# RELATIONSHIP BETWEEN PRINCIPALS' LEADERSHIP STYLES AND TEACHERS' JOB SATISFACTION IN PRIVATE PRIMARY SCHOOLS OF ADDIS ABABA

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## ABSTRACT

*This study examined the relationship between principals' leadership styles and teachers' job satisfaction in private primary schools of Addis Ababa. Utilizing a descriptive correlational research design, data were collected from 226 teachers selected using simple random sampling using questionnaires and analyzed using both descriptive and inferential statistics. The findings revealed that transformational leadership is the most prevalent style, followed by transactional leadership, with laissez-faire leadership the least practiced. Teachers were found to be satisfied with coworkers and, the nature of work, but dissatisfied with fringe benefits, and pay, and uncertain about their satisfaction levels with the remaining facets of job satisfaction. There was a significant and positive correlation between transformational leadership and teachers' job satisfaction, a moderate correlation with transactional leadership, and a negative correlation with laissez-faire leadership. Besides, leadership styles account for 37.4% of the variation in teachers' job satisfaction. The study highlights the need for leadership development programs to enhance teachers' job satisfaction.*

## INTRODUCTION

Effective leadership within educational institutions, particularly school principals, plays a vital role in shaping the work environment for teachers. Wangai (2015) observed that principals as school leaders have a duty to provide a favorable working environment that would promote employees' job satisfaction through appropriate leadership behaviors. The World Bank (2015) also stated that a principal's leadership style is among the key factors affecting a teacher's job satisfaction.

Principals, as key leaders within schools, wield significant influence over the school environment, teacher morale, and overall job satisfaction (Avolio & Bass, 2004). Leadership styles, such as transformational, transactional, and laissez-faire, have been extensively studied for their impact on organizational outcomes, including employee satisfaction and performance (Bass, 1985; Yukl, 2010).

Transformational leadership, characterized by vision, inspiration, and individualized consideration, has been linked to higher levels of job satisfaction among educators (Leithwood & Jantzi, 2006). This style emphasizes empowering teachers, fostering a shared vision, and promoting intellectual stimulation, which can positively influence teacher motivation and commitment (Bryman, 1992). In contrast, transactional leadership focuses on contingent rewards and management by exception, which may address immediate issues but could potentially limit long-term engagement and satisfaction (Bass & Avolio, 1994). Laissez-faire leadership, on the other hand, is marked by a lack of involvement and decision-making and tends to correlate negatively with job satisfaction and organizational outcomes (Den Hartog, et.al., 2002).

Various studies showed a positive relationship between leadership style and teachers' job satisfaction (Bateh and Heyliger, 2014; Ali and Dahie, 2015; Zeleke and Obang, 2021). The principal's leadership behavior is one of the positive factors that have a direct relationship with the job satisfaction of teachers (Bogler, 2001). Teachers should get a favorable working condition and

an income that can help them cover their basic needs. If conditions of such type are not conducive for them, they might be forced to leave their workplace and look for better places in terms of payment and working conditions. Such instability of teachers will have an impact on students' learning achievements. For such instability and dissatisfaction, leadership styles of principals have a significant role to play. Robina et.al (2015), showed that leadership style has a significant influence on teachers' job satisfaction.

Understanding the relationship between leadership style and job satisfaction can contribute to enhancing teachers' performance and consequently the overall quality of education. Despite the acknowledged importance of understanding the relationship between school principals' leadership style and teachers' job satisfaction, a gap exists in the current literature on the private primary school context in Ethiopia. Hence, this study tries to fill in this gap focusing on the relationships between principals' leadership styles and teachers' job satisfaction in private primary schools in Addis Ababa.

## STATEMENT OF THE PROBLEM

In the Ethiopian education system, the link between leadership style and job satisfaction of teachers has been studied by different researchers. Fikadu (2018) and (Yonas, 2018) for instance discussed the presence of a remarkable correlation between leadership style and job satisfaction among teachers at Addis Ababa University. Similarly, Zeleke & Obang (2021) revealed a positive and significant relationship between the transformational leadership styles with all the nine facets of job satisfaction while the transactional leadership style had a positive but non-significant relationship.

Another study conducted by Kebede (2021) shows that servant leadership practices are highly related to overall teachers' job satisfaction. Etenesh (2018), in her study, recommended that principals should exercise appropriate leadership styles in their schools to ensure a high level of job satisfaction among teachers. The current study is different from these studies since it looks into private primary schools which were not the focus of most of these studies while the private primary schools constitute a significant segment of the educational landscape, contributing substantially to the academic growth and development of students in Addis Ababa. Besides, the specific leadership styles employed by school principals in these institutions and their direct influence on the job satisfaction levels of teachers remain underexplored. And yet, teachers migrate from Government schools to private due to their better pay but they also complain about the heavy workloads once they join these schools that affect their job motivations. The absence of tailored research within this context hinders the formulation of informed policies and practices that could enhance the educational environment for both educators and students. Hence, this study stands out by addressing the relationship between leadership styles and teachers' job satisfaction in private primary schools in Addis Ababa. It aims to explore various leadership styles and look into the levels of job satisfaction among teachers. The study also aims to provide valuable insights that can inform educational leaders, policymakers, and administrators in fostering an environment that not only retains skilled educators but also ensures the holistic growth and success of students in private primary schools in Addis Ababa. The study is guided by the following research questions:

1. What is the dominant leadership style in private primary schools of Addis Ababa?
2. What is the current status of teachers' job satisfaction in private primary schools of Addis Ababa?
3. Is there any significant relationship between leadership styles and teachers' job satisfaction in private primary schools of Addis Ababa?

## SIGNIFICANCE OF THE STUDY

The findings from this study assist policymakers and educational institutions to design and implement leadership training programs that emphasize the importance of certain leadership styles in promoting a positive work environment and enhancing teacher satisfaction. The study also adds to the existing body of knowledge and can raise awareness among school principals about the impact of their leadership styles on teacher job satisfaction. The research has the potential to assist principals, school proprietors, and human resource managers by prompting a thoughtful reflection on their leadership styles. This reflection can contribute to the retention of employees and foster a positive reinforcement approach, aligning the efforts of staff with the successful attainment of school goals and objectives.

## REVIEW OF THE LITERATURE

### Leadership Theories

Several leadership theories explain the different ways people lead and manage others. These theories include; Trait theory, Behavioral theory, Situational theory, Transformational, Transactional theory, and Laissez-faire leadership theory.

The Trait theory, originating from the "Great man" concept, aimed to identify the inherent qualities and attributes possessed by notable figures in social, political, and military spheres (Northouse, 2010). This theory states that individual traits, such as personality characteristics, cognitive abilities, and interpersonal skills, are crucial in determining one's potential for leadership roles (Furnham, 2005).

Unlike trait theory, behavioral theory suggests that leadership can be learned because it is not tied to personality traits. Behavioral theory examines the actions of leaders to determine their effectiveness (Muchinsky, 1993). The theory identifies two key types of behavior: task behavior and relationship behavior (Northouse, 1997). The three most cited studies that have been simultaneously conducted in the USA are the Iowa, Michigan, and Ohio studies.

Situational leadership theory, also known as contingency theory, proposes that the effectiveness of a leader is contingent upon the situational context. According to Hersey and Blanchard (1988), different situations may require different leadership styles for optimal results. The theory suggests that there is no single best leadership style and that leaders must be flexible and adapt their approach based on the specific circumstances they are facing.

The concept of transformational leadership can be traced back to the work of J.V. Downton, who introduced the term transforming leadership in the early 1970s. However, it was Burns in 1978 that popularized the idea. The extent, to which a leader is transformational, is measured first, in terms of his influence on the followers. The followers of such a leader feel trust, admiration, loyalty, and respect for the leader and because of the qualities of the transformational leader are willing to work harder than originally expected (Burns, 1978). The following are the major components of transformational leadership:

**Idealized influence** focuses on the followers' view of the leader in terms of charisma, self-confidence, trust, and ideas to influence his followers. It includes leading by example and making sacrifices, but this behavior may be used to manage follower impressions and gain their trust (Yukl,2002). According to Avolio and Bass (2004), idealized influence can be classified into two: idealized influence attributes and idealized influence behavior. Idealized influence attributes occur when followers identify with and follow those leaders who are trusted and seen as having a possible mission and vision. Idealized influence behavior refers to a leader's behavior that results in followers identifying with leaders and wanting to match them.

**Inspirational motivation** focuses on inspiring and motivating followers to achieve their full potential and exceed their expectations. Leaders employing inspirational motivation articulate a clear and compelling vision, communicate it in a way that captivates and energizes others, set high expectations, and express confidence that their followers can meet and even exceed those expectations Avolio and Bass (2004).

**Intellectual stimulation** is a way of getting followers to question the tried and true methods of solving problems by encouraging them to improve upon those methods. Leaders with this style stimulate and encourage creativity in their followers (Avolio and Bass, 2004).

**Individualized consideration** refers to the leader's ability to recognize and address the unique needs, abilities, and aspirations of each follower. Such types of leaders go beyond a one-size-fits-all approach and tailor their guidance and support to the individual characteristics and developmental levels of their followers (Bass, 1985).

Transactional leadership is a leadership style that centers on the interaction or exchange between leaders and their followers. The core idea of transactional leadership lies in the comprehension of the relationship between effort and reward, addressing issues, utilizing incentives, rewards, and penalties, motivating through goal-setting and recognizing performance, as well as leveraging power to ensure followers complete assigned tasks (Burns, 1978). Subcomponents of transactional leadership encompass contingent rewards, management by exception, and laissez-faire, as outlined by Bass (1998).

**Contingent reward** involves the leader providing rewards to subordinates upon successful completion of a mutually agreed-upon task. Leaders, in this context, view guidance and rewards as crucial tools for motivating subordinates to effectively carry out assigned tasks (Avolio, Bass, & Jung, 1999).

**Active management by exception** involves a proactive leadership approach, where leaders step in when there are deviations from established standards or expectations. This involvement includes taking corrective actions or addressing issues that may impede performance. On the other hand, Passive Management by Exception entails leaders waiting until problems reach a significant level or are brought to their attention before intervening (Bass, 1997).

The Laissez-faire leadership style involves leaders being absent when needed, not responding to requests for assistance, and avoiding the acceptance of their responsibilities (Bass, 1997).

## The Concept of Job Satisfaction

Zahari and Shurbagi (2012) defined job satisfaction as a pleasant or positive emotional condition, which is described by an employee's appreciation for his/her occupation or work experiences. Two categories of job satisfaction are distinguished: global job satisfaction, which refers to employees' overall feelings regarding their jobs, and job-related satisfaction, which pertains to feelings concerning specific job facets, such as salary, benefits, and the quality of relationships with colleagues (Mueller & Kim, 2008).

In the field of education, many studies have been conducted on teachers' job satisfaction. Muchinsky (1993) suggests that the cultural, functional, and historical origins of interest in job satisfaction have led to a significant volume of research on the subject. According to Ingersoll (2011), high job satisfaction resulted in a low rate of teachers leaving their professions. It was found

that teachers with high job satisfaction could bring more enjoyment and motivation to both schools and students, which resulted in increased student success (Demirtas,2010)

## Job satisfaction theories

The job satisfaction theories are categorized into two groups: content and process theories (Samuel, 2018). Content theories focus on the specific factors that influence an individual's satisfaction or dissatisfaction with their job. One of the most well-known content theories of job satisfaction is Maslow's hierarchy of needs, proposed by Abraham Maslow. Another prominent content theory of job satisfaction is Herzberg's two-factor theory, proposed by Frederick Herzberg. Other content theories of job satisfaction include the Need for Achievement Theory, developed by McClelland (1961). On the other hand, process theories focus on the cognitive processes that influence an individual's satisfaction or dissatisfaction with their job.

## Facets of job satisfaction

This study followed Spector's model to explore teacher's job satisfaction. The model proposes the following facets of job satisfaction:

**Pay**- is what an employee gets against his work after fulfilling duty including all types of financial and non-financial rewards (Noe et al, 2010).

**Promotion**- as mentioned in Noe et al (2010) is advancement towards a higher position with more challenge, authority, and responsibility.

**Fringe benefits**- as mentioned in Mondy and Noe (2005), are financial and non-financial compensations. Financial compensations consist of direct (e.g. bonuses) and indirect compensation (e.g. retirement plans). Nonfinancial compensations consist of the job itself (e.g. autonomy), job environment (e.g. working conditions), and workplace flexibility (e.g. part-time work).

**Contingent rewards**- as mentioned in Robbins and Judge (2009), are referred to as promises and exchanges of rewards and recognition for good work.

**Supervision**- represents the people who are working in an organization (besides co-workers) that can affect job satisfaction (Noe et al, 2010). Supervisors with the same values, attitudes, and philosophies can improve satisfaction but become homogenous over time.

**Operating procedures**- are steps of finishing tasks that have to follow a certain standard based on industry regulations, provincial laws, or personal standards. It can be in the form of policies, procedures, and standards.

**Co-workers**- are defined as people working in an organization (besides supervisors) that can affect job satisfaction. Co-workers with the same values, attitudes, and philosophies can improve satisfaction; in addition, employees are satisfied when they are supported by their co-workers to achieve their own goals (Noe et al, 2010).

**Nature of work**- is defined as the variability of the given work. The job variability includes job routine, job characteristics, and job description (Lewis,2014).

**Communication**- is referred to as informing the current employees and job applicants of their returns on their benefits investments Noe et al (2010). Lack of communication in the workforce is a major contributor to dissatisfaction.

## Relationship between Leadership Styles and Job Satisfaction

Transformational leaders are known for their ability to inspire and motivate their followers. This style of leadership is associated with higher levels of job satisfaction among employees. They tend to create a positive work environment characterized by trust, collaboration, and open communication (Judge & Piccolo, 2004). Research has shown that transformational leadership is

positively correlated with various aspects of job satisfaction, such as satisfaction with supervision, coworkers, and the job itself (Bass, 1990). Studies by (Abelha et al. 2018; Sayadi 2016; Wahab et al. 2014; Arumugam et al. 2019; and Gkolia et al. 2014) and others mentioned correlations between transformational leadership styles and job satisfaction.

Transactional leaders focus on the exchange of rewards and punishments to achieve organizational goals (Bass, 1990). Transactional leaders primarily motivate employees through contingent rewards, such as bonuses or recognition for achieving specific goals. While this can lead to short-term improvements in performance, it may not necessarily result in long-term job satisfaction (Bass, 1990). Research has found that transactional leadership is associated with moderate levels of job satisfaction, particularly when combined with transformational leadership behaviors (Lowe et al., 1996). Other studies (Saleem 2015, Oino and Asghar,2018; Elmazi, 2018) examined the relationship between transactional leadership styles and job satisfaction. Saleem's (2015) study found a negative relationship between transactional leadership style and teacher job satisfaction, while a study by Oino and Asghar (2018) indicated a negligible effect on job satisfaction. Similarly, a study by Elmazi (2018) found that transactional leadership style did not affect high school teachers' job satisfaction.

Studies examined the relationship between laissez-faire leadership style and job satisfaction by Adeyemi and Bolarinwa (2013) in secondary schools indicated a significant relationship between principals' leadership styles and teachers' job satisfaction. Studies by Munir and Iqbal (2018, and Obonyo, 2022) found a negative relationship between laissez-faire leadership style and teachers' job satisfaction. Based on the above discussions, this study used the following conceptual framework. The three leadership styles of transformational (with their specific components), transactional leadership style with the subcomponents (contingent reward and management by exception active or passive), and laissez-faire leadership style are related to teachers' job satisfaction as measured by the nine job satisfaction facets of pay, promotion, fringe benefits, supervision, contingent rewards, operating procedures, co-workers, nature of work, and communication-in private primary schools in the study area.
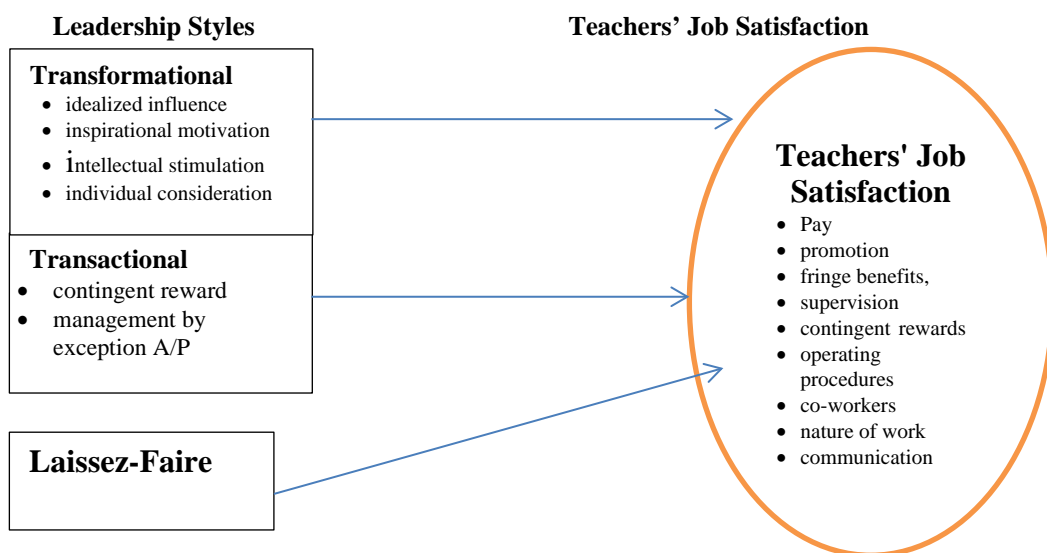
**Leadership Styles**　　　　　　　　　**Teachers' Job Satisfaction**

**Transformational**
- idealized influence
- inspirational motivation
- intellectual stimulation
- individual consideration

**Transactional**
- contingent reward
- management by exception A/P

**Laissez-Faire**

**Teachers' Job Satisfaction**
- Pay
- promotion
- fringe benefits,
- supervision
- contingent rewards
- operating procedures
- co-workers
- nature of work
- communication

*Fig. 1: Conceptual Framework of the study*

## METHODOLOGY

This research followed a descriptive survey and correlational designs of a quantitative research approach. The results of the survey helped the researchers to identify the dominant leadership style and the level of job satisfaction which corresponds to the first two research questions of this study. The correlational design was useful to check if a significant relationship exists between the two variables of leadership styles and the nine dimensions of teachers' job satisfaction.

### Sampling Techniques

There are 11 sub-cities in Addis Ababa City Administration and among these Lemi-Kura is the recently added sub-city that was selected as a study area. There are 68 private primary schools in the sub-city. There are 10 Weredas within the sub-city where each Woreda administers a minimum of 2 private primary schools (Wereda 3, 4, 6, and 10) and a maximum of 17 schools (Wereda 13). This study tried to include the average number of private primary schools in the area; therefore Wereda 08 (Beshale cluster) which contains 10 schools, was selected through a stratified random sampling technique as a representative sample for the study.

The sample for the study was drawn from a population of 548 teachers across ten private primary schools. Representative samples were selected using the Slovin formula for sample size determination, a sample of 231 teachers was chosen through a simple random sampling method.

$n = N / (1 + Ne^2)$ Where: n = Number of samples, N = Total population and e = Error tolerance (level) is $(0.05)2 = 0.0025$ ($e=5/100=0.05$ $e^2 =0.0025$). Thus, the sample size was calculated as follows:

$n = N / (1 + Ne^2)$

$N=548$

$e^2=0.0025$

$n = 548 / (1 + 548*0.0025)$

$n=231$

### Data Gathering Tools

### Questionnaires

Two standardized questionnaires were used to collect pertinent data for the study divided into three sections for respondents to complete. Part One was designed to gather demographic information, while Part Two aimed to address the first basic question of the study, focusing on teachers' perceptions of their principals' leadership styles. A modified form of MLQ that assesses a Full Range of Leadership (FRL) composed of four components of transformational leadership, two components of transactional leadership, and laissez-faire leadership was used to collect data. Within the total of 27 questions, 15 questions correspond to transformational leadership, 9 represent transactional, and the remaining 3 represent laissez-faire leadership. All the items were rated using a five-point Likert scale from strongly disagree ( 1) to strongly agree (5).

The second questionnaire (Part Three) was the Job Satisfaction Survey (JSS), developed by Paul Spector. The JSS evaluates employees' feelings toward nine facets of job satisfaction. Each facet of job satisfaction was measured using four items, resulting in a total of 36 items. Among these, 19 items were negatively worded and were therefore reversed during scoring. The JSS typically includes statements or questions to which respondents rate their level of agreement or satisfaction using a Likert scale (e.g., strongly disagree, disagree, neutral, agree, and strongly agree).

## Reliability

It is reported that the reliability of MLQ was above 0.80 (Bass &Riggio, 2006). Besides, the validity of the tool was also tested revealing that it is valid. Other studies revealed that the reliability of MLQ is Cronbach's alpha of >.90 (Avolio and Bass cited in Hamidifar, 2009). Spector reported the reliability of the Job Satisfaction Survey JSS as having a Cronbach's alpha (r) ranging from 0.60 to 0.82 across all subscales of job satisfaction.

## Data Analysis

Descriptive statistics like frequency mean, standard deviation, and percentages were used to analyze the results. Pearson Product Moment Correlation (r) helped the researchers to observe the existence of any relationship between principal leadership style and teachers' job satisfaction. In addition, a one-way ANOVA was used to see the model fit.

## RESULTS AND DISCUSSIONS

## Background Characteristics of Respondents

Out of the total 226 teachers,145 (64.2%) were males and 81(35.8%) were females. This indicates fewer female teachers participating in the study than expected. The age composition indicates that the highest number of respondents were young adults aged 21 to 30, followed by those in the 31 to 40 age range, suggesting that the respondent pool was relatively young. In terms of qualification, 210 (92.9%) were Bachelor's degree holders whereas 11 (4.9%) were MA/MSc degree holders and 5 (2.2%) were diploma holders. Regarding work experience, 41.2% have 1-5 years and 37.2% have 6-10 years of teaching experience while teachers with 11-15 years of experience account for 18.1%, which adds a valuable level of experience and stability to the teaching staff.

**Dominant Leadership Styles in Private Primary Schools**

Table 1: *Mean scores on the dimensions of Transformational Leadership style as rated by Respondents*

| | Descriptive Statistics | | | | | |
|---|---|---|---|---|---|---|
| Transformational Leadership Dimensions | Code | N | Min | Max | Mean | SD |
| Idealized Influence (Attributed) | IIA | 226 | 1.33 | 5.00 | 3.49 | .74 |
| Idealized Influence (Behavior) | IIB | 226 | 1.67 | 5.00 | 3.58 | .75 |
| Inspirational Motivation | I'M | 226 | 1.33 | 5.00 | 3.64 | .87 |
| Intellectual stimulation | IS | 226 | 1.67 | 5.00 | 3.51 | .77 |
| Individualized consideration | IC | 226 | 1.00 | 5.00 | 3.56 | .83 |
| **Transformational Leadership** | TFL | 226 | 1.87 | 4.87 | 3.56 | .65 |
| Valid N (listwise) | | 226 | | | | |

(Source: Own survey, May 2024)

**The idealized influence (Attributed Charisma)**
　　　　The Idealized Influence (Attributed) component was evaluated using three subcomponent statements where the combined mean score of these subcomponents, M = 3.49, indicates that it is practiced slightly above the average level. According to Avolio & Bass (2004) research-validated average score for idealized influence is M = 3.45, which shows idealized influence was practiced with an ideal level for effective transformational leadership. This high mean score suggests that most teachers believe their principals build trust by instilling pride in their association, reassuring them that obstacles will be overcome, and prioritizing the group's well-being over self-interest. Teachers highly regard and respect their principals, viewing them as role models. The relatively low standard deviation (SD = 0.74) indicates consistency in this positive perception across respondents.

**The idealized influence (Behavior)**
　　　　Idealized Influence (Behavior) is another component of transformational leadership and was assessed using three subcomponent statements with a mean rating of  M = 3.58, which is higher than the research-validated average score of M = 3.45 established by Avolio & Bass (2004). This high mean value suggests that many respondents believe their principals act with integrity, identify with their staff and mission, take calculated risks, and consider ethical and moral values in their decisions. This indicates that principals actively demonstrate behaviors that instill pride and faith in their teachers. They believe that their principals inspire and motivate them toward the school's vision, effectively energizing and guiding them to align with the school's mission and vision. The consistency of these behaviors was strong, as indicated by a standard deviation of SD = 0.75.

### Inspirational motivation (IM)

The overall mean score for inspirational motivation was M = 3.64, with a standard deviation of SD = 0.87, surpassing the research-validated benchmark of M = 3.45 established by Avolio & Bass (2004). All the results of the mean scores in the above table indicate that the principal's inspirational motivation skill was relatively high. This high mean score indicates that leaders are optimistic, articulate a compelling vision, and encourage teachers' creative efforts.

### Intellectual stimulation (IS)

The overall mean value for the Intellectual Stimulation subcomponent was M = 3.51 with a standard deviation of SD = 0.77. This result surpasses the research-validated benchmark mean of M = 3.45 set by Avolio & Bass (2004). The findings suggest that teachers believe their principals actively stimulate and encourage innovative thinking. This enables teachers to reexamine critical assumptions, think about old problems in new ways, and approach problems from different angles.

### Individualized consideration (IC)

The combined mean value for the Individualized Consideration subcomponent was M = 3.56, which is higher than the benchmark mean of M = 3.45 established by Avolio & Bass (2004). This indicates that respondents believe their principals understand and address the concerns and developmental needs of teachers, treating each individual uniquely. The mean score suggests that principals are attentive to the individual needs and development of their teachers. The standard deviation of SD = 0.83 indicates some variability in perceptions, but overall, principals are viewed positively in this aspect.

In general, the results indicate that among the five components of transformational leadership, inspirational motivation had the highest mean (M = 3.64), significantly above the average. Idealized Influence (Attributed) had the lowest mean (M = 3.49), though it still surpassed the suggested average mean by Avolio and Bass (2004) M=3.45. The aggregate mean of the five components of transformational leadership was M=3.56, SD=0.65, exceeding the research-validated average of M = 3.45 proposed by Avolio and Bass (2004). This overall high mean suggests that most teachers believe transformational leadership was practiced by their principals at above-average levels in their schools. Based on the research data, it can be concluded that school leaders were effective transformational leaders, as their mean scores exceeded this benchmark. Transformational leaders play a crucial role in motivating teachers or subordinates to achieve beyond their perceived limits. Such leaders are deeply attentive to the needs and interests of those they lead, consistently striving to help their followers reach their full potential (Bass, 1997; Northouse, 2013; Bass and Riggio, 2006).

## The Level of Transactional Leadership Style Practiced by Principals

Each component of transactional leadership was also represented by three subcomponents. The presence of each component was examined, and their mean and standard deviation were presented below.

Table 2: *Mean scores on the dimensions of Transactional leadership style*

| Dimension | Descriptive Statistics | | | | | |
|---|---|---|---|---|---|---|
| | Code | N | Min | Max | Mean | SD |
| Contingent rewards | CR | 226 | 1.00 | 5.00 | 3.14 | .88 |
| Management by Exception (Active) | MBEA | 226 | 1.00 | 5.00 | 2.94 | 1.01 |
| Management by Exception (Passive) | MBEP | 226 | 1.00 | 5.00 | 2.26 | .98 |
| **Transactional Leadership** | TSL | 226 | 1.56 | 4.44 | 2.78 | .57 |
| Valid N (listwise) | | 226 | | | | |
| Laissez-faire Leadership **LF** | | 226 | | | 2.11 | .89 |

(Source: Own survey, May 2024)

### Contingent rewards (CR)

The overall mean for contingent reward was M = 3.14, SD=0.88 below the suggested average score of M =3.75 by Avolio and Bass (2004). Teachers believe they receive less reward for their performance and they do not get proportional to what they do. Principals may need to standardize their reward systems to ensure they are perceived as fair and consistent by all teachers, thereby enhancing overall satisfaction and performance.

### Management by exception (Active)

The combined mean for Management by Exception passive subcomponent was M = 2.94, SD = 1.01, which is slightly above the average score of Avolio and Bass (2004) M=2.75. This means teachers believe that their principals are more concerned with addressing mistakes and errors rather than maintaining established standards. The standard deviation of SD = 1.01 indicates a high level of variability in responses, suggesting that some teachers perceive their principals as actively managing exceptions; others do not consistently see this behavior.

### Management by exception (Passive)

The aggregate mean and standard deviation for Management by Exception (Passive) were M = 2.26 and SD = .98, respectively, significantly below the average of M=3.75 Avolio and Bass (2004). This implies that there was little practice of Management by Exception (Passive) leadership style. The high standard deviation SD=.98 suggests that the experience of passive management is not uniform across the school. Some teachers might rarely see their principals taking a hands-off approach, while others might find it more common.

In general, the mean score for transactional leadership (M = 2.78, SD = 0.57) shows below average level of transactional leadership practices among the principals in the schools. This score is below the ideal threshold for effective transactional leadership as proposed by Avolio and Bass (2004) M=3.42. On average, there is a slightly below-average of transactional leadership practices. The standard deviation of 0.57 indicates moderate consistency in how teachers perceive the application of transactional leadership practices of their principals.

## The Practice of Laissez-faire Leadership style

The aggregate mean score for laissez-faire leadership was found to be M=2.11 (SD=0.89) which is below the level specified by Avolio and Bass (2004) M=3.5 where it was practiced below the average level in the sample schools.

## The Level of Teachers' Job Satisfaction in Private Primary Schools

As data in Table 3 indicate, the mean score for coworkers was 3.82 (SD=0.80), making it the highest among all facets of job satisfaction, followed by the nature of work with a mean score of 3.79 (SD=0.87), communication with a mean score of 3.59 (SD=0.69), supervision with a mean score of 3.44 (SD=0.83), working conditions a mean score of 3.09 (SD=0.76), and contingent rewards with a mean score of 2.98 (SD=0.85), promotion had a mean score of 2.93 (SD=0.81), while the remaining facets of job satisfaction scored between 2 and 3. According to Spector (1997), these scores can be categorized into three groups: scores from 1 to 3 indicate dissatisfaction, from 3 to 4 indicate ambivalence, and from 4 to 6 indicate satisfaction (Bateh and Heyliger, 2014).

As per the data, five sub-variables fall within the ambivalent category, indicating teachers were uncertain about their satisfaction: communication, working conditions, coworkers, supervision, and nature of work. The remaining four sub-variables, fringe benefits, pay, promotion, and contingent reward had mean scores between 1 and 3, indicating dissatisfaction. The overall job satisfaction mean score was 3.23 (SD=0.65), placing it within the ambivalent range. This suggests that teachers were uncertain about their overall job satisfaction. According to Herzberg's theory, employees are satisfied with the presence of supervision, work conditions, and communication and this prevents dissatisfaction among teachers but, improving motivator factors like pay and promotion is crucial for increasing overall job satisfaction and motivation. This aligns with Herzberg's theory, where improving motivators like the nature of work and relationships with coworkers can lead to increased job satisfaction.

Table 3: *Extent of Teachers' Job Satisfaction in Primary Schools*

| Dimensions | Descriptive Statistics | | | | | |
|---|---|---|---|---|---|---|
| | Code | N | Min | Max | Mean | SD |
| Pay | P | 226 | 1.00 | 5.00 | 2.68 | .91 |
| Promotion | PR | 226 | 1.00 | 4.75 | 2.93 | .81 |
| Supervision | S | 226 | 1.25 | 5.00 | 3.44 | .83 |
| Fringe benefits | FB | 226 | 1.00 | 4.75 | 2.75 | .89 |
| Contingent reward | CONR | 226 | 1.00 | 5.00 | 2.98 | .85 |
| Work condition | WC | 226 | 1.00 | 5.00 | 3.09 | .76 |
| Co-workers | CW | 226 | 1.00 | 5.00 | 3.82 | .80 |
| Nature of work | NW | 226 | 1.00 | 5.00 | 3.79 | .87 |
| Communication | CM | 226 | 1.00 | 5.00 | 3.59 | .69 |
| Overall Job Satisfaction | JS | 226 | 1.61 | 4.83 | 3.23 | .65 |
| Valid N (listwise) | | 226 | | | | |

(Source: Own survey, May 2024)

## The Relationship between Leadership Style and Job Satisfaction

### The relationship between transformational leadership style and the facets of job satisfaction

Data from the correlation matrix indicated that the relationship between transformational leadership style and pay was medium and positive correlation and significant ($r=0.413$, $p<.01$). The relationship between transformational leadership style and promotion was a moderate positive correlation and significant ($r=0.472$, $p<.01$). The matrix also revealed a strong and significant correlation between transformational leadership style and supervision ($r=0.597$, $p<.01$), suggesting a strong and positive correlation. Furthermore, the data indicated a medium and a significant correlation between transformational leadership style and fringe benefits ($r=0.420$, $p<.01$), as perceived by the teachers. Similarly, there was a moderate and significant correlation between transformational leadership style and contingent rewards ($r=0.441$, $p<.01$), as perceived by teachers.

The correlation between transformational leadership style and working conditions was moderate and significant ($r=0.487$, $p<.01$) as perceived by the respondents. There was also a moderate and significant correlation between transformational leadership style and coworkers ($r=0.450$, $p<.01$); a moderate and significant correlation between transformational leadership style and nature of work ($r=0.423$, $p<.01$); and a moderate and significant correlation between transformational leadership style and communication ($r=0.443$, $p<.01$).

From these data, it can be concluded that there was a moderate, positive, and significant correlation between transformational leadership and the facets of job satisfaction except the correlation between transformational leadership style and supervision which was strong and significant. The

presence of positive, moderate, and significant relationships between transformational leadership style and job satisfaction variables aligns with Hamidifar's (2010) findings.

## The relationship between transactional leadership style and the facets of job satisfaction

The relationship between transactional leadership style and pay was very weak and not significant ($r = 0.192$) as perceived by teachers  ($p > .05$). The data also shows a weak correlation between transactional leadership style and promotion ($r = 0.274$, $p > .05$). Similarly, there was a very weak yet insignificant relationship between transactional leadership style and supervision ($r = 0.137$, $p > .05$). The correlation between transactional leadership style and fringe benefits was also weak and insignificant ($r = 0.245$, $p > .05$). However, there is a weak and significant relationship between transactional leadership style and contingent rewards ($r = 0.363$, $p < .01$); and the correlation between transactional leadership style and working conditions was weak but significant ($r = 0.260$, $p < .01$). The correlation between transactional leadership style and co-workers is very weak and insignificant ($r = 0.069$, $p > .05$). There was a very weak, positive and no significant correlation between transactional leadership style and nature of work ($r = 0.085$, $p > .05$). Finally, there was a very weak but significant correlation between transactional leadership style and communication ($r = 0.173$, $p < .01$). In general, the correlation between transactional leadership style and pay, promotion, supervision, co-workers, and fringe benefits was weak positive, and significant, and significant relationship. Conversely, there was a weak but significant correlation between transactional leadership style and contingent rewards and communication. The correlation between transactional leadership style and co-workers and the nature of work is very weak and non-significant.

## The relationship between laissez-faire leadership style and job satisfaction

The correlation between laissez-faire leadership style and pay ($r = -0.112$, $p < .01$), shows a very weak but significant negative correlation; promotion ($r = -0.147$, $p < .01$) shows a very weak but significant negative correlation, supervision ($r = -0.275$, $p < .01$) shows a weak but significant negative correlation, fringe benefits ($r = -0.079$, $p < .01$) shows a very weak but significant negative correlation, suggesting that laissez-faire leadership style negatively correlates with fringe benefits, contingent rewards ($r = -0.077$, $p < .01$) shows a very weak but significant correlation, working conditions ($r = -0.058$, $p > .05$), a very weak and insignificant negative correlation, co-workers ($r = -0.249$, $p < .01$), shows a weak but significant negative correlation, nature of work ($r = -0.174$, $p < .01$)  a very weak but significant negative correlation, and communication ($r = -0.068$, $p < .01$) a very weak but significant negative correlation exists. In summary, the laissez-faire leadership style shows varying degrees of negative correlation with all job satisfaction facets, ranging from very weak to weak.

## The Relationship between the three Leadership styles and Teachers' Job Satisfaction

Table 4: *The correlation between the three leadership styles and teachers' job satisfaction*

| Correlations | | | | | |
|---|---|---|---|---|---|
| | | TFL | TSL | LFL | JS |
| TFL | Pearson Correlation | 1 | | | |
| | Sig. (2-tailed) | | | | |
| | N | 226 | | | |
| TSL | Pearson Correlation | .133* | 1 | | |
| | Sig. (2-tailed) | .047 | | | |
| | N | 226 | 226 | | |
| LFL | Pearson Correlation | -.285** | .342** | 1 | |
| | Sig. (2-tailed) | .000 | .000 | | |
| | N | 226 | 226 | 226 | |
| JS | Pearson Correlation | .585** | .255** | -.177** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .008 | |
| | N | 226 | 226 | 226 | 226 |
| *. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed). | | | | | |

*(Source: Own survey, May 2024)*

The data in Table 4 portray the correlation between transformational leadership and job satisfaction ($r = 0.585$, $p < .01$), as strong, strong, and positive. The correlation between transactional leadership and job satisfaction ($r = 0.255$, $p < .01$) was weak but positive, while the correlation between laissez-faire leadership and job satisfaction ($r = -0.177$, $p < .01$) was weak and negative. Overall, transformational leadership had the strongest positive correlation with job satisfaction, transactional leadership had a positive but weaker association with job satisfaction while laissez-faire leadership shows a negative correlation.

### The ANOVA and Regression Analysis Results

The ANOVA and regression analysis were performed to examine the significance of the relationship between leadership style and job satisfaction and to examine the causal effects of leadership styles on job satisfaction. As shown in Table 5, the adjusted R-squared value for leadership style is 0.374, indicating that leadership styles account for 37.4% of the variation in teachers' job satisfaction.

Table 5: *Model summary of job satisfaction*

**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .618[a] | .383 | .374 | .51134 | .383 | 45.846 | 3 | 222 | .000 |

a. Predictors: (Constant), LFL, TFL, TSL

The purpose of the ANOVA table is to determine if the findings are significant and not a result of statistical errors. This is assessed by the significance value, which should be less than 0.05. According to the data in the table, the significance value is calculated as 0.00052, which is below the 0.05 threshold indicating that the regression model is significant and not influenced by statistical errors.

Table 6: *ANOVA Result for job satisfaction*

**ANOVA[a]**

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 35.961 | 3 | 11.987 | 45.846 | .000[b] |
| | Residual | 58.046 | 222 | .261 | | |
| | Total | 94.007 | 225 | | | |

a. Dependent Variable: JS
b. Predictors: (Constant), LFL, TFL, TSL

Data in Table 7 illustrates how leadership styles predict employee satisfaction. For transformational leadership, the Beta coefficient is 0.528 ($p<0.05$), indicating that a one standard deviation increase in transformational leadership corresponds to a 52.8% increase in job satisfaction. For transactional leadership, the standardized Beta coefficient is 0.219 ($p<0.05$), which means that for every standard deviation increase in transactional leadership, teacher job satisfaction increases by 21.9%.

Table 7: *Coefficients for job satisfaction*

| Model | | Unstandardized B | Coefficients Std. Error | Standardized Coefficients Beta | T | Sig. |
|---|---|---|---|---|---|---|
| 1 | (Constant) | .821 | .253 | | 3.247 | .001 |
| | TFL | .524 | .057 | .528 | 9.268 | .000 |
| | TSL | .250 | .066 | .219 | 3.778 | .000 |
| | LFL | -.064 | .038 | -.101 | -1.682 | .094 |

## CONCLUSIONS

The research identified that transformational leadership is the most prevalent style among school principals, followed by transactional leadership, with laissez-faire leadership being the least practiced. Teachers under transformational leaders, who inspire, motivate, and foster a collaborative environment, showed higher levels of job satisfaction. In contrast, transactional leadership had a moderate positive association with job satisfaction, while laissez-faire leadership was negatively correlated, suggesting it diminishes job satisfaction.

The findings align with existing literature, such as Avolio and Bass (2004), highlighting the positive impact of transformational leadership on job satisfaction and organizational commitment. This study reinforces the critical role of transformational leadership in enhancing job satisfaction among teachers in Lemi-Kura Sub City.

## RECOMMENDATIONS

Enhancing transformational leadership training in private primary schools requires a collaborative effort among school principals, management, local education authorities, professional development organizations, and policymakers. Professional development organizations can deliver tailored training, and policymakers must ensure supportive policies and standards. Together, these stakeholders can enhance leadership training, boosting teacher job satisfaction and creating a positive educational environment. Encouraging active principal engagement in training and fostering a collaborative work environment with teamwork and open communication is essential to enhance teachers' job satisfaction. Future studies should expand the scope to inc lude multiple regions for broader generalizability. Moreover, longitudinal studies could provide a deeper understanding of the long-term impact of leadership styles on job satisfaction.

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