EFFECTS OF LEADERSHIP STYLES ON JOB SATISFACTION OF TEACHERS IN SELECTED INTERNATIONAL SCHOOLS IN NAIROBI COUNTY, KENYA

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A Thesis Submitted in Partial Fulfilment of the Requirements for the Award of Degree of Master of Education in the Department of Education, School of Humanities and Social Sciences of Africa Nazarene University

April 2022

DECLARATION

I declare that this document and the research it addresses are my original work and have never been submitted for academic credit at any other university.

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DEDICATION

This thesis is dedicated to God who works in me to develop the will and action necessary to carry out His good plan. It is also dedicated to my wonderful husband, Wayne Bruce Anyamba, and my children, Estimoah Lumadede, Evelyn Kabei, Eunice Ajayo, and Elle Nyaranga. Thank you for your unwavering support and patience over the entire study term.

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TABLE OF CONTENTS

DECLARATION ..... **ii**

DEDICATION ..... **iii**

ACKNOWLEDGEMENT ..... **iv**

TABLE OF CONTENTS ..... **v**

LIST OF TABLES ..... **ix**

LIST OF FIGURES ..... **x**

ABSTRACT ..... **xi**

DEFINITION OF TERMS ..... **xii**

LIST OF ABBREVIATIONS AND ACRONYMS ..... **xiv**

CHAPTER ONE **1**

INTRODUCTION **1**

1.1 Introduction 1

1.2 Background of the Study 1

1.3 Statement of the Problem 7

1.4 Purpose of the Study 8

1.5 Research Objectives 9

1.6 Hypotheses of the Study 9

1.7 Significance of the Study 10

1.8 Scope of Study 11

1.9 Delimitation of Study 11

1.10 Limitations of the Study 12

1.11 Assumptions of the Study 12

1.12 Theoretical Framework 12

1.13 Conceptual Framework 16

CHAPTER TWO 19

LITERATURE REVIEW 19

2.1 Introduction 19

2.2 Leadership Styles and Teachers' Job Satisfaction 19

2.2.1 Democratic Leadership Style and Job Satisfaction 27

2.2.2 Autocratic Leadership Style and Job Satisfaction 31

2.2.3 Laissez-Faire Leadership Style and Job-Satisfaction 36

2.2.4 Transformational Leadership Style and Job Satisfaction 39

2.3 Summary of Literature and Research Gaps 45

CHAPTER THREE 48

RESEARCH DESIGN AND METHODOLOGY 48

3.1 Introduction 48

3.2 Research Design 48

3.3 Research Site 49

3.4 Target population 49

3.5 Sample Size and Sampling Techniques 49

3.6 Research Instruments 51

3.6.1 Teachers' Questionnaire 51

3.6.2 Head teachers' Interviews Schedule 51

3.7 Piloting Testing of the Research Instruments 52

3.8 Reliability of the Data Collection Instruments 53

3.9 Validity of the Data Collection Instruments 53

3.10 Data Collection Procedures 53

3.11 Data Processing and Analysis 54

3.12 Legal and Ethical Considerations 55

CHAPTER FOUR 56

DATA ANALYSIS AND FINDINGS 56

4.1 Introduction 56

4.2 Response Rate 56

4.2.1 Respondent Demographic Characteristics 56

4.2.2 Respondents' Age, Gender, and Level of Education 57

4.3 Descriptive analysis 59

4.3.1 Democratic leadership style and Job Satisfaction 60

4.3.2 Autocratic Leadership Style and Job Satisfaction 62

4.3.3 Laissez-Faire Leadership Style and Job Satisfaction 65

4.3.4 Transformational Leadership Style and Job Satisfaction 69

4.3.5 Descriptive Statistics of Job Satisfaction 71

4.3.6 Descriptive Statistics on the Leadership Styles of Headteachers 72

4.5 Hypotheses Testing 73

4.5.1 Pearson's Correlation Analysis Results 74

4.5.2 Job satisfaction among teachers 79

CHAPTER FIVE 81

DISCUSSION, SUMMARY, CONCLUSION, AND RECOMMENDATIONS 81

5.1 Introduction 81

5.2 Discussion of the Findings 81

5.2.1 The Effect of Democratic Leadership Style on Teacher Job Satisfaction 82

5.2.2 The Impact of the Autocratic Leadership Style on Teacher Job Satisfaction 84

5.2.4 Effect of the Transformational Leadership Style on Teacher Job Satisfaction 88

5.2.5 Job Satisfaction of Teachers 89

5.3 Summary of the Findings 90

5.4 Conclusion 94

5.5 Recommendations 96

5.6 Suggestions for Future Studies 97

REFERENCES 98

APPENDICES 111

APPENDIX I: LETTER OF TRANSMITTAL 111

APPENDIX II: TEACHERS' QUESTIONNAIRE 112

APPENDIX III: CONSENT FORM FOR INTERVIEW RECORDING 116

APPENDIX IV: INTERVIEW SCHEDULE FOR HEAD TEACHERS 117

APPENDIX V: LIST OF INTERNATIONAL SCHOOLS IN NAIROBI COUNTY THAT HAVE BEEN IN EXISTENCE FOR OVER 5 YEARS, IN 2021 (2340 TEACHERS) 118

APPENDIX VI: INTRODUCTION LETTER FROM AFRICA NAZARENE UNIVERSITY 119

APPENDIX VII: RESEARCH LICENSE FROM NACOSTI 120

APPENDIX VIII: MAP OF KENYA SHOWING NAIROBI COUNTY 122

APPENDIX IX: MAP OF NAIROBI COUNTY SHOWING THE LOCATION OF THE INTERNATIONAL SCHOOLS 123

LIST OF TABLES

Table 3.1: Sample Size Distribution 50

Table 4.1: Age, Gender, and Level of Education of the Respondents 57

Table 4.2: Teachers' Response to Head teachers' use of Democratic Leadership Style . 60

Table 4. 3: Teachers' Response to the Head teachers' use of Autocratic Leadership Style 63

Table 4. 4: Teachers' Response to the Head teachers' Use of Laissez-Faire Leadership Style 66

Table 4.5: Teachers' Response to the Head teachers' Use of Transformational Leadership Style 69

Table 4.6: Descriptive Statistics of Responses on Job Satisfaction 71

Table 4.6: Pearson's Correlation Test of Democratic Leadership Style on Teacher Job Satisfaction 74

Table 4.7: Pearson's Correlation Test of Autocratic Leadership Style on Teacher Job satisfaction 76

Table 4.8: Pearson's Correlation Test of the Laissez-faire Leadership Style on Teacher Job Satisfaction 77

Table 4.9: Pearson's Correlation Test of Transformational Leadership Style on Teacher Job Satisfaction 78

Table 4.10: Pearson's Correlation Test on Job Satisfaction of the Teachers 80

LIST OF FIGURES

Figure 1.1: Conceptual Framework illustrating the effects of leadership styles on job satisfaction among teachers. 17

Figure 4.1: Headteachers Self- Perception of their Leadership Styles..... 72

ABSTRACT

Headteachers employ a range of leadership styles that directly or indirectly affect the job satisfaction of the teachers. However, there is a debate among scholars about which leadership style is the most effective for job satisfaction. The purpose of this thesis was to investigate the effects of leadership styles on the job satisfaction of teachers in selected international schools in Nairobi County, Kenya. The research objectives were to examine the effects of democratic leadership style; to assess the effects of autocratic leadership style; to determine the effects of laissez-faire leadership and to establish the effects of transformational leadership style on the job satisfaction of teachers in selected international schools in Nairobi County. Democratic theory, autocratic theory, laissez-faire economics theory, and transformational leadership theory drove the research. The descriptive survey research design was used in this study. In Nairobi County, the study targeted 32 head teachers and 2340 teachers from 32 International schools. The study included 9 head teachers and 330 teachers who were chosen using purposive sampling. Data was acquired through interviews with head teachers and questionnaires from teachers. Pilot testing was carried out in one neighboring international school in Kiambu County to determine the reliability and validity of research tools. The university supervisors scrutinised the content and conducted pilot testing to ensure its authenticity. The data were analysed using both inferential and descriptive statistics. Percentages, frequencies, standard deviations, and means were employed as descriptive statistics, while Pearson's Correlation Analysis was utilised to evaluate the four hypotheses. For interpretation, qualitative data was organised into broad topics. However, to preserve the power of the participants' spoken words, some qualitative data were used verbatim. According to the findings of the study, leaders in international schools used all four types of leadership depending on the situation. However, each leadership style had a varied impact on teachers' job satisfaction. Teachers' job satisfaction was unaffected by autocratic leadership. Democratic leadership, as well as transformational leadership, had a favorable substantial effect on job satisfaction. Laissez-faire was rarely used, but where it was, it had a strong beneficial impact on job satisfaction. According to the findings, 60% of the head teachers used transformational leadership styles as well as Laissez-faire and autocratic leadership styles, against 83% who applied the democratic leadership style. The study's principal recommendation is that the head teachers should be trained in the various leadership styles and, when appropriate, to guarantee that teachers are motivated and content with their work, and most importantly, to adopt and maintain transformational leadership in their schools. Headteachers would benefit from the study since it will provide valuable input on the effects of leadership style on the job satisfaction of teachers at international schools in Nairobi County.

DEFINITION OF TERMS

Autocratic leader: According to Manner (2017), an autocratic leader is someone who exhibits aggressive, manipulative behavior and a dark-triad personality feature. Support personnel can be allies or opponents of autocratic leaders, who can help or impede their efforts to improve their social position.

Authoritarian leadership: This type of leadership can also be referred to as autocratic leadership. According to De Hough, Greer, and Hartog (2015), this is a kind of governance in which the leader has complete control over the entire organization.

Democratic leadership: This is also referred to as participative leadership. It is a leadership style that emphasizes the importance of leaders and their subordinates collaborating to facilitate the free flow of ideas (Munir and Iqbal, 2018).

International School: An international school is a school that promotes international learning in an international setting, either using a course such as Edexcel's, the International Baccalaureate, International Primary Curriculum, or Cambridge Assessment International Education or using a national course not the same as that of the school's home country's curriculum (Garcia-Moreno, 2019).

Job satisfaction: Is described as a positive emotional status from the standpoint of a job or work experience (Ratican, 2020).

K-12 teacher: A teacher who is assigned to teach students in kindergarten through grade 12, ranging in age from five to eighteen years old. It is primarily used in American classrooms (Garcia-Moreno, 2019).

Laissez-faire leadership: This is a style of leadership in which the leader is hands-off and allows team members to make decisions (Cherry, 2019). The leader has little faith in her supervisory

abilities, lacks defined objectives for what should occur, and refuses to assist the group with any decision-making, thereby delegating all work to the support personnel.

Leadership: Is defined by Khalil and Kelly (2020) as a dynamic course in which one person inspires others to contribute willingly to the understanding and achievement of the goals towards a common purpose.

Leadership Style: The pattern of behavior demonstrated by leaders while working with and through others is referred to as their leadership style (Mwesigwa, Tusiime & Ssekiziyivu, 2020)

Motivation: This is a force that persuades people to act to attain their goals. An individual's level of motivation varies from one person to the next; for example, each person has various beliefs and behavior (Abdullah, 2020).

Principal: According to Kimathi (2017), the principal is a school management and leader.

Transformational leadership: Is a leadership style that involves making changes to societal institutions and individuals. These leaders instill valuable and good change in their followers to convert them into leaders (Nugroho, 2020).

LIST OF ABBREVIATIONS AND ACRONYMS

A-Levels	Advanced level qualifications (known as A Levels) are subject-based credentials that could lead to university, supplementary study, training, or work.
BTEC	Business and Technology Education Council.
CIE	Cambridge International Examinations United Kingdom
HEI	Higher Education Institutions
IGCSE	International General Certificate of Secondary Education
ISC	International Schools Consultancy
KEMI	Kenya Educational Management Institute
LBDQ	Leader Behaviour Description Questionnaire
MOEST	Ministry of Education Science and Technology
MLQ	Multifactor Leadership Questionnaire
OECD	The Organisation of Economic Co-operation and Development.
OLC	Organisation Learning Culture
PWC	PricewaterhouseCoopers
SDT	Self Determination Theory
SEM	Structural Equation Modelling
SMT	School Management Team
SPSS	Statistical Package for Social Sciences
TALIS	Teaching and Learning International Survey is an international, across-the-board appraisal of tutors, school leaders, and the learning setting in schools.
TSC	Teachers Service Commission

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter explains the background of the study and the problem statement. It also includes the study's purpose, objectives, hypotheses, significance, scope, limitations, delimitations, and assumptions. The theoretical and conceptual frameworks are also defined and discussed.

1.2 Background of the Study

According to the International Schools Consultancy, international schools cater largely to pupils who are not residents of the host country, such as the children of the international company employees, international establishments, foreign consulates, missions, or evangelist courses (ISC Research, 2020). Cambridge International Examinations (CIE), which offers both the International General Certificate of Secondary Education (IGCSE) and International Baccalaureate (IB), is part of the international curriculum. Pearson Edexcel also offers IGCSE, International A-Levels, and BTEC vocational courses, as well as curriculum and programs to prepare students for them.

International schools provide an international and portable curriculum geared toward global citizenship (Hughes, 2020). It was birthed in Switzerland as an outgrowth of the League of Nations (Hill, 2001). Most international schools share the use of English as a language of instruction and the promotion of international mindedness (Bailey, 2021). International schools are also powerful structures that are either self-governing or managed by members of a chain of schools that engage in broader local and worldwide

connections. They gain from a modernization and neo-liberalization climate in several countries. They are part of a well-organized system that offers a wide range of services and prepares students to enter the workforce in the future (Kim, 2019). They are classified as elite, with tremendously different populations that are socially and culturally stratified.

For any sort of Organisation, the global market presents unanticipated obstacles. Organizations with a challenging, effective, and powerful leadership style can accept a variety of obstacles. This is because the attitude of the personnel regarding the job is affected by the leadership of the organization. In this modern-day, the role of the leaders has evolved, and the success of an organization is determined by the leadership style used (Riaz, Arif, Nisar, Ali & Sajjad, 2018). As a result, leadership, and job satisfaction are critical in attracting and retaining outstanding personnel. For example, there were 7 million job openings in the United States as of November 30th, 2019 (Department of Labor, 2020). During the same period, 5.6 million Americans resigned from their jobs to work for other companies at the same time. The need for talented employees is at an all-time high. This pattern reflects job dynamism, making it critical to comprehend leadership's job satisfaction relationship (Ratican, 2020). According to the findings of Erawan, Agung, and Martin (2018), leadership has a positive and significant impact on employee performance and job satisfaction. According to the result of the poll, there were no preferred leadership styles, which ranged from democratic, transformational, laissez-faire, and autocratic to transactional, but the leadership style employed relied on the current scenario (Ratican, 2020).

Job satisfaction has been a priority area for reducing teacher attrition internationally, according to Carve-Thomas, Kini, and Burns (2020). If teachers are dissatisfied, then they will seek employment in fields that provide them with satisfaction. Teacher attrition and turnover are the leading causes of teacher shortages around the world. For example, between 2016–2017 and 2017–2018, it was reported that 9% of California teachers departed the state's public school system. Almost all the demand for new teachers is driven by attrition. Most of this attrition according to the national estimates happens when early and mid-career teachers quit, owing to dissatisfaction with their jobs or the profession. Retirements account for only one-third of attrition. Teachers that are unhappy with their work will be unhappy with their lives, which will lead to poor teaching performance (Bachtiar, Sudibjo, & Bernarto, 2018). According to Weiss, Kammeyer- Muller, and Hulin (2017), job satisfaction is a pleasant and hopeful emotion that arises from the evaluation of a person's work experience based on employees' perceptions of how they perform, and the tasks assigned to them.

An investigation was done by Mufti et al. (2019) on the impact of the leadership styles on the psychological empowerment of the frontline employees and how it affects their levels of job satisfaction in Pakistan. The study on the Non-Governmental organizations (NGOs) operating in Pakistan's two major cities (Islamabad and Peshawar) established that transformational leadership had a considerable impact on job satisfaction with psychological empowerment acting as a mediating component. When Adams and Velarde (2020) looked at the several types of leadership styles used in international schools in Malaysia's culturally varied environment, they discovered that the transformational leadership style was the most common. The school leaders had established procedures for

establishing a shared mission and vision through the core values, curriculum, and co-curricular activities.

In her study of the Tetu district, Oriha (2018) discovered that the head regularly applied a laissez-faire and democratic leadership style. Teachers appear to be content with their employment when heads engaged in a democratic style of leadership, according to the research. Albugami (2020) found that head teachers who follow laissez-faire and authoritarian leadership styles demotivate preschool teachers. When the head principal adopts democratic and transformational leadership styles, however, these instructors become motivated and inspired.

There are a variety of difficulties that contribute to a lack of job satisfaction globally. One of the most pressing issues in the United States is the disparity in the classroom time spent on real tutoring and learning between schools with different socioeconomic backgrounds (Talis, 2019). Most teachers in England are quitting their jobs. Teachers become unsatisfied with their careers when their motivation is poor owing to a lack of freedom to execute their responsibilities. In today's world, there is a significant increase in book-keeping and data entry. Tutor capacity is just insurmountable, owing to the current ineffective accountability structure in educational institutions.

In Chile, 24 percent of teachers said they would like to stop instructing in the next five years (Talis, 2019). This is linked to high levels of work-related stress and a stressful atmosphere. Excessive management work is a source of stress for them at work. Teachers oversee administrative responsibilities, student accomplishment, and an excessive amount

of grading. Teachers in Japan are eager to change, according to the OECD (2020), because of the low satisfaction created by the current work environment (Talis 2018), where 19 percent of teachers reported that having too many managerial jobs is a source of stress at work.

According to Nick Kelly (2019), teachers in Australia are being set up to fail if they are not well prepared for the job and supervised as well. In some places in South Africa, professional development is lacking (Talis 2019). Developing progressive ICT skills is one area where tutors throughout the OECD say they need more training, in addition to teaching in multilingual/multicultural settings and coaching students with special needs. Teachers' dissatisfaction in Kenyan British National Curriculum learning institutions has been attributed to factors such as a lack of resources and opportunities for professional progress (Makokha, 2014). Learners are required to receive good grades from their teachers. They must ensure that students are fully engaged in their studies. Teachers must deal with unnecessary stress from parents who do not value the important work they do. School administrators have occasionally been unable to defend their staff, forcing them to deal with irritated and angry parents who do not value their efforts, adding to the level of stress in these educational institutions. Many of the pupils that attend these educational institutions come from wealthy families (Poole, 2018). As a result of the character of the children they work with, tutors are intimidated when dealing with discipline concerns.

Educational leaders play an important role in influencing the next generation. According to Bozdoan and Aksoy (2020), heads of schools must tolerate a heavyweight of accountability if they want their schools to flourish, as they are no different than

organizational executives. Imende, Maureen, Gogo, Thomas, and Olel (2020) all agree with these sentiments. Schools also require leaders with leadership styles who have a significant impact on the attitudes of the institution's employees. As a result, the success of an institution is determined by the leadership style selected by its leaders. Good leadership styles are a vital component of successful productivity efforts (Torres, 2019). Democratic, autocratic, laissez-faire, and transformative leadership styles are among the leadership styles in use.

According to Munir and Iqbal (2018), a democratic approach to leadership, also known as participative leadership, encourages employees to participate in the decision-making process in the learning institution. The autocratic leadership style, also known as the authoritarian leadership style, is a management technique in which one leader can make decisions without input from others (Shi, Yu & Zeng, 2020). The Laissez-faire leadership style gives their subordinates the authority to make decisions about their job. According to Serah and Khurram (2018), the laissez-faire leadership style happens when institutional administrators lack the essential authority over their personnel. Employee job satisfaction is influenced by transformation leadership through learning and innovation. Bernarto, Bachtiar, Sudibjo, Suryawan, Purwanto, and Asbari (2020) believe that transformation leadership is characterized by positive behavior such as motivating teachers to solve problems in their daily lives, providing a solution by giving instructions or ideas when a teacher is frustrated and having difficulties at work, and so on.

1.3 Statement of the Problem

Several studies have found that teachers are dissatisfied with their jobs, which has resulted in increased teacher attrition in schools. According to Ovenden-Hope and Passy (2020), finding and retaining qualified teachers is a challenge that contributes to the shortage of teachers. The reason for this is that international schools all over the world are competing with other local schools for survival in the market. This has driven some international schools, such as those in China, to go to extremes to sell their schools. For example, the rise of background promotion projects has been designed to strengthen the application of elite university aspirants (Chen, 2020). As a result, the instructor is compelled to labor under duress to ensure that the criteria are met. Most elite schools that were founded within a national framework have been internationalized in recent decades to cope with the changing conditions of society in this postmodern era and to remain competitive in this highly competitive educational market (Garcia-Moreno, 2019). In Africa, similar competitiveness can be seen, with Kenya as one example (Nderitu, Chui, & Edabu, 2020). When the stakes for the school are high, teachers are compelled to strive even harder to fulfill the goals. As a result, teachers who are unable to meet the challenge are compelled to leave those institutions. Additionally, In Kenya, poor administrative support, job dissatisfaction due to the location of the school, poor salaries, family engagements, and discipline problems, are some of the reasons why teachers leave the profession (Mabeya, Gikuhi & Ntabo, 2019).

With all the above issues being identified, leadership takes the center stage. The focus on leadership for learning has been related to the notion of the headteacher's responsibility (Sleiman, 2020). In today's international school discourse, however, a headteacher is a

dynamic communicator in all forms who generate higher enrollment rates, establishes partnerships with the community as well as local and global stakeholders, and guarantees that the schools progress from great to great (Doyle, 2019). The gleaming profile in a well-designed brochure or on a well-designed website does not tell the entire story. The truth is that leading an international school is a more difficult job than it appears. While these schools promote democratic ideas and encourage international-mindedness and global citizenship, most of them are privately or corporately owned and part of a global network. Their market agendas may spark a leadership challenge, which will exacerbate other problems. International schools have become an appealing career choice for an already big and steadily expanding number of educators who value stability and security (Rey, Bolay & Gez, 2020). The current growth pattern is moving toward a more planned, mature, and interdependent "organic solidarity" mode of activity (Bunell, 2020), with schools increasingly belonging to chains in addition to networks of schools (e.g., GEMS Education) and catering to the local population, is distinct from the previous scenario. Relevant problems that may have an impact on teachers' job happiness have been discussed. They did not, however, investigate the function of the headteacher and his or her leadership style in dealing with those challenges, which has an impact on teacher job satisfaction. The purpose of this study is to see if the leadership styles of head teachers affect teacher work satisfaction in a sample of international schools in Nairobi County because the headteacher plays such an important role in the school.

1.4 Purpose of the Study

The purpose of this study was to investigate the effects of leadership styles on job satisfaction of teachers in selected international schools in Nairobi County, Kenya.

1.5 Research Objectives

The following objectives guided this research:

(i) To examine the effects of democratic leadership style on job satisfaction of teachers in selected international schools in Nairobi County.

(ii) To assess the effects of autocratic leadership style on job satisfaction of teachers in selected international schools in Nairobi County.

(iii) To determine the effects of laissez-faire leadership style on job satisfaction of teachers in selected international schools in Nairobi County.

(iv) To establish the effects of transformational leadership style on job satisfaction of teachers in selected international schools in Nairobi County.

1.6 Hypotheses of the Study

The following null hypotheses drove the research:

$H0_1$: There is no statistically significant effect of democratic leadership style on job satisfaction of teachers in selected international schools in Nairobi County.

$H0_2$: There is no statistically significant effect of autocratic leadership style on job satisfaction of teachers in selected international schools in Nairobi County.

$H0_3$: There is no statistically significant effect of laissez-faire leadership style on job satisfaction of teachers in selected international schools in Nairobi County.

$H0_4$: There is no statistically significant effect of transformational leadership on job satisfaction of teachers in selected international schools in Nairobi County.

1.7 Significance of the Study

According to Simon and Goes (2013), the significance of the research is determined by how it impacts or benefits others, either partially or completely. The outcomes of this study may aid in making heads of learning institutions more aware of their leadership styles and expanding their leadership skills to support teachers in appropriately handling the increased demands placed on them, therefore increasing degrees of teacher job satisfaction. The findings could also help the Teachers Service Commission (TSC) and the Ministry of Education Science and Technology (MOEST) improve teachers' working conditions and terms to increase their level of job satisfaction.

Similarly, the findings could be beneficial to the Kenya Educational Management Institute (KEMI), which trains school administrators on the best leadership styles for schools. They could use the research findings to identify scopes that require remedial actions when developing management curricula for school administrators to improve the leadership style of head teachers.

The Ministry of Education might profit since an appropriate leadership style in schools would develop a sense of acceptance and belong to the school procedures, head teachers, and teachers working toward institutional goal achievement. The findings of the study could encourage a good relationship between head teachers, teachers, and learners at international learning institutions, whether through authoritarian, democratic, transformational, or laissez-faire leadership styles. The study may aid other scholars in this field in determining the areas that require more investigation to fill knowledge gaps and add to the pool of currently available knowledge.

1.8 Scope of Study

The geographical scope and methodological border within which the research operates are the scopes of the research (Akanle et al., 2020). The research was limited to international schools that had been in operation for at least five years across four levels of school education: kindergarten, primary, junior high, and senior high. These schools are many and close together in Nairobi County. As a result, the researcher was able to gather sufficient data for the study. The information was gathered from nine international schools in Nairobi County. There were 9 head teachers and 330 teachers involved. According to Babbie (2014), the study used a descriptive survey study design to establish conditions or existing relationships, established practices, continuing processes, held views, or developing trends. However, because this was a non-experimental design, the causal effect could not be determined.

1.9 Delimitation of Study

The study's delimitations are the boundaries established by the researcher through deliberate exclusionary and inclusionary decisions about the topic of interest (Ross, Bibler, & Zaidi, 2019). The researcher has complete control over the delimitations. This research was conducted at nine international schools in Nairobi County. To deliver the information, it exclusively focused on the headteachers and teachers in Nairobi County schools that satisfied the criteria outlined above.

1.10 Limitations of the Study

According to Theofanidis and Fountouki (2019, limitations refer to conditions beyond the investigator's control that may limit the research's conclusions and their application to other situations. Teachers tended to overrate or underrate the headteacher's leadership style and job satisfaction on the teacher's questionnaire, which included self-evaluation items. Sharma (2008) claims that people tend to overrate themselves on liked attributes while underrating themselves on unfavorable traits. To counteract such patterns, the researcher told the participants that the study's sole purpose was academic and that their identity and confidentiality would be maintained. In addition, the information gathered was triangulated using the headteacher's interview schedule.

1.11 Assumptions of the Study

As defined by Simon (2011), assumptions are essential beliefs or declarations made by the investigator, although they cannot be verified realistically. The following assumptions were used to guide the research: All heads of schools embraced leadership style in the management of international learning institutions, leadership style embraced by heads affected job satisfaction in international schools, respondents had the information sought by the researcher and provided the researcher with honest information, respondents provided true information free of external influence, and prospective respondents cooperated with the research team.

1.12 Theoretical Framework

The study of philosophies formulated to define, forecast, and comprehend an occurrence is referred to as a theoretical framework. A theory is a set of correlated accounts that

specify the nature of relationships between variables in a systematic and ordered manner (Green, 2014). The democratic leadership theory, autocratic leadership theory, laissez-faire economics theory, and transformational leadership theory guided the research.

1.12.1 Democratic leadership Theory

The democratic theory is about the popular rule (Held, 2006). This theory proposes that everyone should govern in such a way that everyone is active in legislation, deciding on general policy, administering the government, and enforcing laws. Everyone has a say in how general legislation and policy problems are decided. Leaders are chosen and held responsible for the people they lead. Leaders are their spokesmen, and they should act in their followers' best interests.

According to Woods (2020), democratic leadership is a leadership style that a headteacher can use to make others, such as staff and pupils, feel heard and involved. A democratic leadership perspective promotes not only power-sharing and changing the conversation to increase understanding (rather than encroaching on people's existing views as well as self-interests), but also holistic learning as well-rounded, ethical citizens of the organization as well as relational well-being through a community that fosters both belonging and individuality. Rich democratic leadership develops a sense of agency across the school and overcomes power asymmetries, so democratic leadership becomes a shared, collaborative process in which all co-leaders actively contribute to school improvement and life. Facilitating structures such as a culture that values inclusive participation as well as institutional places and resources that allow power-sharing, transformative discussion, and the development of holistic learning and interpersonal well-being come from and are

demonstrated by democratic leadership. Democratic leadership necessitates both (enabling) frameworks and (participative and empowering) agency.

1.12.2 Autocratic Leadership Theory

Harness (2018) refers to the autocratic leadership theory as the authoritarian leadership theory, which requires taking authority of a group in the same way as a dictator might take the power of a country. An authoritarian leader will ignore the advice of her employees and make all high-level decisions on her own. While autocratic leadership is not ideal in most scenarios, it can be useful in high-stakes situations that necessitate quick choices or in companies where entry-level employees require extensive training.

When the work environment is stressful, authoritarian leadership is beneficial because individuals may focus on their specific responsibilities instead of making complex decisions since those decisions will be dealt with by the group's leader. Experienced teachers will frequently reject to work under a boss who employs authoritarian leadership techniques. This stems from their perception that their knowledge is overlooked, their skills are neglected, and their abilities are undervalued. Authoritarian leadership, on the other hand, is frequently effective in departments where several teachers are new to the profession, require guidance, and have few new or useful ideas to offer to workplace problems.

1.12.3 Laissez-Faire Economic Theory

Laissez-faire economics theory as postulated by Amadeo (2020) is a theory that limits government intervention in the economy. It claims that when the government's sole

purpose is to preserve people's rights, the economy is at its best. Laissez-faire means "leave us alone" in French. To put it another way, let the market run its course. The rules of supply and demand will efficiently direct the creation of products and services if they are left alone. In a laissez-faire economy, the government's sole function is to avoid coercion against individuals.

Laissez-faire leadership, according to Wellman and LePine (2017), is a passive kind of leadership in which all power is given to the teachers. The headteacher leads indirectly and has no authority over the school's power; he or she does not define any goals or objectives, nor does he or she make any decisions. The headteacher delegated authority to the instructors and allowed them to make their own decisions. This means that this leadership style can be effective if the personnel is well-motivated and experienced. The laissez-faire leadership style can cause failure when teachers are unreliable, dishonest, and deceptive. This type of non-leadership is interpreted as a lack of concern for other issues by the headteacher (Wellman & LePine, 2017).

1.12.4 Transformational Leadership Theory

Burns proposed the transformational leadership theory in 1978. The four scopes of transformational leadership theory are all perfectly effective. Individual consideration, rational inspiration, and inspirational motivation lead to performance beyond expectations theory Burns embodies the transformational leadership theory model (1978). Transformational leadership theory has been shown to have a considerable impact on JS in empirical studies. According to the belief, because leaders do not labor for personal benefit, they are always able to get a high level of output from their followers. The leader

also empowers followers by giving them inspirational missions that allow them to achieve institutional goals that are greater than their self-interest while also improving institutional performance (Kalkan et al., 2020). A leader can use transformational leadership to affect change in both people and institutions. These characteristics give a compelling vision and leadership and inspire organizational followers by addressing their requirements and making them innovative while also challenging the status quo and motivating staff.

The four results are achieved through four different leadership processes (Bass, 1985). Leaders raise followers' conscience levels on what is vital to the institution and its associated importance to the desired results; how the outcomes will be attained, as part of these four leadership processes. Leaders incentivize supporters to go beyond their egocentricities for the sake of the institution by presenting challenges and allowing them to solve problems, offer solutions, challenge the status quo, and demonstrate care for their individual needs. They also try to excite and inspire their followers so that they can stay focused on the goal, which is the organization's goals, and the methods for achieving the intended outcomes and results. If this is achieved, employees, particularly those in international schools in Nairobi County, will become motivated and perform above expectations.

1.13 Conceptual Framework

A conceptual framework is a research tool that includes several variables with specified correlations (Kothari, 2014). The goal of conceptual frameworks is to make study findings more significant and satisfying while also allowing for generalization. To make conceptual discrepancies and form notions, the conceptual framework is used. A dependable

conceptual framework captures real study topic ideas in a way that is simple to apply and recall.

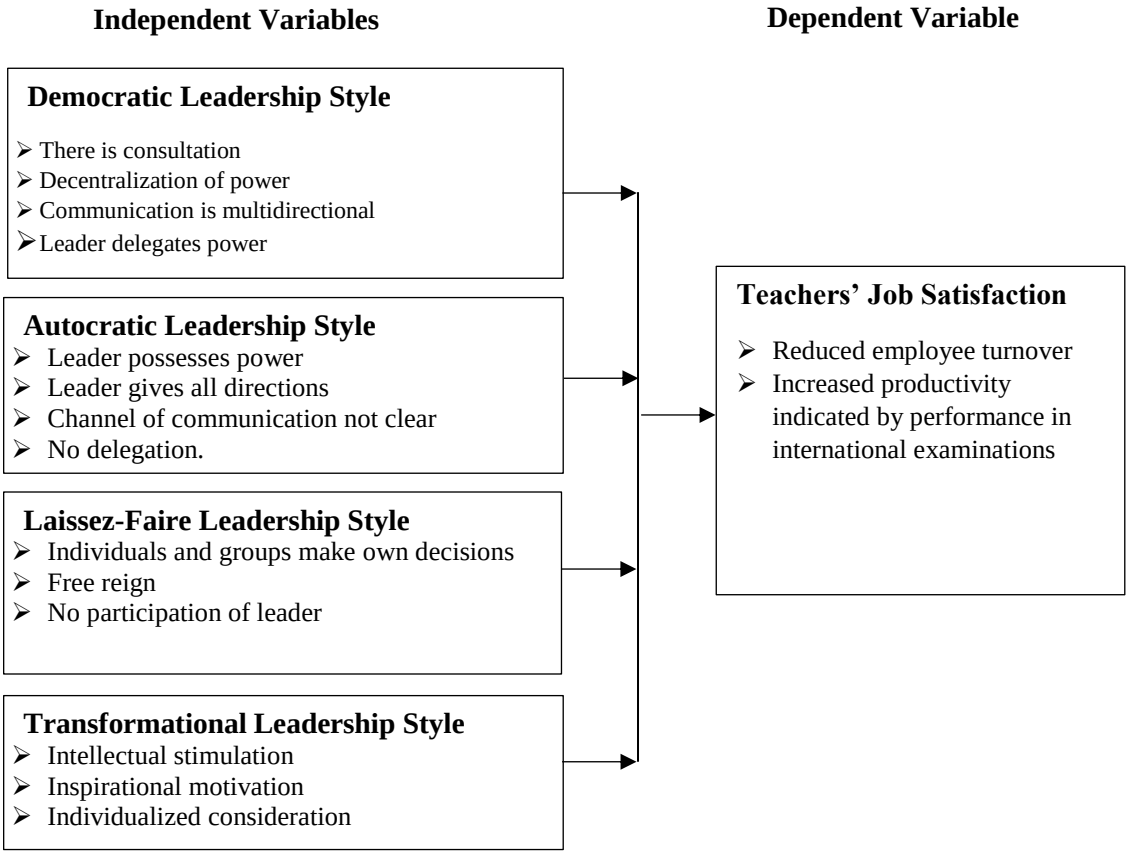


Figure 1.1: Conceptual Framework illustrating the effects of leadership styles on job satisfaction among teachers

The conceptual framework depicts the link between the leadership styles of the head teachers and the job satisfaction of the teachers. The framework displays a variety of leadership styles with varying impacts as well as the job satisfaction of the teachers. First, the main input variable is the democratic leadership style where the headteacher consults the teachers for their input. Headteachers decentralize powers. Communication is multi-directional, and the head teachers delegate power. Autocratic leadership style is another variable where the headteacher possesses the power. The headteacher gives all the

directions, and the channels of communication are not clear. An autocratic leader does not delegate power. The Laissez-faire leadership style is another input where the headteacher allows individuals and groups to make their own decisions, there is free reign and there is no participation of the headteacher. Lastly, the transformational leadership style involves intellectual stimulation, inspirational motivation, as well as individualized consideration.

The outcome of these leadership styles can either cause job satisfaction where there is reduced teacher turnover, and increased productivity indicated by performance in international exams, or job dissatisfaction. Therefore, there is a need for highly effective head teachers with the enthusiasm to ensure improved job satisfaction for the teachers and the role of leadership in meeting the needs. Principals should employ a balanced approach to leadership, particularly where teachers are expected to perform tasks (Kimathi, 2017). The current study embarked on investigating the effects of leadership styles on job satisfaction of teachers in selected international schools in Nairobi County.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter assesses the relevant literature considering the research problem. The chapter begins with an overview of the concept of leadership styles on teacher job satisfaction, followed by a review of the empirical literature relevant to the study. The empirical literature appraisal is as per the research objectives. Finally, the chapter concludes with a summary of the evaluated literature as well as a discussion of research gaps.

2.2 Leadership Styles and Teachers' Job Satisfaction

Leadership comes from “the word lead which contains the meaning of directing, fostering, regulating, guiding, showing, and influencing” according to Whales et al. (2021). A quality, habit, temperament, character, or attitude that identifies a leader when engaging with others is known as a leadership style. It is a pattern of behavior used by a leader to persuade people to collaborate to achieve the company's objectives (Whales et. al., 2021). Currently, most school administrators have difficulty identifying which leadership style is the right one to use in their administration (Lee & Mao, 2020). This suggests that leaders may assist in clearing up the uncertainties caused by the overlap of tasks in work practices, command, control, and administration at the highest level of management by implementing effective leadership practices. According to Kalkan et al., (2020), lots of activities happen in schools, sustainable leadership is of paramount importance.

Job satisfaction plays an important role in ensuring good performance in learning institutions (Abayomi, 2020). It can help develop creativity and improve the job

experience and organizational outcomes of teachers (Abidakun & Ganiyu, 2020). The presence of job satisfaction increases personal efforts, improves communication skills and teachers' abilities, and increases teachers' retention, thus, contributing to the growth of the school (Ali et al., 2018). Many factors can either promote satisfaction or dissatisfaction in international schools, and one such factor is inappropriate leadership style. Many educational institutions have ineffective leaders who lack knowledge on how to motivate their employees (Andrzej, Marzena, & Aleksandra, 2019). Hence, lack of attention to the motivation issue has led to some negative outcomes such as employee turnover, absenteeism, dissatisfaction, and inappropriate behaviors when interacting with other personnel in the organization (Barasa & Kariuki, 2020). Furthermore, job satisfaction can also be linked to many other external factors such as leadership styles, which can affect the perceptions and attitudes of the employees about their work (Batugal & Tindowen, 2019).

According to Lopes and Oliveira (2020), leadership is critical for an organization's development, although leadership styles differ between businesses and establishments. Leadership style is different depending on the situation. Many leaders tailor their leadership style to the institute's mission and working environment. In the education sector, for example, teachers who have worked with the same leader for a long time are more likely to be capable of working closely with that leader. Teachers get satisfied with their heads and their leadership style, and this long-standing partnership may improve the teachers' and head teachers' levels of satisfaction (Budiasih et al., 2020).

Additionally, Adams and Velarde (2020) investigated the leadership styles of international school leaders in Malaysia's heterogeneous cultural setting. This provided an opposing viewpoint to what was discovered by Budiasih et al. (2020). They used a qualitative approach involving interviews with four school administrators to find viewpoints on ethnic diversity. They also used field notes from observation and studied documentaries from three different foreign schools. The authors observed a situation in which the relationship between the head's leadership style and the teacher's job satisfaction was not as important in a school setting. Teachers were the least satisfied with the financial aspect of tutoring and the most satisfied with their colleagues in specific situations. However, this study only looked at four school leaders, which was a tiny sample size. More leaders, as well as other people who operate in that atmosphere, such as instructors, should have been included in the study. They also used the observation method, which meant that each observer's perspective of what they saw was unique. They should have coupled their investigation with different data-gathering strategies. Finally, they looked at the documentaries produced by the three schools. All schools will produce a documentary that only shows the positive aspects of the institution, so other negative aspects may go unnoticed. White and McCallum (2020), on the other hand, found no evidence that job satisfaction was linked to the head's leadership style. Rather, teachers' job satisfaction was linked to the teachers' general approachability, cordiality, support, and understanding. Job satisfaction was also influenced by the personality traits of the followers. This is in line with Torres (2019), who claims that leadership theory should be based on circumstances and follower individuality rather than a general style.

The study looked at the impact of leadership style on teacher job satisfaction in learning institutions and was piloted in China (Poole, 2018). In China, structural equation modeling (SEM) was used to show the link between headmasters' leadership style and teacher job satisfaction in secondary and primary schools. Questionnaires were distributed to teachers at 180 elementary schools, 172 secondary schools, and 187 high schools in the Chinese province of Xinjiang. According to research by Poole (2018), there was a significant positive association between leaders' leadership style, teacher job satisfaction, and decision-making style. As a result, the most important finding of this study is that the connection between leadership style and teacher job satisfaction is prompted by an engaging decision-making style. To be capable of promoting teacher job satisfaction in the learning institution, a leadership style should be supplemented by a decision-making style, whereas in old-style management simulations, writers typically blended the leadership styles and decision-making into a single style, overlooking the significant part of decision making as an autonomous procedure (Poole, 2018).

Furthermore, Anastasiou and Garametsi (2020), conducted another study at secondary schools in Greece's northwestern region. They looked at the teachers' perspectives on the priorities for good school management in terms of age and job experience. It involved public and private secondary schools in Loannina, the prefecture's capital, and largest city. More than 300 questionnaires were issued to 32 schools, with around 165 being returned, or 54.99 percent. The teachers' job satisfaction, teamwork, and collaboration with the principal were all assessed using the Likert five-point scale. Collaboration with the principal and teamwork were highlighted as priorities in good school management by the teachers. When comparing public and private schools, it was discovered that private

schools placed more emphasis on job satisfaction, teamwork, and collaboration with the head of school. Teachers expect school administrators to promote a positive working atmosphere, according to the research (Anastasiou & Garametsi, 2020).

In Ho Chi Minh City, Vietnam, Thuy, Thi, Van, and Ngoc (2020) investigated the influence of transformational leadership and employee job satisfaction in changing employees' commitment to an enterprise. They concentrated on post-merger businesses in the retail and pharmaceutical industries. A linear regression model was used to analyze a survey sample of 381 employees. Recruits were not included in the poll. The survey was to be completed by employees during their working hours. The findings suggested that transformational leadership was linked to both commitment and job satisfaction. Thuy et al. (2020) discovered that businesses must continue to use the transformational leadership approach. As a result, employees' job satisfaction and job commitment to organizational transformation improve.

Additional research was conducted by Cubay (2020) on the leadership style of public secondary school administrators, power bases, and employee job satisfaction in the Philippines. It was carried out in the province of Bohol's First Congregational District. To acquire data, the researchers used descriptive correlation analysis and questionnaires. Respondents were 35 administrators from public secondary schools and 214 teachers. The data revealed that the administrators' leadership style and the teachers' job satisfaction had a substantial link. Furthermore, the researcher discovered that the administrators' perceptions of their leadership styles differ significantly from the teachers' perceptions of

the administrators' leadership styles. As a result, it was established that instructors were content with their jobs independent of the administrators' leadership style (Cubay, 2020).

A study was conducted by Mefi and Asoba (2020) in the Eastern Cape Province of South Africa. They looked at leadership and job satisfaction in knowledge-based institutions, with a particular focus on heads of departments at universities. In the qualitative research, the case study design was adopted, which entails the use of a typical unit, entity, organization, or community. The study focused on Higher Education Institutions (HEI) that were not among South Africa's top ten institutions. The HEI was chosen at random. The academic personnel at these HEIs were all targeted. The academic staff's contact information was acquired from the internal telephone directory through the Human Resource department. The sampling method utilized was non-probability, and all 80 members were included in the sample. A Likert-type questionnaire was used to collect data for the study. The findings revealed that the relationship between leadership and job satisfaction was non-linear in the sense that it could only be understood in the context of a systematic approach that took various aspects into account. The respondents' tendency to align with the choice of neutral response, indicating that other considerations triumphed, demonstrated this. Other characteristics that appeared to be important in defining the sort of leadership-employee employment connection include autonomy to use innovative work approaches, acknowledgment and praise, colleague interactions, job security, and the leader's relationship with the support staff. As a result, the relationship between leadership styles and job satisfaction is convoluted and can only be understood in the context of a system of other complex elements, rather than being fully stated in linear terms.

Ineffective leadership practice exists regionally due to a lack of leadership support and the evolving roles of school managers, administrators, and leaders, which is a major reason for teachers' lack of motivation and job satisfaction (Tshidi, 2020). According to research conducted in Botswana by Tshidi (2020), several issues are being faced because of advancements in the education system. This is due to a variety of obstacles posed by technical improvements, political issues, and socioeconomic shifts. As a result, the government has been obliged to reconsider the leadership, management, and administration systems used in schools. Not only were the leaders given increased responsibilities in terms of planning, but also in terms of recruiting and mentoring the personnel. As a result, the leader must apply various solutions to various challenges, forcing them to strike a balance between management, leadership, and administration. Employee unhappiness can be caused by a lack of correct balance (Tshidi, 2020). According to Albugami (2020), teacher dissatisfaction has an impact on the effectiveness of classroom teaching, which leads to student achievement. Teachers' connections with school administration are a key component in work discontent and a major driver of teacher turnover, which is a result of ineffective leadership, posing serious issues to an educational system already facing a teacher shortage.

The study was undertaken by Mwesigwa, Tusiime, and Ssekiziyivu (2020) among academic employees at Uganda's state universities. Their goal was to investigate the link between leadership styles, and organizational commitment as mediated by job satisfaction. They employed a quantitative methodology and a cross-sectional approach. Correlation and regression were used to evaluate the hypothesis. A total of 353 academic employees from Uganda's five public universities were surveyed, with a 66 percent response rate. The

leadership style and organizational commitment are partially mediated by job satisfaction, according to the findings. It was suggested that to increase academic staff commitment at Ugandan public universities, managers should use a combination of leadership styles that lead to job satisfaction (Mwesigwa et. al, 2020). However, only one research approach was used to collect data in this study. To triangulate, further methods, such as the utilization of interviews, should have been used.

Another study was conducted by Tallam and Henry (2020) that investigated the relationship between supervision techniques and job satisfaction among teachers in secondary public schools in Nakuru County's west sub-county. 326 instructors from nine public secondary schools were surveyed. To obtain a sample size of 150 respondents, stratified random sampling was used. The study used a correlation research design. The data were collected using structured questionnaires, and the data was analyzed using inferential and descriptive statistical methods. Many supervisors were not available to provide consultation services, and peer-to-peer supervision was a rare practice in their institutions, according to the data. Their leaders failed to set goals and expectations for the teachers, and they failed to follow through on the assignments that were provided. Their leaders did not supervise their teaching, classroom management, or follow up on how the advice and counseling sessions were conducted. Only their arrival times were checked by the supervisors. The supervisors' actions had an impact on the job satisfaction of secondary school teachers in this area. Job satisfaction in this region could be raised by improving supervision techniques (Tallam & Henry, 2020).

At Strathmore University, Maina (2020) investigated how management and leadership style, as well as coworker support and staff development, influence job satisfaction for administrative personnel. To examine the workability of the variables tested and achieve the study objectives, the descriptive study design was used. The 225 administrative staff members of Strathmore University made up the study population. This population yielded a sample size of 112. Structured questionnaires were used to collect data, which were then distributed to Strathmore University administrative staff via Google Docs. Between leadership style and job satisfaction, there was a positive correlation. As a result of this research, Strathmore's management should be particularly focused on adopting leadership styles that are beneficial to the institution and current workforce to increase the employees' job satisfaction and the university's competitiveness. Maina's (2020) study, on the other hand, was solely focused on the administrative personnel. Lecturers are also affected by leadership style at the universities. Before coming to such a judgment, the focus should have been on the instructional staff. Apart from Strathmore, the survey should have included another private university as well as a public university to acquire a variety of perspectives on leadership style and job satisfaction.

2.2.1 Democratic Leadership Style and Job Satisfaction

When making choices and addressing problems, a democratic leader directs the participants in an institution and recognizes their contribution. Democratic leadership styles place a stronger emphasis on people and encourage more engagement within the group. The leader is more integrated within the group, and members share responsibilities (Dike & Madibueze, 2019). Because of the involvement of employees, democratic

leadership takes more time and effort. As a result of the disagreements that led to the final choice, followers may resent their leader (Belyh, 2019).

Sehar and Khurram (2019) did the study at different Karachi schools. The goal was to see if headteachers' leadership styles had an impact on the work motivation and job satisfaction of the teachers under their supervision. Random sampling was used to begin the study, which included 122 teachers and 13 principals. The data was collected in person, with the approval of the head teachers and teachers, from several schools in Karachi using a questionnaire. The findings of the study revealed that the democratic leadership style has an impact on the instructors' job satisfaction and motivation at work. The most popular style was determined to be democratic leadership. This is because the headteacher values taking teachers' views and suggestions into consideration when making choices and maintaining a positive relationship between them. The headteachers believe that democracy is the best technique to apply in schools because it provides an environment that encourages different departments to collaborate because they are interconnected. In this study, however, data was gathered by a visitor. Because no employee can simply give bad comments regarding his or her place of work, this person may not acquire reliable data from the employees. As a result, they should have included teachers who are directly influenced by the leadership of the head teachers in those schools in the data collection process. Only one type of data collection, a structured questionnaire, was utilized to gather information. This means that if the questions were unclear, the results would be inaccurate. More data gathering methods, such as oral interviews, should have been used to provide a more elaborate means of expressing ideas. They should have included other schools outside of Pakistan's Karachi area for a more diverse set of data.

Additionally, Rai, Budhathoki, and Rai (2020) researched “the relationship between democratic leadership style and job satisfaction and commitment among employees of Nepalese private banks.” The population was made up of Nepal's entire private bank employees. The data was collected using a hybrid instrument made up of pre-tested equipment. Multiple regression analysis was used to test the study hypotheses. The democratic leadership style had a significantly beneficial impact on employee job satisfaction, which influenced their organizational commitment positively, to the Nepalese setting (Rai et al., 2020). However, this study only looked at two variables: democratic leadership style and job satisfaction and their impact on organizational commitment in Nepal. For a balanced outcome, more variables must be considered.

Furthermore, Wijesinghe (2020) studied the garment industry in Sri Lanka to “investigate the impact of the leadership style on the job satisfaction of the factory's employees.” The deductive testing theory was used to conduct the study. A total of 60 employees were chosen using stratified random sampling. The study's findings revealed that the democratic leadership style was more statistically significant in determining employees' job satisfaction. For decision-making, the line managers assigned work duties, empowered group members, and consulted the followers (Wijesinghe, 2020). Only a few LSs were considered in this study. More leadership styles, such as bureaucratic and transformational leadership styles, might be used in a garment factory to make it more realistic in attaining the goals, as well as provide more opportunities for other researchers to conduct the research.

Another study by Munir and Iqbal (2018) examined “the relationship between the principal's leadership style and the job satisfaction of the teachers in women's colleges in India's Punjab province.” The data was collected using the survey method from a randomly selected sample of 1005 college teachers from 100 colleges across Punjab. Questionnaires were used to collect data on the teachers' leadership styles and job satisfaction, and only 905 of 1005 were returned. According to the findings of the study, the democratic style of leadership was the most used leadership style in women's colleges. It was linked to job satisfaction favorably (Munira & Iqbal, 2018). However, in this study, only teachers were involved in disseminating information about the leadership style. They should have included additional institution leaders in this survey to get their thoughts on the leadership style. This will give both the leaders and those who are being led a balanced perspective.

Another study was led by Kainyu (2018) that looked at the impact of leadership styles on teachers' job satisfaction in Nakuru town primary schools. A total of 348 teachers were sampled from 28 primary schools. Teachers were given structured questionnaires to fill out to collect data. The data was analyzed using SPSS. The findings revealed a positive relationship between democratic leadership and job satisfaction. Kainyu (2018) suggested that head teachers in Nakuru town schools use the democratic leadership style to achieve proper job satisfaction among primary teachers. However, because this study primarily focused on primary school teachers, the findings may likely be expanded to include secondary schools or even a bigger geographical region such as Nakuru County. The Ministry of Education Science and Technology (MOEST), school administration, tutors, and researchers may use the data to assess the capacities and problems posed by the leadership style used by headteachers in various aspects of learning and teaching in

institutions, according to the research. This may enable them to build practical ways that encourage a more democratic leadership style in educational institutions (Kainyu, 2020).

2.2.2 Autocratic Leadership Style and Job Satisfaction

Autocratic leadership is characterized as a leadership style that prioritizes personal dominance, strong central authority, staff control, and unwavering allegiance. Authoritarian leadership is regarded as a source of workplace stress. This type of leadership can produce a variety of stress reactions in people and have a detrimental impact on job satisfaction. Employees may be more likely to engage in deviant behavior in the workplace if they are under stress or have low job satisfaction (Qi, Liu, & Mao, 2020).

Alanoglu and Karabatak (2020) conducted research in Turkey on “the mediating impact of job satisfaction, as well as the relationship between job satisfaction and teachers' organizational behavior.” The study was held in Elazig, one of Turkey's eastern districts. To obtain the opinions of the teachers, they used random sampling procedures. Only 312 of the 500 surveys that were issued to all of Elazig's general secondary schools were returned. The causal linkages were tested using structural equation modeling (SEM). Autocratic leadership style had a negative and mediating effect on organizational perspective but did not affect job satisfaction, according to the findings. According to Basaran and Guclu (2018), there is no substantial association between autocratic leadership and job satisfaction. While teachers' job satisfaction levels are positively changed when they regard the leadership style positively, the autocratic leader's behavior does not affect the teachers' job satisfaction (Alanoglu & Karabatak, 2020).

The research was done by Mohammad, Mahfuzur, and Omar (2019) that investigated how leadership styles affect employee job performance in the Bangladeshi mobile telecommunications business. The data was collected by 118 employees from the mobile telecommunications industry. The self-administered surveys were designed using a 5-point Likert scale. Employee performance was harmed by the autocratic leadership style, according to the findings of the study. Employees are dissatisfied with their jobs when autocratic leaders use order and procedures, rewards, and punishments to manage them. However, there were a few minor flaws in this research. The research was conducted in Bangladesh's mobile telecommunications business, where top management decisions were typically made, and middle management decisions were only enforced by cascading down to the lower levels. Furthermore, while the data suggest a negative association between autocratic leadership style and employee performance, in practice, it is suggested rather than chosen by managers (Mohammad et al., 2019). The focus of this study was mostly on the mobile telecommunications business. More industries that aren't in the mobile telecommunications industry should probably have been involved in the research. This will give the researcher a larger field of study and, as a result, more data to compare the leadership styles in other industries.

A study was conducted by Bikimane and Makambe (2020) in southeast Botswana to determine the impact of autocratic leadership style on teacher motivation in ten elementary schools. The surveys were distributed to 80 teachers using a random selection approach. According to the findings, there was a negative but non-significant relationship between autocratic leadership style and the motivation of primary school teachers. This shows that the autocratic leadership style had no meaningful effect on teacher motivation in primary

schools, and the negative association could not have occurred by accident. This means that the autocratic style of leadership does not affect teacher motivation. This finding contradicts Chukurwa (2017)'s claim that authoritarian leadership leads to psychological anguish, low self-esteem, anxiety, low job satisfaction, and other unpleasant consequences that demotivate employees. The findings of this study (Bikimane & Makambe, 2020) demonstrated that the School Management Team (SMT) in the school investigated used an autocratic leadership style extensively. According to the qualitative responses to the survey, a substantial percentage of respondents stated that their school's leaders took crucial decisions without consulting their followers, who would have preferred to be part of the decision-making process. The respondents agreed that rules and regulations were established for the support workers to adhere to avoid punishment. They labored under duress without showing any signs of resistance. Some respondents believed that their contributions to the development of the school were not appreciated by the school's authorities, prompting them to consider quitting. The impact of this leadership style on the respondents' motivation, on the other hand, was non-significant, according to the qualitative perceptions of the respondents. The respondents were unconcerned about adopting the autocratic leadership style because they believed that the leadership of educational institutions is governed by central government norms and rules and that the role of instructors is to teach.

Additional research by Muchiri (2020) was conducted to investigate the impact of the autocratic leadership style on the performance of employees at Price Waterhouse Coopers (PWC) in Kenya. The research was conducted using a descriptive research approach. The study's target population was 570 PWC workers, with a data collection sample of 235. The

study sample was drawn from the target population using stratified random sampling techniques. Data were collected from respondents in the field using self-administered questionnaires. Using the SPSS application, data was analyzed using inferential and descriptive statistics. The results of this study revealed that the autocratic leadership style has a favorable critical association with staff performance. Managers use autocratic leadership to teach employees what they are expected to perform and how to achieve the intended objectives without involving them in the decision-making process. When used correctly, autocratic leadership can be quite beneficial, especially for individuals who are not self-motivated. Leaders should be careful not to allocate too much work, delegate some of their roles as leaders entirely, and distribute authority evenly from senior management to support staff for employees to be content with their jobs where autocratic leadership is used (Muchiri, 2020). According to these findings, Mwaisaka, K'Aol, and Ouma (2019) believe that little or no participation of groups in decision-making results in employee unhappiness, which leads to higher turnover rates. When employees notice that they are not involved in crucial decision-making, it means that they are unable to realize their full potential and, as a result, are unsatisfied with their work.

A study was conducted by Kiplangat (2017) on" the relationship between the leadership styles and the job satisfaction of professors in Kenyan higher education institutions." A total of 605 participants were recruited among administrators and lecturers at licensed public and private universities in Kenya's Rift Valley region. The respondents were chosen using a convergent parallel mixed-methods design utilizing the census, random, and systematic sampling procedures. Purposive sampling was used to choose cases with a lot of information. Questionnaires, interviews, and document analysis were used to gather

information. The Pearson correlation coefficient, t-test of independent samples, one-way ANOVA, and regression coefficients, as well as the use of SPSS version 20, were used to analyze the data. The findings of the study revealed that autocratic leadership was the most employed method, even though the study advised the use of the democratic leadership style. The leadership of the university and the job satisfaction of the lectures had a shaky but beneficial connection, it was reported. There was an aspect of imposing decisions on the academic staff, according to the responses from the lectures. This meant that university administrations lacked an element of inclusiveness, resulting in a lack of satisfaction. Many deans stated that "there was more downward communication and very little upward communication in the universities" (Kiplangat, 2017). This study, on the other hand, focuses on chartered universities in the Rift Valley. He should have included other chartered universities beyond the rift valley region to have a larger basis for comparison on the relationship between the leadership styles and the job satisfaction of the lectures.

According to the literature review, there is a link between employee job satisfaction and leadership styles such as authoritarian leadership. There is a positive association between autocratic leadership style and employee job satisfaction in the Libyan banking sector (Ahmed & Alnagi 2020). According to the reviewed literature, autocratic leadership appears to operate successfully in some businesses, particularly if the system is well-defined, such as in the banking sector, where workers adhere to the established standards. However, when used in educational institutions, this sort of leadership style has been shown to hurt employee job satisfaction, particularly in foreign universities (Mackey, Ellen, McAllister, & Alexander 2020). This will cause institutional personnel, such as teachers, to be dissatisfied with their jobs, resulting in low productivity. Employees at

international schools in Nairobi County will also have a bad attitude toward their work because of this.

2.2.3 Laissez-Faire Leadership Style and Job-Satisfaction

A Laissez-faire leadership style can also be referred to as the absence of leadership. It is an ineffective leadership style characterized by a failure to hold management accountable for actions such as omissions, rewards, or penalties. Furthermore, the laissez-faire leadership style is detrimental and leads to higher levels of stress in the school. This leadership style might be the consequence of carelessness or ignorance, but it can also be the outcome of a leader's respect. As a result, teachers can positively see a leader's laissez-faire leadership style as a purposeful choice. As a result, “a more balanced approach to this style is required to avoid a conventional point of view and subsequent correlations with negative outcomes” (Breevaart & Zacher, 2019). A laissez-faire leadership style can assist a school in achieving essential objectives and aims. It will, however, be unable to assist in the improvement of organizational learning within the institution (Glambek, Skogstad, & Einarsen, 2018).

A study was conducted by Delay and Clark (2020) to see how MR technologists saw the link between leadership style and job satisfaction. The American Society of Radiologic and Technologists issued MR certificates to the 10,000 Technologists who were randomly selected. They conducted a survey that included the Vannsimpco Leadership Survey and the job satisfaction Survey, both of which have previously been validated. The Pearson Correlation Coefficient was used to determine the link. According to the MR technicians, the results showed that there was a substantial negative association between laissez-faire

leadership style and job satisfaction with a minor impact size. Communication, contingent rewards, and monitoring all had small negative relationships with the laissez-faire leadership style. As a result, there is no discernible link between the laissez-faire leadership style and the nature of work (Delay & Clark, 2020). The focus of this study was solely on MR technologists. Apart from MR techs, many others in a health facility could have been included in the study for generalization purposes.

Research conducted by Budiasih, Hartanto, Ha, Nguyen, and Usanti (2020) investigated the perceived impact of organizational politics on the connection between leadership styles and job satisfaction. It was carried out at Indonesia's capital city's private sector organizations. Managers and their support employees from private sector organizations in Thailand's capital city were chosen as responders. The data was gathered via survey questionnaires. A total of 800 surveys were distributed. Even though 800 questionnaires were issued, only 560 legitimate responses were received, representing a response rate of roughly 70%. The studies revealed that laissez-faire leadership style and job satisfaction have a positive association. As a result, all LSs are eligible to work in the Indonesian private sector (Budiasih et al., 2020). However, not all leadership styles were investigated in this study. All the leadership styles must be studied by policymakers before policies can be implemented.

Another study was conducted by Sehar and Khurram (2019) on the impact of the head teacher's leadership style on the job satisfaction and work inspiration of teachers. The statistical data was gathered using a descriptive survey study design and structured questionnaires. For this study, a random sampling of 122 instructors and 13 head teachers

was conducted, totaling 135, who were recruited from various Karachi schools. The findings revealed that the head teachers believed that teachers could not work to their full potential unless they were closely supervised. This study found that a laissez-faire leadership style is inappropriate in schools since schools are where the future generation is groomed, and instructors must be driven to teach from their hearts rather than being forced to work under tight command. Furthermore, delegation without follow-up leads to problems and poor performance, which eventually harms a school's reputation.

A study was carried out by Murabula (2019) on “the impact of leadership style on employee job satisfaction in the banking sector, using the Family Bank of Kenya Limited as a case study.” Stratified random sampling was used to generate a sample size of 13 managers and 37 personnel (retail and relations officers, customer care staff, bank tellers, and supervisors) from nine family bank branches in Nairobi city. The variables were measured using a variety of leadership questionnaires. The findings revealed that a laissez-faire leadership style has a detrimental impact on job satisfaction and performance. Except for the laissez-faire leadership style, the bank recommended any other leadership style (Murabula 2019). Leaders who practice a laissez-faire leadership style provide employees with more independence, which can have a substantial impact on employee performance and satisfaction. However, to generalize the findings from this study, a larger sample size should have been used, i.e., additional banks should have been involved, particularly those located in Nairobi city, or rather, other family banks located outside of Nairobi city. The laissez-faire leadership style is one who rarely makes resolutions and shows no concern, leadership, or inspiration to their subordinates. As a result, this style of leadership cannot be used in the financial sector or non-governmental organizations where both the head and

juniors can contribute to the decision-making process and accomplish tasks to ensure the establishment's success. The leadership style is a condition in which heads refuse to make decisions.

2.2.4 Transformational Leadership Style and Job Satisfaction

Transformational leaders significantly alter the values, ambitions, and aspirations of followers who accept the leader's principles and, in the end, choose to work because it is consistent with the values they have gained, rather than because they anticipate being rewarded (Nugroho, 2020). Transformational leadership, which promotes autonomy and demanding work, is becoming more significant in terms of employee satisfaction. The concept of job stability and commitment to a company throughout one's career has vanished. Furthermore, despite one's exceptional work, consistent compensation, stable benefits, and lifetime employment are no longer guaranteed (Prameswari, 2020).

Trichas and Avdimiotis (2020) compared “the leadership styles studied by principals in special schools to the degree of job satisfaction in Northern Greece.” A qualitative study was conducted, with 69 instructors from five special schools participating. The information was gathered using closed-ended questionnaires. Teachers in special schools prefer to work with a principal who utilizes the transformational leadership style as a source of inspiration, according to the research. This improves teachers' job satisfaction since transformational leadership provides a foundation on which key organizational and instructional concerns may be addressed (Trichas & Avdimiotis, 2020). Only teachers are involved in this study. It would be preferable if the principals of the schools were involved so that comparisons could be made.

Neftyan, Hariri, and Karan (2020) investigated if “the transformational style has a significant impact on teacher job satisfaction.” The respondents in this study were principals and teachers from senior high schools in Indonesia's Lampung province. The research sample was chosen at random. Teachers were given questionnaires to fill out to collect data. Normality, homogeneity, simple linear regression, and the T-test were used to analyze the data. The findings of the study demonstrate that the principal's transformative leadership style has no association with job satisfaction and has no substantial effect on it. This contradicts previous research, which found that transformative leadership style has a key influence on instructors' job satisfaction (Nazim & Mahmood, 2018). However, this study only looked at the most important aspects of transformational leadership. This means that there must be additional elements influencing the teachers' job satisfaction that should have been considered in this study.

An additional study was conducted by Sif-Ur-Rehman et al. (2020) on the effects of transformational leadership on workers' job satisfaction in combination with organizational learning philosophy. The purpose of this study was to see how different types of leadership styles were being used to measure organizational success. Job satisfaction was one of the key indicators used to assess organizational effectiveness. According to the literature, the administrator's transformational leadership style has a significant impact on the employees' job satisfaction. The goal of this study was to identify the function of a transformational leader in the development of job satisfaction in banking personnel, with the establishment's learning philosophy serving as a moderating variable. A total of 180 respondents from the banking sector in the UAE were surveyed for this

purpose. For the data analysis in this study, multiple regression analysis, descriptive statistics, and Pearson's correlation coefficient analysis were used. The findings revealed that the five scopes of transformational heads and the overall transformational leadership style had a significant impact on an employee's job satisfaction, but the moderating effect of the organizational learning culture on any of the associations was determined to be negligible. This study relied solely on self-reported data from a cross-sectional questionnaire in the banking industry. According to the study, the individual personalities of the leaders have a significant impact on employee satisfaction. Furthermore, banking executives in the UAE recognized that organizational learning culture (OLC) has had no significant impact on employees' job satisfaction.

Additional research was conducted by Veraya (2020) at the Tamil National Primary School in Kedah, Malaysia, to “determine the relationship between transformational leadership style, organizational commitment, and job satisfaction.” The Multifactor Leadership Questionnaire (MLQ Form 5X), the three Component Models (TCM) for organizational commitment, and the job satisfaction survey were utilized to measure in this study. 331 teachers from primary Tamil schools were surveyed using a stratified random selection method. According to the data, the headmaster's transformative leadership style has a large impact on job satisfaction, and organizational commitment has a substantial impact on job satisfaction as well (Veraya, 2020). As a result, the leaders (headmasters) must enhance their leadership attitudes to establish a healthy relationship with the teachers' commitment as well as job satisfaction. The focus of this research, however, is on the restricted number of medium schools in Malaysia's Tamil region. Consider additional levels of education in this area to broaden the scope of the study.

A study was conducted by Alaa and Abd Rahman (2019) on “the impact of transformational leadership on JS among school workers.” The purpose of this study was to look at the impact of transformational leadership on job satisfaction among school workers and to add to the body of knowledge in the education field, particularly in Iraq. The study was conducted at Cihan University in Erbil, Iraq. The study used a quantitative technique to acquire data, with 137 valid questionnaires processed using structural equation modeling to examine the relationship between transformational leadership and job satisfaction. The data revealed that transformational leadership had a positive and significant impact on JS among academic personnel. According to the study, transformational leadership components play an important role in influencing job satisfaction among school workers (Alaa & Abd Rahman, 2019). As a result, leaders (department heads) must use these components to develop and boost job satisfaction among followers. Transformational leadership has a considerable influence on job satisfaction, according to the findings. These findings could send a message to universities to develop and enhance university leaders, thereby reducing turnover and increasing academic staff commitment. However, employee happiness may have a good impact on academic achievement at university and increase employee loyalty to their employer, which will impact their productivity at work. Moreover, the findings revealed that different transformational leadership dimensions have different impacts on job satisfaction, with individualized consideration having a high impact on job satisfaction among academic staff. This means that academic staff prefers emotional support, modern learning opportunities, and advice and feedback from their leaders over other transformational leadership components. This disparity with other outcomes could be due to Iraq's unique

background or culture. Leaders (department heads) should also involve academic employees in decision-making, which will improve employee happiness and positively reflect their performance and productivity (Alaa & Abd Rahman, 2019).

A study was conducted by Bogale (2020) in government secondary schools in Harar, Ethiopia. The goal of the study was to "determine the association between the headteacher's leadership style and the teachers' job satisfaction." The correlational study design was used to investigate the association between the variables. The "Minnesota Satisfaction Questionnaire (MSQ) and the Multifactor Leadership Questionnaire (MLQ) were administered to teachers selected at random from five government secondary schools in Harar city as data collection instruments." To establish the relationship between the leadership style and the job satisfaction, data was analyzed using the mean, regression analysis, and Pearson's correlation. Transformational leadership style explained 41.2 percent of the variance in teacher job satisfaction, according to the findings. The components of transformational leadership that were predictive of the teachers' job satisfaction were individual consideration and idealized behavior. In addition, experience-sharing programs, seminars, and training for transformational leaders should be developed to make its implementation in schools easier (Bogale, 2020). The focus of this study was mostly on government secondary schools. A bigger sample, such as leadership in private schools and primary schools, should be explored.

Further research was done by Kariga and Conrad (2019) on the association between principals' transformational leadership style and secondary school teachers' job satisfaction in Gatundu North sub-county, Kiambu County, Kenya. To obtain data from

the respondents, the study used a correlation design. The principals and teachers were chosen using stratified random sampling and purposive random sampling, respectively. A total of ten principals and 130 teachers were included in the study. The data from the samples were collected using the Multifactor Leadership Questionnaire (MLQ). The data were analyzed using descriptive and inferential statistics. The study's findings revealed that there was a link between the transformational leadership style and the teachers' job satisfaction. As degrees of transformational leadership, most of the principals used idealized influence, intellectual stimulation, individual consideration, and inspirational drive. This is proven to excite teachers and make them happy in their jobs (Kariga & Conrad, 2019). They also suggested that boards of education incorporate initiatives such as conferences and seminars to help principals enhance their leadership skills. However, in this study, the researcher only looked at the Gatundu sub-county, which is a small area. To provide reliable feedback for generalization and policy formulation, a wide area such as Kiambu County should have been examined.

The literature on transformational leadership demonstrates that it is an effective style of leadership for increasing employee inspiration and conviction at work. There is evidence that the four transformational leadership scopes (charisma or revered effect, inspirational impulse, rational stimulation, and individualized deliberation) were widely used in determining the value of transformational leadership style, employee inspiration, and workplace behavior. However, it is critical to recognize that, while this form of leadership is effective, it cannot be assumed to be the best and most operational type of leadership in every context and setting. As a result, to embrace effective leadership practices, leaders must recognize the importance of context-specific factors.

2.3 Summary of Literature and Research Gaps

The literature review explored the effects of leadership styles on the job satisfaction of the teachers in selected international schools in Nairobi County. The researcher has reviewed many studies that relate to leadership styles and their effects on job satisfaction. Khaled (2020) did investigations into the relationship between leadership style and faculty members' job satisfaction at Saudi Arabian University (SAU). The study concentrated on democratic and autocratic leadership styles only. However, more leadership styles should have been investigated to understand which specific leadership styles influence more job satisfaction among faculty members. In the current study, more leadership styles have been included like laissez-faire and transformational. Campbell (2020) investigated “the relationship between leadership style and job satisfaction in the Irish thoroughbred breeding and racing business.” The researcher was able to find that the transformational leadership style had the most impact on employee satisfaction in the industry. However, because laissez-faire was thought to be statistically negligible, more research in this field is needed to corroborate these findings (Campbell, 2020). Specific industries in Ireland's thoroughbred breeding and racing industries, however, should have been considered in this study because different organizations are run differently. In this study, the researcher considered more than one international school that is 32 international schools to get information from many sources.

Another study looked at the effects of leadership styles in the hotel industry on staff creativity and dedication in Cairo's four-star hotels. The inventiveness and dedication of employees to their firms were found to be highly correlated with transformational and

democratic leadership styles. The Laissez-faire leadership style was found to have less impact on worker inventiveness and had a smaller impact on employee commitment. Autocratic leadership had a greater and detrimental impact on staff creativity and commitment, as well as on job satisfaction. As a result, frontline managers should use democratic and transformational leadership styles (Radwan & Radwan, 2020). Personnel innovation, loyalty, excellent communication with support staff, and creative thinking will all benefit from this. The focus of this study was mostly on Cairo's four-star hotels; however, other hotels at various levels, such as five-star hotels, should have been considered.

A study was carried out by Kimathi (2017) in public secondary schools in Kenya's Tharaka-Nithi County's Meru-South Sub-County. According to the findings of the study, only a tiny percentage of principals chose autocratic leadership, with the majority opting for a laissez-faire LS. They let teachers do whatever they wanted with their job, and when they gave them work, they did not follow up, they were not concerned about the teachers' well-being, and they didn't care about their interests at work. As a result, it was suggested that principals employ a balanced approach to leadership, and that laissez-faire should be used with caution and moderation, particularly where teachers are expected to perform tasks (Kimathi, 2017). The study mentioned above, on the other hand, only used structured questionnaires as data-gathering instruments. Other methods, such as interviews with school principals, could have been used so that they could explain why many of them use a laissez-faire leadership style. In this study, the researcher also used oral interviews to get the opinions of the head teachers on their leadership styles.

Every study mentioned above contains contradictions in their findings, such as location, manner of study, demographic, and sample selection, and they have not addressed teachers' job satisfaction in international schools in Nairobi County. Most research in the reviewed literature was conducted in settings other than international schools. As a result, the researcher wanted to see how much the leadership style influenced teachers' job satisfaction at these carefully selected international institutions with a global reputation. The outcomes of the study would help school officials determine which styles to adopt so that teachers are more satisfied and so have a stronger commitment to and association with the schools. Implementing the appropriate style will aid in quick conviction and adherence to the international schools. As a result, the purpose of this study was to investigate the effects of leadership styles on job satisfaction among teachers in selected international schools in Nairobi County.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter explains the research methodology and design used in this study. The study method, study design, study location, target population, sample size and sampling techniques, data collection tools, validity, and reliability of research tools are all covered in this chapter. The chapter concludes with a discussion of data analysis processes as well as ethical and legal issues.

3.2 Research Design

The descriptive survey study design was used in this study. According to Kothari (2014), the descriptive survey study design is used for gathering social and personal facts, attitudes, and beliefs; it entails measurement grouping, examination, appraisal, and elucidation of data, which leads to the establishment of critical philosophies of knowledge and the resolution of significant problems. According to Lubbers, Verdery, and Molina (2020), descriptive survey design involves asking sample population questions on a topic to investigate their perspectives, approaches, and knowledge on the subject. The descriptive study design was appropriate because it allowed the researcher to collect and analyze data as found in the field, without having to use any variables, while also soliciting feedback from the headteachers and teachers on the impact of the headteacher's leadership style and the teacher's job satisfaction. For the study, the researcher used a survey approach. The researcher acquired quantitative data from this survey, which was evaluated quantitatively using descriptive and inferential statistics.

3.3 Research Site

The importance of the research site is to identify the site and where data will be collected. The study was done in Nairobi County's several international schools. All the four stages of international school education: kindergarten, primary, junior high, and senior high were considered in this study.

3.4 Target population

A population is made up of all elements, individuals, or things that have comparable observable traits (Stangor, 2011). Nairobi County has 32 international schools, according to the International Schools Database (2020). In this study, 32 head teachers and 2340 teachers were targeted. The head teachers were chosen since they are the leaders in international schools and thus play an important role in the school's operations. Teachers were also targeted because they provided valuable insight into the school's leadership style.

3.5 Sample Size and Sampling Techniques

Babbie (2014) defines a sample as a subset of the population. A sample size of 10% to 30% of the population is required for a sufficient and reliable outcome (Gay, Mills & Airasian, 2009). As a result, nine international schools were chosen at random from a total of 32 for the study, accounting for 28.1 percent of the total. The researcher chose the nine schools using purposive sampling. According to Etikan, Musa, and Alkassim (2016), purposive sampling is the deliberate selection of persons from the population to form sample membership based on their characteristics. In this sampling strategy, the researcher

used their judgment in selecting sample members. All the head teachers from the nine schools were scheduled for interviews.

The sample size for the teachers was calculated using the Krejcie and Morgan (1970) formula. As a result, $n = X^2NP\ (1-P)\ d^2\ (N-1) + X^2P.\ (1-P)$

Where n denotes the sample size.

X^2 = chi-square table value at acceptable confidence level for 1 degree of freedom (X^2 = 3.841).

N = the number of teachers in the population = 2340

P denotes the proportion of the population (assumed to be 0.5 since this would provide the maximum sample size)

d represents the degree of precision represented as a percentage (0.05)

As a result, there are 330 teachers: n = 3.841x 2340 x 0.5 (1-0.5) / (0.05 x 0.05) x (2340-1) + 3.841 x 0.5 x (1-0.5).

The sample size for the headteachers is 30% of the 32 headteachers (= 9).

Table 3.1 Sample Size Distribution

Category of respondents	**Population**	**Sample**	**Percentage %**	**Sampling Technique**
Headteachers	32	9	28.1	Simple Random
Teachers	2340	330	14.1	Simple Random
Total	**2372**	**339**	**14.3**	

To get well-triangulated perspectives, a simple random sample approach was utilized to pick 37 teachers from each school. As a result, there were 9 head teachers and 330 teachers in the sample.

3.6 Research Instruments

In this study, the teacher's questionnaire and the headteacher's interview schedule were used. Surveys are popular because they are easy to administer, inexpensive, and time-saving Barbie (2014). Furthermore, surveys are frequently free of interview bias because the results are based on the respondent's personal beliefs (Kothari, 2014). Respondents get the same amount of time to respond thoughtfully. Questionnaires also saved time, and data from a broad sample was collected. Nonetheless, the interview schedule of the headteacher was used to get detailed information on the headteacher's leadership style in school management.

3.6.1 Teachers' Questionnaire

The teachers' questionnaire consisted of a Likert scale that gathered quantitative data and open-ended questions that gathered qualitative type of information. The questionnaire comprised sections A, B, C, D, E, and F (See Appendix II for more information). Section A was used to collect general information from teachers, while Section B was used to collect democratic leadership style, Section C was used to collect autocratic leadership style, Section D was used to collect laissez-faire leadership style, Section E was used to collect transformational leadership style, and Section F was used to collect teacher's job satisfaction.

3.6.2 Head teachers' Interviews Schedule

The interview strategy for gathering information is better than other methods because it establishes a rapport between the respondent and the investigator. It also protects against

difficult questions by allowing the examiner to clarify them to the respondent, allowing them to react appropriately (Bhattacherjee, 2012). The headteacher's interview guide sought in-depth information on how the head teachers' leadership styles affected the teachers' JS when dealing with numerous areas in international schools. The research objectives and questions were in sync. The data acquired was utilized to validate the data from the instructors' self-assessment study, hence increasing the research's internal validity.

3.7 Piloting Testing of the Research Instruments

An investigator needs to evaluate instruments before utilizing them to confirm their validity, reliability, and practicability (Creswell, 2012). By analyzing the instruments' lucidity of semantics, reaction time, management style, distance, and instrument arrangement, steering was utilized to establish their reliability. The pilot test participants must have similar qualities to the intended participants, according to Gay et al (2010). As a result, Creswell (2012) suggested that 10% of each category of respondents take part in the study's pilot testing. As a result, one headteacher and twelve teachers from a local international school in Kiambu County were invited to participate. They were selected through purposive sampling. Participants were urged to offer suggestions and comments, which would be used to improve the items in the research instruments. The pilot study increased the validity and reliability of the information-gathering instruments by facilitating essential test item review and modification to verify that they assessed what they were supposed to measure, resulting in trustworthy findings.

3.8 Reliability of the Data Collection Instruments

The term reliability refers to how well a research tool produces consistent results after repeated tests (Orodho, 2012). When the research instruments meet the criteria, it is therefore said to be reliable. It can be used several times to give a similar outcome irrespective of the environmental setup. The test-retest technique was used to measure the reliability of the teachers' questionnaire. The questionnaire was administered to the respondents during pilot testing again after two weeks. The data from the two sets of questionnaires were then correlated using the Pearson Product Moment correlation coefficient method. A correlation coefficient of 0.84 was obtained. According to Creswell (2012), any study tool with a reliability coefficient of 0.6 or higher was appropriate in the social sciences.

3.9 Validity of the Data Collection Instruments

The correctness, significance of inferences, and soundness of conclusion results based on study data are all aspects of validity (Kothari, 2014; Saunders, Lewis & Thornhill, 2012). The researcher sought expert input on content and construct validity. Africa Nazarene University supervisors reviewed the items in the instruments before and after piloting. The results of the pilot study were also used to improve the validity of the data collection equipment.

3.10 Data Collection Procedures

Africa Nazarene University provided the researcher with a letter of introduction. The researcher obtained research permission from the National Council for Science, Technology, and Innovation thanks to the introduction letter (NACOSTI). The permit was

provided to the Nairobi County Education Officer, who then gave a clearance letter to gather data from the sampled schools. After presenting the official authorization papers to the head teachers and establishing a connection with them, the researcher went to the sampling schools and gathered the data. The surveys were personally distributed to the teachers by the researcher via the head teachers. After that, the head teachers were interviewed in person. The interviews took place in the offices of the head teachers. Before each interview, the participants were asked to read and respond to the consent form's contents (Appendix III). The interviews were videotaped and later transcribed by the researcher using a smartphone.

3.11 Data Processing and Analysis

The data was meticulously updated and double-checked for accuracy and completeness. The new data was compacted and categorized for easy understanding, allowing for a more tranquil grouping. The data were analyzed using the Statistical Package for Social Sciences (SPSS) version 22. Descriptive statistics such as frequency, percentages, standard deviation, and mean were used to examine the data. The Pearson product-moment correlation coefficient analysis was used to evaluate four of the formulated null hypotheses. The strength and direction of correlations were determined using Pearson analysis.

The interview data was checked after each session was completed. The notes made during the interviews were swiftly edited for gaps to capture everything that could be remembered, but they were not written down. An identifying tag was given to each respondent, such as HT 1 for the first headteacher interviewee, HT 2 for the second

headteacher interviewee, and so on. The interview process produced qualitative data, which was subsequently structured into short narratives for easier understanding. Nonetheless, verbatim excerpts and field notebook extracts were employed to augment the material evaluated while keeping the message intact.

3.12 Legal and Ethical Considerations

In research, ethical and legal issues are critical since they help to ensure that no one is harmed or experiences bad effects because of the study's activities. Because of the frequently tense interactions that exist between the investigator and the respondents, sensible precautions were included in the fieldwork research, which was based on appropriate ethical criteria and methodologies. A letter of introduction was provided to the researcher by African Nazarene University. Thanks to the letter, the researcher was able to secure research approval from the National Commission for Science, Technology, and Innovation (NACOSTI). The investigator reassured the respondents that their information would be kept confidential and utilized purely for educational purposes, assuaging any fears or suspicions. The subject was asked to sign a consent form (Appendix III) permitting the researcher to audio and visually record the interview. Respondents were promised that they could opt out of the data collection procedure at any moment with no consequences. They also had the authority to examine and transcribe information, as well as to delete any sections that did not adequately reflect what they meant. All information acquired from peer-reviewed journal papers, textbooks, published and unpublished theses, and other study resources was credited to respect copyrights and avoid plagiarism.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 Introduction

The purpose of this study was to investigate the effects of leadership styles on job satisfaction among teachers in selected international schools in Nairobi County. The study objectives were to examine the effects of democratic leadership styles on job satisfaction among teachers, to assess the effects of autocratic leadership styles on job satisfaction among teachers, to institute the effects of laissez-faire leadership styles on job satisfaction among teachers, and to find out the effects of transformational leadership style on job satisfaction among teachers in selected international schools in Nairobi County. The head teachers' interview guide and the teachers' questionnaires were used to collect data.

4.2 Response Rate

The study included 330 teachers from nine international schools in Nairobi County as participants. 330 questionnaires were distributed using the 'drop and choose' method. A total of 305 surveys were completed and returned, representing a 92.4 percent response rate. Because the questionnaires were filled out and collected right away, there was a high response rate. The researcher was on hand to discuss difficulties presented by the respondents, lowering the number of incorrect responses. All nine of the principals were interviewed, representing a 100 percent response rate.

4.2.1 Respondent Demographic Characteristics

The characteristics of the respondents who took part in the data collection to meet the study objectives are referred to as demographics. The purpose of the study was to determine the

demographic characteristics of respondents, such as gender, age in years, degree of education, and school position, as shown in table 4.1.

4.2.2 Respondents' Age, Gender, and Level of Education

The respondents were asked to state their exact ages, which were divided into age groups, and the results were documented in table 4.1.

Table 4.1: Age, Gender, and Level of Education of the Respondents

	Scale	Frequency	Percentage %
	Age(years)		
Teachers	26-35	136	44
	36-45	139	45
	46-55	23	8
	>56	7	2
Headteachers	26-35	2	22
	36-45	1	11
	46-55	5	56
	>56	1	11
	Gender		
Teachers	male	131	43
	female	174	57
Headteachers	male	3	33
	female	6	67
	Level of education		
Teachers	diploma	140	46
	degree and above	165	54
Headteachers	degree	4	45
	masters	3	33
	PhD	2	22

The study's findings revealed that 136 respondents (teachers) were between the ages of 26 and 35 (representing 44 percent), 139 respondents (representing 45 percent of the respondents) were between the ages of 36 and 45, 23 respondents (representing 8% of the respondents) were between the ages of 46 and 55, and the remaining 7 (roughly 2% of the

respondents) were between the ages of 56 and above. These studies revealed that most international school instructors in Nairobi County are middle-aged rather than elderly. The age of the head teachers who responded to the survey was also determined, as shown in table 4.1. The data revealed that 22 percent of respondents were between the ages of 23 and 35, 11 percent were between the ages of 36 and 45, 56 percent were between the ages of 46 and 55, and 11 percent were between the ages of 56 and above. This demonstrates that most international schools choose head teachers who are mature in terms of age and experience, allowing them to lead sensibly. There is a need to include more young people in these leadership positions to avoid leadership transition gaps and to mentor them.

The purpose of the study was to determine the gender of respondents, and all respondents were asked to state their gender in the questionnaire, with the results provided in Table 4.1. The findings show that males made up 43 percent of the teachers' respondents, while females made up 57 percent. According to the findings, many international schools in Nairobi County are run by women. As a result, more male teachers are required to avoid gender imbalances. The researcher also wanted to know how the replies from the head teachers were split up by gender. Table 4.1 shows that 67 percent of headteacher respondents were female, and 33 percent were male. This implies that the appointment of head teachers is unbalanced. By analyzing the effects of both male and female head teachers on teacher job happiness, gender plays an important role in determining the effect of a headteacher's leadership style on teacher job satisfaction.

The researcher wanted to know how well-educated the professors were. The findings revealed that all the sampled teachers had had professional training, albeit at varying levels.

The study discovered that 54 percent of teachers had a bachelor's degree or more, with 46 percent having a diploma. This means they've learned the appropriate topic material and methodology. In addition, the researcher wanted to know what the greatest degree of education was among the head teachers who responded. The distribution of head teachers according to their greatest degree of education is shown in Table 4.1. Table 4.1 shows that most of the respondents (45%) had a bachelor's degree, while 33% had a master's degree, and 22% had a Ph.D. qualification. This indicates that the head teachers in the international schools studied are professionally qualified to run their respective institutions of learning.

4.3 Descriptive analysis

This section will show the descriptive statistics of the responses to the questions about leadership styles and job satisfaction. To generate questionnaire items, all the study's variables were employed. The amount of agreement and disagreement with respondents' opinions of their head teachers' leadership styles was determined using a five-point Likert scale. The scale of agreement and disagreement with respondents' opinions of their head teachers' leadership styles was 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree. The level of satisfaction of respondents was also measured using a 5-point Likert scale: 1 indicates a very low extent, 2 indicates a low extent, 3 indicates a moderate extent, 4 indicates a high extent, and 5 indicates a very high extent. The descriptive data of this study were interpreted in the following way: Mean scores of less than 3.0 suggest dissatisfaction with various aspects of leadership styles and job satisfaction, whilst mean scores of more than 3.0 indicate moderate contentment with these factors.

4.3.1 Democratic leadership style and Job Satisfaction

The first objective of the study was to examine the effects of the democratic leadership style on job satisfaction among teachers in selected international schools in Nairobi County. The researcher subjected the respondents to a questionnaire where they were asked to indicate the extent to which they believed their head teachers were exhibiting democratic leadership. The findings are shown in table 4.1.

Table 4.2: Teachers' Response to Head teachers' use of Democratic Leadership Style

Statement	Mean	SD
My leader supports two-way communication	3.73	1.12
My principal's behavior inspires staff to work together.	3.89	1.07
The school's principal requests my thoughts and opinions on impending plans and projects.	3.05	1.53
My leader communicates with me frequently and is supportive.	3.7	1.04
I am involved in the decision-making process	2.56	1.35
The school principal assists me in accepting responsibility for my work completion.	3.82	1.07

n=305

Table 4.2 shows that, apart from one item, the mean score for democratic leadership was over 3.0, indicating that the respondents considered their head teachers' leadership style was democratic. The majority of teachers agreed that the head teachers' behavior promotes employee teamwork (*M=3.89, SD=1.07*), that the head teachers assisted them in accepting responsibility for completing their work (*M=3.82, SD= 1.07*), that the head teachers encouraged two-way communication (*M=3.73, SD= 1.12*), that they received frequent and

supportive communications from their head teachers (*M=3.7, SD= 1.04*), that the head teachers asked for their ideas and input on upcoming plans and projects (*M=3.05, SD=1.53*), and we are part of the decision-making process *(M=2.56, SD= 1.35*) with the lowest average points. This implies that a huge proportion of teachers were excluded from the decision-making process.

According to 83 percent of the respondents, head teachers used the democratic leadership style. Instructors believed that the head teachers' behavior enhances staff teamwork, as seen by the high mean scores. The headteacher also assisted the teachers in accepting responsibility for their work completion. The head teachers asked teachers for their input and recommendations on upcoming plans and projects. This method, according to one of the trainers:

> It bridges the gap between the workforce's extremes. This is because they can be accommodated, and their opinions are valuable. The fact that teachers in international schools come from diverse cultures and backgrounds, with unique beliefs, can ensure that the headteacher accommodates everyone by allowing them to participate fully in planning the projects. (T 4)

The heads of the schools mirrored the same sentiments. One principal stated:

> It is easier to put policies in place when instructors get together and exchange their perspectives because they suggest different ways to challenges. They will work together to achieve success, especially in the areas of curriculum implementation, such as teaching, exam setting, invigilation, and marking. (HT 5)

The head teachers communicated with the students regularly and were always encouraging. The following sample from the teachers' questionnaire's open-ended section reveals some of their communication attitudes and beliefs:

> The principals are accommodating and keep lines of communication open and honest. Schools, for example, have official school WhatsApp groups with all the teachers in

> which all information is exchanged. The information is then delivered to individual instructors' school emails for clarity and record keeping. (T 10)

All the interviewed head teachers agreed on this. As one headteacher put it|:

> As the principal, it is vital to communicate clearly with the faculty about the school's vision and goals, as well as your yearly calendar and what must be done when. Then feedback is critical since it will reveal which areas need to be addressed and which parts may be tough to complete. This is done quickly using the school's official WhatsApp group, where any instructor can respond to the material presented. (HT 1).

On the contrary, some teachers believed that the head teachers did not exhibit democratic leadership characteristics because they were not part of the decision-making process. One of the teachers stated:

> It should be the preferred method, but school administrators oppose it because they do not want to be challenged or questioned in any way. (T 150)

Similarly, the head teachers agreed to not allow the teachers to be part of the decision-making process. One headteacher said:

> I am also in a pickle since I must communicate with the board of management before making any decisions, stated one principal. I'll have to explain what we're doing and the desired modifications to them, and if they don't agree, the board will have to decide. (HT 3)

After evaluating how much the teachers thought their head teachers displayed democratic leadership, the researcher moved on to determine how much they thought their head teachers displayed authoritarian leadership.

4.3.2 Autocratic Leadership Style and Job Satisfaction

The second research objective was to assess the effects of autocratic leadership style on job satisfaction among the teachers in selected international schools in Nairobi County. The respondents were invited to fill out a questionnaire in which they were asked how

much they thought their head teachers were exercising authoritarian leadership. The results are shown in Table 4.3.

Table 4. 3: Teachers' Response to the Head teachers' use of Autocratic Leadership Style

Statement	Mean	SD
My leader oversees my work regularly	3.47	1.29
My leader rewards or punishes me as needed	2.71	1.37
My leader issues orders and clarifies processes	3.76	1.1
My school's principal always retains final decision-making authority.	4.19	1.15
My school's principal does not take recommendations from his teachers into consideration since he does not have the time.	2.6	1.38

n=305

Most respondents believed that their head teachers demonstrated autocratic leadership attributes in response to table 4.3. Their head teachers always had final decision-making authority (*M= 4.19, SD=1.15*), gave directions and clarified processes (*M= 3.76, SD= 1.1*), and supervised their work regularly (*M= 3.47, SD 1.29*).

Some of the responders, on the other hand, disagreed that the head teachers demonstrated authoritarian leadership features. Their head teachers supplied incentives or punishments as needed (*M=2.71, SD=1.37*), but they did not heed teacher suggestions since they did not have time for them (*M=2.6, SD=1.38*).

As stated by 60% of the respondents, the head teachers exhibited traits of autocratic leadership. The head teachers always retained the final decision-making. Some of the teachers observed:

> This is the least effective type of leadership. You can make suggestions to the headteacher about how to deal with a specific problem with the children, but they will be ignored, and she will come up with her answers. Orders are given out, and no one is permitted to question them; otherwise, you will be seen as a recalcitrant teacher who refuses to follow the school's rules. The head of school and department heads monitor how the curriculum is delivered in class and how the syllabus is covered. Closed-circuit television (CCTV) cameras have been installed in all the courses for monitoring purposes. (T 50)

The head teachers gave orders and clarified procedures. They regularly supervise our work.

Some teachers supported the dictatorial leadership. A teacher noted:

> Autocratic leadership improves the efficiency and effectiveness of the educational process. This is because there are rules and procedures in place, as well as objectives that must be met. Supervisors can use the permitted autocratic leadership style to evaluate the teachers' performance. (T 20)

Some head teachers supported an autocratic leadership style and believed that teachers must follow the laid down rules to the latter. One headteacher said:

> The school is a formalized institution with a well-defined structure. If the system's rules aren't carefully followed, the company won't be able to achieve its objectives. Every instructor, for example, is expected to have the schemes of work, lesson plans, and work records in place. This will allow teachers to properly arrange their work and guarantee that everything is covered on time without rushing through it. The Ministry of Education likewise has this expectation. This will also provide adequate time for teachers to prepare students for their final exams. Another difficulty is that there are times when teachers are unable to make choices. When COVID 19 hit, for example, all schools had to close, and all learning had to be done remotely. As a result, they were given the option of teaching virtually or quitting their jobs (HT 3).

Some of the responders, on the other hand, disagreed that the head teachers demonstrated authoritarian leadership features. Because they didn't have time, our head teachers didn't

offer prizes or punishments where they were needed, and they didn't accept suggestions made by their instructors:

> My headteacher does not compensate teachers because she believes that our wages are sufficient compensation. She also does not impose penalties; instead, if you continue to break the rules, she will forward your name to the human resource manager for further action. Because she has a lot of work to accomplish in her office, she does not have time for us. (T 7)

A headteacher commenting on the issue of rewards, punishments, and lack of time for the teachers said:

> It is not within my power to praise or punish teachers. I can only submit a recommendation to the board, which will then direct the human resource manager to either reward or punish teachers who do not follow school rules. My office is too busy in terms of time since I must coordinate with parents, students, teachers, and the board of management, not to mention the ministry of education. I must attend meetings regularly and write reports on them. To keep the school running well, I must collaborate with the administration and support staff. These are but a drop in the bucket. (HT 8)

The researcher then looked at how much the principals used an authoritarian leadership style as seen by the teachers, as well as how much laissez-faire leadership they used.

4.3.3 Laissez-Faire Leadership Style and Job Satisfaction

The third research objective was to determine the effects of the laissez-faire leadership style on job satisfaction among teachers in selected international schools in Nairobi County. The respondents were invited to complete a questionnaire in which they were asked how much they considered their head instructors followed laissez-faire leadership. The results are shown in Table 4.4.

Table 4. 4: Teachers' Response to the Head teachers' Use of Laissez-Faire Leadership Style

Statement	Mean	SD
My leader stays out of the way as I work	3.32	1.43
My boss provides me entire autonomy in solving problems on my own	3.23	1.36
In most circumstances, I like to have minimal influence from my headteacher.	3.11	1.16
Generally, my leader permits me to evaluate my job	2.89	1.21
My leader gives me the freedom to solve my difficulties in my way.	2.96	1,28

n=305

As shown in Table 4.4, many respondents agreed that their head teachers demonstrated laissez-faire leadership attributes. Their head teachers stayed out of their way while they worked (*M= 3.32, SD=1.43*), granted them entire autonomy in problem-solving (*M= 3.23, SD=1.36*), and in most cases, teachers wanted little involvement from their head teachers (*M=3.11, SD=1.16*). Because they are professionals in their disciplines, some head teachers allow instructors to exercise professionalism.

On the other hand, some teachers claim that laissez-faire is harmful to a school since international schools offer a global curriculum that differs from the local educational system. As a result, teachers must get substantial training, mentoring, and monitoring to ensure that they are appropriately equipped to give the whole curriculum.

The fact that the mean score for the following items is less than 3.0 indicates that some of the respondents did not believe the head teachers demonstrated laissez-faire leadership skills. Our head teachers, overall, allow us to evaluate our work (*M=2.89, SD=1.21*) and to solve our difficulties in our way (*M=2.96, SD=1.28*). Some teachers believe they are not authorized to evaluate or fix their problems.

According to Sixty percent of the respondents, the head teachers demonstrated laissez-faire leadership attributes. While they worked, the head teachers stayed out of the way. They granted them great autonomy in resolving difficulties. One teacher stated,

> My headteacher seems unconcerned with how I educate and address problems as long as the pupils do not complain." This strategy is beneficial because it allows teachers to be flexible and utilize any relevant teaching method without having to get permission from the principal. This encourages professors to conduct a greater study in their areas of expertise. (T 15)

In most cases, instructors desired little input from their principals. Because they are specialists in their subjects, some leaders enable teachers to practice professionalism. One teacher stated:

> Teachers should be given the freedom to make decisions on matters that touch their areas of specialty, especially on issues that influence their areas of specialization. This is especially true when it comes to the technical parts of the employees. (T 305)

While laissez-faire is a desirable approach to take, some teachers believe it will not function in an international setting. One teacher stated:

> It is a better approach to go for, however a bit problematic with international schools because of the type of follow-up that is anticipated by both shareholders and parents, thus too much paperwork and reports writing that must be approved by the board. (T 215)

Similarly, some head teachers supported this leadership style. They believed that it is important to allow the teachers to explore their areas of expertise to get the students to give out their best to their ability. One headteacher stated:

> My responsibility is to create an environment where my teachers may thrive. As a result, I permit them to use what they've learned and experienced, as well as to put their new skills into practice. We exclusively hire skilled and experienced teachers at this school, and I feel they are well-versed in their fields, so there is no need to micromanage them. (HT 6)

On the other hand, some teachers believe that laissez-faire is not good for a school because the international schools offer an international curriculum which is not the local system of education. Therefore, a lot of training, guidance, and supervision is paramount to ensure that teachers are well equipped to deliver the curriculum in its completeness. One teacher noted:

> A networking system is built in the international school and at the same time it does not work out so well because of the passivity. It can encourage gaps in service delivery. This is especially true for teachers who have recently graduated from the university, and do not have any form of experience. (T 150)

Some of the respondents did not agree that the head teachers exhibited the traits of laissez-faire leadership. Teachers felt that they are not allowed to appraise themselves nor solve their problems. A teacher noted:

> The head of school does the appraisal and sometimes the heads of departments. They come and attend my lessons and write reports on my teaching methodology, curriculum coverage, classroom control, and use of teaching aids like PowerPoint presentations or YouTube use. They then allow the learners to appraise the teachers. (T 1)

Similarly, head teachers believed that it is their call to do the appraisal to be sure of the teachers' curriculum implementation. One head of school explained:

> Teachers may not realize where they are going wrong or whether they need to change the way they offer the information. They require another observer in the classroom as

well as feedback from the students for the teachers to determine where and how new modifications should be implemented. (T 19)

After determining the amount to which the head teachers used a laissez-faire leadership style as viewed by the instructors, the researcher moved on to determine how much transformational leadership was displayed by the head teachers.

4.3.4 Transformational Leadership Style and Job Satisfaction

The fourth research objective was to establish the effects of transformational leadership style on job satisfaction among teachers in selected international schools in Nairobi County. The respondents were invited to complete a questionnaire in which they were asked how much they considered their head teachers practiced transformational leadership. Table 4.5 summarizes the findings.

Table 4.5: Teachers' Response to the Head teachers' Use of Transformational Leadership Style

Statement	Mean	SD
My school head instills pride in me	3.32	1.43
The head goes beyond self-interest for the good of the school	3.23	1.36
The school leader emphasizes the importance of having a collective sense of mission	3.11	1.16
The school head considers me as an individual thus having different needs, abilities, and aspirations	2.89	1.21
The school head suggests new ways of looking at how to complete assignments	2.96	1.28

n=305

Table 4.5 shows that the respondents agreed that their leaders demonstrated transformational leadership characteristics. Many respondents felt that their head teachers instilled pride in them (*M= 3.32, SD=1.43*), that the head teachers went above and beyond for the school's good (*M=3.23, SD=1.36*), and that the head teachers emphasized the importance of having a collective sense of mission *(M=3.11, SD=1.16).*

Some respondents, however, disagreed that the head teachers displayed transformative leadership qualities. This is because the head teachers did not treat them as people with distinct needs, abilities, and goals (*M= 2.89, SD=1.21*), and the head teachers proposed novel approaches to completing assignments (*M=2.96, SD=1.28*).

Respondents agreed that 60% of the head teachers displayed transformational leadership qualities. They were pleased that their head teachers inspired pride in them; that they went above and beyond for the welfare of the school and that the head teachers underlined the necessity of having a shared sense of mission. Some of the respondents disagreed that the head teachers saw them as people with diverse needs, abilities, and aspirations and that the head teachers proposed new approaches to completing assignments. Many instructors believe that transformational leadership should be practiced by head teachers since it allows the teaching profession to be more flexible. Transformational leadership is the ideal for an international school, according to one teacher:

> Transformational leadership is ideal for an international school, according to one teacher. It can accommodate teachers from all tribes, nations, and cultures. This is since most teachers and students come from a wide range of cultural backgrounds and values. (T 40)

After determining how much the head teachers used the four different types of leadership styles as viewed by the teachers, the researcher moved on to determine how satisfied the teachers were with their positions.

4.3.5 Job Satisfaction

The respondents were given a questionnaire in which they were asked to rate how satisfied they were with their jobs. Table 4.6 summarizes the findings.

Table 4.6: Teachers' Responses to Job Satisfaction

Statement	Mean	SD
I participate in multiple job projects.	4.15	1
My job provides for steady growth	3.69	1.1
My job is subjected to favorable working conditions.	3.41	1.32
I believe this is a good place to work	3.92	1.15
If you had the opportunity to start over in a new career, would you choose to become a teacher?	4.13	1.39
Do you believe that the teachers with whom you are working are motivated?	3.11	1.33

n=305

The items with mean values of 3.0 and above demonstrate that respondents were content with many elements of their jobs, as shown in table 4.6. They worked on multiple job projects (*M= 4.15, SD 1*), they would choose to become teachers if given the chance to start over in a new career (*M=4.13, SD=1.39*), they thought their schools were good places to work (*M=3.92, SD=1.15*), their jobs provided steady growth (*M=3.69, SD=1.1*), their jobs were subjected to favorable working conditions (*M= 3.41, SD=1.32),* and they thought the teachers with whom they work are motivated (*M= 3.11, SD=1.33*)

Respondents were satisfied with the various aspects of their jobs because they participated in multiple job projects. Most respondents, if allowed to start over in a new career, would choose to become a teacher. They believe that is a good place to work, their jobs provide for steady growth, their job is subjected to favorable working conditions, and they believe that the teachers with whom you are working are motivated. Some teachers believe that the teachers are satisfied and that is why they are still working in the school. One teacher stated:

> Teachers in this school are satisfied, the reason why they have stayed in this school for so many years. The school offers opportunities for growth in their careers in terms of leadership and promotions at the workplace. This has made the teachers who have been promoted to leadership positions pursue higher studies to be conversant on how to work effectively in their positions and solve the problems that come with being in that office. (T 35)

However, some teachers were not satisfied with their jobs. This was one sentiment from a teacher:

> Unfortunately, there is little or no job satisfaction in international schools. At times you go against the good practices to fit in the school. For example, we must do paid private tuition to get extra income for our survival, yet such kinds of tuition that a student pay have been prohibited. All tuition is meant to be free of charge. (T 60)

After determining the level to which the teachers were satisfied, the researcher investigated how the head teachers saw their leadership styles.

4.3.6 Headteachers' Perceptions of their Leadership Styles

The researcher interviewed the head teachers to get their perception of their leadership styles. The findings are shown in figure 4.1.

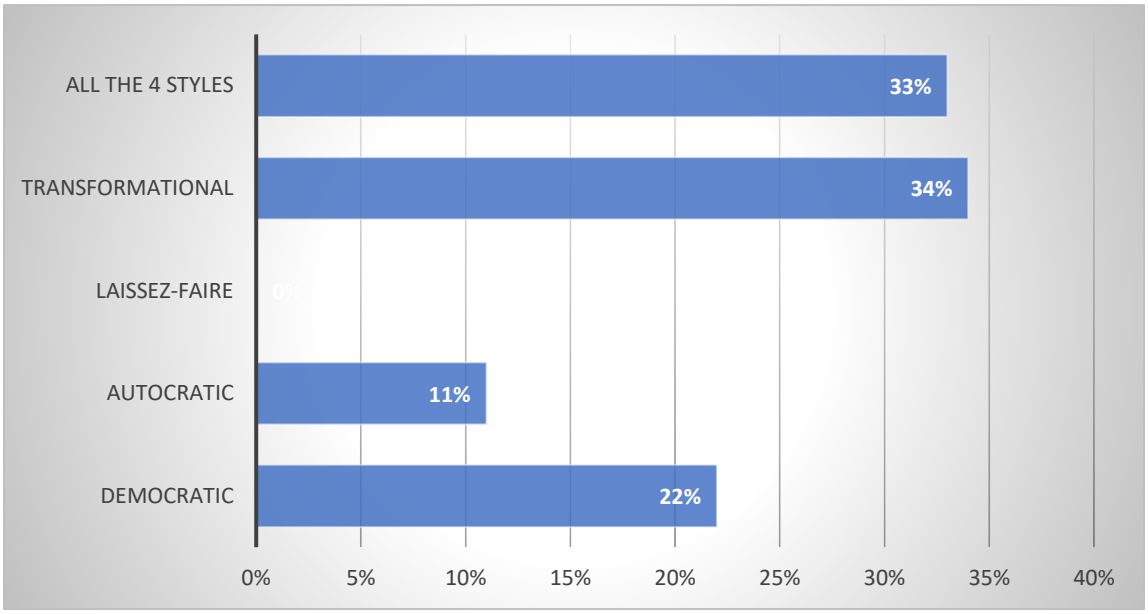


Figure 4.1: Headteachers' Self-Perception Percentage of their Leadership Styles

As shown in Figure 4.1, most head teachers believe their leadership style is transformative (34%), while 22% believe their leadership style is democratic, and 11% believe their leadership style is authoritarian. None of the principals consider themselves to be laissez-faire leaders. A blend of the four forms of leadership is perceived by 33% of head teachers as their leadership style. They feel that depending on the situation or the modifications that must be made, each style is appropriate.

4.5 Hypotheses Testing

Pearson Product Moment Correlation analysis was used to test the four hypotheses of this study. It was used to determine the strength and direction of the correlations between leadership styles and teacher job satisfaction.

4.5.1 Pearson's Correlation Analysis Results

The strength and direction of the connections between leadership styles and work satisfaction were determined using Pearson correlation analysis. The Pearson correlation coefficient runs from 0 (if there is no association) to 1 (if there is a relationship) (for a perfect relationship). Correlation coefficients (in absolute values) of less than 0.35 are termed low or weak correlations, 0.36 to 0.67 moderate correlations, 0.68 to 0.90 strong or high correlations, and r coefficients > 0.90 very high correlations, according to Field (2005).

$H0_1$: There is no statistically significant effect of democratic leadership style on job satisfaction of teachers in selected international schools in Nairobi County.

Table 4.7: Pearson's Correlation Test of Democratic Leadership Style on Teacher Job Satisfaction

Statement	N	Pearson 'r'	Sig. (2-Tailed)
My leader supports two-way communication	305	0.564	<0.001
My principal's behavior inspires staff to work together.	305	0.319	<0.001
The school's principal requests my thoughts and opinions on impending plans and projects.	305	0.547	<0.001
My leader communicates with me frequently and is supportive.	305	0.496	<0.001
I am involved in the decision-making process	305	0.013	0.816
The school principal assists me in accepting responsibility for my work completion.	305	0.549	<0.001

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

Source: Survey data, 2021

Table 4.7 shows that two-way communication had a significant and favorable impact on teachers' job satisfaction (*r=0.564, p=0.001*). Furthermore, the findings revealed that the headteacher's behavior promotes employee teamwork (*r=0.319, p=0.001*), the headteacher solicited teachers' ideas and input on upcoming plans and projects (*r=0.547, p=0.001*), teachers received frequent and supportive communication from their leader (*r=0.496, p=0.001*), and the headteacher assisted teachers in accepting responsibility for completing their work (*r=0.549, p=0.001*), all of which had a significant and Significant probability values less than 0.05 at a 95 percent confidence level indicated this. Teachers, on the other hand, were not involved in the decision-making process (*r= 0.013, p=0.816*), indicating a very poor link with job satisfaction.

According to these findings, the headteacher who encouraged two-way communication had the greatest impact compared to all other factors, followed by the headteacher assisting teachers in accepting responsibility for their work, the headteacher soliciting ideas and input for upcoming projects, teachers receiving frequent and supportive communication from their headteacher, and the headteacher's behavior promoting teamwork among the teachers. The hypothesis was rejected based on these findings, showing that there is no statistically significant effect of democratic leadership style on job satisfaction among teachers in selected international schools in Nairobi County.

$H0_2$: There is no statistically significant effect of autocratic leadership style on job satisfaction of teachers in selected international schools in Nairobi County.

Table 4.8: Pearson's Correlation Test of Autocratic Leadership Style on Teacher Job satisfaction

Statement	N	Pearson Correlation	Sig. (2-Tailed)
My leader oversees my work regularly	305	0.351	0
My leader rewards or punishes me as needed	305	0.364	0
My leader issues orders and clarifies processes	305	0.317	0
My school's principal always retains final decision-making authority.	305	0.387	0
My school's principal does not take recommendations from his teachers into consideration since he does not have the time.	305	-0.062	0.279

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

Source: Survey data 2021

Table 4.8 shows that having the headteacher retain final decision-making authority had no significant link with teachers' job satisfaction (*r= 0.387, p= 0.000*). Additionally, the results showed that the headteacher regularly supervised their work *(r=0.351, p=0.000*), the headteacher offered rewards or punishment where needed (*r= 0.364, p=0.000*), the headteacher gave orders and clarified procedures (*r= 0.317, p=0.000*) did not significantly affect the teachers' level of job satisfaction. Significant probability values of 0.00 at a 95% confidence level were discovered to imply this. Also, according to the findings, there was a moderately significant negative influence on job satisfaction when head teachers ignored teacher proposals because they did not have time for them (*r=-0.062, p= 0.279*). Four out of five characteristics were accepted based on these findings, showing that the hypothesis was correct. As a result, the autocratic leadership style had no substantial impact on teacher work satisfaction in selected international schools in Nairobi County.

$H0_3$: There is no statistically significant effect of laissez-faire leadership style on job satisfaction of teachers in selected international schools in Nairobi County.

Table 4.9: Pearson's Correlation Test of the Laissez-faire Leadership Style on Teacher Job Satisfaction

Statement	N	Pearson Correlation	Sig. (2-Tailed)
My leader stays out of the way as I work	305	0.581	<.001
My boss provides me entire autonomy in solving problems on my own	305	0.334	<.001
In most circumstances, I like to have minimal influence from my headteacher.	305	0.322	<.001
Generally, my leader permits me to evaluate my job	305	0.445	<.001
My leader gives me the freedom to solve my difficulties in my way.	305	0.108	0.06

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

Source: Survey data 2021

The purpose of the study was to see if the laissez-faire leadership style affects teacher job satisfaction in Nairobi County's international schools. Table 4.9 shows that head teachers who stayed out of the way while the teachers worked had a significant and favorable impact on the teachers' level of job satisfaction (*r=0.581, p=0.001*). Furthermore, the findings revealed that, on average, head teachers granted teachers entire autonomy in solving problems (*r=0.334, p=0.001*), and that, on average, teachers desired less influence from their leaders *(r=0.322, p=0.001*). The head teachers' permission to evaluate their work (*r=0.445, p=0.001*) had a significant and moderate beneficial impact on the teachers' job satisfaction. The headteacher allowing the instructors to work out their problems in

their way had a very low significant relationship (*r=0.018, p=0.06*). Because of the findings, the hypothesis that the laissez-faire leadership style has no significant effect on the job satisfaction of teachers in selected international schools in Nairobi County is rejected.

$H0_4$: There is no statistically significant effect of transformational leadership style on job satisfaction of teachers in selected international schools in Nairobi County.

Table 4.10: Pearson's Correlation Test of Transformational Leadership Style on Teacher Job Satisfaction

Statement	N	Pearson Correlation	Sig. (2-Tailed)
My principal instills pride in me	305	0.069	<.001
For the welfare of the school, the head goes beyond self-interest	305	0.553	<.001
The school's principal emphasizes the need for a shared sense of purpose.	305	0.341	<.001
The school principal sees me as a unique individual with unique needs, abilities, and goals.	305	0.625	<.001
The principal offers innovative approaches to completing assignments.	305	0.645	<.001

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

Source: Survey data 2021

Based on the findings in Table 4.10, it was discovered that the transformational leadership style had a considerable impact on teacher job satisfaction at selected international schools in Nairobi County. Table 4.9 shows that the headteacher considered new ways of looking at how to complete assignments (*r=0.645, p=0.001*), and the headteacher considered

teachers as individuals with different needs, abilities, and aspirations(*r= 0.625, p=0.001*), and the headteacher went beyond self-interest for the good of the school (*r=0.553, p=0.001*), all of which had a significant and strong positive impact on the teachers' job satisfaction.

Furthermore, the findings revealed that the headteacher's emphasis on the necessity of having a collective sense of mission (*r=0.341, p=0.001*) had a significant and moderate beneficial impact on the teachers' job satisfaction. Furthermore, the headteacher fostered pride in the teachers (*r=0.069, p=0.001*) had the greatest impact on the teachers' job satisfaction (*r=0.069, p=0.001*). Significant probability values less than 0.05 at a 95% confidence level were used to demonstrate this. The hypothesis that the transformational leadership style has no statistically significant effect on job satisfaction among teachers in selected international schools in Nairobi County is rejected based on these findings.

4.5.2 Job satisfaction among teachers

After determining the relationship between the teachers' perceptions of the head teachers' leadership style on their job satisfaction, the researcher moved on to determine the relationship between the teachers and the extent to which they were content with their jobs. The results are presented in Table 4.11.

Table 4.11: Pearson's Correlation Test on Job Satisfaction of the Teachers

Statement	N	Pearson Correlation	Sig. (2-Tailed)
I work on several different projects.	305	0.521	<.001
My employment allows me to improve consistently.	305	0.315	<.001
Working circumstances are favorable in my position.	305	0.546	<.001
This appears to be a good location to work.	305	0.248	<.001
Would you choose to become a teacher if you had the chance to start over in a new career?	305	0.607	<.001
Do you think the teachers you're collaborating with are motivated?	305	0.123	0.031

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

Source: Survey data 2021

Table 4.11 shows that if teachers were allowed to start again in a different career, they would still choose to be teachers (*r= 0.607, p= 0.001*). The teaching job had excellent working conditions (*r= 0.546, p=0.001*), and teachers participating in many job projects (*r= 0.521, p= 0.001*) had a significant beneficial impact on their level of job satisfaction. Furthermore, the results showed that the job provided continuous progress (*r=0.315, p=0.001*), and teachers believed their schools were good locations to work in *(r=0.248, p=0.001*), both of which had a favorable impact on teachers' job satisfaction. Some teachers, on the other hand, thought their colleagues were the least motivated (*r=0.123, p=0.031*). Significant probability values less than 0.05 at a 95% confidence level were found to imply this.

CHAPTER FIVE

DISCUSSION, SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

Following the data analysis in Chapter 4, and the study objectives in Chapter 1, this chapter highlights the findings. This chapter also includes conclusions, recommendations, and suggestions for future research.

5.2 Discussion of the Findings

The purpose of this study was to investigate the effects of leadership styles on job satisfaction of teachers in selected international schools in Nairobi County. This purpose was achieved through meeting four specific objectives namely: To examine the effects of democratic leadership style on job satisfaction of teachers in selected international schools in Nairobi County, to assess the effects of autocratic leadership style on job satisfaction of the teachers in selected international schools in Nairobi County, to determine the effects of laissez-faire leadership style on job satisfaction of teachers in selected international schools in Nairobi County, and to establish the effects of transformational leadership style on job satisfaction of teachers in selected international schools in Nairobi County.

The study used a cross-sectional descriptive research methodology to target 32 head teachers and 2340 teachers in international schools in Nairobi County, with a sample of nine head teachers and 330 instructors chosen to represent 28.1 percent and 14.2 percent of the population, respectively. A total of 305 teachers engaged fully in the study by completing the questionnaires and sending them for analysis, resulting in a response rate of 92.4 percent, which is good and sufficient for analysis. The oral interviews were done

by all nine head teachers, resulting in a 100% response rate. Purposive sampling is the purposeful selection of selected people of the population as sample members based on their characteristics. The researcher employed their judgment when selecting sample members (Etikan, 2016). This method was used by the researcher to have a deeper understanding of the research phenomenon. It was used to create a non-representative sample of a broad population in qualitative and mixed methodological investigations (Rai & Thapa, 2004). The data was then analyzed using descriptive and inferential methods, with frequencies, mean, and standard deviation utilized to summarize the data and the results presented as tables and figures. In the inferential analysis, Pearson's correlation analysis was used to look at the influence of the independent variable on the dependent variable and to evaluate the study hypothesis. The significance level for the study was established at 5%.

5.2.1 The Effect of Democratic Leadership Style on Teacher Job Satisfaction

The first objective was to examine the effects of the democratic leadership style on the job satisfaction of teachers in selected international schools in Nairobi County. The study discovered that the democratic leadership style had a considerable favorable impact on teachers' job satisfaction. This suggests that when school administrators employed a democratic leadership style, teachers were more satisfied with their jobs. The use of two-way communication by head teachers had a significant and favorable impact on teachers' JS *(r=0.564, p=0.001*). Robbins et al. (2018) explain that “communication in the workplace controls and motivates emotional expressions in the organization.” According to Jerome (2018), democratic leadership focuses more on group power, where improved communication with members and members helps in decision-making.

When making choices and addressing problems, “a democratic leader directs the participants in an institution and recognizes their contribution (Dike & Madibueze, 2019. Democratic leadership styles place a stronger emphasis on people and encourage more engagement within the group. The leader is more integrated within the group, and members share responsibilities. Furthermore, the findings revealed that the headteacher's demeanor encourages employee teamwork (*r=0.319, p=0.001*). Because head teachers are not experts in every subject, listening to others before making conclusions is more effective and precise. Dike and Madubuieze (2019) have similar views, stating that democratic leaders in organizations guide members and appreciate their contribution while making choices and solving problems. In addition, the head teachers sought input from the teachers on upcoming plans and initiatives (*r=0.547, p=0.001*).

As noted by Idris (2019), a leader can engage in participative behavior by consulting with the teachers and incorporating their ideas before deciding. Additionally, in their research, Erdem and Egmir (2020) discovered that democratic leadership may generate a desirable social environment by generating free surroundings, accepting individual diversity, and creating an educational atmosphere where equally open methods are formed democratically. Teachers also received frequent and helpful communication from their principals *(r=0.496, p=0.001*). Headteachers who assisted teachers in accepting responsibility for their work (*r=0.549, p=0.001*) had a significant and moderate favorable impact on teachers' JS. Rana, Ka'ol, and Kirubi (2019) agreed, stating that in a workplace where employees are free to express their opinions, the company can position itself and quickly adjust to the changing competitive market situation. Teachers, on the other hand,

were not involved in the decision-making process *(r=0.013, p=0.816*), indicating that there was a very weak link between job satisfaction and disappointments, and demoralization. In conclusion, the democratic leadership style remains to be the most popular type of leadership (Siddigue et al., 2020).

5.2.2 The Impact of the Autocratic Leadership Style on Teacher Job Satisfaction

The second objective was to assess the effects of the autocratic leadership style on the job satisfaction of teachers in selected international schools in Nairobi County. The study discovered that the autocratic leadership style did not affect teachers' job satisfaction. This suggests that when school principals utilized an authoritarian leadership style, job satisfaction remained unaffected. It was discovered that having the headteacher retain final decision-making authority did not affect the degree of job satisfaction of the instructors (*r= 0.387, p= 0.000*). According to Ayub (2020), when it comes to strategy creation and implementation, leaders have more expertise, which allows them to manage people in a more authoritarian manner, especially when employees are unable to make key judgments.

Autocratic leaders are more likely to make decisions because they are driven by time and urgency, which can reduce the influence of procrastination (Briker et al., 2020). Furthermore, because they are sole decision-makers, they get speedier results. Additionally, when making decisions solely on their judgment, autocratic leaders exercise absolute and authoritarian authority over a group, and they rarely solicit counsel from their followers (Cherry & Susman, 2020). The data also revealed that the headteacher routinely supervised their work (*r=0.351, p=0.000*). As established by Li, Cheng, Zhang, and Luo (2019) this reduces followers' self-efficacy and proactivity. Furthermore, an autocratic

leadership style can stifle creativity and innovation (Lee et al., 2019). The autocratic leader oversees making decisions, does not share power, issues orders, and expects those orders to be followed (Uğur & Sarıoğlu, 2021). As a result, it may have a detrimental impact on teamwork, organizational commitment, and task and role performance (Du et al., 2020). Headteachers administered rewards or punishment, when necessary (*r=0.364, p=0.000*), and gave directions and clarified processes (*r= 0.317, p=0.000*). All these had no significant impact on the teachers' job satisfaction.

Although autocratic leaders have a detrimental impact on employee work satisfaction and motivation, they can boost production output in the short run (Uymaz, 2020). Ojeleke (2020) suggested that there is a positive relationship between autocratic leadership and work performance in that in some organizations, people expect the leaders to give orders and guide them with rules and regulations which must be obeyed. Positive outcomes can also be achieved in workgroups led by authoritarian leaders and characterized by a high level of traditionality (Shen, Chou & Schaubroeck, 2019). When the stakes are modest, the group is huge, and failure is not too costly, it can also secure good results (Rahmani, Roel & Karmarkar, 2018). Finally, Karakitapolu-Aygün et al. (2021) pointed out that if power is not exaggerated, authoritarian LSs can have a good impact on communication.

On the contrary, Mwaisaka, K' Aol, and Ouma (2019) found that little or no group engagement in decision-making results in employee job unhappiness, which leads to higher turnover rates. Teachers get unsatisfied with their jobs when they find they are not involved in critical choices. Some respondents, however, said that authoritarian leadership had a negligible impact on teachers' job satisfaction. This was especially true where the

principals issued prizes or punishments as needed. In contrast to the teachers who carry out the tasks, autocratic leaders are results oriented. As a result, teachers who fail to deliver are reprimanded or threatened with dismissal. According to Busse and Regenberg (2019), authoritarian leaders' antisocial behavior causes instructors' resistance, resulting in low performance and, as a result, job unhappiness. However, respondents indicated that there was a moderately significant negative influence on job satisfaction when head teachers ignored teacher proposals because they didn't have time for them (*r=-0.062, p= 0.279*). Imposing tasks and procedures on instructors, according to Rana, Ka'ol, and Kirubi (2019), might affect their work morale and productivity, which leads to poor task performance and decreased job satisfaction.

5.2.3 The Effects of Laissez-Faire Leadership Style on Teachers' Job Satisfaction

The third objective was to determine the effect of the laissez-faire leadership style on job satisfaction among teachers in selected international schools in Nairobi County. The study discovered that a laissez-faire leadership style had a considerable beneficial impact on teachers' job satisfaction. This suggests that when school principals utilized a laissez-faire leadership style, teachers' work satisfaction increased. As a laissez-faire leadership style encouraged the leaders to keep away while the teachers did their work (*r=0.581, p=0.001*), it was utilized by head teachers to oversee teachers who were more upbeat and less stressed. This leadership style is the most careless philosophy since it incorporates a non-interference technique that gives all employees complete freedom and no set manner of achieving goals (Al-Malki & Juan, 2018). The laissez-faire leadership technique, according to Donkor and Zhou (2020), is appropriate in settings where workers are highly skilled. The laissez-faire leadership style, on the other hand, makes no leadership efforts

from the leader, resulting in higher costs, less control, and inferior production. Aside from that, the leadership style's laissez-faire attitude is detrimental to the school. Employees could misuse laissez-faire leadership, according to Devece, Palacios, and Ribeiro-Navarrete (2019). This suggests that adhering to such a leadership style could result in low teacher productivity, lowering the quality of organizational learning in the school.

Furthermore, the findings revealed that, on average, head teachers granted teachers entire autonomy in solving problems (*r=0.334, p=0.001*), and that, on average, teachers desired less influence from their leaders (*r=0.322, p=0.001*). Teachers, on the other hand, could be unable to obtain needed resources from laissez-faire head teachers (Vullinghs et al., 2018). The head teachers' permission to evaluate their work (*r=0.445, p=0.001*) had a significant and moderate beneficial impact on the teachers' job satisfaction. The headteacher allowing the instructors to work out their problems in their way had a very low significant relationship (*r=0.018, p=0.06*). According to these findings, the leader may be concerned that he will not be able to lead successfully, especially if the position is elective, and hence will not be able to exert power and control. In this case, “the leader delivers minimum information and resources while failing to engage or involve the workforce” (Amoako-Asiedu & Obuobisa-Darko, 2017). Furthermore, the headteacher abdicates his managerial obligations and authority, dismissing work-related issues and failing to attend to the demands of the staff (Robert & Vandenberghe, 2020).

It is widely accepted that a laissez-faire leadership style, in which things happen on their own, is ineffectual. Others make decisions, and most laissez-faire leaders quickly lose control of the organization because of inactive leadership. These leaders don't want to be

noticed, and they don't want to oversee anything. Role conflict, higher stress, and poor work discontent are all associated with this leadership style (Baig et al., 2019).

5.2.4 Effect of the Transformational Leadership Style on Teacher Job Satisfaction

Finally, the study's fourth goal was to establish the effects of transformational leadership style on job satisfaction among teachers in selected international schools in Nairobi County. According to the findings, transformational leadership has a considerable beneficial impact on teacher satisfaction. This suggests that when school leaders employed a transformational leadership style, teachers' work satisfaction increased. The headteacher who utilized this technique proposed new ways of looking at how to accomplish tasks ($r= 0.645, p=0.001$). According to Michael and Alex (2019), transformational leaders help their subordinates become more productive, innovative, and obedient in a variety of organizational settings, and they seek to avoid job-related stress (Mesh'al & Adnan, 2018). Transformational leaders viewed teachers as persons with distinct needs, abilities, and goals ($r=0.625, p=0.001$). Transformational leaders, according to Michael and Alex (2019), help their instructors become more productive, innovative, and compliant in changing school environments, as well as prevent work-related concerns. This was also attested to by Mesh'al and Adnan (2018). The headteacher went above and beyond self-interest for the welfare of the school ($r=0.553, p=0.001$), and had a significant and positive impact on the teachers' job satisfaction. Transformational leadership is more applicable to team performance since transformational leaders give direction and clarity to team members which helps them achieve team goals (Xhavit, 2021).

Furthermore, the findings revealed that the headteacher's emphasis on the necessity of having a collective sense of mission (*r=0.341, p=0.001*) had a significant and moderate beneficial impact on the teachers' job satisfaction. Burnes, Hughes, and By (2018) reiterated these thoughts, stating that in addition to upholding value declarations, school leaders can improve their organizations by promoting collaboration and collectivism. Furthermore, the headteacher inspired pride in the teachers (*r=0.069, p= 0.001*) had the greatest and least significant impact on the teachers' job satisfaction. Transformational head teachers, according to Jabbar (2020), encourage their instructors to raise their levels of affiliation, beliefs, morality, and insights, as well as aid them in being motivated by the school's goals. Therefore, transformational leadership is one of the most effective leadership styles that can help enhance the corporate image (Kalkan et al., 2020)

5.2.5 Job Satisfaction of Teachers

Teachers who were allowed to start over in a new career would still choose to be teachers (*r=0.607, p=0.001*). The teaching job had excellent working conditions (*r= 0.546, p=0.001*), and teachers participating in many job projects (*r=0.521, p= 0.001*) had a significant beneficial impact on their level of job satisfaction. Furthermore, the results showed that the job provided continuous progress (*r=0.315, p=0.001*), and teachers believed their schools were good locations to work in (*r=0.248, p=0.001*), both of which had a favorable impact on teachers' job satisfaction. According to these findings, employees are regarded to be content with their employment if they view them to be meaningful and rewarding, implying that an organization's success is dependent on employee satisfaction (Shrestha, 2019). Some teachers, on the other hand, thought their colleagues were the least motivated (*r=0.123, p=0.031*).

The leadership style of the headteacher has a substantial impact on teacher satisfaction. Previous research such as Nur et al. (2021), Irwan, Siswoyo, and Agus (2020), and Eliyan, Ma'arif, and Muzakki (2019) indicated that leadership style had a substantial impact on employee work satisfaction. Additionally, according to Barasa and Kariuki (2020), job satisfaction is viewed as a catalyst for improving performance and commitment in a workplace.

5.3 Summary of the Findings

The study investigated the effects of the leadership styles on the job satisfaction of the teachers, and the findings revealed female teachers were more than males. Most female teachers were more satisfied with the leadership styles due to the high number of female head teachers, and the under-representation of males in leadership. Furthermore, females dominated in leadership positions. This indicates gender disparity in opportunities thus job satisfaction is felt. The study revealed that many teachers have high academic qualifications implying the ability to achieve goals. Teachers with higher education (mostly in senior high school) expressed low job satisfaction concerning leadership styles due to their higher levels of conceptualization than head teachers. Teachers in primary and kindergarten seem to be more contented though they work in a more isolated environment that primarily has no focus on departmental structures. There are abundant opportunities for teachers to practice leadership, but they miss them due to a lack of a broad structure for improvement.

The study discovered that the democratic leadership style had a considerable favorable impact on teachers' job satisfaction. This suggests that when school administrators employed a democratic leadership style, teachers were more satisfied with their jobs. Head teachers' application of two-way communication significantly and strongly affected the teachers' level of JS positively (*r=0.564, p=<0.001*). The use of two-way communication by head teachers had a significant and favorable impact on teachers' job satisfaction *(r=0.564, p=0.001*). Furthermore, the findings revealed that the headteacher's demeanor encourages employee teamwork (*r=0.319, p=0.001*). Because head teachers aren't experts in every subject, listening to others before making conclusions is more effective and precise.

In addition, the head teachers sought input from the teachers on upcoming plans and initiatives (*r=0.547, p=0.001*). Teachers also received frequent and helpful communication from their principals *(r=0.496, p=0.001*). Headteachers who assisted teachers in accepting responsibility for their work (*r=0.549, p=0.001*) had a significant and moderate favorable impact on teachers' job satisfaction. Teachers, on the other hand, were not involved in the decision-making process *(r=0.013, p=0.816*), indicating that there was a very weak link between JS and disappointments, and demoralization.

The study discovered that the autocratic leadership style did not affect teachers' job satisfaction. This suggests that when school principals utilized an authoritarian leadership style, job satisfaction remained unaffected. It was discovered that having the headteacher retain final decision-making authority did not affect the degree of job satisfaction of the instructors (*r= 0.387, p= 0.000*). Furthermore, because they are sole decision-makers, they

get speedier results. The data also revealed that the headteacher routinely supervised their work (*r=0.351, p=0.000*), administered rewards or punishment, when necessary (*r=0.364, p=0.000*), and gave directions and clarified processes (*r= 0.317, p=0.000*), had no significant impact on the teachers' job satisfaction. Teachers get unsatisfied with their jobs when they find they are not involved in critical choices. Some respondents, however, said that authoritarian leadership had a negligible impact on teachers' job satisfaction. This was especially true where the principals issued prizes or punishments as needed. In contrast to the teachers who carry out the tasks, autocratic leaders are results oriented. As a result, teachers who fail to deliver are reprimanded or threatened with dismissal. However, respondents indicated that there was a moderately significant negative influence on job satisfaction when head teachers ignored teacher proposals because they didn't have time for them (*r=-0.062, p= 0.279*).

The study discovered that a laissez-faire leadership style had a considerable beneficial impact on teachers' job satisfaction. This suggests that when school principals utilized a laissez-faire leadership style, teachers' work satisfaction increased. As a laissez-faire leadership style encouraged the leaders to keep away while the teachers did their work (*r=0.581, p=0.001*), head teachers who used it supervised teachers who were positive and had less stress. Furthermore, the findings revealed that, on average, head teachers granted teachers entire autonomy in solving problems (*r=0.334, p=0.001*), and that, on average, teachers desired less influence from their leaders (*r=0.322, p=0.001*). The head teachers' permission to evaluate their work (*r=0.445, p=0.001*) had a significant and moderate beneficial impact on the teachers' job satisfaction. The headteacher allowing the

instructors to work out their problems in their way had a very low significant relationship (*r=0.018, p=0.06*).

According to the findings, transformational leadership has a considerable beneficial impact on teacher satisfaction. This suggests that when school leaders employed a transformational leadership style, teachers' work satisfaction increased. The headteacher who utilized this technique proposed new ways of looking at how to accomplish tasks (*r= 0.645, p=0.001*), and viewed teachers as persons with distinct needs, abilities, and goals (*r=0.625, p=0.001*). The headteacher went above and beyond self-interest for the welfare of the school (*r=0.553, p=0.001*), and had a significant and positive impact on the teachers' job satisfaction. Furthermore, the findings revealed that the headteacher's emphasis on the necessity of having a collective sense of mission (*r=0.341, p=0.001*) had a significant and moderate beneficial impact on the teachers' job satisfaction. Furthermore, the headteacher inspired pride in the teachers (*r=0.069, p= 0.001*) had the greatest and least significant impact on the teachers' job satisfaction.

In conclusion, respondents were most satisfied with various aspects of their jobs, including participating in multiple job projects, teachers choosing to teach even when allowed to start a new career, believing that where they work is a good place, the job providing steady growth, the job being subjected to favorable working conditions, and teachers believing that their colleagues are motivated. Job satisfaction has been related to numerous external elements, such as leadership styles, which can alter employees' perceptions and attitudes about their work, according to Batugal and Tindowen (2019).

5.4 Conclusion

The goal of the study was to see how the leadership styles (democratic, autocratic, laissez-faire, and transformational) affected teacher job satisfaction in a group of international schools in Nairobi County. The study found that democratic, laissez-faire, and transformational leadership styles all had a moderately favorable association with teacher work happiness, whereas authoritarian leadership styles had both a negative and minor relationship with teacher job satisfaction. This means that democratic, laissez-faire, and transformational leadership styles were appropriate for managing international schools in Nairobi County, whereas authoritarian leadership styles might be used in some circumstances.

According to the findings, various leadership styles have distinct consequences on job satisfaction. Adopting an authoritarian leadership style appeared to reduce job satisfaction to some level, as these head teachers always held final decision-making authority, gave commands, defined procedures, and routinely supervised the teachers' work. However, it had a negligible impact on teachers' job satisfaction. This is especially true when school heads issue incentives or punishments as needed, and it has a negative connotation when school heads do not accept teacher proposals and do not have time for them.

On the other hand, the democratic leadership style was found to be positively associated with job satisfaction. This suggests that using a democratic leadership style encourages employees to work together, which improves job satisfaction. Teachers were asked for their opinions and comments on upcoming plans and projects, had frequent and supportive communication from their supervisor, and were assisted in accepting responsibility for

their work, all of which had a beneficial impact on the teachers' job satisfaction. Teachers, on the other hand, were not involved in the decision-making process, indicating that there was no link between their job happiness and their job satisfaction. Teachers prefer this sort of leadership to other types of leadership because they feel valued by their head teachers.

Transformational leadership style was found to be a substantial positive predictor of work satisfaction in the study. This suggests that using a transformational leadership style pushes the school principal to investigate innovative approaches to completing assignments, which has a good impact on teacher work satisfaction. Teachers are viewed as persons with diverse needs, abilities, and objectives by school administrators. Furthermore, the heads go above and beyond their self-interest for the welfare of the school, highlighting the necessity of a shared sense of mission. Teachers' job happiness is increased when school leaders create pride in them. In contrast to the preceding stated beliefs, a transformational leader encourages people to become more than just employees (Asral-Ul-Haq, & Anwar, 2018).

The adoption of blended leadership styles by head teachers in international schools is required as part of a collaborative effort to carry out numerous policies and mandates. In some cases, using an authoritarian leadership style, for example, may be required. The recent global proliferation of COVID 19 has had an impact on physical education in schools. As a result, principals were pushed to introduce online learning to their kids, and teachers had no choice but to comply. Autocratic leadership thrives in dangerous work conditions or scenarios demanding complex duties with a limited margin for error, such as safety inspections because each depends on control. However, the head teachers should be able to grasp how to use each leadership style and how it affects employee or teacher

satisfaction in the school. Teachers are human people who, when subjected to any sort of treatment because of the employment of a certain style, might react in a variety of ways. There should be a fair balance between the use of various leadership styles and teacher work satisfaction.

5.5 Recommendations

The following are the recommendations based on the researcher's review of the study's findings:

To improve teacher work satisfaction, school leaders should adopt democratic leadership approach in their school administration to ensure that teachers are fully involved in the implementation of the school policies.

Headteachers should be autocratic in specific situations to boost productivity, such as planning by drafting schemes of work and lesson plans; nevertheless, excessive usage of the autocratic leadership style should be discouraged because it has a detrimental impact on teacher job satisfaction. The Laissez-faire leadership style of the principals should be partly applied because a school is a system that is monitored by the ministry of education.

Transformational leadership style has been shown to have a considerable impact on enhancing teachers' job satisfaction. As a result, it is recommended that school principals and other relevant parties implement, maintain, and enhance their transformational leadership styles in exchange for improved school quality, performance, and achievement.

5.6 Suggestions for Future Studies

The study provided the following suggestions for future research:

(i) Research can be conducted to determine the impact of demographic parameters such as age, gender, education, and teaching experience on the relationship between a principal's leadership style and teacher job satisfaction.

(ii) The research was conducted in a single county's schools. A similar study should be carried out in Kenya's other counties.

(iii) Research should be conducted in various Kenyan educational institutions, such as public and private schools, to determine headteacher leadership styles and teacher job satisfaction.

More research is needed to uncover the problems and issues that prevent head teachers at international schools from exercising some LSs over teachers in terms of internal politics, leadership philosophy, and personality, as well as how these concerns might be solved.

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APPENDICES

APPENDIX I: LETTER OF TRANSMITTAL

Dear Respondent,

I am a postgraduate student obtaining a master's degree in education at Africa Nazarene University. As part of the course requirement, I am now conducting research on **THE EFFECTS OF THE HEAD TEACHERS' LEADERSHIP STYLE AND TEACHERS' JOB SATISFACTION AMONG SELECTED INTERNATIONAL SCHOOLS IN NAIROBI COUNTY**. As a result, your school has been sampled for the study, and you have been chosen as a participant.

Please be as honest as possible when answering the questions. There is no correct or incorrect response. On the questionnaire, do not write your name. The findings of this research will only be utilized for scholarly purposes. Thanks

Yours Faithfully,

JOY MOSIARA OBWOGE

PHONE NUMBER: 0720644600

EMAIL ADDRESS: joyobwoge@yahoo.com

APPENDIX II: TEACHERS' QUESTIONNAIRE

The purpose of this survey is to find out how the leadership style of the headteacher affects teacher job satisfaction in Nairobi County's international schools. Please be as truthful as possible when answering all questions. All information provided, including the identity of the respondent, will be kept private. All questions must be answered by ticking (√), commenting, or providing information as requested.

TEACHER PROFILE (SECTION A)

Please tick the box [√] appropriately

1. Please select your gender from the drop-down menu.

Male [ ] Female [ ]

2. Could you please tell me your age bracket (optional)?

18- 25 years [ ] 26-35 years [ ] 36-45 years [ ] 46-55 years [ ] 56 years and above [ ]

3. What is your highest level of academic achievement??

Diploma [ ] Degree [ ] Masters [ ] P.H.D [ ] Others (Specify) [ ]

4. What are your responsibilities at school?

Manager at the highest level [ ] Managerial Position [ ] Manager at a Lower Level [ ]

Teacher [ ]

SECTION B: LEADERSHIP STYLES

The following questions are intended to determine the headteacher's leadership style in your school. Please check the box that corresponds to your level of agreement with the following statements on how you evaluate your immediate headteacher's leadership style. Choose a leadership style that best suits your educational institution.

The scale of evaluation:

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

Teacher Job Satisfaction and Democratic Leadership Style

No.	Statements	1	2	3	4	5
5	My leader supports two-way communication					
6	My principal's behavior inspires staff to work together.					
7	The school's principal requests my thoughts and opinions on impending plans and projects.					
8	My leader communicates with me frequently and is supportive.					
9	I am involved in the decision-making process					
10	The school principal assists me in accepting responsibility for my work completion.					

11. What is your general opinion on the democratic leadership style at the international school?

……

……...

Teacher Job Satisfaction and Autocratic Leadership Style

No	Statement	1	2	3	4	5
12	My leader oversees my work regularly					
13	My leader rewards or punishes me as needed					
14	My leader issues orders and clarifies processes					
15	My school's principal always retains final decision-making authority.					
16	My school's principal does not take recommendations from his teachers into consideration since he does not have the time.					

17. What are your thoughts on the international school's authoritarian leadership style and staff job satisfaction?

……

……..

Teacher Job Satisfaction and the Laissez-Faire Leadership Style

No	Statement	1	2	3	4	5
18	My leader stays out of the way as I work					

19	My boss provides me entire autonomy in solving problems on my own					
20	In most circumstances, I like to have minimal influence from my headteacher.					
21	Generally, my leader permits me to evaluate my job					
22	My leader gives me the freedom to solve my difficulties in my way.					

23. What are your thoughts on the international school's laissez-faire leadership style?

……

……..

Teacher Job Satisfaction and Transformational Leadership Style

No	**Statement**	**1**	**2**	**3**	**4**	**5**
24	My principal instills pride in me					
25	For the welfare of the school, the head goes beyond self-interest					
26	The school's principal emphasizes the need for a shared sense of purpose.					
27	The school principal sees me as a unique individual with unique needs, abilities, and goals.					
28	The principal offers innovative approaches to completing assignments.					

29. What is your general opinion of the international school's transformative leadership style?

……

……..

SECTION C: JOB SATISFACTION

Please check the box to reflect your degree of job satisfaction at school.

Follow the steps below to use the scales:

1	2	3	4	5
Very low extent	Low extent	Moderate	High extent	Very high extent

No	Job satisfaction Items	1	2	3	4	5
30	I work on several different projects.					
31	My employment allows me to improve consistently.					
32	I have a job that has good working circumstances.					
33	This appears to be a good location to work.					
34	Would you choose to become a teacher if you had the chance to start over in a new career?					
35	Do you think the teachers with whom you're collaborating are motivated?					

36. What are your thoughts on teacher job satisfaction at the international school as a whole?

……

……..

Thank you so much for taking the time to participate.

APPENDIX III: CONSENT FORM FOR INTERVIEW RECORDING

I appreciate your willingness to participate in this research study; nevertheless, to safeguard your rights as a participant, please read the interview recording consent form carefully and sign it. The researcher intends to collect information from instructors using questionnaires and interviews with head teachers. All data will be kept private, and transcripts, observational notes, and electronic files will be securely maintained before being destroyed five years after the study is over. You have the option to consent to digital audio recordings for the study's intended purpose. You also have the option of not answering all the questions. The audio data will be transcribed and examined to identify the main themes that were discussed. A "smoothed narrative" version of the transcription will be delivered to you, with false beginnings, repeats, and paralinguistic utterances eliminated to improve readability. You will be asked to double-check the transcription for accuracy and to add information, as well as to construct the meanings and interpretations that will become "data" for the researcher to interpret later. You can remove anything from the study that you don't want to be quoted. You may withdraw from this study at any moment without risk of being penalized or retaliated against. The audiotape recordings, transcripts, and interview data will be destroyed if you opt to withdraw. The findings of the investigation will be published in the researcher's master's Thesis. The research could then be published in a scientific publication or presented at a conference. Pseudonyms will be used to safeguard your privacy and anonymity. You may contact the researcher at **joyobwoge@yahoo.com** or **0720644600** if you have any queries concerning your participation or rights as a participant in this study. Thanks, I,

_____, understand the guidelines above, agree to participate in the study and have received a copy of the consent form for my records.

Date: _____

Participant's signature: _____

Researcher's signature: _____

APPENDIX IV: INTERVIEW SCHEDULE FOR HEAD TEACHERS

Name of Researcher and Interviewer:

Date---------- Starting Time---------- Ending Time----------

The purpose of this interview is to learn more about the effects of the headteacher's leadership style on teacher job satisfaction in your school. I want to tell you that I will treat the information you provide to me with the utmost respect and that it will be utilized in my study report. The duration of this interview is estimated to be 30 minutes.

Questions to ask during the interview:

1. Please describe your leadership styles.
2. How supportive is the headteacher's leadership style in terms of boosting teacher work satisfaction?
3. Please identify ONE external issue that poses a challenge to you in your efforts to satisfy teachers.
4. Please describe ONE method that you employ to please your teachers.
5. What method is employed to assess productivity? Is it because of the International Examinations?

Thank you so much for your help and cooperation.

APPENDIX V: LIST OF INTERNATIONAL SCHOOLS IN NAIROBI COUNTY THAT HAVE BEEN IN EXISTENCE FOR OVER 5 YEARS, IN 2021 (2340 TEACHERS)

S/NO	SCHOOL	TEACHERS	S/NO	SCHOOL	TEACHERS
1	International School of Kenya	139	17	Oshwal Senior High	32
2	Brookhouse International	60	18	Nairobi Academy	60
3	Riara Group	114	19	German School	70
4	Hillcrest International	55	20	Woodland Star International	40
5	Braeside International	112	21	Banda	52
6	Oshwal Academy Nursery	60	22	Premier Academy	128
7	Rusinga	60	23	St Austin's Academy	60
8	Stem International	68	24	Samaj School	160
9	The Netherlands	42	25	West Nairobi School	46
10	Arya Verdic	40	26	Scandinavian International	32
11	Nairobi Jaffery Academy	90	27	Peponi House Preparatory	120
12	Light International	38	28	The Aga Khan Academy	58
13	Woodland Star	30	29	St. Christopher secondary	70
14	Rosslyn Academy	140	30	Kenton College Preparatory	50
15	Nairobi International	80	31	Lycee-Denis Diderot	80
16	Oshwal Junior High	76	32	Maxwell Adventist	48

APPENDIX VI: INTRODUCTION LETTER FROM AFRICA NAZARENE UNIVERSITY

AFRICA NAZARENE
UNIVERSITY

17th August 2021

RE: TO WHOM IT MAY CONCERN

Obwoge Joy Mosiara (18M01DMED006) is a bonafide student at Africa Nazarene University. She has finished her course work and has defended her thesis proposal entitled: -

"Effects of leadership styles on employee job satisfaction amongst selected international schools in Nairobi County.".

Any assistance accorded to her to facilitate data collection and finish her thesis is highly welcomed.

Prof. Rodney Reed

DVC Academic & Student Affairs

APPENDIX VII: RESEARCH LICENSE FROM NACOSTI

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 129821

Date of Issue: 08/September/2021

RESEARCH LICENSE



This is to Certify that Ms., joy mosiara obwoge of Africa Nazarene University, has been licensed to conduct research in Nairobi on the topic: Effect of headteacher's leadership style on teacher's job satisfaction amongst selected international schools in Nairobi county for the period ending : 08/September/2022.

License No: NACOSTI/P/21/12740

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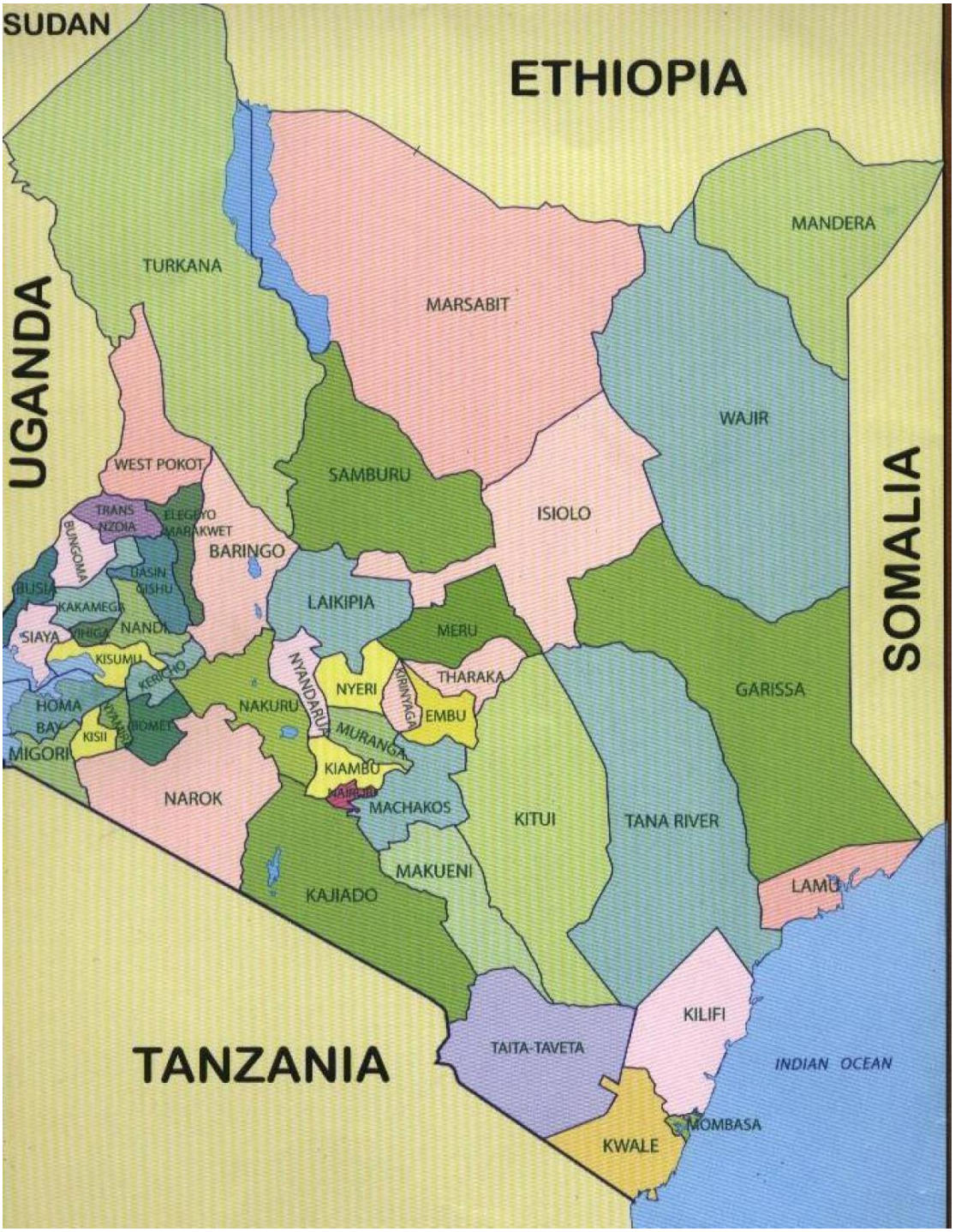
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APPENDIX VIII: MAP OF KENYA SHOWING NAIROBI COUNTY



Map of Kenyan Counties (Source: Geo-currents)

APPENDIX IX: MAP OF NAIROBI COUNTY SHOWING THE LOCATION OF THE INTERNATIONAL SCHOOLS

