

Leadership styles and job satisfaction of teachers in secondary schools in Hoima district Uganda.

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ABSTRACT:

The study intended to examine the effect of the leadership style used by headteachers of secondary schools in Hoima district on teachers job satisfaction. This arose from the observation that many teachers were dissatisfied with their jobs. The study was conducted as a cross sectional survey following five objectives. These were to:

1. Identify the leadership styles used by secondary school headteachers
2. Established the degree of job satisfaction among secondary school teachers
3. Examine the effect of headteachers leadership style on the degree of teachers' job satisfaction
4. Identify the leadership style preferred by secondary school teachers
5. Identify other factors affecting job satisfaction of teachers in secondary school in Hoima district.

Data was collected using interview schedules and questionnaires administered to the purposively selected headteachers, deputies and teachers. Qualitative and quantitative analysis were used in a complimentary manner. The chi square test was used to establish the effect of the leadership styles used by the headteachers on the level of job satisfaction on the teachers.

Results show that the headteachers were using autocratic, charismatic, task-oriented and contingency styles of leadership. The degree of teachers' job satisfaction was found to be low, and the above mentioned leadership styles were found to be significantly contributing to such a degree. Whereas the most preferred leadership styles were found to be the democratic, participative and scientific leadership styles, none of the headteachers was using any of them. The other factors causing teachers job dissatisfaction were found to be low pay, lack of instructional facilitation and poor welfare conditions. The study concluded by noting that headteachers needed to change their leadership styles if they were to improve the

degree of their teachers' job satisfaction. It therefore recommended adoption of the leadership styles preferred by the teachers.