Full Length Research Paper

Influence of Leadership styles on Teachers' job satisfaction: A case of selected Primary Schools in Songea and Morogoro Districts, Tanzania

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This study reports on the kind of school leadership style that best suits for promoting teachers' job satisfaction in primary schools in Tanzania. The study employed cross sectional research design with samples of 200 teachers from 20 selected primary schools in Songea and Morogoro districts. Interviews, documentary analysis and questionnaires were used to collect data. The data were analyzed both qualitatively and quantitatively using tables, frequencies and percentages. It was found that the democratic leadership style was the most dominant in best performing primary schools. It is therefore suggested that there is much to be learnt with democratic leadership style as a copying strategy in least performing primary schools. Moreover, level of teachers' job satisfaction was reportedly high in best performing schools compared to least performing schools. The findings commended that democratic leadership style is the one which promotes high teachers' job satisfaction among teachers in primary schools.

Keywords: Leadership, leadership styles, primary schools, teachers and job satisfaction.

INTRODUCTION

Tanzania has increased enrolment in almost all levels of education; however, much of it is witnessed at primary and secondary schools. Considerable attention is paid to education for sustainable development, peace and stability. Such recognition makes education an indispensable means for effective participation not only in the socio-economic development, but also in the on-going rapid globalization. Despite this truth, the role of head teachers at school level is a critical factor in determining successful implementation of a school based

management and satisfaction of teachers. In support of this understanding, the Commonwealth Secretariat (1996) comments that, one of the key factors influencing school effectiveness is the nature and quality of the leadership style and management provided by each school.

Good school - based management requires effective school leadership whereby school head teachers are able to handle both external operations as well as the school environment interaction (Lambert et al., 2001). This is

because leadership involves interpersonal influence exercised on others through communication process towards the attainment of certain goal (Akerele, 2007). For instance, Greenleaf (1977) pinpoints that a servant-leader enriches the lives of individuals, builds better organizations and ultimately creates a more just and caring society. That is to say, a servant-leader is servant first; who is eagerly to serve first; who naturally think about serving other by employing democratic foundations for passing decision and how to implement them. Numerous studies of organization and management in respect to leadership have consistently indicated that leadership style is a critical factor in organizational performance and effectiveness; affecting positively and/or negatively organizational process and structure, patterns of social interaction, members' beliefs, attitudes and job behaviors (Shum and Cheng, 1997). In this regard, schools need effective leadership style to give intended results and bring job satisfaction to teachers. Head teachers leadership style can be categorized into autocratic, democratic, dictatorship and laissez faire.

Background of the Study

Educational institutions are critical places where the next generation is educated, and school leaders bear a heavy burden of responsibility for their institutions. Leaders in educational institutions are the same as leaders in other organizations, and inevitably face the challenge of maintaining the goals of institutions (Northouse, 2010). School leadership is a process of encouraging and helping teachers and learners to work enthusiastically toward realization of school objectives (educational objectives). Leadership style and job satisfaction seem to go hand in hand with fulfilling their roles and functions towards teachers' job satisfaction, head teachers adopt various leadership styles or they exhibit various behavior patterns. Hallinger and Heck (1998) found that a school leader's leadership style is the main factor that greatly influences school effectiveness and should be underscored. Leadership is a process of interaction between leaders and followers where the leader attempts to influence followers to achieve a common goal.

In addition to a school leader's leadership style, teacher job satisfaction is another critical factor affecting school effectiveness. Northouse (2010) believed that "a teachers' job satisfaction may serve to influence their morale, motivation and general willingness to maximize their teaching potential". Teachers who are not satisfied with their jobs may result in bad teaching or learning process, and school effectiveness will consequently be negatively impacted. Spector (1985) found that if the employees find their job fulfilling and rewarding, they tend to be more satisfied with their jobs. To this end, good school leadership is essential to turning around the nation's failing schools.

Schools leaders (head of schools, principals, managers) are suppose to possess ability of influencing their staffs, parents and other stakeholders of education to make sure their schools successfully attain its pre-intended objectives by making sure that teachers perform well their responsibilities and learners perform well in their academic as anticipated. However, appropriate leadership styles that influence teachers' job satisfaction and performance should be employed if we attain academic excellence in most of our schools. Much of the existing research on leadership styles and its effects on employee work attitudes and behavior have been more confined to the western world than in developing world, Tanzania exclusively (Öner, 2012); Leithwood et al., 2004; Bass, 1999). It is therefore appropriate to confirm the different effects of the dimensions of leadership styles on teachers' job satisfaction, work attitudes, performance and behavior in a non-western society like Tanzania.

Theoretical and empirical support for the influence leadership styles and job satisfaction has been reported in a number of studies undertaken in different countries across the world including Tanzania, and in a variety of organisational contexts, among both non-educational and educational organizations. In general a number of scholars (Greenleaf, 1977; Podsakoff et al, 1990; Davis, 2003; Yukl, 2002) pointed out that research on leadership style have generated empirical results that have verified the impact of leadership style on employee attitude, effort, and in-role performance.

However, in spite of the extensive research and accumulated evidence on the effects of leadership style on performance and job satisfaction similar stream of research has been very limited in educational settings (Leithwood et al., 1999). The situation appears to show that a reasonable large corps of evidence by social science standards is available but it is quite uneven in quality and distribution across many different types of outcomes. In this regard, therefore, Edwards and Gill (2012) have strongly argued that more research is needed to understand the effects of leadership styles on teachers' job satisfaction in school settings. The study expects to add more knowledge and understanding of the effects of leadership styles on teachers' job satisfaction in school settings. In this paper, job satisfaction means the overall summary evaluation a person makes regarding his/her work environment. It has been linked to teachers' higher levels of motivation, performance and productivity. Head of schools on the other hand, are supposed to possess the ability of influencing their staffs, students, parents and other education stakeholders to make sure that their schools successfully attain the pre-intended objectives through influencing teachers to performs well their responsibilities and learners perform well in their academic as anticipated. Rugg (2005) explain that numerous studies have indicated that leadership can make difference in organizational performance as well as individual satisfaction.

In school contexts, previous researchers have esta-blished that schools with satisfied teachers are more productive than schools with dissatisfied teachers. For example, Ostroff (1992) measured the job satisfaction levels of 13, 808 high-school and junior school teachers throughout the USA and Canada and collected various indices of performance of the 298 schools in which they worked (percentage of students graduating, academic performance levels, and vandalism expenditures). She found that most measures of school performance were significantly linked to teachers' job satisfaction. From the trend of the results, she concluded that schools with more satisfied teachers were more effective than those with less satisfied ones. Against this background it would be very interesting to find out the type of leadership style that goes with effective job satisfaction among teachers in some selected primary schools in Songea district, Tanzania.

Statement of the Problem

Leadership style employed in any organization influence two major things: job satisfaction and organization performance. To determine the kind of leadership style that goes with teachers' job satisfaction in educational setting (institutions) has remained a problem in many countries the world over, including Africa. Yet most primary schools in Tanzania, particularly government - owned primary schools, are facing the problems of leadership due to limited professional development opportunities, and inadequate teachers' professional sup-port and supervision (Bennell and Mukyanuzi, 2005). Most primary schools in Songea and Morogoro districts that are facing the problem of leadership would appear to find themselves in a corner with regards to deciding which one of the leadership styles is best and more acceptable or which one causes problems to primary schools teachers in relation to their job satisfaction. Differences in leadership styles used by head teachers have been raised in performance of schools in which some perform better while others perform poorly. Fre-quently, conflicts between teachers and head teachers, poor attendance of teachers, teachers' truancy without apparent reason, teachers' persistence behavior in drink-ing alcohol during working hours are said to be related to head teachers' leadership style. Most of research con-ducted in the field of leadership styles and job satisfaction were based on transformation and transactional leader-ship (Nguni, 2005). In Tanzania, the issue has been researched on the effects of transformational leadership on teachers' job satisfaction, organizational commitment and organizational citizenship behavior in Tanzanian pri-mary and secondary schools (Goldberg et al., 2008). This study, therefore, took up the task of filling the existing gap through an empirical investigation of the leadership styles used by head teachers in primary schools in Songea and Morogoro districts, Tanzania.

Purpose of the Study

The purpose of the study was to investigate the standard leadership styles used by head teachers in primary schools is the best and more acceptable and which one problem with regard to cause teachers' job satisfaction. Specifically, the study sought to examine the dominant leadership style in use by head teachers in primary schools; investigate the current level of job satisfaction among the teachers in primary schools and finally, to identify the type of leadership styles that promote high teachers job satisfaction among the teachers in primary schools in Songea and Morogoro Districts.

Research questions

This study was guided by the following research questions;

1. What is the dominant leadership style that influences high job satisfaction among teachers in   primary schools?
2. Which type of leadership style promotes high teachers job satisfaction in primary schools?

METHODOLOGY

This study employed cross-sectional survey design with qualitative and quantitative research approaches (to provide a holistic picture and in-depth understanding of the problem) since the design entails the collection of data on more than one case and at a single point in time, in order to collect a body of quantitative or quantifiable data in connection with two or more variables, which are then examined to detect patterns of associations (Bryman, 2001; Cohen and Morrison, 2002). Questionnaires, documentary review and semi-structured interviews were used as a research instruments in the process of data collection. The study focused on public primary (ten best performing and ten least performing) schools. National standard seven examinations results and teachers performance districts wise (Songea and Morogoro) was employed as inclusion and exclusion factors. The sample involved 20 primary schools and 200 teachers (20 head teachers, 20 deputy head teachers and 80 classroom teachers).

The study employed purposive sampling techniques and stratified random sampling to obtain appropriate sample. Purposive sampling was used to select head teachers and their deputies while stratified random sampling was used to select classroom teachers and primary schools, According to Krishnaswami and Ranganatham (2009) the power of purposeful sampling lies in selecting information rich cases for in-depth analysis related to the central issues being studied. In order to assure reliability and validity of instrument in this study, multiple data collection techniques known as triangulation were applied. In order to test validity and reliability of instruments, pilot studies were conducted at Wino primary school (Songea) and Mwere and Bungo primary schools (Morogoro) taken as best performing school and Makambi primary school (Songea) and Mkundi and Kingolwira (Morogoro) taken as least performing schools. The aim was to test the validit of instruments in generating necessary information before embarking in data collection. In so doing, ambiguities and unclear questioning were identified and necessary modifications were made. The data were analyzed and processed in both quantitative and qualitative approaches. The
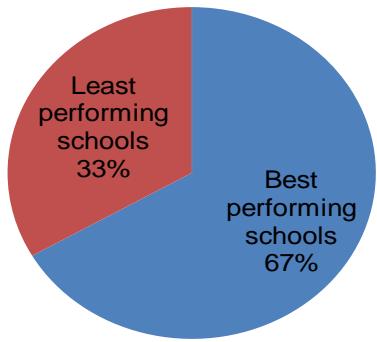
Figure 1. Percentages of Democratic Leadership Style in use of best and poor performing school.
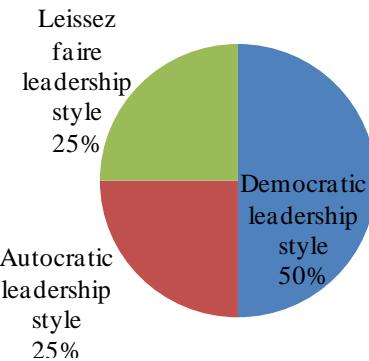Source: Research Field data, 2013.

Figure 2. The general dominant leadership style in use in both school categories.
Source: Research Field data, 2013.

quantitative data presented in the form of numbers, summarized in tabular form where pie chart and percentages of data derived from documents and questionnaires calculated to facilitate under-standing. Out of 160 respondents who were supplied with question-naires only 159 respondents filled and returned the questionnaires. One teacher from one of best performing schools was asked to volunteer for interview. However, Software Package for Social Sciences (SPSS) was used to process quantitative data.

Content analysis was used to process qualitative information. It enabled researchers to organize a large amount of materials. This was done by developing appropriate categories/ratings or scores that the researchers used for subsequent comparison and analysis which based on identifying themes and patterns. Some of the data presentation was given in the form of descriptive analysis. However, categorizations of related topics where major concepts or themes identified and analyzed were done.

RESULTS AND DISCUSSION

Presentation of findings is in both descriptive and inferen-tial statistics. Presentation of inferential statistics follows the sequence of the research questions investigated. The presentation is done by using figures. The participants were selected from 20 out of 91 primary schools in both districts based on best performing schools and least performing schools. Both male and female teachers participated in the study. Each selected primary school in studied areas had ten teachers consisting of eight teachers, deputy head teachers and head teachers. Because 20 primary schools were studied, 40 head teachers and their deputies; 160 classroom teachers participated in the study. These results are presented and discussed hereunder in respect of research questions.

Research question 1: What is the dominant leadership style that influences high job satisfaction among teachers in primary schools?

To answer this question, respondents from both best per-forming and least performing schools were supplied with questions requested to provide their general responses

whether YES or NO according to their knowledge. The aim was to gauge respondents perceptions on which were dominant leadership style that influences high job satisfaction among teachers in selected primary schools. The findings obtained from heads of schools and their deputies, as well as teachers. The findings indicated that the use of democratic leadership style in Songea and Morogoro districts differed according to school performing category. Best performing schools use more democratic leadership style as identified in Figure 1 and 2.

Data in figure 1 indicates that best performing schools use more democratic leadership style (67%) compared to least performing schools (33%) in Morogoro and Songea districts. This implies that head teachers' in the study area should emulate and foster use of democratic leadership style as a means to influence teachers' job satisfaction. On the other hand, response from interview with head teachers from best performing school in both Songea and Morogoro districts primary schools revealed that teachers like any other human being need someone who care, share, help, and engage with them not only at school but also in social issues. A head teacher from best perfor-ming school in Morogoro district said with such experience, "…teachers in my school are involved in all issues in such a way that they feel they are doing their own work… for example nowadays we do offer remedial classes to standard seven as to prepare them for final exams…I do serve, lead and teach the same as my teachers do…" (Head teacher, March, 2013).

On the overall, the data on this current study reveal that democratic leadership style can be used to accelerate teachers' job satisfaction as they likely to be engaged, cared and valued for their contribution hence good performance.

Information in figure 2 indicates that leissez faire leadership style (25%), autocratic leadership style (25%) and democratic leadership style (50%) in Songea and Morogoro districts indicates that the dominant leadership style in primary schools in both studied districts differed according to school performance category. Yet, head
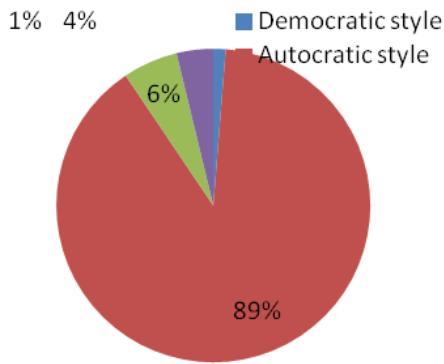
Figure 3. The percentage distribution of respondents showing leadership style encourages low teacher job satisfaction.
Source: Research Field data, 2013.

three types of leadership styles. The trend however revealed that democratic leadership style is dominant in best performing schools while autocratic leadership style is dominant in poor performing schools. During interview, a teacher from one of least performing school in Morogoro districts had the following to say:

"…I have been in this school for ten years now, but a head teacher in this school is not easy well understood in terms of leadership style, he is like chameleon…today you found him like servant-leader…tomorrow like autocratic leader…another day democratic leader…" (Classroom teacher, March, 2013)."

The finding concur with what was observed in Songea district as presented in figure 2, that almost all head tea-chers were found practicing all three types of leadership style but in different perspectives.

Data in figure 3 indicates that autocratic leadership style encourages low teachers job satisfaction in primary schools in Songea and Morogoro districts (89%) compared to democratic leadership style (1%), Leissez faire (6%) and the all styles depend the situation (4%). Questionnaires were distributed to 159 respondents to gauge their perception on how autocratic leadership style encourages low job satisfaction in primary schools as compared to other leadership styles such democratic leadership style which promotes high teachers' job satisfaction. These results are summarized in table 1.

Table 1 shows that the standard deviation of relationship between autocratic leadership style and teachers job satisfaction in primary schools in Songea and Morogoro districts is low (1.90115) compared to democratic leadership style (5.40531), and Leissez faire (2.21839) respectively. The study finding is in line with the findings made by Bryman (1992) who asserts that democratic leadership prevails in high performing schools whereby teachers in schools need to be involved in the school's administration and in the implementation of

teachers in all primary schools were noted to practice all decisions because these affect them directly. School head teachers contended that democracy was the best leadership strategy for school environments because schools are systems with parts that are interrelated. The head teachers, for example, have to motivate the teachers to participate in decision-making because academic progress depends on the quality of teaching exhibited. In one of the best performing schools from S district that were studied, A head teacher had this to say:

" …I always involve my teachers in all issues done in my school, though are involved only in good things that leads to the achievement of school objectives and those brings good achievement to my school. Things those are not good, I must decide myself not involving teachers and I am always a last decision maker to all issues that does not bring success to my school…" (Head teacher, March, 2013).

This finding further corroborates with the findings made by Griffith (2005), who observed that head teachers 'democratic leadership skills significantly related to highly teachers' job satisfaction since democratic leadership in school reduces teachers isolation, use bureaucratic mechanism to support cultural changes, share leadership skills with others by delegating power and actively com-municating the school norms and beliefs. Rugg (2005) has an opinion that criteria underpinning democratic leader is likely to be same as servant-leader who shares power care subordinates, focus on growth and well-being of people as well as puts the needs of others first and helps people develop and perform as highly as possible. This implies that head teachers in best performing schools do the right things, share power, focus on person well-being, demonstrating high moral and ethical behavior and therefore do not use their position and abilities to achieve personal interest but make efforts to achieve the aims of their schools for good society build up. As a result these leaders were likely to have teachers who expe-rience higher levels of satisfaction.

This finding concur with the findings by Evan (1998) and Ijaiya (2000) who assert that the more head teachers practiced democratic leadership style the more they were likely to report job satisfaction in primary schools. In other words, teachers' job satisfaction in best performing primary schools in Songea and Morogoro districts was explained by the prevailing democratic style of leader-ship, which related with the previous research by Goldberg et al. (2008) who argued that there was a significant relationship between democratic leadership style and high job satisfaction of teachers in high perfor-ming schools. This is in agreement with the common sense view, that leaders are essential and have an impact on the performance of the organization. In addition to that school departments were empowered to lay strategies in order to improve teaching and learning as well as teachers' job satisfaction in the school. The

Table 1. Descriptive statistics on how autocratic leadership style encourages low job satisfaction as compared to other leadership styles.

Type of Leadership style	Mean	Std. Deviation	N
Democratic Leadership Style	11.8113	5.40531	159
Autocratic Leadership Style	3.1761	1.90115	159
Leissez Faire Leadership Style	2.2013	2.21839	159
Total Job satisfaction	15.2390	9.68652	159

Source: Research Field data, 2013.

study revealed that good leadership was associated with a caring environment in the high performing schools and this kind of caring environment is sometimes associated with good leadership and may lead to teachers' job satisfaction. This seems to be in agreement with Wing's (2003) view that the feeling that no one cares is pervasive and corrosive. Real working is difficult to sustain in an atmosphere rife with mistrust.

It was discovered to that in best performing schools used dispersed or distributed leadership associated with overall school improvement and all teachers were asso-ciated in the planning process whereby the planning process was collaborative, ownership and sustainable. This eventually had an effect on the overall teachers' job satisfaction in most of the best performing schools investigated. This finding agreed with the finding by Bass (1985) who revealed that the supervisors ability to associate subordinates in planning process, demon-strating trust and confidence in teachers, ability to talk one-to-one and ability to show personal in others are strongly correlated to high job satisfaction together with democratic leadership style and leaders efforts to motivate subordinates.

The current study in Songea and Morogoro district has surprisingly proved that poor performing schools were dominated by use of autocratic leadership style. In the light of these findings poor performing schools can be suspected to have coercive leaders who often create a reign of terror, bullying and demeaning their subor-dinates, roaring with displeasure at the slightest problem. Under such kind of circumstances, teachers get intimidated and stop bringing bad news or any news in fear of getting bashed or blamed for it, and the morale of the workers plummets, leading to low job satisfaction on the part of the teachers. Therefore, the greater use of autocratic style, the lower the teachers' job satisfaction. In support of that, one head teacher from one of poor performing school during the interview clarified that:

"… in my school when a teacher make any mistake, I have to reprimand him/her orally, and if the same mistake repeated then I tell a teacher to write a note to make an apology on the same…, but at the same time I have to note down as my reference in note book... also in my school I do report lazy teachers to the district Education

office so that they can be punished for their blunders otherwise things will not go as planned…" (Head teacher, March, 2013).

This finding concur with the findings by Akelele (2007) who found no significant relationship between head teachers' autocratic leadership style and teachers' job satisfaction in primary schools. This interpretation is similar to the comment given by Siskin (1994) and Gronn (2000) who assert that School leaders who use the authoritarian leadership style lead to poor job satisfaction, because they adopt harsh leadership styles, which are highly resented by their subordinates. From the study, it was discovered that one of the used approach to leadership was the situational leadership. School head teachers have, thorough experience, come to terms with the fact that the adoption of a particularly relevant style in a specific situation leads to school effectiveness and teachers' job satisfaction, rather than relying on a single style of one's choice. The participants revealed that leadership is dictated by environmental changes within and outside the school. This study finding agreed with the study by Cheng and Mullins (2002) who asserted that the relationship between school teachers' job satisfaction and leadership style is moderated by the situational factors.

Consequently, the conclusion of the study to the research question under review is that the dominant lea-dership style in primary schools in Songea and Morogoro districts differed according to school performance cate-gory whereby democratic leadership style is dominant in best performing schools while autocratic leadership style is dominant in poor performing schools. The directional hypotheses tested, confirmed these conclusions.

Research question 2: Which type of leadership style promotes high teachers job satisfaction in primary schools?
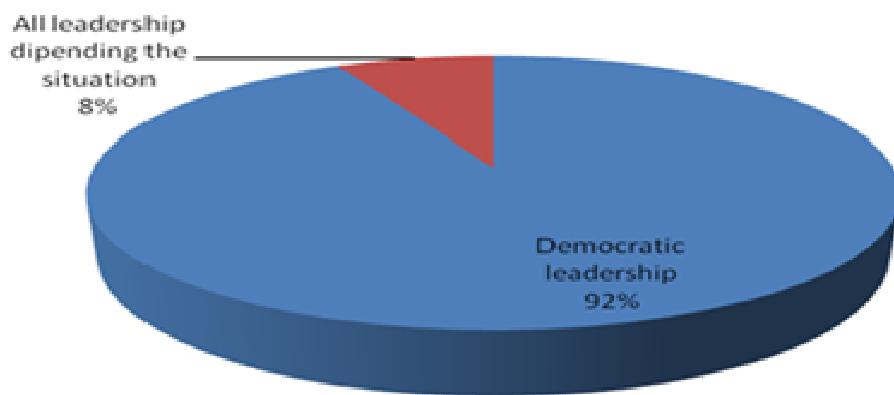
When respondents were asked which type of leadership style promotes high teachers job satisfaction in primary schools, their responses are summarised in Table 1 and Figure 2 respectively.

Decision range is 55%. This means that 55% - 100% = High job satisfaction and < 55% = Low job satisfaction.

Table 2. Leadership Style Promotes High teacher Job Satisfaction.

	Type of Leadership style	Frequency	Percent	Decision	Valid percent	Cumulative percent
Valid	Democratic Leadership	147	92.5	High	92.5	92.5
	Autocratic Leadership	00	00	Low	00	00
	Leissez-Faire Leadership	00	00	Low	00	00
	All of the above depending on the situation	12	7.5	Low	7.5	100.0
	Total	159	100.0		100.0	

Source: Research Field data, 2013.

Figure 4. Distribution of percentage showing leadership style promotes high teacher job satisfaction.
Source: Research Field data, 2013.

Data in Table 2 shows that democratic leadership style promotes high teachers job satisfaction in primary schools in Songea and Morogoro districts (92.5%) compared to autocratic leadership style (0%), leissez-faire (0%) and the all styles depending on the situation (8%) as also indicated in Figures 3 that depict the same results.

Figure 4 shows that majority of respondents (92%) answered positively that democratic leadership style promotes high teachers job satisfaction in primary schools in Songea and Morogoro districts followed by other leadership styles; all leadership styles depending on the situation (8%), autocratic and Leissez faire (0%) respectively. Based on the data, the current study found that democratic leadership style promotes high teachers job satisfaction.

The results implies that the more the head teachers practiced democratic leadership style the more teachers were likely to report high job satisfaction. In other words, democratic leadership style is the type of leadership promotes high teachers job satisfaction in primary schools. This also supported by Spillane (2006) who found that democratic leadership has contributed to a sustainable improvement of schools in terms of achieving higher levels of teachers' job satisfaction, attainment and

achievements. Democratic leadership recognizes individuals teachers in formal and informal positions to take responsibility for leadership activities by a network of interactions in schools. In this context, democratic leadership was characterized by a form of collective leadership in which teachers developed expertise by working together, concluding that engaging many people in leadership activity was the core of democratic leadership in action.

The general implication to be drawn from the study when viewing democratic leadership style in relation to promote teachers job satisfaction is that when exercising this type of leadership behavior, head of schools would necessary support followers as they try new approaches and develop innovative and proactive ways of dealing with issues in the school. Democratic leadership style promotes in followers the practice of thinking out their own and engaging in careful problem solving. The leader provides a flow of ideas, questions, and assumptions and creates a broad, imaginative picture and encourages followers to come up with their own structures and solutions to the problems. In the same vein, Avolio and Bass (1997) argue that in order for a leader to be successful, he/she has to create an environment that persuades followers to evaluate their attitudes and values as well as the way they approach problems. Head of schools, who

are identified as encouraging teachers to consider new ways of thinking and helping them identify new solutions, are therefore likely to increase confidence of followers and strengthen their job satisfaction.

Findings of this study equally revealed that teachers whose head teachers practiced democratic leadership style by involving them in decision-making concerning school matters were found to be satisfied with their promotion of job satisfaction. The finding is consistent with some previous studies whose results revealed that teachers' participation in decision-making was a determinant of promoting their job satisfaction (Swender, 1988). This study also demonstrates that teachers whose head teachers created opportunities for them to develop their teaching skills were found to be more satisfied with their job. The results of this study were compatible with those of Patterson et al., (2003), which propounded that teacher who had the opportunity to develop their skills, were more satisfied than those who had not the opportunity to do so. Consequently, the conclusion of present study to the research question under review is that the Democratic leadership style is the one which pro-motes high teachers job satisfaction in primary schools. There is a significant correlation between democratic leadership style and high teachers' job satisfaction. And that democratic leadership style is dominant in best performing schools while Autocratic leadership style is dominant in poor performing schools. In regard to perfor-mance, the study demonstrated that in best performing schools the current level of teachers' job satisfaction is high while in poor performing schools the current level of teachers' job satisfaction is low.

These results are consistent with previous research results that doing in this field. Based on these results, numerous studies in several countries showed that there is a positive correlation between leadership styles and the job satisfaction in primary schools (Mulford, 2003; Packard and Kauppi, 1999; Rezvan et al., 2013). Shum (1997) stated that among determinants of teachers' job satisfaction, leadership is viewed as an important predictor and plays a central role. Leadership is a management function, which is mostly directed towards people and social interaction, as well as the process of influencing people so that they will achieve the goals of the organization.

CONCLUSION AND IMPLICATIONS

The findings of this study therefore, leads to the conclusion that, head teachers' leadership style is a critical variable in teachers' job satisfaction in primary schools. As a result, the current teachers' job satisfaction is high in best performing schools and low in least performing schools since democratic leadership style promotes high teacher's job satisfaction. It also concluded that democratic leadership style is the best style of leadership that could enhance high teachers' job satisfaction in primary

schools. Based on the findings and conclusion attained the following implications are made:- First, poor performing schools can be suspected to have coercive leaders who often create a reign of terror, bullying and demeaning their subordinates, roaring with displeasure at the slightest problem. Second, the study assumes that in poor performing schools teachers were lacking psychological and guidance services, no social workers or support services to assist them with students, this contributes to their low levels of job satisfaction. Third, most of teachers were not satisfied with their salary/remuneration package; the amount of salary they get as teachers was not equal to the amount of work they do that leads to their low job satisfaction. Fourth, democratic leadership style in relation to promotion of teachers' job satisfaction is that when exercising this type of leadership behavior, head of schools would necessary support followers as they try new approaches and develop innovative and proactive ways of dealing with issues in the school.

RECOMMENDATIONS

Based on the implications of the findings, the following recommendations are made

1. This study recommends that school head teachers should imbibe more of democratic than autocratic or leissez faire leadership styles in their school administration in order to enhance high teachers' job satisfaction among teachers.
2. School authorities based on Regional Education office and District Education office need to develop strategies to deal with the needs of those teachers who experience less job satisfaction. Proactive attention to this should demonstrate preparedness on side of school administrators to address teacher and thereby reduce ineffective among teachers.
3. School head teachers should avoid much use of autocratic leadership style in the management of primary schools.
4. The head teachers of primary schools in particular can be encouraged to use democratic leadership style in the management of primary schools since most of head teachers would improve job satisfaction of their teachers by becoming more collaborative and more democratic.
5. There is a need to give head teachers management and leadership skills
6. Head teachers should get involved in decision making, as key stakeholders, in formulating school vision, mission and strategic plans, so that there could be ownership and shared understanding of the school developed missions and plans.

Conflict of Interests

The author(s) have not declared any conflict of interests.

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