

Influence of Principals' Leadership Styles on Teachers' Job Satisfaction in Public Secondary Schools in Turkana County, Kenya

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Abstract

Principal leadership key in the success of any school and the public concern on teacher turnover necessitated this study. The study focused on the effect leadership styles employed by principals and their influence on teachers' job satisfaction in Turkana County-Kenya. The study was guided by three research questions; To what extent are teachers in Turkana County satisfied with service delivery? What are the leadership styles employed by principals in secondary schools in Turkana County? Is there any significant mean difference in principals' leadership styles and teachers' job satisfaction? Ex post facto design was used. The target population was teachers, principals, TSC Commissioner Turkana County, Education Director Turkana County. Questionnaire and interview guide were used to collect data. Instruments were subjected to content validity and test re-tests determined reliability. Descriptive statistics such as means, percentages and frequencies summarized data. Inferential statistics in particular ANOVA tested the hypothesis. Key findings showed that a variety leadership styles employed by principals affected teachers' job satisfaction either positively or negatively. The study recommended that the Kenya Institute of Management and the County Director of Education organize workshops to equip principals with leadership skills of managing teachers appropriately to enhance their job satisfaction.

Key Words: Influence, Job Satisfaction, Leadership Styles, Principal,

Background to the Study

The concept of leadership is in the domain of the educational management. Adeyemi, (2004) described leadership as the process of influencing the activities of a group of people by a leader in efforts towards goal achievement in a given situation. This is the situation approach. It involves a force that initiates actions in people and the leader himself. It involves a guide that directs activities of individuals in a given direction in order to achieve the goals of the organization. It also involves a situation that gives opportunity for training individuals as leaders in such a way that the individuals could increase their efficiency and effectiveness in job performance. The author identified different styles of leadership used by school managers. These were Autocratic Style, Democratic Style, transformational, transactional and Laissez-faire Style. Transformational leadership connects with a team and aims to share leadership throughout an organization. Silins and Mulford (2001) characterize the transformational model as empowering, sensitive to local and community aspirations, supportive of followers, capable of building collaborative school cultures and emphasizing shared vision. The authors pointed out that schools which move from competitive, top-down forms of power to more collective and facilitative forms tend to find greater "success". Similarly, Bolman and Deal (1991) argued that good organizations are likely to be those that encourage leadership from many quarters. Transformational leadership aims to persuade followers to put the collective good ahead of their own. Norris, Barnett, Basom and Yerkes (2002) stated that transformational leadership focuses on a different kind of leaders' influence that encourages followers to emerge as leaders. They create organizational conditions in which followers can develop their own leadership capabilities.

Transactional leadership is a conventional approach that uses a system of reward and punishment to get subordinates to do what the leader wants. Good behavior, task completion, is rewarded with good reviews, bonuses, and salary increases, bad behavior, not getting the

job done, is punished by poor reviews, loss of job (Marloes, 2010). The emphasis is on task (transaction). Transactional leaders are task oriented with little, if any regard for the individuals involved on a personal level other than that of appealing to their subordinates' self-interest of reward versus punishment. Transactional leaders are not interested in changing the individual or developing the individual. They are driven by task only. They do not seek to change how the job gets done; they just want the job done.

A leader's style affects the job satisfaction of his subordinates. For instance, an autocratic leader is very strict, directive and makes use of the power and influence from his position to not only control rewards, but also force the followers to comply with his instructions (Jogulu & Wood, 2006). Dominating and controlling all the decisions and actions by giving instructions and directions on what to do and how to do it, an autocratic leader restricts the creativity and innovativeness of his/her subordinates (Ansari, Ahmad, & Aafaqi, 2004). This kind of leadership style portrays the principal as an authoritative leader, demanding compliance with orders without explaining their rationale. Threats and punishment are employed to instil fear in the subordinates and such that the principal's decisions are accepted without questioning. As a result, the subordinates are constantly monitored, with the principal focusing on their mistakes rather than what they did well. Administrator-teacher interaction is both limited and characterized with fear and mistrust. The administrator criticizes a lot and rarely praises, leading the subordinates to lose confidence and become less committed to their work (Goleman, Boyatzis & Mckee 2002).

DuFour and Eaker (1998) confirmed that the top-down coercive method of running a school decreased the commitment of the teachers. The teachers perceived the head teacher as inconsiderate since their sole concern is completion of tasks. Teachers consider such a leader as one who does not consider employee cooperation as a crucial issue in the school. Even though there is little upward communication within the organization, suggestions from employees are disregarded by the head teacher because of lack of trust. Downward communication – on the other hand – is characterized with suspicion. Thus, employees in a school distort the messages, instructions and circulars since employees believe that the communication is only serving the head teacher's interests.

According to Nsubuga (2009) the more autocratic a head teacher becomes, the poorer the performance of the school and the contrary is also true. School leaders who exhibit the authoritarian style of leadership cause poor academic performance, because the harsh leadership styles that they adopt are highly resented by their subordinates. This leader, by bullying and demeaning his/her subordinates while roaring with displeasure at the slightest problem, tends to create a reign of terror. Subordinates get intimidated and stop bringing bad news or any news in fear of getting bashed or blamed for it, and the morale of the workers plummets. Going by these views, autocratic leadership can be used in schools especially in situations where decision making is difficult. Also autocratic leadership can be used to create order in schools especially if the teachers are of the type that need to be pushed every so often.

Iqbal (2005) found out that authoritative leadership style among male head teachers significantly impacted a school's effectiveness (an indicator of student achievement) as opposed to the democratic style in public schools. On the other hand, democratic style among female head teachers had a significant effect as compared to authoritative-style. The school effectiveness produced student academic achievement. Participative leadership is that which involves facilitation, encouragement and consultation between the leaders and subordinates in decision making (Daft, 2005). Taking into account the perception that workforce are more knowledgeable and have relevant skills, subordinates would prefer managers who would give them the opportunity to be heard. Unlike as has been done in the past, without question the new generation of workers would want to be involved in decision making instead of

downplaying disagreements so as to appease their superiors. The head teacher has complete confidence and trusts in the employees. Thus, the staff is involved in the management of the school. The staff is highly satisfied by their involvement in the setting of goals, improving methods and appraising progress toward goals. There is good head teacher-staff relationship and the staffs sees themselves as part of the school by exhibiting a high degree of responsibility and commitment (Hersey, Blanchard & Johnson, 2006).

This leadership is viewed as an important aspect of empowerment, teamwork and collaboration. It has been observed that a school is more effective when those who will be affected by the organization's decisions are fully involved in the decision-making process. It is believed that subordinates share a sense of responsibility for the organization when there is no restriction to their active participation in decision-making (Prevez, Milstein, Wood & Jacquez 1999). However, Dubrin (1998) expressed concern that this participative leadership style leads to time wastage due to the endless meetings. There is a high risk of confusion and lack of direction. By implication, such kind of leadership is inappropriate when the situation demands on-the-spot decision, such as in a crisis. When advice is sought for from subordinates who are uninformed or incompetent, disaster will be the sure result. According to Cheng and Chueng (2003), the provision of opportunities for stakeholders to participate more in the affairs of the school is in keeping with what has been considered to be one of the essential characteristics of successful schools, i.e. the existence of constituents within the school who are actively involved in facing the challenge of producing better outcomes.

Review of Related Literature

The concept of leadership exists in the domain of educational management. Leadership, according to Adeyemi (2004), is the process through which the activities of a group of people are influenced by a leader so as to achieve a set goal in a given situation. This is the situation approach. It involves a guide that directs the activities of individuals, a force that initiates actions in people and the leader himself in a given direction so as to achieve the goals of the organization. According to Musaazi (2002), leadership styles and types are very central in organizations, especially service organizations like schools because they help to harness all factors of learning and gear them towards maximizing students' academic achievement. The reviewed study motivated the current researcher to investigate on leadership styles. However, the current researcher further added the variable of teachers' job satisfaction.

Different observers have in the past expressed that strong leadership styles practiced by principals within a school often enhanced opportunities for students (Pashiardis, 2004). This assertion in the reviewed study was the basis of the current study where the researcher investigated on the influence of leadership styles employed by principals and how the increased or decreased teachers' satisfaction with teaching.

Leithwood, Steinbach, and Jantzi (2002) conducted a qualitative study with the aim of determining the perceptions of teachers and school administrators to government accountability initiatives with the aim of assessing the extent to which leadership practices could mediate teacher perceptions. The researchers collected data from forty-eight teachers and fifteen administrators in five secondary schools. Data was collected using an interview. The researchers found that a leader's ability to effectively communicate the accountability mandate and integrate it into existing school goals was positively related to teachers' overall positive service delivery. The reviewed study and the current study targeted populations that were drawn from secondary schools. However, the following were the gaps identified in the reviewed study: no design was explained; the sampling methods were not stated and discussed; the researchers did not explain which methods they used to validate the instrument and how reliability was determined it is not clear. Data analysis methods were not elaborated. The reviewed study used a qualitative approach while the current study used a quantitative approach.

Nadarasa and Thuraisingam (2014) did a study to find out the influence of principals' leadership styles on teachers' job satisfaction. Descriptive survey design was utilized to carry out the study. The target of the study was secondary school in Jaffna district. The objectives of the study were; to identify the commonly practiced principals' leadership styles in secondary schools; to find out the significant relationship between principals' leadership style and teachers job performance in secondary schools. Data gathering was via the use of a questionnaire. Data analysis was done using regression and correlation methods. Findings of the study showed that autocratic leadership style had a negative impact on teachers' job satisfaction. Further the study established that democratic leadership styles had positive effect on job satisfaction. Based on the findings of the reviewed study, the current researcher included other leadership styles such as transformational, transactional and laissez-faire. It is not clear which sampling technique the researcher used. The author of the reviewed targeted secondary schools but it was not specified whether it was the students or teachers who provided information for analysis, therefore prompting the current study to target teachers.

Omeke and Onah (2012) conducted a study on the influence of principals' leadership styles on secondary school teachers' job satisfaction in Nigeria. The following research questions guided the study; what are the leadership styles commonly adopted by secondary school principals; how do the principals' leadership styles influence teachers' job satisfaction; to what extent is the influence of leadership styles of principals on teachers' job satisfaction gender dependent. Descriptive survey design guided the study. Stratified random sampling technique was adopted to get a sample size of twenty eight government public secondary schools. Four point Likert scale questionnaire was used to collect data. Data analysis was via the use of means, standard deviation and a t-test. The results revealed that the principals adopted three leadership styles in their administration namely; autocratic laissez faire and democratic according to their dominance. Teachers irrespective of gender agreed that only democratic leadership enhances their job satisfaction. The questionnaire and method of sampling used were in line with the design that was used. This guided the current researcher to use the same sampling method. The targeted population in the reviewed study was the same as the one used in the current study. However, the current study was carried out in Kenya whereas the reviewed study was conducted in Nigeria. The findings of the reviewed study triggered the current researcher to include the variable leadership styles.

Shawn (2009) studied on relationship between the leadership styles of principals and school culture in America. The purpose of the study was to examine the relationship between the leadership style of principals and school culture as perceived by faculty of education. A total of 250 teachers from 50 elementary, middle, and high schools located in five school districts in the state of Georgia were selected to participate in this study. Data for this quantitative study were collected using the School Culture Survey, which assessed the following six factors of school culture: collaborative leadership, teacher collaboration, unity of purpose, professional development, collegial support, and learning partnership. In addition, the Multifactor Leadership Questionnaire Form 5X was used to classify the leadership styles of principals as transformational, transactional, or laissez-faire. The means, standard deviations, and Pearson product-moment correlation coefficients were used to examine the relationship between the variables.

The findings indicated that a positive relationship existed between all of the factors of transformational leadership and all of the factors of school culture. In addition, one factor of transactional leadership, contingent reward, was positively correlated with school culture. On the contrary, a negative relationship existed between all of the factors of laissez-faire leadership and all of the factors of school culture. The weakness of the study was that the researcher did not elaborate on the following: the design that guided the study, ways on the sample study was obtained and methods used to obtain validity and reliability. Hence, the

findings may not have been realistic. The Pearson moment of correlation used for analysis was ideal. The current study has determined validity of instrument results as well as reliability.

A study by Omeke and Onah (2012) was designed to investigate the influence of principals' leadership styles on secondary school teachers' job satisfaction in Nsukka education zone of Enugu State, Nigeria. The study adopted a descriptive survey design. By application of stratified random sampling technique, a total of 28 public secondary schools were drawn from three local government areas in the zone. There were 280 classroom teachers (10 from each school) used as respondents for the study. The instrument for the study was a four-point Likert type questionnaire. Data was analysed using mean and standard deviation while t-test was used to test the hypotheses. The significance level was 0.05. The results revealed that the principals adopted three leadership styles in their administration namely; autocratic laissez faire and democratic according to their dominance. Teachers irrespective of head teachers' gender agreed that only democratic leadership enhances their job satisfaction. The reviewed work was done in Nigeria whereas the current study was done in Kenya. The design that guided the reviewed work was relevant as well as the sampling techniques, data collection tools and data analysis techniques.

A study by Akoth (2011) investigated the influence of head teachers' leadership styles on job satisfaction among teachers in public primary schools in Migori District. The study adopted an *ex post facto* design. The research instrument used was validated by the senior lecturers at the University of Nairobi. Reliability of the instrument was done through a test-retest. The target population was 128 public primary schools in Migori District. The study gathered the data using questionnaires which guided in the collection of data together with the objectives. Descriptive statistics was used in data analysis from the tables gathered by Statistical Package for Social Sciences (SPSS). The study revealed that satisfaction of teachers had a relationship with leadership styles, where schools that practiced participatory and transformational type of leadership rated their head teachers highly. The design used in the reviewed study is the same design that was employed in the current study. The reviewed study targeted primary schools while the current study targeted secondary schools. The reviewed study was done in Migori County while the current study was carried out in Turkana County.

Research Design and Methodology

Ex post facto design was used. The target population were teachers, principals, County Director of Education, Teachers Service Commission Director. Questionnaire and interview schedule were used to collect data. Determination of content and face validity was done by consulting experts in research and educational administration. Test retest technique determined the reliability of research Instruments. Descriptive statistics involving the use of means, standard deviations, percentages and frequencies summarized quantitative data. Inferential statistics, particularly One Way ANOVA tested the hypothesis.

The Discussion of the Findings of the Study

Teachers Satisfaction with their Service Delivery

The teacher participants were provided with a questionnaire of leadership styles employed by the school principals and their influence on teachers' job satisfaction hence enhanced service delivery. This is because teachers perform key functions in facilitating the teaching and learning process thus creating a conducive environment for students to obtain good grades. Teachers' responses after running their means are presented in Table 1.

Table 1

Teachers' Responses on their Satisfaction of Service Delivery.

	N	Minimum	Maximum	Mean	Std. Deviation
Section B percentage score	30	55.33	94.67	75.4667	9.78136
Valid N (listwise)	30				

As shown in Table 1, the teachers' mean perception score was 75.47 and the standard deviation was 9.78. This means that most teachers in secondary schools in Turkana County had a high perception score that the leadership styles their principals' leadership style were appropriate and enhanced their service delivery. For instance, principals consulted teachers and the students' council in decision making regarding issues of the school. The finding concurs with that of Leithwood, Steinbach and Jantzi(2002) who asserted that a leader's ability to effectively communicate and integrated others in matters of a school contributed to teachers' effective service delivery. It would therefore be said that such type of principals practiced democratic kind of leadership. However, a few of the teachers felt that the principals did not employ the right leadership styles particularly in not incorporating their suggestions in decision making, they neither had time for teachers nor students. Such leadership styles dissatisfied teachers' service delivery.

Principals Leadership Styles on Teachers' Job Satisfaction

The study sought to establish the type of leadership styles utilized in day today school administration. That was to determine the leadership style that enhances teachers' job satisfaction with improved service delivery. Participating teachers were given a series of Likert scale statements on leadership styles being used by their principals and asked to rate their frequency as shown in Table 2.

Table 2
Principals Leadership Styles.

Principals' Leadership Styles	Never		Rarely		Occasionally		Frequently		Always	
	F	%	F	%	F	%	F	%	F	%
The principal consult teachers in decision making about their work.	0	0.0	1	3.3	10	33.3	9	30.0	10	33.3
The principal assign staff duties without consulting them.	8	26.7	12	40.0	7	23.3	2	6.7	1	3.3
The principal leaves teachers and students unsupervised.	16	53.3	7	23.3	6	20.0	0	0.0	1	3.3
The principal involves students' council in running school.	1	3.3	1	3.3	7	23.3	9	30.0	12	40.0
The principal consults students to make decisions about their studies.	3	10.0	2	6.7	11	36.7	7	23.3	7	23.3
The principal solves problems as they arise without delay.	0	0.0	0	0.0	3	10.0	9	30.0	18	60.0
The principal provides teachers with assistance in exchange for their efforts in meeting set targets	1	3.3	2	6.7	14	46.7	5	16.7	8	26.7
The principal retains the final decision making authority within school.	0	0.0	1	3.3	3	10.0	10	33.3	16	53.3
The principal consults other teachers when a decision has to be made.	0	0.0	1	3.3	13	43.3	9	30.0	7	23.3
The principal avoids getting involved when important decisions have to be made.	20	66.7	7	23.3	3	10.0	0	0.0		0.0
The principal emphasizes the importance of having a collective sense of mission.	0	0.0	0	0.0	3	10.0	9	30.0	18	60.0
The principal discusses in specific terms who is responsible for meeting targets.	0	0.0	0	0.0	10	33.3	11	36.7	9	30.0
The principal does not consider suggestions made by teachers and has no time for them.	15	50.0	9	30.0	5	16.7	0	0.0	1	3.3
The principal asks for staff ideas and input on upcoming plans and projects	1	3.3	5	16.7	6	20.0	6	20.0	12	40.0
The principal is absent when needed	20	66.7	8	26.7	2	6.7	0	0.0	0	0.0
The principal expresses confidence that goals at school will be achieved	0	0.0	0	0.0	5	16.7	10	33.3	15	50.0
The principal makes it clear what a teacher can expect to receive for meeting performance targets	1	3.3	3	10.0	6	20.0	14	46.7	6	20.0
The principal tells teachers what have to be done and how to do it	0	0.0	1	3.3	7	23.3	9	30.0	13	43.3
The principal asks teachers for their vision on their jobs	0	0.0	2	6.7	13	43.3	10	33.3	5	16.7

The principal avoids making decisions	22	73.3	6	20.0	2	6.7	0	0.0	0	0.0
The principal helps other teachers develop their strengths	0	0.0	2	6.7	7	23.3	11	36.7	10	33.3
The principal expresses satisfaction when teachers meet expectations	1	3.3	2	6.7	5	16.7	5	16.7	17	56.7
The principal tells teachers when they make a mistake, tells them not to ever repeat and makes note of it	0	0.0	1	3.3	5	16.7	10	33.3	14	46.7
The principal allows staff to set priorities with his/her guidance	0	0.0	3	10.0	5	16.7	15	50.0	7	23.3
The principal delays responding to urgent questions	14	46.7	9	30.0	4	13.3	0	0.0	3	10.0
The principal suggests new ways on how to complete assignments	0	0.0	1	3.3	17	56.7	8	26.7	4	13.3
The principal set goals for teachers to meet	0	0.0	2	6.7	10	33.3	11	36.7	7	23.3
The principal closely monitors staff to ensure that they are performing correctly	0	0.0	0	0.0	3	10.0	11	36.7	16	53.3
The principal believes that staff know how to use creativity and ingenuity to solve the problems at school	0	0.0	0	0.0	7	23.3	12	40.0	11	36.7
Teachers vote when a major decision has to be made	10	33.3	4	13.3	10	33.3	4	13.3	2	6.7

The findings in Table 2 indicates that 10 (33.3%) of teacher participants said that their principals always consult teachers in decision making. Another 12(40%) of the teachers reported that the principals involves students' council in the running of the school. The finding implies that the school principals practice democratic kind of leadership that encourage teachers' team work, contentment from which teachers derive their job satisfaction. The finding is in line with Un-Nisa (2003) who established that directive, supportive, participative and achievement-oriented leadership styles has a significant effect on acceptance of leader, job expectancies and job satisfaction.

About 16(53.3%) of the participants reported that always the principals leave teachers and students' unsupervised. This implies that some principals used Laissez-faire type of leadership, a situation that triggered disorder and mediocrity in some of the staff and students. The finding agrees with that Nsubuga (2009) who reported that head teachers who use the laissez faire leadership style tended to fail to follow up on those they have delegated tasks to and consequently performance declines. Another 10(33.3%) of the participants indicated that frequently, the principals express confidence that goals at school are achieved and make it explicit teacher expectations of meeting performance of targets. This implies that some school principals used transactional type of leadership style and reported great teacher job satisfaction. The finding is similar to that of Lithwood and Jantzi (2000) who emphasizes that those principals who use transactional leadership style set goals for staff depending on the effort he/she expects from them; he/she does not expect the staff to perform beyond normal standard, and makes no effort to change the situation, attitudes and values of staff. The principal retains the final decision making authority within school always as reported by 16(53.3%) of the participants meaning that some principals use autocratic kind of leadership style which cause teacher dissatisfaction.

Hypothesis Testing

HO₁: There is no significant mean difference in principals' leadership styles and teachers' job satisfaction. The decision rule was that if $p > 0.05$ the null hypothesis is rejected, if $p < 0.05$ do not reject the hypothesis. This hypothesis was tested by using One Way Analysis of Variance (ANOVA) whose output is displayed in Table 3.

Table 3

ANOVA results for Difference in Mean Principals' Leadership Styles and Teachers' Job Satisfaction

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.483	3	0.494	3.31	0.036
Within Groups	3.883	26	0.149		
Total	5.367	29			

As shown in Table 3, the F value is 3.31 and the p value is 0.036. Since the p value is less than the significance value $\alpha = 0.05$. The null hypothesis is rejected. Therefore, there is a statistically significant mean difference in principals' leadership styles and teachers' job satisfaction. This means that leadership styles employed by principals are key in promoting job satisfaction. This finding concurs with Bolman and Deal (2001) who argued that good organizations are likely to be those that encourage leadership from many quarters and thus highly satisfied workforce

Conclusion

Leadership styles employed by principals are key in promoting job satisfaction. Most principals integrated a variety of leadership styles in school administration namely; democratic, autocratic; laissez-faire, transactional to manage their teachers depending on the situation. Principals who use democratic leadership style encourages teachers to be contented with their work and this makes them to feel part of the decision making process regarding issues of the school. Leadership styles and job satisfaction are dependent of each other in that if teachers are in good relationship with the principal they enjoy their work hence experience job satisfaction compared to when they feel the principal is not close to them in both aspects concerning the school and themselves.

Recommendations

The Kenya Management Institute and the county government need to organize for retraining workshops for principal at both national and county levels to equip principals with skills of managing teachers. This will be crucial as it will help in equipping them with the strategies to use so as to motivate teachers hence realization of teachers' job satisfaction. The principals need to work in collaboration with teachers to make them feel recognized thus increasing both intrinsic and extrinsic job satisfaction. The Teachers' Service Commission must address the issue of principals' gender disparity in Turkana County by deploying female principals to head girls' boarding schools. This will promote girl child education so that in future the county will have enough female teachers to head girls' schools.

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