

**THE MEDIATING EFFECT OF ORGANIZATIONAL CULTURE IN THE
RELATIONSHIP BETWEEN CHARISMATIC LEADERSHIP AND JOB
SATISFACTION IN NATIONAL SCHOOLS IN KENYA**

BY

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DECLARATION

Declaration by the Candidate

This thesis is my original work and has not been presented for a degree in any other University. No part of this thesis may be reproduced without the prior written permission of the author and/or Moi University.

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DEDICATION

To Verra

for nudging me to take this journey

and to our children: Jelagat, Jemutai, Jeptoo & Kibet.

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I thank God for the gift of life and His amazing grace. Without Him, this journey would have been impossible. I sincerely would like to thank my supervisors: Prof. Daniel K. Tarus and Prof. Thomas K. Cheruiyot for their guidance, mentorship and support. I will forever remain indebted to them for their intellectual support. Many thanks also go to all my lecturers and my classmates, the DPhil class of 2011: they were a great bouquet of blessings.

May the Almighty God richly bless you all.

ABSTRACT

Employee job satisfaction is a critical aspect because it affects work-related behaviors such as efficiency, absenteeism and turnover. Although previous studies have focused on assessing the relationship between charismatic leadership and job satisfaction, there are reasons to believe that organizational culture could mediate this relationship. The purpose of this study was to investigate the mediating effect of organizational culture on the relationship between charismatic leadership style and job satisfaction in national schools in Kenya. The study was hinged on three theories, Charismatic leadership theory, Organizational culture and effectiveness theory and Equity theory. The study adopted explanatory survey research design and targeted the 8,160 teachers in all the 94 national secondary schools in Kenya. In terms of time horizon, the study used cross sectional system. A sample of 367 teachers was selected using proportionate and systematic sampling systems. Primary data was collected using closed-ended questionnaires using drop off and pick up method. The data was then analyzed using both descriptive and inferential statistics. Linear and hierarchical regression models were used to test the study hypotheses. Out of the 367 questionnaires issued, 318 were returned for analysis giving a return rate of 87%. The study found that charismatic leadership ($\beta = .527, p < .05$), humanistic orientation ($\beta = .539, p < .05$) and achievement orientation ($\beta = .449, p < .05$) all have a positive and significant relationship on job satisfaction. Further, humanistic and achievement orientations partially mediate the relationship between charismatic leadership and job satisfaction. It is recommended that policy makers design policies that ensure that employees are treated as human capital and be involved in setting of goals and targets of their organizations. Further, institutionalized programmes should be established so that those not blessed with natural charisma can be developed. Also, deliberate efforts should be made by school administrators to create and sustain humanistic and achievement cultures in their institutions. The study suggests that future studies could adopt a longitudinal study design since it could provide more insight on how employees feel about their jobs, their organizational culture and the leadership style of their leader over a period of time. In conclusion, the results of this study extend the existing literature by providing empirical evidence that organizational culture mediates the relationship between charismatic leadership and job satisfaction in the education sector in Kenya.

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OPERATIONAL DEFINITION OF TERMS

Achievement orientation: This refers to a culture typical of an organization that appreciates its members who set their own ambitious but realistic goals, set up plans to attaining the goals and enthusiastically pursuing them (Markovic & Rakocevic, 2014).

Charismatic leadership: Refers to the leader's ability to inspire emotion and passion in his or her followers and cause them to identify with the leader (Hitt *et al.*, 2009).

Humanistic orientation: It is person-centered management with a high level of employee's participation where employees are pushed to be constructive and supportive of the organization and each other (Markovic & Rakocevic, 2014).

Job satisfaction: Refers to the employees' perceptions of their working environment, relations among colleagues, earnings and promotion opportunities (Belias and Koustelios, 2014).

Organizational culture: A set of values, beliefs and behaviour patterns that form the basic identity of an organization, and have their origin in the thinking of the founders, evolving over time by accumulation of experiences, new social trends and changing values of managers up to the present day (Ortega-Parra and Sastre-Castillo, 2013).

LIST OF ABBREVIATIONS

ANOVA	Analysis of Variance
AO	Achievement Orientation
HO	Humanistic Orientation.
JSS	Job Satisfaction Survey
MLQ	Multifactor Leadership Questionnaire
OCI	Organizational Culture Inventory
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter presents the background of the study, statement of the problem, research objectives and hypotheses, significance of the study and the scope of the study.

1.2 Background of the Study

Job satisfaction is a critical component to both the employer and the employee. It has drawn a lot of interest among many scholars in the fields of organizational science and organizational behaviour (Rainey, 2009). The sustained interest in job satisfaction studies is driven by the fact that job satisfaction is associated with work-related behaviors such as the employee relations, efficiency, retention, attitudes towards work, commitment, productivity and absenteeism (Koustelios, 2001; Mau *et al.*, 2008). Furthermore, studies have demonstrated that efficiency, employee turnover, level of participation and organizational performance are heavily impacted by job satisfaction (Arani, 2016; Rose, 2001). Furthermore, job satisfaction is a universal phenomenon since most of the expectations of workers somewhat correlate worldwide. These include: good pay, good working environment, recognition and respect of their human rights (Heywood, 2008; Nganzi, 2014).

There are many aspects that contribute to one's job satisfaction or dissatisfaction. When employees are dissatisfied with their work, they look for other opportunities or they may emotionally or mentally withdraw from the organization (Lok and Crawford, 2004). For practitioners, job satisfaction is important because pursuing job satisfaction reflects the humanitarian concern that employees deserve to be treated respectfully (Ellickson & Logsdon, 2001). Job satisfaction is a complex multi-dimensional concept and a general attitude a person has in handling his or her work

(Saiti & Fassoulis, 2012). It also has been referred to as the degree to which employees like their jobs (Yang & Wang, 2012) and is influenced by many organizational contextual factors, ranging from salaries, job autonomy, job security, workplace flexibility, to leadership (Voon *et al.*, 2011). It has also been described as the general attitude and a collection of feelings and beliefs that people have about their current jobs and organizations (Rad & Yarmohammadian, 2006). This implies that people's levels of jobs satisfaction can range from extreme satisfaction to extreme dissatisfaction (Njiru, 2014).

An organization's leadership style is considered to have an effect on the relations between the superior and the employees (Wilderom, Berg & Peter, 2004). Therefore, it is important that leaders within organizations adopt appropriate leadership styles that lead to employee job satisfaction. The term leadership means different things to different people and there is no one definition of leadership that can be used as a template for every situation at all times (Boncana, 2014). The leadership styles adopted in different organizations include: autocratic, bureaucratic, laissez-faire, democratic, participative, situational, transformational, charismatic and transactional (Rad & Yarmohammadian, 2006). The word charisma, whose Greek meaning is gift, was introduced by the sociologist Max Weber in 1947 who argued that it referred to someone who had unusual, magical-like abilities.

However, over the years, it has been defined and re-defined several times by many scholars to refer to the leaders' vision, exceptional behaviour, risk taking, role modeling and exhibiting respect and confidence in followers (House and Shamir, 1993; Paul *et al.*, 2002).

An organization's leadership style is considered to have a direct impact on the relations between superiors and employees thus affecting both the latter's performance, job satisfaction and commitment (Wilderom *et al.*, 2004). Previous studies have shown that certain leadership styles are associated with job satisfaction (Khan, 2014). A study done in the public sector organizations in Malaysia showed that transformational leadership and participative leadership styles have positive relationships with job satisfaction (Voon *et al.*, 2011)

Organizational culture is one of the critical areas a leader needs to pay attention to. This is so because organizational culture influences how people in an organization feel, think and act and has been said to be the secret behind the highly successful Japanese companies (Alvesson, 2012). Although many scholars agree that organizational culture is central in organizational theory, it has attracted different and sometimes conflicting definitions (Bourantas, 1990). Organizational culture has been described as: the glue that holds the organization together (Bradeley & Parker, 2000; Goffee & Jonnes, 1996), widely shared and with strong values (Chatman & Jehn, 1994) a general pattern of mindsets, beliefs and values shared by members of an organization (Sathe, 1985) and have the origins in the thinking of the founders and evolving over time (Ortega-Parra & Sastre-Castillo, 2013).

There are three levels of culture: national, corporate or organizational and professional (Karahanna, *et al.*, 2005). Firstly, and also the highest level, is the national or regional culture. This is what differentiates one society from another since nations and regions are uniquely distinct culturally. The second level is known as corporate or organizational culture and it is expressed within the organization. It has been described as the collective programming of the mind which distinguishes one organization from another (Hofstede, 1998). Lastly, at a narrower scope, we have a

professional culture where a group of people of similar functions work within professional and ethical boundaries.

Organizational culture has been described as the glue that holds organizations together (Balthazard *et al.*, 2006). Organizational culture permeates every aspect of an organization: it is their essence, their DNA, their present and their future (Barnett, 2008). Simply put, organizational culture is about 'how we do things here' (Deal & Kennedy, 1999) or 'the way we think about things here' (Williams *et al.*, 1994). Culture is an important social characteristic that influences organizational, group and individual behavior (Wong *et al.*, 2011). It has also been conceptualized as deep rooted norms, values, assumptions, attitudes and widely shared by organizational members (Schein, 2004) which are reinforced and perpetuated through socialization, training and sanctions (Lytle *et al.*, 1995).

Studies have established that there is a significant difference in job satisfaction levels among employees who operate in different organizational cultures (Cooke and Szumal, 2000; Koustelios, 1991). Leaders can influence their organizations to form group norms that promote achievement, self-actualization, participation in decision-making, cooperation and social support (Cooke & Szumal, 2000).

An organization's culture is also thought to be intricately related to its leadership, particularly its upper echelon leaders (Belias & Koustelios, 2014; Schein 2004). The Chief Executive Officer sets the tone, atmosphere and philosophy of the organization through the use of organizational stories, rites and rituals, symbols, slogans and other cultural elements (Almansour, 2012; Waldman and Yammarino, 1999). Furthermore, leaders act as culture builders because they create, change or develop an organization's culture (Kim, 2012).

Leadership style and organizational culture are very likely to influence employees' job satisfaction positively, especially when the employees share their leaders' vision (Chang and Lee, 2007). Charismatic leadership is associated with the presence of collectivistic values in work groups and a heightened sense of community which has been associated with job satisfaction (Klein *et al.*, 2013; Pillai and Meindl, 1998; Schein, 2004). Further, the success of an organization depends largely on the quality of its leadership (Kurland *et al.*, 2010; Yaakub and Ayob, 1993). Leadership is a combination of ability and knowledge in bringing a group of people together for a common purpose and galvanizing them into action with a view to realizing this purpose (Zembar *et al.*, 2010).

1.2.1 Education Sector in Kenya

There are 299,060 teachers working in public Primary, Secondary and Tertiary institutions in Kenya (Teachers Service Commission, 2015). The government investment in teachers' remunerations amounts to Kenya shillings 180 billion annually, which is about 25.25% of the country's recurrent expenditure in the Financial Year 2015/2016 (National Treasury, 2015).

The results of the studies on job satisfaction of teachers in Kenya are mixed. Some studies demonstrate that Kenyan teachers, as is indeed with most developing countries, exhibit low levels of job satisfaction due to factors such as poor remuneration, method of promotion, recognition and workload (Nganzi, 2014; Ngigi & Orodho, 2014; Njiru, 2014; Ogochi, 2014). On the other hand, other studies observe that teachers in Kenya show a high level of job satisfaction (Kiboss & Jemiryott, 2014).

Principals are the force behind successful schools because they manage the teaching process and learning environment (Leithwood & Mascal, 2008; Okoko *et al.*, 2015). Principals in Kenya apply various leadership styles with the most frequently used being democratic and laissez fair styles (Kibet *et al.*, 2012; Orodho *et al.*, 2014). Others include autocratic leadership (Mwangi, 2015). Culture influences everything that goes on in schools: how staff dress, what they talk about, their willingness to change, the practice of instruction and how teachers socialize (Deal & Peterson, 1994). Literature has shown that organizational culture has more influence in a school community than even the school board, teachers and the parents (Barth, 2002). Studies have demonstrated that principals' leadership styles have a great impact on the working atmosphere in a school (Kiboss & Jemiryott, 2014).

1.3 Statement of the Problem

Ideally, all employees should enjoy performing their duties each day and eagerly look forward to reporting to work the next day. However, many teachers are exiting their profession in many countries mainly due to job dissatisfaction (Anari, 2012; Zembylas & Papanastasiou, 2004). In Kenya, between June 2013 and July 2014, four hundred teachers left the service of Teachers Service Commission to work with other organizations (TSC, 2014). The factors associated with this include salary, workload, recognition, organizational culture, the working environment and leadership (Belias & Koustelios, 2014; Chen, 2001; Hyz, 2010; Rad & Yarmohamadian, 2006).

Previous studies have demonstrated a positive relationship between charismatic leadership and job satisfaction (Conger & Kanungo, 2000; Rothfelder *et al.*, 2013; Saiti & Fassoulis, 2012; Voon *et al.*, 2011). However, limited empirical studies have been done to simultaneously examine the three concepts. Although these studies have

focused on the relationship between charismatic leadership and job satisfaction, there are reasons to believe that organizational culture mediates this relationship. Firstly, culture is likely to influence the way leadership is exercised and thus leadership style could affect the job satisfaction levels of staff through culture (Kim & Kim, 2015). Secondly, there are differences in the leadership styles preferred by employees in different cultures (Shahin & Wright, 2004; Schneider and Smith, 2004). This is because emerging body of knowledge argues that although leaders influence organizational processes and outcomes, this relation is mediated rather than direct (Nir & Hameiri, 2013).

This study attempts to extend previous research on job satisfaction and charismatic leadership by introducing organizational culture as a mediator in a secondary school context in Kenya. Since most of the research has been undertaken in Western countries (Yang & Wang, 2013), a study in the Kenyan context not only produces practical policy implications but also furthers the development of the model in a developing country setting.

1.4 Research Objectives

1.4.1 General Objective

To investigate the mediating effect of organizational culture on the relationship between charismatic leadership and job satisfaction.

1.4.2 Specific Objectives

- i. To assess the effect of charismatic leadership on job satisfaction.
- ii. To establish the effect of charismatic leadership on humanistic orientation.
- iii. To examine the effect of humanistic orientation on job satisfaction.

- iv. To determine the effect of charismatic leadership on achievement orientation.
- v. To evaluate the effect of achievement orientation on job satisfaction.
- vi. To assess the mediating effect of humanistic orientation on the relationship between the charismatic leadership and job satisfaction.
- vii. To assess the mediating effect of achievement orientation on the relationship between the charismatic leadership and job satisfaction.

1.5 Study Hypotheses

The study tested the following hypotheses:

- HO₁: There is no significant effect of charismatic leadership on job satisfaction.
- HO₂: There is no significant effect of charismatic leadership on humanistic orientation.
- HO₃ There is no significant effect of humanistic orientation on job satisfaction.
- HO₄ There is no significant effect of charismatic leadership on achievement orientation.
- HO₅ There is no significant effect of achievement orientation on job satisfaction.
- HO₆ Humanistic orientation does not mediate the relationship between charismatic leadership and job satisfaction.
- HO₇ Achievement orientation does not mediate the relationship between charismatic leadership and job satisfaction.

1.6 Significance of the Study

This study has advanced theoretical contributions to the existing body of knowledge in organizational behaviour, leadership and educational management by analyzing the mediating effects of organizational culture on leadership style and job satisfaction within the framework of three theoretical perspectives, Equity theory, Charismatic leadership theory and Theory of organizational culture and effectiveness. Research has demonstrated that a positive relationship exists between a leader's charisma and employee job satisfaction (Erkutlu, 2008). Further, other studies have argued that leadership is likely to affect job satisfaction through organizational culture (Chang, 2015). This study contributes additional empirical evidence from a developing country such as Kenya since there has been limited literature in the area. Having an effective leadership style that fosters the appropriate organizational culture will enhance the level of job satisfaction in an organization. This in effect will improve service delivery for the organization. Hence the findings of the study will go a long way in helping the leaders of educational institutions understand and apply charismatic leadership style that will enable the organization attain its goals and objectives.

Since the study was able demonstrate the mediating role played by organizational culture on charismatic leadership and job satisfaction in the education sector, the new knowledge will be used to formulate policies as well as stimulate further research in order to promote training of managers on the effective leadership style and organizational culture. By emphasizing on the role of organizational culture, the managers will be better equipped to steer their organizations to greater heights of development courtesy of having employees who are satisfied with their jobs.

This study is also timely because of the critical role teachers play in the society. At present, teachers are leaving their profession. At policy level, Teachers Service Commission needs to do capacity building on Principals to inculcate charismatic leadership skills and appropriate organizational cultures because they are not only critical in job satisfaction but also overall organizational performance.

1.7 Scope of the Study

In line with previous studies, this study conceptualized charismatic leadership in socialized terms whereby the leaders serve the collective interest of the organization and develop and empowers the followers (House & Howel, 1992; Waldman *et al.*, 1999). This study limits itself to two dimensions of organizational culture as investigated by previous studies namely, humanistic and achievement orientations as mediators in the relationship between charismatic leadership style and job satisfaction. Previous findings have demonstrated that the two cultural orientations are predictors of effectiveness within business organizations (Cooke & Szumal, 1993; Xenikou & Simosi, 2006)

This study focused on TSC employed teachers in all the 94 national schools in Kenya as identified by the Ministry of Education in 2014. There are approximately two national schools in each county in Kenya. National schools are unique in that most of them have been in existence for a longer time than the other newly-started and upcoming schools and are likely to have established mature leadership and organizational value systems. Armstrong and Taylor (2014) argue that organizational culture takes time to establish and change.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the theories that informed the study. Further, it discusses the link between charismatic leadership, organizational culture and job satisfaction. An investigation of previous studies is done in order to develop the hypotheses, identify and explain the variables of the study. Finally, a conceptual framework is provided at the end of the chapter.

2.1 The Concept of Job Satisfaction

Job satisfaction is a crucial issue in the performance of workers. The concept of job satisfaction has been contestable and its definition depending on the perspectives (Hofman's *et al.*, 2013). On one hand, job satisfaction has been defined as a bi-dimensional concept (Rose, 2001) consisting of intrinsic and extrinsic satisfaction dimensions. On the other hand, Evans (1997) argued concept is ambiguous and its ambiguity is rooted in the distinction between what is satisfactory and satisfying. In an attempt to solving this ambiguity, Bogler and Nir (2012), re-conceptualized job satisfaction in terms of two constituents: job fulfillment (how well the job is performed) and job comfort (one's satisfaction with the conditions of the job).

Studies have identified four major factors that affect job satisfaction. First, we have the demographic factors which include age, gender, tenure and education. The results suggest the existence of relationships between demographic characteristics and job satisfaction, but the evidence tends to be mixed, with positive and negative relationships (Mueller, *et al.*, 1999; Vegas *et al.*, 2001; Vance, 1981).

While some surveys show men most likely to be dissatisfied with their jobs, other studies demonstrate completely the opposite conclusions (Oshagbemi, 1999).

The second critical aspect is linked to remuneration of the employees. A salary is a payment which persuades an employee to commit his or her personal time and work (Hyz, 2010). The challenge is that salary is the main source of cost for the operation and development of business (Oshagbemi, 2000). There is no clear view on the relations between job satisfaction and salary. Some studies take the Herzberg view and treat salary as one of the hygiene factors. On the other hand, others argue that if the salary is equal to or greater than expected from the employee, the employee's satisfaction increases and the opposite result occurs when the salary is lower than expected (Hyz, 2010). However, Crow and Hartman, (1995) posited that the psychological uplift of a salary increase is short-lived. However, research has demonstrated that employees in non-western countries derive more job satisfaction from extrinsic factors such as pay and working conditions than the intrinsic factors (Huang & Vliert, 2004).

Supervision is the other important aspect and it refers to the fairness and competence at managerial tasks by one's supervisors and co-workers (Hart, 1994). The leadership style is very crucial in job satisfaction because it helps people to learn to contribute and to feel the freedom in their work (Bogler, 2001; Chen, 2001; Cranny *et al.*, 1992). The results of some other studies have shown meaningful relations between job satisfaction and possibilities of promotion, gaining respect, the size of the organization and self-development and achievement of the use of talents (Hyz, 2010). Studies have demonstrated that organizational behaviours, like warmth among employees, mutual trust, respect and rapport between employees and superiors

can be significant predicting factors of the job satisfaction experienced by employees (Belias & Koustelios, 2014).

2.1.1 Equity Theory

This theory developed by Stacy Adams (1963; 1965) suggests that employees weigh what they put into the job (input) against what they receive from it (outcome) and then compare this with that of other workers (Saif *et al.*, 2012). It is an employee's reaction to what he or she receives from the job (Gordon *et al.*, 2011). If the workers find this input-outcome ratio equal to that of other employees of similar circumstances, a state of equity will exist (Robbins, 2005). Four fundamental issues come to fore: what they give, what they receive, what others give and what others receive in similar circumstances. When there is equity, workers will be satisfied, happier and motivated in their work (Pearce *et al.*, 2003). Examples of inputs include: time, effort, commitment, ability, adaptability, qualifications, skills, trust in the superiors and support from co-workers (Dugguh, 2008).

Outputs may include: salary, benefits, reputation, job security, recognition, responsibilities, expenses and sense of achievement (Dugguh, 2014). The theory argues that job satisfaction represents an interaction between employees and their work environment by gauging the perceived congruence between what employees expect from their jobs and what they receive (Wright & Davis, 2002). It is assumed that the benefits that employees receive from their organization influences the effort, skill, and creativity that employees are willing to provide their employer (Perry *et al.*, 2006).

This theory predicts that individuals will make an effort to rectify situations where the exchange ratios are out of balance (Dauber, 2012; Landy, 1985).

If the worker is paid above, he or she will feel guilty but if he or she is paid below what he or she deserves, his or her feeling of injustice will rise. When workers feel injustice, they can either distort inputs or outputs or leave the organization (Dugguh, 2008). This theory may explain the high number of teachers' strikes in Kenya. A similar theory is the discrepancy theory of Wright & Davis (2002) which argues that people's job satisfaction is determined by a comparison of their current job conditions (including the rewards they receive) to their ideal job. Research and theorizing on rewards is widespread and has a long history and appears to point that job rewards are indispensable for job satisfaction (Hofmans *et al.*, 2012).

However, other theories on job satisfaction argue that job rewards do not (always) affect job satisfaction. In particular, Herzberg's (1959) two-factor theory conceptualizes pay as a hygiene factor rather than a satisfier. According to Herzberg, satisfiers include: achievement, recognition, advancement, responsibility and work itself. Herzberg argues that satisfaction with pay does not necessarily reflect job satisfaction. A similar conclusion can be drawn from self-determination theory (Deci *et al.*, 2010).

In line with these theories, the total reward management movement started (Hofmans *et al.*, 2012). This movement views rewards as any valued outcome (financial, working conditions and psychological rewards) an employee receives from the employer in exchange for the employee's effort and contribution (Christofferson & King, 2006). In their study, Hofmans *et al.*, (2012) demonstrated that financial reward satisfaction relates positively to job satisfaction for some participants only. However, and in line with the Two-factor theory (Herzberg, 1959) and Self- determination theory (Deci *et al.*, 2010), satisfaction with psychological rewards relates to job

satisfaction for all. Hofmans *et al.*, (2012) further extended this theory to include behaviour patterns of employees in situations of equity or inequity. These are: entitled (when they believe that what they receive is their right), benevolent (satisfied when they are underpaid compared to others) and equity sensitive (the belief that everyone should be fairly rewarded).

2.2 Concept of Organizational Culture

Organizational culture is important because when a group of people work together, there is an invisible force that influences their behaviour. Smircich (1983) referred to organizational culture as what the organization has or what the organization is depending on whether it is being treated as a construct or a metaphor. Organizational culture can be understood as some kind of collective mental programming that distinguishes members of one organization from members of another organization, with own solutions or elements on how to act in certain situations (Liliana & George, 2015). Culture most commonly refers to ways of thinking, values and ideas rather than the concrete and more visible part of an organization. Further, it refers to how individuals within a particular group think and value the reality in similar ways which is different from that of people in different groups (Alvesson & Sveningsson, 2015). Organizational culture plays a key role in creating an environment that allows people to make the best use of their abilities and realize their full potential to the benefit of both the organization and themselves (Girma, 2016; Koustelios & Kousteliou, 2001) Scholars have had divergent views of organizational culture. Schein (1985) developed a slightly different model when he argued that organizational culture consists of three interrelated levels: assumptions, values and artefacts. There are a number of factors that shape an organizational culture.

These include: management style, the way decisions are made, level of formality and the manner of developing organization's policies (Lorgulescu, & Marcu, 2015).

It has also been described as an explanatory variable that distinguishes one organization from another (Projogo & McDermott, 2005). Organizational culture has been termed as the basic assumptions about the world and the values that guide life in organizations (Sneider, *et al.*, 2013). Some of the features of organizational culture include: it is difficult to define, it is multi-dimensional, it is relatively stable over short periods of time and it takes time to establish and change (Armstrong & Taylor, 2014).

Elements of organizational culture include: openness, collaboration, teamwork, learning from mistakes and conflict resolution and these could affect job satisfaction (Hall *et al.*, 2010). It is critical to understand an organization's culture because it affects the way people consciously or unconsciously think, feel, act and make decisions (Schein, 2004). This means, therefore, that culture is very crucial in organizational outcomes.

2.2.1 Theory of Organizational Culture and Effectiveness.

Denison and Mishra (1995) developed and supported the Theory of organizational culture and effectiveness. It identifies four cultural traits that are positively related to performance. These are: involvement, consistency, adaptability and mission. Denison & Mishra, (1995) argue that of these traits, involvement and adaptability are indicators of flexibility, openness, and responsiveness, and were strong predictors of growth while the other two traits, consistency and mission, are indicators of integration, direction, and vision, and were better predictors of profitability. However, each of the four traits is also significant predictors of other effectiveness criteria such

as quality, employee satisfaction, and overall performance (Denison, 1990; Denison & Mishra, 1995; Fey & Denison, 2002).

Results of two studies conducted in Iran showed a significant positive relationship between all Denison's dimensions of organizational culture and job satisfaction (Momeni *et al.*, 2012; Azadi *et al.*, 2013). Denison's model of effective culture is used in the present study because it ties in well with humanistic and adaptive orientations and their link to both charismatic leadership and job satisfaction. This organizational culture model provides a systems approach to impacting organizational effectiveness (Denison, 2000). By focusing on the system as a whole, organizations may concentrate on structures that encourage efficient operations improvement with respect to their mission and the interaction among employees (Denison & Mishra, 1995).

Involving employees in the activities of the organization is critical. Effective organizations empower their people, build their organizations around teams, and continuously develop their capacity at all levels (Denison, 2000). Lok and Crawford (2004) found that innovative and supportive cultures have positive effects on job satisfaction and organizational commitment. Executives, managers, and employees are committed to their work and feel that they own a piece of the organization and people at all levels feel that they have at least some input into decisions that will affect their work. Everyone believes that he or she can have a positive impact and teamwork is used to get work done, rather than hierarchy (Spreitzer, 1995).

Organizations also tend to be effective because they have strong cultures that are highly consistent, well-coordinated, and well integrated. Consistency refers to the existence of organizational systems and processes that promote real alignment and

efficiency over time (Saffold, 1988). Consistency reflects the existence of core values and systems that provide source of integration, coordination and control (Elkordy, 2013).

Behavior is rooted in a set of core values, and leaders and followers are skilled at reaching agreement even when there are divergent points of view (Block, 1991). This type of consistency is a powerful source of stability and internal integration that results from a common mindset and a high degree of conformity (Senge, 1990). The leaders and managers practice what they preach and have an ethical code that guides behaviour and tells the right from wrong in a consistent and predictable manner (Fey & Denison, 2003).

Adaptability is the organization's capacity for internal change in response to external conditions (Denison & Mishra, 1995). Adaptable organizations are driven by their customers, take risks and learn from their mistakes, and have capability and experience at creating change (Fey & Denison, 2003). Such an organization is able to read the business environment, quickly react to current changes and anticipate future ones (Denison, 2000). The organization is very flexible and easy to change in the way it does its activities. Therefore, different parts of the organization are expected to cooperate to create change. Hence, it is important to ensure a capacity for creating change and continuing to learn as an organization (Fey & Denison, 2003).

Finally, mission refers to the degree to which an organization is clear on why it exists and where it is headed to (Fey & Denison, 2003). Effective organizations pursue a mission containing economic and non-economic objectives that provide meaning and direction for their employees (Denison & Mishra, 1995). The vision should create

excitement and motivation for employees and be able to meet short-term demands without compromising long-term vision (Denison *et al.*, 2006).

More specifically, these organizations have a clear sense of purpose, direction, goals and a vision for the future (Fey & Denison, 2003). When an organization's underlying mission changes, changes also occur in other aspects of the organization's culture (Mintzberg, 1987).

2.3 Concept of Charismatic Leadership Style

In the business world, charisma has been an attractive concept to leadership researchers mainly as it has the potential to increase performance in teams and departments (Awamleh & Gardner, 1999; Bass, 1995). The term charisma- whose Greek meaning is gift- was initially conceived by sociologist Max Weber in 1947. Today, the meaning of charisma has evolved from its initial idea of referring to mythical leaders who possessed magical abilities, displayed exceptional sanctity, heroic abilities, revolutionary and superhuman qualities (Bass, 1995). Charisma is described as a set of behaviors and qualities that allow individual leaders to most effectively achieve the goals of an organization without emphasizing contingent rewards (Conger & Kanungo, 1987). It refers to the leader's ability to inspire emotion and passion in his or her followers and cause them to identify with the leader (Awamleh & Gardner, 2011).

A charismatic leader attracts attention and influences others, responds to environmental signals, provides a vision, emphasizes collective identity and motivates followers both mentally and emotionally (Awamleh & Gardner 2011). Other terms which have been used in place of Charisma by researchers include: transformational, visionary or neo-charismatic leadership (Antonakis *et al.*, 2015). A charismatic leader

is one whose behavior and qualities can to attract the attention of other group members and serve as a focal point of the followers and is one who can convince followers to achieve organizational goals- especially without the influence of rewards (Awamleh & Gardner 2011).

While some literature argue that charisma resides in the leader with charismatic qualities (Bass, 1988), others posit that it is in a relationship between the leader and followers (Awamleh, 2011). Charisma has been described as the most important component in the larger concept of transformational leadership (Bass, 1985; [Sashkin, 1988](#)). Idealized influence is the degree to which leaders behave in charismatic ways and getting followers to identify with them (Piccolo, 2014). Inspirational motivation takes place when the leader inspires followers by providing them with meaning and challenge (Rehman *et al.*, 2012). Charismatic leaders project hope and optimism for the future, thus enhancing commitment to shared goals. They exude self- confidence, exhibit extra-ordinary behaviour and are frequently unconventional (House, 1977).

They are also determined, demonstrate high standards of moral and ethical behaviour, establish a sense of mission, sacrifice their personal interest for the sake of the group and are willing to take risks (Bass, 1997). Charismatic leaders motivate and inspire followers through their strong convictions in their beliefs and ideals, their positive emotions and the imaginative vision they provide (Antonakis *et al.*, 2015). Charismatic leaders articulate a vision that relates followers' self-concepts to their roles within the organization, and followers internalize the values associated with the vision (House, 1977).

They make use of extraordinary rhetorical skills to convey the urgency of the challenge facing the group and to inspire others to action (Antonakis *et al.*, 2015).

Their fluid speaking styles, symbolic behavior and storytelling about bold decisions are important behaviors exhibited by charismatic leaders which embolden their followers as they face future challenges (Awamleh, and Gardner 2011).

Charismatic leadership can manifest itself in two different forms: personalized or socialized (Howell & Shamir, 2005). Personalized charisma is egoistic, self-aggrandizing and often has disastrous consequences for followers and the organization, as exemplified by leaders such as Adolf Hitler. Such leaders use their influence primarily for their own gain and this often has negative consequences to their followers or the society. This leadership style represents the dark side of charisma (Conger *et al.*, 2000).

This study, draws heavily from the Bass(1985) model, in which charisma is part, but not the whole, of transformational leadership and is focused primarily on socialized use of charismatic leadership in which the leader uses his or her influence to the benefit of the group as a whole (Hogan & Kaiser, 2005). Max Weber defined the “charismatic organization” as one that exists not due to a legal structure or a strong tradition but to the personal magnetism of the person leading it. On the other hand, the same magnetism is also associated with Cultism.

This leadership style is described as being non-exploitative and motivating to the followers which leads to maximization of the gains of the organization without regard for the leader’s personal needs as exemplified by leaders such as Nelson Mandela (Judge and Bono, 2009).

2.3.1 Charismatic Leadership Theory

House (1977) proposed the theory of charismatic leadership to address a long-standing gap in the formal study of leadership. Several other scholars have proposed

extensions to this theory originally advanced by Weber in 1947 (Bass, 1985; Bennis & Nanus, 1985; Conger & Kanungo, 1987). The theory argues that personal qualities in charismatic leaders give rise to special emotional bond with the followers (Conger & Kanungo, 1987). Such leaders benefit from the process of emotional contagion, in which the optimism and positive affect displayed by the leader directly increases the positive affect in followers (Yammarino *et al.*, 1993).

In trying to demystify charisma, Conger and Kanungo (1987, 1998) proposed that charismatic leadership reflects an attribution drawn by followers on the basis of a leader's observable behavior (Pillai & Meindl, 2015). Conger and Kanungo categorized charismatic leadership process into three stages: environmental assessment, vision formulation, and implementation (Bakker *et al.*, 2015). Charismatic leaders assess their environment, formulate inspiring visions and implement it with the support of followers (Pillai & Meindl, 2015).

Oftentimes, the relationship of the followers to the charismatic leader is that of disciples to a master (Pillai & Meindl, 2015). They do not follow him or her out of fear or monetary inducement but out of love, passion and enthusiasm (Hitt *et al.*, 2009). Charismatic leaders motivate their followers into doing things they would not normally do, things they would rather not do and do such things despite enormous difficulties and obstacles in their way (Avolio & Yammarino, 1990). They exhibit high degree of respect and self-esteem for the leader, hold high performance expectations and offer unquestionable obedience to the leader (Bass, 1990).

Charismatic theory has identified personal qualities and behaviour associated with charismatic leaders. These include: pro-social assertiveness, self-confidence, need for

social influence, moral conviction and concern for moral exercise of power (Bass, 1998; Conger and Kanungo, 1988; House *et al.*, 1991).

Visionary leaders have also been shown to extend the shadow of the future for their followers, hence increasing the likelihood that they will make short-term sacrifices for the benefit of the organization in the long-term (Conger and Kanungo, 1988). Charismatic leaders influence their followers because they are perceived as strong and effective leaders with appealing visions (Pillai & Meindl, 2015). However, recent theory has shifted the focus towards recognition of charisma as a relationship between the leaders and their followers ([Howell and Shamir, 2005](#)).

Charisma is a fire that ignites followers' energy and commitment, producing results beyond the call of duty and it is a product of three elements: the spark – a leader who has charismatic qualities, the flammable materials - followers who are open to charisma and Oxygen – an environment conducive to charisma (Pillai & Meindl, 2015). Charisma is also in the eye of the beholder - an attribute perceived by followers ([Avolio and Yammarino, 1990](#)). When followers endorse a leader as charismatic, they place more trust in him or her, feel more satisfied and experience higher levels of empowerment ([Conger *et al.*, 2000](#)). Without the followers' approval, the one who claims to possess charisma is both deceptive and devoid of charisma ([Jung and Avolio, 2000](#)). Whether through emotional bond or persuasion, charisma is shaped by the relationship between leaders and followers where followers may accept or reject the charisma (Conger and Kanungo, 1988).

The core of charismatic leadership theory rests on the notion of a leader's influence on his or her followers which often relies instead on the leader's personal charm, attractiveness, and persuasive communication (Sosik *et al.*, 2013). Dr. Martin Luther

King, Jr. was a charismatic leader who used powerful oratory, an engaging personality, and unwavering commitment to positive change in the lives of millions of people. Spahr (2016) argues that the definition charismatic leadership is incomplete if it does not focus on the leader personally. She continues to say that more than other popular leadership styles, charismatic leadership depends on the personality and actions of the leader — not the process or structure.

However, charisma can be exploited by leaders who display narcissism, self-dominance, hubris and Machiavellian traits (Judge and Bono, 2000). These leaders are usually egoistic and can use their charisma for selfish reasons ([Jung and Avolio, 2000](#)).

The charismatic leadership style relies on the charm and persuasiveness of the leader and are driven by their convictions and commitment to their cause (Spahr, 2016) Conger & Kanungo (1998) describe five behavioral attributes of charismatic leaders. These include: vision and articulation; sensitivity to the environment; sensitivity to member needs; personal risk taking; and performing unconventional behaviour.

Charismatic Leaders use a wide range of methods to manage their image and, if they are not naturally charismatic, they work hard and practice to develop their skills. They may engender trust through visible self-sacrifice and taking personal risks in the name of their beliefs. They will show great confidence in their followers and are very persuasive and make very effective use of [body language](#) as well as verbal [language](#). The workplace needs charismatic leaders because they fight for quality of life and a better workplace conditions.

Charismatic leaders have the courage of their convictions. They are willing to stand up to people who have a differing view of society or the organization.

2.4 Charismatic Leadership and Job Satisfaction

Employee job satisfaction is an important aspect in the management of human resource of any organization. When a leader does not succeed in raising employee satisfaction to a reasonable level, it would be difficult to achieve performance (Yang & Islam, 2012). Scholars have demonstrated that charismatic leadership is an important antecedent to a host of beneficial organizational outcomes, such as leader and employee effectiveness, employee job satisfaction, and employee commitment (De Groot *et al.*, 2000; Milosevic & Bass, 2014). Research in the industry has shown that the leadership style of the supervisor is related to the job satisfaction of the subordinates (Bass, 1985). It has also been established that employee satisfaction is a common indicator of leadership effectiveness (Yukl, 2008).

When a leader and his or her followers share a charismatic relationship, the followers are satisfied with the supervision and the guidance from their leader (Klein & House, 1995). Increasingly, professionals see themselves as colleagues rather than being in a superior-subordinate relationship (Bass, 1990). In a charismatic relationship, members identify with the leader's vision and a high level of cohesion is developed (Waldman *et al.*, 2001).

The vision of a charismatic leader helps provide the follower with hope and confidence in the future that allows them to mobilize their energy to pursue it (Howel, 1999). The vision of a charismatic leader helps provide the followers with hope and confidence in the future and this enables them to mobilize their energies to pursue it (Shamir and Howel, 1999). Components of charismatic leadership were positively related to job satisfaction in the German context (Rothfelder, *et al.*, 2013). It was also established that charismatic and supportive leadership increased job satisfaction in Taiwanese firms (Dorman, *et al.*, 1997). By emphasizing meaningful goals, showing

exemplary behaviour and providing empowering approaches, a charismatic leader significantly enhances followers' satisfaction with the leader and their jobs (Huang *et al.*, 2005).

When charismatic leaders offer a rosy view of the future, it fosters a sense of direction, harmony, confidence, optimism and these lead to job satisfaction (Fortado & Fadil, 2012). A study in Israel showed that the teachers who exhibited high level of job satisfaction are those who perceived their Principal as a charismatic leader (Bogler, 2002). Since charismatic leaders tend to be able to see the gaps between what an organization delivers to its workers and what the workers need from the organization, they create visions that their supporters can readily see, and in return the supporters are motivated to contribute to a common goal.

2.5 Charismatic Leadership and Organizational Culture

The role of the leader in organizational culture has drawn a lot of interest. Previous studies posit that different leadership styles will engender different organizational cultures (Deluga, 2013; Timothy & Ronald, 2004). Research has also demonstrated that charismatic leaders are in a position to impact on organizational culture (Waldman & Yammarino, 1999). The fact that company founders often imprint organizations with their own personalities and behavioral patterns is an indication that leaders do influence a company's culture (Kane & Tremble, 2000).

According to Schein (1995), there is an interactive relationship between the leader and the organizational culture since the leader creates an organization which reflects specific values and beliefs, a fact that leads to the creation of a specific culture. Organizational literature allude to the fact that leaders have a role in creating and maintaining a particular type of culture (Ogbonna & Harris, 2000). Through their

speeches, visits and inspirational actions, charismatic leaders shape the organizational culture (Bogler, 2001; Schein, 1995). Charismatic leaders change the organization's culture by first understanding it and then realigning the organization's culture with a new vision and a revision of its shared assumptions, values and norms (Frontiera, 2010).

Charismatic leadership has also been associated with the presence of collectivistic values and culture in the workplace and a heightened sense of community (Pillai and Meindl, 1998). Charismatic leaders are associated with friendliness, helpfulness, trustworthiness, warmth as well as intelligence and creativity and this is critical in bringing people together in a variety of contexts (Fritzsche & Parrish, 2005). Evidence from the management literature further suggests that many of the core aspects of charismatic leadership are uniquely effective at promoting pro-social behaviors (Pillai and Meindl, 1998).

An example of a charismatic leader is Welch who as the CEO of General Electric, went out of his way to develop positive relationships with GE employees and customers. He talked informally with workers, making them feel as if they might receive a note or a visit from him at any time. In an open climate, where leaders are perceived as democratic managers who maintain open channels of communication with the staff, teachers are more satisfied with their job as compared to schools where leaders exhibit a harsh and authoritative attitude (Bogler, 2001). Since organizational culture has been linked with several job-related phenomena, like job satisfaction (Belias & Koustelios, 2014) it is, therefore, reasonable to expect that the extent to which leadership style is related to job satisfaction may vary from one organizational culture to another.

2.6 Organizational Culture and Job Satisfaction

Organizational culture has been a subject of many studies across different disciplines (Dauber, *et al.*, 2012). Research has revealed a positive link between organizational culture and job satisfaction (Rad *et al.*, 2006; Chang, 2015). Generally, approaches to measuring organizational culture can be classified into three categories: orientations approach (Chatterjee, *et al.*, 1992; Sagiv & Schwartz, 2007), interrelated structure approach (Allaire & Firsirotu, 1984; Hatch, 1993; Homburg & Pflesser, 2000; Schein, 1995) and finally the typology approach (Cartwright & Cooper, 1993; Handy, 1993). The *orientations approach* focuses on measuring organizational culture empirically along scales that can be related to other, mostly dependent, variables of interest (Hofstede *et al.*, 1990). Both cultural orientations were found to be strongly associated with each other (0.48, $p < 0.001$), a finding that is supported by existing literature (Sagiv & Schwartz, 2007). A number of researchers argue that work environment is a better predictor of job satisfaction as compared to demographic factors (Eyal, and Roth, 2011). This study focused on two cultural orientations: humanistic and achievement as discussed in detail below.

2.6.1 Humanistic Orientation and Job Satisfaction

Humanistic cultural orientation is also called encouraging orientation. It is a culture geared towards helping others grow and develop characterized by cooperation, teamwork, empowerment, participation in decision-making and social support (Balthazard *et al.*, 2006). Humanistic orientation reflects the human relations movement in the workplace and is characterized by cooperation among organizational members, emphasis on teamwork, employees' self-actualization and empowerment, development of people's creative potential, constructive interpersonal relations and social support (Eyal and Roth 2011). Organizational rules and regulations that encourage cooperation, teamwork, and participation facilitate group coordination and synergy of divergent organizational resources (Wood & Vilkinas, 2005). Having a strong humanistic culture means that the organization is being managed in a person-centered way and workers are allowed share ideas, establish realistic goals for themselves and pursue them with enthusiasm (Cooke & Lafferty, 1989).

Positive relationships have been reported between humanistic culture and job satisfaction (Griffin and Bateman, 1986). More specifically, organizational behaviours, like warmth among employees, mutual trust, respect and rapport between employees and superiors can be significant predicting factors of the job satisfaction experienced by employees (Kennerly, 1989). Employees in humanistic settings are more likely to be satisfied and loyal and hence willing to contribute to the organization (Kotter & Heskett, 1992).

A supportive culture produces the greatest job satisfaction (Balthazard *et al.*, 2006). A study in the field of health showed that organizational behaviors, like warmth among employees, mutual trust, respect and rapport between employees and superiors can be

significant predicting factors of the job satisfaction experienced by employees (Kennerly, 1989).

2.6.2 Achievement Cultural Orientation and Job Satisfaction

A culture of achieving set goals is important in any organization. Achievement orientation involves assumptions, values, goal setting, organizational objectives, and emphasis on effectiveness. Achievement culture characterizes organizations that encourage their employees to experiment, put new ideas into action and value members who set and accomplish their own goals (Cooke and Szumal, 1993).

In organizations which espouse an achievement culture, emphasis is placed on the pursuit of a standard of excellence, and the members are expected to set and accomplish their own goals (Balthazard *et al.*, 2006). These organizations motivate their employees to set difficult, but attainable goals, and then they provide feedback on their performance. This, in turn, enhances the performance of the organization. When employees set their goals and feedback on their performance is given, it results in feelings of efficacy and satisfaction (Leithwood, 2005). For employees to achieve results, they have to pursue them with energy and passion (Wood & Vilkinas, 2005). Studies have shown that supportive and participative leadership are indirectly and positively related to performance via the innovative and competitive cultures (Saaranen *et al.*, 2007).

The trust, vision and high performance expectations engendered by the charismatic relationship motivate followers to put effort beyond expectations and this leads to a sense of belonging and job satisfaction (Podskeoff *et al.*, 1990; Waldman *et al.*, 2001). Achievement cultures drive performance, promote quality of interaction and

communication between the members and this increases levels of cooperation and satisfaction when targets are achieved (Cooke & Szumal, 2000; Hall, *et al.*, 2010).

2.7 Mediating Effect of Organizational Culture

Limited literature is available on organizational culture as a mediator on the charismatic leadership-job satisfaction link. Some literature argue that supportive and participative leadership styles are indirectly and positively related to performance via the innovative and competitive cultures (Duyar *et al.*, 2013). A study investigated the connection and interaction between leadership style, organizational culture and job satisfaction among 134 private field employees, including bank employees and concluded that leadership style and organizational culture were very likely to influence employees' job satisfaction positively, especially when the latter shared their leaders' vision Chang (2015).

Denison & Mishra's (1995) theory of Organizational culture and effectiveness facilitates the mediation process between Charismatic leadership theory (House, 1977) and Equity theory of job satisfaction (Stacy & Adams, 1965). Charismatic leadership theory argues that charismatic leaders motivate their followers into doing things they would not normally do despite the obstacles in their way (Avolio & Yammarino, 1990). They produce a fire in the followers that make them perform beyond the call of duty.

This resonates well with achievement orientation and the mission trait in Organizational culture and effectiveness theory which encourages employees to set ambitious strategic goals and objectives and strive to achieve them. Moreover, followers of charismatic leaders involve their followers in decision-making. This also

links well with the involvement trait in Organizational culture and effectiveness theory.

When employees are inspired, recognized and involved in the activities of the organization, they are likely to be satisfied with their jobs as espoused in the Equity theory. Denison's model of effective culture is therefore used in the present study because it ties in well with humanistic and adaptive orientations and their link to job satisfaction.

2.8 Conceptual Framework

Relations between variables are often more complex than simple bivariate relations between a dependent and an independent variable. Sometimes, these relations may be modified by, or informed by, the addition of a third variable in the research design. Examples of third variables include suppressors, confounders, covariates, mediators, and moderators (MacKinnon, *et al*, 2000). Mediation is a hypothesized causal chain in which the first variable affects a second variable that, in turn, affects a third variable. Rather than a direct causal relationship between the independent variable and the dependent variable, a mediation model proposes that the independent variable influences the mediator variable, which in turn influences the dependent variable. Mediation, or an indirect effect, is said to occur when the causal effect of an independent variable (X) on a dependent variable (Y) is transmitted by a mediator (M). In other words, X affects Y because X affects M, and M, in turn, affects Y (Hayes, 2013)

Thus, the mediator variable serves to clarify the nature of the relationship between the independent and dependent variables. In other words, it explains the relationship between the dependent variable and the independent variable. The mediation model

offers an explanation for how, or why, two variables are related, where an intervening or mediating variable, M, is hypothesized to be intermediate in the relation between an independent variable, X, and an outcome, Y

Mediation analyses are employed to understand a known relationship by exploring the underlying mechanism or process by which one variable influences another variable through a mediator variable. Mediation analysis facilitates a better understanding of the relationship between the independent and dependent variables when the variables appear not to have a definite connection (Kenny, 2016). Mediators speak to how or why such effects occur. Preacher & Hayes (2004) argued that the discovery that two variables are related to each other is only one small part of the aim of research; deeper understanding is gained when we comprehend the process that produces the effect.

Baron and Kenny (1986) proposed a four step approach in which several regression analyses are conducted and significance of the coefficients is examined at each step. The study sought to determine the mediating effect of organizational culture in the relationship between charismatic leadership and job satisfaction. There are thus some theoretical propositions suggesting that organizational culture could mediate this relationship. Charismatic leadership influences various organizational outcomes such as performance and job satisfaction (Lim, 1995; Ogbonna & Harris, 2000).

Charismatic leaders are perceived as warm because they take personal risks on behalf of followers, have strong convictions for a hopeful future thereby increasing perception of them as friend rather than foe (Yukl, 2006). Studies have shown that organizations which are flexible and adopt the participative management type are more likely to be satisfied, resulting in the organization's success (Mckinnon *et al.*, 2003). The study conceptualized that charismatic leaders who use their charisma

within a culture of teamwork and participation in goal setting will lead to job satisfaction of the employees. Figure 2.1 summarizes the conceptual framework of the mediating effect of organizational culture on the charismatic leadership-job satisfaction link.

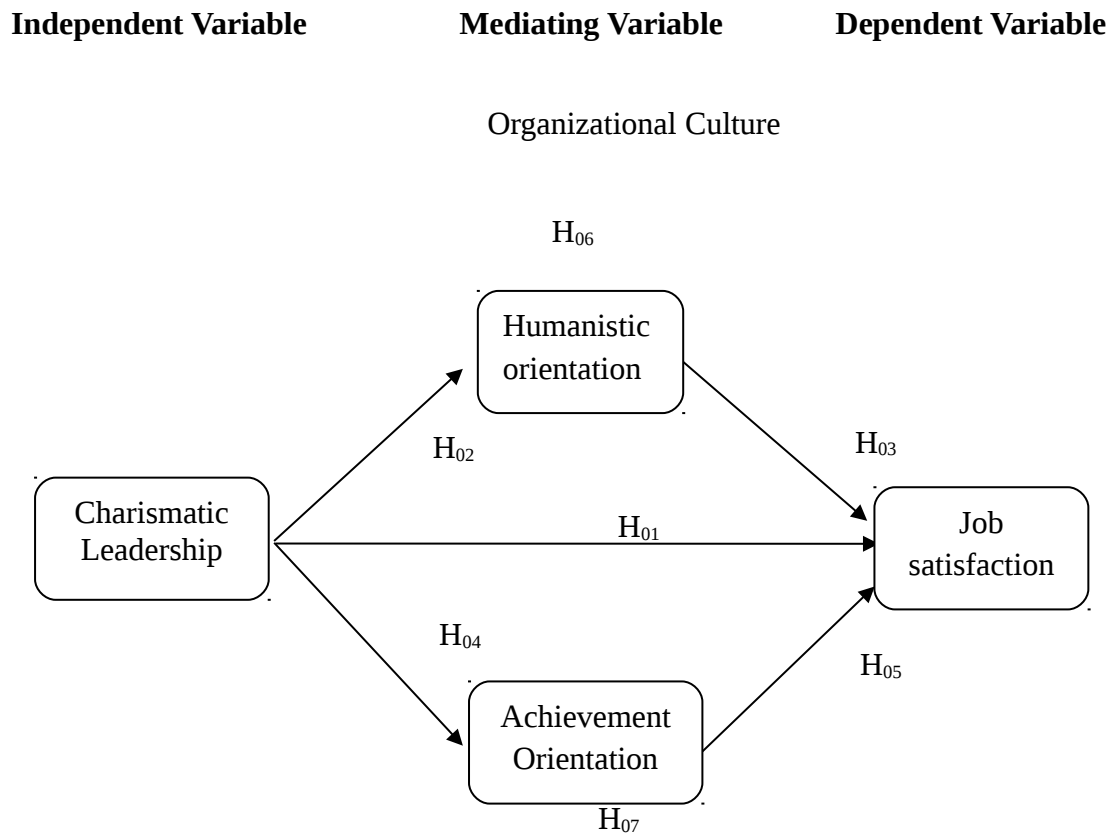


Figure 1: Conceptual Framework.

Source: Survey study, 2015

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the methodology of the study that includes: research design, target population, data sources, and measurement of variables, techniques and models that were used to analyze the data.

3.1 Research Design

This study adopted explanatory survey research design. Explanatory survey design is appropriate for studies that seek to establish causal relationships between variables (Saunders *et al.*, 2011). The objective is to study a situation or a problem in order to explain the relationships between the variables. This design makes comparisons and evaluation of existing conditions as well as collection of factual information in their natural setting through the use of the questionnaire (Hyz, 2010). This design is appropriate because it is used to explain how organizational culture mediates the relationship between charismatic leadership and job satisfaction.

In terms of time horizon, the study adopted a cross-sectional design. Cross-sectional studies focus on the study of a particular phenomenon or phenomena at a particular time and often employ the survey strategy (Cooper and Schindler, 2011; Saunders *et al.*, 2009). Cross-sectional studies have been found to be robust for effects of relationships studies (Coltman, 2007).

3.2 Target Population

The study targeted the 8,160 TSC employed teachers in Kenyan national secondary schools. Each school has a Principal who is the CEO of the school, the deputy or deputies and the teachers. All teachers interact with their Principal closely on a day to

day basis including: during staff meetings, planning meetings, school assemblies, meals and even team building activities. The teachers report to the Principal for information, expectations & policy direction. Waldman & Yammarino (1999) argue that CEO charismatic behaviours may best be reported by those that interact with him/her closely and can thus be aggregated. This approach is in line with the traditional view of leadership frequently which presumes a top-down influence of the leader on followers, where the leader is the primary originator and conductor of leadership (Pearce & Conger, 2003). Therefore, the target of this study was the teachers since they are the affected by the leadership style of the Principal, the organizational culture of the school and these may affect their level of job satisfaction.

3.3 Sampling Design and Sample Size

Sampling is the selection of some part of totality on the basis of which a judgment or inference about the totality is made (Saunders *et al.*, 2009). Depending on the number of teachers in each school, proportionate sampling was used to allocate the number of respondents. Secondly, this study adopted systematic probabilistic sampling. Systematic sampling is suitable for geographically dispersed cases that do not require face-to-face contact when collecting data (Saunders *et al.*, 2009). In this method, every k 'th element in the population is sampled, starting with a random start of an element in the range of 1 to k .

The k 'th element is also known as the skip interval, which is determined by dividing the population size by the sample size (Cooper and Schindler, 2011). This approach was deemed suitable since every school has a teaching staff list. Using this list, teachers were identified starting from the top but excluding the Principal. The skip interval depended on the number of teachers sampled in the school.

All the 8,160 teachers of the 94 national secondary schools in Kenya formed the sampling frame. The sample for teachers was determined using the Sample Size Formula by Cochran (1977). The formula for calculating the sample size for a random sample without replacement is as follows:

$$n = \left(\frac{z}{m} \right)^2 p(1 - p)$$

Where:

z is the z value of 1.96 for 95% confidence level.

m is the margin of error of $0.05 = \pm 5\%$.

p is the estimated value for the proportion of a sample that will respond a given way to a survey question 0.50 for 50%.

$$\begin{aligned} n &= \left(\frac{1.96}{.05} \right)^2 .5(1 - .5) \\ &= (39.2)^2 (.25) \\ &= 1536.64 (.25) \\ &= 384 \end{aligned}$$

For a population of 8,160 teachers, the required sample size is:

$$n' = \frac{n}{1 + \frac{n}{N}}$$

where, n is the sample size of 384

N is population size of 8,160

Calculating the new sample size the teachers using the formula above, we find:

$$n' = \frac{384}{1 + \frac{384}{8160}} = \frac{384}{1.048} = 367$$

The sample of 367 was allocated to each national school proportionately to cater for the unequal distribution of teachers to the schools (Appendix C).

3.4 Data Collection Instruments and Procedures

Charismatic leadership style was measured using a modified version of the Multifactor Leadership Questionnaire (MLQ 5X-Short) developed by Bass and Avolio (1995). The instrument used in this study was the questionnaire, which is the most common method of collecting survey data (De Vaus, 2001). The instrument has well established reliability and validity as a leadership instrument for both industrial and service settings (Bass and Avolio, 2000). Multifactor Leadership Questionnaire instrument has 45 items which measure transformational leadership, transactional leadership and no leadership (*laissez faire*). Transformational leadership has four items: idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. Idealized influence and inspirational motivation represent the aspect of 'charisma' (Rothfelder, *et al*, 2013). The modified instrument had 12 items on a seven-point Likert-type scale ranging from 1 (Strongly Disagree) to 7 (Strongly Agree) to indicate their agreement with each item. The sample items include: "My Principal talks optimistically about the future" "My Principal articulates a compelling vision of the future" and "My Principal displays a sense of power and confidence."

The reliability of charisma using the MLQ-5X based on the data from several examinations is an alpha value between 0.74 - 0.94 (Bass; 1997; Bogler, 2001). Other studies that have used MLQ-5X to measure charisma include: Arthur & Tomsett, (2015), Carless, (1998), Eagly & Johannesen-Schmidt (2001), Edwards *et al.*, (2012), Price & Weiss, (2013).

Job Satisfaction was measured using a 36-item instrument of a modified version of Job Satisfaction Survey (JSS) by Spector (1994). This instrument assessed

respondents' perceptions of the teaching occupation. Job Satisfaction Survey measures nine aspects of job satisfaction: pay, promotion, supervision, benefits, contingent rewards, operating procedures, coworkers, nature of work and communication. Sample items include: "I am being paid a fair amount for the work I do" "I like the people I work with" and "My job is meaningful." Previous studies have shown that the internal consistency reliability (coefficient alpha) of Job Satisfaction Survey was between 0.74 and 0.87 (Astauskaite *et al.*, 2011; Bogler, 2002; Smith *et al.*, 2011; Taylor & Tashakkori, 2010). JSS has been used in the education sector (Anari, 2012; Crossman and Harris, 2006; Saiti, 2007; Saiti and Fassoulis, 2012). Other sectors which have used JSS include: the banking sector, (Okoro & Lazar, 2013), the health sector, (Panchasharam & Jahrami, 2010) and sports (Hardin & Zakrajsek, 2014). The scales ranged from 1 (Strongly Disagree) to 7 (Strongly Agree).

Organizational culture was measured using a modified version of the Organizational Culture Inventory (OCI). The OCI was designed to measure behavioural norms that are expected or implicitly required by members of an organization (Cooke and Lafferty, 1989). OCI is arguably one of the most used organizational culture assessment instrument in the world since has been translated into numerous languages including: French, Spanish, German, Japanese, Chinese, Dutch, Swedish, Romanian and Korean (Cooke and Rousseau, 1988). This measure has been used in many sectors including business firms (Klein, 1992), banking and healthcare sectors (Bellou, 2007). The subscales of the OCI that were used in the study are labeled as 'humanistic' and 'achievement.' Measuring culture along these orientations for the purpose of comparison has been a common strategy in behavioural studies (Jackson, 2013).

Humanistic orientation was measured using OCI under the subscale humanistic. The Cronbach's alpha value of humanistic orientation was found to be 0.83 (Balthazard, *et al.*, 2006). Some of the sample items include, in my school there is a culture of, "showing concern for the needs of others" "encouraging others" and "being supportive of others." Achievement orientation was measured using 8 items of OCI under the subscale achievement. The achievement subscale contains items measuring whether or not the organization places value on goal setting, the accomplishment of objectives and the pursuit of a standard of excellence.

An example of the items include: in my school there is a culture of, "setting moderately difficult goals" and "taking moderate risks." The Cronbach's alpha value of achievement orientation was found to be 0.90 (Balthazard, *et al.*, 2006). All scales ranged from 1 (Strongly Disagree) to 7 (Strongly Agree).

Table 3.1: Summary of Measures of Variables Used

Constructs	Items	Sources
Charismatic leadership	12	Multifactor Leadership Questionnaire (MLQ-5X Short)
Job Satisfaction	36	Job Satisfaction Survey (JSS)
Humanistic orientation	8	Organizational Culture Inventory (OCI): Humanistic sub-scale
Achievement Orientation	8	Organizational Culture Inventory (OCI): Achievement sub-scale

The procedure used in data collection was personal delivery or drop-off and pick-up method by research assistants. This method was adopted because it reduces non-response bias particularly in self-completion questionnaires (Allred & Ross-Davis, 2010). Nonresponse bias occurs when individuals do not respond to a questionnaire and is critical because of the potential inability to make accurate inferences to a population based on responses. The research assistant made a face-to-face contact with the teachers and hand delivered the questionnaire to the eligible individuals.

They left the questionnaires with the teachers and returned later to pick-up the questionnaire in-person and at a designated time.

3.5 Reliability and Validity of Instruments

3.5.1 Reliability Tests

Reliability is a critical condition for measurement. It is the degree to which a tool produces stable and consistent results over and over again. The reliability of the study measures was assessed by Cronbach's alpha coefficients, which was used to assess the internal consistency or homogeneity among the research instrument items (Sekaran, 1992). Cronbach alpha coefficient value of 0.7 is the generally agreed lower limit (Hair *et al.*, 2006). Having assessed the reliability tests, Principal component analysis with Varimax rotation was undertaken to extract the factors that underlie concepts of charismatic leadership, humanistic orientation, achievement orientation and job satisfaction.

The instruments were pilot- tested in two of the national schools. This targeted 36 teachers. The purpose of the pilot testing according to Brown (2012) is to gain an insight into its relative strengths and weakness in order to make possible improvement prior to the main study. The pilot schools were not included during the data collection as this would have brought assessment biases. The aim of the pre-testing was to assess instructions, layout, content and choice of words. The feedback obtained was used to revise the questionnaire before administering it to the study respondents.

3.5.2 Validity Tests

Validity assesses the extent to which the scale measures what it purports to measure (Zikmund *et al.*, 2010). Two types of validity tests were used to test the goodness of the measure: content and construct validity. The study utilized standard measures of

charismatic leadership, job satisfaction and organizational culture. Content validity ensures that there are adequate and representative items to describe the concept and by using content of previously developed instruments, content validity is assured (Pentouvakis & Bouranta, 2013). Construct validity measures the degree to which a scale measures what it intends to measure (Garver and Mentzer, 1999). For construct validity, factor analysis of the constructs was carried out. This helped in identifying usable items for each study construct.

3.6 Data Analysis

The data was analyzed using both descriptive and inferential statistics. Descriptive statistics involved means, standard deviations, frequencies and percentages. Before computation, some items were re-coded due to reverse scoring. For descriptive analysis purposes an average score of the four items was calculated. Descriptive statistics involves transformation of raw data into a form that would make them easy to understand and interpret (Sekaran, 2000). Correlation analysis was done to determine the relationship between the independent variables and the dependent variable using Pearson's Product-Moments correlation.

Pearson correlation coefficient (r) is used to calculate the strength and direction of the linear relationship between two continuous variables (Wei *et al.*, 2008). A high level of correlation among the independent variables may imply multicollinearity (Saunders *et al.*, 2009). Statistical package for social sciences (SPSS) was used to aid in the analysis.

Linear and hierarchical regression models was used to analyze the data. Linear regression was used to measure the direct effects between the independent and the dependent variables while hierarchical regression was used to measure the mediated

effects. In hierarchical regression (also known as sequential), the variables are entered in blocks or steps in accordance with the theory or logic (Cooper & Schindler, 2011). To test the mediating effect of organizational culture on the relationship between charismatic leadership and job satisfaction, the study utilized Baron and Kenny (1986) model. Four criteria need to be met to support full mediation (Avolio *et al.*, 2000; Baron and Kenny, 1986). First, the independent variable (charismatic leadership) needs to be significantly related to a mediator (organizational culture). Second, charismatic leadership needs to be significantly related to dependent variable (job satisfaction). Thirdly, organizational culture needs to be significantly related to job satisfaction. Finally, the relationship between charismatic leadership and job satisfaction must disappear when organizational culture is introduced into the regression equation and this is termed as perfect or full mediation. If after introducing organizational culture into the regression equation, there is significant but reduced coefficient between charismatic leadership and job satisfaction then it provides some evidence for partial mediation.

3.6 Ethical Considerations

The introductory letter to the respondents clearly outlined that their participation in the study was strictly voluntary and accordingly they were assured of their anonymity. Furthermore, they were assured the information would not be used for any other purpose other than research. To ensure confidentiality, individual details including names and personal numbers were not included in the questionnaires and were not identified in the findings. As a legal requirement, permission to conduct research was sought.

3.7 Underlying Assumptions of the Regression Model

All regression models have assumptions, and violation of these assumptions can result in parameter estimates that are biased, inconsistent and inefficient. The following are the assumptions that underlie multiple regression model of analysis which include:

- i. Normality of the dependent variable is a critical assumption. Regression is robust to moderate violations of normality, provided there are no outliers. If the dependent variable is seriously non-normal, an appropriate transformation is done (Tharenou *et al.*, 2007). Skewness and kurtosis together with Kolmogorov smirnov test were used to test normality.
- ii. Linearity of relationship between the dependent variable and each independent variable. Linearity refers to the degree to which the change in the dependent variable is related to the change in the independent variables (Hair *et al.*, 2010). Scatter plots were used to determine the linear relationship between the variables of interest.
- iii. Another assumption is homoscedasticity which refers the dependent variable scores having the same dispersion/variability around the regression line through them, meaning they have an equal spread. White test was used to test homoscedasticity.

3.8 Model Specifications

The first model, examined the effect of charismatic leadership style on job satisfaction.

$$JS = \beta_0 + \beta_1 CL + \varepsilon \dots\dots\dots \text{Model 1}$$

The second model examined the effect of charismatic leadership on humanistic orientation

$$HO = \beta_0 + \beta_1 CL + \varepsilon \dots\dots\dots \text{Model 2}$$

The third model examined the effect of humanistic orientation on job satisfaction.

$$JS = \beta_0 + \beta_1 HO + \varepsilon \dots\dots\dots \text{Model 3}$$

The fourth model examined the effect of charismatic leadership on achievement orientation.

$$AO = \beta_0 + \beta_1 CL + \varepsilon \dots\dots\dots \text{Model 4}$$

The fifth model examined the effect of achievement orientation on job satisfaction.

$$JS = \beta_0 + \beta_1 AO + \varepsilon \dots\dots\dots \text{Model 5}$$

The sixth model examines the mediating effect of humanistic orientation on the charismatic leadership-job satisfaction link.

$$JS = \beta_0 + \beta_1 CL + \beta_2 HO + \varepsilon \dots\dots\dots \text{Model 6}$$

The seventh model examined the mediating effect of achievement orientation on the charismatic leadership-job satisfaction link

$$JS = \beta_0 + \beta_1 CL + \beta_2 AO + \varepsilon \dots\dots\dots \text{Model 7}$$

Where:

JS: Job Satisfaction

CL: Charismatic Leadership Style

HO: Humanistic Orientation

AO: Achievement Orientation

ε : Error term.

3.9 Limitations of the Study

Some limitations are associated with the present study. Firstly, since this study focused only on national secondary schools in Kenya, studies should be extended to other areas not covered. These include other categories of schools such primary,

county secondary schools, sub-county schools, day schools and private schools. Further research can be done within the East African region and Africa. It would be interesting to see a comparative study of the various regions or even continents. Future studies can also be conducted at higher educational institutions. This study can be replicated in other service and industrial contexts such as: banking, hospitality, security, manufacturing industries, extractive industries and transport. It would provide more insight to understand how the organizational culture mediates the relationship between charismatic leadership and job satisfaction in the different settings.

Secondly, this study used cross sectional research design. A longitudinal study would provide more insight because it would give data on how the teachers feel about their jobs, their school's organizational culture and the leadership style of their Principals over a period of time. The study can be done twice and the results compared.

A longitudinal research design allows all the variables to be measured at different points in time (Wilderom *et al.*, 2000). Since the study assessed how the employees feel about the leadership style of their CEO, the organizational culture and job satisfaction, a repeat study may enhance generalizability.

Thirdly, the teachers were the only respondents who assessed the Principal's leadership style. Principals can also be asked to rate themselves. Self-rating can provide more insight on how the Principals view themselves. The teachers can be asked to rate their Principals and the data obtained from the two groups can be incorporated in the final output. A comparative study can also be done from the two outputs.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the empirical results of the study. The first section of the chapter gives the response rate, demographic characteristics of the respondents, reliability and validity tests. The second part deals with tests of regression assumptions and descriptive statistics of the variables. The next section gives the correlation and regression results for the proposed models. Finally, the findings are discussed.

4.2 Response Rate

A total of 367 questionnaires were distributed to the respondents and 318 were able to complete and return the questionnaires. This gave a response rate of 86.6%. The high response rate can be attributed to the drop off and pick up method of data collection procedure utilized. The response rate is considered adequate given the recommendations by Saunders, Lewis and Thornhill (2007) who suggested 30-40% response rate, Sekeran (2000) who recommends 30%, and Wilson, Pollack and Rooney (2003) recommended 50%.

4.3 Demographic Characteristics of the Respondents

The respondents were required to provide information about their gender, age, educational level, years one has served in the school and teaching experience. The gender distribution of the survey respondents was 59.6% male and 40.4% female. For age, 22.6% were in the age bracket 20-30 years, 37.7% in the bracket 31-40 years, 31.8% in the bracket 41-50, and 7.9% were above 50 years old. Thus majority of the respondents were between 31-40 years (37.7%). This meant that most respondents

had been in the teaching profession long enough to be able to give reliable information about the variables of interest for this study.

The educational level of the respondents indicated that 0.6% had doctorate, 12.3% had masters, 9.4 had postgraduate diplomas, 66.2% had bachelors, and 11.3% had diplomas. The majority of the respondents had degree level of education (66.2%) and hence were in a position to understand the items in the tool used to collect data. When asked to indicate their teaching experience, 43.7% had taught for 10 years and below, 30.2% for 11-20 years, and 26.1% for over 20 years. For the years one has served in the school, respondents indicated that 50.6% said they had served in their current station for less than 5 years, 30.5% between 6-10 years, 7.9% between 11-15 years, and 11.0% had been in their current school for more than 15 years. In relation to the study, the respondents were in the current position to be able to rate the leadership style of the management. The demographic characteristics of the respondents are as summarized in Table 4.1.

Table 4.1: The Demographic Characteristics of the Respondents

Variable	Category	Frequency	%
Gender	Male	190	59.6
	Female	128	40.4
Age	20-30 years	72	22.6
	31-40 years	120	37.7
	41-50 years	101	31.8
	Above 50 years	25	7.9
Education Level	Diploma	37	11.7
	Bachelors	210	66.0
	Post Graduate	30	9.4
	Diploma Masters	39	12.3
	Doctorate	2	0.6
Teaching Experience	10 years & below	139	43.7
	11-20 years	96	30.2
	Over 20 years	83	26.1
Years in current Station	5 years & below	161	50.6
	6-10 years	97	30.5
	11-15 years	25	7.9
	Above 15 years	35	11.0

Source: Survey Data (2015), N=318

4.3 Descriptive Results

Descriptive statistics of means, standard errors, and standard deviation were obtained for the variables charismatic leadership, organizational culture and job satisfaction.

4.3.1 Charismatic Leadership

The descriptive statistics for the items of charismatic leadership indicated that the means were in the range 3.50 to 4.47. This gave an overall mean of 3.81. On a 7-point likert scale, the scores were above average. The standard deviations were in the range 1.51 to 1.85. The overall standard deviation for charismatic leadership was .68 and it infers that 99.9% of the responses were spread within the range 3.50 to 4.47 which is within three standard deviations of the overall mean. The relatively low standard deviation value indicates that the variability in the spread of the scores was low.

The standard error of the mean for the items measuring charismatic leadership were low and in the range .08 to .10 with the overall mean error value of .09 indicating that the mean values for the items were reliable. The respondents scored highest in the aspect of ‘instilling pride in others for being associated with him/her’ (CL3) which posted a mean of 4.47 with a standard deviation of 1.79. ‘Expresses confidence that goals will be achieved’ (CL12) item had the lowest mean of 3.5048 with a standard deviation of 1.69. Charismatic leadership descriptive statistics are presented in Table 4.2.

Table 4.2: Descriptive Statistics Results for Charismatic Leadership

Item	Mean		SD
	Stat.	S.E	Stat.
CL1 Talks optimistically about the future	3.65	.10	1.85
CL2 Talks about his/her most important values and beliefs	3.72	.10	1.79
CL3 Instills pride in others for being associated with him/her	4.47	.10	1.79
CL4 Talks enthusiastically about what needs to be done	3.75	.09	1.67
CL5 Specifies the importance of a strong sense of purpose	3.87	.08	1.51
CL6 Goes beyond self-interest for the good of the group	3.84	.09	1.62
CL7 Acts in ways that builds others’ respect for him/her	3.92	.09	1.58
CL8 Considers the ethical consequences of decisions	3.64	.10	1.78
CL9 Display a sense of power and confidence	3.79	.10	1.72
CL10 Articulates a compelling vision of the future	3.78	.09	1.62
CL11 Emphasizes importance of a collective sense of mission	3.84	.08	1.51
CL12 Express confidence that goals will be achieved	3.50	.10	1.69
Charismatic Leadership	3.81	.09	1.68

Source: Survey Data (2015), N=318

4.3.2 Humanistic Orientation

Considering the variable of humanistic orientation, the mean as a measure of central tendency was found to be in the range 2.93 to 3.99 for the items measuring the variable. The overall mean for the variable humanistic orientation was found to be 3.62. On a 7-point likert scale, this meant that the respondent exhibited above average on the aspect of humanistic orientation. The values of standard deviations for humanistic orientation were in the range 1.65 to 2.07 and the overall standard deviation was 1.83 indicating that 99.9% of the responses were spread within the range 2.93 to 3.99. The relatively high standard deviation value indicates that the variability in the spread of the scores was high. For standard error of the mean the value was .10 indicating that the mean values for the items were reliable. Inspection of the scores of each item measuring humanistic orientation indicated that the respondents scored highest in the item 'encouraging others' (Ho3) which posted a mean value of 3.99 which with a standard deviation of 1.72. On the other hand the item 'helping others think for themselves' (HO7) had the lowest mean of 2.93 with standard deviation of 1.86. The humanistic orientation descriptive statistics are presented in Table 4.3.

Table 4.3: Descriptive Statistics Results for Humanistic Orientation

		Mean		SD
		Stat.	S.E	Stat.
H01	Showing concern for the needs of others	3.78	.10	1.74
H02	Involving others in decisions affecting them	3.75	.09	1.65
H03	Encouraging others	3.99	.10	1.72
H04	Helping others to grow and develop	3.78	.10	1.79
H05	Being supportive of others	3.78	.11	1.95
H06	Resolving conflicts constructively	3.45	.10	1.83
H07	Helping others think for themselves	2.93	.10	1.86
H08	Giving positive rewards to others	3.53	.12	2.07
Humanistic Orientation		3.62	.10	1.83

Source: Survey Data (2015), N=318

4.3.3 Achievement Orientation

Further, the descriptive statistics of measures of central tendency and measures of dispersion for all the items measuring achievement orientation were analyzed. The means for the items were in the range 3.18 to 5.03 and the attendant standard deviation in the range 0.02 to 1.79. The overall mean and standard deviation for the variable achievement orientation was 3.71 and 0.73 respectively. This in effect indicated that 99.9% of the values for this variable were in the range 3.18 to 5.03. The low standard deviation value points at low variability in the responses for

achievement orientation. The low mean standard error of .14 meant the mean was reliable. The item ‘taking moderate risks’ (A05) had the highest mean value of 5.03 with a standard deviation of 0.68. While the item ‘working to achieve self-set goals’ (A02) had the lowest score with a mean of 3.18 and standard deviation of 1.00. The results are presented in Table 4.4.

Table 4.4: Descriptive Statistics Results for Achievement Orientation

		Mean		SD
		Stat.	S.E	Stat.
A01	Setting moderately difficult goals	3.23	.11	0.98
A02	Working to achieve self-set goals	3.18	.11	1.00
A03	Taking on challenging tasks	3.39	.11	0.02
A04	Pursuing a standard of excellence	3.38	.11	0.89
A05	Taking moderate risks	5.03	.32	0.68
A06	Exploring alternatives before acting	4.05	.10	0.82
A07	Thinking ahead and planning	3.91	.10	1.79
A08	Working for the sense of accomplishment	3.46	.10	0.75
Achievement Orientation		3.71	.14	0.73

4.3.4 Job Satisfaction

Finally, the descriptive statistics for all the 36 items measuring job satisfaction were obtained. The mean values and the accompanying standard deviations were in the range 2.78 to 4.50 respectively. The analysis further indicated that the overall mean for the items measuring job satisfaction was 3.56. Considering the 7-point likert scale used in the study, this meant the job satisfaction level in the schools was average. Standard deviation as a measure of the spread of the scores had an overall value of 1.67 and this indicated a moderate spread of the values measuring achievement orientation as a variable. The standard errors were low and hence it was concluded that the mean values obtained for all the items and the overall mean were reliable. The Descriptive statistics are presented in Table 4.5.

Table 4.5 Descriptive Statistics Results for Job Satisfaction

Item	Mean	S.E	SD
JS1 Fair pay for work done	3.39	.09	1.53
JS2 Little chance for promotion	3.80	.09	1.65
JS3 Principal is competent	4.20	.09	1.57
JS4 Not Satisfied with benefits received	3.56	.10	1.72
JS5 Receives recognition for good job done	3.45	.09	1.65
JS6 Rules & procedures hamper doing good job	4.02	.10	1.72
JS7 I like people I work with	3.00	.08	1.51
JS8 Sometimes feel job is meaningless	3.25	.10	1.86
JS9 Communication seems good within organization	3.57	.10	1.75
JS10 Too few raises & far between	3.30	.11	1.94
JS11 Performers stand fair chances of promotion	3.35	.11	1.93
JS12 Supervisor is unfair	3.34	.10	1.81
JS13 Benefits received as good as other schools offers	3.72	.10	1.84
JS14 Feel work done is appreciated	2.81	.10	1.78
JS15 Individual efforts are seldom blocked by red tape	3.57	.11	1.08
JS16 Have to work harder due to other peoples incompetence	3.21	.11	1.10
JS17 Like doing things I do at work	3.06	.12	1.11
JS18 School goals not clear	2.78	.11	1.94
JS19 Feeling of appreciation from what is paid	2.90	.11	1.04
JS20 People get ahead fast as in other places	3.11	.10	1.85
JS21 Supervisor's little interest in feelings of subordinates	3.46	.10	1.87
JS22 Equitable benefits package	2.95	.12	1.12
JS23 Few rewards for those working here	2.96	.11	1.00
JS24 Too much work to do	2.97	.11	1.97
JS25 Enjoy co-workers	4.50	.33	1.81
JS26 Often feel I know what is going on	4.09	.10	1.73
JS27 Sense of pride in doing my job	4.08	.10	1.84
JS28 Feel satisfied with chances of salary increases	4.25	.10	1.78
JS29 Some benefits are not available	4.34	.10	1.80
JS30 I like supervisor	3.34	.10	1.85
JS31 Too much paper work	3.89	.10	1.83
JS32 Feel efforts are rewarded as should be	4.08	.10	1.84
JS33 Satisfied with promotion chances	4.25	.10	1.78
JS34 Too much bickering and fighting at Work	4.34	.10	1.80
JS35 Job is enjoyable	3.34	.10	1.85
JS36 Work Assignments not fully explained	3.89	.10	1.85
Job Satisfaction	3.56	.11	1.67

4.4 Reliability Test

Cronbach's alpha reliability test was used to determine the internal consistency of the question items that measured the variables of interest for this study. A Cronbach's coefficient value greater than 0.7 indicates the tool is reliable to measure the variable (Sekeran, 2000). From results, alpha coefficient for all the variables was in the range 0.690-0.888. Hence are above the benchmark of 0.7 suggested by Sekeran (2000) and thus the scales were reliable for measuring the variables. Table 4.6 presents the results of the reliability test.

Table 4.6: Cronbach's alpha Reliability Results

Variable	No of items	Alpha
Charismatic Leadership	12	.800
Humanistic orientation	8	.690
Achievement orientation	8	.712
Job Satisfaction	36	.888

Source: Survey data (2015), N=318

4.5 Validity of Study Measures

According to Nunnally and Burnstein (1994), validity is the degree to which a variable actually measures what it has intended to measure. For the purpose of this study two forms of validity were utilized: content validity and construct validity.

4.5.1 Content Validity

Content validity refers to the adequacy of indicators to measure the concepts. The better the scale items measure the domain of content, the greater the validity. An assessment of content validity requires experts to attest to the content validity of each instrument (Sekaran, 2000). In order to ensure content validity, previously validated measures were utilized and the preliminary questionnaire was pre-tested on a pilot set of respondents for comprehension and relevance. All aspects of the questionnaire were pre-tested including: question content, wording, sequence, form and layout,

question difficulty and instructions. The feedback obtained was used to revise the questionnaire before administering it to the study respondents.

4.5.2 Construct Validity

Construct validity measures the degree to which a scale measures what it intends to measure (Garver & Mentzer, 1999) and this was assessed by factor analysis. In order to assess the construct validity, the items were examined by principal components extraction with varimax orthogonal rotation. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test of sphericity were conducted in accordance to Field's (2005) recommendations. The following sections present the factor analysis results.

Results of factor analysis indicated that The Kaiser-Meyer-Olkin (KMO) had a measure of 0.537 for charismatic leadership, 0.721 for humanistic orientation, and 0.622 for achievement orientation. This was above the threshold of 0.5 (Field, 2005). The Bartlett's test was significant for the three constructs ($p\text{-value} < 0.05$). Therefore, with KMO values above the threshold of 0.5 significance, the appropriateness of the factor analysis for charismatic leadership, humanistic orientation and achievement orientation was confirmed.

For charismatic leadership, two components had their eigenvalues exceeding 1.0: component 1(3.915) and component 2(1.870). The two components explained 73.773% of the total variance. Any item that fails to meet the criteria of having a factor loading value of greater than 0.5 and loads on one and only one factor is to be dropped from the study (Liao *et al.*, 2007). This implies items 1, 5, and 9 were dropped from the study since they loaded twice. Item 8 was also dropped since it did not load to any of the two components. It was therefore concluded that characteristics of charismatic leadership are heterogeneous. Therefore the two factors/components

extracted with eigenvalues 3.915 and 1.870 were appropriately labeled charisma 1 and charisma 2 respectively.

Further, factor analysis results for humanistic orientation indicated that, there were three factors whose eigenvalues 3.602, 1.210, and 1.045 exceeded the threshold of 1.0 and they explained 73.219% of the total variance. Therefore, humanistic orientation resulted in three sub-constructs. The first factor with eigenvalues 3.602 had items that addressed the aspects of the dealing with others in the school and hence can be appropriately labeled as 'concern for others' culture. The items for the second construct that posted eigenvalues of 1.210 pointed towards ability to resolve issues in a social setting hence was labeled as 'conflict management' culture. While the third component with eigenvalue of 1.045 was labeled as 'selfless culture'.

For achievement orientation, the results of principal component analysis demonstrated that there were two factors whose eigenvalues exceeded 1.0. Hence three components were extracted explaining 66.452% of the total variance. The two factors had eigenvalues of 3.351 and 1.966 and were appropriately labeled as 'goal-centered' and 'proactive' cultures respectively. The results are as presented in Table 4.7.

Table 4.7: Factor Analysis for Charismatic Leadership and Organizational Culture

Item	Component	Total variance Explained			
		Loading	Eigen Values	% Var. A	
1. Charismatic Leadership					
a) Component 1: Charisma 1			3.915	32.624	0.780
Talks about most values and beliefs		.653			
Talks about what needs to be accomplished		.689			
Acts in ways that builds respect for him/her		.658			
Emphasizes importance of a sense of mission		.693			
Express confidence goals will be achieved		.655			
b) Component 2: Charisma 2			1.870	38.749	.710
Goes beyond self-interest for the group		.567			
KMO measure of sample adequacy		.537			
2. Humanistic Orientation					
a) Component 1: Concern for Others			3.602	45.027	.754
Encouraging others		.579			
Helping others to grow and develop		.905			
Being supportive of others		.915			
b) Component 2: Conflict Management'			1.210	15.125	.715
Resolving conflicts constructively		.776			
Helping others reduce friction		.785			
Giving positive rewards for co-existence		.856			
c) Component 3: Selfless Culture			1.045	13.067	.678
Showing concern for the needs of others		.918			
KMO measure of sample adequacy		.721			
3. Achievement Orientation					
a) Component 1: Goal-Centered Culture			3.351	41.882	.780
Setting moderately difficult goals		.889			
Working to achieve self-set goals		.843			
Taking on challenging tasks		.843			
Pursuing a standard of excellence		.863			
b) Component 2: Proactive Culture			1.966	24.569	.812
Exploring alternatives before acting		.851			
Thinking ahead and planning		.826			
Working for the sense of accomplishment		.846			
KMO measure of sample adequacy		.622			

Source: Study survey 2015, N=318

Lastly, the items that measured job satisfaction were subjected to factor analysis and the results showed that job satisfaction had two components whose eigenvalues exceeded 1.0. The two factors had eigenvalues of 21.121 and 3.123 respectively. It

had a Kaiser-Meyer-Olkin (KMO) measure of .877 and the Bartlett's test is significant with Chi-Square= 1015.203 (p-value< 0.05). The results of principal component analysis indicated that the components extracted explained 84.158% of the total variance. The results are presented in table 4.8.

Table 4.8: Factor Analysis for Job Satisfaction Results

Item	Loadings	Total Variance Explained		
		Eigen Values	% Var.	α
a) Component 1: Nature of Job		21.121	50.000	.765
Fair pay for work done	.725			
Little chance for promotion	.682			
principal is competent	.880			
Satisfied with benefits received	.787			
Receives recognition	.663			
Rules & procedures hamper working	.568			
I like people I work with	.608			
Sometimes feel job is meaningless	.785			
Communication is good	.844			
Too few raises & far between	.888			
Performers are promoted	.598			
Supervisor is fair	.759			
Benefits are good	.760			
Feel work done is appreciated	.754			
a) Component 2 : Motivation		3.123	34.158	.743
Efforts are not locked by red tape	.856			
Like doing things I do at work	.516			
School goals not clear	.801			
Appreciation from what is paid	.854			
People get promoted like other places	.903			
Supervisor's has interest in subordinates	.805			
Equitable benefits package	.834			
Few rewards for those working here	.911			
Too much work to do	.813			
Enjoy co-workers	.847			
Satisfied with promotion chances	.822			
Too much conflict at work	.665			
Job is enjoyable	.854			
Work assignments fully explained	.884			
KMO measure of sample adequacy	.877			

Source: Study survey 2015, N=318

4.6 Test of Regression Assumptions

This was done to determine whether the critical assumptions of regression were met before regression models were tested.

4.6.1 Test of Normality

Both kurtosis and skewness were used to determine the normality of the data distribution for charismatic leadership, humanistic orientation, achievement orientation and job satisfaction.

The skewness statistic and kurtosis statistic obtained for all the variables were in the range .149 to .952 for skewness and -.506 to .693 for kurtosis. According to Hair *et al.*, (2010) the requisite range for normally distributed data is between -1.00 and +1.00. All the values of skewness and kurtosis fell in the range -1.00 and +1.00 and it was concluded that the distribution of data for the variables charismatic leadership, humanistic orientation, achievement orientation and job satisfaction was normal. The results of the kurtosis and skewness tests are as shown in Table 4.9.

Table 4.9: Results for Skewness and Kurtosis Analysis

	Mean	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Charismatic Leadership	3.8148	.389	.137	.693	.273
Humanistic orientation	3.6213	.149	.137	-.506	.273
Achievement orientation	3.7033	.952	.137	.242	.273
Job Satisfaction	3.5592	.521	.137	.226	.273

Source: Survey data (2014), N=318

Further, Kolmogrov-Smirnov test was used to check the normality of the distribution for the variables. Kolmogorov-Smirnov test compares scores in the sample to a normally distributed set of scores with the same mean and standard deviation and if the test is non-significant ($p < 0.5$) then the distribution of the sample is not

significantly different from normal distribution (Field, 2005). The K-S test statistic for the variables charismatic leadership, humanistic orientation, achievement orientation and job satisfaction had p-values that were greater than the set threshold of .05. It was therefore concluded that their distributions were not significantly different from the normal distribution. The results of the K-S test results are as indicated in Table 4.10.

Table 4.10: One-Sample Kolmogorov-Smirnov Test Results

		Charismatic Leadership	Humanistic orientation	Achievement orientation	Job Satisfaction
N		318	318	318	318
Normal Parameters	Mean	3.8148	3.6213	3.7033	3.5592
	Std. Deviation	.94678	1.03161	1.15082	.92918
Most Extreme Differences	Absolute	.177	.106	.125	.131
	Positive	.169	.088	.125	.131
	Negative	-.177	-.106	-.085	-.130
Kolmogorov-Smirnov Z		3.150	1.895	2.235	2.342
Asymp. Sig. (2-tailed)		.235	.562	.231	.453

Source: Survey Data (2015), N=318

4.6.2 Test of Independence of the Error Terms

Durbin-Watson test was used to test for presence of serial correlation among the residuals. The value of Durbin-Watson test statistic ranges from 0 to 4 as suggested by Hair *et al.*, (2010), the residuals are not correlated if the Durbin-Watson statistic is approximately 2 and the acceptable range is 1.5 to 2.50. The Durbin-Watson statistic for the estimated models is summarized in Table 4.11. The results in indicate that the Durbin-Watson statistic obtained was within the threshold range of 1.5 to 2.50.

Table 4.11: Independence of Error Terms Results

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Durbin-Watson
1	.537	.289	.286	.78494	1.597
2	.734	.538	.537	.70224	2.304
3	.598	.357	.335	.74599	1.511
4	.615	.378	.376	.90906	1.652
5	.556	.309	.307	.77343	1.590
6	.615	.379	.375	.73482	1.563
7	.609	.371	.367	.73947	1.658

Survey data (2015)

4. 6.3 Multicollinearity Diagnostics for Independent Variables

Hair *et al.*, (2010) provided two methods of identifying multicollinearity in the variables. First, an examination of the correlation matrix of the independent variables. The presence of high correlations in the region of $r=0.9$ and above is an indication of substantial collinearity. Secondly, collinearity could be due to the combination of two or more other independent variables. Multicollinearity was assessed using Variance Inflation Factors (VIF) as set out. A threshold of Variance inflation factor of 10 is suggested by Hair *et al.*, (2010). The variance inflation factor values for charismatic leadership, humanistic orientation, achievement orientation and job satisfaction are less than the set threshold of 10 as presented in Table 4.12 which indicate that multicollinearity was not an issue.

Table 4.12: Collinearity Statistic Results

	Tolerance	VIF
Charismatic Leadership	.356	2.80
Job Satisfaction	.388	2.579
Humanistic orientation	.454	2.203
Achievement orientation	.611	1.636

Source: Survey data 2015, N= 318

4.7 Correlation Analysis of Study Variables

Pearson correlation analysis was conducted to examine the relationship between the variables (Wong & Hiew, 2005; Jahangir & Begum, 2008). According to Field (2005), correlation coefficient should not go beyond 0.8 to avoid multicollinearity. Since the highest correlation coefficient is 0.734 which is less than 0.8, there is no multicollinearity problem in this research. The results are presented in Table 4.10.

All the associated pairs of variables were significant at level 0.01 hence hypothesized relationships developed were found to be statistically significant at level $p < 0.01$. Charismatic leadership and humanistic orientation had a strong significant positive relationship ($r=0.734$, $p < 0.01$). Charismatic leadership correlated with achievement orientation significantly and positively ($r=0.615$, $p < .01$). There was also a strong significant relationship between humanistic orientation and job satisfaction ($r=0.598$, $p < .01$). Charismatic leadership correlated with job satisfaction significantly and positively ($r=0.537$, $p < .01$) and there was a strong significant relationship between achievement orientation and job satisfaction ($r=0.556$, $p < .01$). Based on Table 4.13, the correlation between Charismatic leadership and humanistic orientation was the strongest ($r= 0.734$, $p < 0.05$).

The weakest relationship was between achievement orientation and humanistic orientation ($r= 0.521$, $p < 0.01$). This means that none of the variables was dropped from the subsequent regression analysis.

Table 4.13: Correlation Coefficients

	1	2	3	4
1. Charismatic Leadership	1			
2. Humanistic orientation	.734**	1		
3. Achievement orientation	.615**	.521**	1	
4. Job Satisfaction	.537**	.598**	.556**	1

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

Source: Survey data (2015), N=318

4.8 Regression Results

The study sought to investigate the relationship between charismatic leadership and job satisfaction. It was based on the assumption that this link is mediated by organizational culture. The first section of the analysis involved investigating the relationship between the independent variables (humanistic and achievement orientations) and job satisfaction and the second, the mediating effect of organizational culture.

4.8.1 Regression of Charismatic leadership on Job Satisfaction

The first hypothesis (H_{01}) stated that there is no significant relationship between charismatic leadership and job satisfaction. The results of the regression analysis suggested that charismatic leadership had a positive significant effect on job satisfaction ($\beta = .527$, $p < 0.05$). Hence the hypothesis is not supported. The value of the F-statistic showed that the model was robust enough to be used to explain the relationship between the variables ($F = 128.204$, $p < 0.05$).

The findings suggest that as the level of charismatic leadership increases, so does the level of job satisfaction. Charismatic theory (House, 1977) argues that charismatic leaders act as role models and are admired by their followers. This creates trust among the followers and this leads to job satisfaction. The results are presented in table 4.14.

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.548	.183		8.458	.000
Charismatic Leadership	.527	.047	.537	11.323	.000

Table 4.14: Regression Results of Charismatic Leadership on Job Satisfaction

Source: survey data 2015, N= 318

4.8.2 Regression of Charismatic leadership on Humanistic Orientation

The second hypothesis (H₀₂) predicted that there is no significant relationship between charismatic leadership and humanistic orientation. The results indicated that charismatic leadership had a positive significant effect on humanistic orientation ($\beta=.799$, $p<0.05$). Hence hypothesis H₀₂ was not supported. The F-statistic (showed that the model was good enough to be used to explain the relationship between charismatic leadership and humanistic orientation (F=368.094, $p<0.05$). The results suggests that higher levels of charismatic leadership increases humanistic orientation in the organization. The possible explanation is that the leadership of charismatic leaders is characterized by teamwork, love, emotional involvement and compassion. In fact, charismatic leaders have been associated with a heightened sense of community implying that their leadership will encourage formation of a humanistic culture (Pilliaai and Meindl, 1998). The results are presented in Table 4.15.

Table 4.15: Regression of Charismatic Leadership on Humanistic Orientation

Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Coefficients		
	(Constant)	.572	.164		3.495	.001
1	Charismatic Leadership	.799	.042	.734	19.186	.000

Source: Survey data 2015, N= 318

4.8.3 Regression of Humanistic Orientation on Job Satisfaction

The third hypothesis (H₀₃) postulated that there is no significant relationship between humanistic orientation and job satisfaction. The results found humanistic orientation had a positive significant effect on job satisfaction ($\beta = .539$, $p < 0.05$). Thus the hypothesis is rejected. The F-statistic showed that the model was robust enough to be used to explain the relationship between the variables ($F = 175.808$, $p < 0.05$). It means that as the level of humanistic orientation increases, the level of job satisfaction is also expected to increase. Humanistic orientation is about empowering people and developing their capacity. According to the Theory of organization culture and effectiveness (Denison and Mishra, 1995), where there is a culture of involvement, the employees feel a sense of belonging and ownership and these results in job satisfaction of employees. The Results are summarized in Table 4.16.

Table 4.16: Results for Regression of Humanistic Orientation on Job satisfaction

		Unstandardized		Standardized	t	Sig.
		B	Std. Error	Coefficients		
	(Constant)	1.609	.153		10.523	.000
1	Humanistic orientation	.539	.041	.598	13.259	.000

Source: Survey data 2015, N= 318

4.8.4 Regression of Charismatic leadership on Achievement Orientation

The fourth hypothesis (H₀₄) stated that there is no significant relationship between charismatic leadership and achievement orientation. Regression results showed that there exists a positive significant relationship between charismatic leadership and achievement orientation ($\beta = .747$, $p < 0.05$). Thus hypothesis H₀₄ was not supported. The value of the F-statistic showed that the model was robust enough to be used to explain the relationship between charismatic leadership and achievement orientation ($F = 192.028$, $p < 0.05$). The results suggest that higher charismatic leadership leads to greater achievement orientation. The possible explanation is that charismatic leaders inspire followers and challenge them to take risks and achieve higher goals. The inspiration leads to self-confidence of the followers and this leads accomplishment of goals beyond expectations (Dobinsky *et al.*, 1995). The results are as presented in table 4.17.

Table 4.17: Regression of Charismatic Leadership on Achievement Orientation

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	Coefficients				
	B	Std. Error	Beta		
(Constant)	.853	.212		4.022	.000
Charismatic Leadership	.747	.054	.615	13.857	.000

Source: Survey data 2015, N= 318

4.8.5 Regression of Achievement Orientation on Job Satisfaction

The fifth hypothesis (H₀₅) stated that there is no significant relationship between achievement orientation and job satisfaction. The results found that there exists a positive significant effect of achievement orientation on job satisfaction ($\beta = .449$, $p < 0.05$). Thus hypothesis was not supported. The value of the F-statistic showed that the model was robust enough to be used to explain the relationship between the

variables ($F=141.524$, $p<0.05$). The results are presented in Table 4.18. When an organization has exciting and achievable goals, the organization knows why it exists and where it is headed (Denison, 2000). The measurable and long-term vision eliminates anxiety and creates calmness and control among the employees which affects job satisfaction (Elkordy, 2013).

Table 4.18: Results for Regression of Achievement Orientation on Job satisfaction

	Unstandardized		Standardized t	Sig.
	Coefficients			
	B	Std. Error	Beta	
(Constant)	1.896	.146		12.955 .000
Achievement Orientation	.449	.038	.556	11.896 .000

Source: Survey data 2015, N= 318

4.9 Test for Mediating Effects of Organizational Culture

To test for the mediating effects of organizational culture, the three step approach procedures suggested by Baron and Kenny (1986) was used.

Step 1: Sought to establish whether the independent variable was related to the dependent variable. This was done by regressing charismatic leadership on job satisfaction. The purpose was to establish whether there was a direct effect that could be mediated.

Step 2: Sought to establish if the independent variable was related to the mediator variable(s). This was done by treating the mediating variable(s) as the dependent variable.

Step 3: Sought to establish that the mediating effects of organizational culture on the relationship between the independent variable and dependent variable, while controlling for the mediator.

4.9.1 Mediating Effect of Humanistic Orientation

To examine the mediating effects of humanistic orientation on the relationship between charismatic leadership and job satisfaction, hierarchical regression analysis was done. This was done as per Baron and Kenny's (1986) three step suggestion.

In step 1, the direct effect was determined by regressing charismatic leadership on job satisfaction. Results showed that there is a significant positive relationship between the independent variable (charismatic leadership) and the dependent variable (job satisfaction) ($\beta = .527, p=0.000$).

In step 2, charismatic leadership was regressed against the mediator (humanistic orientation). Results indicated a positive significant relationship between charismatic leadership and humanistic orientation ($\beta = .799, p=0.000$). For step 3, a hierarchical regression was done between charismatic leadership and job satisfaction while controlling for humanistic orientation. The results have met all the 3 conditions of Baron and Kenny (1986) model. Results showed that humanistic orientation as a mediator in step 3 was statistically significant with ($\beta = 0.397, p=0.000$) while the regression coefficient of charismatic leadership reduced from $\beta = 0.527$ with $p=0.000$ to $\beta = .210$ that was still significant ($p=0.000$). It was therefore concluded that humanistic orientation partially mediates the relationship between charismatic leadership and job satisfaction and thus hypothesis H₀₆ was not supported. The results are presented in Table 4.19.

Table 4.19: Mediation Results for Humanistic Orientation

Step		Model 6
1	(Constant)	1.548(.183)
	Charismatic Leadership	.527(.047)*
2	(Constant)	.752(.164)*
	Charismatic leadership	.799(.042)*
3	(Constant)	1.548 (.183)*
	Charismatic Leadership	.210(.064)*
	Humanistic Orientation	.397(.059)*

Values of un-standardized regression coefficients, with standard errors in parenthesis * $p < 0.05$.

Source: survey data 2015, N= 318

4.9.2 Mediating Effect of Achievement Orientation

Further, the mediating effect of achievement orientation on the relationship between charismatic leadership and job satisfaction was done. In step 1, the direct effect was determined by regressing charismatic leadership on job satisfaction. Results showed that there is a positive significant relationship between the independent variable (charismatic leadership) and the dependent variable (job satisfaction) ($\beta = .527$, $p=0.000$). Secondly, charismatic leadership was regressed against the mediator (achievement orientation). Results showed a positive significant relationship between charismatic leadership and achievement orientation ($\beta=.747$, $p=0.000$). Thirdly, hierarchical regression was done between charismatic leadership and job satisfaction while controlling for achievement orientation and the results was positive and statistically significant with ($\beta = 0.293$, $p=0.000$) and the regression coefficient of charismatic leadership reduced from $\beta=0.527$, $p=0.000$ to $\beta=.308$ that was still significant ($p=0.000$).

Since the results met all the 3 conditions of the Baron and Kenny model, it was concluded that achievement orientation partially mediates the relationship between charismatic leadership and job satisfaction and therefore, hypothesis H₀₇ was not supported. The results are presented in Table 4.20.

Table 4.20: Mediation Results for Achievement Orientation

Step		Model 7
1	(Constant)	1.548(.183)*
	Charismatic Leadership	.527(.047)*
2	(Constant)	.853(.212)*
	Charismatic leadership	.747(.054)*
3	(Constant)	1.298(.177)*
	Charismatic Leadership	.308(.056)*
	Achievement Orientation	.293(.046)*

Values of un-standardized registration coefficients, with standard errors in parenthesis

*p

<0.05.

Source: Survey data (2015), N=318

Table 4.21: Summary of the Hypotheses Tests Results

Statements	Results
H ₀₁ : There is no significant effect of charismatic leadership on job satisfaction.	Rejected H ₀
H ₀₂ : There is no significant effect of the charismatic leadership on humanistic orientation.	Rejected H ₀
H ₀₃ : There is no significant effect of humanistic orientation on job satisfaction.	Rejected H ₀
H ₀₄ : There is no significant effect of charismatic leadership on achievement orientation.	Rejected H ₀
H ₀₅ : There is no significant effect of achievement orientation on job satisfaction.	Rejected H ₀
H ₀₆ : Humanistic orientation does not mediate the relationship between charismatic leadership and job satisfaction.	Rejected H ₀
H ₀₇ : Achievement orientation does not mediate the relationship between charismatic leadership and job satisfaction.	Rejected H ₀

4.10 Discussion of Findings

The study examined the mediating effect of organizational culture in the relationship between charismatic leadership and job satisfaction. The key findings as they relate to the objectives and hypotheses are discussed below.

The first hypothesis (H₀1) stated that there is no significant effect of charismatic leadership on job satisfaction. This relationship was found to be positive and significant and the null hypothesis was therefore rejected. Job satisfaction is an area that has attracted a lot of interest to both people who work in organizations and researchers. However, what makes a job satisfying or dissatisfying does not depend only on the nature of the job, but also on the expectations that individual job holders have of what their job should provide (Lu *et al.*, 2004).

A study done in Iran on leadership and teacher job satisfaction established a positive association between leadership style, effectiveness and job satisfaction. Moreover, charisma is the scale most strongly associated with the effectiveness (Menon, 2014). A positive correlation was established between the leadership style of the principal and his/her effectiveness even though no link was found to school performance (Ibrahim & Al-Taneiji, 2013). [Barnett et al.](#), (2005) did a research on the leadership style of secondary school principals in Sydney, Australia and established a strong correlation between charismatic leadership and teacher job satisfaction. Earlier research has produced strong evidence that school administrators have effective influences on teachers' extrinsic motivation and job satisfaction (Keeler and Andrews, 1963). The results of another study revealed that charismatic leadership was a strong predictor of job satisfaction (Sayadi, 2014).

The theory of charismatic leadership argues that such leaders raise their followers' aspirations and activate their higher order values. Consequently, the followers identify with the leader and his or her vision, feel better about their work and then work beyond expectations (Avolio 1999; Conger & Kanungo 1998; Liao & Chuang 2007, Walumbwa *et al.*, 2008).

These findings are consistent with those of other researchers (Bono & Judge, 2003; Clabaugh *et al.*, 2000; Hindua, *et al.*, 2009; Patten, 1995) which found significant positive relationships between charismatic leadership and job satisfaction. The findings demonstrated positive correlations between charismatic leadership and overall job satisfaction. This implies that when Principals focus on the needs and concerns of teachers, satisfy their requirements and inspire them to go beyond their call of duty, it increases teachers' job satisfaction (Menon, 2014).

On reflection, these findings make sense because if the leader inspires the employees then they are likely to enjoy doing their work. It is also likely that they can even go an extra mile without feeling that they are being forced to do so. In summary, the results provides empirical evidence to support the use of charismatic leadership to increase teacher job satisfaction.

The second hypothesis (H₀₂) stated that there is no significant effect of charismatic leadership on humanistic orientation. This was rejected because the relationship was found to be positive and significant. Studies have provided some evidence that managerial actions by school administrators create environments that are conducive to the job satisfaction of the teaching staff (Duyar *et al.*, 2013). A review of the early research reveals some common principal managerial practices that influence teachers' job satisfaction. Jantzi (1990) showed that school principals who succeeded in their

jobs have used a wide range of mechanisms to motivate and activate their staff to bring about changes in their school culture. The importance of having a good rapport with the followers is summed up by Bennis (2010) who argued that leadership is all about relationships with others. Humanistic orientation involves leading people in a participative and person-centred way which emphasizes on cooperation and constructive interpersonal relations (Xenikou & Simosi, 2006).

In an open climate, where principals are perceived as democratic managers and who maintain open channels of communication with the staff, teachers would be more satisfied with their jobs as compared to schools where principals exhibit a harsh and authoritative attitude (Bogler, 2001; Kottkamp *et al.*, 1987). Studies on managers of African countries demonstrate that due to cultural diversity they employ humanistic management practices. This is unlike the Western approach to management which focuses on instrumental view of employees and perceiving human beings as resources. In contrast, the African perception focuses attention on human beings as having values in their own right (Jackson, 2004; Kirk, 2009). The role of the leader in creation and sustenance of organizational culture is critical. Charismatic leaders encourage a culture of togetherness and team work. With teamwork comes a sense of belonging amongst the workmates. This, in turn, may lead to job satisfaction since an environment of bickering and hostility is not conducive to job satisfaction. One of the critical components of job satisfaction is the fact that the employee likes or enjoys the company of co-workers.

In a nutshell, a charismatic leader through inspiration and eloquence is able to galvanize the team to work together which leads to an enabling environment for job satisfaction. According to House (1977), followers develop unquestionable trust in the leader's ideology and beliefs and as a result, there is identification with the leader and

expression of warmth which leads to more commitment and job satisfaction (House, 1977; Klein and House, 1995).

By recognizing that the employees have valuable input in the organization, the leader empowers and allows them to participate in decision making which in turn leads to job satisfaction. The findings support the results of previous studies on charismatic leadership and humanistic culture. It provides empirical evidence in the education sector in Kenya to support the model.

Thirdly, the study hypothesized that there is no significant effect of humanistic orientation on job satisfaction. This relationship was found to be positive and significant and therefore the null hypothesis (H_03) was rejected. Humanistic culture is characterized by cooperation, teamwork, empowerment and social support. These findings suggest that when teachers work in an environment with care and support, they are likely to be satisfied with their jobs. In 1997, the National Center for Education Statistics (NCES) in the US published a report on job satisfaction among American teachers. The study was based on a large and comprehensive database of over 40,000 teachers in a complex and random sample of schools. The findings of the study were that workplace conditions constitute a distinguishing factor between the most satisfied and the least satisfied teachers. The study posited that most satisfied teachers worked in a more supportive, safe, autonomous environment than the least satisfied teachers. Favourable workplace conditions were positively related to teachers' job satisfaction regardless of whether teachers were employed by a public or private school, an elementary or secondary school, and regardless of the teachers' background characteristics or school demographics. In addition, a weak relationship was found in the same study between teacher satisfaction and salary and benefits (NCES, 1977). Successful principal leadership in case studies in seven countries

included, among other things, providing support for colleagues' ideas and initiatives and creating structures to encourage staff participation in school-wide decision making (Leithwood, 2005). Dinham (1995) found that these interpersonal relationships were among the main sources of teachers' job satisfaction.

The theory of organizational culture and effectiveness (Denison & Mishra, 1995) identified four cultural traits that support organizational performance, namely: involvement and participation, consistency and normative integration, adaptability and mission. The theory posits that by involving employees in organizational processes, they are likely to be satisfied with their jobs. The results of this study, therefore, provide empirical evidence to support the theory.

The fourth hypothesis (H₀₄) postulated that there is no significant effect of charismatic leadership on achievement orientation. This hypothesis was rejected because the relationship was found to be positive and significant. Charismatic leaders have a great ability to influence and inspire their followers to exceed their expectations. They do so by emphasizing the relationship between employees' efforts and goal achievement, and by creating a greater degree of personal commitment on the part of both followers and leaders which results in the achievement of a common vision and goals (Shamir *et al.*, 1998). Charismatic leaders serve as fulcrum for aligning individual and group goals hence creating a sense of shared identity (Grabo, 2016). Consequently, when a leader is able to engage the emotions and motivations of the group this feeling can be contagious (Walter & Bruch, 2009). The engagement between leaders and followers results in a rise on the levels of motivation and morality (Burns, 1978; Miia *et al.*, 2006; Sivanathan & Fekken, 2002). Smart *et al.*, (1996) found that innovation and goal-oriented culture

were related to higher performance in American universities as compared with bureaucratic ones.

Contrary to expectations, when regressed against job satisfaction, humanistic orientation has a higher coefficient value than achievement orientation, meaning that national schools practice more humanistic culture than achievement. It is a fact that national schools in Kenya always compete to be ranked at the top during the national examinations. The highly competitive environment calls for a culture of innovation, setting ambitious goals and pursuing them. One would have expected that on average, national schools would emphasize more on the goal-oriented culture than warmth and friendly working environment. The findings of this study shows that the schools practice more humanistic culture than achievement.

The fifth hypothesis (H₅) proposed that there is no significant effect of achievement orientation on job satisfaction. This relationship was found to be positive and significant and therefore, the hypothesis was rejected. Organizations have to set their goals and adapt to external environment in order to achieve their objectives. When teachers are involved in setting their targets, they are likely to pursue them enthusiastically and also to feel part of the organization. According to Denison and Mishra's (1995) Organizational theory and effectiveness, adaptability and mission lead to effectiveness. This motivates employees and leads to a sense of self and collective achievement and job satisfaction (Balthazard *et al.*, 2006; Xenikou and Simosi, 2006).

The sixth hypothesis (H₆) proposed that humanistic orientation does not mediate the relationship between charismatic leadership and job satisfaction. The results demonstrated that humanistic orientation partially mediates the relationship between

humanistic orientation charismatic leadership and job satisfaction; hence hypothesis H₀₆ was not supported. A mediator variable can either account for all or some of the observed relationship between two variables. Partial mediation maintains that the mediating variable accounts for some, but not all, of the relationship between the independent variable and dependent variable (Dierendonck *et al.*, 2004)

Supportive cultures are likely to influence employee job satisfaction. For instance, the study of Lok and Crawford (2004) among managers from Hong Kong and Australia showed that Australian managers reported higher innovative and supportive culture measures and on job satisfaction under leaders who cared. The results are consistent with a previous study of multi-industry organizations that demonstrated that leadership-performance link happens via the mediating role of a supportive organizational culture (Ogbonna and Harris, 2000)

Finally, hypothesis H₀₇ stated that achievement orientation does not mediate the relationship between charismatic leadership and job satisfaction. The findings showed that achievement orientation as a mediator was statistically significant. Further, the results demonstrated that achievement orientation partially mediates the relationship between charismatic leadership and job satisfaction; thus, hypothesis H₀₇ was not supported. Literature argues that charismatic leadership works because it creates congruence between followers and their values and the organization's values and culture (Fry, 2003). A school is a community and the factors which include working conditions, workers' health and professional competence and supportive and participative leadership are indirectly and positively related to performance via the innovative and competitive cultures (Saaranen *et al.*, 2007). Therefore, it is possible to suggest that charismatic leadership stimulates goal setting, task accomplishment, and an achievement orientation culture which leads to job satisfaction. This implies that

culture is the filter to which the relationship between charismatic leadership style and job satisfaction happens.

In a nutshell, this research makes an important contribution to the literature in that it provides empirical evidence that humanistic and achievement orientations partially mediate the relationship between charismatic leadership and job satisfaction in Kenyan national secondary schools. Research has revealed that job satisfaction is a complex multidimensional phenomenon, influenced by several internal and external factors including the leadership style, individual's values, principles, personality, expectations, the nature of the job, the working environment and the opportunities provided (Belias & Koustelios, 2014; Davies *et al.*, 2006). A possible explanation to the partial mediation is the fact that certain aspects of the Kenyan teachers' job (such as salaries, benefits and promotions) are centrally controlled by the national government under TSC and are beyond the principal, yet these aspects have a major impact on teacher job satisfaction. Consequently, this study lends empirical support to the link between charismatic leadership and job satisfaction. Further, it aids gain a better understanding on why organizational culture mediates this relationship.

The hypotheses were tested based on the fundamental notions underlying the charismatic, equity and organizational culture and effectiveness theories that posit that charismatic leaders create a conducive organizational culture which in turn leads to teacher job satisfaction. Further, the study offers a unique context in that unlike studies that sample schools from a section of a country, this one focuses on all national schools in Kenya which are spread across the whole country; hence a national outlook. In terms of study measures, a limited number of studies in the education sector have used the Multifactor Leadership Questionnaire (MLQ—Form 5X), the most frequently used measure of leadership to investigate the link between

charismatic leadership and effectiveness (Bono & Judge, 2003; Menon, 2014). This study offered a unique opportunity to use the popular and reliable measures in organizational leadership. Finally, most research on teacher job satisfaction is rooted in the seminal work of Herzberg, Mausner and Snyderman (1959) who identified the satisfying and dissatisfying factors. Herzberg's "two-factor theory" associates the satisfiers, with the higher order needs and the dissatisfying factors known as, the hygiene factors with the lower order needs (Dinham & Scott, 1998).

On one hand, we have the higher order needs which relate to the intrinsic aspects of the job, such as achievement, recognition, the work itself, responsibility and opportunity for advancement. On the other hand, the lower order needs, the dissatisfiers, relate to extrinsic matters of work, such as working conditions, supervision, work policy, salary, and interpersonal relationships. Whereas intrinsic properties relate to the professional aspects of teaching profession, extrinsic aspects relate to the physical aspects of the working environment and its benefits (Pearson, 1995). This appears to be true in the Western context. For instance, a study done in Australia, England and New Zealand involving two thousand teachers demonstrated that teachers are mostly satisfied by matters intrinsic to the teaching profession (Dinham & Scott, 2000). In contrast, this study demonstrates that pay, promotions, benefits, salary increases, appreciation and too much work feature as items that the Kenyan teacher seems most dissatisfied with. The major complaint amongst the teaching fraternity in Kenya is the feeling that they are poorly remunerated despite their heavy workloads. This could explain the frequent strikes and also reason why teachers do not hesitate to leave their profession when they get a job opportunity elsewhere.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter discusses the empirical results of the study as presented in chapter four. It elaborates the results of each hypothesis. Managerial and theoretical implications are then discussed, as well as suggestions for further research.

5.1 Summary of Findings

The study examined the mediating effect of organizational culture in the relationship between charismatic leadership and job satisfaction. The key findings as they relate to the objectives and hypotheses are discussed below.

5.1.1 Effect of Charismatic Leadership on Job Satisfaction

The first hypothesis (H₀₁) stated that there is no significant effect of charismatic leadership on job satisfaction. This relationship was found to be positive and significant ($\beta = 0.527$, $p < 0.05$) and the hypothesis was therefore rejected. The coefficient 0.527 implies that charismatic leadership significantly explains the variability in job satisfaction. The findings are consistent with prior studies (Bass & Avolio, 1994; Bryman, 1992; Conger & Kanungo, 1988; Erkutulu, 2008; Rothfelder, 2013). These studies have indicated that charisma plays an important role in a worker's job satisfaction. Employees are more satisfied with leaders who are considerate and supportive (Hamidifar, 2010). Charismatic leaders engender trust, hope, respect, vision and high performance expectations. These are critical components of job satisfaction (Podsakoff *et al.*, 1990; Scott and Dinham, 2003; Waldman *et al.*, 2001; Shamir & Howel 1999). This implies that leaders need to employ some charisma in order to have its employees satisfied with their jobs. This

study provides further empirical support to charismatic leadership theory (House, 1977) and Equity theory (Adams, 1965).

5.1.2 Effect of Charismatic Leadership on Humanistic Orientation

The second hypothesis (H_02) stated that there is no significant effect of charismatic leadership on humanistic orientation. This hypothesis was rejected because the relationship was found to be positive and significant ($\beta = 0.799$, $p < 0.05$). The results supported previous studies Balthazard *et al.*, (2006); Brands *et al.*, (2015); Cooke & Potter, (2006); Jung & Avolio, (2000); Michel *et al.*, 2013 and Charismatic leadership theory (House, 1977). These studies have indicated that charisma plays an important role in the creation and maintenance of humanistic orientation. Leadership should foster a culture of cooperation, teamwork, participation and social support in order to attain organizational efficacy (Xenikou & Simosi, 2006). Charismatic leadership is associated with the presence of a heightened sense of community in an organization and presence of collectivist values (Pillai & Meindl, 1998). In practice, this implies that charismatic leaders play a critical role in the formation and maintenance of a culture of teamwork and caring for one another within the organization.

5.1.3 Effect of Humanistic Orientation on Job Satisfaction

The third Hypothesis (H_03) stated that there is no significant effect of humanistic orientation on job satisfaction. This relationship was found to be positive and significant ($\beta = 0.539$, $p < 0.05$) and therefore the null hypothesis was rejected. The results are consistent with prior studies (Cooke & Szumal, 1993; Duyar, *et al.*, 2013; Jackson, 2004; Kuada, 2010; Wood & Vilkinas, 2005). It also supports the Theory of organizational culture and effectiveness (Denison & Mishra, 1995) and Equity theory (Adams, 1965). These studies and theories have argued that organizational behaviours, like warmth among employees, mutual trust, recognition, respect and rapport between

employees and superiors can be significant predicting factors of the job satisfaction experienced by employees (Kennerly, 1989). Humanistic orientation has its roots in the human relations movement and posits that human beings should not be treated as instruments or tools but as human resources having value in their own right (Kuada, 2010). These findings suggest that when teachers work in an environment with care and support, they are likely to enjoy working with the institution.

5.1.4 Effect of Charismatic Leadership on Achievement Orientation

Fourth hypothesis (H_04) postulated that there is no significant effect of charismatic leadership on achievement orientation. This hypothesis was rejected because the relationship was found to be positive and significant ($\beta = 0.747$, $p < 0.05$). The coefficient 0.747 implies that charismatic leadership significantly explains the variability in achievement orientation. The findings are consistent with prior studies (Rothfelder, 2013; Waldman and Yammarino, 1999). A charismatic leader can enable the occurrence of achievement culture (Waldman & Yammarino, 1999). When employees are involved in setting their own ambitious but realistic goals, they can enthusiastically pursue them (Xenikou and Furnham, 2014). The findings imply that charisma is critical in the formation and use of a culture that involves setting of targets and taking risks.

The findings provide further empirical evidence to support the charismatic leadership theory (House, 1977).

5.1.5 Effect of Achievement Orientation on Job Satisfaction

Hypothesis H_05 proposed that there is no significant effect of achievement orientation on job satisfaction. This relationship was found to be positive and significant ($\beta = 0.447$, $p < 0.05$). The hypothesis was therefore rejected. The findings are consistent

with previous studies (Azadi, 2013; Balthazard *et al.*, 2006; Momeni, 2012). Achievement orientation involves setting difficult but attainable goals, experimentation and providing feedback on performance. These findings suggest that when workers are involved in setting and experimenting in new ideas, it is critical that they get feedback for what they are doing and when this happens, they get motivated and enjoy their jobs. The results support Denison & Mishra's Organizational culture & effectiveness theory (1995) which argues that employee involvement, even in taking organizational risks results in a sense of ownership and satisfaction.

5.1.6 Mediating Effect of Humanistic Orientation

The sixth hypothesis (H₀₆) proposed that humanistic orientation does not mediate the relationship between charismatic leadership and job satisfaction. From the results in Table 4.19 it was found that humanistic orientation as a mediator in step 3 was statistically significant with ($\beta = 0.397$, $p=0.000$) while the regression coefficient of charismatic leadership reduced from $\beta=0.527$ with $p=0.000$ to $\beta=.210$ that was still significant ($p=0.000$). It was therefore concluded that humanistic orientation partially mediates the relationship between charismatic leadership and job satisfaction thus hypothesis H₀₆ was not supported. This means that humanistic culture explains partly the relationship between charismatic leadership and job satisfaction. Other factors also come into play in this process.

5.1.7 Mediating Effect of Achievement Orientation

The seventh hypothesis H₀₇ stated that achievement orientation does not mediate the relationship between charismatic leadership and job satisfaction. The findings in table 4.20 showed that achievement cultural orientation as a mediator in step 3 was statistically significant with ($\beta = 0.293$, $p=0.000$) while the regression coefficient of

charismatic leadership reduced from $\beta=0.527$ with $p=0.000$ to $\beta=.308$ that was still significant ($p=0.000$). It was therefore concluded that achievement orientation partially mediates the relationship between charismatic leadership and job satisfaction. Therefore, hypothesis H₀₇ was not supported. Similarly, this implies that achievement orientation is one of the aspects that explains the change in the charismatic leadership and job satisfaction.

5.2 Conclusions

Ensuring teacher job satisfaction is a critical aspect in every organization. Satisfied employees are likely to be more productive and committed to their work. Many researchers have examined the association between charismatic leadership and job satisfaction. Others have also examined the relationship between charismatic leadership and organizational culture. Therefore, there was a need to consider organizational culture as a mediator.

This study provides empirical evidence in the Kenyan education sector that organizational culture, and in particular, the humanistic and achievement orientations had positive and significant effects on the charismatic leadership and job satisfaction link. In a nutshell, the findings of this study can be summed up as: (1) Charismatic leadership has a significant and positive relationship with job satisfaction; (2) Charismatic leadership has a significant and positive relationship with humanistic orientation; (3) Humanistic orientation has a significant and positive relationship with job satisfaction; (4) Charismatic leadership has a significant positive relationship with achievement orientation; (5) Achievement orientation has a significant positive relationship with job satisfaction; (6) achievement orientation mediates the relationship between charismatic leadership and job satisfaction; (7) achievement

orientation mediates the relationship between charismatic leadership and job satisfaction. The mediation is partial in both cases. Building on Charismatic leadership theory (House, 1977), Equity theory (Adams, 1965) and Theory of organizational culture and effectiveness (Denison & Mishra, 1995), the study therefore submits that organizational culture mediates the relationship between charismatic leadership and job satisfaction.

5.3 Implications

The present study has both theoretical and practical implications. Educational managers will also find some useful implications that are relevant and can be applied in designing the strategies for engaging the teachers. The theoretical and practical implications are discussed below.

5.3.1 Theoretical Implications

This study has provided empirical evidence for the development of the existing body of knowledge in the fields of charisma, organizational culture and job satisfaction. It has provided empirical support to Charismatic leadership theory (House, 1977), Equity theory (Adams, 1965) and Theory of organizational culture and effectiveness (Denison & Mishra, 1995). Previous studies have demonstrated that Charismatic leadership is positively related to job satisfaction. The results of this study extend the existing literature by providing empirical evidence that organizational culture mediates this relationship in the education sector in Kenya. This is critical since most theories were developed and tested in the western countries and theories are culture-specific.

5.3.2 Practical Implications

The findings provide several managerial implications for education managers in Kenya. First, the results suggest that charisma is critical component in teacher job satisfaction. Charismatic leaders motivate their followers to do things they would not normally do. In turn, the followers exhibit a high degree of respect for the leader, display loyalty and obey him or her. Furthermore, leaders must act as good role models to gain trust from the followers and be involved in charismatic behaviour. Policy makers should mount capacity building programmes so that those not blessed with natural charisma can be developed.

Secondly, the study recommends a culture of teamwork, cooperation, empowerment, social support as well as participation in decision- making. Teachers need to be treated as human capital. When they get involved and valued, they are likely to be more productive and more satisfied with their jobs.

Thirdly, achievement orientation involves values, goal setting, organizational objectives, experimentation and risk-taking. Schools need to establish a conducive environment for teachers to experiment, set ambitious targets and provide them with feedback on the same. This will not only lead to better results but a sense of ownership and satisfaction with not only their jobs but their institution.

5.4 Recommendations for Further Study

Some limitations are associated with the present study. First, since this study focused only on national secondary schools in Kenya. Future studies should be extended to other areas not covered. These include other categories of schools such primary, county secondary schools, sub-county schools, day schools and private schools. These studies can also be conducted at higher educational institutions of learning or even a

comparative study in institutions within East Africa. This study can be extended to others contexts and industries such as: banking, hospitality, security and transport. It would provide more insight to understand how the organizational culture mediates the relationship between charismatic leadership and job satisfaction in the different contexts.

Secondly, this study used cross sectional research design which means that the constructs were measured from a static perspective. Future studies could use a longitudinal study design which could provide more insight because it would give data on how the teachers feel about their jobs, their school's organizational culture and the leadership style of their Principals over a period of time.

Finally, the present study used data drawn from the same respondents at a single point in time using the same collection method. Self-rating can provide more insight on how the Principals view themselves. The teachers can be asked to rate their Principals and the data obtained from the two groups can be incorporated in the final output. A comparative study can also be done from the two outputs. This could minimize single- source bias.

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APPENDICES

Appendix A: Letter of Introduction

Dear Sir/Madam

My name is Samuel Marigat. I am a doctoral student at Moi University in the School of Business and Economics. I am carrying out a study on: The Mediating Effect of Organizational Culture on the Relationship between Charismatic Leadership and Job Satisfaction of teachers in national schools in Kenya. You have been selected in a random process and I am kindly requesting you to spare a few minutes of your precious time to respond to the three questionnaires.

Your participation in this study is strictly voluntary and your responses will remain anonymous. Furthermore, the information will not be used for any other purpose other than research.

Thank you in advance for your time and consideration. Your participation is greatly appreciated.

Sincerely,

Samuel Marigat.

email: smarigat@yahoo.com

Appendix B: Questionnaire

Section 1: Demographics

Please tick (✓) the appropriate response.

1. Respondent's gender:

Male [] Female []

2. Your teaching experience

0-10 yrs [] 11-20 yrs [] Over 20 yrs []

3. Highest Education level attained:

Diploma [] Bachelor's [] Post Graduate Diploma [] Master's []

Doctorate []

4. Number of years in the present station:

Less than 5 yrs [] 6-10 yrs [] 11-15 yrs [] Above yrs 15 []

5. Age:

20-30 [] 31-40 [] 41-50 [] 51 and above []

6. Principal's gender

Male [] Female []

Section B: Charismatic Leadership Style Measure

Please judge how frequently each of the statements comes closest to describing the person you are rating with respect to their charismatic leadership style by circling the response using the key: 1: Strongly disagree, 2: Disagree, 3: Slightly disagree, 4: Neutral, 5: Slightly agree, 6: Agree, 7: Strongly agree.

	My Principal:							
1	Talks optimistically about the future	1	2	3	4	5	6	7
2	Talks about his/her most important values and beliefs	1	2	3	4	5	6	7
3	Instills pride in others for being associated with him/her	1	2	3	4	5	6	7
4	Talks enthusiastically on what needs to be accomplished	1	2	3	4	5	6	7
5	Specifies the importance of a strong sense of purpose	1	2	3	4	5	6	7
6	Goes beyond self-interest for the good of the group	1	2	3	4	5	6	7
7	Acts in ways that builds others' respect for him/her	1	2	3	4	5	6	7
8	Considers the moral and ethical consequences of decisions	1	2	3	4	5	6	7
9	Display a sense of power and confidence	1	2	3	4	5	6	7
10	Articulates a compelling vision of the future	1	2	3	4	5	6	7
11	Emphasizes importance of a collective sense of mission	1	2	3	4	5	6	7
12	Express confidence that goals will be achieved	1	2	3	4	5	6	7

Section C: Organizational Culture Measure

Please judge how frequently each of the statements comes closest to describing the culture in your school by circling the response using the key: 1: Strongly disagree, 2: Disagree, 3: Slightly disagree, 4: Neutral, 5: Slightly agree, 6: Agree, 7: Strongly agree.

	In my school there is a culture of:							
1	Showing concern for the needs of others	1	2	3	4	5	6	7
2	Involving others in decisions affecting them	1	2	3	4	5	6	7
3	Encouraging others	1	2	3	4	5	6	7
4	Helping others to grow and develop	1	2	3	4	5	6	7
5	Being supportive of others	1	2	3	4	5	6	7
6	Resolving conflicts constructively	1	2	3	4	5	6	7
7	Helping others think for themselves	1	2	3	4	5	6	7
8	Giving positive rewards to others	1	2	3	4	5	6	7
9	Setting moderately difficult goals	1	2	3	4	5	6	7
10	Working to achieve self-set goals	1	2	3	4	5	6	7
11	Taking on challenging tasks	1	2	3	4	5	6	7
12	Pursuing a standard of excellence	1	2	3	4	5	6	7
13	Taking moderate risks	1	2	3	4	5	6	7
14	Exploring alternatives before acting	1	2	3	4	5	6	7
15	Thinking ahead and planning	1	2	3	4	5	6	7
16	Working for the sense of accomplishment	1	2	3	4	5	6	7

Section D: Job Satisfaction Measure

Please judge how frequently each of the statements comes closest to describing your level of job satisfaction by circling the response using the key: 1: Strongly disagree, 2: Disagree, 3: Slightly disagree, 4: Neutral, 5: Slightly agree, 6: Agree, 7: Strongly agree.

In my job I feel:								
1	I am being paid a fair amount for the work I do.	1	2	3	4	5	6	7
2	There is chance for promotion.	1	2	3	4	5	6	7
3	My principal is quite competent in doing his/her job.	1	2	3	4	5	6	7
4	Satisfied with the benefits I receive.	1	2	3	4	5	6	7
5	I receive the recognition for good work done.	1	2	3	4	5	6	7
6	Rules and procedures make the job easy.	1	2	3	4	5	6	7
7	I Like the people I work with.	1	2	3	4	5	6	7
8	My job is meaningful.	1	2	3	4	5	6	7
9	Communications seems good within this organization.	1	2	3	4	5	6	7
10	Promotions are rare	1	2	3	4	5	6	7
11	Those who do well stand a fair chance of being promoted.	1	2	3	4	5	6	7
12	My supervisor is fair to me.	1	2	3	4	5	6	7
13	The benefits we receive are as good as most other schools offer.	1	2	3	4	5	6	7
14	That the work I do is appreciated.	1	2	3	4	5	6	7
15	I am being paid a fair amount for the work I do.	1	2	3	4	5	6	7
16	There is really for promotion on my job.	1	2	3	4	5	6	7
17	My principal is quite competent in doing his/her job.	1	2	3	4	5	6	7
18	Am satisfied with the benefits I receive.	1	2	3	4	5	6	7
19	Appreciated when I think about what they pay me.	1	2	3	4	5	6	7
20	People get ahead as fast here as they do in other places.	1	2	3	4	5	6	7
21	My supervisor shows interest in the feelings of	1	2	3	4	5	6	7

	subordinates.							
22	The benefit package we have is equitable.	1	2	3	4	5	6	7
23	There are few rewards for those who work here.	1	2	3	4	5	6	7
24	I have fair amount of work to do.	1	2	3	4	5	6	7
25	I enjoy being with my coworkers.	1	2	3	4	5	6	7
26	That I know what is going on in this school.	1	2	3	4	5	6	7
27	Sense of pride in doing my job.	1	2	3	4	5	6	7
28	Satisfied with my chances for salary increases.	1	2	3	4	5	6	7
29	Deserve the benefit that we are given	1	2	3	4	5	6	7
30	I like my supervisor.	1	2	3	4	5	6	7
31	I have too much paperwork.	1	2	3	4	5	6	7
32	My efforts are rewarded the way they should be.	1	2	3	4	5	6	7
33	I am satisfied with my chances for promotion.	1	2	3	4	5	6	7
34	There is no bickering and fighting at work.	1	2	3	4	5	6	7
35	My job is enjoyable.	1	2	3	4	5	6	7
36	My work assignments are fully explained.	1	2	3	4	5	6	7

Appendix C: Sampling Frame

S/N	SCHOOL NAME	COUNTY	GENDER	No of Teachers	Sample Size
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1	KENYATTA HIGH MWATATE	TAITA TAVETA	BOYS	92	4
2	BURA GIRLS	TAITA TAVETA	GIRLS	70	3
3	KWALE HIGH	KWALE	BOYS	82	4
4	MATUGA GIRLS	KWALE	GIRLS	67	3
5	MAMA NGINA	MOMBASA	GIRLS	68	3
6	SHIMO-LA-TEWA	MOMBASA	BOYS	77	3
7	RIBE BOYS	KILIFI	BOYS	47	2
8	BAHARI GIRLS	KILIFI	GIRLS	52	2
9	HOLA BOYS	TANA RIVER	BOYS	41	2
10	NGAO GIRLS	TANA RIVER	GIRLS	39	2
11	LAMU GIRLS	LAMU	GIRLS	61	3
12	MPEKETONI	LAMU	MIXED	68	3
13	KARIMA GIRLS	NYANDARUA	GIRLS	67	3
14	NYANDARUA HIGH SCHOOL	NYANDARUA	MIXED	77	3
15	KAGUMO HIGH	NYERI	BOYS	87	4
16	BISHOP GATIMU NGANDU	NYERI	GIRLS	91	4
17	KABARE GIRLS'	KIRINYAGA	GIRLS	87	4
18	BARICHO HIGH	KIRINYAGA	BOYS	78	3
19	MURANGA HIGH	MURANGA	BOYS	84	4
20	MUGOIRI GIRLS	MURANGA	GIRLS	61	3
21	ALLIANCE HIGH	KIAMBU	BOYS	97	4
22	ALLIANCE GIRLS'	KIAMBU	GIRLS	105	5
23	MANGU HIGH	KIAMBU	BOYS	105	5
24	LIMURU GIRLS'	KIAMBU	GIRLS	105	5
25	LORETO HIGH SCHOOL LIMURU	KIAMBU	GIRLS	98	4
26	MARYHILL GIRLS '	KIAMBU	GIRLS	111	5
27	MACHAKOS BOYS	MACHAKOS	BOYS	104	4
28	KATHIANI GIRLS	MACHAKOS	GIRLS	78	3

	SCHOOL				
29	MUTHALE GIRLS	KITUI	GIRLS	78	3
30	KITUI HIGH	KITUI	BOYS	82	4
31	MOI HIGH MBIRURI	GIRLS	EMBU	66	3
32	SIKAKAGO GIRLS	EMBU	EMBU	57	3
33	MERU SCHOOL	MERU	BOYS	89	4
34	ST. MARY'S GIRLS HIGH SCHOOL IGOJI	MERU	GIRLS	60	3
35	MOI GIRLS SECONDARY SCHOOL- MARSABIT	MARSABIT	GIRLS	87	4
36	MOYALE SECONDARY	MARSABIT	BOYS	58	3
37	ISIOLO GIRLS	ISIOLO	GIRLS	41	2
38	GARBATULA HIGH	ISIOLO	MIXED	56	3
39	MAKUENI BOYS	MAKUENI	BOYS	59	3
40	MBOONI GIRLS	MAKUENI	GIRLS	105	5
41	CHOGORIA GIRLS	THARAKA NITHI	GIRLS	62	3
42	IKUU BOYS HIGH SCHOOL	THARAKA NITHI	BOYS	88	4
43	LENANA SCHOOL	NAIROBI	BOYS	90	4
44	NAIROBI SCHOOL	NAIROBI	BOYS	112	5
45	THE KENYA HIGH SCHOOL	NAIROBI	GIRLS	119	5
46	STAREHE BOYS' CENTRE & SCHOOL	NAIROBI	BOYS	108	5
47	PANGANI GIRLS	NAIROBI	GIRLS	105	5
48	MOI FORCES ACADEMY – NAIROBI	NAIROBI	BOYS	112	5
49	STAREHE GIRLS' CENTRE	NAIROBI	GIRLS	112	5
50	LODWAR BOYS	TURKANA	BOYS	61	3
51	TURKANA GIRLS'	TURKANA	GIRLS	52	2
52	MARALAL HIGH SCHOOL	SAMBURU	BOYS	62	3

53	ST BRIGIDS KIMININI	TRANS NZOIA	GIRLS	85	4
54	ST. JOSEPH'S BOYS HIGH SCHOOL – KITALE	TRANS NZOIA	BOYS	85	4
55	TARTAR GIRLS	WEST POKOT	GIRLS	105	5
56	CHEWOYET HIGH	WEST POKOT	BOYS	62	3
57	KAPLONG GIRLS	BOMET	GIRLS	83	4
58	MOI GIRLS' HIGH SCHOOL- ELDORET	UASIN GISHU	GIRLS	95	4
59	NAKURU HIGH SCHOOL	NAKURU	BOYS	96	4
60	MOI FORCES ACADEMY LANET	NAKURU	GIRLS	110	5
61	UTUMISHI BOYS ACADEMY	NAKURU	BOYS	115	5
62	NAKURU GIRLS'	NAKURU	GIRLS	105	5
63	KIPSIGIS GIRLS'	KERICHO	GIRLS	109	5
64	KAPSABET BOYS	NANDI	BOYS	105	5
65	NJONJO GIRLS	LAIKIPIA	GIRLS	110	5
66	MOI GIRLS ISINYA	NAROK	GIRLS	83	3
67	OLE TIPIS GIRLS	NAROK	GIRLS	98	4
68	KILGORIS BOYS	NAROK	BOYS	61	3
69	BARINGO BOYS	BARINGO	BOYS	85	4
70	ST. PATRICK ITEN	ELGEYO MARAKWET	BOYS	89	4
71	MOI KAPSOWAR GIRLS	ELGEYO MARAKWET	GIRLS	95	4
72	BUTULA BOYS	BUSIA	BOYS	68	3
73	LUGULU GIRLS	BUNGOMA	GIRLS	81	3
74	FRIENDS KAMUSINGA	BUNGOMA	BOYS	119	5
75	KAKAMEGA HIGH	KAKAMEGA	BOYS	105	5
75	BUTERE GIRLS HIGH SCHOOL	KAKAMEGA	GIRLS	111	5
76	BUNYORE GIRLS	VIHIGA	GIRLS	110	5
77	CHAVAKALI HIGH	VIHIGA	BOYS	105	5

78	MASENO SCHOOL	KISUMU	BOYS	108	5
79	NAKURU HIGH SCHOOL	NAKURU	BOYS	105	5
80	KISUMU GIRL'S	KISUMU	GIRLS	112	5
81	KISII HIGH	KISII	BOYS	119	5
82	NYABURURU GIRLS	KISII	GIRLS	111	5
83	ASUMBI GIRLS	HOMA BAY	GIRLS	106	5
84	MBITA HIGH SCHOOL	HOMA BAY	BOYS	85	4
85	MARANDA HIGH	SIAYA	BOYS	84	3
86	NGIYA GIRLS HIGH	SIAYA	GIRLS	111	5
87	NYAMBARIA HIGH	NYAMIRA	BOYS	86	4
88	KANGA HIGH	MIGORI	BOYS	118	5
89	GARISSA HIGH	GARISSA	BOYS	103	5
90	NEP GIRLS HIGH	GARISSA	GIRLS	86	4
91	WAJIR HIGH SCHOOL	WAJIR	BOYS	64	3
92	WAJIR GIRLS	WAJIR	GIRLS	85	4
93	MANDERA SECONDARY	MANDERA	BOYS	72	3
94	MOI GIRLS SECONDARY-MANDERA	MANDERA	GIRLS	82	4
Total				8160	367