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**INFLUENCE ON HEAD TEACHERS' SUPPORTIVE LEADERSHIP PRACTICES ON
TEACHERS' JOB SATISFACTION IN NAKURU AND NAIROBI CATHOLIC
PRIVATE PRIMARY SCHOOLS, KENYA**

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Abstract

Purpose: The purpose of this study was to establish the influence on head teachers' supportive leadership practices on teachers' job satisfaction in Nakuru and Nairobi catholic private primary schools, Kenya.

Methodology: The study was guided by the path goal theory. Mixed methods research design was used. This study adopted the convergent parallel design. In this design quantitative and qualitative research is conducted simultaneously in a single study. The target population was 74 head teachers and 1184 teachers in the 74 primary Catholic private primary schools in Nairobi and Nakuru dioceses. Stratified sampling was used to categorize schools into two strata, the urban and rural schools. From each stratum, 40% of the head teachers and 20% of teachers were sampled. Simple random sampling was used to sample two teachers from each of the 6 teaching subjects. The study sampled 31 head teachers and 248 teachers. The instruments for conducting the study were; questionnaire for head teachers and teachers, interview guide for head teachers and focus group discussion guide for teachers. Content validity was determined by seeking expert judgment from specialist in Educational Management and Cronbach alpha was used to ascertain reliability of the instrument. The data was analyzed using descriptive and inferential statistics.

Results: The regression results revealed that head teachers supportive leadership practices had a positive and significant influence teacher's job satisfaction. The null hypothesis which indicated that supportive leadership practices had no significant influence on teachers' job satisfaction was rejected.

Recommendations: Integrate supportive leadership aspects in the execution of other leadership practices and create caring and positive environment that build supportive relationships.

Keywords: *head teachers, supportive leadership, teachers, job satisfaction*

1.0 INTRODUCTION

1.1 Background of the Study

The quest for effective school leadership has over time provoked a wide range of propositions and views. It has also elicited a variety of descriptions. Some scholars describe an effective school leader as a person who creates an atmosphere conducive to learning (Grissom & Loeb, 2011). Other scholars are of the opinion that effective school heads are concerned with the promotion of staff development. Effective leaders are said to be ardent in supervising and protecting teachers' instructional time (Edmonds, 1979; Leithwood & Montgomery, 1982).

Effective school leadership involves a combination of multiple leadership approaches. A report by the Wallace Foundation (2013) on school leadership says that effective school leader's major concern is to shape the school vision for academic success and create a climate conducive to education. The effective leaders also promote leadership in others, improve instruction and manage people, data and processes. In summary effective school heads are meticulous in both instructional and administrative duties.

According to Eliophotou (2014), effective school heads influence and inspire their teachers by providing meaning and purpose of their efforts. Exceptional performances are recognized and rewarded accordingly. Heads of schools also challenge their teachers constantly to be more creative and critical in their service delivery. In addition, effective school heads are role models of the expected behaviour in the school. They therefore create school cultures that promote improvement and growth through word and deed. Ultimately, they command the trust and confidence of their teachers.

The school head is usually held accountable for all that takes place within the school environment. Leithwood and Sun (2009) assert that the school heads influence teachers' expectations and standards. They have the power to influence the way teachers think, plan and conduct their teaching and learning practices, self-efficacy, commitment, and a sense of well-being and job satisfaction. The head teacher facilitates teacher's organizational loyalty and trust, all of which account for their job satisfaction. In improving the schools, effective school heads diagnose individual and organizational needs. For optimal teachers' performance, they select appropriate strategies to enhance the improvement of schools. This is done in well-thought-out combinations and sequences ensuring that chosen strategies reinforce and support each other.

Successful school heads, define their values and vision, raise expectations and set direction. Consequently, they build trust and confidence of the teachers. They do this by reshaping the conditions for teaching and learning, restructuring parts of the organization, redesigning leadership roles and responsibilities. In addition, they enrich the curriculum, enhance teacher quality and the quality of teaching and learning. The head teachers strive to create internal collaboration and strong relationships outside the school community. The sequencing, timing, ordering and combination of the strategies differ from school to school, but the visions and values are similar (Day, Sammons, Hopkins, Harris, Leithwood, Qing & Eleanor, 2010).

1.2 Statement of the Problem

Studies from around the globe have continually re-affirmed the fact that quality education delivery is synonymous to quality and satisfied teaching staff. In Kenya, teachers' job satisfaction has been called to question through task force reports and sessional papers Nos. 12 of 2012 and 14 of 2014. These policy documents have expressed concern over the evident lack of job interest, low morale and motivation leading to high teacher attrition rates and lack of commitment among the teachers. Studies and annual reports from Catholic private schools have likewise indicated troublesome teacher job satisfaction levels and turn-over rates of between 15% and 25% annually. Some teachers have been discontinued for lack of job commitment and non-performance while others have gone for greener pastures, bringing to question their job satisfaction status. Head teachers in Catholic private schools are solely responsible for teachers' wellbeing, with little interference from the school management. There is a need to investigate the extent to which head teachers' supportive leadership practices have influenced the manifested teacher job satisfaction levels. Most studies so far conducted have relied on the quantitative approach. Consequently, the studies lack an in-depth examination which would have been provided by a mixed method approach.

1.3 Study Objective

The purpose of this study was to establish the influence on head teacher's supportive leadership practices on teachers' job satisfaction in Nakuru and Nairobi catholic private primary schools, Kenya.

2.0 LITERATURE REVIEW

2.1 Path goal theory

The Path goal theory developed by House (1971) is one of the theories that guided this study. According to the path goal theory, an effective leader considers the needs of the followers and creates a friendly atmosphere to work in. House proposed four approaches to leadership namely: directive, supportive, participative and achievement oriented leadership. In directive leadership, the leader assumes that the followers do not know what is expected of them, and therefore provides them with specific directions (Robin, 2012; Luthans, 2011). Directive leadership is important when the followers are involved in ambiguous tasks. The ability to perform through the guidance of the leader increases their job satisfaction (Vecchio, 2006).

In supportive leadership, the leader is friendly and appreciative of the followers' efforts. When leaders offer support especially if the tasks allocated are frustrating, job satisfaction is increased among the followers. In participative leadership, the leader makes consultations when making decisions which affect the followers. When decisions are eventually made, their suggestions are taken into consideration. Therefore, followers are satisfied that their ideas are appreciated. In achievement oriented leadership, the leader sets challenging goals for the followers and shows confidence in the ability of the followers to attain these goals. The satisfaction emanates from the leaders' recognition of the ability of the followers to attain the goals of challenging tasks (Vecchio, 2006; Luthans, 2011). In all approaches to leadership, the prescribed goals are achieved through

the leaders' ability to give clear guidelines, rules and procedures for getting the work done (Robin, 2012).

Path goal theory provides a framework for the leader's performance of leadership functions by removing any work place obstacle that hinders goal attainment. In effective leadership, the four approaches to leadership can be used by the same leader in different situations (Robin, 2012; Vecchio, 2006; Luthans, 2011).

Path goal theory has been criticized for placing a great deal of responsibility on leadership. It has also been blamed for promoting a culture of dependency among the followers. In addition, it has been criticized for failing to recognize the ability of the followers. Despite the criticisms, path goal theory is grounded on the fact that leaders' actions have direct influence on followers' job satisfaction and performance of assigned duties and responsibilities (Northouse, 2010).

The path goal theory was most suitable for this study because; first, it helped the researcher to acknowledge the school leader, who is the head teacher and the most important factor in a school organization. Secondly, it proposed that the leader should provide supportive leadership to the followers (Vijayaragavan, 2008). In providing such leadership, the head teacher therefore defines the school goals and clarifies the direction which the school should take. The head teacher also eliminates obstacles and provides support to the followers who are mainly the teachers. The head teacher selects appropriate approaches for the school while at the same time focusing on teacher job satisfaction (Hallinger, 2003).

2.2 Empirical Review

Giessner, Dawson and West (2013) established that supportive leadership is associated with increase in work force satisfaction. It was also positively related to reduction in job stress, employee performance and job satisfaction. Adeyemi and Adu (2013), Mwangi, (2013), also found that supportive leadership style was widely practiced in schools which led to willingness of teachers to work for extra hours.

Rafferty and Griffin (2014) conducted a conceptual study on supportive leadership. The aim of the study to understand whether leaders create interest among employees, assist independent decision-making, allow learning from mistakes and provide a realistic set of plans to guide actions. The findings in the study showed that supportive leaders helps to facilitate goal accomplishment by guiding subordinates to be effective and learn in their roles.

Xie and Li (2011) examined the effects supportive leadership on employee brand building behavior. The authors conducted HLM path analysis to test the effect of supportive leadership on the employee brand building behavior. The results showed that organizational supportive leadership had a significant effect on the employee brand building behavior. The study recommended that firms should encourage supportive leadership climate to improve the employee brand building behavior which will lead to a positive brand image.

Banai and Reisel (2007) carried out an empirical research to examine the relationships between supportive leadership and job characteristics and workers' alienation in 6 countries (Cuba, Germany, Hungary, Israel, Russia, and the United States). It was found that supportive leadership

and job characteristics were found to be related to alienation. Newton and Maierhofer (2005) also found that higher levels of supportive leadership predicted higher levels of well-being

3.0 RESEARCH METHODOLOGY

The study was guided by the path goal theory. Mixed methods research design was used. This study adopted the convergent parallel design. In this design quantitative and qualitative research is conducted simultaneously in a single study. The target population was 74 head teachers and 1184 teachers in the 74 primary Catholic private primary schools in Nairobi and Nakuru dioceses. Stratified sampling was used to categorize schools into two strata, the urban and rural schools. From each stratum, 40% of the head teachers and 20% of teachers were sampled. Simple random sampling was used to sample two teachers from each of the 6 teaching subjects. The study sampled 31 head teachers and 248 teachers. The instruments for conducting the study were; questionnaire for head teachers and teachers, interview guide for head teachers and focus group discussion guide for teachers. Content validity was determined by seeking expert judgment from specialist in Educational Management and Cronbach alpha was used to ascertain reliability of the instrument. The data was analyzed using descriptive and inferential statistics.

4.0 RESULTS

4.1 Head teachers' supportive leadership practices and its influence on teachers job satisfaction

The study sought to establish influence of the head teachers' supportive leadership practice on teachers' job satisfaction. In supportive leadership, the leader is friendly and appreciative of the followers' efforts (Luthans, 2011). To determine the extent head teachers perceived their supportive leadership practices. Head teachers were required to indicate the frequency in which they executed ten (10) supportive leadership practices. The responses were determined on a 5-point likert rating scale as follows: 5- Always, 4- Often, 3- Undecided, 2- Rarely and 1- Never. The results are reported in Table 1.

Table 1: Head teachers' perception of their supportive leadership practices

The head teachers supportive leadership	Always		Often		Undecided		Rarely		Never	
	n	%	n	%	n	%	n	%	n	%
• Careful not to hurt teachers' personal feelings	15	48.4	14	45.2	1	3.2	1	3.2	0	0.0
• Helps teachers solve problems that hinder their performance	15	48.4	15	48.4	1	3.2	0	0.0	0	0.0
• Maintains a friendly working relationship with teachers	21	67.7	9	29.0	1	3.2	0	0.0	0	0.0
• Does little things to make it pleasant for teachers in school	11	35.5	9	29.0	4	12.9	4	12.9	3	9.7
• Thoughtful of teacher's personal needs	12	38.7	18	58.1	1	3.2	0	0.0	0	0.0
• Celebrates teachers' special occasions	4	12.9	15	48.4	1	3.2	10	32.3	1	3.2
• Approachable	20	64.5	9	29.0	2	6.5	0	0.0	0	0.0
• Patient with the teachers	16	51.6	12	38.7	1	3.2	2	6.5	0	0.0
• Recognizes teachers' personal achievements	20	64.5	8	25.8	0	0.0	2	6.5	1	3.2
• Give teachers special treats	8	25.8	9	29.0	2	6.5	11	35.5	1	3.2

Table 1 showed that 21 (67.7%) head teachers indicated that they always maintained friendly working relationship with the teachers. At an interview with some head teachers they were asked how a friendly working environment was maintained in the schools. One head teacher remarked:

I believe in open communication and cordial interaction with the teachers. I don't want to cause tension in school. If there is tension teachers won't be work well. My experience has been that open communication and cordial interaction helps to create a friendly working environment.

A total of 15 (48.4%) head teachers reported that they always helped teachers solve problems that hindered their performance and a similar number 15 (48.4%) of the head teachers were positive that they often helped teachers solve problems hindering their performance. In response to further probing on factors that would hinder performance in interviews, head teachers said that hindrances to performance could emanate from the persons health or family issues, asked how they (head teachers) offered support to such teachers, one head teacher explained:

If a teacher gets unwell we organize and ensure he or she is taken to the hospital by another teacher. The teachers makes certain that the sick colleague is given proper care is taken. I also give permission to teachers to attend to serious family issues, of course not all the time, but, I try to support where I can.

A majority 20 (64.5%) head teachers said that they were always approachable, head teachers observations concurred with Butcher (2014) study in which head teachers reported that they perceived themselves as approachable. During an interview with some head teachers they were asked the reasons they perceived themselves as approachable, one head teacher gave a personal experience saying:

I have tried to create a culture where teachers feel free to approach me anytime with any issue. I try to be non-judgmental and understand their situation... teachers are more comfortable with me and even tell me when they apply to join the Teachers service Commission.

Another head teacher observed:

One thing I have learnt is don't bossy the teachers. Be at their level. I have found it very good since the teachers are very free to approach me and I can now attest I understand them much better. It's not always easy but I try my best.

The head teachers struggle to maintain an approachable character concurs with Korb & Akintude (2013) study which found that head teachers' maintenance of an approachable character was crucial but overwhelming task for them. Although a majority 20 (64.5%) of the head teachers said that they were always careful not to hurt teachers personal feelings, further probing on how they prevented themselves from hurting the teachers' personal feelings during interviews proved that this was not always the case. The impossibility of being careful not to hurt teachers' feelings was brought out by one head teacher who exclaimed:

Being careful not to hurt teachers feeling! It is not possible all the time.... There are times when stern actions must be taken and which of course, hurt teachers' feelings

The head teacher's assertion supports a recommendation by the Massachusetts Department of Elementary and Secondary Education, (2015) which directs school heads to make teachers aware that there are some school directives and working boundaries that are non-negotiable. The directives and working boundaries may not be always pleasant for teachers and may hurt a teacher's feelings. A total of 18 (58.1%) head teachers said that they were always thoughtful of teachers' needs. At the interview one head teacher gave the following example:

Realizing that teachers' payment was not adequate I have tried to get something extra for them like organizing extra activities in school to ensure they get something extra in their pockets.

A total of 20 (64.5%) head teachers reported that they always recognized teachers' personal achievements. The finding concurred with Butcher (2014) study which reported that school heads not only recognized but also celebrated teachers' personal achievements. When asked how personal achievement of the teachers were recognized during an interview with some head teachers it emerged that teachers' personal achievements were recognized when they made learners excel in the subjects they taught. Explaining how recognition of teachers' achievements in the school was conducted a head teacher said:

Only class eight teachers are recognized for their achievement, it will be impractical to recognize every teacher for each achievement they make, they are many.

A total 16 (51.6%) head teachers reported that they were always patient with teachers. In response to further probing on how they practiced patience with the teachers one head teacher explained:

If a teacher has an issue, let us say in relation to discipline, I don't jump into conclusion, I restrain myself, and take my time to gather relevant information, listening to all sides of a story, at times issues just solve by themselves.

The head teacher's account was consistent with findings of Maxwell and Riley (2017) study in which a head teacher acknowledged the need for exercising constraint irrespective of the situation. A total of 10 (32.3%) head teachers admitted that they rarely celebrate teachers' special occasions. At the interviews some head teachers who did not celebrate teachers special occasions said that they considered such celebrations as personal events, which should not be integrated into a teachers' professional life. Other head teachers differed with those who said that those were private occasions. Their opinion was that recognition and celebration of special occasion like excelling in a school activity made the teachers feel appreciated for their efforts. In addition to celebrating teachers' special occasions, some head teachers reported that they did little things to make it pleasant for teachers in the schools. Asked to elaborate on the little things they did to make it pleasant for teachers during an interview, one head teacher said:

I surprise teachers with small gifts like sweets, sometimes I buy a cake for their tea. I like seeing the joy in my teachers when I surprise them.

Other head teachers said that they organized special activities for teachers within the school term. One head teacher gave the following illustration:

I have realized it's very important to organize special social events for teachers, like here, during the first term we have a prayer day (recollection), the second term we go for either team building, or a seminar or a workshop, and at the end of the year, we go for lunch out.

The head teacher's comments echoed the comments made in Butcher (2014) study, where a head teacher noted that doing little things like writing thank you notes, or a consoling note if a teacher encountered any challenge made teachers feel that they were appreciated.

To obtain the most and the least common supportive leadership practice, the frequency of head teachers who indicated always or often and rarely or never was combined. The study found that maintaining a friendly working relationship with the teachers was a common supportive leadership practice. Similar findings were observed in Masuku (2011) study which reported that the existence cordial working relationship between head teachers and teachers in high schools at the Midlands Province, Zimbabwe created conducive teaching and learning environment in Zimbabwe. Similar findings were reported in Makokha (2014) study which added that a friendly working relationships between school heads and teachers and reduced stress and tension associated with the school environment. Contrary to a report by the Ministry of education science and Technology (2012) that teachers' needs were not met, the current study found being thoughtful of teachers needs was a common supportive leadership practice. Some of the ways head teachers showed thoughtfulness included supporting in times of need and encouraging teachers to assist each other. Another common supportive leadership practice was head teachers helping teachers solve problems that hindered their performance. The findings on head teachers helping teachers solve problems

concurrent with Grootenboer and Hardy (2017) study which found that school heads in south-east Queensland Australia helped teachers solve problems that hindered performance by encouraging teachers to mentor one another. Unlike in Butcher (2014) study that found head teachers in Arkansas gave teachers special treats for-example a surprise candy bar, a thank you note or a fun day out, the current study found that giving teachers special treats was a least common supportive leadership practice. Another least supportive leadership practice was celebrating teacher's special occasions.

Further, the study sought to establish teachers' perception of the extent their head teacher executed leadership behaviours that characterize supportive leadership. The teachers were required to indicate the frequency their head teachers practiced ten (10) supportive leadership behaviours. The responses were determined on a 5- point Likert rating scale as follows: 5- Always, 4 - Often, 3 - Undecided, 2 - Rarely and 1- Never. The teachers' perception of their head teacher's supportive leadership practices are reported in Table 2.

Table 2: Teachers' perception of their head teachers' supportive leadership practices

The head teachers' supportive leadership	Always		Often		Undecided		Rarely		Never	
	n	%	n	%	n	%	n	%	n	%
• Careful not to hurt teachers' personal feelings	91	36.7	70	28.0	20	8.1	35	14.1	32	12.9
• Helps teachers solve problems that hinder their performance	90	36.3	82	33.1	16	6.5	50	20.2	10	4.0
• Maintains a friendly working relationship with teachers	136	54.8	47	19.0	16	6.5	39	15.7	10	4.0
• Does little things to make it pleasant for teachers in school	74	29.8	57	23.0	31	12.5	47	19.0	39	15.7
• Is thoughtful of teacher's personal needs	101	40.7	62	25.0	22	8.9	38	15.3	25	10.1
• Celebrates teacher's special occasions	78	31.5	46	18.5	29	11.7	50	20.2	45	18.1
• Is approachable	175	70.6	36	14.5	19	7.7	15	6.0	3	1.2
• Is patient with the teachers	124	50.0	61	24.6	15	6.0	30	12.1	18	7.3
• Recognizes teachers' achievements	94	37.9	71	28.6	22	8.9	40	16.1	21	8.5
• Gives teachers special treats	38	15.3	57	23.0	29	11.7	54	21.8	70	28.2

As shown in Table 2, 175 (70.6%) teachers reported that their head teachers were always approachable. In response to further probing during focus group discussion on why they thought their head teachers were approachable a teacher explained:

The head teacher can go down to your level and joke with you. The head teacher listens a lot. Is very friendly, doesn't yell to people around. Respects teachers and would not embarrass a teacher by correcting him or her in front of the students.

The teacher's explanation was in accord with Massachusetts Department of Elementary and Secondary Education, (2015) that being approachable builds a culture of trust between the head teacher and the teachers. A total 136 (54.8%) teachers reported that their head teachers always maintained a friendly working relationship with teachers. Nevertheless, in focus group discussion

some teachers expressed their disappointment that their head teacher created obstacles that hindered a friendly working relation among teachers. Asked to elaborate, one teacher noted:

We have no time to meet and know each other, I even do not know some of the teachers especially the new ones. We have no staff room here, so we remain in our classes and only change from one class to another. Since we are not many, each teacher has been allocated a class where to work from during breaks. We eat our meals from the classroom with the students.

According to 124 (50.0%) of teachers, head teachers were always patient with them. In response to further probing in focus group discussion on how head teachers demonstrated patience with teachers, one teacher said:

The head teacher listens a lot. If there is any issue, it is properly investigated and all sides of an issue are examined before a decision is made. Even when a disciplinary action is taken, you know you have been given many chances to tell your story and even given time to improve. The head teacher is in no hurry to make unpleasant decision.

A similar comment was made in Sancar (2014) study when a teacher reported that their school head was a very good listener, which made solving teachers' issues much easier. In focus group discussion teachers observed that some head teachers were always thoughtful to teachers' personal needs. In response to further probing on how the head teacher showed thoughtfulness to teachers personal needs one teacher noted:

Whenever any one of us has an issue that requires our support, everyone is informed and encouraged to support the teacher. The head teacher keeps reminding us the importance of helping one another.

The teachers who observed that their head teachers always recognized teacher's achievements were 94 (37.9%). Further probing in focus group discussion on how teachers were recognized brought out the fact that there were inconsistencies in such recognition, one teacher clarified:

The only time a teacher gets recognized in this school is when they perform well in KCPE examinations. Maybe when you win in extra curriculum activities you may be congratulated and nothing else.

Teachers in some schools came out strongly to negate the claim that teachers were recognized for achievement in their school. One teacher commented with finality:

"Nobody is recognized for achievements in this school". We are expected to achieve set targets and it does not attract any special recognition.

According to 50 (20.2%) and 45 (18.1%) teachers noted that their head teachers rarely or never respectively, celebrated their special occasions. On being probed further during focus group discussions it was established that most head teachers celebrated teachers' weddings and birth of a baby. However, other personal celebrations like graduations were not celebrated. However, in some schools, head teachers had introduced celebrating each other's birthdays, which never lasted. One teacher reported with nostalgia:

Last year the head teacher had introduced celebration of each other's birthday. It was such an uplifting moment... That was last year, but from this year the celebrations have since stopped.

Teachers who said that their head teachers rarely gave them special treats were 54 (21.8%). A significant number 70 (28.2%) teachers indicated that they were never given special treats. During focus group discussion some teachers noted that they did not anticipate any special treats and were okay with that, others reported that lack of being given special treats was demotivating.

To obtain the most and the least common supportive leadership practice, the frequency of teachers who indicated always or often, and those who indicated rarely or never was combined. Teachers were in agreement with their head teachers that a common supportive leadership practice was being patient with the teachers. Head teachers patience enabled head teachers to understand teachers' aspirations and feelings as advocated for in the path goal theory (Vijayaragan, 2008). The findings concurs with those of Sancar (2014) study that found head teachers were friendly and approachable most of the time, which made teachers comfortable to approach and communicate with their head teachers without hesitation. Explaining the approachable nature of their school head, teachers in Butcher (2014) study reported that the school had an open door policy which made teachers meet their head teachers easily without following the protocol of making prior appointments. The open door policy made it easy for the head teacher to solve urgent issues. Unlike in Jakuback (2017) study in which teachers reported dissatisfaction with unfriendly working environment that made teachers leave teaching in Catholic Diocese of Louisiana schools, in the current study teachers concurred with their head teachers that maintaining friendly working relationship was a common supportive leadership practice. The study established that a least common supportive leadership practice was giving teachers special treats. Similar findings were found in Butcher (2014) and Jabukack (2017) studies in which teachers reported to seldom being accorded special treats. Teachers observed that another least common supportive leadership practice was celebrating their special occasions. Unlike in Sancar (2014) study in which most teachers observed that their head teachers did little things for teachers to make them have a sense of belonging in the school, in the current study, doing little things to make it pleasant for teachers in the school was a least common supportive leadership practice.

The second hypothesis of the study sought to determine if head teachers supportive leadership practices had any significant influence on teachers' job satisfaction ($\alpha = 0.05$).

H₀₁: Head teachers' supportive leadership practices have no significant influence on teachers' job satisfaction.

Regression analysis examined the influence of head teachers' supportive leadership practices on teachers' satisfaction. The independent variable was head teachers supportive, leadership practices. The dependent variable was teacher satisfaction. Table 3 presents model fitness for the influence of head teacher's supportive leadership on teachers' job satisfaction

Table 3: Model Fitness for the influence of head teachers' supportive leadership on teachers' job satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.507 ^a	.257	.254	21.73904

The results in table 3 presented the model fitness used in explaining supportive leadership practices. The adjusted R square was 25.4%. This shows that head teachers supportive practices explains a modest 25.4% of teachers' satisfaction. Therefore, 74.6 % of teachers' job satisfaction was determined by other factors not included in the model.

Table 4: Analysis of Variance for the influence of head teachers supportive leadership practices on teachers' job satisfaction

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	40313.458	1	40313.458	85.304	.000 ^b
	Residual	116256.151	246	472.586		
	Total	156569.609	247			

Table 4 provided the results on the analysis of the variance (ANOVA). The results indicated that the model was statistically significant. This was supported by an F statistic of 83.304 and the reported p value (0.000) which was less than 0.05 significance level. Therefore, at the 99.5% confidence level supportive leadership practices had a statistically significant influence on teachers' job satisfaction, $P < 0.05$. The results implied that head teachers supportive practices are a good predictor of teachers' job satisfaction

Table 5: Regression of Coefficients for supportive leadership practices

Model		Beta (β)	t	Sig.
	(Constant)		15.729	.000
	Supportive leadership practices	0.507	9.236	.000

Supportive leadership practices had a strong positive influence on teachers job satisfaction with ($\beta = 0.507$). At the 99.5% confidence level there was a statistically significant influence since the P-value (0.000), was less than 0.05 level of significance. The corresponding t-statistic was 9.236 was greater than the critical t statistic $t_{crit} [1.96]$. Thus, the null hypothesis was rejected. Hence the conclusion was supportive leadership practices have significant influence on teachers' job satisfaction. A unit change in head teachers' supportive leadership practices would lead to a 0.507 units change in teachers' job satisfaction.

This finding were consistent with Giessner, Dawson and West (2013) study which established that supportive leadership was associated with increase in followers' satisfaction. Khalid (2012) also found that supportive leadership improved job stress, employee performance and job satisfaction. The findings were also in agreement with Adeyemi (2010), Mwangi, (2013), who found that supportive leadership was widely practiced in schools which led to willingness of teachers to work for extra hours.

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Findings

The study found that being thoughtful of teachers' needs was a common supportive leadership practice. Head teachers showed thoughtfulness of teachers needs by organizing fundraising for teachers in case of emergencies. They also sought ways of supplementing teachers' salaries by offering monetary rewards for other activities teachers perform in school and helped teachers solve problems that hindered their performance. In addition, the head teachers were approachable and patient with teachers. Although the teachers and head teachers quantitative data revealed that head teachers maintained friendly working relations with the teachers, in focus group with teachers it was established that some school rules strained teachers working relations. Some rules like forbidding teachers social interactions denied them a chance to know each other and did not have time to create healthy working relations. At the 99.5% confidence level there was a statistically significant influence since the P-value (0.000), was less than 0.05 level of significance. The corresponding t-statistic was 9.236 which was greater than the critical t statistic ($t_{cal} [9.236] > t_{crit} [1.96]$). Thus the null hypothesis was rejected and conclusion was that supportive leadership practices has significant influence on teachers' job satisfaction.

5.2 Conclusion

The study concluded that head teachers supportive leadership practices had a positive and significant influence teacher's job satisfaction. Teachers' job satisfaction was improved when head teachers were approachable, patient with the teachers and recognized their achievements.

5.3 Recommendation

The study recommends that school head teachers should create caring and positive environment that will build relationships through supportive leadership.

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