

**RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP
STYLE AND TEACHER JOB SATISFACTION IN PUBLIC PRIMARY
SCHOOLS IN BUSIA SUB-COUNTY, KENYA**

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ABSTRACT

In Kenya, inadequate research has been carried out to establish the relationship between transformational relationship style and teacher job satisfaction especially in public primary schools and this could be the reason for high attrition rates in Busia Sub County. The purpose of this study was to investigate the relationship between transformational leadership practices by head teachers and teacher job satisfaction in public primary schools in Busia Sub County. This study was conceived after the realization that there had been increased cases of teacher attrition (transfers and resignation) in the past three years. For example, teachers' transfers had been increasing by 5.2 percent annually while teachers resigning from their jobs had been on a steady increase. The objectives of the study were to establish the extent to which head teachers apply intellectual stimulation approaches, individualized consideration, inspirational motivational strategies and idealized influence on teachers' job satisfaction in Busia Sub County primary schools. The theoretical framework for this study was based on transformational leadership theory developed by Burns (1978) and elaborated by Bass (1985). The study adopted an ex post facto research design. The study was conducted in Busia Sub County, Busia County. The target population for the study was drawn from 52 primary schools which comprised of 52 head teachers and 667 teachers employed by TSC. The sample size studied comprised of 16 head teachers and 200 teachers who were selected using stratified and simple random sampling methods. The study collected data using revised MLQ and MSQ questionnaires by Bass and Avolio (1997). The research instruments were tested for validity and reliability prior to being used in the field. Piloting was also done in two schools that were not included in the final research. The data collected from the field was analyzed using mixed method approaches. Statistical Package for Social Sciences (SPSS Version 20) aided in data entry, coding and analysis of quantitative data from questionnaires. In presenting analysed quantitative data, descriptive statistics indicating frequency, percentages, means, and standard deviations were executed to analyze the data quantitatively while inferential statistics: multiple regression analysis and T-test correlation were used to check on the relationship between various transformational leadership strategies and teachers job satisfaction. For qualitative data, themes and sub-themes were used to classify data from interviews. Tables, graphs and pie charts were used for presentation of the analyzed data. The results of the study showed that 58.3% of teachers' job satisfaction was explained by transformational leadership style exhibited by head teachers in public primary schools in Busia Sub County. Correlation results on the independent variables showed that there was significant correlation ($p < 0.01$) between; idealised influence ($r = 0.643$), individualised consideration ($r = 0.613$), inspirational motivation ($r = 0.627$) and intellectual stimulation ($r = 0.735$) and job satisfaction of teachers. The study recommends that head teachers should be role model, they need to be ensuring effective communication between them and teachers, they need to provide and articulate clear vision to teachers and support continuous professional development programmes for teachers in their schools. The study is significant to head teachers, teachers, school board of management, and ministry of education and future researchers.