productivity has been in the management circles since the era of Mayo's Hawthorne's experiments and the consequent emergence of Human Relations Movement. A majority of researchers seem to agree that job satisfaction is a state of pleasure gained from applying one's values to the job. (Locke,1969: Spector, 1997: Weiner, 1982). Weiner, (1982) states that job satisfaction is an attitude towards work-related conditions, facets, or aspects of the job. Smith, Kendall and Hulin (1969) define it as "the feelings the worker has about his job". These feelings are based on the individual's perceptions of the difference between what was expected as a fair return and what was actually experienced. Lock, 1969 defined job satisfaction as "the

pleasurable emotional state resulting from the appraisal of one's job achieving or facilitating one's values" (pg316)

Schultz, (1982) defined job satisfaction as "the psychological disposition of people towards their work- and this involves a collection of numerous attitudes or feelings" (pg 287). Lofquist and Davis, (1991) defined satisfaction as "an individual's positive affective evaluation of the target environment: a result of an individual's requirements being fulfilled by the target environment: a pleasant affective state: the individual's appraisal of the extent to which his or her requirement are fulfilled by the environment" (pg27). Most of the definitions concur that job satisfaction is an emotional reaction to an employees work situation. Mason (1994) viewed job satisfaction in two ways: a) in terms of the fit between what the organisation required and what the employee is seeking, and b) in terms of the fit between what the employees is seeking and what he/she is actually receiving. Theoretically, most traditional theories have contended that job satisfaction and dissatisfaction share a single continuum: certain job factors create feelings of satisfaction when they are present and feelings of dissatisfaction when they are absent. Traditional theorists have claimed that both intrinsic and extrinsic factors have the capacity to create satisfaction or dissatisfaction. Extrinsic factors of the job include salary, working conditions, supervision and administrative policies (Finley, 1991)

Abraham Maslow (1954) proposed that job satisfaction could be seen as a continuum of needs categorised in a hierarchical order. He classified human needs into five orders. The lowest order consisted of the basic physiological needs such as water, food, and shelter. The second order consisted of the physical and financial security. The third order consisted of social needs which included love, belonging, and

acceptance of others. The fourth order consisted of self – esteem and recognition. The fifth and the highest order consisted of self- actualization which included self development, autonomy and self direction. According to him needs at level one had to be met before the next level could become a motivator.

Hertzberg (1959) in his study using 203 randomly selected accountants refuted Maslow's contention of a single continuum between the satisfiers and dissatisfiers. He argued that job satisfiers were those aspects of work, which were intrinsic to the employee and tended to promote feelings of happiness in the worker. The dissatisfiers were those aspects of work, which were extrinsic and focused on the environment of the work. Hertzberg summarised that there were probably two continua present in the theorization of job satisfaction, one including those factors that cause satisfaction or lack of satisfaction, and second which included factors that cause dissatisfaction or a condition of no dissatisfaction.

Job satisfaction refers to the attitude and feelings people have about their work, positive and favourable attitudes towards the job indicate job satisfaction. Morale is often defined as being job satisfaction. Thus according to Mullins (2003), morale is the extent to which an individual's needs are satisfied and the extent to which the individuals perceives satisfaction as stemming from his total work situation.

2.4   Measurement of Job satisfaction

Much of the lack of success in constructing a theoretical basis for the study of job satisfaction may be due to the inability if researchers to agree on the common assessment device. After the analysis of the different definitions of job satisfaction,

Wanous and Lawler (1972) concluded that "as far as the measurement of satisfaction is concerned, the data suggests that there is no one best way to measure it" (pg104). Barret, (1972) stated that one major problem confronting industrial psychology was the lack of standardized measurements. Peters and Gordon (1978) argued that legitimate reasons such as the need to measure specific facets of satisfaction or the extended length of a published scale may drive researchers to develop their own measures. They concluded that a commonly used measure must be developed. The level of job satisfaction can be measured by the following ways:

2.4.1 Use of Attitude Surveys

Many organisations regularly survey their employees about their attitudes. A typical attitude survey consists of a set of statements or questions that ask employees how they feel about their jobs, work groups, supervisors or the organisation. Managers can get valuable feedback on how employees perceive their working conditions by using attitude surveys on a regular basis. It can help them see that policies and practises they view as objective and fair may be seen as equitable by employees in general or by certain groups of employees. The regular use of attitude surveys, therefore, can alert managers to potential problems and employees' intentions early enough to do something about them. Managers should be interested in employees' attitude because they influence behaviour. Satisfied and committed employees, for instance, have lower rates of turnover and absenteeism. Given that managers want to keep resignations and absences down-especially among their more productive employees, they will want to do things that will generate positive job attitudes. (Robbins2007)

2.4.2 Hertzberg two factor theory can be used as a prominent model for identifying the satisfiers or the intrinsic factors and the dissatisfiers or the extrinsic factors of the job. (Hertzberg, Mausner and Synderman, 1959) Hertzberg used a semi- structured interview in his study where by workers were asked to report a time they felt exceptionally good or bad about their jobs..The analysis showed that humans have two different categories of needs, which are essentially independent of each other and affect behaviour in different ways. (Hertzberg, 1959)

2.4.3   The Job Descriptive Index (JDI), which was developed by Smith, Kendall and Hulin is the most and researched measure of job satisfaction (Newby, 2001). The JDI measures five facets of job satisfaction. Each facet is measured using words or short phases to determine if the word matches the respondents' assessment of job satisfaction of that particular facet. The total score on the JDI is supposed to measure total job satisfaction.

2.4.4   Weiss, Dawis, and Lofquist (1967) developed another popular instrument, the **Minnesota Satisfaction Questionnaire** (MSQ), to measure job satisfaction and to measure an individual employee's satisfaction with twenty different aspects of the work environment. The MSQ scales, which represent the twenty dimensions of the job are: working conditions, independence, the physical aspects of ones work, the opportunity to work alone, variety, social status, supervision-human relations, creativity among others. The MSQ is based on the following rationale: a) employees have a set of expectations concerning their work environment that derives from their histories, individual abilities and interests; b) employees have a set of work attitudes

that emerge from the fulfilment of those expectations, and c) these attitudes make up employees evaluation of their work environment or job satisfaction

2.5   Factors that Affect Job Satisfaction

The level of job satisfaction is affected by intrinsic and extrinsic motivating factors, the quality of supervision, social relationships, career opportunities, job influence, teamwork, job challenge, working conditions, employee independence, social status, job security, compensation, level of responsibility, recognition, creativity, company policies and practices, ability utilization, authority, achievement, variety, activity that is been able to keep busy all the time and social service. (Purcell et al 2003). Summarily it is an interesting fact that when people are asked directly if they are satisfied with their job, many will say that on the whole they is. This can be regardless of the work being done and in spite of strongly held grievances. The possible reason for this phenomenon is that while most people are willing to admit to having grievances in fact, if invited to complain they will complain- they may be reluctant to admit, even to themselves, to being dissatisfied with a job that they have no immediate intention of leaving. Many employees have become reconciled to their work even if they do not like some aspects of it, and have no real desire to do anything else. So they are, in a sense, satisfied enough to continue, even if they have complaints. Finally, many people are satisfied with their job overall, although they may grumble about some aspects of it.

2.6 Leadership Behaviour and Job Satisfaction

According to House (1971) path-goal theory of leadership is a midrange theory designed to predict subordinates' motivation, satisfaction and performance. This section reviews some researches on path-goal theory and on the link between leadership behaviour as defined by this theory and employee outcome variables such as job satisfaction and commitment. Schulz's (2007) path-analytic study examined the relationships among employees' perceptions of dimensions representing organizational leader behavior, conflict and satisfaction. In doing so, the path-goal theory of leadership was tested in a marketing organization. The results indicated that directive, participative, and dimensions of leader behavior significantly influence employee satisfaction with the organization's arrangement. As defined in the theory, these relationships were found to be mediated by the existing level of conflict being experienced by employees. Causal linkages are also found between intradepartmental, conflict and satisfaction. This study, like with many other studies, was conducted in a non-educational organization, and in a developed and western nation.

Silverthorne (2001) used data collected in Taiwan to test the applicability of path-goal theory in a non-western culture. The three groups of subjects studied (peers, managers and subordinates), perceived the level of task structure to be equivalent. Three aspects of leadership were measured: directive, supportive and participative leadership. Leaders reported that they used each style of leadership at a statistical significantly higher level than their peers believed. Two dimensions of job satisfaction were also considered: efforts that lead to performance and efforts that lead to rewards. Overall, the results provide some support for the path-goal theory of leadership. The theory was supported for the relationship between managers and subordinates but not supported for the relationship between managers and peers. This study did not include

achievement-oriented leadership behaviour as defined by the path-goal theory. It was also conducted in a non-educational study. Further, it has not related leadership behaviour to any outcome measure such as job satisfaction. These gaps will be filled through the present study that was conducted in a Kenyan situation and in an educational set-up.

Galligan, 2006, conducted a study to look at whether the relationship between principal and teacher behavior involved an interaction among salient situational characteristics and principal leadership, as is proposed by the Path-Goal Theory. All results involved an interaction between a leadership and a contingency variable. In addition, the results provided evidence that the two basic theoretical constructs of the Path-Goal Theory, relationship and task orientation, are meaningful in differentiating among leaders, although a re-conceptualization of these constructs might be useful. However, the study did not relate any of the leader behaviour characteristics to any of the teacher outcome factors such as job satisfaction, motivation and performance. This gap will be filled through this study.

Rodríguez-Campos, Rincones-Gómez and Shen (2008) conducted a study to determine the extent to which teachers' perception of their principals' leadership behaviour impacts on teacher commitment. The researchers found that there is a relationship between all the four dimensions of leadership behaviour (directive, supportive, participative, and achievement-oriented) and commitment of the teachers. The study affirmed the importance of determining and reporting the extent to which comparison groups share the same mental model for leadership. The study however did not look at the impact of other factors that contribute to commitment such as job satisfaction of the teachers, and was conducted in America, a developed nation. The

results may thus not be generalizable to the Kenyan situation. This current study was conducted to contribute to this debate and to avail data that could be compared to those from schools in developing nations.

In conclusion, for effective leadership, the path-goal's theory of leadership effectiveness could be adopted. Leader effectiveness can and should be studied as it bears on the group's achievement of desired out put (Fullan, 2003; House, 1998; Kouzes and Posner, 2007). That is to say a good leader should help the followers to achieve both organization and their personal goals, particularly achievement and rewards goals such as remuneration, promotion, opportunity for growth and development. Leaders must therefore be trained more effective and the organization or institution must be which a leader can perform well this enhances teachers' job satisfaction.

Most studies that have been conducted either to validate the path-goal theory or to assess the impact of leadership behaviour on employee job satisfaction, motivation, commitment, or performance were conducted in the western nations. There are limited such studies in Africa, let alone in Kenya. Also, most of the studies have targeted the main business sector, and few have been done in the educational sector. This study was conducted to fulfill these gaps in literature through an empirical research conducted among teachers in private primary schools in Kisumu Municipality, Kenya.

CHAPTER THREE

3.0   RESEARCH METHODOLOGY

3.1   Introduction

The chapter presents detailed information of research design and methods to be used in the study. It comprises of the research design, target population, sample size, and sample design. Also included are procedures for data collection and data analysis.

3.2   Research Design

This study was conducted through cross-sectional survey design. This is a present-oriented design in which data is collected from a sample in order to describe certain characteristics of the population and analyze and discover occurrences (Creswell, 2003). This study was concerned with finding out how different behaviours of leadership adopted by the head teachers in private primary schools affect job satisfaction of teachers of private primary schools in Kisumu.

3.3   Target population

The target population consisted of all the 442 teaching staff from all the 22 private primary schools in Kisumu Municipality. For purposes of controlling for extraneous factors relating to the school characteristics, only schools with classes one through eight were included in the study.

3.4 Sample Size

The sample size consisted of 220 teachers from the defined teacher population. Random sampling was used where 10 teachers were randomly sampled from each school.

3.5 Sampling Design

Random sampling technique was employed to obtain the sample for this study. It involves selecting a sample without favor from accessible population in such a manner that all members of the population have an equal and independent chance of being selected. The 22 schools were randomly sampled. From each school the teachers were randomly selected by writing their names in small papers, putting them in a small bag, shuffling and selecting one by one until the required sample is obtained. This technique allowed for a representative and an equal chance of selection for each teacher in the school

3.6 Data Collection

A questionnaire was used as the main tool for primary data collection. The selection of the tool was guided by the research objectives and the nature of data to be collected. The purpose of the study was to find out the feeling of teachers about their leaders and how this affects their job satisfaction.

The questionnaire was in three main sections. Section one asked about demographic information of respondents. Section two consisted of four sub-sections (each subsection representing each of the four aspects of leadership behaviour –directive,

supportive, participative, and achievement-oriented). Each subsection consisted of 5 Likert-type questions in which the respondents were asked to rate the extent to which their head teachers adopted the leadership behavior's. Section three consisted of three Likert-type items relating to teacher job satisfaction.

3.7   Data Analysis Methods

Data collected from   this study, from the teaching staff, were quantitative in nature. Responses from demographic questions (Appendix 1, Section 1) were analyzed as categorical data. Each of the 20 items relating to leadership behaviour (Appendix 2, section 2) were coded and scored. Descriptive statistics of percentages and frequencies, were employed in analyzing data too. Tables were used to aid in the presentation of the results of data analysis.

3.8   Procedure for Data Analysis

The data collected from the study was largely quantitative. The teachers' responses from the Likert type items were coded and scored as follows:

Strongly agree	Scored	5 Points
Agree	scored	4 Points
Neutral	scored	3 Points
Disagree	scored	2 Points
Strongly Disagree	Scored	1 Point

CHAPTER FOUR

4.0   DATA ANALYSIS FINDINGS AND INTERPRETATIONS

4.1   Introduction

This chapter contains an analysis of research data. The study sought to determine effect of leadership behaviour on job satisfaction among private primary school teachers in Kisumu Municipality. Out of the 220 questionnaires administered to the study sample 220 teachers 220 were received and according to the responses received an analysis was hereby undertaken.

4.2   Presentation of Findings

4.2.1 Demographic Characteristics of Teachers

Respondents were asked to indicate their gender and the following were the results.

Table 4.1: Summary of Gender Profile of the Respondents

Gender	Frequency	Percentage frequency (%)
Male	154	70%
Female	66	30%
Total	220	100%

Source: Author, 2011

As shown in table 4.1, 70% of the respondents were male while 30% of them were female. There was a lower representation of female in the sample than male.

4.2.2 Age Characteristics of the Sample

Respondents were asked to indicate their age, which was grouped under varios age ranges as shown below.

Table 4.2: Summary of the Age characteristics of the Sample

Age Categories	Frequency	% Frequency
Less than 26	22	10%
26 to 35	88	40%
36 to 45	66	30%
Over 45	44	20%
Total	**220**	**100%**

Source: Author, 2011

As indicted in table 4.2, 40% of the respondents were 26 to 35 years of age, 10% of them were aged less than 26 years, 30% of them were 36 to 45 years while 20% were over 45 years of age. Majority of the respondents were 26 to 35 years of age.

4.2.3 Teacher's years of experience in respective schools

The respondents were asked about their years of experience and their responses were reported in the table below;

Table 4.3: Teacher's years of Experience in Respective schools

Experience categories	Frequency	Percentage Frequency
Less than 2	88	40%
2 to 4	33	15%
5 to 7	66	30%
8 to 10	22	10%
Over 10	11	5%
Total	220	100%

Source: Author, 2011

As indicated in table 4.3 above, 40% of the teachers had worked in their respective schools for less than 2 years, 15% of them for 2 to 4 years, 30% of them for 5 to 7 years and 5% for over 10 years. The result suggests a high degree of teacher turnover since although the schools had been in existence for over 10 years; only 11 teachers had been in their present work station for over 10 years. It implies a causal low commitment level among employees to continue belonging to the school organization.

4.3 Leadership Behaviour

With regard to the leadership behavior of head teachers, the respondents were asked how they feel about their head teachers leadership behavior in terms of directive, supportive, participative and achievement-oriented using a likert scale of 1 to 5, where 1 was rated as strongly disagree, 2 was rated disagree, 3 was rated neutral, 4 was rated agree and 5 was rated strongly agree. For analysis purposes, a mean of <1.5 represented strongly disagree, 1.5-2.5 represented disagree, 2.5-3.5 represented neutral, 3.5- 4.5 represented agree and >4-5 represented strongly agree while a standard deviation of < 1 was significant while > 1 was insignificant.

4.3.1: Directive leadership behavior

With regard to directive leadership behavior of principals, the respondents were asked how they felt about their principals leadership behavior, their responses were:

Table 4.4 Perceived Principal's Directive Leadership

Leader behavior	Mean	SD	N
Ensures that staff adheres to the agreed on standards	3.75	1.19	220
Is clear about his / her philosophy of leadership and how to influence others	3.56	1.18	220
Creatively rewards people for their contributions	3.49	1.37	220
Takes initiative to overcome obstacles and challenges the out comes	3.20	1.31	220
Clarifies policies, rules and procedures	3.82	1.30	220
OVERALL MEAN/ STANDARD DEVIATION	**3.56**	**1.27**	**220**

Source: Author, 2011

As indicated in table 4.4, teachers agreed that their principals ensured that the staff adhered to the agreed standards (mean 3.75), were clear about their philosophy of leadership (mean 3.56), they creatively rewarded people for their contribution (mean 3.49) and clarified policies rules and procedures (mean 3.82), except teachers were neutral (mean 3.20) that their principals took initiative to overcome obstacles and challenged the outcomes. The overall mean was 3.56 which indicated that teachers agreed that directive leadership behavioral tendencies mostly occurred and was prominent in schools. In conclusion the variability of the five factors with regards to the directive leadership behaviour was insignificant. This implied that the principal practiced directive leadership behaviour by the fact that they ensured that the staff adhered to the agreed standards, were clear about their philosophy of leadership, and

creatively rewarded people for their contribution and clarified policies rules and procedures.

4.3.2: Supportive leadership behaviour

With regard to the Supportive leadership behavior of Principals, the respondents were asked how they felt about their principal leadership behaviour, on a five-point scale, their responses were:

Table 4.5: Perceived Principals' Supportive leadership behaviour

Leader Behavior	Mean	SD	N
Talks about future trends and inspires us to work towards the future.	1.64	0.71	220
Develops cooperative relationships with us as teachers	1.82	0.83	220
Sets example of what is expected of us	1.67	0.76	220
Praises staff for a job well done.	2.09	1.03	220
Treat staff with dignity	2.00	1.04	220
Overall Mean/Standard Deviation	**1.84**	**0.87**	**220**

Source: Author, 2011

As indicated in table 4.5, the teachers disagreed that their principals inspired them and talked about the future trends (mean 1.64), developed cooperative relationships with teachers (mean 1.82), set example of what is expected (mean 1.67), praised the staff for a job well done (mean 2.09) and treated the staff with dignity (mean 2.00). The overall mean was 1.84 which indicated that teachers disagreed that supportive leadership behavioral tendencies occurred and was prominent in schools. The variability of the five factors with regard to the supportive leadership behavior was significant, which implied that principals did not practice this leadership behavior and

were not supportive in their leadership behavior by the fact that they did not inspire and talk about future trends with the teachers, develop cooperative relationships, set examples of what was expected, praise staff for a job well done and treated the staff with dignity. In conclusion the principals least portrayed / practiced supportive leadership behavior in private primary schools.

4.3.3: Participative leadership behaviour

With regard to participative leadership behaviour, the teacher's responses were as follows:

Table 4.6: Perceived Principal's Participative leadership behaviour

Leader Behavior	Mean	SD	N
Listen to diverse points of view from the staff	2.86	1.41	220
Describe clear vision of future of the school and inspire you to share in this vision	3.31	1.18	220
Support other people's decisions and allows for autonomy in how the staff perform their assignment	2.84	1.43	220
Let staff members to choose how to do their work	2.91	1.44	220
Recognize other teachers for their commitments to shared values relating to school	2.55	1.48	220
Overall Mean/ Standard Deviation	**2.89**	**1.39**	**220**

Source: Author, 2011

As indicated in table 4.6, the teachers were neutral that their principals listened to diverse views from the staff (mean 2.84), supported their decisions(mean 2.84), described a clear vision of the future(mean 3.31), let the staff choose how to do their work (mean 2.91) and recognized the teacher's commitment to shared values relating to the school (mean 2.55). The overall mean score for the teachers rating on a five-point was 2.89 which indicated that teachers were neutral on their principal's participative leadership behaviour, which implied that the teachers might have had little knowledge concerning participative leadership behavior. In conclusion the variability of the five factors with regard to the supportive leadership behavior was insignificant which implied that the teachers were neutral on the participative leadership behavior. In conclusion the principals either portrayed or did not portray participative leadership behavior in private primary schools.

4.3.4: Achievement- Oriented leadership behaviour

With regard to the Achievement- Oriented leadership behaviour, the teacher's responses were as follows:

Table 4.7: Perceived Principal's Achievement-Oriented leadership behaviour

Leader Behavior	Mean	SD	N
Challenges staff to try new approaches of improving performance	4.20	0.51	220
Shows others how their personal interests and career ambitions can be realized	4.19	0.63	220
Takes lead and ensures that goals, plans and milestones are set	4.00	0.45	220
Experiments and takes risks on newer approaches to improve school performance	4.03	0.41	220
Find ways to recognize and celebrate school's accomplishments	4.05	0.46	220
Overall Mean/ Standard Deviation	**4.09**	**0.49**	**220**

As indicated in table 4.7, the teachers agreed that that their principals' challenged them to try new approaches of improving school performance (mean 4.20), showed others personal interest and how career ambitions could be realized (mean 4.19), took lead and ensured that goals are set (mean 4.00), experimented and took risks on new approaches of improving school performance (mean 4.03) and found ways to recognize and celebrate school accomplishments (mean 4.05). The overall mean score for the teacher's ratings on a five-point scale was 4.09 whch implied that a higher number of teachers agreed that their principal portrayed achievement oriented leadership behaviour. The variability of the five factors with regard to the achievement oriented leadership behaviour was significant. In conclusion principals portrayed more achievement- oriented leadership behaviour and this shows that achievement oriented behaviour was highly practiced in private primary schools.

Job Satisfaction

With regard to the level of teacher's job satisfaction, the teachers were asked to rate their level of satisfaction using a Likert scale of 1 to 5 where 1 was regarded as not satisfied, 2 was regarded as somewhat satisfied, 3 was regarded as satisfied, 4 was regarded as very satisfied and 5 was regarded as extremely satisfied. For analysis purposes a mean< 1.6 represented not satisfied, 1.6-2.6 represented somewhat satisfied, 2.6-3.6 represented satisfied, 3.6-4.6 represented very satisfied and >4.6 represented extremely satisfied . For analysis purposes, a standard deviation < 1 was significant and a standard deviation of >1 was insignificant.

Table 4.8 Level of Job Satisfaction

Factor	Mean	SD	N
Principal competencies in making decisions.	2.09	0.89	220
Freedom to use own judgment	1.29	0.69	220
Chance to work alone on the job	1.28	0.62	220
Work conditions	2.06	0.73	220
Principal nature of handling employees	1.22	0.62	220
Overall Mean/ Standard deviation	**1.57**	**0.71**	**220**

Source: Author, 2011

As indicated in table 4.8, the teachers were not satisfied with the freedom to use own judgment (mean 1.29), chance to work alone on the job (mean 1.28), work conditions (mean 2.06) and the principal's competencies (mean 2.09) and nature of handling employees (mean1.22). The variability of the five factors with regard to job satisfaction was significant which implied that teachers were not satisfied with all aspects related to their jobs (overall mean 1.57), leadership being one of them. In conclusion teachers were not satisfied with their principals' leadership behaviour with regards to job satisfaction.

CHAPTER FIVE

5.0 SUMMARY OF FINDINGS CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings of this study, draws conclusions arising from the findings, makes recommendations based on the findings and suggests areas for further research.

5.2 Summary of Findings

From the study, a number of results were reported and summarized in this section. The results showed that there was a lower representation of females in the sample than males. With reference to age, majority of the teachers were young (26 to 35years), while the minority age was aged below 26 years. With respect to experience of working in the present station; the results showed that majority of the teachers had worked in their respective schools for less than 2 years, and only a small number of teachers had worked for over 10 years, indicating a relatively high degree of teacher turnover since all the schools had been in existence for over 10 years.

The research question asked about the effect of leadership behavior on job satisfaction among teachers of private primary schools in Kisumu Municipality and from the results, it was revealed that directive leadership was practiced by the principals by the fact that teachers agreed that their principals ensured that the staff adhered to agreed standards, were clear about their philosophy of leadership, they creatively rewarded people for their contributions and clarified rule ,policies and procedures. On the contrary the principal's least potrayed supportive leadership behaviors by the fact that

teachers disagreed that their principals inspired and talked about future trends with teachers, developed cooperative relationships, set examples of what was expected, praised staff for a job well done and treated employees with dignity. It was also revealed that Participative leadership behavior was least portrayed by principals in schools by the fact that teachers were neutral that their principals listened to their diverse views, supported their decisions, described a clear vision of the future, let the staff choose how to do their job and recognized the teachers commitment to shared values relating to the school. It was revealed that teachers agreed that their principals practiced achievement- oriented leadership behavior by the fact that their principals challenged them to try new approaches of improving school performance, showed others personal interest and how career ambitions could be realized, took lead and ensured that goals are set, found ways to celebrate and recognize school accomplishments and experimented and took risks on new approaches of improving school performance. Summarily, achievement- oriented leadership behavior was popularly practiced by the principals in private primary schools as compared to supportive, participative and directive leadership behaviors.

On the level of teacher's job satisfaction, the results showed that generally the teachers in private primary schools in Kisumu Municipality were not satisfied with aspects of work such as the chance to work alone, their principals competencies, the work conditions, their freedom and the way the principals handled the workers. It was concluded that teachers were not satisfied with all aspects that were related to their work, leadership being one of them.

5.3 Conclusion

In conclusion for effective leadership, a leader should help the followers to achieve both organization and their personal goals, particularly achievement and rewards goals such as remuneration, promotion, opportunity for growth and development. The researcher states that the successful institutions that will ensure job satisfaction among teachers/employees will be the ones whose leaders incorporate supportive, participative, directive and achievement oriented leadership behaviour. Leaders must therefore be trained more effectively and the organization or institution must be which a leader can perform well and enhance job satisfaction among employees.

5.4 Recommendations

Based on the above findings and implications, the following recommendations are proposed for the Ministry of Education and the School administrators: that although leadership is a complicated process, contingency theory suggests that it depends on the situations that principals face. Therefore; the recruitment of a principal should be based not only on his working experiences, but also on his behavioral flexibility and professional qualifications in administration. A change in principal's leadership behaviors would accompany with a change in teacher's commitment and motivation to work. There is a strong contribution of principal's leadership behaviors to teacher's outcome factors such as; commitment to the school job satisfaction and motivation. The researcher hereby recommends the adoption of supportive, directive, participative and achievement –oriented leadership behavior as this will boost the job satisfaction levels among staff and consequently shield these schools against the negative effects of job dissatisfaction and low job satisfaction.

5.5   Suggestions for Further Research

The researcher in this study focused on impact of leadership behavior on teacher job satisfaction in private primary schools in Kisumu. A comparative study can be done in public schools or other institutions.

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Appendix 1: Teacher Questionnaire

Dear respondent,

This questionnaire aims at assessing teacher's perceptions of their head teacher's leadership behavior as a means of improving educational managerial leadership. This is not an examination of any kind and you are called upon to participate in the study voluntarily. You are requested to respond to question here in as truthfully as you can. Your responses shall be treated with complete confidentiality.

Please do not write your name anywhere in this questionnaire.

Yours faithfully

Neddy Wamoto

Section 1; Demographic Information

a) Please indicate your gender

Female ....   Male ....

b) Please indicate your age in years...........

c) For how long (in years) have you worked for this school............

Section 2:

Headteacher Leadership Behavior Questionnaire

The following statements concern how you feel about your head teacher as the school leader. Please indicate your response for each of the statement by circling a number from 1 to 5 . Please do not put your name on this questionnaire

<u>Key</u>

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

1) My head teacher seeks challenging opportunities to improve school

performance.   1   2   3   4   5

2) My head teacher talks about future trends and inspires us to work towards the

future.   1   2   3   4   5

3) My head teacher develops cooperative relationships with us as teachers

1   2   3   4   5

4) My head teacher sets example of what is expected of us.

1   2   3   4   5

5) My head teacher praises staff for a job well done.

1   2   3   4   5

6) My head teacher challenges staff to try new approaches of improving performance.   1   2   3   4   5

7) My head teacher describes clear vision of future of the school and inspires us to share in this vision.   1   2   3   4   5

8) My head teacher listens to diverse points of view from the staff.
   1   2   3   4   5

9) My head teacher ensures that staff adheres to the agreed on standards.
   1   2   3   4   5

10) My head teacher treats staff with dignity and respect.
   1   2   3   4   5

11) My head teacher creatively rewards people for their contributions and make them feel valued.   1   2   3   4   5

12) My head teacher support other peoples decisions and allows for autonomy in how the staffs perform their assignments.   1   2   3   4   5

13) My head teacher shows others how their personal interests and career ambitions can be realized.   1   2   3   4   5

14) My head teacher is clear about his/her philosophy of leadership and how to influence others towards a common good of the school.   1   2   3   4   5

15) My head teacher lets staff members to choose how to do their work.
   1   2   3   4   5

16) My head teacher takes lead and ensures that goals, plans and milestones are set.   1   2   3   4   5

17) My head teacher experiments and takes risks on newer approach to improve school performance.   1   2   3   4   5

18) My head teacher recognizes other teachers for their commitment to shared values relating to school.   1   2   3   4   5

19) My head teacher takes initiative to overcome obstacles and challenges that come.   1   2   3   4   5

20) My head teachers find ways to recognize and celebrate schools accomplishments.   1   2   3   4   5

Section 3

Teacher Job Satisfaction

The following statement concern how you feel towards your work. Please indicate the extent to which you are satisfied or dissatisfied with each statement about various aspects of your job by writing a number in the bracket provided to indicate your satisfaction level using the key below:

1. Not satisfied

2. Somewhat satisfied

3. Satisfied

4. Very satisfied

5. Extremely satisfied

1. The way my head teacher handles his or workers (3)

2 The competencies of my head teacher in making decision (3)

3. The freedom to use my own judgment at work (2)

4. The chance to work alone on the job (2)

5. Work condition (physical, office space and equipment) (3)

Appendix 2: Timeline

Study Activity	July 10 / May 11	June 11 / July 11	Jul-11 / Aug-11	Aug 11 / Sept 11	Sept-11 / Oct-11	Oct-11 / Nov-11
Proposal writing	X					
Approvals of Proposal by SGS & Senate	X	X				
Piloting of Instruments		X				
Permit Acquisition from Kenya Government		X				
Study Preparation: Updating of Sample Frame		X	X			
Site preparation/community mobilization		X	X	X	X	
Study Preparation: Hiring, focus groups/ interviews, interviewer training)			X	X		
Field Data Collection				X	X	
Data cleaning and analysis				X	X	
Report /Dissertation Writing						X
Submission of Thesis to SGS						X

Source: Author (2011)

Appendix 3: Budget

Particulars	Units	Duration (mths.)	Unit Cost (Ksh)	Total Cost (Ksh)
Data Assistant	1	3	8000	24,000
Computer	1		30,000	30,000
Printer	1		10,000	10,000
Stationery/Supplies				30,000
Photocopying				15,000
Communications				10,000
Local Transportation				30,000
Total				**259,000**

Source: Author (2011)

Appendix 4:   List of Schools

SN	NAME	ZONE	DIVISION	TEACHER ENROLMENT
1.	SINGH SABHA	CENTRAL	URBAN	18
2.	JOSANA ACADEMY	CENTRAL	URBAN	18
3.	GOLDEN ELITES ACADEMY	CENTRAL	URBAN	23
4.	AGA KHAN	CENTRAL	URBAN	25
5.	BHAYANI	CENTRAL	URBAN	22
6.	PINOCHIO ACADEMY	CENTRAL	URBAN	20
7.	JACARANDA ACADEMY	SOUTHERN	EASTERN	16
8.	GREEN VIEW ACADEMY	SOUTHERN	URBAN	16
9.	MT. CARMEL ACADEMY	SOUTHERN	URBAN	18
10.	COVENANT	SOUTHERN	URBAN	16
11.	SHADY GARDEN	SOUTHERN	URBAN	23
12.	M. A. JUNIOR	MANYATTA	EASTERN	22
13.	KIBOS ROAD ACADEMY	MANYATTA	EASTERN	20
14.	DISCIPLES OF MERCY	KAJULU	URBAN	23
15.	JANS ACADEMY	OTONGLO	WESTERN	23
16.	JALARAM ACADEMY	SOUTHERN	URBAN	26
17.	KISUMU DAY	CENTRAL	URBAN	20
18.	KISUMU HILLSIDE	OTONGLO	WESTERN	18
19.	KISUMU JACARANDA	SOUTHERN	URBAN	19
20.	MIGOSI SDA	MANYATTA	EASTERN	16
21.	RAINBOW	MANYATTA	EASTERN	17
22.	TEMUDO	CENTRAL	URBAN	23
				442

Source: Author (2011)