

**INFLUENCE OF LEADERSHIP STYLE ON TEACHERS' JOB SATISFACTION
IN TANZANIA:
THE CASE OF PUBLIC SECONDARY SCHOOLS IN MUSOMA MUNICIPAL
COUNCIL**

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COUNCIL**

By

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MPA/MZC/053/T11

**A Thesis Submitted to the School of Public Administration and Management in
Fulfillment of the Requirements for the Degree of Master of Public Administration
(MPA) of Mzumbe University**

2013

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a thesis entitled: **Influence of leadership style on teachers' job satisfaction in Tanzania: the case of public secondary schools in Musoma municipal council**, in fulfillment of the requirements for award of the degree of Master of Public Administration of Mzumbe University.

Major Supervisor

Internal Examiner

Accepted for the Board of

Dean of School of Public Administration and Management

DECLARATION

I, **REINA KASHAGATE**, declare that this thesis is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

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DEDICATION

This work is dedicated to my mother **Leonardina K. Kashagate** and my late father **Michael R. Kashagate** for the educational inspirations they instilled in me.

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I would like to express my heartfelt thanks and appreciation to all those who contributed in one way or another to enable the successful completion of this research work. I feel greatly indebted to a number of individuals and institutions that without their assistance, support and cooperation this work would not have appeared in its present form.

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LIST OF ACRONYMS AND ABBREVIATIONS

A	Agree
D	Disagree/ dissatisfied
D.E.O	District Education Officer
e.g.	Example
SPSS	Statistical Package for the Social Sciences
F	Frequency
HL	High Level
LL	Lower Level
MLQ	Multifactor Leadership Questionnaire
MMC	Musoma Municipal Council
MSQ	Minnesota Satisfaction Questionnaire
N/O	No opinion
PHS	Present Head of School
PS	Present School
r	Karl Pearson's Coefficient of correlation
SA	Strongly Agree
SD	Strongly disagree/ dissatisfied

ABSTRACT

Leadership is a process influence between leaders and subordinates where a leader attempts to influence the behavior of subordinates to achieve the organizational goals (Koontz et al, 1988). Organizational success in achieving its goals and objectives depends on the leaders of the organization and their leadership styles. By adopting the appropriate leadership styles, leaders can affect employee job satisfaction, commitment and productivity.

The purpose of the present study was to investigate the effects of leadership style on teachers' job satisfaction in public secondary schools in Musoma Municipal Council. The study examines whether transformational and transactional leadership styles stimulate and sustain teachers' job satisfaction. Questionnaires were administered to 54 public secondary school teachers from different schools. The Multifactor Leadership Questionnaire (MLQ) and the Minnesota Satisfaction Questionnaire (MSQ) were used by teachers to assess their heads of schools in relation to the satisfaction they derive from their jobs. To analyse the data, multiple regression analyses were conducted to examine how well transformational and transactional leadership factors predict teachers' job satisfaction.

Overall the results of the present study yielded some significant findings. The results showed a positive correlation between transformational leadership dimensions on teachers' job satisfaction. With regard to transactional leadership dimensions, the results showed that transactional leadership affects the outcome variable, but their influence was lower as compared to the influence of transformational leadership factors. The individual transactional leadership factors that had positively influenced the outcome variable were Contingent rewards and active management by exception. The remaining two transactional leadership factors, passive management by exception and laissez-faire had mainly negative effects on the outcome variable. Moreover, the results showed that the influence of transformational and transactional leadership on job satisfaction were slightly affected by taking teachers' background characteristics into account. The results for instance revealed academic difference with regard to levels of job satisfaction.

Based on these results, the following implications for further research are formulated. First, more research in the African educational context is needed in order to further confirm Bass's claim (1985) of the universality of transformational and transactional leadership across different cultures. Second, apart from job satisfaction, other potential mediator variables (e.g. organizational climate, trust in leadership) should be used in future research in examining the relationship between transformational and transactional leadership and teachers' work related variables. The results also have implications for the preparation and the training of school leaders in Tanzania. In order to enhance higher levels of teachers' work related attitudes and behavior, it is strongly suggested that school heads in Tanzania should practice transformational leadership behaviors and practices. It is also advocated that school heads, both practicing and aspiring school leaders, should receive training in both effective transformational and transactional leadership practices, this can be through seminars, workshops and updates on school administration and leadership in order to sharpen the skills of institutional leaders on the job and equip them with knowledge to influence the retention rate of teachers to benefit the student, the teacher, and the school system. Lastly, the fact that job satisfaction has shown to be an important mediator of leadership and teachers work related attitudes and behavior suggests that the Tanzanian government ought to pay attention to teachers' job satisfaction, in order to enhance teachers' commitment to the present educational reform process. The issues related to salary and working conditions seems to be the bones contention and need urgent attention if we are to guarantee the success of the educational reform process in Tanzania.

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CHAPTER ONE

INTRODUCTION AND PROBLEM STATEMENT

1.0 Introduction

This chapter is an introduction of this research report, it consists of nine sections, section one is about background to the problem, section two is statement of the problem, section three is objective of the study, section four is about the research questions, section five is significance of the study, section six is the limitation of the study, section seven is the delimitations, section eight is of definition of the key terms and concept, and section nine is the organization of the thesis.

1.1 Background to the Problem

In developing countries, just as it is for the developed nations education has been usually considered to be the cornerstone and pillar of social and economic development. There is no dispute over the vital role that education is playing in the economic, social, cultural and technological achievements of today's world (Woodhall, 1985). Many nations believe that to achieve and survive in the competitive global economy, quality education is the key variable. Investing in human resource contributes to economic development and raises the living standards of citizens as much as investment in physical capital, such as transport and communication, power, or irrigation. It is due to this that developing nations are advised to invest in the education of its people despite their weak economies, to draw long-term advantages. The effect of having educated citizens goes far beyond the mere economic settlement that may result from involving them in productive work. Rather, its far-reaching effects in terms of changing the quality of life through enabling them develop unique ways of coping with challenging social and physical environment are of vital importance (Woodhall, 1985).

Van den Berg and Slegers (1996) argue that schools are charged with the responsibility of enabling children to deal skillfully with the challenges and opportunities of the real world. Thus, schools are institutions whereby the tasks of human resource development are thought to begin. Teachers are important players in this endeavor as they are the ones who directly affect student achievement, mediate student encounter with content, and control classroom activities most directly related to learning. In the absence of teachers even technology based innovations have little chance of success. Hence, teachers are the ones who play a central role in the educative process through implementing the purposefully designed curriculum to achieve the desired national educational goals.

Successful implementation of the curriculum however depends to a large extent on favorable leadership style that boosts teachers' job satisfaction, career commitment and intention to remain in the profession (Weiss et al, 1967). Teachers in developing countries work under conditions that are different from those in developed countries. Osei (2006) notes that broadly, teachers in many (but not necessarily all) African countries work in overcrowded classrooms (40-80 pupils in a class), mainly due to a considerable increase in student enrolment in primary and secondary schools. Poor school facilities (lack of basic teaching materials, and absence of sufficient equipment for laboratories) and inadequate infrastructure also seem to add to the despair of the unmotivated teachers (Raina & Dhand, 2000). The effects of leadership styles and other job-related environmental conditions on teachers' career commitment and turnover are not yet empirically established in the Tanzanian context. One area that needs empirical data is the influence that head of school's style of leadership has on teachers' career commitment. Teacher commitment has been identified as one of the most critical factors for the future success of education and schools. Teacher commitment is closely connected to teachers' work performance and their ability to innovate and to integrate new ideas into their own practice.

Research in western culture demonstrates that teachers' working conditions impacts on their job satisfaction (Sclan et al, 1993), career commitment and turnover intention and behavior (Weiss et al, 1967). In addition, lack of public respect for teachers has been found to be among the most negatively influencing factors that compel them to make the decision to leave the profession (Fleishman and Harris, 1962). In other words, teachers' turnover intent is also affected by community's attitude towards the profession and the value that parents attach to what teachers are doing (Chapman et al, 2002). On top of that, the degree to which their profession offers or deprives them of economic rewards shapes their future plan of staying in or leaving the teaching career. However, empirical data is lacking in the context of sub-Saharan Africa in general and Tanzania in particular.

1.2 Statement of the problem

Teachers are not satisfied with their job; among other things is the head of schools' leadership style. Job satisfaction of employees in organizations is a general problem facing Tanzania today. Right from the mid 1970s, Tanzania has been having a series of problems with its teachers, ranging from lack of adequate teacher preparation or training to meager salaries and poor administration (Asagwara, 1997). Professional teacher education in Tanzania was noticeably deficient and might have affected teachers' perceptions of their job. One of the major problems leading to this was lack of effective leadership (Nguni et al, 2006). However, the influences of the school's leadership style on teachers' commitment and turnover have not yet empirically been established in the Tanzanian context. This is why this study is intended to investigate the effects of leadership styles on teacher's job satisfaction in the Tanzanian context.

1.3 Objectives of the study

1.3.1 The Main Objective of the Study

The main objective of this study is to assess the impact of head of schools' leadership style on teachers' job satisfaction in public secondary schools.

1.3.2 Specific objectives

- To examine the relationship between aspects of transformational leadership such as Charismatic leadership individualized consideration and intellectual stimulation with job satisfaction in public secondary schools.
- To examine the relationship between aspects of transactional leadership such as contingent reward, active management by exception, passive management by exception, and Laissez-faire with job satisfaction in public secondary schools.

1.4 Research questions

The study of the effects of head of schools' leadership styles and teachers' job satisfaction has called for the following questions:

1.4.1 The main research question of the Study

What is the impact of head of schools' leadership style on teachers' job satisfaction in public secondary schools?

1.4.2 Specific questions

- What are the relationship between aspects of transformational leadership such as Charismatic leadership, individualized consideration and intellectual stimulation with job satisfaction in public secondary schools?
- What are the relationships between aspects of transactional leadership such as contingent reward, active management by exception, passive management by exception, and Laissez-faire with job satisfaction in public secondary schools?

1.5 Significance of the study

The results of this research will provide educational authorities with new knowledge that might enhance teachers' job satisfaction by incorporating new leadership training programs for head of schools. Retention of teachers is important for several reasons; continuity and student performance. The study findings will be valuable to

the Ministry of Education and Vocational Training as it will help them grasp the enormity of low levels of career commitment in the teaching force. This could assist the Government to try to stop teachers' turn-over trend. The study findings will also contribute to the pool of knowledge on teacher job satisfaction, which is vital for the present and future scholars in regard to effects of head of schools' leadership styles on teacher job satisfaction. Lastly the study has come up with proposals that could be useful to policy makers in the Ministry of Education and Vocational Training. The study was also a condition for the fulfillment of the requirements for the award of a master's degree in Public Administration of Mzumbe University.

1.6 The Limitation of the study

Time and financial constraints were the major limitations of this study. Also since the study was based only on public secondary schools, private schools were left out, therefore the findings could not be generalized to all schools (i.e. public and private schools).

1.7 The Delimitation

The researcher was aware on how wide the area of study it was, time given to undergo the study and the financial position of the study. So keeping the study under control, the researcher addressed his focus on only public secondary school teachers in so doing minimize cost and time, in additional, the researcher experience to the area selected was used effectively and efficiently for the same purpose.

1.8 Definitions of the key terms and concepts

1.8.1 Leadership

There are varied meanings of the term leadership due to different perspectives and context within which the word is observed. According to Koontz and Weihrich (1988), leadership is defined as influence-the art or process of influencing people so that they strive willingly and enthusiastically towards the achievement of group goals. Burns (1978) defines leadership in an organization as a process in which one

person successfully exerts influence over others to reach desired objectives. Dessler (1994) says that leadership is the managing of the human resources in order to manage their performance by inducing them to work willingly.

A leader is a person who has the ability to influence the behavior of others. Gibson and Harold (1955 in Gibson et al, 2000) define a leader as an individual who acts in a group with common interests, purposes or goals. Bass in Dessler (1994) has a different way of defining leadership. He states that leadership is the process of influencing others to achieve specific objectives in specific situations. The definition of leadership presented in this study also implies that the leader has a sense of direction and the effectiveness of one's attempts to influence is contingent upon unique situational factors (Dessler, 1994). Therefore, leadership is the ability to influence others to meet defined objectives or goals. In this case the key word in the definition of leadership is the ability to influence others to achieve the desired objectives and goals. It involves attempts on the leader to affect influence on the behavior of a follower (influenced) in situations. Often the person who satisfies the needs of individuals in a group will emerge the leader.

1.8.2 Transformational leadership

Hornby (2000) defines the word 'transform' thus: "to change the appearance or character of something or somebody completely". Leadership is a noun deriving from the verb 'lead'. Hornby (2000) defines 'lead' as the ability "to influence the actions or opinions of somebody". Leadership then is becoming a leader or the ability to be a leader (Hornby, 2000). This aligns with Northouse (2010) perspective or definition of transformational leadership as a process that brings about changes in individuals, an influence that causes followers to accomplish more than what is expected of them. The term 'transformational leadership' then could mean "leaders' ability to change or transform their followers". Leithwood, et al (1999) defined transformational leadership as the process of bringing about changes in the purposes and resources of both leaders and followers.

In the words of Bass et al, (2006), transformational leadership is defined as the leader's ability to influence employees' attitudes, values, beliefs, and behaviors, by working through them and with them in order to accomplish the organization's goals, mission and purpose. Summarizing from the above definitions, transformational leadership could be viewed as an interaction between leaders and followers, with a view to nurturing attitudes and behaviors that arouse interest of workers and strongly commit them into accomplishing the organization's visions, goals and mission.

Dimensions of transformational leadership

Avolio, Bass and Jung (1997) identified four dimensions of transformational leadership. These are Charismatic leadership, individualized consideration, and intellectual stimulation.

Charismatic leadership: concerns the formulation and articulation of vision and challenging goals and motivating followers to work beyond their self-interest in order to achieve common goals (Dionne, Yammarino, Atwater & Spangler, 2004). In this dimension, leaders act as role models who are highly admired, respected and trusted by their followers (Bass & Riggio, 2006). According to Bass and Riggio (2006), leaders with great idealized influence are willing to take risks and are consistent rather than arbitrary by demonstrating high standards of ethical and moral conduct.

Individualized consideration: refers to leaders paying special attention to each individual follower's need for achievement and growth by acting as a coach or mentor (Bass & Riggio, 2006).

Inspirational motivation: refers to the way leaders motivate and inspire their followers to commit to the vision of the organization. Leaders with inspirational motivation foster strong team spirit as a means for leading team members towards

achieving desired goals (Antonakis, Avolio, & Sivasurbramaniam, 2003; Bass & Riggio, 2006).

Intellectual stimulation: is concerned with the role of leaders in stimulating innovation and creativity in their followers by questioning assumptions and approaching old situations in new ways (Bass & Riggio, 2006). They always encourage their followers to try new approaches or methods to solve the old problems.

1.8.3 Transactional leadership

Transactional leadership behavior caters to the self-interest of followers. It uses contingent reinforcement: constructive rewards, praises and promises for follower success in meeting commitments to the leader, and negative feedback, reproof, or disciplinary action to correct failure to meet those commitments (Bass, 1999). A transactional leader is one who operates within the existing system or culture (as opposed to trying to change them) by (i) attempting to satisfy the current needs of followers by focusing on exchanges and contingent reward behavior and (ii) paying close attention to deviations , mistakes, or irregularities and taking action to make corrections (Bass, 1985, Burns, 1978).

Dimensions of Transactional leadership

Bass and Avolio (1995) proposed that transactional leadership consists of four dimensions, namely contingent rewards, management by exception (active) and management by exception (passive) and Laissez-faire leadership. *Contingent reward* refers to leaders clarifying the work that must be achieved and use rewards in exchange for good performance. *Management by exception (passive)* refers to leaders intervening only when problem arise whereas *management by exception (active)* refers to leaders actively monitoring the work of followers and make sure

that standards are met (Antonakis et al., 2003). *Laissez-faire leadership*: this leadership factor is associated with behavior whereby leaders avoid leadership duties and responsibilities, fail to make decisions, are absent when needed and fail to follow up on requests.

1.8.4 Job satisfaction

Job satisfaction is defined as how well a person likes his or her job (Russell, 1985). It is also defined as workers' attitudes toward their job (Oshagbemi, 1997). Lawler et al, (2005) viewed it through the lenses of attitudinal response, that is, how well employees perceived their jobs and rewards that accrued from such jobs. Evans (1998) defined job satisfaction as; "a state of mind determined by the extent to which the individual perceived his or her job-related needs to being met". Bogler (2001) defined job satisfaction from the perspectives of two factors. The first comprises intrinsic factors, which are associated with satisfiers, such as achievement, autonomy at work, professional prestige and development. The second is extrinsic dimension of job satisfaction which is related to work condition, pay or benefits. Both of these aspects are connected to issues that relate to job satisfaction. Evans (1998) viewed teacher job satisfaction from the point of view of teacher's effective relation to his or her role. Summarizing, teacher job satisfaction can be defined as the fulfillment, the attractiveness and happiness teachers find in their job that lead them to be highly committed to it.

1.8.5 Decision-Making

Decision-making is defined as an act with others in the organization in order to achieve organizational goals and objectives (Knoop, 1991). Decision-making might include such areas as decisions regarding subjects done in the classroom, extra-curricular programs, school policy decisions (which include code of conduct, school regulations, discipline code, teaching schedules, reporting attendance figures, dealing with lateness and absenteeism). Shared decision-making in school leadership can then be perceived as a shared picture of the future. It could lead to vision sharing

which according to Barnett et al (2001), is defined as the goal the leader wants the organization to achieve in the future.

1.8.6 Professional Development

In this context, professional development is the ability to acquire new knowledge and skills. Knowledge could be formally or informally acquired. In the views of Barrow et al., (2006), new knowledge could be informally acquired through mere interactions with co-workers or through personal experiences. It is learning that takes place throughout a career (Barrow et al., 2006). Professional development is an act of deepening personal knowledge and skills, and staying side by side of the latest development or invention in one's field. In teaching profession, we have teacher professional development, which is the ability of teachers to acquire knowledge and skills necessary for imparting knowledge with a view to improving the academic achievement of students. Knowledge and skills may include teacher advancement in knowing the subject matter, knowledge of new teaching methods, knowledge of new technology and inventions in the field of education, skills to focus students' attention on classroom instruction and as well as engaging them in classroom tasks and assignments. Analyzing through the lenses of Duke et al, (1990) definition, professional development does not simply imply acquisition of new knowledge but a process that elevates one to a new level of mastery or understanding. Professional development can be conceived to be acquisition of new knowledge and skills used for achieving desired goals.

1.9 Organization of the thesis

The thesis is organized in chapters; it has six chapters. Chapter one is an introductory part of this thesis, which introduces and familiarizes the research problem by giving background information of the research problem and shows what made the researcher to pool out the resources to invest in this study, his assumptions pertaining to the research problem, theoretical ideas surrounding the research problem, the profit of that investment, the hindrance factors and ways to go along

with. The chapter also resolves the problem of misunderstanding by giving general and specific definitions of the key terms and concepts to be used in this research project.

Chapter two holds explanations about two parties of literature review made for this thesis, first part of review is theoretical literature and second part is empirical literature review from which the researcher establishes a gap that fill by the finding of this study.

Chapter three—methodology, it is a chapter which explains the design of the study and the techniques applied in selecting area of the study, sample and sample size, data collecting, and data analysis.

Chapter four, it is a chapter of presentation and analysis of the findings of the study. The findings presented and analyzed in this chapter can be grouped into groups. First the chapter presents and analyses findings on respondents' profile which includes respondents distribution by sex/gender, age groups, marital status, academic qualifications, years of teaching, years of teaching at present school, and years of working with the present head of school. The researcher uses the information suggested by the findings from the analysis of these variables to support the hypotheses test. Second, the chapter represents and analyses variables tested for the hypotheses and the model of the study.

Chapter five discusses the findings presented and analyzed in chapter four. In so doing it explains why the findings appear the way they are, and tries to associate the findings and real world.

Chapter six compresses the first five chapters of this report in to one chapter, it holds explanations of all chapters in summary form before coming to the conclusion, and recommendations, and also it calls for further study. The chapter provides background to the problem, statement of the problem, objectives of the study, significance of the study, research hypotheses and theoretical framework of the

study. Furthermore it covers the methodology and techniques applied in the study, presentation, analysis, and discussion of the findings also accommodated in the chapter. This chapter followed by references and appendixes.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature that is relevant to this study. This includes theories on leadership and job satisfaction. It further highlights the empirical framework emphasizing studies conducted on leadership styles' and job satisfaction by other researchers as a point of reference for the understanding and interpretation of the results.

2.1 Theoretical Review

2.1.1 Leadership theories

Though the concept of leadership began to surface during the 1700s, scientific research on the topic did not begin until the 20th century (Bass, 1985). A number of leadership theories were developed during the last century due to intensive research on the subject, addressing the construct of leadership from different perspectives. According to Bennis et al, (1985) of all the ambiguous and difficult areas in social psychology, leadership theory remains at the top, because more has been written and less known about leadership than about any other topic in the behavioral sciences. The following is a brief account of various leadership theories, which were developed over the years.

The Great man theory

The development of the great man theory before the 1900s was the beginning in the understanding of the concepts of leader and leadership. The 20th century was dominated by the idea that leaders inherit traits of intelligence, energy, and moral strength that influence an individual to exercise authority (Wart, 2003). This concept was the underlying theme of the great man theory of leadership. These early theorists

focused on distinguished men in history such as Napoleon, George Washington, Gandhi, or Martin Luther King, who were able to drastically shift the social and political paradigms of their day (Setters et. al 1990; Wart, 2003). These theorists suggested that a person who copied the qualities and behaviors of these great figures of history would become a strong leader (Galton, 1869 & Wart, 2003).

Trait theory

The trait theory was developed during the mid 1900s, which emphasized on the individual traits (e.g physical, personal, motivational, attitudinal) and skills (e.g. communications and ability to influence) that leaders bring to their leadership tasks (Wart, 2003). Nevertheless, empirical studies failed to reveal any single trait or group of characteristics associated with good leadership so this theory proved to be of minimal use for practicing leaders (Jenkins, 1947). However, the trait theory of leadership was the foundation for many leadership studies that followed (Lussier and Achua, 2001). For instance, traits were subsequently added to later leadership theories as explanatory variables (Fielder, 1967).

Contingency theory

Contingency theory was developed during the same period as the trait theory was developed. Contingency theory focused primarily on organizational performance and follower variables. The theory was a clear shift from a leader's traits and skills to behaviors (e.g., a leader's energy levels and communication skills to employees' role clarification and their motivation (Wart, 2003; Setters et al., 1990). This theory acknowledged the importance of factors beyond the leader and the follower, such as the type of task, the social status of the leader and followers, the relative position power of the leader and the followers, and the nature of the external environments (Bass, 1981). The situational factors in turn, determine the type of leader traits, skills, influence, and behaviors that were likely to cause effective leadership practices (Wart, 2003).

Transactional leadership theory

The transactional leadership theory was developed during the late 1970s by Burns (1978) in his influential work in which he introduced both transactional leadership and transformational leadership styles (Bass, 1999). The transactional theory was based on the new thinking that perhaps leadership exist in not only in the person or the situation, but also in role differentiation and social integration. This was a novel exposure which provoked researchers to look at the leader-follower relationship with a renewed perspective (Setters et al., 1990). The core of this theory is based on an exchange example where the leader and the follower exchange rewards for mutual benefits. Transactional leaders influence followers by setting specific goals, clarifying roles and outcomes, providing feedback, and exchanging rewards for accomplishments (Bass and Jung, 1999). Transactional leadership is predicated by the exchange relationship with no control on the part of the leader or follower (Bass, 1981). The leader and the subordinate each receive something of value in the exchange process. The leader motivates, praises, rewards, disciplines, reprovess, or threatens based on the success or failure of mutually agreed upon goals (Bryant, 2003; Kanungo, 2001).

Servant-Leadership theory

Servant-leadership theory was developed by Greenleaf (1970). This theory emphasizes the notion of a leader's ethical responsibilities to followers, stakeholders, and society, and the idea that the leader serves the people he/she leads which implies that the people are an end in themselves rather than a means to accomplish organizational goals (Greenleaf, 1970). This new thinking in leadership theory was significantly influenced by the social sensitivities that surfaced in the 1960s and 1970s (Setters et al., 1990). A servant leader respects his/her followers, and, thereby, calls up their maximum innate potential for becoming a leader (Sims, 1997). The heart of this theory is based on the fact that a leader becomes a servant-leader once he/she begins to recognize and value people, develop people and display authenticity and value-based leadership. Servant-leadership is an integrated way of serving in an

organization (Winston, 1999). The strength of servant-leadership in encouraging follower learning, growth, and autonomy is a clear indication that it could play a vital role in the future leadership of the learning organizations (Bass, 2000; Frank and Nord, 2005).

Transformational leadership theory

Bass (1985) proposed the transformational theory of leadership, which belongs to the contingency school of thought. It describes the leader's involvement in changing the attitude of the workers in order to increase their commitment in the organization. This school of thought pays more attention to relationship at work that is intimately connected with the actual behavior and attitude of the leaders. Bass (1985) asserts that the leader shows empathy towards the workers, exercises less supervision and encourages employee participation. The workers in turn perceive him/her from an inspirational angle with loyalty and passion. The leader's personal quality persuades and influence's his/her sub-ordinates into working towards the set goals of the organization. They use their skills, knowledge and principles of integrity and trust in transforming all those around them into willing followers.

Bass (1985) argues that leaders are effective depending on the work situation. That is, does the situation warrant room for the personal qualities of the leader such as kindness, participation and exercising self-control? If it is favorable then they will appraise emotional and spiritual dimensions as well as the physical and mental aspects of both the leader and the workers. They also use the information they have of the workers' background to manipulate their thinking. They are familiar with the cultural traditions of the individual workers and put them into consideration especially if the group is heterogeneous. The leader's position of acceptance by the workers is very important. It is from the trust and confidence the workers have in the leaders that leads them to accept them. This results in the leader's self-actualization and recognition of one's own dependence on others. The leader is able, if he satisfies the employee's needs, that is both group and individual needs accordingly whereby

at times, he/she has to balance between the task needs, the group needs and the individual needs. The transformational leaders are synergistic in that they improve nearly every situation they get into for they fight for both situations in the organization and the employee's.

Workers trust in a leader who exhibits his competence and effectiveness. The leader provides direction and keeps the mission in right with effectiveness and results. This makes the workers gain confidence and trust in the leader. The leaders should be focused in their work towards goal attainment. In this theory, the leaders display many techniques which they use in transforming the workers, for example, direct and friendly communication with the workers. The leaders exhibit a friendly and face-to-face interaction with the workers. He listens to them and provides solutions to their problems or involves them in problem-solving methods. They are easy to access, cheerful, pleasant and positive in their outlook. The leaders explain to the workers the importance of their contribution to the welfare of the organization by encouraging their participation and in delegating duties. These leaders make emotional appeals to the workers by striking the right balance between the employee's needs, and goals in a given situation.

These leaders also use the informal leaders in controlling a wayward worker by being supportive to the informal group socially, emotionally or otherwise, which in turn comes in handy in dealing with the problematic workers. The transformational leader also uses the workers high level of enthusiasm and commitment towards achieving the goals by showing concern and believes in the worker's unseen potential. He interacts with them and seeks help on behalf of the whole group. Therefore, the transformational theory relies much on the relationship cultivated by the leader among the workers in working towards the set goals through their commitment and passion. The theory thus shows that a principal (leader) cannot be effective without the cooperation of the teachers (workers) behind him and it is upon himself/herself to get their commitment and confidence through the outlined tactics

of the transformational theory and hence improve on students' academic performance.

McGregor (1960) examines theories on behavior of individuals at work, and he has formulated two models which he calls Theory X and Theory Y. Theory X assumes that on average human being has an inherent dislike of work and will avoid it if he can. Because of their dislike for work, most people must be controlled and threatened before they will work hard enough. These assumptions lie behind most organizational principles today, and give rise both to "tough" management with punishments and tight controls, and "soft" management which aims at harmony at work.

Theory Y assumes that the expenditure of physical and mental effort in work is as natural as play or rest. Control and punishment are not the only ways to make people work, man will direct himself if he is committed to the aims of the organization. If a job is satisfying, then the result will be commitment to the organization. An average man learns, under proper conditions, not only to accept but to seek responsibility. Staff will contribute more to the organization if they are treated as responsible and valued employees.

Goals of Transformational leadership

Transformational leadership appears to offer the most comprehensive description and generate the most beneficial results. Leithwood (1992) believes that transformational leaders have three main goals that help make transformational leadership effective in a school. The first is that, Transformational leaders' help staff develop and maintain a collaborative school culture by collaborating and participating in shared decision-making. The second goal is fostering teacher development by giving teachers a role in solving school problems by allowing them some ownership of the problem and its solutions. Ultimately, transformational leaders help teachers solve problems more effectively by encouraging collaboration and promoting the idea that staff, working together, can often find a better solution

to a problem than the teacher or administrator acting alone. Transformational leadership behaviors are positively related with higher performance, greater organizational commitment and higher job satisfaction among employees (Goodheim 1987; Nguni et al, 2006). Leaders are also able to articulate a vision that is consistent with the goals and mission of the institution and draw followers along to achieve this goal. In so doing followers are also developed through the individualized support. Hence agreeing with Barnett et al, (2001) transformational leadership is more facilitative of educational change, organizational improvement, effectiveness and aid in satisfaction of followers.

2.1.2 Motivational theories

Maslow's Need Hierarchy theory

There are several studies which deal with the constructs of satisfaction and motivation, and the most recognized motivation theorist is Maslow (1954). He categorized and ranked human needs in a hierarchical order beginning with physiological needs as the basis, and the need for self-actualization at the top. Physiological needs refer to the most essential needs for survival such as food, clothing, shelter, sleep, and water. The need for safety, for example, is freedom from fear, pain, failure, punishment, and threats. The need for love involves both giving and receiving, and a sense of belongingness among people. Self-esteem is related to self-image like self-confidence, independence, personal achievement, and respect. Self-actualization, which resides at the top of the need hierarchy, is one's desire for self-fulfillment and the maximization of one's potential.

According to the theory, the need for safety, love and self-esteem, remains in between the physical needs and the need for self-actualization at the top. As soon as a person fulfills his or her basic need, it is no longer a motivating factor to that person, and he or she tries to satisfy the next level of need.

Herzberg's Motivation and Hygiene factors

Herzberg's (1959) two-factor theory is widely used to analyze workplace motivation and employee satisfaction. There are two areas that motivate an employee, the factors that create true satisfaction, and those 'hygiene' or 'maintenance' factors whose absence will generate dissatisfaction. However, according to the theory, the mere presence of 'hygiene' factors (e.g., salary/wages, working conditions/environment, status, and job security) themselves will not create satisfaction. Herzberg (1959 & 1962) argued that extrinsic factors in one's job such as character of supervision, the working conditions, and salary do not, in fact, motivate employees, while lack of such extrinsic factors may lead to negative attitude towards work. He asserted that employees can only be motivated through emphasizing the intrinsic factors associated with one's work, (e.g., the degree of challenge faced by one's work, the degree of appreciation by supervisors for his or her contribution to the general well-being and success of one's organization, the degree of personal responsibility, and the potential for personal growth). Herzberg's strategy to assess workplace behavior and motivation was to asking respondents questions on situations in one's work environment leading to job satisfaction and dissatisfaction. He divided the factors leading to such job attitudes into two classes- the first-level factors and the second level-factors. A first-level factor, according to Herzberg, Mausner, and Snyderman (1959), is an objective element of the situation in which the respondent finds a source for his or her good and bad feelings about the job. According to the authors, the second-level factor is regarding the reasons given by respondents for their feelings. First-level factors derive from a respondent's report on objective events, and the second-level factors come from his or her psychological reaction to those events. The core of Herzberg's two-factor theory, however, is that job satisfaction comes from intrinsic factors, whereas, dissatisfaction occurs due to extrinsic factors (Rothman, 1987).

2.1.3 The concept of job satisfaction

Every employee would wish to be satisfied with his or her job to be able to perform to the maximum of his or her capacity. This attitude leads to an emotional orientation that has to do with the individuals' general attitude towards the job which is either one of satisfaction or dissatisfaction. A numberless of views has been expressed about the concept of job satisfaction. Locke (1976) stated job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job and job experience (Locke, 1976:1304). In other words, this is a relationship between what a person wants from a job and what the job actually offers. Understanding Locke's definition is the significance of general feelings about one's job, the influence and insight that the job actually provides what he or she values. Job satisfaction, therefore, can be conceptualized as an assessment of one's job in terms of whether it allows the fulfillment of one's important job values, which are congruent with one's needs (Hackman & Oldham, 1975). For Nnadi (1997) job satisfaction is composed of the reaction, attitude or perception of an individual to work. Nnadi further points out that, job satisfaction is made up of different sets of variables, which are very complex. Such variables include economic rewards, social rewards, company policy and its administration, interpersonal relationships, working conditions, achievement, recognition, work itself, responsibility and advancement. Gibson and Donnely (2000) share the views of Nnadi, noting that job satisfaction is an individual's attitude to his or her work. According to them, this attitude is influenced by certain factors peculiar to the work environment, precisely the style of the supervisor, work procedures and policies, conditions of work and fringe benefits. Bogler (2001) also defined job satisfaction from the perspectives of two factors. The first comprises intrinsic factors, which are associated with satisfiers, such as achievement, autonomy at work, professional prestige and development. The second is extrinsic dimension of job satisfaction which is related to work condition, pay or benefits. Both of these aspects are connected to issues that relate to job satisfaction. Most central to these definitions, is the idea that job satisfaction is presumed to be a

global construct encompassing a variety of specific aspects of the job that influence a person's level of satisfaction (Griffin and Bateman, 1996). Some vital characteristics of job satisfaction emerge. These aspects include benefits, promotion opportunities, working conditions, supervisor and colleagues, career prospects and pay. These various facets are assumed to aggregate into an overall orientation termed as job satisfaction (Griffin and Bateman, 1996).

From the above explanation of the concept of job satisfaction, it is evident that job satisfaction is a function of employee's attitude to their work. It implies doing a job one enjoys, doing it well, and being suitably rewarded for one's efforts. Job satisfaction is the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a general feeling of fulfillment. It also brings about pleasurable emotional state that often leads to a positive work attitude to the worker because a satisfied worker is more likely to be creative, flexible, innovative, and loyal. In essence, job satisfaction can be said to be a product of the events and conditions that people experience on their jobs. As a concept, it is closely related to motivation in view of the fact that motivated employees are perceived as synonymous to satisfied employees. Motivation is the totality of what prompts individual workers to strive to achieve targets they have set. Several theories have been propounded in support of motivation. In the field of education, most research in teacher job satisfaction is rooted in the pioneering work of Herzberg, Mouser and Syderman (Bolger, 2001; Dinham and Scott, 2000). This theory according to Greenberg & Baron (1995) is useful for describing the conditions that people find satisfying and dissatisfying on the job. Herzberg, Mouser and Syderman (1959) propounded the _two-factor Motivator-Hygiene theory, arguing that there are two general independent types of factors that affected job satisfaction and job dissatisfaction. According to them, intrinsic factors (called motivators) are factors whose presence motivates workers to perform better and so enhance job satisfaction. These constitute factors related to the job itself, achievement, advancement, recognition for achievement and responsibility. Hygiene or extrinsic factors (also

called dissatisfies) operate to reduce or eliminate job satisfaction. These factors may not necessarily motivate the employee and its absence may be a clue for job dissatisfaction. These include salary, supervision, interpersonal relations, working conditions, organizational policy and management, management style of the supervisor and job security.

In this theory satisfaction and dissatisfaction lie on a continuum with zero midpoints at which dissatisfaction and satisfaction are absent (Kreitner & Kinicki, 2006). Consequently, a good remuneration, supervision and conditions of work but difficult and unchallenging task with a minimal opportunity for advancement would be at the zero point and such employee would not suffer dissatisfaction with the job. Correspondingly, that person would have no satisfaction because of the absence of motivators. Herzberg's theory also send signals that job satisfaction is not exclusively dependent on good remuneration and working conditions but also on enriched job environment that offers opportunity for growth, recognition, autonomy and personal contribution to a purpose or goal has significance for employees. Nnadi (1997) therefore makes the observation that affiliation for social interaction at work with co-workers, opportunities for personal growth, recognition, autonomy and supervision are important facets of job satisfaction.

2.2 Empirical Literature Review

This section deals with empirical studies conducted on leadership and employee satisfaction, as well as studies on transformational leadership and job satisfaction of employee's in different context.

2.2.1 Leadership and job satisfaction

Considerable research by Bass (1985), has pointed to the fact that leader behavior can have a profound and consistent influence on several facets of subordinate satisfaction. This stance is collaborated by Griffin & Bateman (1986) and Steers & Rhodes (1978) that leadership behavior has an immense and steady influence on employees' job satisfaction. According to Maslow (1954), an administrator's job is

to provide possibilities for the satisfaction of employees' needs that also support achievement of organizational goals, and to remove impediments blocking need satisfaction, and creating frustration, negative attitudes, or dysfunctional behavior. In school management, Maslow's suggestion was supported by Drysdale, Ford, and Swann (2003) who established that successful school leaders, who are achievement oriented, support all members of the school community, provide opportunities for people to achieve, and try their best to contribute to the quality of education and learning for the whole school community which in turn enhances teachers satisfaction to work. This is in agreement with Mine's (2008) study of leadership behavior in public school leaders in relation to teacher job satisfaction in Cyprus. The study established that due to the individual considerate behavior of leaders, a significantly positive relationship between leaders and teacher with regards to their satisfaction on the job was maintained. This transformed to expressed high job satisfaction of teachers. Evidently, perceived individual considerate behaviors of head of school satisfy an employee's needs and thus leading to the satisfaction of teachers on their job.

In a related development, a study by Ryan (1980) in Newfoundland, found a positive relationship between management style and job satisfaction of teachers. But this study was completed before the concept of transformational leadership was widely practiced and so the specific type of leadership. Yet in the same set up, Delaney's (1991) quantitative study to investigate teacher perceptions and the effect of management or administrative practices on teacher morale and job satisfaction found management practices significantly affecting morale of teachers. Three factors that received most emphasis were job security, working conditions, and management practices. He therefore recommended that administrators should review their policies on a regular basis, especially in areas such as decision-making for a more effective leadership. Suggestive of Ryan's (1980) study, Delaney's study also provides evidence of a relationship between leadership practices and teacher morale and satisfaction.

Evans (1998) in a study in United Kingdom lends credibility to the fact that leadership is a key factor in teacher job satisfaction and morale. The results point to the fact that school leaders with consultative and collaborative leadership styles were more successful in achieving high levels of job satisfaction and morale among their staff. In a different setting, Medley and Larochelle's (1995) research to measure the relationship between job satisfaction and leadership characteristics within the health care environment, found that not only did a relationship between job satisfaction and leadership characteristics exist, but also organizations where job satisfaction was higher had an 85 % retention rate amongst nurses.

2.2.2 Transformational leadership and job satisfaction

A review of relevant literature reveals various definitions theorists have generated from their own investigations of job satisfaction. Locke (1976) defined job satisfaction as a positive or pleasurable reaction resulting from the appraisal of one's job, job achievement or job expenses.

Spector et al, (1987) defined job satisfaction as people's affective response to how individuals feel about their jobs and different aspects of their jobs. Although these definitions vary somewhat in content, most agree that job satisfaction is an effective response to one's job as a whole or to particular facets of the job.

Empirical studies across most every occupational field, including the field of education, have shown that leadership behavior consistently and profoundly influences employees' job satisfaction (Nguni, 2006). Moreover, studies examining leadership behaviors show that transformational leadership is positively correlated with employees' job satisfaction (Griffith, 2004). Leaders who practice transformational leadership reportedly have more satisfied and committed followers than do leaders who practice a no transformational style of leadership (Bass and Riggo, 2006). The field of educational research is abounding with empirical studies that heavily document various factors affecting job satisfaction. Among these studies, the factor of supervisory and or principal leadership behaviors is consistently

documented as a significant determinant of teachers' job satisfaction and teacher retention (Billingsley, 2005; Bogler, 2001; and McLeskey, et al., 2004). Furthermore, a review of school leadership research reveals that school leaders who demonstrate transformational leadership behaviors have staff who report higher levels of job satisfaction (Griffith, 2004), which is consistent with Bass and Riggo's (2006) claim.

There are increasing levels of evidence that support the assertion that teacher job satisfaction is positively correlated to transformational leadership behaviors (Nguni, 2006). In a later study, which added support to his previous study, Bogler (2001) found that principals' transformational leadership behaviors affected teachers' satisfaction both directly and indirectly through their occupation perceptions. Indirect effects occurred through teachers' perceptions of occupational prestige, self-esteem, autonomy at work, and professional self-development. All of these behaviors were influenced by individualized consideration and intellectual stimulation, which are two dimensions in the transformational leadership model for educational leadership as developed by Leithwood (1994).

In a study involving 117 elementary schools in a large metropolitan area, Griffith (2004) sought to examine the direct effects of principal transformational leadership to school staff turnover and school performance, as well as the indirect effect of transformational leadership to school staff job satisfaction. To complete his study, Griffith chose three components of transformational leadership as predictor variables of staff job satisfaction organizational performance: charisma or inspiration, individualized consideration, and intellectual stimulation. Results of Griffith's study adds to the existing evidence that principal transformational leadership behaviors affects school performance and staff turnover indirectly through staff job satisfaction. In other words, the higher staff job satisfaction, the lower the staff turnover rate. The higher the staff job satisfaction, school performance increased; thereby narrowing achievement gaps. In that particular study, the researcher

concluded that transformational leadership behaviors were more directly related to “organizational processes that are directly associated with employee behaviors, morale, and satisfaction, which in turn are related to the quality of service delivery and organizational performance” (Griffith, 2004: 350).

Most studies exploring links between transformational leadership and organizational functioning have been based on Western samples which raise questions about their generalizability or suitability to other societies other than those of the West. In line with this, some studies have been conducted in other settings although very scanty references support studies in Africa. In spite of this Walumbwa et al, (2005) studied the effect of transformational leadership on work-related attitudes, organizational commitment and job satisfaction in two distinct cultures Kenya in Africa and the United States of America (USA). With 158 respondents from seven foreign and local banks in Kenya and 189 respondents from five banks in the United States using the Multifactor Leadership Questionnaire (MLQ) and Smith, Kendall and Hulin's (1961) Job Descriptive Index (JDI), established a strong and positive effect of transformational leadership on organizational commitment and job satisfaction in both cultures. This study provides some evidence concerning the generalizability of this theory to an environment in a different culture outside the West. Similarly, Ejimofor's (2007) study in Nigeria examining transformational leadership skills and teacher job satisfaction, in secondary cycle institutions also concluded that transformational leadership behavior affected teachers' job satisfaction. This finding further showed that engagement of teachers in decision-making and the creation of opportunities for teachers professional growth development by transformational leaders predicted teachers' job satisfaction. Also Nguni et al, (2006) studied transformational leadership behaviors in both primary and secondary school settings in Tanzania. The study findings showed that the group of transformational leadership behaviors had strong to moderate positive effects on value commitment, organizational citizenship behavior, and job satisfaction of teachers. These findings

in the African settings do not only prove the versatile nature of transformational leadership but also its applicability to diverse situation.

2.3 Syntheses

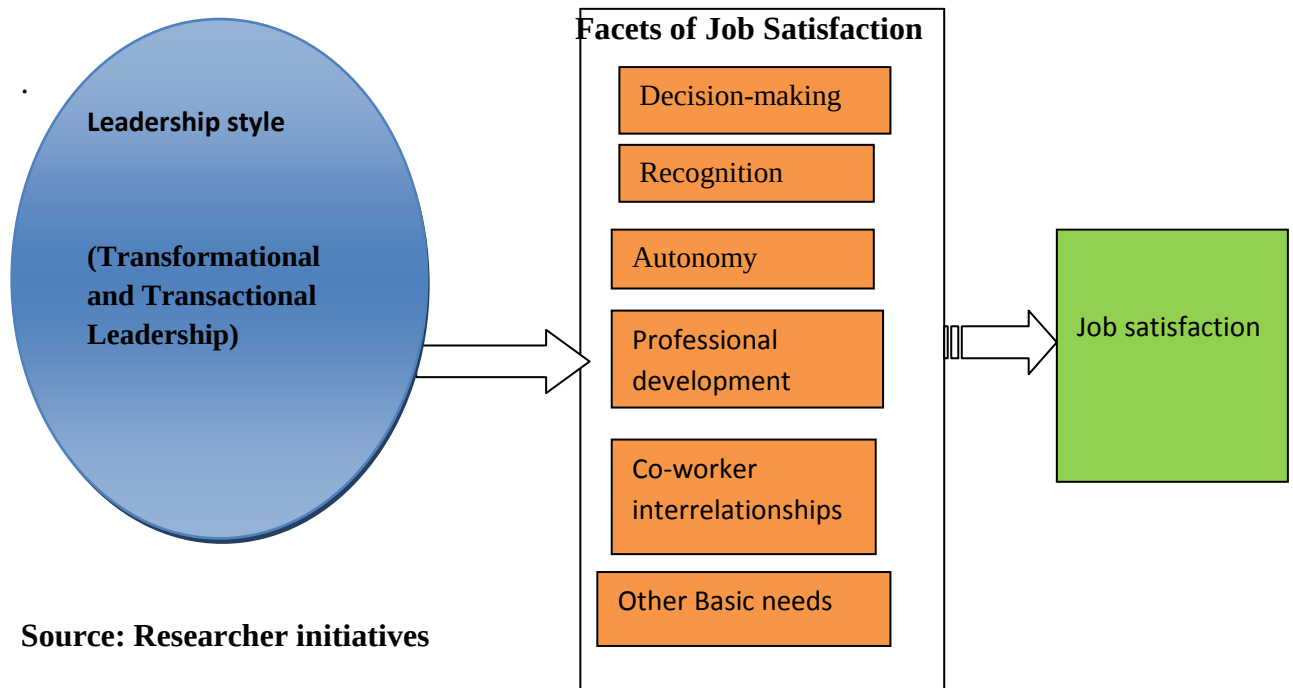
The literature review depicts that there are gaps, in the sense that, the influence of the school's leadership style on teacher's commitment and turnover have not yet empirically been established in the Tanzanian context. Therefore, in order to better understand the effects of leadership styles on teacher's job satisfaction, particularly in developing countries where leadership studies are scarce, the present study took the important step of examining that relationship within the Tanzanian educational context.

Gaps have been filled by the findings of the study. The results of the present study demonstrate a fundamental point emphasized by Bass (1985) model of leadership, which suggests that transactional leadership provides a broad basis for effective leadership, but a greater amount of effort, effectiveness and satisfaction is possible from transactional leadership if augmented by transformational leadership.

2.4 Conceptual framework

Taking leadership style as the center of understanding teachers' job satisfaction in public secondary schools in Tanzania, the researcher develops a model to guide the presentation of the theoretical ideas in which this study is laying up on the explanation of the phenomenon. Guided by these developments and empirical studies, the conceptual framework investigates the relationship between leadership styles and the facets of job satisfaction to determine the overall satisfaction of teachers in secondary schools. The components in this case are decision making, recognition, co-worker interrelationships, autonomy, management style, professional development and other basic needs. Based on the above premise, Figure 2.1 shows the hypothesized link of leadership style and the facets of job satisfaction (decision making, recognition, interrelationships, autonomy, management style, professional development and other basic needs) to the entire job satisfaction of teachers.

Figure 2.1: A conceptual model for studying the relationship between leadership style practices and teacher job satisfaction.



Referring to the conceptual framework above there are three major variables; independent variables, intervening variables and the dependent variable. The independent variables comprise of leadership styles i.e Transformational and transactional leadership. The intervening variables are the facets of job satisfaction which are; decision making, recognition, interrelationships, autonomy, management style, professional development and other basic needs. And the dependent variable is job satisfaction.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter is about the methodology used in this study. The chapter consists six sections; section one is about the study or research design, section two is about the area of the study, section three is the operation of the study, section four is sample techniques, procedure and sample size, section five is data collection methods, and section six is data analysis.

3.1 Research design

The study is case study design. The design which basically gives explanation of the phenomenon in depth and is a method used to narrow down a very broad area of research to make it small so as to be manageable as per the resource available to the researcher.

3.2 Area of the study

This study was conducted in Musoma Municipal Council in Mara region. Musoma Town Council was official inaugurated in 1963 as a Town council under section 4 of the local Government ordinance (The Local Government Inst. 1962). In 1972 all Local Government (Councils) were abolished and their functions were taken by the decentralization (Madaraka Mikoani). However councils were reinstated in 1982 by the Local Government (Urban authorities) Act in 1982.

Musoma Municipality falls under the administration of 57 hamlets (mitaa), 13 wards namely Buhare, Bweri, Iringo, Kitaji, Kigera, Kamunyonge, Mukendo, Mwigobero, Makoko, Mwisenge, Nyakato, Nyasho and Nyamatatare. The Municipality has one

division and one parliamentary constituency. The Chief executive is the Municipal Director who is assisted by 9 heads of Departments namely;-community development and social welfare, Agriculture or livestock and cooperatives, Finance and trade, Administration and personnel, Education and culture (primary education), Health and cleansing, Work, water and fire services, urban planning and environment and Secondary education. The Municipality is run through a committee system with each committee having specific responsibilities. The committee's decisions are implemented by the departments. There are three standing committees namely: - Finance and administration committee; Town planning, land and natural resources committee; Education, Health and Community development committee. This area of the study was selected because it is reported to have a high rate of teacher's turnover (Asagwara, 1997).

3.3 Population of the study/ Units of inquiry

Bless and Higson (1995) define a population, also called universe, as the entire set of people, events or objects which is the object of research and about which the researcher wants to determine some characteristics. It is that aggregation from which the sample is actually selected (Babbie, 1989:170).

For this study, the target population was all secondary school teachers in the geographical area of Musoma Municipal Council because are the ones facing a high rate of turnover and not satisfied with their jobs; among other things is the leadership styles of their head of schools . Although secondary school teachers in Musoma Municipality are not representatives of all teachers in Tanzania, they are typical of teachers in many public secondary schools throughout the country.

The number of public secondary schools teachers in Musoma Municipal Council is 469 (This was according to Musoma Municipal Council staff data 2011-Attached as Appendix I and shown in Table 3.1) which then narrowed to 160 teachers to delimit some of the limitations of the study. So, 160 teachers were considered to be the

population of this study and thus used to determine the sample size of this study (Table 3.2).

Table 3.1 Population of secondary schools and teachers in Musoma municipal Council

S/N	NAME OF SCHOOL	NUMBER OF TEACHERS	Percentage of the Total
1	Musoma	58	12.34
2	Songe	41	8.74
3	Bweri	34	7.25
4	Mara	49	10.45
5	Mkendo	34	7.25
6	Mshikamano	42	8.96
7	Baruti day	21	4.48
8	Makoko day	33	7.04
9	Nyabisare	31	6.61
10	Iringo	42	8.96
11	Kamunyonge	32	6.82
12	Nyamiongo	18	3.84
13	Morembe	22	4.69
14	Nyamitwebiri	12	2.56
Total		469	100

Source: Musoma municipal council staff data- 2011

Table 3.2 Population of the study

S/N	NAME OF SCHOOL	NUMBER OF TEACHERS	Percentage of the Total
1	Songe	21	13.13
2	Mkendo	12	7.5
3	Mshikamano	22	13.75
4	Nyabisare	18	11.25
5	Makoko day	31	19.38
6	Iringo	33	20.63
7	Morembe	13	8.13
8	Nyamitwebiri	10	6.25
Total		160	100

Source: field work

3.4 Sample Size, Sample and Sample Procedure

3.4.1 Sample Size

Keeping in view the costs that incurred the study, 54 respondents which accounted 11.5% of the total teachers in Musoma municipal council were selected to be the sample of this study. The sample was optimum in the sense that it fulfilled the

requirements of efficiency, representativeness, reliability and flexibility. As wisened by Kothari (1990:56) that sample size should be optimum - optimum sample is one which fulfills the requirements of efficiency, representativeness, reliability and flexibility.

3.4.2 Sample Techniques

The study used random sampling techniques and purposive sampling techniques to obtain the sample. Purposive sampling techniques were used to obtain 8 secondary schools (these were Songe, Mkendo, Mshikamano, Nyabisare, Makoko day, Iringo, Morembe and Nyamitwebiri) purposive sampling was used because the researcher thought that the schools selected were vital whose respondents are facing the problem of job dissatisfaction hence would help the researcher to have correct information and Random sampling technique was used to obtain 54 teachers.

The researcher applied random sampling technique because it said to be the best techniques to obtain an optimum sample. Kothari (1990:56) random sampling design, every item of the universe has an equal chance of inclusion in, and the results obtained from probability or random sampling can be assured in terms of probability i.e., we can measure the errors of estimation or the significance of results obtained from a random sample, and this fact brings out the superiority of random sampling design over the deliberate sampling design. This is the reason why this study considered random sampling as the best technique of selecting a representative sample.

3.4.3 Sampling Procedure

Single cluster sampling was employed in selecting participants. There was a random selection of respondents. The sample of teachers who participated in this study was 54. The total population of teachers in 8 secondary schools was 160.

3.5 Methods of Data Collection

3.5.1 Primary data collection

The primary data was collected using two questionnaires i.e Multifactor Leadership Questionnaire-MLQ and Minnesota Satisfaction Questionnaire- MSQ. The questionnaires consisted of items referring to the following two themes; leadership styles and job satisfaction (All questionnaires used in this study were included in the text as Appendix II).

The following was the operationalization of these two themes:

Measurement of Transformational and Transactional leadership

The independent variables were assessed by using the Multifactor Leadership Questionnaire (MLQ, version 1, as used by Bicep et al. (1995), plus some additional items from version 5X) for teachers' rating of their school heads leadership (see Appendix II section B). The MLQ measures the degree of transformational and transactional leadership exhibited by the subject. For the measurement of transformational and transactional leadership items were drawn from the MLQ (Bass, 1985), which has been elaborated by Bycio et al. (1995). Bycio et al. (1995) distinguished three factors of transformational leadership: charismatic leadership (17 items), individualized consideration (7 items), and intellectual stimulation (3 items), and two factors of transactional leadership, that is, contingent reward (7 items) and management by exception. According to Bass and Avolio (1992) expanded on the transactional leadership factor of management by exception (4 items), and laissez-faire leadership (4 items). In the present study, respondents were asked to indicate the extent to which they agreed with each statement using a five-point Likert scale ranging from 1(strongly disagree) to 5(strongly agree).

Measurement of job satisfaction

Job satisfaction was measured by using Minnesota Satisfaction Questionnaire (MSQ) developed by Weiss, Dawis, England and Lofquist (1967). The original scale was modified to reflect more relevant job related behaviors found in school settings in Tanzania (Appendix II; section C). According to Arvey et al. (1989), the Manual for the MSQ indicates that factor analytic procedures have produced an 'Intrinsic' Satisfaction Scale and an 'Extrinsic' satisfaction scale. The *Intrinsic Satisfaction* Scale consists of 12 items that reflect ability utilization, achievement, the chance to do things for other people in the job, and so forth. The *Extrinsic Satisfaction* scale consists of 8 items that concern the way company policies are administered, the quality of working conditions, and so forth. The *General Satisfaction* scale is simply a summation of the 20 items and can be viewed as a composite of intrinsic and extrinsic job satisfaction. The Manual for the MSQ indicates reliability on the basis of a wide variety of studies on different occupational groups shows a median reliability coefficient of .86 for the intrinsic satisfaction scale and .80 for the extrinsic satisfaction scale and .90 for the General Satisfaction Scale (Arvey et al. 1989). Furthermore, Thoms et al. (2002) point that the MSQ is a well-regarded measure of job satisfaction and it has been widely used in academic research for over thirty years. In this study I focused on the general job satisfaction scale in reporting the results for the simple reason that there is a very high correlation between the intrinsic and extrinsic job satisfaction scales. The respondents were required to rate their satisfaction with various aspects of their job on a five-point Likert scale ranging from 1 (Very dissatisfied) to 5 (Very satisfied).

3.5.2 Secondary data collection

The researcher reviewed the existing literature (Secondary data sources) to compliment the primary data. The researcher reviewed both published and non published documents. Also the researcher kept on reviewing during report writing so

as to supplement as well as complement information that was gathered through schedules.

Up to the report seen the way it is, the researcher reviewed many published and unpublished documents which included books, magazines, and articles, Research reports and situational Analysis reports, scholarly papers and other profound materials were scrutinized.

3.6 Data Analysis

The data collected from the field were coded and entered into the computer for analysis using two methods; Descriptive statistical tools and multiple linear regressions; this was made possible by the support of the computer programme (Statistical Package for Social Sciences -SPSS). As Martin and Acuna (2002) observe, SPSS is able to handle large amount of data, and given its wide spectrum of statistical procedures purposefully designed for social sciences, it is also quite efficient. This research report yielded the data that used both qualitative and quantitative analysis. Quantitative analysis entails analyzing numbers about a situation by choosing specific aspects of that situation. Quantitative data was analyzed using descriptive statistical tools such as frequencies, percentages, means and ANOVA test. Borg and Gall (1983) hold that the most widely used and understood standard proportion is the percentage. On the other hand, qualitative analysis entails analyzing in words or pictures by collecting data and recording peoples' experiences.

Multiple linear regressions were used to analyze data because this technique is more appropriate to use it in determining the relationship between overall transformational and transactional leadership factors and job satisfaction, as well as determining the relationship between each factor and job satisfaction. The independent variable was leadership style's and the dependent variable was job satisfaction as shown on the conceptual framework in figure 2.1. Moreover, multiple linear regressions have won a significant popularity in educational research (Gallmeier, 1992). It has also been

very useful in providing magnitudes and statistical significance in studies that focus on relationships between variables. Kirby, Paradise, and King (1992); Koh, Steers and Terborg (1995) used regression analysis in identifying transformational leadership factors that could best predict job satisfaction. Hence it was considered worthwhile to employ the use of multiple linear regression analysis in this study.

3.7 Expected output of study

The findings of this study demonstrated on how transformational and transactional leadership behavior influence on the job satisfaction of teachers. These results have some implications for theory and practice. Given the lack of research on the topic of leadership style and its influence on employee job satisfaction; this study adds up to the field of leadership studies by providing empirical research on this topic in secondary schools. In this regard, the study is significant for the effort to understand leadership and employee relations in public secondary schools and perhaps look at possibility to improve this relationship.

3.8 Ethical Considerations

Research work should be governed by principles and procedures as follows:-

3.8.1 Permission must be obtained

The permission of collecting the research data was obtained from Mzumbe University (School of Public Administration and Management) after the submission of the thesis proposal. This was used as an introductory note to the D.E.O of Musoma Municipal Council, hence permitted to interact with the heads of schools concerned (mentioned in table 3.2 as a population of the study).

3.8.2 Research Subjects must be Volunteers

Respondents in this research report were voluntarily asked to participate. The inquiries involving respondents subjects was far based on the freely given informed consent of subjects; what the research is about, who is undertaking and why it is

being undertaken. The advantage of such information was that they gave the respondents the opportunity to be fully informed of the nature of the research and the implications of their participation at the outset.

3.8.3 No harm shall Result as a consequence of Participation in the Research

Research that is likely to harm participants is regarded by most people as unacceptable. In this research report the issue of no harm to participants was considered to be an important issue by advocating care over maintaining the confidentiality and anonymity. This means that the identities and records of respondents was maintained as confidential (by not storing participants names and address or letter correspondence on hard drives).

3.8.4 Sensitive information shall be protected

Sensitive information in this research report was and will be confidentiality protected by; not storing participants' names and addresses or letter correspondence on hard drives, ensuring transcripts do not include participants names and using identifier or respondents codes on data files and storing the list of participants and identifier codes in a locked cabinet.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF FINDINGS

4.0 Introduction

This chapter presents and analyzes the findings of this study, and it gives some interpretations of the findings according to the objectives, research questions, and theoretical framework of the study. The variables presented and analyzed are of demographic which investigate respondents' characteristics, and other variables for research questions and theoretical framework of the study.

4.1 Respondents Profile

The study takes into consideration the respondents personal characteristics and their distributions to give general information about respondents and to assist the researcher understanding on the findings. Variables included here are sex, age, marital status, academic qualifications, years of teaching, years of teaching at present school, and years of working with present head of school.

4.1.1 Respondents distribution by sex

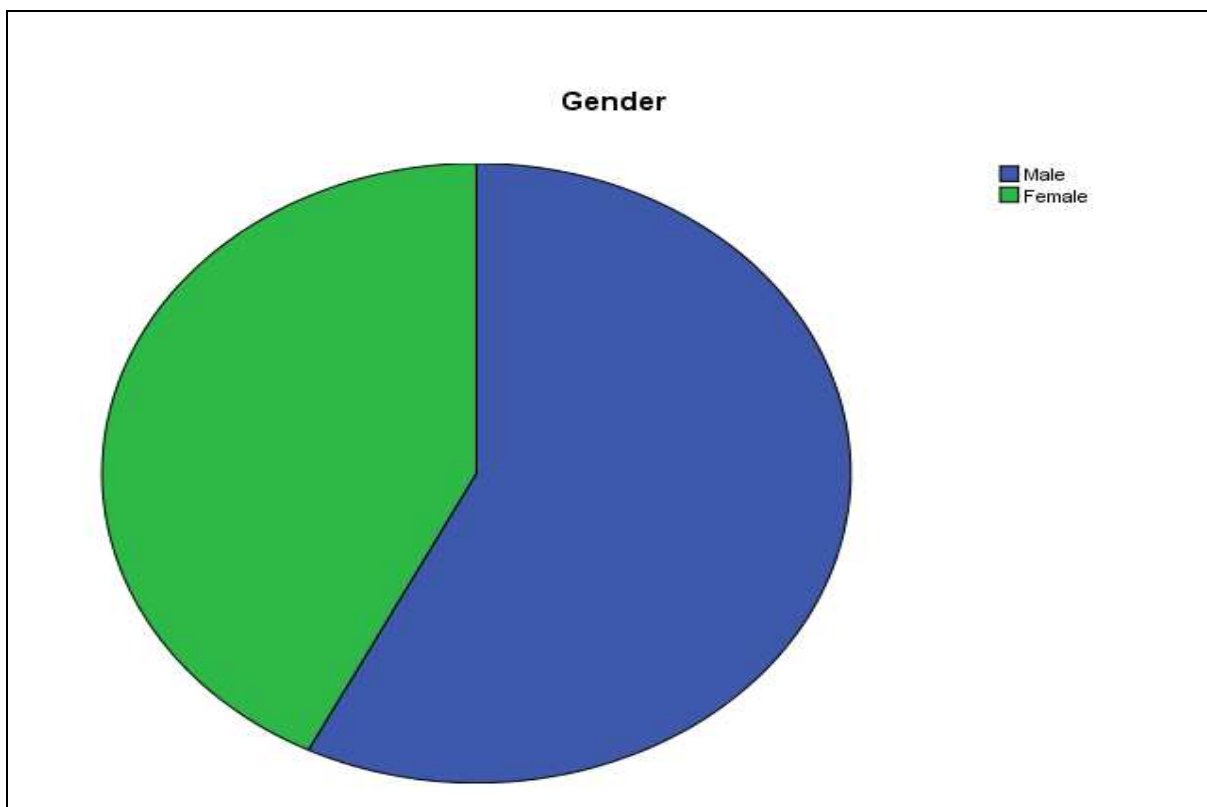
The study managed to capture both sex – females and males. The data collected revealed that 57.4% of the respondents were male, while 42.6% were female. This suggests that 57.4% of the data collected for all variables settled in this study comes from male and female made contribution of 42.6%. Table 4.1 and figure 4.1 show the results.

Table 4.1 Respondents distributions by sex

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Male	31	57.4	57.4	57.4
Female	23	42.6	42.6	100.0
Total	54	100.0	100.0	

Source: field work

Figure 4.1: Respondents distribution by sex



Source: Table 4.1

4.1.2 Respondents distribution by age group

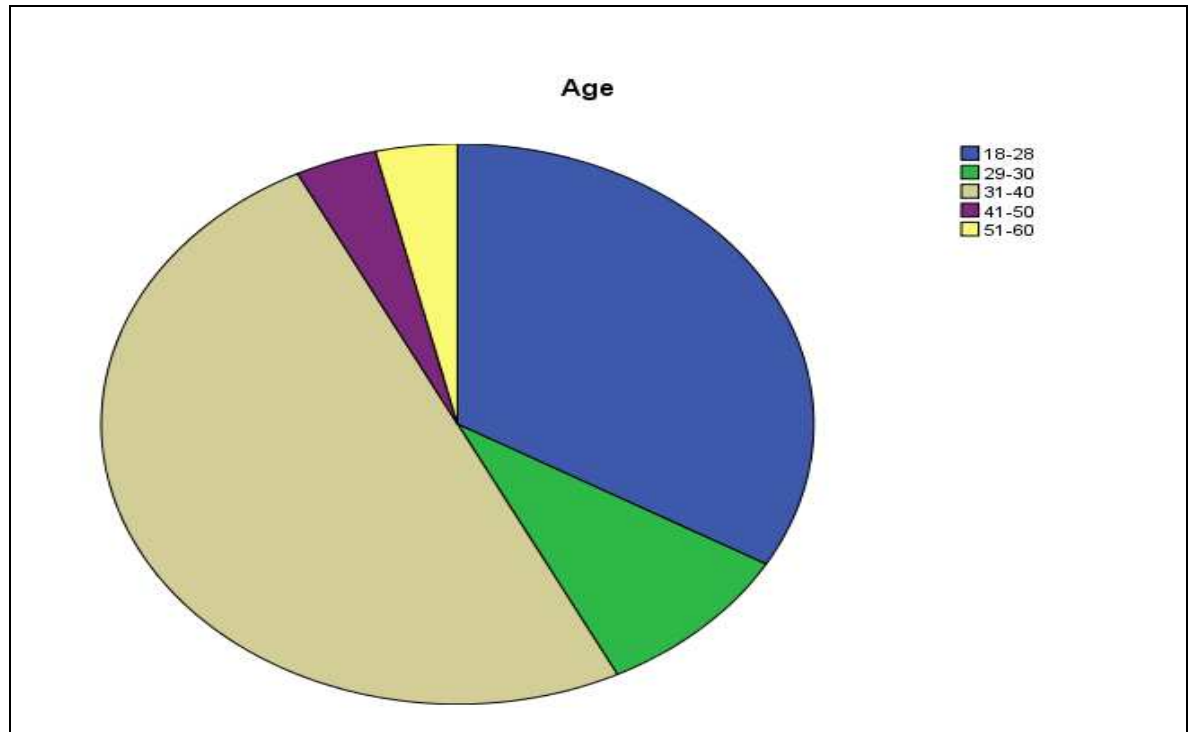
The study settled five age groups, from which, respondents asked to identify his/her group. The groups were:- between 18 to 28 years old, 29 to 30 years old, 31 to 40 years old, 41 to 50 years old, and 51 to 60 years. The data collected revealed that 33.3% of the respondents aged between 18 to 28 years, 9.3% aged between 29 to 30 years, 50.0% aged between 31 to 40 years, 3.7% aged between 41 to 50 years, and 3.7% were 51 to 60 years old. These findings suggest that, the study was dominated by people aged between 31 to 40 years old, as this class appears to be the model class of the age groups. Table 4.2 and figure 4.2 show the results.

Table 4.2 Respondents distribution by age groups

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-28	18	33.3	33.3	33.3
	29-30	5	9.3	9.3	42.6
	31-40	27	50.0	50.0	92.6
	41-50	2	3.7	3.7	96.3
	51-60	2	3.7	3.7	100.0
	Total	54	100.0	100.0	

Source: field work

Figure 4.2: Respondents distribution by age groups



Source: Table 4.2

4.1.3 Respondents distribution by marital status

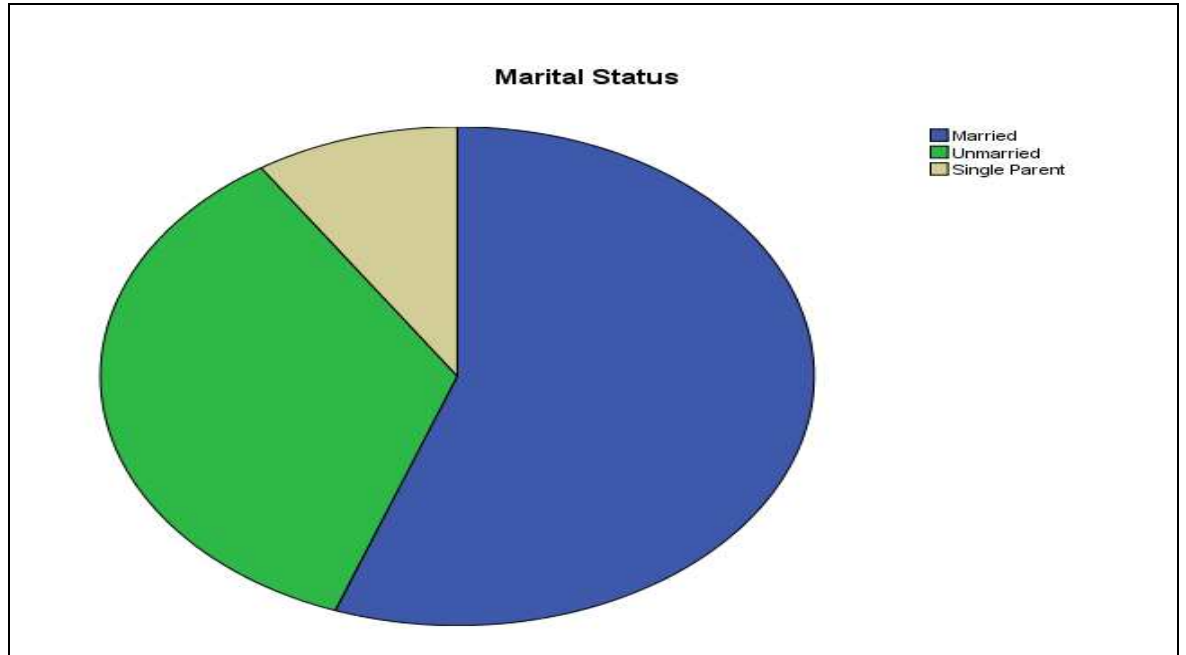
Three variables settled for the collection of data for this part. The variables were: - married, unmarried and single parent. The data revealed that 55.6% of the respondents were married, 35.2% were unmarried, and 9.3% were single parent. This suggested that more than 50% of teachers were couples. Table 4.1 and figure 4.3 show the result.

Table 4.3 Respondents distributions by marital status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	30	55.6	55.6	55.6
	Unmarried	19	35.2	35.2	90.7
	Single Parent	5	9.3	9.3	100.0
	Total	54	100.0	100.0	

Source: field work

Figure 4.3: Respondents distribution by marital status



Source: Table 4.3

4.1.4 Respondents distribution by academic qualification

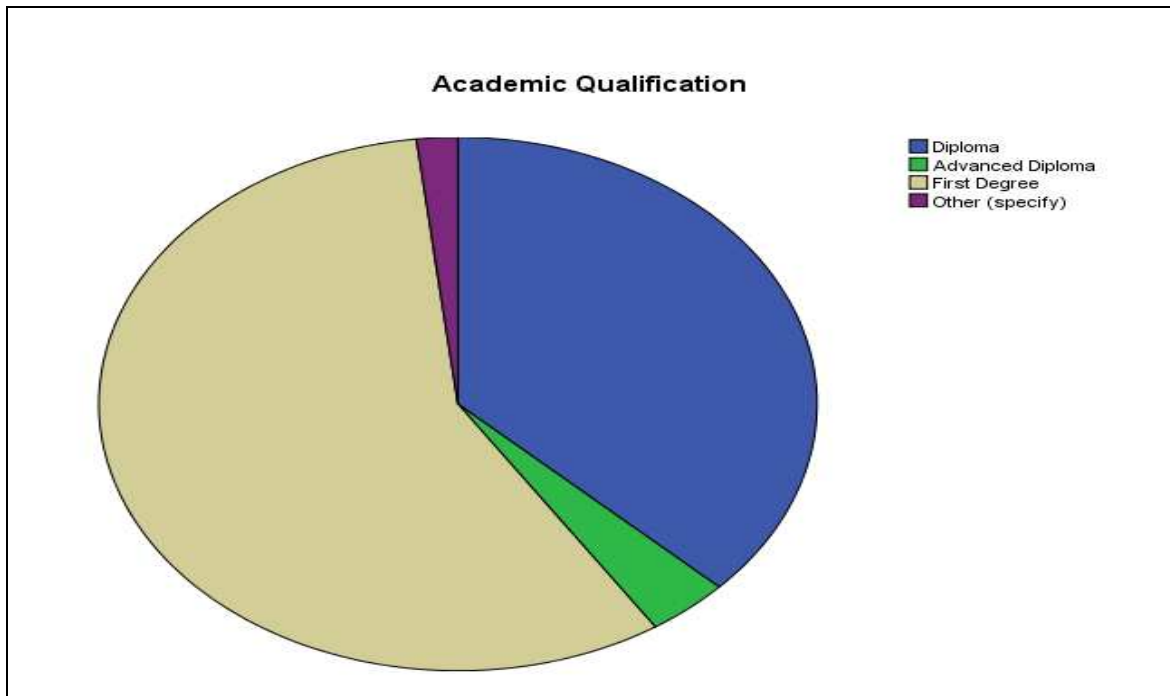
The study put four variables to depict the education attained by teachers. The variables were Diploma, Advanced Diploma, First Degree and Other (specify). The findings were Diploma 37.0%, Advanced Diploma were 3.7%, First Degree were 57.4%, and Other (specify) were 1.9%. These findings suggested that more than 50% of teachers had high level of education. Table 4.4 and figure 4.4 show the result.

Table 4.4 Respondents distribution by academic qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	20	37.0	37.0	37.0
	Advanced Diploma	2	3.7	3.7	40.7
	First Degree	31	57.4	57.4	98.1
	Other (specify)	1	1.9	1.9	100.0
	Total	54	100.0	100.0	

Source: field work

Figure 4.4 Respondents distribution by academic qualification



Source: Table 4.4

4.1.5 Respondents distribution by years of teaching

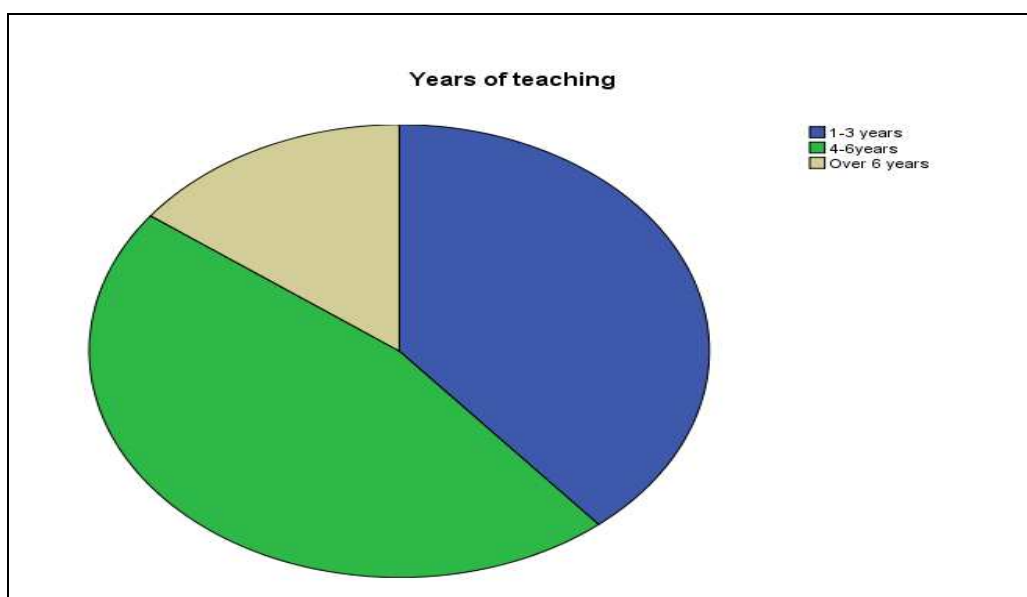
The study settled three categories of teaching experience in years, from which respondents asked to identify his/her group. The groups were: - between 1 to 3 years working experience, 4 to 6 years of teaching, and Over 6 years of teaching. The data collected revealed that 38.9% of teachers had teaching experience of 1 to 3 years, 46.3% of teachers had teaching experience of 4 to 6 years, and 14.8% had teaching experience of above 6 years. This suggested that over 40% of the respondents had teaching experience of above four years showing that they were experts in that field. The table 4.5 and figure 4.5 show the result.

Table 4.5 Respondents distribution by years of teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3 years	21	38.9	38.9	38.9
	4-6years	25	46.3	46.3	85.2
	Over 6 years	8	14.8	14.8	100.0
	Total	54	100.0	100.0	

Source: field work

Figure 4.5 Respondents distribution by years of teaching



Source: Table 4.5

4.1.6 Respondents distribution by years of teaching at present school

Under this point the study settled three categories by years of teaching at the present school, from which respondents asked to identify his/her group. The categories were: 0 to 1 years, 2 to 3 years, and over 3 years. The data collected revealed that; 18.5% of teachers had stayed at the present school for about 0 to 1 years, 24.1% had spent 2 to 3 years at the present school, and 57.4% of teachers claimed to be teaching for over 3 years at their present schools. These findings suggested that over 50% of

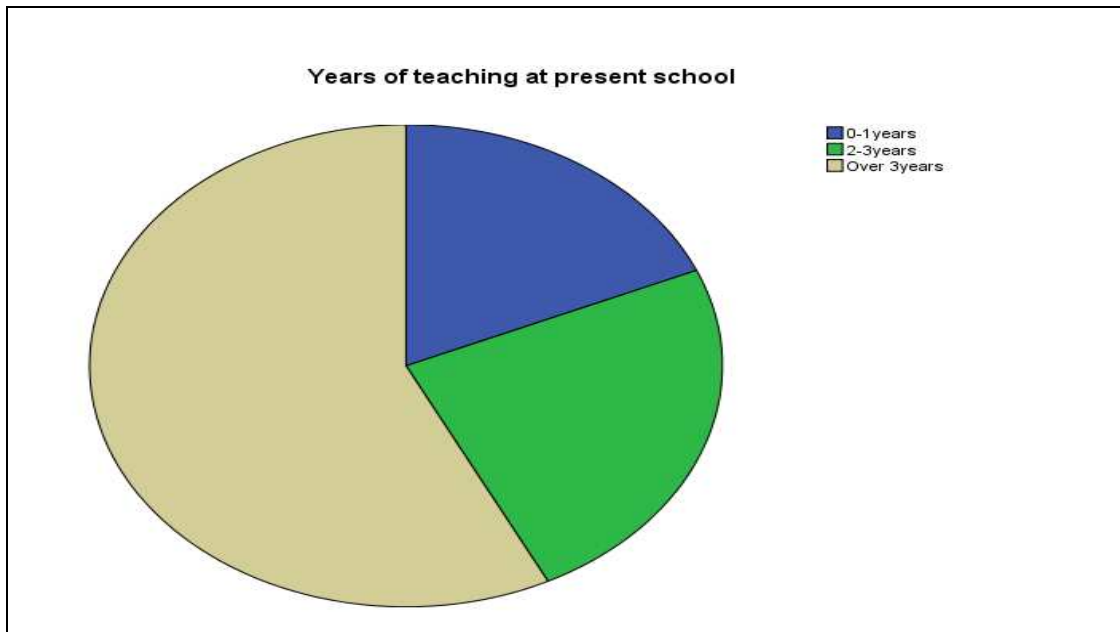
teachers had been teaching at their present schools for more 3 years, hence had experienced different styles of leadership from their head of schools.

Table 4.6 Respondents distribution by years of teaching at present school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-1years	10	18.5	18.5	18.5
	2-3years	13	24.1	24.1	42.6
	Over 3years	31	57.4	57.4	100.0
	Total	54	100.0	100.0	

Source: field work

Figure 4.6 Respondents distribution by years of teaching at present school



Source: Table 4.6

4.1.7 Respondents distribution by years of working with present head of school

Under this point the study settled three categories by years of working with the present head of school, from which respondents asked to identify his/her group. The categories were: 0 to 1 year, 2 to 3 years, and over 3 years. The data collected revealed that, 40.7% had worked with their present head of schools for the years

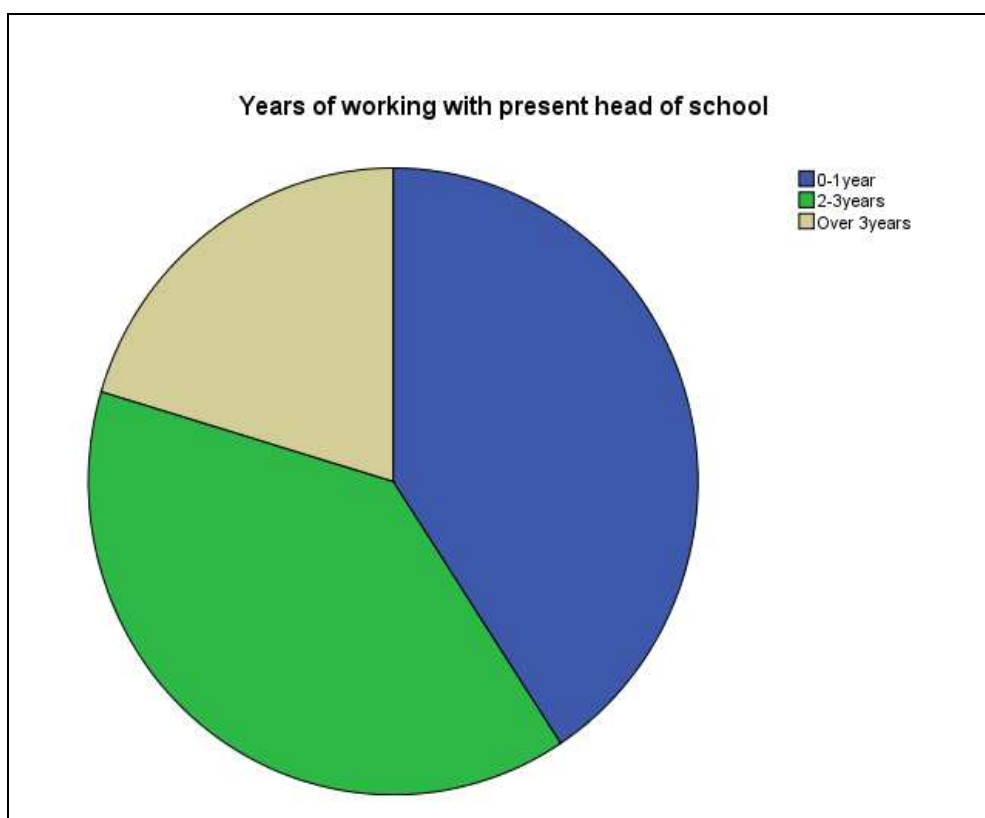
range 0 and 1 year, 38.9% had worked with their present head of schools for the years range 2 and 3 years, and 20.4% had worked with their present head of schools for more than 3 years. Table 4.7 and figure 4.7 show the results.

Table 4.7 Respondents distribution by years of working with present head of school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-1year	22	40.7	40.7	40.7
	2-3years	21	38.9	38.9	79.6
	Over 3years	11	20.4	20.4	100.0
	Total	54	100.0	100.0	

Source: field work

Figure 4.7 Respondents distribution by years of working with present head of school



Source: Table 4.7

4.2 Descriptive statistics of the leadership styles and job satisfaction variables

Descriptive statistics of the leadership styles and job satisfaction variables are reported in Table 4.8. The means range from 1.37 to 4.41. Comparison of means suggests that respondents report more satisfaction towards transformational leadership style. The decision of selecting the response, whether SD, D, N/O, A and SA was taken depending on the one with the highest percentage of respondent's frequencies on selecting that response.

Table 4.8: Leadership styles of the heads of schools (N = 54)

Item	Responses										Mean	Decision
	S D f	%	D f	%	N/ O f	%	A f	%	S A f	%		
<i>The head of the school makes me feel good to be around him/her because he/she has an impressive and charming personality</i>	9	16.7	10	18.5	-	-	25	46.3	10	18.5	3.31	Agree
<i>The head of school is respected by all teachers</i>	4	7.4	2	22.	5	9.3	27	50.	6	11.	3.35	Agree
<i>The head of the school is a good example of good work and behavior for me to follow.</i>	1	1.9	2	22.	5	9.3	26	48.1	10	18.5	3.59	Agree
<i>I consider the head of the school as a symbol and sign of success and accomplishment in our teaching profession</i>	3	5.6	-	-	2	3.7	29	53.7	20	37.0	4.17	Agree
<i>I trust the head of the school ability and good judgment in solving problems</i>	4	7.4	6	11.1	7	13.0	21	38.9	16	29.6	3.72	Agree
<i>The head of the school inspires and encourages teachers to aim high in our teaching job and in life.</i>	-	-	7	13.0	9	16.7	29	53.7	9	16.7	3.74	Agree
<i>The head of the school makes me feel proud to be associated with him/her.</i>	-	-	6	11.1	4	7.4	39	72.2	5	9.3	3.80	Agree

<i>The head of the school has a special ability and talent for seeing what is really important for me to consider in my teaching job and in life.</i>	4	7.4	8	14.8	9	16.7	21	38.9	10	18.5	3.57	Agree
<i>The head of school encourages me to hope for a bright future in our teaching profession and in life.</i>	1	1.9	9	16.7	5	9.3	34	63.0	5	9.3	3.61	Agree
<i>The head of the school inspires loyalty and commitment to the school.</i>	-	-	-	-	-		43	79.6	11	20.4	4.20	Agree
<i>I have complete faith and trust in the head of the school because of the good way he/she manages the school.</i>	-	-	3	5.6	12	22.2	30	55.6	9	16.7	3.83	Agree
<i>The head of the school sets a vision and future direction of what we may be able to accomplish and achieve if we work together.</i>	-	-	1	1.9	5	9.3	36	66.7	7	13.0	4.19	Agree
<i>The head of school encourages me to express my ideas and opinions in staff meetings.</i>	-	-	3	5.6	2	3.7	19	35.2	30	55.6	4.41	Strongly agree
<i>The head of the school encourages teachers to understand the points of views of other teachers</i>	-	-	3	5.6	9	16.7	23	42.6	19	35.2	4.07	Agree

during staff meetings.													
The head of the school gives me a sense of overall meaning and satisfaction in my teaching job and in life.	10	18.5	10	18.5	13	24.1	15	27.8	6	11.1	2.94	No opinion	
The head of the school shows a sense of duty and work commitment which he transmits to me.	-	-	-	-	6	11.1	32	59.3	16	29.6	4.19	Agree	
The head of the school stimulates and encourages teachers to participate willingly and happily in doing school duties.	4	7.4	-	-	2	3.7	27	50.0	21	38.9	4.13	Agree	
The head of the school shows his/her satisfaction to me when I meet required standards of good work.	-	-	4	7.4	7	13.0	32	59.3	9	16.7	3.96	Agree	
The head of the school creates conditions that allow teachers to do their teaching job and complete various school duties even without his/her presence.	1	1.9	3	5.6	3	5.6	36	66.7	11	20.4	3.98	Agree	
I get credit and praise from the head of the school for doing my work well.	13	24.1	7	13.0	7	13.0	20	37.0	7	13.0	3.02	Agree	
The head of the school finds out what I want and he/she tries to help me get it.	3	5.6	12	22.2	19	35.2	15	27.8	5	9.3	3.13	Agree	
You know for	1	1.9	2	3.7	7	13.0	3	59.0	6	11.0	4.07	Agree	

sure that the head of the school will praise you when you do a good job.						0	2	3		1			
The head of the school gives personal attention to teachers who look neglected, lonely and keep away from the company of other teachers.	-	-	1 1	20. 4	6	11. 1	2 2	40. 7	13	24. 1	3.80	Agree	
The head of the school treats each teacher as an individual with different needs, abilities and aspirations.	-	-	8	14. 8	7	13. 0	2 7	50. 0	12	22. 2	3.80	Agree	
The head of the school has provided me with new ways of looking at things which I did not understand before in my teaching job.	-	-	1 8	33. 3	17	31. 5	5	9.3	14	25. 9	3.28	Agree	
The head of the school has challenged my ideas and have made me change some of my own ideas which I had never questioned before in my teaching job and in life.	4	7.4	3	5.6	18	33. 3	2 0	37. 0	7	13. 0	3.54	Agree	
The head of the school helps me think and solve old problems in new and alternative ways.	1	1.9	1 6	29. 6	8	14. 8	2 4	44. 4	5	9.3	3.30	Agree	
The head of the school assures me I can get what I personally want	1	1.9	9	16. 7	7	13. 0	2 8	51. 9	7	13. 0	3.69	Agree	

in exchange for my efforts for doing school duties.												
The head of the school talks a lot about giving teachers special recommendations , praise and promotion for good work.	-	-	1 1	20. 4	16	29. 6	1 6	29. 6	11	20. 4	3.50	Agree
Whenever I feel necessary, I can negotiate or talk to the head of the school what reward I can get for what I accomplish.	4	7.4	1 1	20. 4	9	16. 7	2 0	37. 0	7	13. 0	3.44	Agree
The head of the school tells me what I should do, if I want to be rewarded for my efforts.	-	-	8	14. 8	11	20. 4	2 4	44. 4	6	11. 1	3.80	Agree
The head of the school gives me the reward I want in exchange for showing my support for him/her.	4	7.4	8	14. 8	11	20. 4	1 8	33. 3	8	14. 8	3.61	Agree
There is a close relationship between what I am expected to contribute to the work in a group and the reward I get out of my contribution.	3	5.6	1 3	24. 1	4	7.4	2 8	51. 9	3	5.6	3.44	Agree
The head of the school pays more attention in the school affairs when there are problems, irregularities and mistakes in the school.	-	-	1	1.9	11	20. 4	2 8	51. 9	14	25. 9	4.02	Agree
The head of the	3	5.6	9	16.	9	16.	1	35.	12	22.	3.63	Agree

school spends most of his time solving disputes, troubles and conflicts in the school				7		7	9	2		2			
Most of the time the head of the school follows closely my mistakes.	4	7.4	9	16.7	11	20.4	28	51.9	2	3.7	3.28	Agree	
The head of the school, most of the time directs his/her attention towards failure to meet standards in the school.	3	5.6	7	13.0	7	13.0	29	53.7	8	14.8	3.59	Agree	
The head of the school does not take action until problems becomes serious.	20	37.0	18	33.3	3	5.6	6	11.1	7	13.0	2.30	Disagree	
The head of the school waits until things have gone wrong in the school before he takes action.	21	38.9	21	38.9	2	3.7	4	7.4	6	11.1	2.13	Disagree	
The head of the school is a person who believes that if there are no problems, then there is no need to change anything in the school.	20	37.0	13	24.1	9	16.7	10	18.5	2	3.7	2.28	Disagree	
Problems must become very bad before the head of the school takes action.	23	42.6	20	37.0	1	1.9	6	11.1		-	-	2.11	Disagree
The head of the school avoids getting involved when important issues and problems arise in the school.	31	57.4	15	27.8	4	7.4	4	7.4	-	-	1.65	Disagree	
The head of the school most of	25	46.3	18	33.3	3	5.6	4	7.4	4	7.4	1.96	Disagree	

<i>the time is absent from the school when needed.</i>												
<i>The head of the school avoids making decisions in the school.</i>	30	55.6	20	37.0	4	7.4	-	-	-	-	1.59	<i>Disagree</i>
<i>The head of the school delays responding to urgent problems that arise in the school</i>	34	63.0	20	37.0	---	-	-	-	-	-	1.37	<i>Disagree</i>

Source: field work

Teachers' Job Satisfaction

Item	Responses										Mean	Decision
	SD		D		N/O		A		SA			
	f	%	f	%	f	%	f	%	f	%		
The type of your head of school gives you at work	4	7.4	5	9.3	39	72.2	6	11.1	-	-	3.87	No opinion
Academic achievement of students in your school compared with government standard	2	3.7	12	22.2	12	22.2	28	51.9	-	-	3.22	Agree
Your head of school ability to encourage good relationship among teachers	2	3.7	5	9.3	5	9.3	26	48.1	16	29.6	3.91	Agree
Your head of schools' ability to foster academic achievement of students in your school	1	1.9	3	5.6	33	61.1	17	31.5	-	-	4.22	No opinion
The measures your head of school takes to ensure security of staff	3	5.6	40	74.1	11	20.4	-	-	-	-	4.15	Disagree
Your head of school's sensitivity to the needs of teachers	10	18.5	2	3.7	29	53.7	13	24.1	-	-	3.83	No opinion
The extent of students' participation in	4	7.4	5	9.3	33	61.1	12	22.2	-	-	3.91	No opinion

<i>extracurricular activities</i>														
Your head of school's ability to organize discussions and sharing of ideas among teachers	4	7.4	3	5.6	40	74.1	7	13.0	-	-	3.93	No opinion		
The extent to which your head of school allows you the freedom to use different techniques in teaching	2	3.7	6	11.1	33	61.1	13	24.1	-	-	4.06	No opinion		
The way your head of school evaluates your teaching skill	2	3.7	5	9.3	10	18.5	34	63.0	3	5.6	3.57	Agree		
The way teachers are allowed to join in decision making that affects them	16	29.6	5	9.3	17	31.5	11	20.4	5	9.3	3.70	Agree		
The amount of freedom your head of school allows you to make innovations in your area of expertise	8	14.8	3	5.6	24	44.4	19	35.2	-	-	4.00	Agree		
The teaching job gives me a chance to help other people	2	3.7	8	14.8	32	59.3	12	22.2	-	-	4.00	No opinion		
Your head of school effort to arouse students' interest in achieving the objectives of instruction	8	14.8	36	66.7	10	18.5	-	-	-	-	4.04	Disagree		
The way your head of school matches personal goals with school goal	4	7.4	3	5.6	31	57.4	13	24.1	3	5.6	4.15	No opinion		
The way your head of school forms task force committees to look into problems that requires immediate attention.	1	1.9	6	11.1	2	3.7	23	42.6	19	35.2	4.15	Agree		
The kind of friendly atmosphere your head of school creates	2	3.7	8	14.8	31	57.4	13	24.1	-	-	3.98	No opinion		

<i>The teaching job provides me with a chance to get recognition from the community</i>	1	1.9	1	1.9	10	18.5	27	50.0	12	22.2	4.06	Agree
<i>The extent of your students' involvement in school decision-making</i>	5	9.3	4	7.4	9	16.7	26	48.1	10	18.5	3.59	Agree
<i>I like the way teachers cooperate and get along friendly with each other in this school</i>	3	5.6	1	1.9	3	5.6	27	50.0	20	37.0	4.11	Agree
<i>The ability of your head of school to mobilize teachers in social relationship</i>	3	5.6	4	7.4	24	44.4	23	42.6	-	-	4.19	Agree

Source: field work

The table 4.8 above shows that more than 79.6% of the respondents reported to agree that, the head of the school inspires loyalty and commitment to the school, on the other hand 72.2% strongly agreed that, the head of the school makes them to feel proud to be associated with him or her. About 66.7% of the respondents agreed that, the head of the school creates conditions that allow teachers to do their teaching job and complete various school duties even without his or her presence. This implies that more than 70% of the respondents were satisfied with working conditions and the style of leadership leading to job satisfaction.

Another descriptive statistics were run and the table shows that, 57.4% of the respondents strongly disagree that the head of the school avoids getting involved when important issues and problems arise in the school. Besides 63% strongly disagreed that the head of the school delays responding to urgent problems that arise in the school. The findings also show that many teachers believed that, their head of the school avoids making decisions in the school. About 55.6% of the teachers believed that the ability of their head of schools was inadequate. It is evident from the scale that about 74.1% of the respondents had no any opinions on their head of the schools ability to organize discussions and sharing of ideas among teachers. This

implies that some teachers were not involved in decision making leading to dissatisfaction.

The scale also showed that about 1.9% of the respondents disagreed that; teaching job provides them with a chance to get recognition from the community. The main implication of this statement is that, community considers teaching profession as inferior occupation compared to other professions. Other issues that teachers felt to be dissatisfied with were related to conditions surrounding the teaching job, which include: delays in promotions, poor working conditions, and lack of in-service training. According to the job satisfaction theory of Herzberg et al. (1959), these factors are referred to as hygiene factors.

4.3 Hypotheses Testing: Leadership styles and job satisfaction

The relationship between the aspects of leadership styles and job satisfaction was investigated using Pearson product-moment correlation coefficient. Table 4.9 indicates the results. Generally, the intercorrelations among the dimensions of transformational, transactional leadership styles and job satisfaction have demonstrated moderate levels of correlation. That means that, some teachers are satisfied with the leadership styles of their head of schools while others were not satisfied with the leadership styles of their head of schools, as elaborated in detail after table 4.9 below.

Table 4.9: Leadership styles and Job satisfaction (N=54)

Variable	Correlations (Pearson's <i>r</i>)							
	1	2	3	4	5	6	7	8
1 Charismatic leadership	1							
2 Individualconsidern	.535(**)	1						
3 Intellectual stimulation	.066	.485(**)	1					
4 Contingent Rewards	.437(**)	.295(*)	.193	1				
5 Active management exception	by .124	-.143	-.328(*)	.272	1			
6 Passive management exception	by -.528(**)	-.063	.197	.211	.039	1		
7 Laissez-faire	-.584(**)	-.190	.414(**)	-.449(**)	.7243	.566(**)	1	
8 Total job satisfaction	.522(**)	.394(**)	.266	.495(**)	.011	-.182	-.492(**)	1

Source: field work

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

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

4.3.1 Analysis of variables in research questions.

4.3.1.1 Analysis of variables in research question one.

Table 4.9 indicates that there was a positive, strong significant correlation, $r = .522$, $n (54)$, $p < 0.01$ between Charismatic leadership and job satisfaction. This implies that the higher the respondents categorized their heads of schools in charismatic leadership aspect the higher they reported job satisfaction.

The results shows that there was positive correlation, $r = .394$, $n (54)$, $p < 0.01$ between individual consideration and job satisfaction. This implies that the higher teachers were motivated by the head of the school the higher they were satisfied with their jobs.

Besides the results reveals that there was positive correlation, $r = .266$, $n (54)$, $p < 0.01$ between total intellectual stimulation and job satisfaction. This means that all respondents who were categorized under total intellectual stimulation were likely to perform better and satisfy with their jobs.

4.3.1.2 Analysis of variables in research questions two.

There was a positive strong, significant correlation, $r = .495$, $n (54)$, $p < 0.01$ between Contingent rewards and job satisfaction.

There was positive correlation, $r = .011$, $n (54)$, $p < 0.01$ between Active management by exception and job satisfaction.

There was no significant correlation, $r = -.182$, $n (54)$, $p < 0.01$ between passive management by exception and job satisfaction. This means that passive management by exception did not contribute to job satisfaction.

There was no significant correlation, $r = -.492$, $n (54)$, $p < 0.01$ between total laissez-faire and job satisfaction. This means that laissez-faire did not make any contribution to job satisfaction.

4.4 Regression analysis explaining job satisfaction from leadership styles

The regression analysis reported in table 4.10 indicates that the variables in the model of this study reached a statistical significance of $p < 0.005$. In totality, the variables explained 56.1% of the variance in job satisfaction. Passive management by exception made the largest unique contribution of 38.8% of the variance ($\beta = .275$). Intellectual stimulation variable followed in making unique contributions of 11.9% of the variance ($\beta = .559$). Charismatic leadership was the last by making a unique contribution of 2.8% of the variance ($\beta = .275$). Other variables such as individual consideration, Contingent rewards, Active management by exception, and Laissez-faire did not make any statistical significant unique contribution of the variance to job satisfaction. Bass's augmentation hypothesis (transformational

leadership factors augment the influence of transactional leadership factors) can be confirmed by these data.

The positively significant regression coefficients of charismatic leadership, intellectual stimulation and contingent reward and passive management by exception indicate that the higher the level of these experienced transformational and transactional leadership factors, the higher the amount of job satisfaction was.

Table 4.10: Regression analysis explaining Job Satisfaction from Leadership styles (N = 54)

Model ($p < .0.005$)	R²	Percent	Coefficient		
	.561	56.1	Standardized		
Variables			Beta	Sig.	Part
Charismatic Leadership	.028	2.8	.275*	.093	.168
Individual consideration	.013	1.3	-.170	.255	-.113
Intellectual stimulation	.119	11.9	.559*	.001	.345
Contingent Rewards	.00	.00	.038*	.770	.029
Active management by exception	.00	.00	-.063	.573	.055
Passive management by exception	.388	38.8	.275*	.050	.197
Laissez-faire	.012	1.2	-.749	.000	-.113

Source: field work

4.5 Effects of background characteristics on transformational and transactional leadership, and teachers' job satisfaction.

With regard to the relationship of the background characteristics on leadership and teachers' job satisfaction, multiple regression analyses was conducted to examine the effects of background characteristics on transformational and transactional leadership, and teacher's job satisfaction. Results of the regression analyses are presented in Table 4.11.

Results of regression analyses as shown in Table 4.11 show that background variables account on the average for approximately 12% of variance of the scores of all variables. With regard to leadership variables, teachers experience more charismatic leadership when they have more teaching experience ($\beta = .27$). Teachers' level of experienced charismatic leadership, individualized consideration, and intellectual stimulation seemed to increase with teachers' experience with their

present head of schools ($\beta = .24, .17, \text{ and } .24$ respectively). Contrarily, teachers' experienced passive management by exception seemed to decrease with teachers' experience with their present head of schools ($\beta = .14$). Teachers with the lowest level of academic qualification (i.e. Diploma) experienced high levels of Active management by exception ($M = 3.71$ versus $M = 3.48$ for the higher academic qualification).

Table 4.11: Regression analyses of the influence of teacher characteristics on leadership factors and job satisfaction (N = 54)

Charismatic Consideration	Individualized Stimulation	Intellectual reward	Contingent management	Active management	Passive Satisfaction	Laissez-faire by exception	Job by exception	Leadership by exception
β	β	β	β	β	β	β	β	β
Teacher Characteristics								
Sex -.04	.03	-.0	-.10	.02	-.03	-.01		-.02
Age -.11	.08	-.06	-.12	.01	.04	-.10		.12
Marital status -.10	.03	.04	-.06	.02	.06	-.01		.07
Academic qualification: LL .07		.01*	.05	.05	.15*	-.03		.06 .12*
Academic qualification: HL .07		.03	-.05	.04	.04	-.08		.03 .07
Years of teaching .27*		.08	.05	.17	.02	-.15		.04 .24
Years of teaching at PS .16		-.02	.04	-.07	.10	.20		.06 .14
Years of working with PHS .24*		.17*	.24*	-.01	-.01	-.14*		-.05 .15*
R ² - Change .11*		.06*	.02*	.01	.02	.06*		.04 .06*

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.0 Introduction

This chapter talks about the findings of the two research questions, it tells what was found after analysis, why the findings appear the way they are, and the relationship between the reality and findings of others study.

5.1 Discussion of the research question one:

What are the relationships between aspects of transformational leadership such as idealized charismatic leadership, individualized consideration and intellectual stimulation with job satisfaction in public secondary schools?

The first research question as stated investigates the relationship between aspects of transformational leadership (Charismatic leadership, individualized consideration and intellectual stimulation) with job satisfaction in public secondary schools. Statistics show that transformational leadership had an influence on job satisfaction. And that influence or effect is positive. This is in consonance with earlier studies (Griffin & Bateman, 1986; Lowe et al 1996) which confirm that transformational leadership is linked to follower job satisfaction. The present study also supports more current researches conducted by Bolger (2001) and Nguni et al (2006) which also found evidence of the influence of transformational leadership on teacher job satisfaction and the relation of transformational leadership to a number of important organizational outcomes including perceived extra effort, organizational citizenship behaviors and job satisfaction (Bryman,1992).

Similar studies conducted by Webb (2009) and Koh et al (1995) supported the study in that they found out that the transformational model predicted follower job satisfaction. A likely explanation to the results is given by Bass (1985) who suggests that

transformational leaders encourage followers to think critically and look for new approaches to do their jobs. This challenge given to followers motivates them to become more involved in their tasks which results in an increase in the degree of satisfaction with their work and commitment to the organization. Fortunately the result of this study counts up to ones conducted in Africa by Walumbwa et al (2005) in a cross cultural study involving the United States and Kenya, Nguni et al (2006) in Tanzania and Ejimofor (2007) in Nigeria, which established a strong and positive effect of transformational leadership on job satisfaction. The results of these studies put together are gradually contributing to the universality of the link between transformational leadership and job satisfaction and helps respond to the question of generalization or suitability of results of studies on this subject.

Extending argument with regards to the relationship among the individual transformational leadership attributes, and their relationship with job satisfaction and its facets, the results as showed a very strong and positive relationship among attributes of transformational leadership. This result of the study also confirms with that of Bolger (2001), Koh et al, (1995) and Nguni et al (2006) which indicated strong relationship between the attributes of transformational leadership and job satisfaction. Evidently, from a general perspective there is a kind of interdependency of the variables on the attributes on each other. As a matter of fact, an entire combination of the various attributes would make tremendous impact on followers. Leaders cannot be too charismatic without necessarily being individually considerate at the expense of intellectually stimulating their followers. For followers respond sufficiently to charisma if they are given the opportunity to be part and also operate within reasonable parameters of decision making. And in doing so, evenly attend to individual uniqueness, talents and skills. Charisma among the attributes showed the strongest relationship with job satisfaction. This result is also collaborated with that of Nguni et al (2006) which established that charismatic leadership dimension of transformational leadership showed a significant influence and accounts for a large variation in teachers' job satisfaction.

Looking at the attributes individually, charisma had a relatively weak relationship with autonomy and decision-making. This weak relationship could perhaps be explained by the fact that a show of too much charisma by a leader tends to hinder rather than facilitate the ability of subordinates to believe in their own actions, convictions and decisions. The attribute individual consideration was also weakly related to autonomy but fairly strong in relation to the other facets of job satisfaction. A likely explanation is the way and manner in which leaders show consideration to individuals given their uniqueness. Perhaps attention given by leaders in this respect rather makes teachers feel they cannot operate on their own. Intellectual stimulation on the other hand showed a modest relationship with decision-making, employee recognition, interrelationship among co-workers and job satisfaction but had a weak relationship with professional development and was insignificantly related to autonomy. However, generally the attributes were well related to the many facets of job satisfaction. Notwithstanding, the facet professional development was not significant with all the attributes of transformational leadership except intellectual stimulation. This seemed unlikely especially given that teachers are anxious for professional development if the opportunities and possibility for doing so are available. These results seem to contradict that of Ejimofor (2007) that the ability to engage teachers in decision-making and the ability to create opportunities for teacher professional development of principals' transformational leadership skills significantly predicted teachers' job satisfaction. An explanation however on the non-existence of a relationship between professional development with charisma and individual consideration could be attributed to the variable construct for professional development being very thin. Nonetheless, the significant relationships among the various partners could be attributed to the nature of work at the tertiary level where efficiency is based on collaborative, participative leadership intertwined with reciprocal relationship from staff.

5.2 Discussion of the research questions two:

What are the relationships between aspects of transactional leadership such as contingency rewards, active management by exception, passive management by exception and Laissez-faire with job satisfaction in public secondary schools?

Unlike the transformational leadership behaviors, the combined effects of transactional leadership behaviors on the outcome variable were found to be moderate to weak. The results of the study confirm results obtained in prior studies conducted in both non-educational and educational settings, in which it was also found that the group of transformational leadership factors had stronger positive influence on the outcome variable than the group of transactional leadership factors (Bycio et al.; 1995, Bogler, 2001; Koh et al.; 1995). This indicates that when teachers perceive their heads of schools as articulating a realistic vision of the future that can be shared, mobilizes commitment to these visions, stimulates subordinates intellectually, and pays attention to the differences among the subordinates, teachers are more likely to experience higher levels of job satisfaction.

With regard to the effects of the individual transactional leadership dimensions, the results reveal some interesting findings. The results show that only two transactional leadership factors; contingent reward and active management by exception had moderate to weak positive effects on the outcome variable.

Contingent reward had generally shown to have a positive and a significant correlation had we expected.

Active management by exception dimension had a positive influence on the job satisfaction. We had expected that leaders who actively intervene to solve problems would be perceived by teachers to be effective leaders and in this turn would promote

teachers job satisfaction. The explanation for the moderate to weak effects of active management by exception on the outcome variables might be that leaders who constantly intervene on teachers work for the purpose of corrective action might create feelings of interference and thus causing resentment among teachers.

However as expected the two transactional leadership dimensions of passive management by exception and laissez-faire had mainly shown insignificant negative influence on the job satisfaction. This is also consistent with prior research that found that passive – avoidance leadership (i.e. passive management by exception and laissez-faire leadership behaviors) to be typically negatively related to job satisfaction. This is because as Bass (1985) has argued that these leaders are perceived by followers as being ineffective and therefore these behaviors are counterproductive in enhancing follower's motivation.

5.3 Findings of the Theoretical Frame Work Test

It has been found that, the study failed to collect sufficient data to support the theoretical frame work of the study which this study claimed to hold explanations about the influence of leadership style on teacher's job satisfaction in public secondary schools in Tanzania. So this study concludes that the frame work has shown some signs that can explain the problem. The researcher believed that there is the need for the frame work to be tested in another area in Tanzania for further investigation on its explanatory power.

CHAPTER SIX

SUMMARY, POLICY IMPLICATION AND CONCLUSION

6.0 Summary

Three trends can be derived from the above results of the effects of transformational and transactional leadership on job satisfaction. These trends have also been observed in prior research. First, it can be observed that in the present study, as the case with other previous studies, that there is increasing evidence to the fact that there is quite a significant variation in the way that the individual leadership dimensions influence the criterion variable. In the present study, as the case with previous studies an important finding is the fact that charismatic leadership dimension is the leadership dimension that has the strongest positive influence on the outcome variable, thus accounting for higher positive motivational aspects on teachers work attitudes and behaviors.

This finding is important in the fact it shows the important role that charismatic leadership dimension plays in motivating followers. This implies that school leaders who articulate attractive visions of future states, elevate follower goals and inspiring impatience and hopefulness are likely to have teachers who experience higher levels of job satisfaction. In the current educational reform efforts in Tanzania, whose success is dependent on teachers it is necessary to have leaders who can use charismatic leadership practices in developing teachers motivation and morale towards educational reform and school improvement.

The second trend arising out of the above mentioned results is the fact that the individual leadership dimensions have varying degrees of influence on teachers job satisfaction this confirms the argument of Bass (1985) and later Bass and Avolio (1990) and Eden et al (1998) that in order to be effective, school leaders need to use a combination of the various leadership behaviors. This finding is also consistent with Bass and Avolio

(1990) observation that effective school leaders reflect all of the three transformational leadership factors (charismatic leadership, individualized consideration and intellectual stimulation) and two transactional leadership dimensions (Contingent reward and active management by exception) in their practice. Transactional Contingent reward leadership builds the foundation for relationship between leaders and followers in terms of specifying expectations, clarifying responsibilities, negotiating contracts and providing recognition and rewards for achieving expected performance. Transformational leadership enhances the development of followers, challenging them to think in ways which they are not used to thinking, inspiring them to accomplish beyond what they felt was possible, and motivating them to do so by keeping in mind the values and high moral standards that guide their performance. A key point here is that using the full range of leadership behaviors associated with effective transformational and transactional leadership is more effective strategy than using any one in isolation (Bass and Avolio, 1990; Bass et al., 2003).

The third observed trend from the above study findings is that two transactional leadership behaviors of passive management by exception and Laissez-faire have generally shown to have negative effects on teacher's job satisfaction. This is also consistent with prior research that found that passive-avoidance leadership (i.e. passive management by exception and Laissez-faire leadership behaviors) to be typically negatively related to unit commitment, satisfaction and performance effectiveness (Bass, 1985). It is argued that leadership styles in which leaders sits and waits for things to go wrong and then take action was not a very effective leadership style in terms of either motivating employees or predicting unit performance (Bass et al., 2003). In this regard, school leaders should be made aware that such leadership behaviors of passive-avoidance, which have negative consequences on teachers' attitudes and work behavior, do not serve the interests of the current school reform process. Therefore, it is important that leaders should not practice these passive and ineffective leadership behaviors.

With regard to Bass's (1985) augmentation hypothesis, the results of the present study show that transformational leadership behaviors augment transactional leadership factors in predicting teachers job satisfaction. Therefore, Bass, (1985) augmentation hypothesis is supported by these findings.

With regard teacher's background characteristics, the research results point to the expected direction and supports prior research on the basic notion that teachers background characteristics influence teachers perception of leadership styles (Reyes and Pounder, 1993). In this regard, the influence of teachers background variables on transformational and transactional leadership variables, our research results suggest that teachers with lower level of academic qualification seem to experience higher levels of active management by exception than more qualified teachers (i.e degree holders). The explanation for this might lie in the fact that these teachers having lower level of academic qualifications are therefore less critical, and more dependent on the leadership and support from the head of schools. This finding might be consistent with the idea that less qualified employees are more likely to require guidance, interventions, and approval from the leader as they might feel less confidence in carrying out their daily organizational tasks and responsibilities.

6.1 Conclusion

In a nutshell, major findings in the present study collaborate with previous studies on leadership styles and job satisfaction. There is a consistently positive relationship between transformational leadership and job satisfaction. This finding of the study is indicative that leadership in institutions with high transformational leadership scores will more likely have staff with higher job satisfaction scores and longer association with their staff. This also indicates that Transformational leadership style may predict

employee satisfaction which can promote long association with staff, an aspect with important implications for the institutions.

6.2 Recommendations

There are no doubts about the significant role of leadership in all set ups. Thus the results of this study have some relevance on leadership training, policymakers and school leaders. The following recommendation can be made based on the findings of the study. In order to promote teacher satisfaction, school leaders ought to create open and friendly climate in their institutions in which teachers can freely express and share their opinions and collaborations on important decisions. This will reduce stress and boost job satisfaction and morale (Walonick, 2004). Therefore pre-service and in-service training programmes aimed at equipping prospect and present school leaders with leadership skills and competencies that enhance leadership should be organized. An exploration of Leadership styles in leadership courses and workshops for administrators could also lead to a better understanding of the components of effective leadership. In this hint, it is further recommended that educational ministries and boards of institutions should establish and implement programs that help to foster transformational leadership skills among heads of schools. Programs such as seminars, workshops and updates on school administration might be of great help. For school heads, in order to function in the most effective way, it is recommended that leaders must aim themselves to leadership training and development programmes. Such programmes have proven to increase achievement, motivation and enhance the personal competencies vital to effective leadership (Cherniss, 1998). Finally, the findings of this study could be made available to authorities responsible for making educational policies and or designing staff training and development programs to serve as a reference point on policy decisions on leadership.

6.3 Area for further study

The findings of this study, it makes an important contribution to our understanding of leadership styles and employee satisfaction in public secondary schools in Tanzania. It is hoped that the results will stimulate further investigation into other equally important aspects affecting leadership styles and employees relations. This study was restricted to one construct of work related behaviors- job satisfaction, hence further research in the area could extend to cover other constructs which also relate to employee organizational effectiveness and outcomes. For instance on organisational citizenship behavior and employee commitment as other aspects of work-related attitudes. 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. Finally, the researcher would like to call up another test for a simple model developed by this study in order that it may acquire statistical inferential and provide a greater contribution in the future.

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APPENDICES

APPENDIX I: Musoma Municipal Council Staff Data-2011

No.	Departments	Number Employees	Of
1	Administration		
	Operation Service	21	
	Professionals	89	
2	Finance	11	
3	Internal Auditors	4	
4	Distribution, Supply	2	
5	Finance planning	4	
6	Town planning	12	
7	Law	8	
8	Cooperative	4	
9	Building, Construction and fire	15	
10	Education		
	Education Administration	47	
	Primary Education	658	
	Secondary Education	469	
11	Health		
	Environmental Health	60	
	Medical Health	95	
12	Water	1	
13	Natural Resource	1	
14	Community Development	17	
15	Agriculture	6	
16	Livestock	4	
	TOTAL	1528	
	Vacancies	246	

Appendix II: Research Questionnaires

SECTION A

Teachers Personal Information

Please, give your answer by putting a tick (V) in the appropriate space or write your answer in the space provided.

1. What is your Gender/ Sex

Code

1	Male
2	Female

2. Age

1	18-28 yrs
2	29-30 yrs
3	31-40 yrs

4	41-50 yrs
5	51-60 yrs
6	61 yrs and Above

3. Marital Status

1	Married
2	Unmarried
3	Widow

4	Divorcee
5	Single Parent

1	Primary school Education
2	Ordinary level secondary school education
3	Advanced level secondary school education
4	Diploma
5	Advanced Diploma

6	First Degree
7	Other (specify)

4. What is your Highest Academic Qualification?

5. How many years have you been teaching?

6. How many years have you been teaching at this school?.....

7. How many years have you been working with your present head of your school at this school?.....

SECTION B

NATURE OF SCHOOL LEADERSHIP QUESTIONNAIRE

(Multifactor Leadership Questionnaire-MLQ)

The following statements are descriptions of leadership that may or may not reflect leadership practices in your school. Indicate the extent to which you agree that the statement describes leadership practices in your school by either placing a circle (O) or a tick (V) against the number that best reflects your opinion. The response options range from 1= Strongly Disagree, 2 = Disagree, 3 = No opinion, 4 = Agree, and 5 = Strongly Agree. Use the "NA" (Not Applicable) response if the item does not apply to you or you don't know.

Item		1	2	3	4	5	
		Strongly Disagree	Disagree	No opinion	Agree	Strongly Agree	NA
	Charismatic Leadership						
1	The head of the school makes me feel good to be around him/her because he/she has an impressive and charming personality.	1	2	3	4	5	NA
2	The head of school is respected by all teachers	1	2	3	4	5	NA
3	The head of the school is a good example of good work and behavior for me to follow.	1	2	3	4	5	NA
4	I consider the head of the school as a symbol and sign of success and accomplishment in our teaching profession	1	2	3	4	5	NA
5	I trust the head of the school ability and good judgment in solving problems	1	2	3	4	5	NA
6	The head of the school inspires and encourages teachers to aim high in our teaching job and in	1	2	3	4	5	NA

	life.						
7	The head of the school makes me feel proud to be associated with him/her.	1	2	3	4	5	NA
8	The head of the school has a special ability and talent for seeing what is really important for me to consider in my teaching job and in life.	1	2	3	4	5	NA
9	The head of school encourages me to hope for a bright future in our teaching profession and in life.	1	2	3	4	5	NA
10	The head of the school inspires loyalty and commitment to the school.	1	2	3	4	5	NA
11	I have complete faith and trust in the head of the school because of the good way he/she manages the school.	1	2	3	4	5	NA
12	The head of the school sets a vision and future direction of what we may be able to accomplish and achieve if we work together.	1	2	3	4	5	NA
13	The head of school encourages me to express my ideas and opinions in staff meetings.	1	2	3	4	5	NA
14	The head of the school encourages teachers to understand the points of views of other teachers during staff meetings.	1	2	3	4	5	NA
15	The head of the school gives me a sense of overall meaning and satisfaction in my teaching job and in life.	1	2	3	4	5	NA
16	The head of the school shows a sense of duty and work commitment which he transmits to me.	1	2	3	4	5	NA
17	The head of the school stimulates and encourages	1	2	3	4	5	NA

	teachers to participate willingly and happily in doing school duties.						
	Individualized Consideration						
18	The head of the school shows his/her satisfaction to me when I meet required standards of good work.	1	2	3	4	5	NA
19	The head of the school creates conditions that allow teachers to do their teaching job and complete various school duties even without his/her presence.	1	2	3	4	5	NA
20	I get credit and praise from the head of the school for doing my work well.	1	2	3	4	5	NA
21	The head of the school finds out what I want and he/she tries to help me get it.	1	2	3	4	5	NA
22	You know for sure that the head of the school will praise you when you do a good job.	1	2	3	4	5	NA
23	The head of the school gives personal attention to teachers who look neglected, lonely and keep away from the company of other teachers.	1	2	3	4	5	NA
24	The head of the school treats each teacher as an individual with different needs, abilities and aspirations.	1	2	3	4	5	NA
	Intellectual Stimulation						
25	The head of the school has provided me with new ways of looking at things which I did not understand before in my teaching job.	1	2	3	4	5	NA
26	The head of the school has challenged my ideas and have made me change some of my own ideas which I had never questioned before in my teaching job and in life.	1	2	3	4	5	NA

27	The head of the school helps me think and solve old problems in new and alternative ways.	1	2	3	4	5	NA
	Contingent Reward						
28	The head of the school assures me I can get what I personally want in exchange for my efforts for doing school duties.	1	2	3	4	5	NA
29	The head of the school talks a lot about giving teachers special recommendations, praise and promotion for good work.	1	2	3	4	5	NA
30	Whenever I feel necessary, I can negotiate or talk to the head of the school what reward I can get for what I accomplish.	1	2	3	4	5	NA
31	The head of the school tells me what I should do, if I want to be rewarded for my efforts.	1	2	3	4	5	NA
32	The head of the school gives me the reward I want in exchange for showing my support for him/her.	1	2	3	4	5	NA
33	There is a close relationship between what I am expected to contribute to the work in a group and the reward I get out of my contribution.	1	2	3	4	5	NA
	Active Management by Exception						
34	The head of the school pays more attention in the school affairs when there are problems, irregularities and mistakes in the school.	1	2	3	4	5	NA
35	The head of the school spends most of his time solving disputes, troubles and conflicts in the school.	1	2	3	4	5	NA
36	Most of the time the head of the school follows closely my mistakes.	1	2	3	4	5	NA
37	The head of the school, most of	1	2	3	4	5	NA

	the time directs his/her attention towards failure to meet standards in the school.						
	Passive Management by Exception						
38	The head of the school does not take action until problems becomes serious.	1	2	3	4	5	NA
39	The head of the school waits until things have gone wrong in the school before he takes action.	1	2	3	4	5	NA
40	The head of the school is a person who believes that if there are no problems, then there is no need to change anything in the school.	1	2	3	4	5	NA
41	Problems must become very bad before the head of the school takes action.	1	2	3	4	5	NA
	Laissez-faire						
42	The head of the school avoids getting involved when important issues and problems arise in the school.	1	2	3	4	5	NA
43	The head of the school most of the time is absent from the school when needed.	1	2	3	4	5	NA
44	The head of the school avoids making decisions in the school.	1	2	3	4	5	NA
45	The head of the school delays responding to urgent problems that arise in the school	1	2	3	4	5	NA

SECTION C

JOB SATISFACTION QUESTIONNAIRE

(Minnesota Satisfaction Questionnaire-MSQ)

The following statements describe various aspects of teachers' job satisfaction within a school. After reading each statement, indicate the extent to which you agree with the statement by either placing a circle (O) or a tick (V) against the number that best reflects your opinion. The response options range from 1=Strongly Disagree, 2 = Disagree, 3 = No opinion, 4 =Agree, and 5 = Strongly Agree. Use the "NA" (Not Applicable) response if the item does not apply to you or you don't know.

	How satisfied are you with:	1	2	3	4	5	
		Very Dissatisfied	Dissatisfied	No opinion	Satisfied	Very Satisfied	NA
1	The type of encouragement your head of school gives you at work.	1	2	3	4	5	NA
2	Academic achievement of students in your school compared with government standard.	1	2	3	4	5	NA
3	Your head of school ability to encourage good relationship among teachers.	1	2	3	4	5	NA
4	Your head of schools' ability to foster academic achievement of students in your school.	1	2	3	4	5	NA
5	The measures your head of	1	2	3	4	5	NA

	school takes to ensure security of staff.						
6	Your head of school's sensitivity to the needs of teachers.	1	2	3	4	5	NA
7	The extent of students' participation in extracurricular activities	1	2	3	4	5	NA
8	Your head of school's ability to organize discussions and sharing of ideas among teachers.	1	2	3	4	5	NA
9	The extent to which your head of school allows you the freedom to use different techniques in teaching.	1	2	3	4	5	NA
10	The way your head of school evaluates your teaching skill.	1	2	3	4	5	NA
11	The way teachers are allowed to join in decision making that affects them.	1	2	3	4	5	NA
12	The amount of freedom your head of school allows you to make innovations in your area of expertise.	1	2	3	4	5	NA
13	The teaching job	1	2	3	4	5	NA

	gives me a chance to help other people.						
14	Your head of school effort to arouse students' interest in achieving the objectives of instruction.	1	2	3	4	5	NA
15	The way your head of school matches personal goals with school goal.	1	2	3	4	5	NA
16	The way your head of school forms task force committees to look into problems that requires immediate attention.	1	2	3	4	5	NA
17	The kind of friendly atmosphere your head of school creates.	1	2	3	4	5	NA
18	The teaching job provides me with a chance to get recognition from the community.	1	2	3	4	5	NA
19	The extent of your students' involvement in school decision-making.	1	2	3	4	5	NA
20	I like the way teachers cooperate and get along friendly	1	2	3	4	5	NA

	with each other in this school.						
21	The ability of your head of school to mobilize teachers in social relationship.	1	2	3	4	5	NA

THANK YOU FOR YOUR COOPERATION

Enumerator

Name.....

Signature

Date