

Relationship between Principals' Transformational Leadership Styles and Teachers' Job Satisfaction in Secondary Schools in Gatundu North Sub County Kiambu County, Kenya

Naomi Wairimu Kariga and Kositany Conrad
University of Kabianga, Kenya

Abstract: - This research project explored the link between transformational style of leadership adopted by principals in secondary schools in Gatundu North Sub-County and the teachers' job satisfaction. The principal leadership style was viewed as behaviour in a working process, which influences all school relevant performances. Teachers' job satisfaction refers to the affective attitude of teachers towards their role, derived from the evaluation of characteristics of the job itself. The aim of this research was to define relationship between school principal transformational leadership style and teachers' job satisfaction. The study sought to establish whether principals' transformational styles stimulate teacher job satisfaction. The study was guided by the Herzberg's two-factor motivator theory, to test the levels of job satisfaction among teachers under transformational leadership. The dependent variable for the study was teachers' job satisfaction while the independent variable was principals' transformational leadership style. The study used correlation design to collect data from the study population of 34 principals and 590 teachers from all the 34 secondary schools within the region. The principals were selected using stratified random sampling while teachers were selected through purposive random sampling. The sample size comprised of 10 principals and 130 teachers. The Multifactor Leadership Questionnaire (MLQ) was used to collect information from the samples. The data collected was scored and coded for statistical analysis. Both descriptive and inferential statistics was used. Descriptive statistics was analyzed using frequencies, means and percentages and presented in tables and figures. The hypothesis was tested at $\alpha = 0.05$ using Pearson Product Moment Correlation Coefficient. The results provided evidence that there was a significant relationship between principals' transformational leadership style and teachers' job satisfaction. A major recommendation of the study was that the board of institutions should integrate programmes such as seminars, workshops in order to sharpen the leadership skills of their principals. This will assist the principals adopt the leadership styles that would enhance the satisfaction of teachers on their job.

Key Words: - Principal, Transformational leadership and Job satisfaction

I. INTRODUCTION

Leadership is a fundamental aspect of management because it has an important bearing on a range of activities that

can lead to the attainment of organizational outcome. For this reason, scholars and practitioners in leadership propose effective leadership in organizations in order to propel the wheel of change in ensuring institutional outcomes (Bass 2009, Bennis & Nanus 2010,) and employees' satisfaction (Arnold & Freedman, 2013). In Kenya, many teachers have been elevated to leadership positions without much training on leadership skills. This leads to mismanagement of schools hence unfavorable working environment for teachers and disappointing results. The quality of leadership makes the difference between a success performance or dismal one for school (Moorman 2013).

The Kenyan situation for instance, reveals that many schools that were once effective in academic performance have experienced lowered standards due to poor leadership while others have greatly improved through effective leadership. The school principal, more than any other individual, is responsible for the school's climate which determines the outcome of productivity and for the satisfaction attained by the students and staff (Lowe, 1996). As such, leadership style occupies an important position in school management in Kenya. According to Adeyemi (2014), leadership is process through which persons or groups influence others in the attainment of group goals. Among the determinants of job satisfaction, leadership is viewed as an important predictor and plays a central role. Leadership is a management function, which is mostly directed towards people and social interaction, as well as the process of influencing people so that they will achieve the goals of the organization. Numerous studies (Silins & Mulford, 2012; Locke & Latham 2013).

Studies have revealed high level of teacher satisfaction and learning in school systems where transformational leadership is implemented (Silins & Mulford, 2012). Earlier studies by Herzberg (1959), Locke (2013), Burns (2010) and Bryman (2012) have all shown the importance of transformational leadership to job satisfaction. Transformational leadership can be studied in four levels which include: idealized influence/ charisma, individualized consideration, inspirational motivation and intellectual

stimulation. Each has a significant contribution as far as leadership is concerned in any institution. For change to be experienced in an institution, a transformational principal must become a strong role model for his/her followers. Such leaders have a high set of moral values and a self-determined sense of identity (Avolio, 2010). Transformational leadership has been linked to an array of outcomes like follower job satisfaction and satisfaction with a leader (Hatter & Bass 1988). Bass (2011) also indicates that the relationship between transformational leadership and personal outcomes such as job satisfaction and commitment is well established. Since transformational leaders inspire their workers to go beyond their self interest for the sake of the organization, leaders are able to appreciate the input received from each member. Besides, followers are challenged and get motivated to be more focused and involved in their tasks; they also look for new approaches to do their jobs. This results in an increase in the degree of satisfaction with their work and commitment to the organization

Most of the schools in Kiambu county have been reported to lack effective school leadership which leads to teachers' job dissatisfaction because the principals have little or no skills on leadership styles that are likely to create a favorable working environment for their teachers. This eventually affects the way teachers perform their work which is evident through the students' performance as indicated in the study below. Waweru and Orodho (2014) conducted a study in Kiambu County which revealed that leadership practices affected the way teachers taught (job satisfaction) later reflecting in the students' academic achievement. The study indicated that in the 2012 KCSE national exam analysis, Kiambu County lagged 37 out of 47 counties with a performance index of 28.11322. It is for this reason that the researcher carried out a study to establish whether the outcomes correlates with the findings of the early studies conducted in Kiambu County and to determine the relationship between transformational leadership and teachers' job satisfaction.

II. RESEARCH DESIGN

The study used correlation design to determine the relationship between principals' transformational leadership styles and teachers' job satisfaction. The design allowed the researcher to find out which leadership variables go hand in hand with teachers' job satisfaction. According to Mugenda and Mugenda, 2003, correlation design enables the researcher to assess the degree of relationship that exists between two or

more variables. In discussing correlation research, they note that correlation studies use one characteristic to predict what another characteristic will be at a later time. This meant that by using the design, it was possible to predict the variables that relate to teachers' job satisfaction not only in the time being but also in future.

The study adopted and modified the Multifactor Leadership Questionnaire (MLQ) by Avolio and Bass (2004). The MLQ was used because it has acquired a history of research as the primary quantitative instrument to measure the transformational leadership construct and also having been used in several studies on leadership styles (Bass 2010, Hater & Bass 2009). There were two sets of questionnaires, one for principals and the other for teachers. The principals' questionnaire comprised of two sections with the first part gathering demographic data of principals and the second part had a scale to measure transformational leadership behaviour of the principals. The teachers' questionnaire comprised of three sections. Section one collected demographic data of teachers, the second and third section comprised of 20 questions on transformational leadership constructs and 15 questions measuring job satisfaction respectively. The items in the two questionnaires were rated on a Likert Scale where, SD- Strongly Disagree, D- Disagree N- Neutral, A- Agree and SA- Strongly Agree were used. These elicited samples showing the relationship between principals' transformational leadership styles and teachers' job satisfaction.

The data obtained was analyzed through descriptive and inferential statistics to test the null hypotheses at $\alpha = 0.05$:

H₀₁: There is no significant relationship between transformational leadership and teachers' job satisfaction.
Test: Pearson Product Moment Correlation Coefficient.

III. RESULTS AND DISCUSSIONS

a. Description of Scores on Transformational Leadership and Teachers' Job Satisfaction

In this section, a descriptive result of transformational leadership scores showing the range, mean, standard deviation, skewness and kurtosis is presented. The results are presented in Table 4.3. According to Table 4.3, the minimum score was 26 while the maximum score was 100. The mean score was 65.54 and the standard deviation was 21.14. The coefficient of skewness was found to be -0.43 meaning that many participants rated their principals highly on this scale.

Table 4.3 Description of transformational leadership

N	Range	Min	Max	Mean	Standard Deviation	Skewness	Kurtosis
130	74.00	26.00	100.00	65.5385	21.14115	-.429	-.910

Note: Min – Minimum score; Max – Maximum score

The transformational leadership score was further used to categorize the principals as having low, moderate or high

level of transformational leadership skills as shown in Table 4.4.

Table 4.4 Levels of transformational leadership

Transformational leadership	Frequency	Percent
Low	34	26.2
Moderate	44	33.8
High	52	40.0
Total	130	100.0

Table 4.4 indicates that (38.8%) of the principals were categorized as having moderate level of transformational leadership skills while 40% of the principals were categorized as having high level of transformational leadership skills. 26.2% of the principals were categorized as having low level of transformational leadership skills.

Since transformational leadership had four levels, descriptive analysis was done with an aim of getting the participants range, mean, standard deviation, skewness and kurtosis on each of the sub-scales of the TL. In order to get

the required descriptive statistics, the participants' total score in each sub-scale was used and the results are presented in Table 4.5.

The data in Table 4.5 shows that the range for four levels of transformational leadership was 20. The maximum and the minimum scores in this case were 25 and 5 respectively. The standard deviation of 5.45 for inspirational motivation was the least. Generally the standard deviation of the scores of the levels of transformational leadership was considered moderately large with values ranging from 5.45 to 5.80.

Table 4.5 Descriptive statistics of levels of transformational leadership

	Range	Min	Max	Mean	Standard Deviation	Skewness	Kurtosis
IDI	20.00	5.00	25.00	16.6923	5.70577	-.522	-.926
IC	20.00	5.00	25.00	16.4769	5.80459	-.503	-.626
IS	20.00	5.00	25.00	15.6923	5.65116	-.349	-.925
IM	20.00	5.00	25.00	16.6769	5.45768	-.534	-.766

n= 130;

Note. Min- Minimum score; Max- Maximum score

IDI- Individualized influence/Charisma; IC- Individual consideration

IS- Intellectual stimulation; IM- Inspirational motivation

The highest mean score of 16.69 and the least mean score of 15.69 were obtained on idealized influence and intellectual stimulation scores. The distribution of scores for idealized influence/charisma, individual consideration, intellectual stimulation and inspirational motivation were found to be negatively skewed which implied that participants rated their principals highly on these levels. The values of kurtosis were

more than six which implied a leptokurtic distribution meaning that scores were concentrated around the centre.

In order to establish the interrelationship which existed among the four levels of transformational leadership, bivariate correlation analysis was done to obtain the correlation matrix and the results are presented in a correlation matrix in Table 4.6.

Table 4.6 Correlation matrix of the levels of transformational leadership

	IDI	IC	IS	IM
IDI	1			
IC	.916**	1		
IS	.805**	.799**	1	
IM	.815**	.806**	.846**	1

N= 130; **P< 0.01

Note: IDI- Idealized influence/charisma IC- Individual consideration IS- Intellectual stimulation

IM- Inspirational motivation

Results in Table 4.5 show that all the levels of transformational leadership were positively and significantly correlated. The highest correlation ($r(130)=0.91, p<0.01$) was between idealized influence and individual consideration. This was followed by the relationship between intellectual stimulation and inspirational motivation ($r(130)=0.84, p<0.01$). The relationship between idealized influence and intellectual motivation was ($r(130)=0.81, p<0.01$) while that of idealized influence and intellectual stimulation; individual consideration and inspirational motivation was ($r(130)=0.80, p<0.01$). The least ($r(130)=0.79, p<0.01$) was between individual consideration and intellectual stimulation.

b. Hypothesis Testing

To determine the relationship between transformational leadership and teachers' job satisfaction the following null hypothesis was advanced:

H_{01} : There is no significant relationship between transformational leadership and teachers' job satisfaction.

To test this hypothesis the data was subjected to a bivariate correlation analysis using the Pearson's product moment correlation co-efficient. The results in Table 4.7 showed that there was a significant and strongly positive relationship between transformational leadership and teachers' job satisfaction ($r(130) = 0.59, p < 0.01$). The null hypothesis was therefore rejected.

Table 4.7 Correlation between transformational leadership and teachers' job satisfaction

		Transformational leadership	Teachers' job satisfaction
Transformational leadership	Pearson Correlation	1	.591**
	Sig.		.000
Teachers' job satisfaction	Pearson Correlation	.591**	1
	Sig.	.000	

Note. N = 130; ** P = < 0.01

IV. CONCLUSIONS AND RECOMMENDATION

The findings of this study presented some evidence on the existence of the hypothesized relationship between principals' leadership styles and teachers' job satisfaction. Significant relationship was reported between transformational leadership and teachers' job satisfaction. The study indicated that 78.8% comprised of principals who were categorized as having high or moderate levels of transformational leadership. This showed that majority of the principals applied idealized influence, individual consideration, intellectual stimulation and inspirational motivation as levels of transformational leadership. This implies that principals should adopt the transformational leadership skill as it proved to be significant in terms of job satisfaction.

The findings recommend the board of institutions to integrate programmes such as seminars, workshops in order to sharpen the skills of their principals on the job. It may help the educators see the need for adjustment and flexibility in school administration. Teachers are recommended to enhance leadership behaviors in them to promote congenial school environment leading to maximized input, which might be expressed in satisfaction and commitment to duty enhancing students' achievement.

REFERENCES

- [1]. Adeyemi T.O (2014). *Fundamentals of educational management*. Lagos: Atlantic Associated Publishers.
- [2]. Arnold, K., & Freedman, A. (2013). *Transformational leadership and psychological well-being*. London: John Wiley.
- [3]. Avolio, B.J. & Bass, B.M. (2010). *Multifactor leadership questionnaire*. Palo Alto, CA: Consulting Psychologists Press.
- [4]. Bennis, W., & Nanus, B. (2010). *Leaders: The strategies for taking charge*. New York: Harper & Row.
- [5]. Bryman, A. (2012). *Charisma and Leadership in Organizations*. London: Sage Publications.
- [6]. Burns, J.M. (2012). *Leadership*. New York: Harper and Row.
- [7]. Herzberg, F., Mausner, B., & Snyderman, B. (1959). *The motivation to work*. New York: John Wiley.
- [8]. Locke, E., & Latham, J. (2013). Theoretical and practitioner letters: shared leadership theory. *Leadership Quarterly*, 18(2), 283-285.
- [9]. Lowe, K. B., & Gardner, W. L. (2000). Ten years of the leadership quarterly: Contributions and challenges for the future. *Leadership Quarterly*, 11 (4), 459-514.
- [10]. Lowe, K. B., Kroeck, K. G., & Sivasubramaniam, N. (1996). Effectiveness correlates of transformational and transactional leadership: A meta-analytic review of the MLQ literature. *The Leadership Quarterly*, 7(3), 385-425.
- [11]. Moorman, R., & Fetter, G. (2013). Individualism-collectivism as an individual difference predictor of organizational citizenship behavior. *Journal of Organization Behavior*, 16, 127-142.
- [12]. Mugenda and Mugenda, (2003). *Research Methods: Quantitative & qualitative approaches*, Nairobi: Acts Press.
- [13]. Silins, H., & Mulford, W. (2012). Organizational learning and school change. *Educational Administration Quarterly*, 38, 613-642.
- [14]. Waweru, P.N & Orodho, J.A (2014). Management practices and students' academic performance in National Examinations in public secondary schools in Kiambu County. *International Journal of Recent Scientific Research*, 5(2), pp 472-479.