

**HEADTEACHERS' LEADERSHIP STYLES AND TEACHERS' JOB SATISFACTION
IN GOVERNMENT AIDED SECONDARY SCHOOLS IN
ARUA CITY-UGANDA**

BY

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DECLARATION

I, Drateru Hellen Droma, declare that this dissertation is my own original work and has never been presented to any University for the award of a degree.

Signed: 

Date: 22-02-2024

APPROVAL

This research dissertation has been written under my supervision and has been submitted with my approval as a University research supervisor

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DEDICATION

I dedicate this work to God Almighty and to my family, more especially my husband and my cherished children.

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TABLE OF CONTENTS

DECLARATION	i
APPROVAL	ii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
LIST OF FIGURES	ix
LIST OF TABLES	x
LIST OF ABBREVIATIONS AND ACRONYMS	xi
ABSTRACT	xii
CHAPTER ONE	1
INTRODUCTION	1
1.0 Introduction	1
1.1 Background of the study	1
1.1.1 Historical background.....	1
1.1.2 Theoretical background	4
1.1.3 Conceptual Perspective.....	5
1.1.4 Contextual background.....	7
1.2 Statement of the problem	9
1.3 Purpose of the study	10
1.4 Objectives of the study	10
1.5 Research questions	10
1.6 Research hypothesis	11
1.7 Scope of the study	11
1.7.1 Geographical scope.....	12
1.7.2 Content scope	12
1.7.3 Time scope.....	12
1.8 Significance of the study	13
1.9 Justification of the study	13
1.10 Operational definitions of key words	14
CHAPTER TWO	17
REVIEW OF LITERATURE	17
2.1 Introduction	17

2.2 Theoretical Reviews	17
2.3 Conceptual review	18
2.3.1 Leadership Styles.....	18
2.3.2 Job Satisfaction.....	21
2.3.3 Leadership styles and job satisfaction	23
2.4 Review of literature	25
2.4.1 Autocratic leadership style and teachers’ job satisfaction.....	25
2.4.2 Democratic leadership style and job satisfaction	29
2.4.3 Laissez-Faire leadership style and teachers’ job satisfaction.	34
2.4.4 Transformational leadership style and job satisfaction	36
2.5 Summary of literature gap.....	42
CHAPTER	43
THREE METHODOLOGY.....	43
3.1 Introduction	43
3.3 Study Population	44
3.4 Sample Size and Selection	44
3.5 Sampling Technique and procedure	45
3.6 Methods of Data Collection	46
3.6.1 Questionnaire.....	46
3.6.2 Interviews	46
3.6.3 Documentary Analysis	46
3.7 Research Instruments	47
3.7.1 Structured Questionnaire	47
3.7.2 Interview Guide	47
3.7.3 Documentary Analysis Checklist	48
3.8 Data Quality Control	48
3.8.1 Validity	49
3.8.2 Reliability	51
3.9 Data Collection Procedure	52
3.10 Data Analysis	53
3.10.1 Quantitative Data Analysis.....	53
3.10.2 Qualitative Data Analysis.....	54

3.11 Measurement of Variables	54
3.12 Ethical Considerations.....	55
CHAPTER FOUR.....	56
PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS.....	56
4.1 Introduction	56
4.2 Response Rate	56
4.2 Demographic characteristics of the respondents.....	57
4.3 Autocratic Leadership style and job satisfaction of teachers’ in government aided secondary schools in Arua City.....	60
4.3.1 Descriptive results on autocratic leadership	60
4.3.3 Inferential statistical results on autocratic leadership and job satisfaction.....	67
4.4 Democratic Leadership and Job satisfaction	69
4.4.1 Descriptive results on democratic leadership	69
4.4.2 Inferential statistical results on democratic leadership and job satisfaction.....	73
4.5 Laissez-faire Leadership and job satisfaction	74
4.5.1 Descriptive results on Laissez-faire leadership	74
4.5.2 Inferential statistical results on Laissez-faire leadership and job satisfaction.....	78
4.6 Transformational leadership and job satisfaction.....	79
4.6.1 Descriptive results on transformational leadership	79
4.7.2 Inferential statistical results on transformational leadership and job satisfaction	83
4.7 Regression analysis	84
CHAPTER FIVE	87
DISCUSSION, CONCLUSION, AND RECOMMENDATIONS.....	87
5.1 Introduction	87
5.2 Discussion of the findings.....	87
5.2.1 Autocratic leadership style and job satisfaction	87
5.2.2 Effect of democratic leadership style and job satisfaction	89
5.2.3 Laissez-Faire leadership style and teachers’ job satisfaction	91
5.2.4 Transformational leadership style and job satisfaction	93
5.2.5 Examining predictive power of autocratic, democratic, laissez-faire and transformational leadership on job satisfaction of teachers.....	94
5.5 Conclusion.....	95
5.4.1 Effect of Autocratic leadership and job satisfaction.....	95

5.4.2 Effect of democratic leadership on job satisfaction.....	95
5.4.3 Effect of laissez-faire on job satisfaction	95
5.4.4 Effect of transformational leadership on job satisfaction	96
5.5 Recommendations	96
5.5.1 Effect of autocratic leadership on job satisfaction.....	96
5.5.2 Effect of democratic leadership on job satisfaction.....	97
5.5.3 Effect of laissez-faire leadership and job satisfaction	97
5.5.4 Effect of transformational on job satisfaction	97
5.6 Contribution of the Study	98
5.7 Limitations of the study.....	98
REFERENCES	100
Appendix 1: Questionnaire for Teachers	111
Appendix III: Documentary Analysis checklist	117
Appendix IV: Informed Consent Form	118
Appendix VII: Sample Size (S) for Given Population Sizes (N)	119

LIST OF FIGURES

Figure 1: Conceptual framework showing the relationships between leadership styles and job satisfaction	15
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LIST OF TABLES

Table 1: Reliability Results.....	52
Table 2: Response Rate.....	56
Table 3: Sex of respondents.....	57
Table 4: Age of respondents.....	58
Table 5: The highest level of education attained by the respondents.....	59
Table 6: Number of years the respondents have worked in this school.....	59
Table 7: Autocratic leadership descriptive statistics.....	61
Table 8: Documentary findings shed more light on the nature of autocratic leadership. For example, in Table.....	64
Table 9: Descriptive Statistics Results on Job satisfaction.....	65
Table 10: Pearson Correlation coefficient of determination on autocratic leadership and job satisfaction.....	68
<i>Table 11: Descriptive Statistics results on Democratic leadership.....</i>	<i>70</i>
Table 12: Documentary findings shed more light on the nature of democratic leadership. For example, in Table below.....	72
Table 13: Pearson Correlation and coefficient of determination on democratic leadership and job satisfaction.....	73
Table 14: Descriptive Statistics results on Laissez-Faire Leadership.....	74
Table 15: Documentary findings shed more light on the nature of laissez-faire leadership. For example, in Table below.....	77
<i>Table 16: Pearson Correlation and coefficient of determination on Laissez-faire leadership and job satisfaction.....</i>	<i>78</i>
Table 17: Descriptive Statistics results on transformational leadership.....	80
<i>Table 18: Documentary findings shed more light on the nature of transformational leadership. For example, in Table below.....</i>	<i>82</i>
Table 19: Pearson Correlation and coefficient of determination on transformational leadership and job satisfaction.....	83
Table 20: Regression analysis results.....	85

LIST OF ABBREVIATIONS AND ACRONYMS

ANOVA	Analysis of Variance
HEI	Higher Education Institution
MOES	Ministry of Education and Sports
PTA	Parents and Teachers Association
SPSS	Statistical Package for Social Sciences
SS	Secondary School

ABSTRACT

The study aimed to investigate the relationship between head teacher's leadership style and teachers' job satisfaction in government aided secondary schools in Arua City. The objectives of the study were to examine the relationship between the head teachers' autocratic leadership style and teachers' job satisfaction in government aided secondary schools in Arua City. To investigate the relationship between the head teachers' democratic leadership style and teachers' job satisfaction in government aided secondary schools in Arua City. To establish the relationship between the head teachers' laissez-faire leadership style and teachers' job satisfaction in government aided secondary schools in Arua City. To assess the relationship between the head teachers' transformational leadership style and teachers' job satisfaction in government aided secondary schools in Arua City. A cross-sectional study design was used. Both quantitative and qualitative approaches were adopted with a sample of 162 respondents. Simple random sampling technique was used to select amongst the teachers, while purposive sampling was used to select head teachers, deputy head teachers and director of studies. Quantitative data analysis consisted of descriptive statistics (frequencies and percentages) and inferential statistics (Pearson correlation (r), regression statistics and ANOVA) with the help of Statistical Package for Social Scientists (SPSS) version 25, while qualitative analysis used thematic approach. Findings revealed a significantly moderate negative correlation ($r = -.537$) between autocratic leadership style and job satisfaction; a moderate positive correlation ($r = .596$) between democratic leadership style and job satisfaction; a weak negative significant correlation ($r = -.280$) between laissez-faire leadership style and job satisfaction; a moderate significantly positive correlation ($r = 0.727$) between transformational leadership style and job satisfaction. Thus, it was concluded that head teachers' leadership style significantly affected job satisfaction of teachers in government aided secondary schools in Arua city of Uganda. It is recommended that management of government aided secondary schools of Uganda should focus much on democratic leadership, and transformational leadership styles, less on laissez-faire leadership style but avoid autocratic leadership to improve job satisfaction of teachers in secondary schools.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study investigated the relationship between head teachers' leadership styles and teachers' job satisfaction in government aided secondary schools in Arua City. The chapter presents the background to the study under four perspectives; the historical, theoretical, conceptual and contextual perspectives, statement of the problem, purpose and objectives of the study, research questions, research hypothesis, scope of the study, significance, justification as well as operationalization of the terms and concepts used.

1.1 Background of the study

1.1.1 Historical background

Research exploring job satisfaction began in the 1920's and 1930's with the Hawthorne studies (Roethlisberger and Dickson, 1939) and works of Herzberg (1959) who proposed that certain factors at work place caused satisfaction(satisfiers/ motivators) while other sets of factors cause dissatisfaction (dissatisfies/ hygiene factors). Herzberg concluded that specific factors were related to feeling positive about the job including; achievement and recognition, the work itself, advancement or promotion, responsibility and salary.

Globally, job satisfaction has drawn increasing attention over the last decades because of its expected effects on job performance and workers' well-being (Pita, C. and Torregrosa, R.J., 2020) and this attention towards job satisfaction has grown (Montouri, (2022). Carson *et al.*, (2016), remarks that, there is a continued outcry among secondary schools in relation to job satisfaction of teachers, although at the end of their careers they experienced decreased job satisfaction and strategies are recommended to enable them to stay engaged in teaching.

In Germany, Stone et al., (2009) contends, companies consider it their absolute responsibility to satisfy their workers. Northouse (2018) on his part believed, a teacher's job satisfaction serves to influence their general willingness to maximize their teaching potential, morale and motivation. A study by Solangi (2017) showed teachers working in educational setting who experienced job dissatisfaction suffered a number of adverse physical and mental effects such as poor staff interrelationship, absenteeism and psychological withdrawal from the job.

In Philippines, Celia (2019) in a study revealed, the Deans authentic leadership is positive in promoting organizational characteristics and teacher satisfaction in educational activities. This means, a realistic leadership was very vital in promoting organizational behaviors and satisfaction of teachers in institutions of learning. The results of this study provided new knowledge and insight on the usefulness of reliable and authentic leadership in education. This is a very vital insight to take into account the influence of head teachers leadership behaviors at a point when examining teacher job satisfaction. In the USA, a report revealed that 08% of teachers leave the job annually. Different reasons were given as to why teachers leave their jobs, including employment conditions, constant assignments, the number of learners per class, inadequate motivation, little pay and job satisfaction (Hammond, 2016). Even so, employees in United States obtain job satisfaction in the work they do and do not expect to find it from their employers.

In Africa, Mwiinga (2022) carried out a study on head teachers' leadership styles and teachers' job satisfaction in Kaunda Squire Zone in Zambia. He examined the roles head teachers are required to always play in order to ensure teachers are motivated to elicit high performance and job satisfaction in performing their tasks and recommended policy reforms action plans that influence teachers' job satisfaction and motivation. This current study sought to find out whether the factors are the same for teacher job satisfaction in government aided secondary schools of Arua

City, Uganda. A study conducted by Halim, et al., (2021) on job satisfaction as mediator between organizational commitment and leadership styles in Malaysia and revealed, teachers who are highly satisfied associated their satisfaction to the leadership styles employed by the supervisor and extended the knowledge on leadership styles on organizational commitment through a mediator factor. However in the current study the researcher established the relationship between head teachers' leadership styles and teachers' job satisfaction in government aided secondary schools in Arua City, Uganda.

In East Africa, Obonyo (2017) examined the relationship between principals' leadership styles and teachers' job satisfaction in public secondary schools in Siaya, Kisumu, and Kajiado counties in Kenya and found out leadership styles practiced by a principal has a significant effect on teachers' job satisfaction.

In Uganda, Nakidde (2019) explored the relationship between head teachers' leadership styles and teachers' job satisfaction in secondary schools in Masaka and concluded, teachers 'job satisfaction is a very important asset in educational institutions as such depends highly on principals' leadership styles. Odubuker, (2016)'s study on the relationship between managements leadership styles and employee job satisfaction among the staff of Uganda management Institute, found a linear relationship between the independent variable and the dependent variable. This study investigated the dependent variable teacher job satisfaction phenomena and how it was affected by the independent variable head teachers' leadership styles. In another study, Bala (2015) on how leadership adopted by school head teachers' influences the staff overall performance in secondary schools in Mbale, showed principals' leadership styles have influence on teachers' job satisfaction in different ways.

Much as the above scholars and others made assertions to research on leadership styles in relation to teachers' job satisfaction, questions still continued to be raised about the contextual and realistic leadership styles which enhanced employee job satisfaction.

1.1.2 Theoretical background

This study was guided by the path goal theory of leader effectiveness of Evans, G.M. (1970). The theory directed the study variables by assertion, subordinates would be motivated if they thought they were capable of the work, believed their efforts would result in certain outcomes. The theory emphasized the relation between the leader's style, the follower's personality characteristics and the work environment. According to path-goal theory, leadership motivates subordinates when, the leader increases the number and kind of pay offs, makes the path goal to the goal clear through coaching and direction, removes obstacles and roadblocks and makes the work more satisfying. (House, 1971). The theory suggests good leaders as those who increase employee job performance by clarifying and setting goals with the employees. Northouse (2018) postulates that, Path-goal theory lays on the match between the leader's behavior and employee's characteristics along with work conditions. House, (1971) supports this claim by stating that, the need for effective leadership is moderated by characteristics of the environment as well as by that of the employees. Bass, (1990) opines that, employers ought to add on only what was lacking such as circumstances that increase employee's motivation, satisfaction and performance. Path-goal theory thus provides the needed direction and support to employees to attain both personal and as well as organizational goals. The attainment of organizational goals majorly depended on the leaders and their management styles. That the utilization of a particular leadership style by leaders influenced both employee's job satisfaction and job performance.

The theory further stated, organization leaders are responsible for providing followers with the information, direction, support, or other resources necessary to achieve their goal. This justifies the fact that when head teachers provide teachers with the necessary resources, direction and support, the goals of secondary schools would be achieved and teachers' job satisfaction would be attained. It can therefore be concluded that leadership style was developed from path-goal theory to enhance teachers' job satisfaction.

1.1.3 Conceptual Perspective

There are two major concepts in this study; job satisfaction and leadership styles. Job satisfaction as the dependent variable in this study refers to a collection of positive feelings and beliefs that employees had about those aspects of their jobs. It represents a feeling that job expectations match real rewards and are linked to the experiences and situations surrounding the employee that affect their perception of their job (Judge et al., 2020). It is viewed as a feeling and perception of a worker regarding his/her work and how he or she feels well in an organization. This can be influenced by a worker's ability to complete the required work, the level of communication in an organization, and the way management treats employees. Locke (1976) describes job satisfaction as "the pleasurable emotional state resulting from the appraisal of one's job as facilitating the achievement of one's job values.

Various studies revealed a positive correlation between quality of leadership and job satisfaction of employees. Maslach (2017) considered job satisfaction as a worker's affective reactions to a job based on the assessment between real result and the anticipated results. Kiruja and Mukuru (2018) contended that, job satisfaction was the manner in which individuals feel about their jobs and the various aspects of their profession. According to Mgaiwa and Hamis (2022), job satisfaction was very important for bettering work performance, enhancing organizational commitment, decreasing

job burnout and reducing turnover intention. The under-scoring aspect of job satisfaction are intrinsic satisfaction and the extrinsic satisfaction that embraces aspects relating to work atmosphere, as supported by Kuranchie-Mensah and Amponsah-Tawiah (2016).

Whereas, Wakyereza (2017) defines intrinsic satisfaction as the case where employees consider only the kind of duties they perform and the responsibilities which make up their jobs, extrinsic satisfaction on the other hand is where the employees look at the circumstances of work for example remunerations and other terms of service. In this study, job satisfaction referred to degree to which a teacher loves the job and was highly motivated to effectively and efficiently meet the institutional objectives (Okeke & Okaforcha, 2019). It follows that teachers who were dissatisfied with their jobs likely opt out or end up practicing inadequate teaching which affected school efficiency greatly (Sospeter, 2017). The cohesion of leadership and job satisfaction should be evident through the style and approach by leaders in the attempt to cause efficiency which required specific leadership approaches to unique challenges.

On the other hand, leadership style as the independent variable is defined by (Gandolfi & Stone, 2016) as an intentional means by which a leader influences a group of people in an organization to widely understand future state that was different from the present one. Weese (2018) described leadership styles as the component of character exhibited by leaders in compelling followers to concur with them. To this effect leadership styles depicted the actions applied by leaders to motivate subordinates to attain the goals of a defined institution (Madi, Tall, Abu-Nasser & Shobaki, 2018). Whereas, Gandolfi and Stone (2016) define leadership style as a means to achieve a desired goal, Ruben and Gigliotti, (2016) defines leadership as the process by which the activities of a group are influenced by a leader in a bid towards goal achievement. This involves a force which raises actions in the leader and the people, this could also be described as the ability to have

things done with the assistance and the diligent co-operation of other people in the school environment. Similarly, Rauch and Behling (2016) internalized leadership as a process where an organized group of people with their activities is influenced towards goal achievement. Efficient leaders ought to exhibit good administrative abilities (Chinyere et al., 2018). This study considered different leadership styles such as autocratic, democratic, laissez-faire and transformational.

1.1.4 Contextual background

Arua City is one of the ten cities newly created by government of Uganda besides Kampala Capital City Authority. Previously, it was a municipality under Arua district. The city has two divisions namely, Arua Central and Ayivu constituted by for Arua Municipality and Ayivu County respectively. As a city, it has attained a status of District with its own full-fledged Education Department and structures. The city has both government and private secondary schools, of which, there are nine government aided secondary schools and eleven private secondary schools. The government schools receive support from the government in terms of financial and infrastructural facilities Ministry of Education and Sports (MoES) in addition to parents' efforts.

In the government aided schools, some teachers are on government payroll while others are paid salary by board of governors. The government paid teachers are recruited by education service commission and posted to these schools with clearly spelt out terms and conditions of service (Education Service Commission). Teachers in these schools are expected to produce a measurably high performance to which effect the ministry of education and sports is very concerned about the teachers' job performance (National Teacher Policy, 2019). Issues of teacher motivation on ground are left to the schools which are managed by the board of governors and school administrators, who work hand in hand with the parent's association to ensure teachers are accommodated,

provided with the required tools and facilities to perform their roles and duties effectively and efficiently.

Job satisfaction is essential for attainment of organizational goals; completion of tasks; efficient use of resources; quality of output; and adherence to standards (Kemigyereko, 2018). Celestin, (2022) states that there should always be processes where teachers' needs and satisfaction are enhanced. While Northhouse, (2018) contended that, teachers' job satisfaction served to influence their morale, motivation and general willingness to maximize their teaching potential.

In Arua City government aided secondary schools, teachers are motivated in a number of ways, some of which are financial, material and non-material (appreciations / appraisals), which all contribute to building their satisfaction. The chairman Arua City head teachers' association, (2022) reported that, teachers are given transport, accommodation, responsibility and other remunerations to motivate them in their work. However, teachers' job satisfaction was still a challenge in management of the government aided secondary schools in Arua City; and has been attributed to lack of modern-day leadership (Hamiza & Francis, 2020). Teachers' exhibit job dissatisfaction evidenced by absenteeism, spending shorter time in class, low morale in performing tasks, negligence of duty and other responsibilities assigned by managers among others, (Arua city Education Status Report, 2021).

The observation in the schools of Arua City shows that, there are different leadership styles used by head teachers in the management of these secondary schools. Much as leadership styles might have an effect on the administration of schools positively or negatively, no studies have however been undertaken in this regard in the government aided secondary schools in Arua City, Uganda.

The problem of the study therefore was to establish what relationship head teachers' leadership styles had on teacher's job satisfaction in government aided secondary schools in Arua City.

1.2 Statement of the problem

Effective teaching to shape educational growth in a country demands motivated and satisfied teachers (Toropova, Myrberg & Johansson, 2021). To boost teacher satisfaction, the national teacher policy streamlined teacher management for better productivity, discipline, retention and motivation; strengthened pre-service and in-service teacher training for improving teacher competency; and standardized teacher development, qualification and practice across all levels of education (Ministry of Education and sports, 2018).

The government of Uganda continues to make efforts focused on better working conditions, motivational support such as promotions after a given tenure of service, salary enhancements and recognitions of excellent service (Ministry of Education and Sports, 2017). Besides Arua City secondary school teachers receive higher PTA, responsibility and remedial teaching allowances to enhance their job satisfaction (Chairman Arua City Head teacher association, 2022) than rural schools. It is expected that motivated teachers are excited about their workplace, more committed to their work by teaching all lessons as scheduled by the school program and embracing responsibilities assigned effectively and to their best ability (Shoenberger, 2019).

However, despite these interventions, a great number of teachers in Arua City Secondary Schools portrayed dissatisfaction at their place of work (Hamiza & Francis, 2020). This is evident in their irregularity in teaching, spending shorter time in class, low morale in performing tasks, absenteeism, and engagement in part time work in schools where they are not officially deployed by the Ministry of Public service, and negligence of duty among others (Arua City Education status

report, 2021). This untenable situation has resulted into, disrupted academic progress, unfavorable work condition and pitiable employee behavior. It is not known what underlying factors the cause of the unpleasant situation of dissatisfaction among teachers was. If this situation in Arua City remains unresolved, teachers' job satisfaction would remain compromised and consequently goals set by schools might be attained.

This study therefore sought to establish if this untenable situation was linked to Head teacher's management styles, by investigating the relationship between head teachers leadership styles and teachers job satisfaction in government secondary schools in Arua City, Uganda.

1.3 Purpose of the study

The purpose of the study was to investigate the relationship between head teacher's leadership style and teachers' job satisfaction in government aided secondary schools in Arua City.

1.4 Objectives of the study

- (i) To examine the relationship between the head teachers' autocratic leadership Style and teacher`s job satisfaction in government aided secondary schools in Arua City.
- (ii) To investigate the relationship between the head teachers' democratic leadership style and teachers` job satisfaction in government aided secondary schools in Arua City.
- (iii) To establish the relationship between the head teachers' laissez-faire leadership style and teachers` job satisfaction in government aided secondary schools in Arua City.
- (iv) To assess the relationship between the head teachers' transformational leadership style and teachers` job satisfaction in government aided secondary schools in Arua City.

1.5 Research questions

The study sought to address the following questions:

1. What is the relationship between Autocratic leadership style and teachers' job satisfaction in government aided secondary schools in Arua City?
2. What is the relationship between democratic leadership style and teachers' job satisfaction in government aided secondary schools in Arua City?
3. What is the relationship between Laissez-faire leadership style and teachers' job satisfaction in government aided secondary schools in Arua City?
4. What is the relationship between transformational leadership styles and teachers' job satisfaction in government aided secondary schools in Arua City?

1.6 Research hypothesis

The following hypothesis were to guide the study;

- (a) The autocratic leadership style positively influences teachers' job satisfaction in government aided secondary schools in Arua city.
- (b) The democratic leadership style positively influenced teachers' job satisfaction in government aided secondary schools in Arua city.
- (c) The laissez- faire leadership style positively affects teachers' job satisfaction in government aided secondary schools in Arua city.
- (d) The transformational leadership style positively influenced teachers' job satisfaction in government aided secondary schools.

1.7 Scope of the study

The study has content, geographical and time scope as indicated here below.

1.7.1 Geographical scope

This study was limited to Government Aided Secondary Schools in Arua city, Uganda. Arua City is located in North Western Uganda, about 471 Kilometers by road North West of Kampala City, along the latitude 3.035278 and longitude 30.910833, and at 30°02'07.0"N, 30°54'39.0"E. The city has a population of about 390,000, and is bordered by the Democratic Republic of Congo to the east, Ayivu County to the West and North, and Arua District to the south. The researcher intended to use Arua city as a case study because it has the highest concentration of government aided secondary schools in the West Nile region of Uganda (District Education Department Quarterly Inspection Report, 2021).

1.7.2 Content scope

The study was limited to Head teachers' Leadership Styles and Teachers' job Satisfaction in Government Aided Secondary Schools in Arua City, and specifically with the focus on investigating the relationship between head teachers' autocratic, democratic, Laissez-faire and transformational leadership styles and Teachers' job satisfaction aspects such as work conditions, organizational structure and reward system.

1.7.3 Time scope

The study considered the period from January 2018 to 2023. The period of six years has been chosen because, the researcher believes by this time the head teachers would have adopted some leadership style. Amin (2005) also guides that for any research study to be relevant, data obtained should not be less than five years.

1.8 Significance of the study

The findings of the study are to help Education managers to be informed about the effects of autocratic, democratic, laissez-faire and transformational leadership styles on job satisfaction of teachers', thus enable them create a good working environment for the workers and help to predict the leadership style that best influences the overall teachers' job satisfaction.

The study would provide useful information to the stakeholders of schools, local governments, opinion leaders, ministry of education and sports on the relationship between head teachers' leadership styles and teachers' job satisfaction concepts.

The study would further enable education policy makers to be informed about the existing gaps in managers' leadership styles and how they affect teachers' job satisfaction in secondary schools, and thereby formulate appropriate policies considering the factors that relate to job satisfaction.

The findings of the study were to provide a basis for future researchers who would wish to more add value by filling the gap of knowledge on the influence of leadership style on teacher's job satisfaction as a whole.

1.9 Justification of the study

This study premised on the increasing outcry by various stakeholders regarding teacher's dissatisfaction about their jobs. This pathetic situation has already resulted into closure of once powerful schools such as, Havana and Everest Senior Secondary schools that were private schools in the then Arua District, and therefore needs immediate solution before it escalated and spread to the government aided secondary schools in Arua City. The researcher, was of the view that secondary school head teachers' style of leadership could probably contribute to this unfortunate situation; hence sought to investigate the influence of head teacher's leadership style on teachers'

job satisfaction in order to identify and recommend appropriate strategies to resolve the impasse in secondary schools.

1.10 Operational definitions of key words

The following terms were taken to mean as defined below, for the purpose of this study.

Leadership Styles- referred to the head teachers' manner and approach of providing direction, implementation of plans and motivating the teachers under his / her' leadership.

Autocratic leadership style- referred to the head teacher's leadership style that tends to centralize power and decision making upon his or her teachers. A type of leadership where the leader gives orders and the subordinates must follow them.

Democratic leadership style referred to the head teacher's leadership style where power and authority are derived from his or her subordinates. The leader hereby consults and discusses with all the subordinates before policies are implemented.

Laissez-faire leadership style referred to the head teacher's leadership style where by the subordinates under him or her do what they want. The leader in this case leaves subordinates to do what they want and how they want, also called "free reign".

Transformational leadership style- referred to a head teachers' leadership style that inspires and motivates the staff under him to achieve a given goal, beyond their own interests.

Job Satisfaction referred to the pleasure derived by teachers while doing a job.

1.11 Conceptual framework

A conceptual framework is a model of representation where a researcher conceptualizes or represents the relationship between variables in the study and shows relationship diagrammatically as below.

INDEPENDENT VARIABLES

Leadership Style

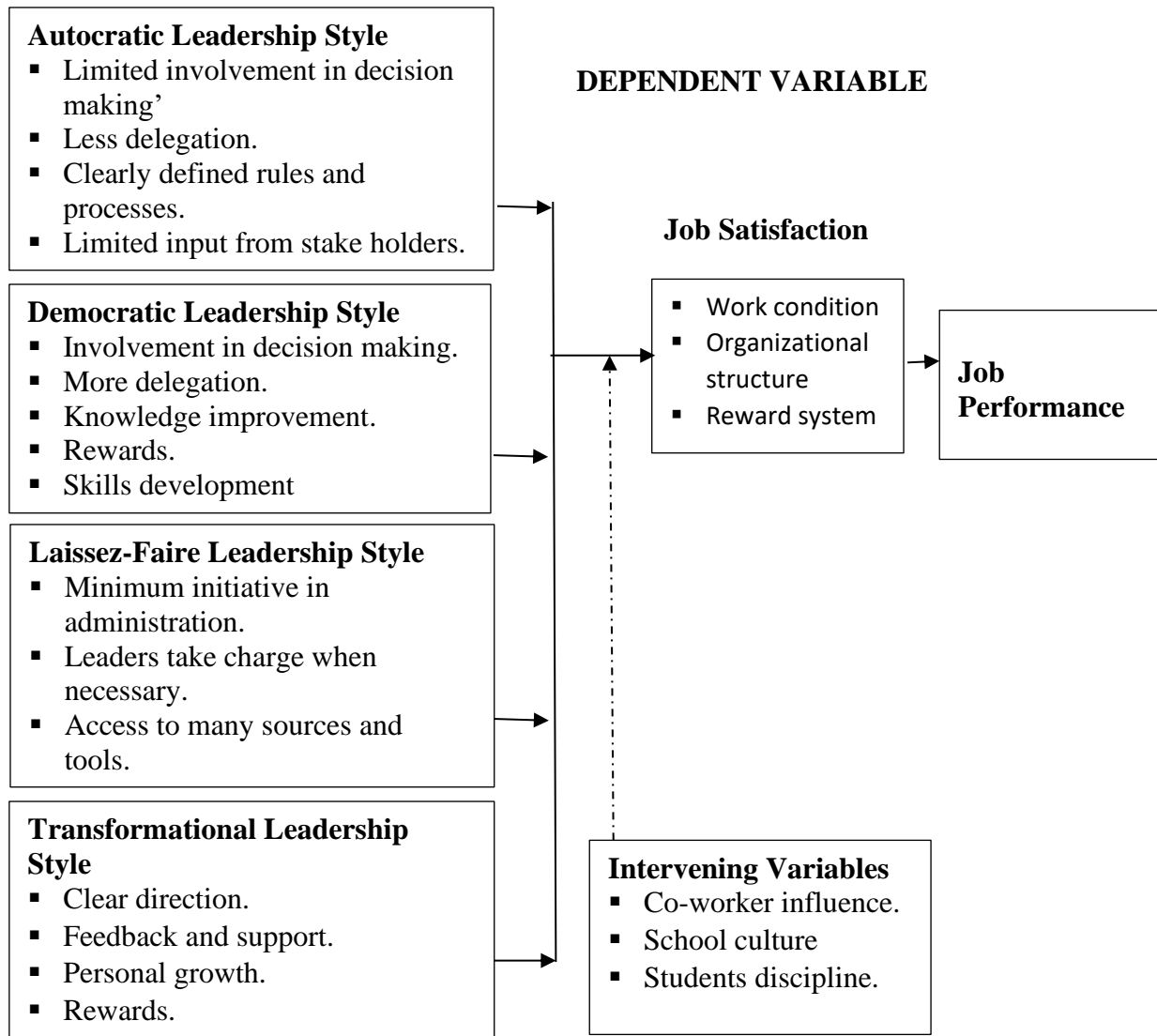


Figure 1: Conceptual Framework Showing the Relationships between Leadership Styles and Job Satisfaction

Source: Adopted from Asghar and Oino (2018), Rahman (2021); Islan (2017) and Modified by the Researcher.

It was conceptualized that the head teachers' leadership styles; autocratic, democratic, laissez-faire, and transformational leadership styles has positive relationship with job satisfaction, which in the end influences levels of teacher performance. Teachers' job satisfaction was the dependent variable and was measured by work conditions, organizational structure and reward systems. There are intervening variables such as co-worker, students' discipline, school culture, may also influence job satisfaction. However, the effects of the intervening variables would be controlled through elimination or by holding them constant as they are many. Amin (2005) stated the effects of intervening variables on study when they are many can be through elimination. When head teachers' adopt leadership styles that provide good, conducive work conditions, well set and clarified organizational structure and rewards well their teachers, there will be a desirably high levels of job satisfaction of the teachers, which leads to high level of performance of the teachers. It worth noting that managers of institutions that do not provide the best working conditions, well set and clarified organizational structure and reward well their subordinates tend to have dissatisfied teachers with the result that there would be low level of performance.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

Chapter two presents the review of literature. Literature review demonstrates familiarity of the researcher with the body of existing knowledge and establishes credibility (Newman, 2006) and shows the path of prior research, linking it to the current one. In view of this, the researcher reviewed the variables, theory that supported leadership style; and the existing literature relevant to the objectives of the study. The review thus aimed at examining the relationship between head teacher's leadership styles and teacher's job satisfaction in government secondary schools in Arua City.

2.2 Theoretical Reviews

This study was guided by Evans, M. G (1970) path-goal theory of leader effectiveness. The Path-goal theory of leader effectiveness explains how leader's characteristics influence the performance and satisfaction of employees. The theory directed the study variables by the assertion that, subordinates would be motivated if they thought they are capable of the work, believed their efforts would result in certain outcomes. The theory emphasizes the relation between the leader's style, the follower's personality characteristics and the work environment. According to path-goal theory, leaders motivate subordinates when, the leader increases the number and kind of pay offs, makes the path goal to the goal clear through coaching and direction, removes obstacles and roadblocks and makes the work more satisfying (House & Mitchell, 1971). The theory suggests good leaders as those who increase employee job performance by clarifying and setting goals with the employees. Northouse (2018) postulates that, Path-goal theory lays on the match between the leader's behavior and employee's characteristics along with work conditions. House & Mitchell,

(1971) supports this claim by stating that, the need for effective leadership is moderated by characteristics of the environment as well as by that of the employees. Bass, (1990) opines that, employers ought to add on only what was lacking to such circumstances to increase employee's motivation satisfaction and performance. Path-goal theory thus provided the needed direction and support to employees to attain both personal and as well as organizational goals. The attainment of these organizational goals majorly depended on the leaders and their management styles, and the utilization of a particular leadership style by leaders influences both employees job satisfaction and job performance.

The theory further states that organization leaders are responsible for providing followers with information, direction, support, or other resources necessary to achieve their set goals. This justifies the fact that when head teachers provide teachers with the necessary resources, direction and support, the goals of secondary schools will be achieved and teachers' job satisfaction will be attained. It can therefore be concluded the essence of leadership style was developed from path-goal theory to enhance teachers' job satisfaction.

2.3 Conceptual review

2.3.1 Leadership Styles

With the dramatic transformations in enterprise management practices, there was increasing demand for leadership style that effectively harmonizes organizational resources to enhance performance (Holzmann & Mazzini, 2020). Leadership style referred to a leader's characteristic behaviors when directing, motivating, guiding, and managing groups of people (Eltayeb & Ahma, 2021). For an enterprise to grow, it must depend on the leadership style of the administration (Saasongu, 2015); and Zheng et al. (2021) acknowledged that leadership styles are important for effective project management and can contribute to project success. Also, Turner & Müller (2005)

affirm that diverse leadership styles are suitable for different situations and that each could contribute to organizational performance. The trait school of thought argues that leaders are born and not made; in contrast, the behavioral school of thought contends that leaders could be made and can adopt certain behaviors; the contingency school, on the other hand, argues that good leadership depends on a match between situations and leadership styles (Eltayeb & Ahma, 2021). The emotional intelligence school emphasizes the capacity of leaders to monitor their and others' feelings; meanwhile, the competency school identifies the competencies of effective leaders, which can be learned (Holzmann & Mazzini, 2020). However, this study was limited to autocratic, democratic/ participatory, laissez-faire and transformational styles of leadership (Akpapere et al., 2019) as under.

Autocratic leadership style is a classical approach where the leader retains as much power and decision-making authority as possible; relies on threats and punishments to influence staff, do not trust staff, nor allow them to give any input (Viswanath, 2020). It is ideal when: staffs are new, untrained and where effective supervision is only through detailed orders and instructions; staff neglect other leadership styles; limited time in which to make decision and work needs to be coordinated with another department or organization (Lewin, Lippitt & White, 1939). It should not be applied when staffs become resentful, expect their opinions to be heard and high absenteeism leading to work stoppage (Zheng et al., 2021).

Effectiveness and efficiency in an organisation require strong leadership to get things accomplished quickly and sufficiently. This happened when the leader was the knowledgeable one in the group, the autocratic leadership style adequately fits, as it provides clear directions for achievement of set goals. Cunningham, (2015), attests to this by in putting that, autocratic leaders give clear and short instructions on what to do and how to do them. This enables effective task

performance, solving identified problems more accurately and meeting deadlines, in particular when time is a critical factor. Performance in this case increases greatly in a short -run (Inandi, *et al.*, 2016).

Some scholars have termed autocratic leadership as the classical type, where the leader had all the power as in, inputs, decision making and administering authority. Such leaders do not consult subordinates, but expect them to adhere to instructions and orders without getting any explanations (Alkhajeh, 2018). In consent to this, Chen et al., (2014) contends that such leaders behave in a commanding manner without expressing amiable concern. Whereas Northouse (2015) submits that the inability of subordinates to contribute ideas due to lack of consultation is a cause in coming of non-innovative behavior. Harms et al., (2018) contends that autocratic leadership was characterized by personal dominance, strong centralized authority, strong control over followers and unquestioning obedience.

Democratic leadership, also known as participative style encourages staff to be a part of decision making; keeps staff informed about everything that affects their work and shares decision and problem-solving responsibilities; develops plans to help staff evaluate their own performance; encourages staff to grow on the job and recognizes achievement (Top, Abdullah & Faraj, 2020). It was most effective when complex problems that require lots of inputs to solve; changes that affect staffs need to be made; and when team participation is encouraged (Hunt, 2010). However, it should not be used when not cost effective, time is not enough and mistakes could not be afforded (Budur & Demir, 2019).

Laissez-faire leadership style is where the manager provides little or no direction and gives staff as much freedom as possible; all authority is given to the staff to determine their goals, decisions and

resolve problems on their own (Hiwa, Durman & Demir, 2021). It was ideal when staffs are highly skilled and experienced; have pride in their work and outside experts like specialists or consultants are used (Top et al., 2020). It should not be applied when staffs feel insecure at unavailability of manager, and when manager does not understand his/her responsibilities and expect staff to cover for this calamity (Budur & Demir, 2019).

Transformational leadership is one of the styles of leadership in which the leader identifies the needs for change, creates a vision to guide the change through inspiration, and positive conduct for increased commitment of the members in the organization (Top, Mohammad & Hemn, 2020). It has strong positive effects on employee outcomes including: employee performance, commitment, satisfaction, individual and group performance, organizational effectiveness and employee customer orientation (Budur & Demir, 2019) and promoted confidence in the workplace and share authority in making different decisions.

2.3.2 Job Satisfaction

Job satisfaction was the basis to the accomplishment of an organization`s human capital, which are vital assets to sustain competitive advantage. According to Javed, Jaffari and Rahim (2014), job satisfaction was a way to attract and retain the best people in an organization. Rahman (2021) defines job satisfaction as a positive emotional state that is achieved by one`s job or job experiences. On the other hand, Bushra, Usman and Naveed (2011) defined it as the emotional response of individuals towards their work or workplace and these emerge from employees` experiences. It can therefore be described as the feeling of satisfaction or dissatisfaction of people toward their job. Different dimensions are used to measure job satisfaction (Gautam, 2016), but for this study, factors popularized by Rahman (2021) and Islan (2017) i.e., work conditions, organizational structure and reward systems will be used to measure job satisfaction as under.

Work condition referd to working environment and all existing circumstances affecting labor, including work hours, physical aspects, legal rights and responsibility, organizational culture, workloads and training (Ali, Ali & Adan, 2013). Long working hours, violence at work, poor working environment and poor grievance procedures lead to job dissatisfaction and increased labor turn over (Asghara & Oino, 2018). Conducive working environment ensures the well-being of employees, which always enabled them to exert themselves to their roles with all force that may translate to higher productivity and employees` satisfaction; with resultant effect of wanting to stay at their work place (Ajala, 2012).

Organizational structure refers to the functional framework, aligning resources with defined organizational objectives in the business strategy and embodying its culture (Woyengo, Nzulwa & Odhiambo, 2019). It lays out and defines priorities through design of tasks with generalist and specialist roles, indicates reporting relationships and the fit of each person and establishes decision making as centralized or decentralized (Johanin & Yahya, 2009). Organizations that fail to integrate, decentralize and standardize systems of control, well equipped, skilled and committed employees are bound to stand the best time in the global market to compete (Funminiyi, 2018). An effective organizational structure entails clarity of task roles to enable employees to work well with others, makes positive impact on the employees, leveraging their skills and ensuring meaningful work and sense of purpose (Eze, Bello & Adekola, 2017).

Reward system is defined as the strategies, policies and processes required to ensure that the value of people and the contribution they make to achieving organization, departmental and team goals is recognized and rewarded (Jeni, Mutsuddi & Das, 2020). Reward is the total amount of financial and non-financial compensation provided to employee in return for labor or service rendered (Kumari et al., 2021). According to Tian et al. (2021), rewards motivate employees to reciprocate

by offering their effort to perform better and feels satisfied with the job. Motivation was a process that stimulated employees to act to achieve organizational goals and constitutes two sources, namely intrinsic and extrinsic (Zainal, 2017). Extrinsic motivation can be attributed to factors in the workplace, whereas intrinsic motivation is an inner driving force that propels you to achieve more (Mazllami, 2020). If employers take care of employees and rewards them for appreciating their work, in return, the employees put maximum effort to achieve the defined target (Jeni, Mutsuddi & Das, 2020).

2.3.3 Leadership styles and job satisfaction

The quality of liveswais one of the most vital things that makes people satisfied. People obtain fulfillment in their lives in the areas in which they spend most of their beneficial time, therefore leadership and employee satisfaction play a very significant role in any successful organisation. (Ramos, 2014). Suryanti, (2018) indicates that leadership is very vital for institutions to effectively and efficiently utilize their scarce educational resources to achieve their desired goals and objectives. One critical element leader should be concerned of to bring out the desired goals is the employee satisfaction.

Odubuker, (2016) investigated the relationship between leadership styles and job satisfaction among the members of staff of Uganda management institute and concluded that there is a linear relationship between the independent variable, leadership style and dependent variable, employee job satisfaction. Babalola, (2016), opines that managers who apply appropriate leadership styles improve their work environment, organisation structures, reward systems and thus end up influencing workers job satisfaction and organizational loyalty.

Dalluay and Jalagat, (2016) explored the influence of leader's leadership effectiveness and heads of departments on employee jobs satisfaction and employee productivity in some small business in Cavite- Philippines. The study findings suggested much as there was space for improvements, organizations should continue to make the most of the leadership style which promotes productivity of workers and are commendable.

Cubay (2020)'s study on leadership style of public-school administration, power bases, and employee satisfaction in the Philippines revealed administrator's leadership style and teachers job satisfaction are substantially linked.

Mwesigwa et al. (2020) explored the relationship between leadership styles and organizational commitment as mediated by job satisfaction, employed a quantitative approach. The results showed leadership styles and organizational commitment are partially mediated by job satisfaction. It was suggested managers should use a combination of leadership styles that lead to job satisfaction to increase commitment and more should be employed like use of interviews in order to triangulate.

Tallam et al. (2020) in secondary public schools in Kakuro, Kenya found revealed that supervisors' actions had effect on job satisfaction of secondary school teachers in the area. It was suggested that job satisfaction could be improved by employing more supervision techniques. Maina (2020) explored how management and leadership styles as well as organizational structure, and staff development influence job satisfaction. There was a positive correlation found between leadership styles and job satisfaction.

Summary

In view of the above discussions on the relationship between leadership styles and job satisfaction, leadership styles are seen playing a very crucial role in the smooth promotion of successful organizations. Employee job satisfaction depended to a significant degree on the quality of work life. The literature of the conceptual review clearly indicates that the way in which leaders act greatly influences work conditions, organizational structures and reward systems which are appreciated by employees, therefore, principals' leadership styles influence teachers experience, work lives, (Kars and Inandi, 2018), are intimately connected to self- efficacy and have long-lasting impact on teacher's overall job satisfaction, performance and organizational commitment.

2.4 Review of literature

2.4.1 Autocratic leadership style and teachers' job satisfaction

Abid, Arshad, Ashfaq and Athar (2021) explored the impact of authoritative and laissez-faire leadership styles and the moderating role of the personality trait of conscientiousness on thriving in the work place using a sample from a leading school system from Pakistan. The regression results of the study among others showed authoritative leadership and conscientiousness had a significant positive impact on thriving at work.

Another study by Setiawan et al., (2021) on the kinds of latest leadership types in Libya's banks and their impacts on employee's satisfaction, used a comprehensive stratified survey technique to collect data from 400 respondents found a strong positive relationship between autocratic leadership style and employee job satisfaction. Sahito et al., (2020), investigated the factors of job satisfaction and dissatisfaction across 21 countries in Asia and Africa, study findings showed conducive working conditions, promotional opportunities, fair remunerations, support from friends, managers, and community as main factors which influence job satisfaction, and autocratic

leadership style was seen having a positive impact on employee thriving at work place. In the above instances, the researchers limited the scope to banks thus not bringing out what would happen if the study encompassed other sectors like education, health and other enterprises. In this study, the researcher applied the same scenario to education particularly secondary schools in Arua City Uganda and establish whether similar results are obtained.

In contrast, premised on the autocratic and democratic decision-making model and the conceptual model of authentic leadership style, Bikamane and Makamba (2020) sought to establish the effects of autocratic and authentic leadership styles on teacher motivation in the selected primary schools in the South Eastern region of Botswana. The findings of the study revealed there was a negative but non-significant correlation between the autocratic leadership style and motivation of the selected primary school teachers covered in this study. It was therefore suggested that autocratic leadership may have been somehow accepted by the teachers as it neither motivated nor demotivated them. Wongsunopparat et al., (2021) in a study to find answers to “which leadership style was the most suitable for hotels in Thailand”, established a significant relationship between autocratic leadership, high turnover intention low job satisfaction. The study findings also revealed autocratic leadership style as an ineffective style that could possibly promote job satisfaction.

Hasfa, et al., (2020), investigated the relationship between autocratic and free leadership style of cleaners in private universities, and job satisfaction of facility members in Jordan, using a sample of 345, and considered managerial innovation as moderating variables, found there was a negative relationship between autocratic and free leadership styles and job satisfaction of facility members. Similarly, Tabassumat et al., (2021), and Solihah et al (2021) conducted a study on impact of autocratic and team leadership styles on job satisfaction and employment performance in various schools in Islamabad federal capital in Pakistan. The results indicated a negative relationship

between autocratic leadership style and employee job satisfaction, and a significant positive relationship between team leadership, and employee work performance and their job satisfaction and job satisfaction played a mediating role having much more influence than the independent variables. When in scientific research, the independent variable influences the dependent variable. In this study the researcher established if same results are obtained undertaking a similar study in selected public secondary schools Arua City.

Farahnak, 2019 and Foy et al, (2019), explained that work environment could become problematic when subordinates create a negative motion of their leaders which hinders effective communications, creating a stressful work environment. According to Foy, work place stress had negative impact on wellbeing. Kalogiannidis et al, (2021) study on the relationship between autocratic, democratic and participatory leadership styles, orders and procedures as well as employee job satisfaction and found out that orders and unexplained procedures. Unfavorable work environment hence work dissatisfaction. The study results also revealed that autocratic style characterized by self- formulated policies, punishment, orders and refusal to explain issues, negatively impacted on employee job satisfaction. The discussions above, have not indicated the theories that authenticated the results of this study, the researcher investigated head teachers leadership styles and teachers job satisfaction in selected secondary schools in Arua City and ascertain whether the same findings can be obtained.

In another development, some studies have depicted autocratic management style as negatively relating to organizational structure (Duan, et al., (2018), Shan *et al*, 2019). Contrarily, Alnagi, et al., (2020), investigated the effect of autocratic leadership style on employee work satisfaction, using a comprehensive survey of stratified workers, with a study a population of 400. The findings revealed a strong positive correlation between autocratic and democratic leadership styles and

employ work satisfaction. Mwesigwa, *et al.*, (2020), concluded employees who are satisfied with their work are more innovative and they establish a conducive positive work environment, in the organization, and vice versa. The discussion above left much to be desired thus a gap the current study intends to explore in line with head teachers' leadership styles and teachers job satisfaction in selected secondary schools in Arua City Uganda, considering a sample study population of 210 and descriptive cross-sectional survey method and see if similar results will be gotten.

In addition, Jony, Alam, Amin and Alam, (2019), carried a study aimed to show the influence of the three types of leadership style; autocratic, democratic and laissez-faire on organizational success using a field survey in Bangladesh. The study result showed the factors of autocratic leadership namely: leadership barriers, stay out of way, reward or punishment, policies, order and procedures had a significant negative impact on organizational success. Similarly, studies by Mohamed *et al.*, (2022) on health practitioners' perception of their managers' leadership styles and their job satisfaction, using descriptive statistics, correlation and regression analysis, and 226 respondents, exposed that about half of the physicians were dissatisfied with job on the measures employed. The study findings revealed that autocratic leadership style had a significant negative effect on physician's job satisfaction. In the discussion concluded, the researcher looked at only the health sector. Therefore, this study was interested in finding out whether head teachers' autocratic leadership style negatively influences teachers' job satisfaction in selected secondary schools in Arua City, Uganda.

In summary, literature review on autocratic leadership style above depicts both positive and negative sides of the style. According to the definition of autocratic leadership style in this current study, that is 'it was a classical approach where the leader retains as much power and decision making authority as possible, relies on threats and punishments to influence staff, do not trust staff,

nor allow them give any input, Viswanath, (2020)”, modern managers should critically study the conditions that warrant it’s use before finally applying it for the daily running of the institutions, because when applied in situations where workers are already resentful, expect their opinions to be heard and where there is high absenteeism already, can easily lead to stoppage of work (Zheng et al., 2021).

In conclusion, discussions in the literature review on autocratic leadership style, reveals contradiction in relation to the impact on job satisfaction. Some studies indicate it positively influences job satisfaction, while others show a negative relationship. For this reason, the current study is interested in finding its impact on employee satisfaction.

2.4.2 Democratic leadership style and job satisfaction

Rai, Budhathoki & Rai (2020) investigated the effect of job satisfaction and perceived democratic leadership style of the managers on the organizational commitment of employees working in Nepalese banks, results indicated job satisfaction of employees and their perception of the democratic leadership style of their managers had a significant positive impact on their organizational commitment. Also, Kelali and Narula (2017) examined the relationship between leadership styles and lectures` job satisfaction within HEIs and found that leadership styles influence employee job satisfaction. The findings further revealed that a democratic leadership style was the style of choice for deans and lecturers because it produced the higher job satisfaction.

Likewise, Dike and Madubuez`s (2019) expored the effect of leadership styles on job satisfaction, with the objective of creating efficiency in an organization and a positive relationship between the application of a democratic relationship and the performance of employees; suggesting that high employee satisfaction would be achieved when leader involves employees in decision making

through constant consultation. This therefore raised the researcher's interest in under taking a study on head teachers leadership style and teachers job satisfaction in government aided secondary schools in Arua City-Uganda and find out whether similar results can be attained as in the above-mentioned studies.

In a related study, Jerome (2018) emphasized the relationship between leadership style and job satisfaction, findings revealed a positive connection between democratic leadership and job satisfaction. He contends due to high participation, members' level of innovativeness, knowledge display and creativity rigorously increased. In this study, the researcher carried a similar study in government aided secondary schools in Arua City-Uganda to establish if same results would be obtained.

Dyczkowska and Dyczkowsk, (2018), did their study on the relationship between democratic management style and rewarding strategies as well as employee job satisfaction and found out that involvement of employees in managerial activities was a precondition for developing performance-based rewarding strategies in 86 large companies in Polish Enterprises. Therefore, the duo concluded involvement makes employees satisfied with their work. In this study, researcher investigated head teachers' leadership styles and teachers' job satisfaction in government secondary school in Arua City.

Furthermore, Dolly and Nonyelum`s, (2018) study on academic libraries in Port Harcourt, Nigeria revealed democratic leadership had a constructive impact on job performance of subordinates as it results in high productivity and respondents showed a high degree of job satisfaction. Moreover, premised on the democratic decision-making model and the conceptual model of authentic leadership style, Bikamane and Makambe, (2020) sought to establish the effects of authentic

leadership styles on teacher motivation in primary schools in Botswana. The study result established a positive and significant correlation between authentic leadership and motivation of the selected teachers, suggesting that authentic leadership may have created positive leader subordinate relationships with a potential to grow teacher motivation levels to greater heights. The researcher in this study examined whether the above scenario produces similar results when applied in a school situation, particularly in government aided secondary schools in Arua city-Uganda.

A study conducted by Abdullahi et al., (2020) on the effect of democratic style of on employee organizational citizenship behavior, involving 618 small and medium sized enterprises employees in Ghana, found out that democratic leadership style positively predicted the organizational citizenship behavior of employees. They also noted that democratic leadership style is not significantly moderated by the leader's emotional intelligence. In this current study, the researcher will use questionnaires for collecting data from teachers in government secondary schools in Arua City-Uganda such as Mvara S.S, Muni Girls S.S, Arua Public S.S, Micu S.S, to mention but few, and ascertain whether the findings will be the same as when they were administered by Abdullahi et al., (2020).

In another development, Ali, (2019) in his study explored impact of autocratic, democratic and laissez-faire leadership styles on organizational culture and work conditions in eastern Province in KSA. He used the descriptive technique and quantitative approach and found out that there was a significant correlation between democratic leadership style and organizational culture and rewarding working conditions. The study concluded that application of democratic leadership impacted positively on favorable organizational culture and conducive work condition with resultant employee satisfaction.

Sehar et al., (2019), investigated the effect of head teacher's management style on job satisfaction and work motivation of teachers working under them, using data collected from various schools in Karachi. A sample t-test was done and the findings revealed that a positive leadership style affects teachers' job satisfaction. The study further showed that democratic leadership style was the preferred style, and that when teachers are trained, involved in management, there was high level of performance. The researcher in this study intends to explore if head teachers' democratic style also has effect on job satisfaction when applied in government aided secondary schools in Arua City like Micu S.S, Awara S.S, Adumi S.S, and others will yield same results.

Heshemi et al., (2019)'s study in the department of Education in Bushehr Province, investigated the correlation between laissez-faire, authoritative, and democratic leadership styles and professional growth as well as job satisfaction, used Pearson correlation to test the research hypothesis. The findings among others revealed the study was correlational. Similarly Hashemi (2017), in a study titled "investigating the impact of internal and external factors on job satisfaction and health of Gas Companies of staff of East Azarbaijan Province", revealed that democratic experienced leaders who are quick and decisive in decision making can never be replaced by any rules and regulations. In this study, the researcher is compelled to use the same study in an educational setting of selected secondary schools in Arua City and see if same results can be obtained. Alkhasawneh, (2021), also investigated the effect of democratic, autocratic and laissez-faire on employee job satisfaction, and the results revealed a positive relationship between democratic leadership style and employee job satisfaction. In another development, Basit et al., (2017), explored various leadership style factors that mostly impact on performance and satisfaction of employees in Malaysian private company and their results showed that of the numerous leadership styles, democratic leadership had a significant and greater impact the quality

of performance and employee satisfaction in the company. In this study the researcher seeks to undertake this study in academic school setting in Arua City and ascertain whether same results will be obtained.

In the contrary, Mefi and Asoba, (2021) `s attempt to establish the relationship between leadership styles of HODs and employee job satisfaction in a higher education institution in South Africa, using purposive sampling technique revealed that perceptions on leadership styles of academic HODs are varied, suggesting that the relationship between leadership style and job satisfaction appears to be non-linear. The researcher would like to investigate whether head teachers' democratic leadership style has such a relationship with teacher job satisfaction in public secondary schools in Arua City, Uganda.

In summary, the discussions by various researchers points to democratic leadership style as the most preferred style for management of organizations, compared to autocratic and laissez-faire leadership styles. Jakhar, (2017), supports this claim by propounding that democratic leaders involve subordinates in decision making, problem solving, offers feedback through keeping open communication, while retaining the ultimate say in the final conclusion. Behraves et al., (2020) submits that employees who are actively involved by managers in decision making tend to be more motivated, committed, and they perceive less levels of burnout, show less intensions of quitting and have greater feeling of control over their work. It is thus seemingly seen in the discussions that with democratic leadership practices, employees were more satisfied.

In conclusion, the literature review on democratic leadership style portrays it as an effective and efficient style that can bring about the necessary results to march the increasing competitive developments of the 21st century. The attributes such as involvement in decision making, more

delegation, offering opportunity for skills and knowledge improvement, rewards and others, when well applied bring about favorable working conditions, institutional structure suitability, better reward systems, commitment, which finally ends up in employee work satisfaction. Institutional leaders can take a leave from the attributes to be able fit the global educational sphere, hence the reason why the researcher would like to go deep to understand whether, head teachers leadership styles influence teacher job satisfaction.

2.4.3 Laissez-Faire leadership style and teachers' job satisfaction.

In a study conducted by Govender et al., (2013) on leadership style and job satisfaction, with the objectives to identify employees' perceptions of their leadership style and to determine employee job satisfaction levels related to their leadership style. The results suggest a significant relationship between the laissez-faire leadership style and job satisfaction.

Budiash et al. (2020)'s study on the perceived influence of organizational politics on the link between leadership style and job satisfaction at Indonesia's capital city sector organizations. The study results showed that laissez-faire leadership style and job satisfaction were positively associated. This study is seen to have utilized only laissez-faire leadership style, hence thus need for other leadership styles to be studied by stake holders before policies can be implemented. Also, Abid, Arshad, Ashfaq and Athar (2021) explored the impact of authoritative and laissez-faire leadership styles and the moderating role of the personality trait of conscientiousness on thriving in the work place using a sample from a leading school system from Pakistan. The regression results among others show that conscientiousness moderates the relationship between laissez-faire style of leadership and thriving at work relation.

Contrarily, Obongo, (2019) investigated principals' leadership styles and their relationship with teachers' job satisfaction in Kenyan higher institution of learning and found a negative significant correlation between laissez-faire leadership style and teachers' job satisfaction. A negative correlation between laissez-faire leadership style and job satisfaction was also obtained by Deshpande et al. (2018). Similarly, Khawaja, Ahmed, Abid and Adeed (2020) in examining the relationship between laissez-faire leadership style and job satisfaction found that laissez-faire leadership is negatively correlated to job satisfaction. Equally, Jony et al. (2019)'s study aimed to show the influence of the three types of leadership styles among others shows that the style of laissez-faire management does not affect the organizational outcomes.

Additionally, Delay and Clark (2020)'s perception of MR technologists of leadership style and job satisfaction. The American and society of radiologic and technologists used Pearson correlation coefficient to determine the link. The study findings revealed a substantial link between laissez-faire leadership style and job satisfaction. The study scope was restricted to MR technologists, the researcher showed to have other sectors like health faculty, education for purposes of generalization. Murabula (2019), investigated the effect of leadership style on employee job satisfaction in banking sector, in Nairobi, Kenya. Established that a laissez-faire leadership style had a harmful effect on job satisfaction of employees. The laissez-faire style is where leaders rarely make resolution and shows no concern, was not suitable for use in financial institutions. In another development, Sehar et al. (2019) in exploring the impact of principals' leadership style on teachers' job satisfaction, found out that laissez-faire leadership style is not suitable for use in schools, this is because schools are places where people are groomed and delegation without follow-up can lead to problems and poor performance. Radwan and Radwen, (2020) on the their side examined the impact of leadership style in the hotel industry on staff satisfaction, dedication

and creativity in Cairo's four-star hotels and found out that laissez-faire style had less impact on employee's incentives.

In conclusion, the literature in the discussions on laissez-faire leadership style, depict that the leadership style to a lesser extent is significant as supported by Donker and Zhou (2020). This is possible in settings where workers are highly skilled. To a great extent, laissez-faire leadership style is inappropriate to use in institutions as it depicts no leadership efforts which can result in less controls, higher costs and inferior production. Therefore, managers should seek for leadership styles that can bring out total productivity in this competitive global area.

Furthermore, Mohamed et al., (2022), did a study exploring health practitioners' perception of their supervisor's leadership styles and their job satisfaction, found out that half of the physicians were dissatisfied with their jobs on the measures used. The study revealed that laissez-faire style had a significant negative impact on physicians' job satisfaction. In addition, Rodriquez investigated the extent of between leadership styles and job satisfaction for predicting person-organisation fit, and results showed a significant correlation with laissez-faire leadership style. Laissez-faire style significantly predicted person- organisation fit. In this study, the researcher would like to establish if same results are obtained when a similar study is undertaken on head teacher's leadership styles and teacher's job satisfaction in selected secondary schools in Arua City- Uganda.

2.4.4 Transformational leadership style and job satisfaction

Top *et al.* (2020) investigated transformational leadership effects on employee performance in the Kurdistan region of Iraq, using data collected from Erbil and Sulaymaniyah cities of Kurdistan. Results of the study showed that transformational leaders positively related with employee

performance. Secondly, various studies (Widarmanti *et al.*, 2021; Mickson *et al.*, 2020; Han *et al.*, 2020; and Paais & Pattiroho, 2020) carried in different industries on the effect of transformational leadership on job satisfaction show that transformational leadership significantly influences job satisfaction. Thirdly, in examining the effect of the various dimensions of transformational leadership on job satisfaction among educational institutions, Torlak and Kuzey (2019) established that all the dimensions of transformational leadership namely: idealized, inspirational, intellectual stimulation and individualized considerations significantly affect job satisfaction.

Furthermore, in a study to establish the impact of transformational leadership on employee behavior, Suyanti *et al.* (2019) found that, a transformational leadership is able to unite all subordinates and change their beliefs, attitudes, values and personal goals to achieve organizational goals. Their findings are consistent with those of Ari Bastori, *et al.* (2020), where they suggested that transformational leadership increases followers' motivation, work satisfaction, work performance and organizational commitment.

Lei *et al.* (2018) opines that transformational leadership can influence employee behaviors and consequently impact on work place productivity. Ladan *et al.* (2018), investigated the effect of transformational leadership style on knowledge sharing and knowledge hiding, and found significant correlation regarding the mediating role of organizational psychological ownership between transformational leadership, knowledge sharing and knowledge hiding. Sinek, (2017) submits that trust was a pivotal component for knowledge sharing and that originated out for the type of leadership are most effective. The researcher will explore this on relationship between head teachers' leadership styles and teachers' job satisfaction and find out if knowledge sharing brings about job satisfaction.

Ghimire, (2022) conducted a study to ascertain the transformational leadership dimensions of head teachers of community schools, using a quantitative research design- survey method. He obtained data from 36 head teachers from the different community schools in Lalitpur district using SSPS , made analysis using descriptive statistics and the results revealed that head teachers were practicing transformational leadership styles properly, the results contributed to the development of educational institutions by urging head teachers to embrace the practice of transformational leadership which led to commitment, better academic performance, and demonstrated the pedagogical and transformational leadership capacity. The researcher in this study intends to use a similar research design, process data with the help of SSPS and make analysis using descriptive statistics and observe if similar results will be obtained in the case of government aided secondary schools in Arua City.

Hassi, (2019) explored the effect transformational leadership dimensions of delegation, personal recognition, skills development and rewards on job satisfaction, the results revealed a positive correlation. Campbell, (2018) on the other hand contends that transformational leaders are effective in developing strong, skilled and loyal teams with high degree of productivity, since they led with vision and are able to communicate the vision to the organisation and implement them with their teams.

A study by Dwipayna and Suwandana, (2021) examined the effects of leadership styles, work conditions, rewards and other merits on employee retention in Ayodya Resort in Bali, found that transformational leadership has a significant relationship with employee retention and satisfaction. Damanik et al., (2017) further submits that transformational style motivates employee's satisfaction by improving organizational, working conditions and rewards. Therefore, in this study,

the researcher will equally investigate whether head teachers' transformational style in selected secondary schools in Arua City positively influence teacher job satisfaction.

Leadership plays an important role which can affect outcomes for professionals, patients and work environment. In line with this, Specchia, et al. (2021), investigated the current knowledge on the correlation between leadership styles and nurses job satisfaction in a systematic review, on Pubmed, CINAHL and Embase. The results of the study revealed that transformational leadership style had the greatest value of positive correlation with job satisfaction than other leadership styles, and a negative correlation between laissez-faire leadership styles and job satisfaction was also obtained.

Nsubuga (2022) explored relationship between head teachers' transformational leadership model and teacher job satisfaction in catholic founded secondary schools in Lugazi diocese. The study adopted both the cross-sectional survey design and a phenomenology research design, a target population of 1,687 which included head teachers, deputy head teachers and all classroom teachers, applied stratified random and purposive sampling techniques and data was solicited using questionnaires, interview guide and focus group discussions. The study was directed by four research hypotheses provided by Bass (1985)'s Transformational Leadership Model; there is a statistically significant relationship between head teachers idealized influence, inspirational motivation, intellectual simulation and individualized consideration and teachers job satisfaction. The current study will adopt a descriptive cross-sectional survey research design, a target population of 207 which will include head teachers, deputy head teachers, director of studies and selected teachers, purposive sampling and simple random sampling techniques, data will be collected using questionnaires, interview guide and documentary analysis and see if the same findings will be gotten.

Contrarily, in another study, Abdullahi, (2018) examined the nexus between leadership styles; transformational, transactional and autocratic, and employees in the office of the secretary to the results revealed that transformational leadership style had the highest mean score and autocratic with the lowest score. The findings also showed applying the three-leadership style' concurrently would predict employees' performance more than their single use in SSG'S office. It was recommended that, SSG'S office should employ/ use other dimensions of transformational leadership style such as idealized influence, individual consideration and intellectual stimulation to rebuild mutual trust between leaders' managers and employees/ followers, act with integrity and encourage innovative thinking in order to enhance employee performance as well as to achieve the goals effectively and efficiently.

Paracha et al. (2012) investigated the impact of leadership styles transformation and transactional role of job satisfaction: in private schools in Pakistan. The research used atonaurs and tested hypothesis with help of SPSS. The findings showed to both transformation and transaction leadership styles are significantly associated to employee performance and was mediating role of job satisfaction to transformation and employee performance. Similarly, Ahmed et al. (2014) explored the linkage between leadership and employee performance in Pakistan using Sam's leadership style, used Fredler leadership contingency model theory. The study results showed the autocratic in all time horizon and transformation style was the most useful in long term and effect on employee is positive. Hijazi et al. (2017) investigated leadership styles and relationship of private university employees' job satisfaction in United Arab Emirates, transformation and transactional style as the leadership dimensions collected data using questionnaires. The study findings showed a positive and significant relationship between transformational style and employee job satisfaction and a relationship between transaction and job satisfaction. Songui et

al. (2016) explored the impact of leadership style- transformation, transaction and laissez- faire in telecom engineering companies in Malaysia and Chad, found out that transformation had more correlation on employee's motivation satisfaction and performance. Teshome. (2013)- relationship between transformation, transaction and laissez- faire leadership styles and employee commitment in private higher education institutions at Addis Ababa City in Ethiopia, using questionnaire journals and library books were used to collect data, the study findings revealed that transformation has significant and positive correlation and effective and continuance employee commitment and laissez-faire has a very significant association employee's effective commitment.

Maheshwari (2022) undertook a study on the influence of principal's transformational and transactional leadership styles on teachers' job satisfaction in public high schools in southern Vietnam' The study implored a two-stage cluster sampling method to obtain data from 18 public schools including 144 teachers, and the findings revealed a positive relationship between transformational leadership style and a negative relationship of transactional leadership styles on teachers job satisfaction and performance. The findings further showed that job satisfaction acted as a mediator variable between the principal's leadership style and teachers' performance. The study results would also be useful to the Ministry of Education and Training (MOET) and school leaders in Vietnam to bring the required changes in the school environment and leadership practices to promote teachers' job satisfaction and their performance. The researcher in this study will collect data from 9 government aided secondary schools in Arua City, use 180 teachers, questionnaires, interview guides and documentary analysis will be employed to collect data, and ascertain if similar results will be attained.

However, research conducted by Dhaniel et al. (2020) points out that transformational leadership does not have significant effect towards work satisfaction, thus a contraction to the findings of

other researchers whose studies revealed that transformational leadership style has a positive influence on job satisfaction. The researcher therefore would wish to carry out a similar study in a different context, that is government aided secondary schools in Arua city and note what results can be obtained.

2.5 Summary of literature gap

The review of various relevant literature available showed that the relationship between leadership styles, autocratic, democratic, laissez-faire, transformational styles and job satisfaction has been widely covered. The cited literature revealed that several studies have been carried out but their context has largely been outside the scope of Arua City. More so, the context expressed in the cited literature has not specifically focus on secondary schools that provide education services in Arua City. There is hence a contextual gap for the cited studies. Therefore, the urgent need to investigate the relationship between head teachers' leadership styles and teachers' job satisfaction in government aided secondary schools in Arua City.

CHAPTER THREE METHODOLOGY

3.1 Introduction

This chapter presented the methodology the researcher used to obtain and analyze data on the research problem. Methodology referred to the detailed procedure followed to realize the research objectives. It focused on the study design, study population, sample size and selection, sampling techniques, methods of data collection, research instruments (structured questionnaire, interview guide and documentary analysis checklist), data quality control, (validity, reliability procedure), data analysis techniques, measurement of variables and anticipated limitations.

3.2 Study Design

This study employed a descriptive cross-sectional survey design with both quantitative and qualitative approach to explore the relationship between leadership styles and job satisfaction in government aided secondary schools in Arua City. This method was used because it enabled the researcher to target a large number of respondents to get information without making follow up of the respondents once information was obtained from the respondents, (Amin, 2005). And the design was also economical, allows faster data collection and ability to understand a population from a representative population. Both quantitative and qualitative approach (mixed approach) were used by the researcher in the study to ensure clear explanation and interpretation of data, and also have in-depth investigation of the study problem. The quantitative approach was used to obtain information that was numerical (quantified) thus enhance numerical understanding and meaning. It also helped in determining how one aspect affected the other in a population by quantifying the relationship between the independent variables and dependent variables (Collins and Stockton, 2018). While the qualitative approach allows the researcher to solicit information

that is textual in nature, (Clark et al., 2008). It involved investigating individuals and phenomena in their natural setting so as to gain better understanding of the area (Ahmed et al., 2019). The combined numerical and textual data helped the researcher to boost the analysis and interpretation of the study findings.

The mixed approach presented opportunity to compare the quantitative statistical results with the qualitative statistical results (Creswell, 2014). Inferential statistics (frequencies and percentages) were employed to describe the number of times certain scores occurred in the presentation and to draw conclusions about the population from which the sample was drawn.

3.3 Study Population

The study population consisted of 253 teachers and 27 administrative staff who were key stakeholders in the school setting and were knowledgeable about the variables under investigation. Population refers to the entire group of people or events of interest that the researcher wishes to investigate (Sekaran and Bougie, 2011). The study population (unit of analysis) was drawn from 9 government aided secondary schools in Arua City namely; Mvara, Muni Girls, Ediofe Girls, Arua Public, St. Josephs College Ombaci, Arua Secondary, Micu, Awara and Adumi secondary schools (District Education Department Quarterly Inspection Report, 2021). The researcher used Arua city as a case study because it has the highest concentration of government aided secondary schools in the West Nile region of Uganda (District Education Department Quarterly Inspection Report, 2021).

3.4 Sample Size and Selection

Sample size is a count of individual samples or observations in any statistical setting such as a scientific experiment or a public opinion survey (Zamboni, 2018). The unit of inquiry

(respondents) consisted of 9 head teachers who are experienced and knowledgeable about aspects under investigation, 9 deputy head teachers who are knowledgeable and directly deal with the teachers', 9 directors of studies who are directly involved with teachers' and can give vital information about teachers and 135 teachers who work directly under the leadership of the head teachers, giving a total of 162 respondents, as illustrated in table 1 below.

Table 1: Table showing respondents by category, population, sample size, sampling and data collection methods.

Category	Target Population	Sample Size	Sampling Technique	Data collection Method
Head teachers	9	9	Purposive sampling	Interview
Deputy Head teachers	9	9	Purposive sampling	Questionnaire
Directors of Studies	9	9	Purposive sampling	Questionnaire
Teachers	253	135	Simple Random sampling	Questionnaire
Total	280	162		

Source: Adopted from Picho, (2016) and guided by Krejcie, R.V and Morgan D.W (1970), Determining sample size for research activities, Educational and psychological measurement.

3.5 Sampling Technique and procedure

The researcher used census survey for picking all the schools because of their few numbers. For the respondent's, purposive sampling technique was used to select the head teachers, deputy head teachers and director of studies because of the expertise they possess in management of the schools and are believed to be knowledgeable to provide quality information to achieve the objectives of the study. Simple random sampling technique was used to select the representative teachers in the schools to participate in the study as their number was large and ensures that relevant information was obtained from an equal chance thus avoid bias (Amin 2005), and to increase credibility of the results (Shaheen et al., 2019). The sample of schools were categorized as of single, mixed, day

and boarding, urban and sub-urban, using purposive sampling to solicit satisfactory results that is not biased (Daniel, 2016). Accordingly, Frost (2023), opines that sample populations have particular unique characteristics which are required to evaluate research questions.

3.6 Methods of Data Collection

The researcher used questionnaire, the face-to-face interviews, and documentary analysis to obtain and collect data for this study as below.

3.6.1 Questionnaire

A questionnaire is an instrument for research which consists of a list of questions typed in a sequence on a form used to acquire specific information from respondents (Sagar, 2022). The researcher gathered quantitative information by administering questionnaires to teachers, director of studies and deputy head teachers, who filled them personally, (Amin, 2005). The choice of the questionnaire was because of the ease of its administration to a large population, ability to attract high response rate, its being more convenient and economical to collect information.

3.6.2 Interviews

The head teachers were interviewed to solicit information on the relationship between leadership styles and job satisfaction among staff of the schools. Interviewing was face to face interface between the researcher and the head teachers to allow gathering in depth information around the topic and enabled clarification of ambiguous answers, and gave opportunity to further probe the interviewee on issues that arose in the course of the interface (Orodho, 2017).

3.6.3 Documentary Analysis

The researcher gathered all relevant available school records and reports to provide secondary source of data. This provided information to support the findings from the questionnaires,

interviews and showed how the variables related. Documentary analysis was chosen because they were found to be efficient and effective way of soliciting data, as supported by Bowen (2009).

3.7 Research Instruments

The researcher used three types of instruments being guided by the objectives of the study, conceptual framework and literature reviewed. The instruments included; structured questionnaire, interview guide and documentary analysis guide (Kothari, 2004).

3.7.1 Structured Questionnaire

This study used structured questionnaire as a tool to collect quantitative data. Kombo & Tromp (2010) defined a questionnaire as, a set of questions mostly printed to be answered by selected study participants. The questionnaire was divided into two sections, the first section A consisted of four items of the background / demographic information of respondents, section B consisted of items on the independent variable (leadership styles- autocratic, democratic. Laissez-faire and transformational) and dependent variables (job satisfaction-work conditions, organizational structure and reward systems). The closed ended questions were chosen because of the large number of subjects, time, cost and the nature of the topic and its simplicity to administer (Bruce *et al.*, 2019).

3.7.2 Interview Guide

The study utilized interview schedules. The interview guide consisted of open-ended questions as recommended by Amin (2005) and allowed collection of in-depth information since it did not limit responses. Interview was selected because relatively more information was got from the respondents (Malcolm, 2016), and there was more flexibility under this method as the opportunity to restructure questions was available, the interviewer was able to overcome any resistance in case

they would arise. Interview was also used because it enabled the researcher to explore interviewee's beliefs, values, feelings, understanding and perspectives of the subject matter. Interview was administered to head teachers and it was majorly used to collect descriptive data (qualitative data) that could not be obtained with questionnaires

3.7.3 Documentary Analysis Checklist

Documentary analysis refers to a systematic procedure for reviewing or evaluating documents- both printed and electronic (computer based and internet -transmitted) material. Data in this case was examined and interpreted in order to elicit meaning, gain understanding and develop empirical knowledge (Corbin & Strauss 2008).

This was drawn to guide the researcher on the documentary information required by the study. The checklist was used to request for documents such as meeting records, teachers' arrival and departure registration books, staff briefings, welfare remission record, transport refund, housing allowance etc. (Kothari, 2004) and any other relevant documents related to the study to obtain the needed information.

3.8 Data Quality Control

This section assured the validity and the reliability of the instruments. Controlling quality entails ensuring acceptable levels of validity and reliability of instruments. The researcher thus controlled data generation through structured closed ended questionnaire, interviews, and documentaries to obtain valid and reliable data. The researcher ensured that the two meet satisfied requirements of content validity and Cronbach alpha as guided by the supervisor.

3.8.1 Validity

The researcher ensured that accurate information was obtained by the use of relevant instruments and determining whether the statements in the questionnaire instruments and interview manuals will be relevant to the study. Validity involved the extent to which measurement was accurate and what is to be measured is actually measured (Howell, 2013). According to Surucu & Maslakci (2020), validity of instruments referred to whether the measuring instrument measured the behaviour or quality it was intended to measure. To ensure validity in this research, the researcher focused on content validity which depicted the intended content that was investigated.

Content Validity

Content validity in this study was concerned with how accurately the questions formulated by the researcher elicited the required information. To ensure that instruments measure the content they are intended to measure, the researcher discussed the instruments with the supervisors who are well trained and skilled and contextualized it to this specific study to ensure its accuracy. The researcher calculated the validity by using content validity index (CVI); dividing the number of items rated relevant in the questionnaire by the total number of items in the questionnaire, in order to formulate instruments that are reliable to obtain relevant and accurate data. Questionnaires was administered to teachers, after subjecting them to rating and content validity index was computed using the formula:

$$CVI = \frac{\text{Number of items rated relevant}}{\text{All items in the questionnaire}}$$

According to research experts the Cronbach alpha begins from 0 to 7. For a research CVI to be relevant it should be from 0.7 and above. Amin (2005) states that, when the CVI is 0.7, then the instrument formulated is valid. The researcher then used the final instrument formulated from the

CVI equation above on the questionnaires for respondents' consumption. When the filled questionnaires were collected, the researcher calculated the CVI based on the number of questions answered as the numerator and the total number of questions as the denominator.

Construct Validity

To ensure instruments measured the concept they were to measure, the construct validity was determined by comparing the scores on one instrument with that on another instrument (correlating scores from questionnaires with scores from interview guide). Pilot studies which are a small-scale prior study was under taken to ascertain the feasibility of a large-scale test to establish the strength of the research and allow making necessary adjustments. When the two instruments are measuring the same constructs (0.7, and above), of the head teachers leadership styles and teachers job satisfaction expressed by the correlation coefficient, then the instrument would be considered valid (Onen, 2007).

Face Validity

To ensure that the instruments correctly measured what they intended to measure, the questionnaire was adopted from the previous scholars and given to supervisors to determine their accuracy and so ensure the practitioners had confidence in the results obtained (Coleman, et al., 2022).

Criterion validity

To ensure scores from the instruments accurately predicted the criterion measure, the researcher made the instruments relevant and free from bias and ensured investigative rigor such that results obtained from the instruments were utilized to predict some future job satisfaction (Coleman, 2022). In this study, criterion validity was measured using Pearson Correlation coefficient which

took the values between -1 and +1 using SPSS. It was noted that, the further the correlation was from zero, the stronger the association between the two variables (Zach, 2020). Validity was therefore utilized to establish whether a relationship existed between head teachers' leadership styles and job satisfaction of teachers in government aided secondary schools in Arua City.

3.8.2 Reliability

Reliability refers to the stability of measuring instrument used and its consistency over time (Surucu & Maslakci, 2020). To Mugenda and Mugenda (2005), reliability was a measure of the degree to which a research instrument yielded consistent results after repeated trials. Kimberlin & Winterstein, (2008) contended that, cronbach's alpha coefficient iwas appropriate for questionnaires containing Likert scale items. The researcher carried out a pre-test (pilot) study in four schools to ensure reliability of research instruments. This ensured consistency and accuracy of the research instruments to elicit answers to the objectives of the study. The raw data obtained from the instruments were subjected to a reliability factor analysis and reliability test using cronbach alpha coefficient from which a CVI was computed and the findings tabulated. Where the Cronbach alpha co-efficient was greater than 0.7 or measures between 0.70 to 0.90, as recommended by Amin, (2005), then the items measuring the variables were considered dependable for the data collection (Picho, 2013).The questionnaires were given to deputy head teachers, directors of study and teachers to give their opinion regarding the relevance of the questions using a 5-point Likert scale.

Table 1: Reliability Results

	Cronbach's Alpha	Number of Items
Autocratic leadership Style	0.743	7
Democratic leadership style	0.715	8
Laissez-faire leadership style	0.747	8
Transformational leadership style	0.704	8
Job Satisfaction	0.816	24

Source: Primary Data (2023)

The results in Table 1 above show that the items measuring each of the main variables in the study were reliable. This is so because the associated Cronbach alpha statistic; Autocratic style (0.743), Democratic style (0.715), Laissez-faire style (0.747), Transformational style (0.704) and Job satisfaction (0.816) are above the threshold of 0.7 according to (Nunnally, 1970). Amin (2005) poses that a cronbach alpha of 0.7 or greater was sufficient to show reliability meaning the questionnaire was reliable. This therefore implied that administration of the questionnaire several times, would yield consistent results.

3.9 Data Collection Procedure

A letter of introduction was obtained from the office of the Graduate Studies and Research of Muni University to enable the researcher seek permission from relevant authorities including the Town Clerk, City Education Officer of Arua City and Head teachers of the secondary schools that the researcher used in the study. A covering letter explaining the purpose of the study was attached to the data collection instruments and availed to the relevant authorities. Once permission was granted, the researcher with the help of a research assistant gave out the questionnaires to the respondents to fill and collect them on completion. The researcher used the covering letter as well to gain access for the interview process with the head teachers after an appointment with them.

3.10 Data Analysis

Data analysis refers to a process of bringing order and meaning to raw data collected to elicit useful information for decision making. The researcher used both quantitative data and qualitative data analysis during the study.

3.10.1 Quantitative Data Analysis

Quantitative data collected from questionnaires was edited, entered into spread sheets using different codes, analyzed and processed with the help of a statistical package for social sciences (SPSS) version 25 (Amin, 2005). Descriptive statistics were used to describe participant's characteristics. Frequencies and frequency tables, percentages were derived from the participants responses to the research questions. Frequencies were used because they easily communicated research findings, frequencies and percentages also helped to show the distribution of respondents on each of the independent and dependent variables.

Pearson's correlation co-efficient (r) as well as the level of significance (p) were used to establish the extent of relationship between head teachers' leadership styles and teachers' job satisfaction, since there are two variables. This relied on the ranks of scores in their order of values from the highest to the lowest score and was calculated. The correlation coefficient was used to determine the strength of the relationship between the Variables (IV'S and DV's). The sign of the correlation coefficient (+1 or -1) was used to determine the nature of the relationship. Where the value of +1 meant a perfect correlation (association), hence a positive direction, therefore a direct relationship. While the value of -1 meant a perfect negative correlation of ranks, and the value of zero or near to zero showed was no correlation between ranks thus no relationship. The analysis of variables was then used to test the research hypothesis. Furthermore, regression analysis was carried out to

determine the predictive power of autocratic, demographic, laissez-faire and transformational leadership style on job satisfaction in government aided secondary schools in Arua City.

3.10.2 Qualitative Data Analysis

This involved content analysis that was used to edit qualitative data and organize it into meaningful shorter sentences. A thematic approach was used to analyze qualitative data, where themes, categories and patterns were identified. The recurrent themes, which emerged in the relation to each participant, was presented in the results, with selected direct quotations from participants presented as illustrated. The use of themes helped to explain and expound the meaning of qualitative data (Obungu, 2021).

3.11 Measurement of Variables

Leadership style was measured using autocratic, democratic, laissez-faire and transformational style (Asghar and Oino, 2018). Meanwhile job satisfaction was measured using Work condition, Organizational structure and Reward system (Rahman, 2021; Islan, 2017). The researcher measured the variables using a Likert scale of 1 to 5 from strongly disagreed to strongly agree, where each contained a numerical value attached on each response circled out by the respondents in the questionnaire was processed using statistical package for social scientists (SPSS). This was done to develop relevant conclusions on the statements asked in the questionnaire.

The statements in the questionnaire and the head teachers' interview guide focused on both the independent and dependent variables of the study which were stated in the objectives. The questions which were drafted concentrated on each of the indicators of the conceptual framework.

3.12 Ethical Considerations

The researcher sought permission from relevant authorities such as Muni University Research Ethics Committee, Town Clerk of Arua City, the City Principal education officer and the head teachers to carry out the study in the schools. The researcher established a relationship with the participants by introducing self and then explaining the purpose of the study.

The researcher ensured anonymity and confidentiality with the collected data. This was by keeping their contributions anonymous and by not writing names of participants, observing good data soliciting and storage practices. The researcher obtained consent of the participants to take part in the study, consent is the process by which potential participants can decide if it is worth taking part in a study despite any risks and costs. The researcher assured respondents that no physical and psychological harm was inflicted on them, and the research will not in any way contribute to environmental degradation.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter covers the presentation, analysis and interpretation of the research findings. The results were presented using tables. Frequency distribution tables were used for presenting data on the demographic characteristics of the respondents. Pearson product-moment correlation and regression tables were used to present data on the relationships and predictive power of independent variables on the dependent variable.

4.2 Response Rate

Response rate (also known as completion rate or return rate) in survey research refers to the number of people who answered the survey divided by the number of people in the sample population (Johnson & Owens, 2003). It is usually expressed in the form of percentage. A low response rate can give rise to sampling bias if the non-response is unequal among the participants regarding exposure and/or outcome. In this study, the sample population was 162 respondents but the study managed to get 100% respondents. The breakdown is shown in **Table 2** below.

Table 2: Response Rate

Category of respondents	Target Population	Sample Size	Response rate	Percentage (%)
Head teachers	9	9	9	100
Deputy Head teachers	9	9	9	100
Director of studies	9	9	9	100
Teachers	253	135	135	100
Total	280	162	162	100

Source: Primary data (2023)

From the study of 280, using Krejcie and Morgan Table as advocated by Amin (2005), the researcher sampled 162 to participate in the study. Table 2 shows the response rate of 100%

which was above the recommended 67% response rate (Amin, 2005; Mugenda & Mugenda, 1999). Therefore, the results were considered representative of what would have been obtained from the target population of 280.

4.2 Demographic characteristics of the respondents

This section presents information about the demographic characteristics of respondents of teaching staff in the government aided secondary schools in Arua city. The background characteristics of the respondents analyzed included; gender, age, the highest level of education attained, and how many years worked in the government aided secondary schools in Arua city.

4.2.1 Respondents distribution by gender

The study sought to establish the gender of the respondents. The researcher included the gender of respondent's in order to determine the magnitude to which each of the sexes participated in the study. The percentage frequency distribution of the demographic characteristics of the respondents in this category were presented in **Table 3** below.

Table 3: Sex of respondents

Gender of respondents	Frequency	Percentage
Male	110	67.9
Female	52	32.1
Total	162	100.0

Source: Primary data (2023)

Table 3 presents data that reveals that the majority of the respondents were male (67.9%), while 32.1% of respondents were female. This means that the views of both categories were considered in the study. However, the study was not gender sensitive.

4.2.2 Distribution of respondents by age

The researcher was further interested in obtaining the age composition of respondents and they were hence requested to indicate the same. Respondent's responses were presented in **table 4** below.

Table 4: Age of respondents

Age of respondents	Frequency	Percentage
25 – 31 years	26	16.0
32 – 38 years	29	17.9
39 – 45 years	40	24.7
46 – 52 years	33	20.4
Above 52 years	34	21.0
Total	162	100.0

Source: Primary data (2023)

The data in table 4 shows that the age bracket of the respondents who participated in the study was such that the majority were aged between 39 – 45 years (24.7%) and the least with 25 – 31 years (16.0%). This implies that the respondents were experienced and matured enough to give information that can be depended upon.

4.2.3 Respondents distribution by level of Education

The study sought to determine the highest academic qualification of respondents. Their responses were presented as in **Table 5** below.

Table 5: The highest level of education attained by the respondents

The highest level of education attained	Frequency	Percentage
Diploma	47	29.0
Degree	110	67.9
Masters	5	3.1
Total	162	100.0

Source: Primary data (2023)

Table 5 presents' data that demonstrated that the highest education level of this category of respondents was such that; most of them (67.9%) had bachelor's degree and few of them had master's degree (3.1%). This implied that the respondents were literate and had good knowledge which guarantees relevant responses by virtue of the fact that they could easily comprehend and meaningfully answer questions stated in the research instrument.

4.2.4 Respondents length of service in the current school

The study requested to indicate the period of time each respondent had served in teaching in their current schools. Their responses were presented in **table 6** below.

Table 6: Number of years the respondents have worked in this school

Number of years the respondents have worked in this school	Frequency	Percentage
Less than one year	4	2.5
1-3 years	37	22.8
4 - 6 years	35	21.6
7 -9 years	25	15.4
Over 9 years	61	37.7
Total	162	100.0

Source: Primary data (2023)

The findings in Table 6 on the results about the number of years the respondents had worked in the government aided secondary schools in Arua City shows that; majority of them had worked for above 9 years (37.7%) and a few have worked for less than one year (2.5%). These findings implied that most of the respondents had worked for many years that enabled them to gain relevant knowledge on leadership skills and experience to articulate issues under investigation.

4.3 Autocratic Leadership style and job satisfaction of teachers' in government aided secondary schools in Arua City

Before establishing any link between autocratic leadership and job satisfaction, there was need to first find out results on each of the variables separately by using descriptive statistics, which in the study were frequencies and percentages, given that the type of data used was ordinal. Therefore, the following sub-section presents findings about autocratic leadership and job satisfaction.

4.3.1 Descriptive results on autocratic leadership

Teachers were requested to respond to seven items about autocratic leadership by indicating their agreement using a five-point Likert scale as shown in Table 7. The items were presented in the second column and the proportion of teachers to the responses on each of the items is presented in form of frequencies and percentages in columns 3 to 6. The last column presents the total number and percentage of teachers on each of the items. The key are: SD = Strongly disagree, D = Disagree, N = Not sure, A = Agree, SA = Strongly agree. The analysis and interpretation of the findings about autocratic leadership follows the presentation of findings in Table 7.

Table 7: Autocratic leadership descriptive statistics

S/N	Autocratic leadership	SD	D	NS	A	SD	Total
1.	My head teacher does not involve teachers in what is required to be done in the school	67 (41.1%)	71 (43.8%)	11 (6.8%)	9 (5.6%)	4 (2.5%)	162 (100%)
2.	The head teacher rarely considers the suggestions and ideas of teachers in decision making processes of the school	43 (26.5%)	73 (45.1%)	19 (11.7%)	26 (16.0%)	1 (0.6%)	162 (100%)
3.	In this school, the head teacher uses threats and punishments to attain the goals of the school	80 (49.4%)	55 (34.0%)	17 (10.5%)	7 (4.3%)	3 (1.9%)	162 (100%)
4.	The rights and needs of the teachers are neglected by the head teacher in my school	58 (35.8%)	75 (46.3%)	12 (7.4%)	15 (9.3%)	2 (1.2%)	162 (100%)
5.	My head teacher strictly insists on the teacher's compliance and total obedience to his dictates	37 (22.8%)	72 (44.4%)	29 (17.9%)	20 (12.3%)	4 (2.5%)	162 (100%)
6.	There is no clear communication between the head teacher and the staff in this school	61 (37.7%)	74 (45.7%)	12 (7.4%)	9 (5.6%)	6 (3.6%)	162 (100%)
7.	My head teacher creates an environment in which the staff feels not part of the school development	63 (38.8%)	67 (41.4%)	13 (8.0%)	15 (9.3%)	4 (2.5%)	162 (100%)

Source: Primary data (2023)

To analyze the findings, teachers who strongly disagreed and those who disagreed were combined into one category of those who “opposed” the items. In addition, teachers who strongly agreed and those who agreed were combined into another category of those who “concurred” with the items. After the computation, three categories of teachers were compared, which included “teachers who opposed the items”, “teachers who were not sure on the items” and “teachers who concurred with

the items”. Interpretation was then drawn from the comparisons of the three categories as shown in the following paragraph.

Findings in Table 7 presents findings that show that more teachers opposed autocratic leadership (that is items 1 to 7) compared to those who concurred and those who were not sure. A comparison on these items shows that those that opposed ranged from 22.8% to 46.3%, while those that were not sure ranged from 6.8% to 17.9% and those that concurred ranged from 0.6% to 16.0%. From these comparisons, it can be seen that the percentages that opposed with the items were higher compared to those who were not sure and those that concurred. From this analysis, the following is the interpretation. Findings show that most teachers were of the view that in the government aided secondary schools in Arua city, Uganda, the level of autocratic leadership was still low; those who were familiar with the autocratic leadership never knew them so well that they were not involved in decision making, less delegation of duty, no clearly defined rules and processes and there was limited input from stake holders.

Interview findings shed more light on the nature of autocratic leadership. For example,

“From your experience in managing schools, do you see any relation between leadership style and teacher’s job satisfaction? Kindly, explain”

Informant from schools A said “yes, there was relationship between leadership style and job’s satisfaction. When head teacher works closely with teachers, guides and supports and provides conducive working environment where responsibilities are shared, teachers are happy thus satisfied with managements style. (Interview with informant from school A, 11th / April / 2023).Informants at from school B and D revealed that, “When head teacher listens to teachers, then teachers express happiness, enjoy their work and feel free to interact with head teacher and perform to their best. (Interview with informants from schools, B, 11th/ April / 2023). D, 15th/ April

/ 2023). But when head teacher controls all aspects of management and activities then teachers avoid such head teacher and work becomes unenjoyable hence they are dissatisfied. (Interview with informant from school E, 17th / April / 2023).

Informant from school C, said “no” “that there is little/meagre relationship between leadership style and teachers’ job satisfaction, because it is very difficult to measure teacher satisfaction. You may do all it takes to make teachers happy but you see them behaving in a manner that shows unhappiness, for example, work given not done or there is no teacher”. (Interview with informant from school C, 11th / April / 2023).

“What in your opinion is the best leadership style to be used in management of secondary schools in order to create job satisfaction in teachers?”

Informant of school F interviewed stated that such autocratic leadership style be used in management of secondary schools in order to create job satisfaction in teachers depending on circumstances that arise.(Interview with informant from school F, 17th / April / 2023). Similarly informant of school G was of the view that, autocratic leadership style helps teachers to cope with the world today, increase level of concentration and team work that leads to better performance of students.(Interview with informant from school G, 17th / April / 2023).

“Could you explain how the leadership approach you have adopted in your school leads to teacher job satisfaction?”

The head teacher of schools D – I interviewed shared same sentiments that they adopted leadership approach such as transformational and democratic leadership style, which helps teachers to attend in-service trainings, workshops, allow them implement the curriculum and team spirit. (Interview with informant from schools, D, 11th / April /2024; E, 17th / April /2024; F, 17th / April /2024; G, 19th / April /2024; I, 13th / April /2023).

While informants from school B, agreed that leadership approach one adopted leads to teacher job satisfaction by delegation, promotions of career, (Interview with informant from schools, B, 11th / April /2024 ;). While two schools agreed to adopt participatory leadership and shared leadership that lead to teacher job satisfaction, (Interview with informant from schools, B, 11th / April /2024).

Table 8: Documentary findings shed more light on the nature of autocratic leadership. For example, in Table

Document	Seen		Absent
	Appropriate	Inappropriate	
1. Staff arrival and departure registration book	9		
2. Duty roster.	9		
3. Minutes of staff meetings	9		

Source: Secondary Data (2023)

In documentary analysis, “Appropriate meant the documents under investigation were available and there was evidence of efficient and effective use on regular basis, while Inappropriate meant the documents were available but not being used on regular basis and absent meant the documents were not available”. Table 8 presents data that shows that all of the 9 schools agreed that teachers sign in using the teller (biometric) machine and registration book every morning and when departing after work. All of the 9 schools agreed that duty roster are followed. Teachers assigned to be on duty on weekly basis. Deputy administration prepares and puts a copy on staff notice board.

All of the 9 schools agreed that minutes of staff meetings are taken as evidence by filled copies of meeting minutes and signed attendance sheet.

4.3.2 Descriptive Statistics Results on Job satisfaction

Teachers responded to 24 items about job satisfaction in government aided secondary schools Arua City, Uganda by indicating their agreement using a five-point Likert scale as shown in Table 8.

The analysis and interpretation of the findings follows the presentation.

Table 9: Descriptive Statistics Results on Job satisfaction

S/N	Job Satisfaction	SD	D	NS	A	SD	Total
1.	The school has a spacious staff room with all the facilities required for effective teaching and learning	19 (11.7%)	35 (21.6%)	25 (15.4%)	59 (36.4%)	24 (14.8%)	162 (100%)
2.	My school provides sufficient accommodation to a good number of teachers	48 (29.6%)	48 (29.6%)	17 (10.5%)	42 (25.9%)	7 (4.3%)	162 (100%)
3.	The amount of teaching load allocated to me per week is appropriate	4 (2.5%)	14 (8.6%)	20 (12.3%)	101 (62.3%)	23 (14.2%)	162 (100%)
4.	The teacher- learner ratio in the classroom my school is adequate and manageable	30 (18.5%)	40 (24.7%)	21 (13.0%)	56 (34.6%)	15 (9.3%)	162 (100%)
5.	The management of the school provides enough teaching and learning materials to the teacher for effective delivery	7 (4.3%)	39 (24.1%)	17 (10.5%)	80 (49.4%)	19 (11.7%)	162 (100%)
6.	There is efficient and effective supervision of work by my immediate supervisors in this school	5 (3.1%)	16 (9.9%)	33 (20.4%)	85 (52.5%)	23 (14.2%)	162 (100%)
7.	The management of the school handles staff grievances in a good manner	7 (4.3%)	15 (9.3%)	24 (14.8%)	100 (61.7%)	16 (9.9%)	162 (100%)
8.	The reporting line in my school is very clear	10 (6.2%)	20 (12.3%)	32 (19.8%)	76 (46.9%)	24 (14.8%)	162 (100%)
9.	Tasks in this school are well designed and well defined	2 (1.2%)	28 (17.3%)	27 (16.7%)	86 (53.1%)	19 (11.7%)	162 (100%)

S/N	Job Satisfaction	SD	D	NS	A	SD	Total
10.	Management adequately equips teachers with work tools	6 (3.7%)	27 (16.7%)	23 (14.2%)	89 (54.9%)	17 (10.5%)	162 (100%)
11.	The school has well set plans for staff development	9 (5.6%)	36 (22.2%)	43 (26.5%)	64 (39.5%)	10 (6.2%)	162 (100%)
12.	Teachers are committed to perform the assignments given to them	2 (1.2%)	12 (7.4%)	19 (11.7%)	98 (60.5%)	31 19.1%	162 (100%)
13.	The school has a well laid structure for decision making	5 (3.1%)	29 (17.9%)	30 (18.5%)	84 (51.9%)	14 (8.6%)	162 100%
14.	Management has authentic plans for meeting staff grievances	6 (3.7%)	34 (21.0%)	42 (25.9%)	69 (42.6%)	11 (6.8%)	162 (100%)
15.	There are set procedures for monitoring and supervision of staff productivity	5 (3.1%)	13 (8.0%)	29 (17.9%)	96 (59.3%)	19 (11.7%)	162 (100%)
16.	In my school scheduled extra lessons are rewarded with attractive and timely pay	18 (11.1%)	31 (19.1%)	21 (13.0%)	68 (42.0%)	24 (14.8%)	162 (100%)
17.	The weekly duty schedules in my school have attractive remunerations	36 (22.2%)	45 (27.8%)	31 (19.1%)	34 (21.0%)	16 (9.9%)	162 (100%)
18.	In my school, transport remuneration is provided to teachers who do not stay in the staff quarter	37 (22.8%)	32 (19.8%)	12 (7.4%)	57 (35.2%)	24 (14.8%)	162 (100%)
19.	School management adequately pays teachers who are not accommodated within the quarters sufficient housing allowances	27 (16.8%)	43 (16.8%)	23 (14.2%)	51 (31.5%)	16 (11.1%)	162 (100%)
20.	Teachers are consistently recognized and praised for hard work, extra commitment and any positive contributions to the school	15 (9.3%)	27 (16.8%)	31 (19.1%)	70 (43.2%)	19 (11.7%)	162 (100%)
21.	In my school, management organizes end of year	47 (29.0%)	51 (31.5%)	24 (14.8%)	30 (18.5%)	10 (6.2%)	162 (100%)

S/N	Job Satisfaction	SD	D	NS	A	SD	Total
	parties to appreciate team work						
22.	My school gives salary advance to teachers whenever requested	29 (17.9%)	32 (19.8%)	32 (19.8%)	58 (35.8%)	11 (6.8%)	162 (100%)
23.	My school provides balanced meals for teachers during working hour	10 (6.2%)	31 (19.1%)	33 (20.4%)	68 (42.0%)	20 (12.3%)	162 100%
24.	In my school, school Academic tours are organized annually by the management	45 (27.8%)	45 (27.8%)	18 (11.1%)	42 (25.9%)	12 (7.4%)	162 (100%)

Source: Primary Data (2023)

Findings in Table 9 show that most of the teachers concurred with twenty one items about job satisfaction (that is items 1, 3, 4, 5, 6,7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 22 and 23) compared to those who opposed and were not sure. A comparison on these items shows that those that opposed ranged from 1.2% to 31.5% while those that were not sure ranged from 7.4% to 26.5%, and those that concurred ranged from 6.8% to 62.3%. From these comparisons, it can be seen that the percentages that concurred with the items were higher compared to those who were not sure and those that opposed. From this analysis, the following is the interpretation. Findings show most teachers were of the view that the management of the school handles staff grievances in a good manner, the amount of teaching load allocated to teacher per week is appropriate, tasks in this school are well designed and well defined and management adequately equips teachers with work tools.

4.3.3 Inferential statistical results on autocratic leadership and job satisfaction

The first hypothesis, “*There is a significant relationship between autocratic leadership style and teachers’ job satisfaction in government aided secondary schools in Arua city, Uganda* ” was

tested. Pearson correlation coefficient (r) was used to determine the strength of the relationship between autocratic leadership style and job satisfaction of teachers in government aided secondary schools in Arua city, Uganda. The coefficient of determination was used to establish the magnitude of variance in job satisfaction accounted for by autocratic leadership. The significance of the coefficient (r) was used to test the hypothesis by comparing r to the critical significance level at (.01). Table 10 presents the test results for the first hypothesis.

Table 10: Pearson Correlation coefficient of determination on autocratic leadership and job satisfaction

		Autocratic Leadership	Job Satisfaction
Autocratic Leadership		1.000	
Job Satisfaction		-.537**	1.000
	Sig.(2-tailed)	0.000	
	N	162	162

***. Correlation is significant at the 0.01 level (2-tailed).*

Source: Primary data (2023)

Findings in Table 10 show that there was a moderate negative correlation ($r = -.537$) between autocratic leadership style and job satisfaction of teachers in government aided secondary schools in Arua city, Uganda. Since the correlation does imply causal-effect as stated in the first objective, the coefficient of determination, which is a square of the correlation coefficient ($r^2 = .284$), was computed and expressed as a percentage to determine the variance in job satisfaction due to autocratic leadership. Findings show that autocratic leadership accounted for 28.4% variance in job satisfaction. These findings were subjected to a test of significance (p) and it is shown that the significance of the correlation ($p = .000$) is less than the recommended critical significance at .05. Because of this, the hypothesis “*There is a significant effect of autocratic leadership on job satisfaction of government aided secondary schools in Arua city of Uganda*” was accepted. Thus,

it was concluded that the autocratic leadership significantly affect job satisfaction of government aided secondary schools in Arua city of Uganda.

4.4 Democratic Leadership and Job satisfaction

Before determining the relationship between democratic leadership and job satisfaction, descriptive statistics for democratic leadership are presented to show the respondents' views on this variable. Five dimensions were used to measure democratic leadership and these were involvement in decision making, more delegation, knowledge improvement, rewards and skills development. Findings are presented in the following sub sections.

4.4.1 Descriptive results on democratic leadership

Teachers were requested to respond to 8 items about democratic leadership by indicating their agreement using a five-point Likert scale as shown in Table 11. The key used were as for democratic leadership. The analysis and interpretation of the findings about democratic leadership follows the presentation of findings in Table 11.

Findings in Table 11 show that most teachers concurred to all items about institutional human capacity (that is, items 1 to 8) compared to those who opposed and were not sure. A comparison on these items shows that those that opposed ranged from 2.5% to 13.3%, while those that were not sure ranged from 9.3% to 19.1% and those that concurred ranged from 34.25% to 42.9%. From these comparisons, it can be seen that the percentages of those that opposed the items and were not sure were lower compared to those who concurred. From this analysis, the following is the interpretation.

Table 11: Descriptive Statistics results on Democratic leadership

S/N	Democratic leadership	SD	D	NS	A	SD	Total
1.	My head teacher takes the views and welfare of teachers into consideration in making administrative decisions	9 (5.6%)	17 (10.5%)	19 (11.7%)	86 (53.1 [^])	31 (19.1%)	162 (100 [^])
2.	The staff are informed about everything that affects their work	6 (3.7%)	19 (11.7%)	28 (16.0%)	86 (53.1%)	25 (15.4%)	162 (100%)
3.	Information sharing is highly promoted among the teaching staff	5 (3.1%)	23 (14.2%)	21 (13.0%)	81 (50.0%)	32 (19.8%)	162 (100%)
4.	In my school, plans are developed to evaluate teachers' performance	5 (3.1%)	20 (12.3%)	20 (12.3%)	95 (58.6%)	22 (13.6%)	162 (100%)
5.	Our teaching staff are encouraged to grow on job	5 (3.1%)	15 (9.3%)	29 (17.9%)	84 (51.9%)	29 (17.9%)	162 (100%)
6.	My head teacher encourages and promotes teamwork spirit among teachers	4 (2.5%)	4 (2.5%)	15 (9.3%)	83 (51.2%)	56 (34.6%)	162 100%
7.	In my school, problem solving is participatory	2 (1.2%)	18 (11.1%)	31 (19.1%)	91 (56.2%)	20 (12.3%)	162 (100%)
8.	The head teacher freely communicates with the teachers which encourages them to be part of the management of the school	1 (0.6%)	17 (10.5%)	16 (9.9%)	80 (49.4%)	48 (29.6%)	162 (100%)

Source: Primary Data (2023)

Findings show most teachers were of the view in their school plans are developed to evaluate teacher's performance, the staff are informed about everything that affects their work, head teacher takes the views and welfare of teachers into consideration in making administrative decisions and information sharing is highly promoted among the teaching staff.

Interview findings from head teachers' supported the findings in the previous paragraph obtained using questionnaires and shed more light on democratic leadership of government aided secondary schools in Arua city of Uganda. During interviews with key informants, high democratic leadership was shown in term of involvement in decision making, delegation of duty, knowledge improvement, rewards and skills development was emphasized as shown in the following from the questions asked the head teachers of 9 government aided secondary schools:

Do you involve your teachers in decision making? If yes, under what circumstances?

The informant of school B revealed the following, "Teachers are involved in decision making under many circumstances such as disciplinary, academic, food, welfare committees (Interview with informant from school B, 11th / April / 2023).

In what ways do you recognize teachers for outstanding/extra commitment, hard work and any other positive contributions to the school?

The informant in school A stated that, "Teachers are recognized for outstanding/extra commitment through verbal praise in staff meeting, school assemblies where they are called forth and appreciated (Interview with informant from school B, 11th / April / 2023). Similarly informant from school A was of the view:

"Financial tokens are also given teachers' on school days at beginning of every year. They are rewarded in front of parents and other stakeholders for good results of the candidates. Furthermore, the school management organize and share special meal in recognition of some teachers' special efforts. The school management gives certificate and organize end of year party for good work done (Interview with informant from school B, 11th / April / 2023).

What criteria do you follow when delegating responsibilities to your teachers?

The informant of school F admitted that delegation of responsibilities to teachers are done following some criteria like; look at who is able to do the expected work/tasks as desired (Interview with informant from school F, 17th / April / 2023).

While informant from school H revealed that, “They follow administrative structure like administration – under deputy in charge administration. Academic – under deputy in charge of academics, director of studies, heads of various departments when delegating responsibilities to teachers’. In addition, the informant from school H was of the view: “Management also gives written delegation of tasks and expect feedback that is written sometimes verbal delegation is done” (Interview with informant from school H, 19th / April / 2023)).

Table 12: Documentary findings shed more light on the nature of democratic leadership. For example, in Table below

Document	Seen		Absent
	Appropriate	Inappropriate	
1. Minutes of staff meetings	9		
2. Financial manual	9		
3. School lesson time table	9		

Source: Secondary data (2023)

All of the 9 schools agreed that minutes of staff meetings are taken as evidence by filling meeting minutes and signing the attendance sheet.

All of the 9 schools agreed that there is financial manual that contains a budget which is used for daily running of the activities of the school.

All of the 9 schools agreed that there is school lesson time table which are displayed in the staff room, teachers follow it for every day teaching.

4.4.2 Inferential statistical results on democratic leadership and job satisfaction

The second hypothesis, “*democratic leadership significantly affects the job satisfaction in government aided schools in Arua city of Uganda*”, was tested using Pearson rank order correlation coefficient (r) and the coefficient of determination, Table 12 presents the test results.

Table 13: Pearson Correlation and coefficient of determination on democratic leadership and job satisfaction

		Democratic leadership	Job Satisfaction
Democratic leadership		1.000	
Job Satisfaction		.596**	1.000
	Sig.(2-tailed)	.000	
	N	162	162

***. Correlation is significant at the 0.01 level (2-tailed).*

Source: Data from the field

Findings in Table 12 show that there was a moderate positive correlation ($r = .596$) between democratic leadership and job satisfaction of teachers in government aided secondary schools in Arua city of Uganda. The coefficient of determination ($r^2 = .351$) shows that democratic leadership accounted for 35.1% variance in job satisfaction. These findings were subjected to a test of significance (p) and it is shown that the significance of the correlation ($p = .000$) is less than the recommended critical significance at .05. Because of this, the hypothesis, “*Democratic leadership significantly affects the job satisfaction of teachers in government aided schools in Arua city of Uganda*” was accepted.

The implication of the findings was linear in nature; that is, the moderate effect implied that a change in democratic leadership contributed to a big change in job satisfaction of teachers in government aided schools in Arua city of Uganda. The positive nature of the effect implied that the change in democratic leadership and job satisfaction in government aided schools in Arua city of Uganda was in the same direction whereby better democratic leadership contributed to better

job satisfaction of teachers in government aided secondary schools in Arua city of Uganda, and poor democratic leadership contributed to poor job satisfaction of teachers in government aided secondary schools in Arua city of Uganda.

4.5 Laissez-faire Leadership and job satisfaction

Before determining the relationship between laissez-faire leadership and job satisfaction, descriptive statistics for laissez-faire leadership are presented to show the respondents views on this variable.

4.5.1 Descriptive results on Laissez-faire leadership

Teachers were requested to respond to eight items about laissez-faire leadership style by indicating their agreement using a five-point Likert scale as shown in Table 14.

Table 14: Descriptive Statistics results on Laissez-Faire Leadership

S/N	Democratic leadership	SD	D	NS	A	SD	Total
1.	Our head teacher does not engage strict and regular supervision of teachers in their work	38 (28.5%)	72 (44.4%)	27 (16.7%)	23 (14.2%)	2 (1.2%)	162 (100%)
2.	Teachers are given full mandate to make decisions that promote academic progress in the school	10 (6.2%)	33 (20.4%)	26 (16.0%)	76 (46.9%)	17 (10.5%)	162 (100%)
3.	Our teaching staff are left with the responsibility to solve their own problems	34 (21.0%)	72 (44.4%)	28 (17.3%)	22 (13.6%)	6 (3.6%)	162 (100%)
4.	The head teacher does not take adequate and timely actions in cases where teachers go astray	34 (21.0%)	76 (48.1%)	26 (16.0%)	16 (9.9%)	8 (4.9%)	162 (100%)
5.	Head teacher is always absent when needed by the teacher	56 (34.6%)	77 (47.5%)	21 (13.0%)	7 (4.3%)	1 (0.6%)	162 (100%)
6.	Teachers are allowed the freedom to do their work in the manner they want	37 (22.8%)	76 (46.9%)	20 (12.3%)	25 (15.4%)	4 (2.5%)	162 (100%)

7.	The teaching staff commitment to work is low	48 (29.6%)	79 (48.8%)	19 (11.7%)	8 (4.9%)	8 (4.9%)	162 (100%)
8.	There is high level of absenteeism among teachers in my school	46 (28.4%)	85 (52.5%)	15 (9.3%)	8 (4.9%)	8 (4.9%)	162 (100%)

Source: Primary data (2023)

The analysis and interpretation of the findings about laissez-faire leadership follows the presentation of findings in Table 14 above.

Table 14 presents findings that shows that most of the teachers opposed with seven items about laissez-faire leadership (that is items 1 to 8 compared to those who concurred and were not sure. A comparison on these items shows that the percentages of those that opposed ranged from 32.7% to 41.05% while those that were not sure ranged from 16% to 32% and those that concurred ranged from 4.9% to 8.95%. From these comparisons, it can be seen that the percentages that opposed were higher compared to those who were not sure and concurred. From this analysis, the following is the interpretation. Findings show most teachers were of the view that head teacher is always absent when needed by the teacher, there is high level of absenteeism among teachers in my school, the teaching staff commitment to work is low, head teacher does not engage strict and regular supervision of teachers in their work and teachers are allowed the freedom to do their work in the manner they want.

The interview findings corroborate the findings in the previous paragraph. For example, head teacher Key Informant revealed the following when asked,

“What are the underlying internal and external factors that make teachers dissatisfied in your school”?

Internally; teachers' felt for every responsibility assigned to them financial remuneration be attached. Inadequate resources for the various activities, for example, few textbooks yet learners are to do activities as per new curriculum (Interview with informant from school B, 11th / April / 2023).

“Other teachers are lazy but do not want to be corrected. Others feel management should disclose all information at their table yet there is to be some level of transparency in administration. No accommodation facilities for teachers whereby they move to school from their homes (Interview with informant from school B, 11th / April / 2023).

Externally, Parents relationship with administration and teachers – where they dislike a teacher, they influence students to rise against such persons. Parents may decide to transfer away their children this affects finances of the school which impacts negatively in areas of remunerations and the overall budget performance. Local government's support to school when not prompt demotivates teachers. Salary differences caused by government where science teachers earn more than the arts teachers is demotivating (Interview with informant from school A, 11th / April / 2023).

In your view, what are the possible reasons why teachers' leave teaching profession?

The informant from schools D and I agreed that Teachers' leave teaching profession because of various reasons like; small amount of remunerations, for example, no housing allowances, no responsibility allowances and yet they feel they are doing a lot of work. Government decision of creating salary differences where arts teachers feel not respected, recognized and appreciated, hence demotivated (Interview with informant from school, C, 11th / April / 2023; I, 13th / April /

2023). Teachers leave teaching profession because there are green pastures elsewhere in other sectors that attract them. Teachers leave teaching profession because of the rising economic pressure which compels them to go for better paying jobs in other sectors in order to march fairly well with the changing trends (Interview with informant from school A, 11th / April / 2023). How do you help teachers to ensure their professional growth?

The informant from schools F revealed that, “teachers were helped to ensure their professional growth by involving them in refresher training by NGOs such as “ENABEL” training them on active teaching and learning; “STIR EDUCATION” – trains in teacher chain development in profession, embarks on new methods of lesson development. Encourage and allow them to go for upgrading/ further studies. Give them study leave to enable them concentrate in their studies. Encourage them to participate in open forum discussions” (Interview with informant from school F, 17th / April / 2023).

Table 15: Documentary findings shed more light on the nature of laissez-faire leadership. For example, in Table below

Document	Seen		Absent
	Appropriate	Inappropriate	
1. Transport refund records	5	1	3
2. Housing allowance records	6	1	2
3. Teacher class attendance records	7	1	1

Source: Secondary data (2023)

Out of 9 schools 5 agreed that there was transport refund paid on monthly basis evidenced by transport refund records. School gives a token of sh. 30,000 to teachers who commute from home monthly. While 4 of the schools did not agree that there is transport refund for teachers.

Out of the 9 schools 6 schools agreed that teachers were paid housing allowance evidenced by filed records. School gives a monthly allowance of sh. 300,000 to teachers who do not reside in the quarters. While 3 schools did agree that they give monthly housing allowances to teachers who do not reside in the quarters.

Out of 9 schools, 7 schools agreed that there are teacher class attendance records. Class prefects make teachers sign in their record book after every lesson. While 2 schools did not agree that they sign in teacher class attendance after every lesson as it was not in their system.

4.5.2 Inferential statistical results on Laissez-faire leadership and job satisfaction

The third hypothesis, “*There is a significant relationship between laissez-faire leadership style and teachers’ job satisfaction*” was tested. Table 16 presents the test results.

Table 16: Pearson Correlation and coefficient of determination on Laissez-faire leadership and job satisfaction

		Laissez-Faire Leadership	Job Satisfaction
Laissez-Faire Leadership		1	-.280**
Job Satisfaction		-.280**	1
	Sig.(2-tailed)	.000	
	N	162	162
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Primary data (2023)

Table 16 presents findings that show that there was a moderate negative weak correlation ($r = -.280$) between laissez-faire leadership and job satisfaction of teachers in government aided secondary schools in Arua city of Uganda. The coefficient of determination ($r^2 = .073$) shows that laissez-faire leadership accounted for 7.3% variance in teachers’ job satisfaction. These findings were subjected to a test of significance (p) and it is shown that the significance of the correlation ($p = .000$) was less than the recommended critical significance at .05. Because of this, the

hypothesis “*There is a significant relationship between laissez-faire leadership style and job satisfaction of teachers in government aided secondary schools in Arua City Uganda*” was accepted.

The implication of the findings was that the weak effect implied that a weak change in laissez-faire leadership contributed to a weak change in job satisfaction of teachers in government aided secondary schools in Arua City of Uganda. The negative nature of the effect implied that the change in laissez-faire leadership and job satisfaction of teachers in government aided secondary schools of Uganda was in the different direction, whereby better laissez-faire leadership contributed to poor job satisfaction of teachers in government aided secondary schools in Arua city of Uganda and poor laissez-faire leadership contributed to better job satisfaction of teachers in government aided secondary schools in Arua city of Uganda.

4.6 Transformational leadership and job satisfaction

Before determining the relationship between transformational leadership and job satisfaction, descriptive statistics for transformational leadership are presented to show the respondents’ views on this variable. Four dimensions were used to measure institutional transformational leadership and these were clear direction, feedback and support, personal growth and rewards.

4.6.1 Descriptive results on transformational leadership

Teachers were requested to respond to eight (8) items about transformational leadership by indicating their agreement using a five-point Likert scale as shown in Table 17.

Table 17: Descriptive Statistics results on transformational leadership

S/N	Transformational leadership	SD	D	NS	A	SD	Total
1.	The head teacher sets specific procedures that guide the performance of all activities	5 (3.1%)	20 (12.3%)	29 (17.9%)	92 (56.8%)	16 (9.9%)	162 (100%)
2.	The head teacher goes out to make others feel good to be around him	8 (4.8%)	43 (23.5%)	37 (22.8%)	58 (35.8%)	16 (9.9%)	162 (100%)
3.	The head teacher monitors and follows up on all assignments given to the teachers	4 (2.5%)	21 (13.0%)	26 (16.0%)	95 (58.6%)	16 (9.9%)	162 (100%)
4.	The overall leadership of the school is concerned about staff development	9 (5.6%)	27 (16.7%)	31 (19.1%)	76 (46.6%)	19 (11.7%)	162 (100%)
5.	Our head teacher helps teachers to understand the school vision, mission and motto through set programs	5 (3.1%)	20 (12.3%)	26 (16.0%)	82 (50.6%)	29 (17.9%)	162 (100%)
6.	School management encourages professional growth of staff.	8 (4.9%)	16 (9.9%)	80 (49.4%)	31 (19.1%)	27 (16.7%)	162 (100%)
7.	The head teacher ensures staff get recognition and rewards when they achieve difficult goals	8 (4.9%)	21 (13.0%)	22 (13.6%)	88 (54.3%)	23 (14.2%)	162 (100%)
8.	My head teacher delegates tasks and duties to teachers to encourage participative management	7 (4.3%)	11 (6.8%)	17 (10.5%)	94 (58.0%)	33 (20.4%)	162 (100%)

Source: Primary data (2023)

The analysis and interpretation of the findings follows the presentation of findings in Table 17.

Findings in Table 17 show that most teachers were not sure about two items on transformational leadership (that is items 2 and 6) compared to those who concurred and opposed them. A comparison on these items shows that those that opposed ranged from 5.5% to 14.15% while those that were not sure ranged from 10.5% to 49.4% and those that concurred ranged from 29.15% to 39.20%. From these comparisons, it can be seen that the percentages of those that concurred with

the items were higher compared to those who were not sure and those who opposed. From this analysis, the following is the interpretation.

Findings show most teachers were of the view that head teacher delegates tasks and duties to teachers to encourage participation in management, head teacher ensures staff get recognition and rewards when they achieve difficult goals, head teacher helps teachers to understand the school vision, mission and motto through set programs, head teacher monitors and follows up on all assignments given to the teachers, head teacher sets specific procedures that guide the performance of all activities and overall leadership of the school is concerned about staff development.

Interview findings support the findings about transformational leadership in the previous paragraph. For example, “What are your recommendations regarding leadership approaches and satisfaction of teachers in your school”

The informant from schools E said, “Regarding leadership approaches and satisfaction of teachers in the school they recommend that management of the school should move away from traditional method of leadership like autocratic style where leader controls everything (Interview with informant from school E, 17th / April / 2023).

The school management should embrace democratic and transformational styles where leader involves teachers in management process. This helps in sharing responsibilities, teamwork, transparency and at most feeling for the joy of one another (Interview with informant from school B, 11th / April / 2023).

Does the school have adequate teaching and learning resources and facilities that motivate teachers to deliver their expected outputs?

The informants from schools D revealed,

“ there is inadequate teaching and learning resources and facilities that demotivate teachers to deliver their expected outputs like, classrooms are not enough owing to large number of students, teacher’s movement in class is restricted (Interview with informant from school D, 11th / April / 2023).

Laboratory is small and ill equipped affecting practical subjects. Text books are not enough particularly for the new curriculum yet learners are to do a lot of work at their own times. Computers are few yet all learners are to learn hands on, on them. No houses to accommodate teachers within the school. No enough administrative offices but the schools have improvised (Interview with informant from school G, 19th / April / 2023).

How do you as a head teacher ensure that the school has adequate resources and facilities at the disposal of the teachers?

It was noted that, “head teacher ensure that the school has adequate resources and facilities at the disposal of the teacher’s, requisitions are made in writing for the materials to ministry of education and sports. Parents are mobilized to provide missing materials for the learners. School purchases learning materials following the budget line. Donations from old students, foundation body and some NGOs are also received” (Interview with informant from school A, 11th / April / 2023).

Table 18: Documentary findings shed more light on the nature of transformational leadership. For example, in Table below

Document	Seen		Absent
	Appropriate	Inappropriate	
4. Extra lesson schedules	7	1	1
5. Learner class registers	9		

Source: Secondary data (2023)

Out of 9 schools, schools B-H it was found that candidate classes attend extra lesson every evening. While in schools A and I, candidate classes did not attend extra lessons every evening.

All of the 9 schools A-I it was noted teachers take roll call after every lesson to monitor student's lesson attendance daily. Each teacher has a register for the exercise.

4.7.2 Inferential statistical results on transformational leadership and job satisfaction

The fourth hypothesis, “Transformational leadership significantly affect the job satisfaction of teachers in government aided secondary schools in Arua city of Uganda” was tested. Table 19 presents the test results.

Table 19: Pearson Correlation and coefficient of determination on transformational leadership and job satisfaction

		Transformation Leadership	Job Satisfaction
Transformation Leadership		1	.727**
Job Satisfaction		.727**	1
	Sig. (2-tailed)	.000	
	N	162	162
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Primary data (2023)

Findings in Table 19 show that there was a moderate positive correlation ($r = .727$) between transformational leadership style and job satisfaction of teachers in government aided secondary schools Arua city of Uganda. The coefficient of determination ($r^2 = .526$) shows that transformational leadership accounted for 52.6% variance in job satisfaction. These findings were subjected to a test of significance (p) and it was shown that the significance of the correlation ($p = .000$) was less than the recommended critical significance at .01. Because of this, the hypothesis

“transformational leadership significantly affect the job satisfaction of teachers in government aided secondary schools in Arua city of Uganda” was accepted.

The implication of the findings was that the moderate effect implied that a moderate change in transformational leadership style contributed to a moderate change in job satisfaction of teachers in government aided secondary schools in Arua city of Uganda. The positive nature of the effect implied that the change in transformational leadership styles and job satisfaction of teachers in government aided secondary schools in Arua city of Uganda was in the same direction, whereby better transformational leadership style contributed to better teacher job satisfaction in government aided secondary schools in Arua city of Uganda and poor transformational leadership style contributed to poor job satisfaction of teachers in government aided secondary schools in Arua city of Uganda.

4.7 Regression analysis

Findings in Table 20 show a moderate linear regression coefficient (Multiple R = .760) between dimensions of leadership style (autocratic, democratic, laissez-faire and transformational leadership) on job satisfaction. The Adjusted R Square (0.567) shows that the dimensions of leadership style (autocratic, democratic, laissez-faire and transformational leadership) accounted for 56.7% variance in job satisfaction.

These findings were subjected to Analysis of Variance (ANOVA) test in order to accept or reject them. The ANOVA test shows that at degree freedom 4 and 157 ($df = 4, 157$), the fisher's ratio ($F = 53.698$) had significant value of .000, which was less than the critical significance at .01. This indicated an acceptable error in the findings in the previous paragraph and hence confidence in the

findings. It was concluded that the dimensions of leadership style (autocratic, democratic, laissez-faire and transformational leadership) contributed to 56.7% variance in job satisfaction.

Table 20: Regression analysis results

Model Summary	R	R Square	Adjusted R² Square		Std. Error of the Estimate		
	0.760	0.578	0.567		0.42337		
ANOVA							
Model	Sum of Squares	df	Mean Square	F	Sig.		
Regression	38.500	4	9.625	53.698	.000 ^b		
Residual	28.141	157	.179				
Total	66.641	161					
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	1.187	.367		3.231	.002		
Autocratic Leadership	-.166	.060	-.186	-2.794	.006	.610	1.640
Democratic leadership	.133	.066	.149	2.032	.044	.500	1.999
Laissez-Faire Leadership	.035	.065	.031	.543	.588	.813	1.230
Transformation Leadership	.503	.064	.548	7.849	.000	.552	1.810

Source: Primary Data (2023)

After determining how each of the independent variables affected the dependent variable, a regression analysis was conducted to establish which of the independent variables affected the dependent variable most. Findings are presented in Table 20 above.

Since the 56.7% variance in job satisfaction was a combined effect of the dimensions of leadership style (autocratic, democratic, laissez-faire and transformational leadership) on job satisfaction, there was need to determine which dimension affected most job satisfaction. From Table 20, it was

shown that only two dimension of leadership style (autocratic and transformational leadership) had a significant effect on job satisfaction of teachers in government aided secondary schools in Arua city of Uganda, because they had p-value (.006 and .000), which was less than the critical significance at .01. Laissez-faire and democratic leadership did not significantly affect job satisfaction in government aided secondary schools in Arua city of Uganda.

CHAPTER FIVE

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

The study sought to examine the relationship between autocratic leadership style, democratic leadership style, laissez-faire leadership style and transformational leadership style of head teachers and job satisfaction of teachers in government aided secondary schools in Arua city, Uganda. This chapter presents the discussion of findings, conclusions, and recommendations arising from the study findings. The results of the empirical study were discussed according to reviewed literature from which conclusions and recommendations were drawn for policy, managerial and future research.

5.2 Discussion of the findings

The findings of the study are discussed according to the set research objectives in relation to the literature reviewed and theories.

5.2.1 Autocratic leadership style and job satisfaction

Objective one was to examine the relationship between the head teachers' autocratic leadership style and teacher's job satisfaction in government aided secondary schools in Arua City. The study found that there is a negative significant relationship between autocratic leadership style and teachers' job satisfaction. The study further revealed that autocratic leadership style such as limited involvement in decision making's, less delegation, clearly defined rules and processes and limited input from stake holders were significant predictors of job satisfaction of teachers in government aided secondary schools in Arua city. This implies that once school head teachers practice autocratic leadership style in government aided secondary schools it translates into job satisfaction.

This finding is in line with Abid, Arshad, Ashfaq and Athar (2021) who explored the impact of authoritative and laissez-faire leadership styles and the moderating role of the personality trait of conscientiousness on thriving in the work place using a sample from a leading school system from Pakistan. The regression results of the study among others showed that authoritative leadership and conscientiousness had a significant positive impact on thriving at work. Also, Existing studies by De Cremer (2006); Gastil (1994); Reicher and Hopkins (2012) on the impact of autocratic leadership on thriving in the workplace found that effective authoritative leadership style influences employee thriving at work place.

Another study by Setiawan *et al.*, (2021) investigated the kinds of latest leadership types in Libya's banks and their impacts on employee's job satisfaction, used a comprehensive stratified survey technique to collect data from 400 respondents. The study results revealed a strong positive relationship between autocratic leadership style and employee job satisfaction. Sahito *et al.*, (2020), investigated the factors of job satisfaction and dissatisfaction across 21 countries in Asia and Africa. The study findings among others showed conducive working conditions, promotional opportunities, fair remunerations, support from friends, managers, and community as main factors which influence job satisfaction, and autocratic leadership style was seen having a positive impact on employee thriving at work place.

According to the researcher, it was found that most teachers were of the view that in the government aided secondary schools in Arua city, Uganda, the level of autocratic leadership was still low; those who were familiar with the autocratic leadership style never knew them so well that they were not involved in decision making, less delegation of duty, no clearly defined rules and processes and there was limited input from stake holders.

From the documentary analysis, it was found that there is relationship between leadership style and job's satisfaction. When head teacher works closely with teachers, guides and supports, provides conducive or good working environment where responsibilities are shared, listen to teachers, then teachers express happiness, enjoy their work and feel free to interact with head teacher and perform to their best. But when head teacher controls all aspects of management and activities then teacher avoid such head teacher and work becomes unenjoyable hence, they are dissatisfied.

According to the path-goal theory by Evans (1970), organization leaders are responsible for providing followers with the information, support, or other resources necessary to achieve their goal. This justifies the fact that when head teachers provide teachers with the necessary resources, the goals of government aided secondary schools will be achieved and teachers' job satisfaction will be attained. It can therefore be concluded that leadership style was developed from path-goal theory to enhance teachers' job satisfaction.

5.2.2 Effect of democratic leadership style and job satisfaction

Objective two was to establish the relationship between democratic leadership style and job satisfaction of teachers in government aided secondary schools in Arua city, Uganda. The study found that there is a significant positive relationship between democratic leadership style and job satisfaction. To attain democratic leadership style, management should involve teachers in decision making, delegate, improve on knowledge, rewards and develop skills in order to satisfy their job.

The study findings are greatly in agreement with the findings Rai, Budhathoki & Rai (2020) investigated the effect of job satisfaction and perceived democratic leadership style of the

managers on the organizational commitment of employees working in Nepalese banks. The study result indicates that job satisfaction of employees and their perception of the democratic leadership style of their managers had a significant positive impact on their organizational commitment. Also, Kelali and Narula (2017) examined the relationship between leadership styles and lecturers' job satisfaction within HEIs and found that leadership styles influence employee job satisfaction. The findings further revealed that a democratic leadership style was the style of choice for deans and lecturers because it produced the higher job satisfaction.

Likewise, Dike and Madubuez's (2019) study focused on the effect of leadership styles on job satisfaction, with the objective of creating efficiency in an organization. The study established a positive relationship between the application of a democratic relationship and the performance of employees; suggesting that high employee satisfaction will be achieved when leader involves employees in decision making through constant consultation.

According to the researcher, the study has confirmed that head teachers' leadership style using democratic leadership leads to teacher's job satisfaction in government aided secondary schools in Arua City-Uganda. Furthermore, the findings show that most teachers were of the view in their school plans are developed to evaluate teacher's performance, the staff are informed about everything that affects their work, head teacher takes the views and welfare of teachers into consideration in making administrative decisions and information sharing is highly promoted among the teaching staff.

Qualitative analysis results show that all schools agreed that teachers are involved in decision making under many circumstances such as disciplinary, academic, food, welfare committees. All schools agreed that teachers are recognized for outstanding/extra commitment through verbal

praise in staff meeting, school assemblies where they are called forth and appreciated. Financial tokens are also given on school days at beginning of every year in term one. They rewarded in front of parents and other stakeholders for good results of the candidates. Furthermore, the school management organize and share special meal in recognition of some teachers' special efforts. The school management gives certificate and organize end year party for good work done.

Accordingly Herzberg dual factor theory is applicable to this study due to the critical responsibility played by head teachers' leadership styles on teacher's work. It informs this study in that it helps to establish how head teachers' various leadership styles bring satisfaction to teachers. Teachers' satisfaction can be enhanced through changes in the nature of the job through enrichment of the job in areas of work conditions, organizational structure and reward systems.

Head teachers' also need to ensure that teachers are provided with regular, clear and direct feedbacks pertaining to their performance and enabling work environment which helps them experience a pleasurable feeling of accomplishment of their jobs.

5.2.3 Laissez-Faire leadership style and teachers' job satisfaction

Objective three assessed the relationship between Laissez-Faire leadership style and teachers' job satisfaction. The regression results showed that laissez-faire leadership can influence job satisfaction to some extent. This implies that having a minimum initiative in administration, leaders take charge when necessary and having access to many sources and tools leads to job satisfaction of teachers at schools.

In support of the finding by Govender et al., (2013) on leadership style and job satisfaction, with the objectives to identify employees' perceptions of their leadership style and to determine

employee job satisfaction levels related to their leadership style. The results suggest a significant relationship between the laissez-faire leadership style and job satisfaction.

Budiash et al (2020)'s study on the perceived influence of organizational politics on the link between leadership style and job satisfaction at Indonesia's capital city sector organizations. The study results showed that laissez-faire leadership style and job satisfaction were positively associated. This study is seen to have utilized only laissez-faire leadership style, hence thus need for other leadership styles to be studied by stake holders before policies can be implemented. Also, Abid, Arshad, Ashfaq and Athar (2021) explored the impact of authoritative and laissez-faire leadership styles and the moderating role of the personality trait of conscientiousness on thriving in the work place using a sample from a leading school system from Pakistan. The regression results among others show that conscientiousness moderates the relationship between laissez-faire style of leadership and thriving at work relation.

Contrarily, Obongo, (2019) investigated principals' leadership styles and their relationship with teachers' job satisfaction in Kenyan higher institution of learning and found a negative significant correlation between laissez-faire leadership style and teachers' job satisfaction. A negative correlation between laissez-faire leadership style and job satisfaction was also obtained by Deshpande et al., (2018). Similarly, Khawaja, Ahmed, Abid and Adeed (2020) in examining the relationship between laissez-faire leadership style and job satisfaction found that laissez-faire leadership is negatively correlated to job satisfaction.

According to the researcher, the study revealed that most teachers were of the view that head teacher is always absent when needed by the teacher, there is high level of absenteeism among teachers in my school, the teaching staff commitment to work is low, head teacher does not engage

strict and regular supervision of teachers in their work and teachers are allowed the freedom to do their work in the manner they want.

5.2.4 Transformational leadership style and job satisfaction

Objective four was to establish the relationship between Transformational leadership style and job satisfaction of teachers in government aided schools in Arua city. The regression results showed that Transformational leadership style is positively affect job satisfaction of teachers. This implies that having clear direction, feedback and support, personal growth and good rewards system can result into job satisfaction of teachers in secondary schools.

In support of the finding by Top *et al.* (2020) investigated transformational leadership effects on employee performance in the Kurdistan region of Iraq, using data collected from Erbil and Sulaymaniyah cities of Kurdistan. Results of the study showed that transformational leaders positively related with employee performance. Secondly, various studies (Widarmanti *et al.*, 2021; Mickson *et al.*, 2020; Han *et al.*, 2020; and Paais & Pattiroho, 2020) carried in different industries on the effect of transformational leadership on job satisfaction show that transformational leadership significantly influences job satisfaction. Thirdly, in examining the effect of the various dimensions of transformational leadership on job satisfaction among educational institutions, Torlak and Kuzey (2019) established that all the dimensions of transformational leadership namely: idealized, inspirational, intellectual stimulation and individualized considerations significantly affect job satisfaction.

Furthermore, in a study to establish the impact of transformational leadership on employee behavior, Suryanti *et al.* (2019) found that, a transformational leader is able to unite all subordinates and change their beliefs, attitudes, values and personal goals to achieve organizational goals. Their findings are consistent with those of Ari Bastori, *at el.* (2020), where

they suggested that transformational leadership increases followers' motivation, work satisfaction, work performance and organizational commitment.

According to the researcher, it was found that most teachers were of the view that head teacher delegates tasks and duties to teachers to encourage participative in management, head teacher ensures staff get recognition and rewards when they achieve difficult goals, head teacher helps teachers to understand the school vision, mission and motto through set programs, head teacher monitors and follows up on all assignments given to the teachers, head teacher sets specific procedures that guide the performance of all activities and overall leadership of the school is concerned about staff development.

5.2.5 Examining predictive power of autocratic, democratic, laissez-faire and transformational leadership on job satisfaction of teachers

The study established that there was a significant positive influence of autocratic, democratic, laissez-faire and transformational leadership on job satisfaction of teachers. This was supported by the regression results which established that autocratic, democratic, laissez-faire and transformational leadership on job satisfaction of teachers have a positive and significant effect on job satisfaction with predicting power of 56.7% of the observed variance in job satisfaction of government aided secondary schools in Arua city. This implies that for every unit change in autocratic, democratic, laissez-faire and transformational leadership causes government aided secondary schools teachers' job satisfaction to change by 0.567.

5.5 Conclusion

5.4.1 Effect of Autocratic leadership and job satisfaction

The study concludes that there was a moderate negative effect of autocratic leadership on teachers' job satisfaction in government aided secondary schools in Arua City, Uganda. Based on the research findings, it is logical to conclude that effective implementation of autocratic leadership in government aided secondary schools in Arua city could be minimized. Drawing on this research, most teachers were of the view that in the government aided secondary schools in Arua city, Uganda, the level of autocratic leadership was still low; those who were familiar with the autocratic leadership never knew them so well that they were not involved in decision making, less delegation of duty, no clear defined rules and processes and there was limited input from stake holders.

5.4.2 Effect of democratic leadership on job satisfaction

The study concludes that there was a moderate positive effect of democratic leadership on job satisfaction of teachers in government aided secondary schools in Arua city of Uganda. The study found out that a unit increase in democratic leadership would lead to a 14.9% increase in the job satisfaction of teachers in government aided schools in Arua city of Uganda. The study established that most teacher's plans are developed to evaluate teacher's performance, the staff are informed about everything that affects their work, head teacher takes the views and welfare of teachers into consideration in making administrative decisions and information sharing is highly promoted among the teaching staff.

5.4.3 Effect of laissez-faire on job satisfaction

The study further concludes that there was a weak negative effect of laissez-faire leadership on job satisfaction of teachers in government aided schools in Arua city of Uganda. A unit increase in

laissez-faire leadership will lead to a 3.1% increase in the job satisfaction of teachers in government aided secondary schools in Arua city of Uganda. The study also found out that most head teachers are always absent when needed by the teacher, there is high level of absenteeism among teachers in my school, the teaching staff commitment to work was low, head teacher does not engage strict and regular supervision of teachers in their work and teachers are allowed the freedom to do their work in the manner they want.

5.4.4 Effect of transformational leadership on job satisfaction

The study concludes that there was a moderate positive effect of transformational leadership on job satisfaction of teachers in government aided secondary schools in Arua city of Uganda. The study found out that a unit increase in transformational leadership would lead to a 54.8% increase in the job satisfaction of teachers in government aided schools in Arua city of Uganda. The study established that head teachers delegate tasks and duties to teachers to encourage participative in management, head teacher ensured staff get recognition and rewards when they achieve difficult goals, head teacher helped teachers to understand the school vision, mission and motto through set programs, head teacher monitors and followed up on all assignments given to the teachers, head teacher sets specific procedures that guide the performance of all activities and overall leadership of the school is concerned about staff development.

5.5 Recommendations

5.5.1 Effect of autocratic leadership on job satisfaction

Regarding leadership approaches and job satisfaction of teachers in the school it was recommended that management of the school should move away from traditional method of leadership like autocratic leadership style where leader controls everything.

The study recommends that management of the school should invest more in uplifting their managerial capacity as this will enhance staff retention policy.

5.5.2 Effect of democratic leadership on job satisfaction

The school management should embrace democratic leadership styles where leader involves teachers in management process. This helps in sharing responsibilities, teamwork, transparency and at most feeling for the joy of one another.

5.5.3 Effect of laissez-faire leadership and job satisfaction

Management of the secondary schools should develop Programmes to continue to engage on activities that will encourage not only job satisfaction but good working relationship between head teachers and teachers as these contributed more to organizational commitment in the absence of leadership. This may be achieved through the development and training which should take into consideration the needs of teachers.

5.5.4 Effect of transformational on job satisfaction

This study recommends that school management should embrace transformational styles where leader involves teachers in management process. This helps in sharing responsibilities, teamwork, transparency and at most feeling for the joy of one another.

Secondary schools therefore, should pay more attention to the attitude and behaviors their head teachers and its leadership style so as to create pleasant experience for all categories of teachers without discrimination whether highly educated or not as many of the experienced workers might not be highly educated.

The head teacher also need more training on leadership style as this may aid the school to do more on job performance for their employees.

In view of this, head teachers should make effort to reach out to every teacher of the school irrespective of their demographic profiles. This can help in making them better committed to the school. Star performers should be recognized and compensated accordingly in order to encourage a culture of good performance and commitment.

5.6 Contribution of the Study

This study has, in the first place, confirmed the institutional theory that the researcher used to underpin the study. Secondly, it has contributed to the body of existing knowledge through the findings on the study variables, that is, the position of how autocratic, democratic, laissez-faire and transformational leadership affect job satisfaction of teachers in government aided secondary schools in Arua city of Uganda. Although the findings of this study are specific to the secondary schools, they can be extrapolated to institutions elsewhere, provided they are under similar conditions.

5.7 Limitations of the study

The government aided secondary schools in Arua City, Uganda, were the subject of this study on head teachers' leadership styles and teachers' job satisfaction. The scope was thus limited to the point it could not be applied generally to other educational institutions such as private secondary schools, tertiary institutions and Universities. Additionally, only three tools – questionnaires, Interview guides and documentary analysis guides were utilized for data collection. There could have been a limitation if other techniques had produced more data that could have enhanced the conclusions.

5.8 Areas for further research

Basing on the finding of the study, the researcher suggests the following areas for further research:-

- The researcher suggests future studies to consider finding out other predictor of job satisfaction since autocratic, democratic, laissez-faire and transformational leadership predicted 56.7% of the variance in job satisfaction in government aided secondary schools in Arua City, Uganda.
- There is need to carry out a similar study on job satisfaction and the dilapidating education standards in secondary schools in Arua City, Uganda

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APPENDICES

Appendix 1: Questionnaire for Teachers

Dear Respondent,

I am a student of Muni University pursuing Masters of Education in Education Planning and Management of Muni University. As a requirement for award of this Degree, I am conducting research on the topic *“Head teachers’ Leadership Styles and Teachers’ Job Satisfaction in Government Aided Secondary Schools in Arua City-Uganda”*. I kindly request you to respond to the questions on this topic. All the information you provide will be treated with utmost confidentiality it deserves and used solely for this study.

Your co-operation and contribution is highly appreciated.

Yours sincerely,

Sign:

Drateru Hellen Droma.

SECTION A

SOCIAL DEMOGRAPHIC INFORMATION (Please tick where appropriate)

Part I: Personal Characteristics

1. Gender: Male Female

2. Age of respondents

25-31 Years	32-38Years	39-45Years	46-52 Years	Above 52Years

3. Academic qualification

Diploma Bachelor’s Degree Masters PhD

4. Number of years you have worked in this school

Less than one year	1-3 years	4-6 years	7-9 years	Over 9 years

SECTION B

Indicate your responses to the items in this section by ticking (✓) in the column boxes against the statements of your choice in the table on the basis of the following Likert scale.

Scale	1	2	3	4	5
Description	Strongly Disagree (SD)	Disagree (D)	Not Sure (NS)	Agree (A)	Strongly Agree (SA)

Please answer by ticking (✓) the most applicable alternative to the question.

LEADERSHIP STYLE

No	Autocratic Leadership (AL)	SD	D	NS	A	SA
1.	My head teacher does not involve teachers in what is required to be done in the school	1	2	3	4	5
2.	The head teacher rarely considers the suggestions and ideas of teachers in decision making processes of the school	1	2	3	4	5
3.	In this school, the head teacher uses threats and punishments to attain the goals of the school	1	2	3	4	5
4.	The rights and needs of the teachers are neglected by the head teacher in my school	1	2	3	4	5
5.	My head teacher strictly insists on the teacher's compliance and total obedience to his dictates	1	2	3	4	5
6.	There is no clear communication between the head teacher and the staff in this school	1	2	3	4	5
7.	My head teacher creates an environment in which the staff feels not part of the school development	1	2	3	4	5

Democratic leadership (DL)

SD D NS A SA

8.	My head teacher takes the views and welfare of teachers into consideration in making administrative decisions	1	2	3	4	5
9.	The staff are informed about everything that affects their work	1	2	3	4	5
10.	Information sharing is highly promoted among the teaching staff	1	2	3	4	5
11.	In my school, plans are developed to evaluate teachers' performance	1	2	3	4	5
12.	Our teaching staff are encouraged to grow on job	1	2	3	4	5
13.	My head teacher encourages and promotes teamwork spirit among teachers	1	2	3	4	5
14.	In my school, problem solving is participatory	1	2	3	4	5
15.	The head teacher freely communicates with the teachers which encourages them to be part of the management of the school	1	2	3	4	5

Laissez-Faire Leadership (LL)		SD	D	NS	A	SA
16.	Our head teacher does not engage strict and regular supervision of teachers in their work	1	2	3	4	5
17.	Teachers are given full mandate to make decisions that promote academic progress in the school	1	2	3	4	5
18.	Our teaching staff are left with the responsibility to solve their own problems	1	2	3	4	5
19.	The head teacher does not take adequate and timely actions in cases where teachers go astray	1	2	3	4	5
20.	Head teacher is always absent when needed by the teacher	1	2	3	4	5
21.	Teachers are allowed the freedom to do their work in the manner they want	1	2	3	4	5
22.	The teaching staff commitment to work is low	1	2	3	4	5
23.	There is high level of absenteeism among teachers in my school	1	2	3	4	5

Transformation Leadership (TL)		SD	D	NS	A	SA
24.	The head teacher sets specific procedures that guide the performance of all activities	1	2	3	4	5
25.	The head teacher goes out to make others feel good to be around him	1	2	3	4	5
26.	The head teacher monitors and follows up on all assignments given to the teachers	1	2	3	4	5
27.	The overall leadership of the school is concerned about staff development	1	2	3	4	5
28.	Our head teacher helps teachers to understand the school vision, mission and motto through set programs	1	2	3	4	5
29.	School management encourages professional growth of staff.	1	2	3	4	5
30.	The head teacher ensures staff get recognition and rewards when they achieve difficult goals	1	2	3	4	5
31.	My head teacher delegates tasks and duties to teachers to encourage participative management	1	2	3	4	5

JOB SATISFACTION

Work Conditions (WC)		SD	D	NS	A	SA
32.	The school has a spacious staff room with all the facilities required for effective teaching and learning	1	2	3	4	5
33.	My school provides sufficient accommodation to a good number of teachers	1	2	3	4	5
34.	The amount of teaching load allocated to me per week is appropriate	1	2	3	4	5
35.	The teacher- learner ratio in the classroom my school is adequate and manageable	1	2	3	4	5
36.	The management of the school provides enough teaching and learning materials to the teacher for effective delivery	1	2	3	4	5

37.	There is efficient and effective supervision of work by my immediate supervisors in this school	1	2	3	4	5
38.	The management of the school handles staff grievances in a good manner	1	2	3	4	5

Organizational Structure (OS)

		SD	D	N	A	SA
39.	The reporting line in my school is very clear	1	2	3	4	5
40.	Tasks in this school are well designed and well defined	1	2	3	4	5
41.	Management adequately equips teachers with work tools	1	2	3	4	5
42.	The school has well set plans for staff development	1	2	3	4	5
43.	Teachers are committed to perform the assignments given to them	1	2	3	4	5
44.	The school has a well laid structure for decision making	1	2	3	4	5
45.	Management has authentic plans for meeting staff grievances	1	2	3	4	5
46.	There are set procedures for monitoring and supervision of staff productivity	1	2	3	4	5

SA

Reward Systems (RS)

		SD	D	NS	A	
47.	In my school scheduled extra lessons are rewarded with attractive and timely pay	1	2	3	4	5
48.	The weekly duty schedules in my school have attractive remunerations	1	2	3	4	5
49.	In my school, transport remuneration is provided to teachers who do not stay in the staff quarter	1	2	3	4	5
50.	School management adequately pays teachers who are not accommodated within the quarters sufficient housing allowances	1	2	3	4	5
51.	Teachers are consistently recognized and praised for hard work, extra commitment and any positive contributions to the school	1	2	3	4	5
52.	In my school, management organizes end of year parties to appreciate team work	1	2	3	4	5
53.	My school gives salary advance to teachers whenever requested	1	2	3	4	5
54.	My school provides balanced meals for teachers during working hour	1	2	3	4	5
55.	In my school, Academic tours are organized annually by the management	1	2	3	4	5

Thank you so much for your positive cooperation and assistance

Appendix 11: Interview guide for Head teachers

Dear respondent,

I am Drateru Hellen Droma, a student pursuing Masters of Education in Education Planning and Management at Muni University. The purpose of this study is to investigate *the relationship between head teachers' leadership style and teachers' job satisfaction in public secondary schools in Arua City*. All the information you provide will be treated with utmost confidentiality. You are kindly requested to respond to the following questions objectively and accurately as possible.

SECTION A: BACKGROUND INFORMATION

Part I: Personal Characteristics

1. Gender: Male Female

2. Age of respondents

25-31 Years	32-38Years	39-45Years	46-52 Years	Above 52Years

3. Academic qualification

Diploma Bachelor's Degree Masters PhD

4. Number of years worked in this school

Less than one year	1-3 years	4-6 years	7-9 years	Over 9 years

Part II: Organizational Characteristics

1. In what range does your total enrollment of students for 2023 lie?

1-250	251-500	501-750	751-1000	Above 1000

2: About how many times do you hold staff meeting in a term?

Never	Once	Twice	Thrice	Over three times

3: About how many times does your board meet in a year?

Never	Once	Twice	Thrice	Over three times

SECTION B

- 5 From your experience in managing schools, do you see any relation between leadership style and teacher's job satisfaction? Kindly, explain?
- 6 What in your opinion is the best leadership style to be used in management of secondary schools in order to create job satisfaction in teachers?
- 7 Could you explain how the leadership approach you have adopted in your school leads to teacher job satisfaction?
- 8 Do you involve your teachers in decision making? If yes, under what circumstances?
- 9 In what ways do you recognize teachers for outstanding/extra commitment, hard work and any other positive contributions to the school?
- 10 What criteria do you follow when delegating responsibilities to your teachers?
- 11 What are the underlying internal and external factors that make teachers dissatisfied in your school?
- 12 In your view, what are the possible reasons why teachers' leave teaching profession?
- 13 How do you help teachers to ensure their professional growth?
- 14 What are your recommendations regarding leadership approaches and satisfaction of teachers in your school
- 15 Does the school have adequate teaching and learning resources and facilities that motivate teachers to deliver their expected outputs?
- 16 How do you as a head teacher ensure that the school has adequate resources and facilities at the disposal of the teachers?

Thank you very much for your time and cooperation.

Appendix III: Documentary Analysis checklist

Document	Seen		Absent
	Appropriate	Inappropriate	
4. Staff arrival and departure registration book			
5. Duty roster.			
6. Minutes of staff meetings			
7. Financial manual			
8. School lesson time table			
9. Transport refund records			
10. Housing allowance records			
11. Teacher class attendance records			
12. Extra lesson schedules			
13. Learner class registers			

Thank you.

Appendix VII: Sample Size (S) for Given Population Sizes (N)

Sample size (s) required for the given population sizes (N)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note : From R. V. Krejcie and D. W. Morgan(1970), Determining sample size for research activities, Educational and psychological measurement, 30, 608, Sage Publications.



MUNI UNIVERSITY

P. O. BOX 725, ARUA

Faculty of Education

Date... 11th / APRIL / 2023

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: INTRODUCTORY LETTER OF DRATERU HELLEN DROMA

This is to introduce the above named student of Muni University who is pursuing a degree in Master of Education in Educational Planning and Management.

As part of the requirements for the award of a Masters Degree, the student is required to undertake research in an area of interest and submit a report. His/Her research proposal was approved by the Faculty and is now ready to proceed and collect data. The research topic is THE RELATIONSHIP BETWEEN HEADTEACHERS' LEADERSHIP STYLES AND TEACHERS' JOB SATISFACTION IN GOVERNMENT AIDED SECONDARY SCHOOLS IN ARUA CITY, UGANDA.

The purpose of this letter is to kindly request you to accord him/her the necessary assistance.

Yours Sincerely,

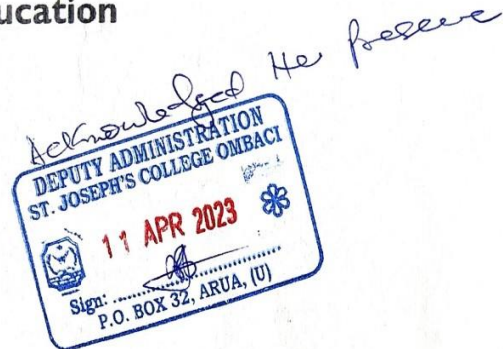
Joyce Bukirwa Rebecca(PhD)
Dean Faculty of Education
Muni Univesity



MUNI UNIVERSITY
P. O. BOX 725, ARUA

Faculty of Education

Date: 11th April 2023



TO WHOM IT MAY CONCERN

Dear Sir/Madam

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The purpose of this letter is to kindly request you to accord him/her the necessary assistance.

Yours Sincerely,

Joyce Bukirwa Rebecca(PhD)
Dean Faculty of Education
Muni Univesity



MUNI UNIVERSITY

P. O. BOX 725, ARUA

Faculty of Education

Date 11 / April / 2023

TO WHOM IT MAY CONCERN

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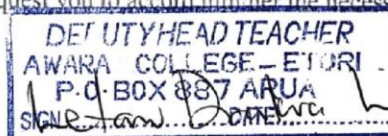
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The purpose of this letter is to kindly request you to accord him/her the necessary assistance.

Yours Sincerely,

Joyce Bukirwa Rebecca(PhD)
Dean Faculty of Education
Muni Univesity



11/04/2023



MUNI UNIVERSITY

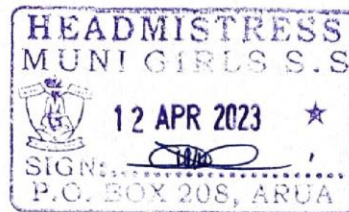
P. O. BOX 725, ARUA

Faculty of Education

Date.. 12TH / 04 / 2023

TO WHOM IT MAY CONCERN

Dear Sir/Madam



RE: INTRODUCTORY LETTER OF DRATERU HELLEN DROMA

This is to introduce the above named student of Muni University who is pursuing a degree in Master of Education in Educational Planning and Management.

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The purpose of this letter is to kindly request you to accord him/her the necessary assistance.

Yours Sincerely,

Joyce Bukirwa Rebecca(PhD)
Dean Faculty of Education
Muni Univesity



MUNI UNIVERSITY

P. O. BOX 725, ARUA

Faculty of Education

Date... 13/04/2023

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: INTRODUCTORY LETTER OF DRATERU HELLEN DROMA

This is to introduce the above named student of Muni University who is pursuing a degree in Master of Education in Educational Planning and Management.

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The purpose of this letter is to kindly request you to accord him/her the necessary assistance.

Yours Sincerely,

Joyce Bukirwa Rebecca(PhD)
Dean Faculty of Education
Muni University





MUNI UNIVERSITY

P. O. BOX 725, ARUA

Faculty of Education

Date 17/04/2023

TO WHOM IT MAY CONCERN

Dear Sir/Madam



RE: INTRODUCTORY LETTER OF DRATERU HELLEN DROMA

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The purpose of this letter is to kindly request you to accord him/her the necessary assistance.

Yours Sincerely,

Joyce Bukirwa Rebecca(PhD)
Dean Faculty of Education
Muni Univesity



MUNI UNIVERSITY
P. O. BOX 725, ARUA

Faculty of Education

Date 17th / APRIL / 2023

TO WHOM IT MAY CONCERN

Dear Sir/Madam



Request granted.
[Signature]

RE: INTRODUCTORY LETTER OF DRATERU HELLEN DROMA

This is to introduce the above named student of Muni University who is pursuing a degree in Master of Education in Educational Planning and Management.

As part of the requirements for the award of a Masters Degree, the student is required to undertake research in an area of interest and submit a report. His/Her research proposal was approved by the Faculty and is now ready to proceed and collect data. The research topic is THE RELATIONSHIP BETWEEN HEADTEACHERS' LEADERSHIP STYLE AND TEACHERS' JOB SATISFACTION IN GOVERNMENT AIDED SECONDARY SCHOOLS IN ARUA CITY, UGANDA.

The purpose of this letter is to kindly request you to accord him/her the necessary assistance.

Yours Sincerely,

Joyce Bukirwa Rebecca(PhD)
Dean Faculty of Education
Muni University



MUNI UNIVERSITY

P. O. BOX 725, ARUA

Faculty of Education

Date: 15TH / APRIL / 2023

Permission granted to collect data.

TO WHOM IT MAY CONCERN

**HEADTEACHER
EDIOFE GIRLS' S. S.
P. O. Box 143, ARUA**

Dear Sir/Madam

Date: 15/4/23 Sign: [Signature]

RE: INTRODUCTORY LETTER OF DRATERU HELLEN DROMA.

This is to introduce the above named student of Muni University who is pursuing a degree in Master of Education in Educational Planning and Management.

As part of the requirements for the award of a Masters Degree, the student is required to undertake research in an area of interest and submit a report. His/Her research proposal was approved by the Faculty and is now ready to proceed and collect data. The research topic is "THE RELATIONSHIP BETWEEN HEADTEACHERS LEADERSHIP STYLE AND TEACHERS JOB SATISFACTION IN GOVERNMENT AIDED SECONDARY SCHOOLS IN ARUA CITY, UGANDA".

The purpose of this letter is to kindly request you to accord him/her the necessary assistance.

Yours Sincerely,

Joyce Bukirwa Rebecca(PhD)
Dean Faculty of Education
Muni University



MUNI UNIVERSITY

P. O. BOX 725, ARUA

Faculty of Education

Date... 19TH / APRIL / 2023



TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: INTRODUCTORY LETTER OF... DRATERU HELLEN DRDRA

This is to introduce the above named student of Muni University who is pursuing a degree in Master of Education in Educational Planning and Management.

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The purpose of this letter is to kindly request you to accord him/her the necessary assistance.

Yours Sincerely,

Joyce Bukirwa Rebecca(PhD)
Dean Faculty of Education
Muni Univesity



MUNI UNIVERSITY

P. O. BOX 725, ARUA

Faculty of Education

Date 19th / 04 / 2023

Received on
19 / 04 / 2023

TO WHOM IT MAY CONCERN

Dear Sir/Madam



RE: INTRODUCTORY LETTER OF DRATERU HELEN DROMA

This is to introduce the above named student of Muni University who is pursuing a degree in Master of Education in Educational Planning and Management.

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