Relationship between Demographic Characteristics and Leadership Styleson Teachers Job Satisfaction in Primary Schoolskenya: A Case of Nakuru County

Wachira T.[1], Kalai J. M.[2], Tanui, K. E[3]

[1]Maasai Mara University

[2]PhD University of Nairobi

[3]PhD Maasai Mara University

Abstract: *This study explored demographic characteristics and leadership styles to job satisfaction of teachers'. The study was conducted among a random sample of 348 primary school teachers from Nakuru County, Kenya. A researcher developed questionnaire was administered. Descriptive statistics in the form of percentages, means and frequencies were used for analysis and presentation. In addition spearman's coefficient correlation analysis was used to predict relationships between variables. Teacher job satisfaction was found to be influenced by job demands, school resources and work-related relationships. No significant relationship was found between demographic characteristics and teachers' job satisfaction however, academic qualifications were significantly associated to job satisfaction. Recommendations for staffing and resource allocation are given.*

Keywords: Demographic characteristics, Job satisfaction, leadership styles, Work-related relationships

1. Introduction

1.1 Teacher Job Satisfaction and Leadership Styles

Job satisfaction reflects the extent to which an individual likes the job and the organizations with satisfied employees are more productive than those with unsatisfied employees (Hellriegel and Slocum, 2007). Churchill, Ford, Walker (1974) & Daft (2005) conceptualized job satisfaction is composed of factors such as job itself and the work environment. Malik (2013) argues job satisfaction results from the perception of employees' job and the degree to which there is good fit between employees and the organization. Emotional experiences in working life are inevitable. Vecchio (2000) defined job satisfaction as one's feelings and thinking towards his/her work. As in the case of other attitudes, one's attitude towards job is greatly influenced by the experience, especially stressful experiences.

Similarly, an employee's expectations about the job and communications from others can play an important role in a person's level of job satisfaction. McShane and Glinow (2005) believe that job satisfaction represents an employee's evaluation of job and work context. In other words, it is an appraisal of the perceived job characteristics, work environment, and emotional experiences at work, attitude, recognition, level of education and individual expectations (Sonia, 2010). In this context, job satisfaction is the perception of the individual feeling one has to the particular type of job.

According to Malik (2013) people differ in what is important to them, and this may also change for same person. Furthermore, employee may be satisfied with certain dimensions of the job while dissatisfied with others such as, an employee may be satisfied with co-workers but simultaneously dissatisfied with work-load. In similar situations teachers' in primary schools lack specialization of subjects and hence become dissatisfied with work-load. However, Dawis (2004) believes that job satisfaction can change with time and circumstances. Nevertheless, job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Nelson and Quick, 2000 and Luthans, 2008). Surprisingly, appraisal of teacher performance in public schools marks a new dispensation of professional development of teachers in Kenya (TSC, 2015).

While Muchinsky (2007) defined job satisfaction as the degree of pleasure an employee derives from his or her job. Hulin and Judge (2003) assert that an employee's affective reaction to a job is based on a comparison of actual outcomes derived from job with those expected. Job satisfaction has been treated both as a general attitude and satisfaction with five specific dimensions of the job including: employee feelings about various aspects of job such as pay, promotion opportunities, work conditions, supervision, organizational practices and relationships with co-workers (Misener et al., 1996; Zerihun, Singh, Geremew, Sabit, Gelashe&Issa, 2015).

Several factors such as pay, promotion, autonomy, working conditions, co-workers, supervisory support influence employee job satisfaction. Irvine and Evans (1995); Nissa (2003); & Malik (2011) have highlighted the importance of work characteristics (routine, autonomy and feedback), how the work role is defined (role conflict and role ambiguity) and work environment (leadership, stress, advancement opportunities and participation) in relation to job satisfaction.To this end, leadership is not only viewed as essential determinant of organizational effectiveness but also for employee job satisfaction.

Regarding the relationship between leadership styles and job satisfaction, various studies were conducted in different parts of the world in different kinds of organizations. Most of the studies showed that there was positive relationship between the two variables. These studies show that there is a positive correlation between leadership and employee job satisfaction (Malik, 2011; Yousef, 2006; Hamidifar, 2009; Omidifar, 2013; Al-Ababneh, 2013; Long, 2014; Bateh&Heyliger, 2014; Josanov-vrgovic&Pavlovic, 2014; Hui, 2013; Metwally, El-Bishbishy&Nawar, 2014; Ali &Dahie, 2015; Fikadu, 2010; Nebial&Asresash, 2011; Shibru&Darshan, 2011). In the research study by Downey et al., 1975; and Kahai et al., 1997 have reported higher level of job satisfaction under directive leadership behavior when task was highly structured and under supportive behavior when task was highly unstructured. While, Kim (2002) identified a positive relationship between participative leadership behavior and employees' job satisfaction.

A leader's goal is to influence people towards the accomplishment of goals Yukl(2010). However,the best way to get teachers to do things and how head teachers go about influencing and relating with their teachers is criticalon leadership of head teacher in the field. Nevertheless, an extensive amount of research has been done to investigate leadership style and job satisfaction; especially, effective leadership in order to distinguish different leadership styles that provides organizational practice with supporting theory on how to lead an organization (House, 1971; Burns, 1978; Bass, 1985; Dirks &Ferrin, 2002).

Studies show that factors such as gender, age, education, salary, and experience are found to have influence on job satisfaction of employees. In a study conducted by Ghafoor (2012) the conclusion shows that male staffs are more satisfied as compared to females. Moreover, increase in rank, salary, education and academic qualification result in increased job satisfaction. However, this study distinctly perceives education level is a mark of achievement in employee effort to realize the challenging goals henceforth needs recognition. Sonia (2010) posits that individuals experience job satisfaction at different ages in life, but older employees have lower expectations Sababu (2010). A study by Kimengi (1991) found that older teachers adjust their expectations with reality and report more job satisfaction. However, Sonia (2010) noted that higher level of education is a factor which determines the degree of job satisfaction since educated persons have high expectations from their leaders which remain unsatisfied. Teachers' with higher education express low satisfaction with respect to leadership styles and therefore, goals for promotion, continuous professional improvement and development are not achieved.

Dehaloo (2011) found out those teachers with bachelors and master's degrees are significantly more satisfied with their physical environments and overall school leadership than teachers with low qualifications. This study contends that this lead to goal achievement due to continuous improvement. Furthermore, research has found that educational qualifications have no significant effect on teacher job satisfaction (Badenhorst& George, 2008). Korean school organization is based on a rigid structure where recognition of teachers is through qualification and training (Joe & Reyes, 2010). However, Oluoch (2006) and Kagoda (2010) noted that effort on access to education do not translate to equitable outcomes in some districts in Tanzania and Uganda respectively. Nevertheless; this can supply employer, policy makers and scholars with information to examine as great number of teachers have received higher academic status despite of inadequate leadership behaviors.

As Path-goal theory focuses on how leaders influence followers' expectations. Robert House, the originator of the theory, proposes a model in which leader behavior is acceptable when employees regard it as a source of satisfaction (Kreitner&Kinicki, 1995). In addition to this, leader behavior is motivational when it eliminates factors that hinder goal accomplishment but provides emotional support to the employees, and grants meaningful recognition in return for success. House claims that the leader should stay on the right path to achieve challenging goals by setting high standards and challenging goals for the employees and encouraging them to perform at their highest level (Northouse, 2013). Drawing from these suggestions, teachers' academic qualifications are successes thus need to be recognized as part of achievement in the right path towards exhibiting goal attainment. Besides, leadership needs to appreciate experience, be impartial on gender and age of employees when allocating tasks.

2. Findings and Discussion

2.1 Gender

Table 1: Gender relationship to job satisfaction and leadership style

Job Satisfaction

Gender	Achievement	Directive	Supportive	Participative
Male	0.45	0.639	0.733	0.363
Female	0.439	0.542	0.689	0.359

In all the four correlated variables, males had a higher value, meaning that males are more likely to be satisfied when the head teacher practices thevarious leadership styles. Studies report inconsistent findings on the role of gender in teacher job satisfaction. Some reveal that job satisfaction levels differ significantly between male and female teachers (Bishay, 1996; Ma & MacMillan, 2001). While a number of studies have found male respondents to report higher job satisfaction than females (Ali et al., 2011) other studies have reported contrary findings (Bishay, 1996). Similarly, (Malik 2013) hypothesized out that the t value (1.210) was not significant meaning that there is no significant difference in job satisfaction of male and female employees. However, male employees had higher mean score than female employees on job satisfaction which corresponds with the findings in this current study. The study by Dehaloo (2011) measured satisfaction and found out male teachers were more satisfied than female teachers with school policies, interpersonal relations and the schools' overall organization. To this end, research shows that gender has no significant relationship with teacher job satisfaction. In a study by Otube (2004) T-test showed no significant differences in the responses of the male and female special education teachers. Similarly, Crossman and Harris (2006) found out that job

satisfaction levels did not differ significantly by gender among secondary school teachers in United Kingdom.

Mugweru(2013) cited ILO International Labour Organization on gender recommended entrenching gender in education policies and plans to ensure parity suggesting that disparities are prevalent along gender lines. However, the situation is contrary since the results in this study indicate majority of male head teachers'71.4% are in leadership positions compared to 28.6% female head teachers'.Consequently,the policy framework needs to berevised to mitigate the gap. Pearson chi-square carriedout by Waters (2013) indicates there is no significant relationship between job satisfaction and gender of teachers. In summary the results indicate that there is no perceived contributing gender factor to job satisfaction of teachers however, thestudy establishes that male teachers' are satisfiedwith leadership styles practicesby head teachers'.

2.2Age

Table 2: Age relationship to job satisfaction and leadership styles
Job satisfaction versus

Age Bracket	Achievement	Directive	Supportive	Participative
20-29 years	0.502	0.728	0.782	0.515
30-39 years	0.423	0.57	0.66	0.4
40-49 years	0.437	0.548	0.701	0.393
50-60 years	0.466	0.599	0.75	0.257

Table 2 indicates young teachers between 20 and 29 years had the highest positive correlations in relation to leadership styles. The findings also indicate correlation coefficients of 0.502 satisfied with achievement leadership, 0.728 satisfied with directive leadership, 0.782 satisfied with supportive leadership and 0.515 satisfied with participative leadership. This shows that youthful teachers of 20 to 29 years are more satisfied with their job than older teachers.' This argument assumes a linear relationship between age and job satisfaction, because the higher the teacher's age, the higher the level of job satisfaction. Study conducted among teachers in Finland revealed that there was a strong positive relationship between the teachers' age and job satisfaction (Rasku and Kinnunen, 2003). Additionally, teachers' job satisfaction is linked to their age. This view of foregoing is supported by Bennell&Akyeampong (2007). Furthermore, Bennell et al., notes young Tanzanian teachers' are less satisfied with their jobs than their older counterparts. Contrary findings by Crossman & Harris (2006); George et al., (2008) &Otube (2004) indicate that age has no significant influence on teachers' job satisfaction. However, findings by Waters (2013) indicate contrary results on series of t- test carried out that teachers' age is not a contributing factor to determining job satisfaction. Nonetheless, Mailk (2013) records the t value (-.479) is not significant meaning that there age does not affect job satisfaction of employees. However, old age employees had higher mean score than young age employees on job satisfaction. This is contrary to results in this current study which indicate a lower value scores with all four leadership styles and job satisfaction.

2.3Academic qualifications

Teachers' level of education and training has been found to significantly predict job satisfaction with some studies arguing that higher educational qualifications are positively correlated with job satisfaction Perrachione(cited in Otanga& Mange 2014).

Table 3: Relationship of Teachers' Qualifications, Job Satisfaction and Leadership Styles
Job Satisfaction

Qualifications	Achievement	Directive	Supportive	Participative
P1	0.416	0.545	0.539	0.4
Diploma	0.479	0.605	0.772	0.24
Degree	0.401	0.534	0.737	0.452
MED	0.721	0.795	0.786	0.477

The result in Table 3 indicates that teachers with Master of education qualification were more satisfied with achievement, directive and supportive leadership styles. However, supportive leadership style indicates high relationship against teacher qualification. This establishes that qualifications are positively correlated to leadership style. According to the current study, majority of teachers have higher qualification than head teachers' translating to challenges for head teachers' in adequately delivering leadership without the requisite leadership skills and knowledge. In view of these foregoing, head teachers' need to pursue higher qualifications specifically tailored to equip them with leadership and managerial skills. Furthermore, Dehaloo (2011) found out that teachers with bachelor's and master's degrees are significantly more satisfied with their physical environments and overall school organization than teachers with lower qualifications. Consequently, there is a clear policy gap on mandated sources of leadership entry behavior and threshold for leaders in primary schools. Additionally, academic qualifications play great role towards influencing job satisfaction and leadership in organizations (Dehaloo, 2011). This contradicts Malik (2013) hypothesis that there is no significant difference in the job satisfaction of employees having different qualifications.

2.4Experience

Table 4: Relationship between Experience to Job Satisfaction and Leadership Styles
Job satisfaction versus

Teaching Experience	Achievement	Directive	Supportive	Participative
< 5 years	0.441	0.579	0.702	0.389
5 – 10 years	0.406	**0.69**	**0.771**	**0.569**
11 – 15 years	0.43	0.665	0.667	0.325
16 – 20 years	**0.462**	0.491	0.732	0.421
Over 20 years	0.448	0.531	0.703	0.288

Findings in Table 4 majority of respondents with teaching experience of 5-10 years were more satisfied with directive style at 0.690, supportive 0.771, and participative leadership styles. Surprisingly important was that this group has the highest positive correlation with participative leadership style at 0.569 than the other three styles of leadership. This is indicates that active participation in teaching profession is

experienced in the early period of teacher employment. The findings also indicate professional development for acquiring gainful leadership skills can be tapped at this stage.

Nevertheless, TSC appointment to leadership is pegged at the number of years in teaching service (Okumbe, 1999 & Sang, 2010). The study by Mange and Otanga (2014) indicate length of teaching has been found to influence job satisfaction. As with other demographic variables, findings show inconsistencies concerning the direction of relationship, with some indicating that levels of satisfaction increased with the increase of years in the teaching service while others post contradictory positions. However, as teachers grow older, they earn more and also adjust their expectations with reality and consequently report more job satisfaction (Karugu, 1980;&Kimengi, 1991). In contrary,Gatzke (1993) argued that teaching experience is associated with decrease in job satisfaction. Nevertheless, this study notes older and more experienced teachers express significantly less satisfaction with their professional role than their younger and less experienced colleagues indicated as 0.288 for participative style and 0.448 for achievement style. These findings are corroborated in conclusions by Sari (2004) that working experience is associated with less job satisfaction with younger and less experienced teachers having higher levels of job satisfaction. However, teachers' with over 20 years' experience reported a coefficient correlation of 0.288 hence less satisfied with especially participative leadership style. Young teachers in schools with less experience felt more satisfied than older ones with achievement oriented leadership at coefficient correlation power of 0.771. The implication is that years of work experience do not significantly affect teachers' job satisfaction. Malik (2013) asserts that there is no significant difference in the job satisfaction of employees with varying length of experience. However, this study establishes that teachers with over 20 years teaching do not experience job satisfaction in their workplace.

3. Conclusions

The demographic characteristics on gender indicated that males were more satisfied than females despite their smaller ratio. Similarly, males were found to be the majority in leadership positions in schools. The age characteristic indicated younger teachers enjoyed job satisfaction than their older colleagues. Academic qualifications and teaching experience indicated a positive correlation as teachers with masters' level seemed contented. The findings of this report study reveals that respondents with 5-10 years' experience were more satisfied with directive 0.690, supportive 0.771 and participative 0.569 styles of leadership. The findings further noted respondents with over 20 years' experience were less satisfied with participative leadership style at a correlation coefficient of 0.288. Moreover, the study established that headteachers' in primary schools did not receive formalleadership preparation training before their appointment to headship position. Their appointment was on the basis of teaching experience and human relations. To this end, leadership skills were realized on the job. This corresponds with the findings where 66.1% of the head teachers' had experience of over 20 years.

4. Recommendations

The TSC should improve and establish competitive hierarchical structures as majority of teachers in primary schools are continually receiving higher academic qualifications which need to be tapped, utilized for professional growth and development. This would also expand leadership ladder in the school system and enhance job satisfaction among teachers. Improved leadership structures with responsibility would greatly maintain teachers in school and help reduce impact on diverse issues through participation. It would assist in monitoring of performance appraisal for teachers more effectively and efficiently. Similarly, it would assist in averting boycotts as most teachers would be responsibly engaged in leadership roles. This is in accordance to (TSC Act 190b, 2014) that the administrative staff shall continue to undertake such duties as are necessary to ensure the safety and security of school property and to safeguard the welfare of learners. The TSC should consider gender parity by encouraging women to take up leadership positions in schools with the agenda to increase their chances specifically during mid-career period. This is because in this period most women are occupied with family concerns that make them not to have time to pursue some of the requirements that their male colleagues may have hence take the advantage.

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