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Influence of Leadership Style on Tutor Job Satisfaction of Primary Teachers Training Colleges in Lake Victoria Region of Kenya

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Abstract:

Leadership seems to be the number one factor in determining the success or failure of organizations globally. In primary teachers' colleges, principals have the mandate to dispense leadership function. The purpose of this study was to investigate empirically the influence of principals' leadership styles on tutor job satisfaction of primary teachers training colleges in Lake Victoria Region of Kenya. The independent variable was leadership styles, namely laissez faire and autocratic leadership styles. On the other hand, the dependent variable was tutor job satisfaction. The study employed a mixed method approach. The target population for this study included all the 245 tutors and 9 principals in the selected 5 public and 4 private primary teachers training colleges in the Lake Region of Kenya. The study sample was 225 tutors and all the nine principals. Leadership styles were measured using the adapted version of the Multi-factor Leadership Style Questionnaire. Questionnaires, observations and interviews were the instruments for data collection. The questionnaire used a 5-point Likert scale while semi-structured questions were used in the interviews. The analysis of quantitative data was carried out using SPSS version 20, while qualitative data was analyzed using Microsoft word. Leadership styles were determined by examining their frequencies, means, standard deviations, percentages. The influence of leadership styles on job satisfaction was examined using regressions.

The study found that laissez faire and autocratic leadership styles were less exhibited by principals of PTTCs in Lake Victoria Region of Kenya. Laissez faire leadership style was least exhibited. The study also revealed that both laissez faire and autocratic leadership styles negatively influenced the organizational climate of PTTCs.

Keywords: Laissez faire leadership, autocratic leadership, job satisfaction

1. Introduction

For the last five consecutive years Primary Teachers Training Colleges (PTTCs) have been getting mass failures of candidates sitting for Primary Teacher Education (PTE) examinations. Over the 2016 – 2019-year period, almost half of primary school teacher trainees have been failing their final examinations, according to reports by the Teachers Service Commission. The situation worsened in 2019. The details are contained in an analysis of Primary Teacher Education (PTE) examination performance in public teacher training colleges (TSC, 2016; TSC, 2017; TSC, 2018 & TSC, 2019). The latest report, 2019 reveal that examination result recorded the worst performance, with TSC expressing concern that some colleges had a failure rate of more than 50 per cent (TSC, 2019). Of the 12438 candidates who sat that year's Primary Teachers Training College (PTTC) exit examination administered by the Kenya National Examinations Council (KNEC), 5739 (46%) failed and had to re-sit the tests. Only five candidates scored a distinction, with statistics showing declining performance since 2014. It appears like ministry of education (MOE) officials have not critically examined the relationship between leadership styles of the principals operating in the PTTCs and their influence on tutors' job satisfaction resulting in negative organizational performance.

There are many leadership styles practiced by different principals. This may affect the tutors' job satisfaction level whenever a new principal takes over. It is important to know which leadership style has most influence in enhancing job satisfaction among college tutors. Therefore, leaders attempt to increase job satisfaction of their staffs in different organizational levels according to their expectations in order to increase organizational performance (Gelens Dries, Hofmans, and Pepermans, 2013; Hastie and Dawes, 2010). It is clear that leadership styles influence employees job satisfaction and invarious levels as well (Han, Hsu, and Lee, 2009; Hwang, 2005). Many researches attempted to identify and measure the impact of different factors on job satisfaction. This is very important because job satisfaction gives an

organization its competitive edge. Levels of job satisfaction can correlate with performance and even more significantly, improving engagement which correlates with improving performance. Leadership style in an organization is one of the factors that play significant role in enhancing or retarding job satisfaction of the individuals in an organization (Glantz, 2002).

In a Primary Teachers Training College (PTTC), the principal is the leader who coordinates, keeps balance and ensures the harmonious development of the whole institution by molding traditions for organizational goal achievement. Tutors are key players in PTTCs, and it is through their involvement and commitment that PTTCs become successful. The relationship between a principal and tutors is interdependent in nature (Kerego&Mthupha, 1997), and both parties affect one another's ability to achieve positive results. When a tutor is posted to a PTTC, the tutor finds pre-determined PTTC goals; the tutor also comes to the institution with his own personal goals, aspirations, biases and preferences. Each tutor is concerned about his roles and commitments. It is the commitment of the organization to the tutor and the function of the leader that marry tutors' goals with that of the PTTC for harmonious co-existence. To accomplish this harmonious co-existence, the principal has to lead and direct effectively and efficiently. Leadership Style is the manner and approach of providing direction, implementing plans, and motivating people. A mismatch between leadership style and a tutor expectation will lead to job dissatisfaction among tutors. Despite the extensive significant research on the leadership style in a wide variety of fields and in an equally wide variety of settings, there is still a scarcity of research investigating them in Africa. No recent studies on leadership styles have investigated primary teachers training colleges in Kenya. This study may be useful in filling the literature gap that currently exists. Understanding the effects of principals' leadership styles on job satisfaction of tutors in primary teachers training colleges on a national scale is limited; the results from this study will extend knowledge in this area. Therefore, this paper is to examine leadership styles practiced by principals and their influence on job satisfaction of tutors in PTTCs Lake Victoria Region of Kenya.

1.1. Purpose of the Study

This study investigated the leadership styles of principal in Primary Teachers Training Colleges in the Lake Victoria Region of Kenya. It specifically sought to determine the influence of *laissez faire* and autocratic leadership styles on tutor job satisfaction of PTTCs in Lake Victoria Region of Kenya.

1.2. Objectives of the study

The objectives of study are to: 1) investigate leadership styles used by principals of Primary Teachers Training Colleges in Lake Victoria Region of Kenya; 3) establish job satisfaction among tutors of Primary Teachers Training Colleges in Lake Victoria Region of Kenya; 3) determine influence of principals' leadership on job satisfaction of tutors in Primary Teachers Training Colleges in Lake Victoria Region of Kenya.

1.3. Research Question

The following three questions were formulated to guide the research study: 1) Do principals of Primary Teachers Training Colleges in Lake Victoria Region of Kenya practice *laissez faire* leadership? Do principals of Primary Teachers Training Colleges in Lake Victoria Region of Kenya practice autocratic leadership? 3) What is the influence of principals' leadership style on job satisfaction of tutors in Primary Teachers Training Colleges in Lake Victoria Region of Kenya?

1.4. Conceptual Framework

The conceptual framework in Figure 1 was developed after review of existing literature to investigate the research questions at hand. The diagram underpins the interrelationships between three variables. PTTCs principals' leadership styles: *laissez faire* and autocratic formed the independent variables. Staff job satisfaction formed the dependent variable. Lastly, tutors' demographics: gender, age, education level, teaching experience, and tenure in current PTTC formed intervening variables.

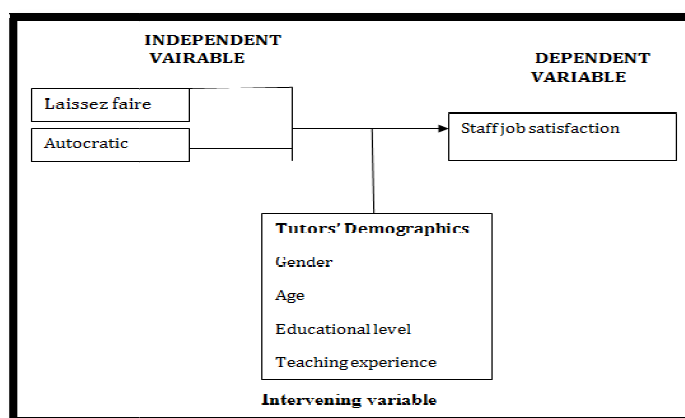


Figure 1: Conceptual Frameworks Showing the Influence of Leadership Styles on Job Satisfaction of Tutors in Ptctcs
Source: Researcher Constructed (2019)

2. Literature Review

2.1. Theories of Leadership

One of the many indicators of a successful organization is its effective leadership. Leading effectively requires competence, skill and suitable leadership styles. Leadership is viewed as the process of influencing, motivating and enabling others to understand and agree to contribute collectively to the effectiveness and success of the organization's shared objectives of which they are members (Yukl, 2013). According to Armstrong (2012), a leadership style is the approach used by leaders to exercise their leadership function. It is said to be a particular behavior applied by a leader to motivate his or her subordinates to achieve the objectives of the organization (Ng'ethe et al 2012). Armstrong (2012) suggests that no one leadership style is better than the other but that styles are dependent on some factors. Such factors include the organization type, nature of the task, characteristics of the individuals in the leader's team, the group the leader leads as a whole and more importantly the personality of the leaders. Adair (2003) also states that it is dangerous to suggest that one leadership style is more appropriate than another in a given situation. He suggests that the leadership style adopted will be in relation to the situation at hand. The styles of leadership included in this study are *laissez-faire* and autocratic.

2.1.1. Laissez Faire Leadership Theory

Laissez-faire is a French phrase that means *let it be*, or *it will sort itself out*, and describes leaders who allow followers to work without supervision (Nwokocha&Iheriohanma, 2015). It is a kind of leadership where the leader is inactive, rather than reactive or proactive. The *laissez-faire* leadership style, also known as the "hands-off" style or free reign (Aydin et al., 2013; Lam & O'Higgins, 2011), or destructive leadership (Skogstad et al. 2007) is one in which the leader (principal) provides little or no direction and gives tutors as much freedom as possible. According to Gill (2014) it means leaving subordinates to complete tasks and jobs in the way they choose without adherence to any strict policies or procedures. Principals who adopt the *laissez-faire* leadership style exercise little control over the tutors and let the tutors have freedom to carry out their assigned tasks without direct supervision (Wu & Shiu, 2009). The philosophical assumption underlying *laissez-faire* leadership style is that naturally human beings are unpredictable and uncontrollable and trying to understand people is a waste of time and energy.

2.2. Autocratic Leadership Theory

Autocratic leadership style, also called coercive or dictatorship, involves the leader retaining as much power and decision-making authority as possible (Farrell, 2009). In other words, autocratic leadership involves absolute, authoritarian control over a group; such a leader is characterized as domineering. In autocratic leadership style, the leader determines policy and assigns tasks to subordinates without consulting them. Wu and Shiu (2009) explained that, autocratic or authoritarian leadership is gained through punishment, threats, demands, orders, rules, and regulations. The subordinates working under autocratic leader carry out the leader's directives without asking questions and there are no group inspired decisions. The leader centralizes authority in decisions making and supervises work in close detailed manner than in general form. The autocratic leader applies McGregor's (1966) Theory X which assumes that the average person dislikes work and will avoid it unless directly supervised, the employees must be coerced, controlled and directed to ensure that the organizational objectives are met. It also assumes that people are relatively un-ambitious and their prime driving force is the desire for security (Mat, 2008).

2.3. Job Satisfaction Theory

Robbins (2000) related job satisfaction with rewards and as such defined it as a general attitude towards one's job; the difference between the level of rewards workers gets and the level of rewards they believe they should get. Job satisfaction addresses perceptions and attitudes that people have towards and exhibit about their work. Job satisfaction has also been defined in terms of attitudes that individuals have towards their jobs (Weiss, 2002). Sempene, Rieger and Roodt (2002) appear to agree with this definition, stating that job satisfaction refers to the individual's perception and evaluation of his job. Adekanbi (2000) showed that employees with high level of job involvement are satisfied with their jobs. He further stressed that a worker's job attitude depends on the nature of the duties as he has designed, the extent to which he identifies with the end result in his labor. According to him, satisfaction with one's job can mean an increased involvement in the fulfillment of formal requirements. Greater willingness to invest personal energy and time in job performance can also occur with having a satisfying job. Job satisfaction is a pleasurable positive state resulting from one's job experience. Thus, individuals show pleasurable positive attitude when they are satisfied with their job (Weiss, 2002). In a review of studies investigating organizational climate and job satisfaction, Peek (2003) found that organizational climates that exhibit characteristics such as having a high degree of autonomy, providing opportunities for employees, nurturing relationships among employees, showing interest in and concern for their employees, recognizing employees' accomplishments and holding employees in high regard result in more satisfied workers.

2.4. Demographic Characteristics Theory

Greenberg (2004) defines workplace demographic characteristics as the variety of differences between people in an organization including race, ethnic group, gender, age, education background, tenure, personality, cognitive style, and organizational function. Bell (cited in Thakur, 2015) also defines demographic characteristics as personal statistics on information such as gender, age, education level, income level, marital status, occupation, religion, birth rate, death rate,

average size of family, average age at marriage. Fletchl (2010) points out that the demographic characteristics have an influence on whether employees will be committed to their work or not. He observes that how well the employee performs, how many years they are ready to dedicate in service and how well they act in the best interest of the firm's objectives heavily depends on how much the organizations take care of the needs that are related to their demographic characteristics. According to Hayles and Mendez (1997) diversity allows increased creativity, a wider range of perspectives, better problem definition, more alternatives and better solutions as noted in Thakur (2015). This study has been delimited to five demographic areas: gender, age, educational level, teaching experience, and tenure in current PTTC.

2.5. Influence of Leadership on Job Satisfaction

One of the factors that contributes to motivation and job satisfaction of employees is competent and fair leadership. Flipp (cited in Wangi, 2012) contend that good leadership ensures that psychological and security needs for workers are adequately met. Nzuve (1999) indicates that effectiveness of leaders' behaviour is measured by the degree to which the manager meets both the organizational goals and satisfies the employee needs. If the workers deem the supervisory leader unworthy and incompetent it becomes frustrating to them thus producing job dissatisfaction (Flippo, cited in Wangi, 2012). This study investigated influence of *laissez-faire* and autocratic leadership styles on tutors' job satisfaction.

2.6. Influence of Laissez-Faire Leadership on Job Satisfaction

In a study conducted by Bateh and Heyliger (2014) on Academic Administrator Leadership Styles and the Impact on Faculty Job Satisfaction and self-esteem in Florida, the results of logistic regression analysis revealed that faculty members who identified *laissez-faire* leadership as dominant had decreased job satisfaction. There was less general satisfaction than from the democratic style, but still somewhat more satisfaction than from the autocratic style that was employed in their study. Subsequent research suggested that the satisfaction of followers was lower under *laissez-faire* leadership than under autocratic leadership where the latter was non-punitive, appropriate for the followers' levels of competence, or in keeping with the requirements of the situation. In another study by Nidadhavolu (2018) on the impact leadership styles on employees in the construction sector in India, the results revealed that in all the three companies studied, *laissez faire* leadership had lowest means than transactional and transformational leadership styles. The employees were most satisfied when they saw their leaders possess both relation-oriented and task-oriented behaviors. In another study, Munir and Iqbal (2018) investigated the relationship between leadership styles of principals and job satisfaction of teachers in colleges for women in the province of Punjab in Pakistan. The major findings revealed that *laissez faire* leadership had a very weak negative correlation ($r = -.043$, $p < .001$) with job satisfaction of teachers as compared to autocratic leadership a showed a very weak positive correlation ($r = .068$, $p < .05$), and democratic leadership showing an improved weak positive correlation ($r = .227$, $p < .05$) with job satisfaction of teachers. The β -value of *laissez faire* leadership was negative ($\beta = .11$), autocratic leadership was positive ($\beta = .07$), while democratic leadership was also positive ($\beta = .23$). Based on the results of β -values, it showed that *laissez faire* leadership had a negative effect and was statistically significant, while autocratic and democratic leadership styles had varying strengths of positive and statistically significant effects on teachers' job satisfaction. Also, a study by Ping (2015) on the relationship between leadership styles and employees' job satisfaction in small and medium enterprises in Malaysia found that *laissez-faire* leadership had lowest influence ($r = .450$, $p < .001$), as compared to democratic leadership ($r = .451$, $p < .001$), and autocratic leadership ($r = .618$, $p < .001$). The p-values indicated that leadership styles had significant correlation with employees' job satisfaction.

On the contrary, O'Hanlon and Clifton (2004) found *laissez faire* leadership to have positive effects on a number of school learning climates. This was an investigation of the relation between *laissez faire* leadership behaviors of school principals in Australia public secondary school and seven dimensions of school learning environment. *Laissez faire* leadership behavior demonstrates a positive impact on school's learning environment, in some cases more influential than alternative type of leadership behavior. This study investigated how *laissez faire* leadership style influence staff job satisfaction of tutors in PTTCs in Lake Victoria region of Kenya.

2.7. Influence of Autocratic Leadership Style and Staff Job Satisfaction

Nadarasa and Thuraisingam (2014) study of the influence of principals' leadership style on secondary schools in Jaffa District in Israel, found a moderate negative correlation ($r = -.475$, $p < .001$) or 21.8 % between autocratic leadership and job satisfaction. This result was lower than that of democratic leadership which showed a strong positive ($r = .623$, $p < .001$) or 38.8% correlation with job satisfaction. The p-value indicated a statistically significant correlation for both democratic and autocratic leadership. Autocratic leadership had a negative impact on teachers' job satisfaction in Jaffa District in Israel.

In another study, Omolayo and Ajila (2012) investigated leadership and organizational climate as determinants of job involvement and job satisfaction of workers in tertiary institutions in Ekiti State, Nigeria. The research was carried out in three selected educational institutions, namely Ekiti State University, The Federal Polytechnic and School of Nursing, all in Ado-Ekiti in Ekiti State, Nigeria. A total of 300 randomly selected workers from the research settings participated in the study. Leadership styles (autocratic and democratic) and organizational climate (conductive/positive and discomfort/negative) were the independent variables while the dependent variables were job involvement and job satisfaction. They were made up of 150 males and 150 females with their age ranges between 20 years and 50 years. The participants comprised of both married and single workers with a minimum educational level of Senior Secondary School Certificate and University degree as the maximum educational qualification. There was no significant difference between

leadership styles (autocratic and democratic) and job satisfaction. Subordinates tend to exhibit a more positive attitude towards their duties when they are given high consideration in policy making, encouraged by their leaders and allowed to participate in decision making on issues that concern them, and when the climate condition of the organization is conducive than when they are supervised in a very stern way and made to carry out orders without their prior knowledge or opinion.

In another study, Munir and Iqbal (2018) investigated the relationship between leadership styles of principals and job satisfaction of teachers in colleges for women in the province of Punjab in Pakistan. The major findings revealed that autocratic leadership had a very weak positive correlation ($r = .068$, $p < .05$), with job satisfaction of teachers as compared to autocratic leadership showed a very weak positive correlation ($r = .068$, $p < .05$) with job satisfaction of teachers as compared to laissez faire leadership which had a very weak negative correlation ($r = -.043$, $p < .001$) while democratic leadership showed an improved weak positive correlation ($r = .227$, $p < .05$) with job satisfaction of teachers. The β -value of autocratic leadership was positive ($\beta = .07$), laissez faire leadership was negative ($\beta = .11$), while democratic leadership was also positive ($\beta = .23$). Based on the results of β -values, it showed that autocratic and democratic leadership styles had varying strengths of positive and statistically significant effects on teachers' job satisfaction, while laissez faire leadership had a negative effect and was statistically significant.

On the contrary, O'Hanlon and Clifton (2004) found *laissez faire* leadership to have positive effects on a number of school learning climates. This was an investigation of the relation between *laissez faire* leadership behaviors of school principals in Australia public secondary school and seven dimensions of school learning environment. *Laissez faire* leadership behavior demonstrates a positive impact on school's learning environment, in some cases more influential than alternative type of leadership behavior.

2.8. Influence of Demographic Characteristics on Job Satisfaction

Empirical research has shown that demographic factors can affect job satisfaction (Heslop et al., 2002; Ting, 1997). Petty et al. (2005) observed that although focusing on employee demographics shifts the burden away from the organization to the employee, it has been important to study how demographic variables have affected job satisfaction so that a complete understanding of the concept can be gained. A study by Chirchir (2016) on demographic factors and job satisfaction of teachers in public primary schools in Bomet County of Kenya indicated that subordinate teachers in public primary schools were ambivalent on the satisfaction with their jobs. The mean score of overall job satisfaction was $M = 2.897$ and $S.D. = 0.477$ in a scale of 1 to 5. The results were consistent with studies by Hamidifar (2010) which found that the non-teaching staff of a university in Tehran was moderately satisfied with their jobs. The low satisfaction scores were attributed to other underlying factors such as poor working environment, lack of facilities among others. Extreme working conditions may override other factors affecting job satisfaction (Chirchir, 2016). It was further deduced that leadership would only impact on job satisfaction when some basic minimum thresholds were met in the teaching environment. Teachers have possibly remained in teaching profession possibly because of limited options (Chirchir, 2016). This could be true for the Kenyan situation whereby the job market cannot absorb all the graduates released by the learning institutions. This notwithstanding, the highest means score was realized from satisfaction with administrative duties ($M = 3.1$). These results are consistent with the findings reported by Al-Ababneh (2013) where he found that employees in the hotel industry were less satisfied with communication within the organization.

2.9. Influence of Gender on Job Satisfaction

As one of the most important demographic factors, the relationship between gender and job satisfaction has been examined frequently. However, the results have been contradictory; there is an extensive, prolonged argument over whether gender disparities exist in job satisfaction. Al-Ajmi (cited in Beyene&Gituma, 2017) investigated the consequences of gender disparities on job satisfaction in Kuwait, and concluded that there are no important disparities based on gender (Al-Ajmi, 2006). Frye and Mount (2007) investigated the job satisfaction of top management directors and found no gender dissimilarities in overall satisfaction. Nevertheless, females showed slightly higher levels of job satisfaction than males (Frye and Mount, 2007). Another study conducted by Koyuncu et al. (2006) investigated men and women faculty members' work experience and job satisfaction in Turkey, and they also concluded that there was no meaningful gender-based discrepancy in job satisfaction (Koyuncu et al., 2006). In addition, Eskildsen et al. (2004), in their examination of Nordic countries' gender disparity and job satisfaction, concluded that no differences in job satisfaction exist.

However, other studies have concluded that female employees experience extremely high levels of job satisfaction (Bender et al., 2005; Ishitani, 2010; Okpara et al., 2005; Sousa-Pouza & Sousa-Pouz, 2000), despite their lower payment and limited chances for advancement. In addition, they experience career failure, spend a longer time at lower career levels with lack of training opportunities and have higher probabilities of not getting social security. Further they suffer job segregation and feel more tension than males in the workplace (Kim, 2005; Sloan & Williams, 2000; Sousa-Pouza & Sousa-Pouza, 2000; & Westover, 2009). On the other hand, some studies found that males experience higher levels of satisfaction than females (Aydin et al., 2012; Chiu, 1998; Sousa-Poza & Sousa-Poza, 2000). An in-depth investigation conducted by Garcia-Bernal et al. (2005) indicated that social interrelationships influence male employees more than their female counterparts, except that working conditions were more important for female than males (Garcia-Bernal et al., 2005).

2.10. Influence of Age on Job Satisfaction

Regarding age and job satisfaction, one is expected to be energetic and enthusiastic at an early age of their employment. As they grow up within the organization, their performance is expected to improve with their maturity up to a certain age when their energy levels go down and thus performance slows, this is what necessitates the establishment of a retirement age (Adio, 2010). Clark et al. (1996) pointed out that a U-shape relationship exists between age and job satisfaction. This is attributed to higher morale shown by younger workers, lower job satisfaction of middle-age workers (who often perceive less opportunities and have unmet expectations) and higher job satisfaction of older workers who have accepted the realities of their jobs and roles. In general, job satisfaction increases with age, the least job satisfaction being reported by the youngest workers (Rhodes, 1990). Also, Mack (2000) and Ting (1997) indicated that job satisfaction increased with age. Schults (1986) concurred with this position that an increase in job satisfaction with age is reliable only until about the age of sixty at which point the evidence becomes less conclusive. Peter and Steers (1973) have found that as one gets older, job satisfaction increases, the least job satisfaction being reported by the youngest workers (Rhodes, 1990). The more one gets older the less likely one is to quit the job. They argue that as workers get older, they have fewer alternative job opportunity and they are less likely to resign because the longer tenure tends to provide them with higher wage rates, longer paid vacations and benefits that are more attractive.

2.11. Influence of Educational Level on Job Satisfaction

In Beyene and Gituma (2017) study of the influence of employee demographic factors on job satisfaction of Segen Construction Company in Eritrea, analysis was made to establish the relationship between respondents' academic qualification and job satisfaction. The mean value of job satisfaction was cross tabulated with employees' highest level of education qualification. Based on the findings, there was direct relationship between academic qualification and job satisfaction. The percentage of satisfied respondents seemed to increase with their level of qualification except for advanced diploma. This was attributed to marginal salary increase upon qualification. The finding agreed with that of Ahmet (2007) that demonstrated a positive relationship between education level and job satisfaction. However, the results of the regression analysis showed that the relationship was not significant ($r^2 = -0.008$; $p = 0.506$).

2.12. Influence of Working Experience on Job Satisfaction

The level of job satisfaction and motivation among workers increases with job experience (Beyene&Gituma, 2017). Reyes' (1990) study indicated that work orientation was related to the degree of job satisfaction among teachers. Reyes concluded that teaching experience and organizational tenure was associated with teacher's job satisfaction. This meant that job satisfaction increased with experience in teaching. In a study by Beyene and Gituma (2017), the regression analysis on the general relationship between employee working experience and job satisfaction showed significant relationship ($r^2 = 0.07$, $p = 0.017$). This finding agreed with that of Lim (2007) who studied job satisfaction among educators, and found that more experienced school administrators and teachers (older) were more satisfied than less experienced (younger) administrators and teachers.

In one study, Beyene and Gituma (2017) on the influence of employee demographic factors on job satisfaction on a construction company in Eritrea, the regression analysis on the general relationship between employee working experience and job satisfaction showed significant relationship ($r^2 = 0.07$, $p = 0.017$). The finding agrees with that of Lim (2007) who studied job satisfaction among educators, and found that more experienced school administrators and teachers (older) were more satisfied than less experienced (younger) administrators and teachers.

Many occupations recognize employees' years of experience as a relevant factor in human resource policies, including compensation systems, benefits packages, and promotion decisions. The idea is that experience, gained over time, enhances the knowledge, skills, and productivity of workers (Rice, 2010). In education, teacher experience is probably the key factor in personnel policies that affect current employees: it is a cornerstone of traditional single-salary schedules; it drives teacher transfer policies that prioritize seniority; and it is commonly considered a major source of inequity across schools and, therefore, a target for redistribution (Rice, 2010). The underlying assumption is that experience promotes effectiveness.

2.13. Influence of Tenure in Current PTTC on Job Satisfaction

The number of years that one has spent within an organization can have an impact of whether they will be satisfied or not. It is observed that employees who stay long in an organization point out that they are satisfied with the job and their stay in the organization while those who exit are dissatisfied and are hopeful of getting better places that can satisfy their employment needs (Yeatts&Hyten, 1998). According to Yeatts and Hyten (1998) tenure is descriptive of the direct employer-employee interface, a background which may affect the way an employee performs. It is observed that employees who stay long in an organization point out that they are satisfied with the job and their stay in the organization while those who exit are dissatisfied and are hopeful of getting better places that can satisfy their employment needs.

A study by Thakur (2015) sought to establish respondents' working experience based on their tenure at Kenyatta University. From the findings, most (35%) of the respondents had worked at Kenyatta University for 13-23 years, 27% for 24-34 years and 21% for 2-12 years while 12% and 5% had worked at Kenyatta University for 35-45 years and more than 45 years respectively. This implied that majority of the staff had worked at Kenyatta University for 13-34 years and more than 45 years respectively. Employees who had been at Kenyatta University for more than 20 years showed less satisfaction, since they showed a static kind of performance trend, with the majority just managing to meet the set objectives. When comparing the results, employees who have been in the organization for at least 13-23 years are

performing the best and satisfied due to the fact that they have gathered a productive level of experience. This was in line with Yeatts and Hyten (1998) who indicated that tenure was descriptive of the direct employer-employee interface, a background which may affect the way an employee performs. It was observed that employees who stay long in an organization point out that they are satisfied with the job and their stay in the organization while those who exit are dissatisfied and are hopeful of getting better places that can satisfy their employment needs.

3. Research Methodology

The study adopted descriptive design where data was collected by interviewing or administering questionnaire to the sample of individuals (Orodho, 2003). The researcher used both in collecting information. According to Mugenda and Mugenda (1999), descriptive research is probably the best method to social scientists and other educators who are interested in collecting original data for the purpose of describing a population.

The researcher used mixed method approach in which both quantitative and qualitative approaches were employed. Quantitative method was used to collect data from PTTCs tutors via questionnaire, while qualitative method was applied to solicit in-depth information from PTTCs principals through face-to-face interviews. Weight was given to the quantitative method, but the qualitative data was used to explain and interpret in more detail unexpected results which arose from the quantitative stage. Also, cross sectional approach was applied in which data was gathered on more than one case in a snapshot of time from the targeted sample.

3.1. Area of Study

The area of study was Lake Victoria Region of Kenya. Nine PTTCs were selected including: Migori, Msomi and county PTTCs in Migori county; Asumbi PTTC in Homabay county; St. Paul Nyabururu, Nyanchwa and Kenyeny PTTCs in Kisii county; Bondo and Ugenya PTTCs in Siaya county. Five are public while four were private. The public PTTCs were Migori, Asumbi, Kenyeny, Bondo and Ugenya. The private ones were County, Msomi, Nyanchwa and St. Paul Nyabururu primary teachers training colleges.

3.2. Target Population

The target population was all the 254 tutors teaching in the nine selected PTTCs. They comprised 9 principals and 245 other tutors. The respondents held professional certification from universities and other educational institutions recognized by the Kenya government. Tutors in public PTTCs were employed by the Teachers Service Commission (TSC) while those in private contracted locally by the Boards of Management (BoMs) of those PTTCs. The PTTCs are preferred because they have defined administrative structures. Also, they offer the same Primary 1 (P1) course and have legal mandate to operate given by the government of Kenya. Their top leadership structures are almost similar and they are likely to exhibit elaborate relationships between the study variables.

3.3. Sample Size and Sampling Procedure

A sample of 234 was obtained from each PTTC. They comprised 9 principals and 225 other members of staff. The formula adopted was the one used by Krejcie & Morgan(1970) article 'Determining Sample Size for Research Activities' (Educational and Psychological Measurement). Its advantage was that PTTCs with a smaller number of tutors were all the tutors were selected, and those PTTCs with a large number of tutors had an appropriate number sampled.

3.4. Sampling Procedure

The study employed a multistage sampling procedure. The researcher first used cluster sampling (Creswell, 2003) to get the nine PTTCs from the four counties of Lake Victoria Region. Stratified sampling was used to select the nine principals from every selected PTTC. Five public and five private PTTCs were selected for the study. Gender was also considered to ensure both male and female tutors were selected. Purposive non-random sampling, also described as 'judgmental' or 'criterion based' sampling (Mason, 2002) was also employed in which participants were chosen on the basis that they exhibited particular features or experiences that enabled detailed understanding of the central themes and puzzles the researcher wished to study. The logic of using purposive sampling was to select information-rich respondents. In-depth information-rich cases are those from which one can learn a great deal issues of central importance to the purpose of the research, thus the term purposive sampling (Mason, 2002).

The number sampled from the five public PTTCs was 183 tutors while 53 tutors were selected from the four PTTCs.

3.5. Instruments for Data Collection

The study used mainly primary data which was collected using two research instruments, namely, questionnaires, and interview schedules.

3.6. Validity and Reliability of Research Instruments

To determine the validity of the items in the research instruments, a pilot study was conducted to the respondents from each category of the subjects. Cronbach's alpha for all the variables were above 0.7 which is acceptable. The values were interpreted using the following criteria: $\alpha > .9$ excellent, $.9 > \alpha > .8$ good, $.8 > \alpha > .7$ acceptable, $.7 > \alpha > .6$ questionable, and $.6 > \alpha > .5$ poor (George & Mallery, 2010). Results for *laissez faire* leadership ($\alpha = 0.77$) and autocratic leadership ($\alpha = 0.70$) indicated acceptable reliabilities.

4. Data Analysis

Data collected from the respondents was then checked for completeness. The data obtained from the research questionnaires were analyzed by SPSS version 20. This method of data analysis allowed the researcher to analyze huge amounts of data (Laws et al., 2003). Descriptive analysis was used because the researcher wanted to compare the responses of different groups (Creswell, 2009) and the data were mainly in terms of numbers. Tabulation was a part of the technical procedure wherein the classified data were put in the form of tables (Kothari, 2005). The study presented the means, frequencies, percentages, and standard deviations of participants that belonged to specific categories including gender, age, education level, teaching experience, years of stay in current PTTC, current rank and category of PTTC.

The researcher analyzed the qualitative data through thematic analysis. This was done using Microsoft Office Word, since it is able to store, organize and keep track of information (Robson, 2012). The use of Microsoft Office Word was thought to be appropriate and adequate for organizing the data. The data were arranged and classified according to their relationships on the basis of the research question addressed; themes were selected based on those that addressed the research questions.

4.1. Ethical Considerations

Several moral principles were applied while interacting with respondents including being respectful, fair and promoting healthy relationships. The researcher was cautious and avoided hurting the respondents. The researcher explained and clarified all issues pertaining to the study. There was openness to and honesty with the research participants. The researcher explained to participants the purpose of the study and other information they needed. This step increased their willingness to participate. The researcher-maintained confidentiality and also explained the benefits which participants could derive from the research. The researcher obtained 'informed consent' letter from the university. Respondents' anonymities were preserved to avoid possible embarrassment for providing certain information (Jonser, 2002). The researcher applied the principle of reverse copyright in the study whereby the respondents speak as anybody rather than somebody. Respondents had the right not to associate themselves with the information they gave. Each questionnaire had a covering letter explaining the purpose of the survey.

5. Research Findings and Discussions

The findings show that from all tutors who participated in this survey the majority were males tutors 53.9 %, females principals 55.6 %, tutors age bracket 41-50 years 32.6%, principals age bracket 51-60 years were 77.8%, Tutors educational level 54.4% bachelor degree, principals 55.6% bachelor degree, tutors teaching experiences category 18 and above years were 37.3%, principals 77.8% had teaching experience above 18 year, and lastly years of stay in current PTTC 0-5 years were 53.8%, and for the principals 77.8% had stayed for 5 years or less.

Sample Characteristics	Category	Frequency	Percentage
1.Gender	Male	104	53.9
	Female	89	46.1
2.Age group	21 – 30	30	15.6
	31 – 40	45	23.3
	41 – 50	63	32.6
	51 – 60	55	28.5
3.Education level	Doctorate	1	0.5
	Master	65	33.7
	Bachelor	105	54.4
	Diploma	17	8.8
	Others	5	2.6
4.Teaching experience	0 – 5	35	18.1
	6 – 11	38	19.7
	12 – 17	48	24.9
	18 and above	73	37.3
5.Tenure in current PTTC	0 – 5	104	53.8
	6 – 11	58	30.0
	12 – 17	19	10
	18+	12	6.2

Table 1: Demographic Data of Respondents

Source: Survey Data, 2019

The findings for the categories of PTTCs that took part in the study respondents from public PTTCs were the majority, (77.7%). The five public PTTCs represented 55.6%. This is because of the government's restructuring of the Education system in Kenya; PTTCs were not having enough students. The worst hit colleges were the private PTTCs. In terms of the population of students in the nine PTTCs who took part in this study, only one college (11.1%) had a high student population ranging between 601 and 800. Three colleges (33.3%) had the lowest student population of below 200. The finding revealed that public PTTCs had higher student population than private ones. In terms of staffing, one college

(11.1%) had a high number of tutors from between 51 and above, and lastly 3 colleges (33.3%) had the number of tutors below 20. Again, public PTTCs in Lake Victoria region of Kenya had higher number of tutors than private PTTCs. In terms of tutor-to-students ratios the colleges with the highest ratio were 2 (22.2%) having above 46 students per tutor, 2 (22.2%) had below 30 students per tutor. Once again, public PTTCs had higher ratio of students per tutor than private PTTCs, meaning tutors in public PTTCs had more workload than their colleagues in private PTTCs.

5.1. Leadership Styles Items

The results revealed that *laissez faire* and autocratic leadership styles were less exhibited by principals of PTTCs in Lake Victoria Region of Kenya. The overall means for the four statements of *laissez faire* leadership was 2.16 with a standard deviation of 0.923, while the overall mean for the four statements on autocratic leadership was 2.78 with a standard deviation 0.959.

Leadership Styles	No. of items	Mean	Standard Deviation
Laissez faire leadership (X_1)	4	2.16	0.923
Autocratic leadership (X_2)	4	2.78	0.959

Table 2: Summary of Leadership Items

Source: Survey Data (2019)

Interviews with principals also revealed that principals were not hands off type (See Appendix I). They pointed that when assigning a tutor to be in charge of drama, they would personally be involved. They would choose a tutor-based merits, especially subjects studied at the university, preferably English or Kiswahili languages. They would also consider the tutor's past achievement record in that activity (Drama). They added that the tutor must be one with talent, skill, knowledge and ability in the area they are dealing with. Also, the tutor must be one with a passion or interest in the activity and also hardworking. As one principal put it, "I would rather go for a tutor who has time for drama... not one who is too busy for college activities" (NCW -P). The other consideration was integrity. Most principals said that they could only work with a trustworthy person. In the words of one female principal, 'I would look for someone who can be trusted with money, not someone who can misuse funds for students' lunch and then cook stories' (KEN -P). The principals emphasized that they would consult widely with the staff to seek their opinions. From the responses by the interviewed principals, it was clear none portrayed *laissez faire* leadership characteristics. This finding corroborated the finding in quantitative analysis where the respondents disagreed with statements on *laissez faire* leadership. This study has found that *laissez faire* leadership is less exhibited by principals of PTTCs in Lake Victoria Region of Kenya.

The researcher also interviewed principals on the presence of autocratic leadership (See Appendix I). The principals felt that assigning a tutor which subject to teach was directly under the Dean of Curriculum's office, the buck stops with the principals as heads of the institutions. There was a consensus that at times it was necessary to request a tutor to teach a subject he/she learned at university but which was not her favorite. The principals observed that there was a need to be very sensitive and give a listening ear to a tutor and not dictate to him/her what to teach. One principal advised, "Let the tutor be counseled in a humane way...it may require off-loading the tutor some classes or switch him/her totally..." (BDO -P). However, in private PTTCs, where the Board of management employed tutors locally, principals told the researcher that they would give priority to academic qualifications, especially the tutors who did English and Literature at university. From the responses given above, principals disagreed there were characteristics of autocratic leadership among the principals interviewed. This position confirms the finding in the quantitative section that autocratic leadership is less exhibited by principals of PTTCs in Lake Victoria Region of Kenya.

5.2. Finding for Staff Job Satisfaction

Dimensions of Organizational Climate	No. of Items	Mean	Standard Deviation
Job satisfaction (Y)	4	3.66	0.85

Table 3: Result for the Summary of Tutor Job Satisfaction

Source: Survey Data (2019)

In Table 3, the results reveal that staff job satisfaction was positive with a mean of 3.66. During interviews, the researcher asked principal the question 'What mechanisms have you put in place to ensure equity among staff members in internal appointments?'. Principals interviewed were in agreement that tutors in their PTTCs were fairly satisfied with their jobs (See Appendix I). The principals interviewed explained that they strived to be fair, just and also use methods recommended by the government. For example, one principal explained,

I use guidelines given by the Teachers Service Commission. I make sure I avoid favoritism. I do my level best to bring everybody on board...to bring out the face of Kenya. I build teamwork...I consider the strong and the weak. (Principal-PTTC 04)

Principals interviewed also emphasized the idea of considering job fitness. As one principal asserted, *Leaders need to be really sensitive.... I put the strong where a lot of energy is involved and the sickly in areas which don't require a lot of energy e.g., being patrons of Guidance and Counseling, clubs and societies, or in charge of hostels. (Principal-PTTC 06)*

One important factor that came up during the interviews was the need to be fair so as to strengthen team work. One principal who has since then retired explained basing on her wealth of experience:

I check to balance the departments. I reach all departments... all subjects...all creeds...some instances I assert affirmative action. We all matter...the despised ...the celebrities...the swiftest ... the sluggish! I consider young tutors mostly in games and other sporting activities. The older ones manage Guidance and Counseling, boarding issues, disciplinary committees and so on. (Principal-PTTC 04).

The findings from the principals revealed that most principals of PTTCs in Lake Victoria Region strive to create a college environment where tutors feel satisfied with their working environment. However, not all tutors under them attain the same level of satisfaction.

5.3. Influence of Principals' Leadership Style on Tutor Job Satisfaction of Tutors in Ptccs

Correlations					
		1	2	3	4
1.Job satisfaction	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	193			
2.Leadership styles	Pearson Correlation	-.479**	1		
	Sig. (2-tailed)	.000			
	N	193	193		
3.Laissez faire leadership	Pearson Correlation	-.384**	.810**	1	
	Sig. (2-tailed)	.000	.000		
	N	193	193	193	
4.Autocratic leadership	Pearson Correlation	-.398**	.825**	.336**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	193	193	193	193

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

Table 4: Correlations for Leadership Styles and Tutor Job Satisfaction in Ptccs

In Table 4 above, the correlation shows that leadership styles combined had a moderatenegative correlation with job satisfaction ($r = -0.479$, $p < 0.001$). The two dimensions of leadership styles revealed different results: both *laissez faire* and autocrat leaderships had weak positive correlations ($r = -0.384$, $p < 0.001$) and ($r = -0.394$ respectively).

5.4. Regression Result for Leadership and Job Satisfaction

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.479 ^a	.229	.225	.74803	2.128
2	.384 ^a	.147	.143	.78674	2.012
5	.398 ^a	.159	.154	.78147	1.955
^{a1} . Predictors: (Constant), Laissez faire, Autocratic ^{a2} . Predictors: ^{a2} . Predictors: (Constant), Laissez Faire Leadership ^{a3} . Predictors: (Constant), Autocratic Leadership Source: SPSS Data (2020)					

Table 5: Model Summary for Leadership and Tutor Job Satisfaction

The regression results of the model are presented in Table 5, the $R^2 = 0.479^2$ shows that leadership styles combined accounts for 22.9% variation in staff job satisfaction. Individually, the two dimensions of leadership styles showed different results: autocratic indicated the weak negative influence, $R^2 = 0.394^2$ meaning 15.9% variation in staff job satisfaction; *laissez faire* indicated a weaker negative influence, $R^2 = 0.384^2$ meaning 14.7% variation in staff job satisfaction. The full model containing all predictors was statistically significant at 5% because the p-value of 0.000 is less than the significant level of 0.05. Also, according to Field (2013), Durbin-Watson value less than 1 or more than 3 is a cause of concern. Thus, Durbin values 2.128, 2.012 and 1.955 respectively suggest that there are no auto-correlations in our model.

ANOVA results for leadership styles and staff job satisfaction

ANOVA ^a						
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	31.794	2	15.897	28.263	.000 ^b
	Residual	106.869	190	.562		
	Total	138.663	192			
2	Regression	20.442	1	20.442	33.026	.000 ^b
	Residual	118.221	191	.619		
	Total	138.663	192			
3	Regression	22.020	1	22.020	36.057	.000 ^b
	Residual	116.643	191	.611		
	Total	138.663	192			

Table 6: ANOVA for Leadership Dimensions of Job Satisfaction

a. Dependent Variable: Job Satisfaction

b1. Predictors: (Constant), Laissez Faire Leadership, Autocratic Leadership

b2. Predictors: (Constant), Laissez Faire Leadership

b3. Predictors: (Constant), Autocratic Leadership

Source: Field data, 2019

Table 6 presents the analysis of variance (ANOVA) or model fit results for leadership dimensions and staff job satisfaction. The model was found to be valid ($F(2,190) = 28.263$; $p < 0.001$) meaning the model has power to predict job satisfaction significantly from leadership dimensions. However, the low regression sum (31.794) as compared to the very high residual sum (106.869) indicates that the model does not explain most of the variation in the staff job satisfaction.

For laissez faire leadership, ($F(1,191) = 33.026$; $p < 0.001$) meaning the model has power to predict job satisfaction significantly from laissez faire leadership scores. However, the low regression sum (20.442) as compared to the very high residual sum (118.221) indicates that the model does not explain most of the variation in the job satisfaction.

For Autocratic, ($F(1,191) = 36.057$; $p < 0.001$) meaning the model has power to predict job satisfaction significantly from autocratic leadership scores. However, the low regression sum (22.020) as compared to the very high residual sum (116.643) indicates that the model does not explain most of the variation in the job satisfaction.

5.5. Results for Coefficients for Leadership and Staff Job Satisfaction

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.970	.184		27.049	.000
	Laissez faire	-.260	.062	-.282	-4.169	.000
	Autocratic	-.269	.060	-.304	-4.493	.000

Table 7: Coefficients for Leadership Styles on Job Satisfaction

a. Dependent Variable: Job satisfaction

Source: Field data, 2019

The model to be tested was

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$$

Where:

Y= the predicted value for staff job satisfaction

β_0 = the y-intercept of regression line (the level of job satisfaction in the absence of leadership styles) (4.970)

β_1 = the slope of the regression line of *laissez faire* leadership (the regression line is decreasing) (-0.260)

β_2 = the slope of the regression line of Autocratic leadership (the regression line is decreasing) (0.267)

X_1 =Laissez faire leadership (-0.282)

X_2 =Autocratic leadership (-0.304)

ε =Error term (.184 + 0.062 + 0.060= 0.311)

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

$$Y = 4.970 + (-.260 * -.282) + (.267 * .304) + .311$$

$$Y = 4.970 - 0.073 - 0.081 + 0.311$$

$$Y = 5.127$$

5.6. Influence of Demographic Factors on Job Satisfaction

Table 8 presents a summary of multiple linear regressions for demographic factors and organizational climate. The item of interest is the coefficient of determination R^2 (or r^2) statistic, which is ($r^2 = 0.145^2$; $p = 0.552 > 0.05$) 2.1%

revealing a very weak positive correlation (Chin, 1998b). This suggests that demographic factors account for (.205²) 2.1% of variation in the organizational climate.

		Correlations					
		1	2	3	4	5	6
1.Job satisfaction	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	193					
2.Gender	Pearson Correlation	-.113	1				
	Sig. (2-tailed)	.119					
	N	193	193				
3.Age	Pearson Correlation	-.048	-.035	1			
	Sig. (2-tailed)	.511	.628				
	N	193	193	193			
4.Educational level	Pearson Correlation	.014	-.096	-.139	1		
	Sig. (2-tailed)	.847	.185	.053			
	N	193	193	193	193		
5.Teaching experience	Pearson Correlation	.049	-.051	.736**	-.256**	1	
	Sig. (2-tailed)	.503	.483	.000	.000		
	N	193	193	193	193	193	
6.Years of stay in current TTC	Pearson Correlation	-.033	-.064	.302**	-.067	.388**	1
	Sig. (2-tailed)	.652	.373	.000	.356	.000	
	N	193	193	193	193	193	193

Table 8: Correlations Results for Demographic Factors and Staff Job Satisfaction

** Correlation Is Significant at the 0.01 Level (2-Tailed)

In Table 8 above, the correlation shows that demographic factors had very weak correlation with job satisfaction. Gender had a very weak negative correlation with staff job satisfaction ($r = -0.113$, $p = .119 > 0.05$); age had a negligible negative correlation with staff job satisfaction ($r = -0.048$, $p = .511 > 0.05$); education level had a negligible positive correlation with staff job satisfaction ($r = 0.014$, $p = .847 > 0.05$); teaching experience had a negligible negative correlation with staff job satisfaction ($r = -0.051$, $p = .483 > 0.05$); and lastly years of stay in current PTTC had a negligible positive correlation with staff job satisfaction ($r = 0.302$, $p = .000 < 0.05$). None of the demographic factors was statistically significant at 5% because the p-values of .119, .511, .503, .652 and .847 are more than the significant level of 0.05. Regression result for demographic factors on job satisfaction of tutors in PTTCs

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.183 ^a	.034	.008	.84652	1.794

Table 9: Model Summary for Demographic Factors on Organizational Climate

a. Predictors: (Constant), Educational level, Years of stay in current TTC, Gender, Age, Teaching experience

b. Dependent Variable: Job satisfaction

Source: Field Data, 2020

The regression results of the model for the demographic factors are presented in Tables 9, the $R^2 = 0.183$ shows that demographic factors account for only 3.4% variation in job satisfaction. Also, Durbin value of 1.794 suggests that there is no auto-correlation in our model.

ANOVA results for demographic factors on staff job satisfaction

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.660	5	.932	1.301	.265 ^b
	Residual	134.003	187	.717		
	Total	138.663	192			

Table 10: ANOVA for Demographic Factors on Organizational Climate

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Educational level, Years of stay in current TTC, Gender, Age, Teaching experience

5.7. Coefficients Results for Demographic Factors on Staff Job Satisfaction

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.894	.395		9.862	.000
	Gender	-.187	.123	-.110	-1.516	.131
	Age	-.076	.044	-.182	-1.707	.089
	Teaching experience	.077	.042	.208	1.845	.067
	Years in current TTC	-.030	.036	-.064	-.818	.415
	Educational level	.032	.089	.027	.360	.719

a. Dependent Variable: Job satisfaction

Table 11: Coefficients for Intervening Variables and Staff Job Satisfaction

Source: Field data, 2019

The model to be tested was

$$Y_5 = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon$$

Where:

Y₅ = the predicted value for organizational climateB₀ = the y-intercept of regression line (the level of organizational in the absence of demographic factors) (3.573)B₁ = the slope of the regression line of gender

(The regression line is decreasing) (-0.123)

B₂ = the slope of the regression line age

(The regression line is decreasing) (-0.041)

B₃ = the slope of the regression line of educational level

(The regression line is increasing) (0.042)

B₄ = the slope of the regression line of teaching experience

(The regression line is increasing) (0.039)

B₅ = the slope of the regression line of stay in current PTTCX₁ = Gender (-0.091)X₂ = Age (-0.121)X₃ = Educational level (0.095)X₄ = Teaching experience (0.130)X₅ = Years of stay in current PTTC (-0.070)

ε = Error term (0.099 + 0.036 + 0.034 + 0.029 + 0.072 = 0.270)

$$Y_5 = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon$$

$$Y_5 = 3.573 - (.123 \times 0.099) - (.041 \times 0.121) + (0.039 \times 0.130) - (0.026 \times 0.070) + (0.042 \times 0.095) + .235$$

$$Y_5 = 3.573 - 0.012 - 0.005 + 0.112 + 0.005 + 0.002 + 0 + 0.270$$

$$Y_5 = 3.945$$

6. Summary, Conclusions and Recommendations

6.1. Principals' Leadership Styles in PTTCs

Both *Laissez faire* and Autocratic leadership styles had low means of 2.16 and 2.78 respectively (Table 2). In summary, *laissez faire* and Autocratic leadership styles were less exhibited by principals of PTTCs in Lake Victoria Region of Kenya.

6.2. Influence of Leadership Styles on Staff Job Satisfaction

Regression results for leadership styles (Table 5) showed a weak negative correlation ($r = -0.479^2$) suggesting 22.9% decrease in job satisfaction. Also, both *Laissez faire* and Autocratic leadership styles had negative correlations with staff job satisfaction: *Laissez faire* leadership indicated a weak negative correlation ($r = -0.384^2$) suggesting 14.7% decrease in job satisfaction, while Autocratic leadership indicated a weak negative correlation ($r = -0.394^2$) suggesting 15.9% decrease in job satisfaction. The significance level ($p < 0.001$) shows a statistically significant correlation between *laissez faire* and autocratic leaderships and staff job satisfaction.

6.3. Influence of Demographics Factors on Organizational Climate

Table 9 indicated that demographic factors account for only (.183²) 3.4% of variation in the staff job satisfaction. One unit increase in demographic factors results in 3.4% decrease in staff job satisfaction. Age had greater correlation ($r = -.113$) 1.3% variation decrease in staff job satisfaction. This is negligible.

7. Recommendations

This study recommends that principals of PTTCs should embrace less of *laissez faire* and autocratic leaderships since they influence negatively job satisfaction of tutors in PTTCs.

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Appendix

	ITEM	PRINCIPAL PTTC Code-06 24/09/2019 at 9.30 am	PRINCIPAL PTTC Code-08 24/09/2019 at 9.30 am	PRINCIPAL PTTC Code-10 11/10/2019 at 11.30 am
1	As a principal, how do you go about assigning a tutor to be in charge of a co-curricular activity like Drama?	.Consider their area of specialization, .Give priority to tutors in languages, .Consider the tutor' interest, .consider past achievements if any.	.Consider the tutor' interest, .Give priority to tutors who have done related course.	.look at the talent, .Look at the interest, .a tutor who has time for the club, .leadership ability, .the ability to handle adult students.
2	How do you go about assigning a tutor a particular subject like English?	.for a private college the principal has to be very sensitive! .he has to look for a person with a B.ED with English and Literature as a teaching subject, . priority given to a person who has taught English at secondary level, .A retired teacher who has taught English and Literature at PTTC and still has energy stands a better chance.	.English needs a specialized tutor, . he has to look for a person with a B.ED with English and Literature as a teaching subject, .if the tutor is already teaching another subject like Education I will talk to her/him to see the need to shift her subject.	.First I invite the tutor to my office to discuss the matter just between the two of us, . I then discuss the matter with the DOC and the head of subject, .consultation is very important, .compelling a tutor to teach without consulting with her/him will result in poor delivery.
3	How would you motivate a madam who has maintained an excellent performance in Home Science for the last 3 years?	.In private PTTCs they have limited funds for motivating staff, .He will propose the idea to the director or proprietor, .Most cases it is just recognition/appreciation by word of mouth.	.There are many ways to appreciate her, .even with word of mouth, .if it is monetary, I will work with a committee to come up with an appropriate reward, .the college can organize a party for her.	.i will use motivational method, . First I will congratulate her verbally, .inform BOM members to consider giving her material reward, .material reward is not very effective, .what is very important is to recognize the tutor, .letter of commendation is appropriate, .Name her the best teacher of the year during graduation.
4	What is your view concerning a principal who writes a warning letter to a tutor who misses a Monday parade despite this being the teacher's first mistake?	.YES, I support the action, .If the teacher is not quarreled he is likely to do the same, .warning letter is the best way to discourage such a mistake, .if it is the first mistake he will call the teacher to find out why he made the mistake.	.First step, call the tutor to find out from him his reason for not attending parade, .Give the teacher audience to find out if he had an emergency case to solve, .Also, I know my tutors. So I can tell who is genuine, .if he is notorious I will be hard on him.	.I cannot write the teacher a warning letter, .establish the reason why he was absent, .principal to have good working rapport with his staff, .give the teacher a chance, . a first mistake is acceptable.
5	What are your comments concerning a principal of PTTC with a student population on 900 and having only 4 pit latrines which are full and has caused cholera outbreak in the institution?	.the principal is very irresponsible, .the college is supposed to be inspected by public health officers regularly, .the principal is supposed to do what is necessary, . We have had such a case before, . I would not withstand such a scenario, .We had to stop everything to provide the facility.	.the principal has a don't care attitude, .He is self-centered, .He is not taking care of the college, .Cholera is a serious problem, .i have to stop its spread urgently, .I will not wait for MOEST or public health officials to come to college, I will close the school first to provide enough toilets.	.4 pit latrines are too inadequate for 900 students, . I will suspend the function of the college for a while, .meanwhile we can invite the ministry of health to do other things, .we can also put up other toilets, .a principal should not wait until it is too late, .He needed to start building toilets then inform the BOM later, .our college has so many...over 10, .hostels have enough flush toilets.

	ITEM	PRINCIPAL PTTC Code-06 24/09/2019 at 9.30 am	PRINCIPAL PTTC Code-08 24/09/2019 at 9.30 am	PRINCIPAL PTTC Code-10 11/10/2019 at 11.30 am
6	Do you have a tutor who worked under you and got promotion to be DOS, DOC or deputy principal? Do they consult you on matters administration?	.Private PTTCs do not have tutors who get promoted and posted to public colleges, . they can be absorbed to secondary schools, .the principal has one tutor who went to a private PTTC who consults with him on administrative issues.	.The principal had worked as a deputy principal in the PTTC 2007-2011 then dropped, .He was later called back the PTTC and given the principal post for the first time, .A few head teachers come/ ring to consult with him in matters administration.	.In most cases our young teachers leave when they get employed by TSC, .Retiree don't go for promotions because they had exited TSC, .Young ones occasionally come to visit us, .some come for consultation because we treat them well while they still work here.
7	What would you say about a principal who requests politely a tutor to be in charge of guidance and counseling and works very closely with the tutor?	.that is commendable, Cooperative .so good of the principal, .of course you monitor and work with her closely with the juniors and even with other departments, . you are not an island, .you don't give duties and you sit back, . other things could be happening which you don't know,	.it is not a bad idea to work close with a tutor after assigning her duty, .The principal shares with the tutor her experiences until she is established in the job, .the principal is encouraging the tutor which is the correct way of working.	.the principal needs to look for a teacher with interest and knowledge, .G and & is the docket of the DOS who coordinates G & C, .If she consults it means she doesn't have much and it is the principal who knows.
8	How do you stand to benefit by collaborating your tutors in setting, developing and achieving college goals?	.first, cooperation is very, very important, . any human being needs recognition, .being a principal does not mean you are better than them, .there are those tutors in private PTTCs who have been principals, .some will one day also become principals like you, .when you talk with them you share experiences, .You get views that can help you, .it makes tutors cooperate, .part of their views is incorporated, .they will not feel they are compelled with ideas not theirs, .important when assigning them any other duties. .You remain the vision carrier.	.it is good, .it shows people are working together, .contributions from person A, B, C, etc is a sign of harmony, .tutors don't view everything as belonging to the principal, .tutors feel good when they participate in planning, .it is very serious if tutors are denied a chance to participate, .do not run college as a personal property, .consult even students and support staff where necessary, .even when building a house at home discuss with the wife and children how it should look like...i.e. all the stakeholders.	.it means they will get the success of teamwork, .they get leadership skills for future use when they become principals, .the success is for the whole team.
9	Do you encourage your tutors to adapt new methods of solving problems?	.i will really encourage the tutor, . be patient but monitor the tutor very closely, .so long as it is in line with ministry requirement, .for example there is a case of a tutor who went for CBC workshop then came back and started implementing the CBC at college level...PTE exam is not yet testing CBC.	.changes are good, .people come up with different ideas which are beneficial, .	.Yes, it is welcome when it helps the college to solve a problem like curbing exam leakages, .a new method is welcome if it can help students report back to college in time and pay fee balances, .Head start idea borrowed from secondary school of paying 60% is welcome.
10	How often do you spend time teaching and coaching tutors in specific areas?	.a few instances, .not subject areas but other areas like preparation of schemes of work.	.they consult in subject areas they are sharing with the principal... social studies. .team teaching in his subject area.	.for induction purposes, . how to conduct their subject, .we do not go to see them teach in class,

	ITEM	PRINCIPAL PTTC Code-06 24/09/2019 at 9.30 am	PRINCIPAL PTTC Code-08 24/09/2019 at 9.30 am	PRINCIPAL PTTC Code-10 11/10/2019 at 11.30 am
11	What mechanisms have you put in place to ensure equity among staff members in internal appointments?	.we dialogue, . call a staff meeting and propose who knows that office better, .people talk on a round table and readjust, .We consider gender and age.	.he considers gender, experience, .new teacher, a young teacher can be tried in games, .complaints of clanismare there.	.we conduct interviews for positions vacant, .we focus on qualifications and experience
12	How do you monitor tutors' punctuality in their lesson attendance?	.we have a form given to class representatives to record lesson attendance by tutors and submit to our office weekly.	. it is talked about in staff meetings, .we have a form given to class representatives for tutors to sign when they go for lessons, .students on TP have forms where tutors sign when they go for assessments. .tp route tutors to be in charge of some schools. .a tutor must be in college even if he/she is not having lessons.	.we have a form given to class representatives for tutors to sign the time tutors arrive for lessons and the time they leave, .students on TP have forms where tutors sign when they go for assessments.
13	Which new programs have you initiated in the college to benefit your tutors?	.I have not started any, . I need to start.	.ECDE, .CBC workshops, .remedial work programs.	.we initiated ICT course for outsiders, ,Students are encouraged to pay and do a full course in ICT, .We have ECDE .College started agricultural project where foodstuffs like banana, sukuma wiki, onions, tomatoes, etc is sold to staff at a small cost. .College Social Hall where the community hires to hold seminars etc
14	Is there a project you have implemented in the college to benefit the neighboring community?	.the college sponsors needy students from churches by waiving fees for them.	.water project supplying water to college and community, . dairy cattle, .bakery unit in college.	.There is water project where the community can access piped water at a small fee, . some people diverted our water illegally to Gwasi Hills, .We have Ong'ombe Stadium built at a cost of over 7 million with the help from German Scouts Organization which outside clubs use for training, .We also have dairy and poultry project where we get eggs and sell to the community and employ outsiders.
15	How many tutors have asked for transfer within the last one year? Are there cases of tutors you are prevailing upon not to go on transfer?	.Yes, a few cases, .due to salaries being delayed or not paid, .not because of me, .we allow a tutor who wants to go just to proceed,	.tutors leave when they are employed by TSC to teach in secondary schools, .it is possible some tutor transfer from the principal.	.Quite a number of retirees who got tired and left our college, .Young teachers leave for greener pasture, .i am not aware if there was one who left because he/she didn't like working with me,

Table 12: Transcribed Interviews Responses for PTTC Principals

	ITEM	PRINCIPAL PTTC Code-07 17/10/2019 at 11 am	PRINCIPAL PTTC Code-01 09/10/2019 at 2.30 pm	PRINCIPAL PTTC Code-03 14/10/2019 at 10.30 am
1	As a principal, how do you go about assigning a tutor to be in charge of co-curricular activity like Drama?	.Consider a tutor who has a passion for drama, .Give priority to a tutor who did English or Kiswahili at undergraduate level, .there are those tutors who trained in PE but lack interest to train games.	.I will consider their interest, professional qualification, talent,	.Consider a tutor who has an interest/passion for drama, .Consider a tutor who has work ethics, .Consider a self-driven person/ not one being pushed, .Consider integrity, professionalism, i.e. someone I can trust with students, someone I can trust with money, not somebody who can misuse funds for students' lunch and then cook many stories.
2	How do you go about assigning a tutor a particular subject like English?	.English needs a specialized tutor, .I will consider their professional qualification, . to look for a person with a B.ED with English and Literature as a teaching subject, . this is delegated responsibility to the DOC to collaborate the principal, .of course I need to balance the work load in the time table in case the tutor is already teaching another subject.	.I will consider their professional qualification, .The subject TSC has seconded or deployed them to teach at college level.	. I will try to persuade the tutor I am requesting, . I will consider the tutor's work load, .I will try to go an extra mile to make the tutor feel as comfortable as I can, .provide means of transport where I can for tutors who operate from far, . I will provide lunch to motivate my tutors.
3	Do you have a tutor who worked under you and got promotion to be DOS, DOC or deputy principal? Do they consult you on matters administration?	.this has not worked for me because this is a private college. .	.Yes, two have been promoted to DOS and DOC in other colleges, .Most were promoted to HODs, .one got promotion to deputy principal, .they frequently consult me on phone on challenges in areas of finance, curriculum implementation, human resource, documentation etc.	.i do have several, . I headed a secondary school for long, .i have been principal for PTTC for three years, .they consult on financial, boarding issues etc, .on phone, .they come personally or even call, .frequency I will not lie, you don't record, .we meet in conferences.
4	What would you say about a principal who requests politely a tutor to be in charge of guidance and counseling and works very closely with the tutor?	.On one hand, it is not right, .you cannot assign a tutor a role she is not competent to do, . it is like the principal is close to the madam is used that to give a post she is not qualified to do, .it means the tutor does not have the right skills. .On the other hand, yes, .the tutor has done the course but is consulting with the principal so as to gain more experience.	.that is good, .the principal does mentorship role so they need to be close, .she gives the tutor a chance to learn from her where she does not know,	.somebody new needs to be guided, .you need to hold her hand until she is steady, .there must be constant check to see that she is in the right track, .apprenticeship, .G and C is fairly amorphous and varied, . journey with her, .you may have a background to G & C, but you may not know everything, .there must be constant consultation to put your heads together to overcome challenges.

	ITEM	PRINCIPAL PTTC Code-07 17/10/2019 at 11 am	PRINCIPAL PTTC Code-01 09/10/2019 at 2.30 pm	PRINCIPAL PTTC Code-03 14/10/2019 at 10.30 am
5	How do you stand to benefit by collaborating with your tutors in setting, developing and achieving college goals?	.important for delegated duty, .you share successes together, .some tutors may be happy when the surprise success is realized, .others will see that the principal does not give priority to important matters, .some tutors will be negative while others positive, .no collaboration,	.gives the tutors chance to understand their roles, .they must understand that the college is where they are working and as such must work to improve the status of the college in terms of academics, co-curricular, infrastructure, performance contract, committees, poultry project etc, .they gain experience, .it creates ownership, team spirit and confidence and a liking for their college, .they work more, .where there is success tutors enjoy working.	.tutors are important stakeholders, .tutors will own the goals, .they will be part and parcel of the implementation process, .so that tutors are not detached from the system, .tutors will work to fulfill them, .tutors will avoid blame game, .to love and feel at home in the work place, .prepare stakeholders psychologically, .to set priorities right, .to be in tandem, to journey together, .to bring together our uniqueness, .to collaborate,
6	Do you encourage your tutors to adapt new methods of solving problems?	.Yes in many ways, .try new methods severally, .even as teachers it is important for us to try new methods of teaching.	.Yes, in G and C, as a class tutor, as a personal tutor, .they learn to solve problems of students on their own.	.to avoid boredom from endless repetitions, .to change tact, .change the approach, .to readjust and come down to learners' level, .to be human, .to allow learners to give you feedback, .to establish rapport with learners, .to encourage interaction, .to discourage task-master versus slave-driver mentality.
10	How often do you spend time teaching and coaching tutors in specific areas?	.I find myself teaching and coaching a particular tutor severally, .you cannot succeed without doing that.	.Yes, we plan meetings with them when need arises, .we walk along and inspect projects together so that they do things differently, .they learn when they see me correct the fundi etc, .team teaching in Social Studies. .i sat HOS Science and discussed the performance in Science and how it can be improved. .i sit down with finance staff.	.it depends on the situation, .i just use a general guidance, .i may have a one-on-one session in specific case, .to cater for individual differences, .to get to understand the tutor, .a personal problem should not be publicized, .the best place for the boss to apologize, .to protect tutors' dignity, .provide a forum for a tutor to talk freely, .cater for individual differences.
7	What mechanisms have you put in place to ensure equity among staff members in internal appointments?	.Consider qualification, experience, personality, .gender balance, equity, .be fair to strengthen team work.	.we use guidelines given by employee, .we have a case at college where a tutor was appointed to a senior post but was never assisted to improve his grades, .recommend the person to the employer, .I consider gender, sex, integrity in games, the tutor's strength, experience etc, .there are complaints concerning favoritisms,	.i check to balance departments, subjects, regions, .to bring everybody on board, .to bring out the face of Kenya, .to encourage weak tutors, .to give responsibilities according to each tutor's ability.
8	How do you monitor tutors' punctuality in their lesson attendance?	.Through class secretaries/ representatives, .tutors sign forms in class, .the ministry has given colleges a guide, .During TP the coordinator has mechanisms to monitor tutors' work in the field.	.monitoring tool given by the employer used in class, .DOC supervises the curriculum, .as top managers we sit down and discuss tutors' performance.	.to put a system where tutors clock in at the gate as they report, .use class reps and class attendance register, .TP route coordinators and supervisors, .use TP director, .check returns of assessment forms,

	ITEM	PRINCIPAL PTTC Code-07 17/10/2019 at 11 am	PRINCIPAL PTTC Code-01 09/10/2019 at 2.30 pm	PRINCIPAL PTTC Code-03 14/10/2019 at 10.30 am
9	Which new programs have you initiated in the college to benefit your tutors?	.the computer given to each tutor to help them do their work, .computer courses, .TIVET courses like beauty therapy for those who want.	. Rehabilitated staffroom with sufficient washrooms and an equipped kitchen inside, .induction courses, SEGMA in identified areas like ICT, TP, CBC, .Involved tutors in 10 committees in performance contract where they are mandated to carry out activities given in performance contract. .tutors supervise infrastructure project and see me correct fundis.	.ECDE holidays program, .CBC internal seminar for tutors,
10	Is there a project you have implemented in the college to benefit the neighboring community?	M-pesa, .cafeteria, .salon, .kinyozi.	.Bio-digester project is complete but not launched... .it will avoid exposing waste into River Migori, .avoid exposing human waste to the environment, .During health week students visit institutions such as hospital and help clean the environment, .The college is collaborating with MOH to provide health facility where college and neighboring community can get treatment, .college crop farm and livestock employs people from the community, .Tendering and procurement offers members of the community opportunity to do business with college through prompt payments.	.vegetable farming sold to outsiders, .demonstration farm project.

Table 13: Transcribed Responses

	ITEM	PRINCIPAL PTTC Code-02 23/10/2019 at 2.45 pm	PRINCIPAL PTTC Code-04 30/10/2019 at 11.40 am	PRINCIPAL PTTC Code-05
1	As a principal, how do you go about assigning a tutor to be in charge of co-curricular activity like Drama?	.skill, ability or knowledgeable, .interest, .what fellow tutors say about his/her administrative skills, .democratic considerations, .Professional qualification.	.Consider their area of specialization, .Give priority to tutors in languages, .Consider the tutor' interest and commitment to Drama, .Mature and can work well.	
2	How do you go about assigning a tutor a particular subject like English?	.Assigning tutors subjects is responsibility delegated to the DOC, .the buck stops with the principal, .select a team that will perform, .verify DOC's choice that the tutor is ready to perform, .You must strategize, .he/she must be qualified, .a tutor who declines must be listened to fairly.	.TSC posts tutors to teach subjects they specialize in, .Out of the two teaching subjects, one should be that English the tutor is requested to teach. .If the person declines because of the work load then you look for another tutor with English, .If that one cannot work then counsel the tutor to see the need of teaching the subject TSC has posted them to teach.	

	ITEM	PRINCIPAL PTTC Code-02 23/10/2019 at 2.45 pm	PRINCIPAL PTTC Code-04 30/10/2019 at 11.40 am	PRINCIPAL PTTC Code-05
3	Do you have a tutor who worked under you and got promotion to be DOS, DOC or deputy principal? Do they consult you on matters administrative?	.over 40 heads of secondary schools, .they consult me very frequently even over the phone, .even this morning one was consulting with me over some administrative matter, .we also have a forum for us who work at Orero where we meet to as principals and share ideas.	There was one that began as a head of Agriculture and Science and rose to the position of a principal, .He served as my deputy and he consulted me a lot, .The principal is just a coordinator, tutors are experts in their subjects and the principal must consult closely with them.	
4	What would you say about a principal who requests politely a tutor to be in charge of guidance and counseling and works very closely with the tutor?	.this is delegated responsibility, .she is doing it on principal's behalf, .very good if she comes to consult, .that is where she gets her 'fuel' from the authority, .those are principles of leadership, .this is very healthy and necessary and required in leadership.	.Currently TSC does not post G & C tutors to colleges, .Probably the tutor did not do G and C course, .She does well to consult closely with the tutor, .the support is very important, .G and C is currently very challenging and needs support and guidance in handling matters that pertain to students.	
5	How do you stand to benefit by collaborating your tutors in setting, developing and achieving college goals?	.This is strategic leadership, .requires strategic plan, .you must involve the tutors in goal setting, .they are also stakeholders, .the principal is one of the tutors, .the BOM must be involved, .to make tutors identify with projects going on in college, .make tutors own the projects/instill a sense of belonging among tutors.	.By involving tutors the principal is exposing them to leadership skills, .they gain experience in learning to set goals in all that they do, .tutors are able to own what they are doing, .it also enables tutors to score well in TPAD.	
6	Do you encourage your tutors to adapt new methods of solving problems?		.Like in teaching you don't expect a tutor do well if he uses the same method, .the tutor needs to be very dynamic, .A tutor in charge of a co-curricular activity may seek the services of another tutor talented in the game to improve the performance of the team.	
7	How often do you spend time teaching and coaching tutors in specific areas?	. I teach occasionally, .i teach early in the morning and also late in the day, .it helps me know the students, .i lead by example, . my records still stand, .we are all teachers, .lead by examples, .to challenge tutors under me, .role model students, .to team play, .to command from the ground, .to co-teach with other tutors, .to coach with new tutors.	.i don't have a timetable for teaching and coaching tutors, .Like in TP we meet tutors during briefing, .during CRE orientation, i get to the CRE tutors and I assist them, .present CRE tutors are not hands on when it comes to delivery of content, . apprenticeship in orientating new tutors posted to PTTCs is the way to go, .experienced teachers should be encouraged to assist those starting to teach in the PTTCs, .there is a very big different between a tutor who has taught in PTTC for ten years and those who just joining, .Let experienced tutors show new tutors procedures to make budgets and requisitions needed in their departments.	

	ITEM	PRINCIPAL PTTC Code-02 23/10/2019 at 2.45 pm	PRINCIPAL PTTC Code-04 30/10/2019 at 11.40 am	PRINCIPAL PTTC Code-05
8	What mechanisms have you put in place to ensure equity among staff members in internal appointments?	<p>.to balance giving opportunity to tutors going for external assessment, last to come last to go,</p> <p>.give preference to hardworking tutors,</p> <p>.gender,</p> <p>. there were complaints of biases, .90% Kisiis</p> <p>.Majority being women</p> <p>. there were complaints of biases, .90% Kisiis</p> <p>.Majority being women</p>	<p>.To ensure equity in giving tutors opportunity to go for external assessment we would follow a list and it was rotational so that all tutors participate,</p> <p>.In co-curricular activities, the experts will be given the first opportunity, then fans will be selected on equity basis,</p> <p>.tutors would feel confident and have trust in their principal,</p> <p>.In internal appointments, I considered tutor's commitment, ability and willingness to work, interest and produce results,</p> <p>.if you try to rotate the tutors you will fail.</p>	
10	How do you monitor tutors' punctuality in their lesson attendance?	<p>.tutors' attendance monitor by student leaders,</p> <p>.there were serious challenges,</p> <p>.tutors leaving their bags at the gate and only making technical appearances,</p> <p>.tutors going to do their own businesses,</p> <p>.students failing exams,</p> <p>.involved academic board in bringing radical changes,</p> <p>.my house became 'mtihani house',</p> <p>.in TP thorough briefing,</p> <p>.students forging tutors' signatures in their professional documents,</p> <p>.tutors assessing for as less as 20 minutes only.</p>	<p>.Teaching in class is supervised by DOC,</p> <p>.Class secretaries are given forms where they feel when tutors attend their lessons,</p> <p>.the principal and deputy move around incognito to monitor what goes on in classes,</p> <p>.Class secretaries are called to the office of DOC where they discuss progress of learning in their classes,</p> <p>.During TP, we reports from the school tutors, student head teachers, and TP regular head teachers are free to ring the college and give information necessary,</p> <p>.We also had weekly briefs to share information on TP progress.</p>	
11	Which new programs have you initiated in the college to benefit your tutors?	<p>.I encouraged tutors to go for farther studies,</p> <p>.We celebrated graduations for both teaching and non-teaching staffs,</p> <p>.maintained ECDE, forestry, dairy, poultry units ,additional land outside and started vegetables farming,</p> <p>.accommodation for a few tutors,</p> <p>.teacher proficiency course.</p>	<p>.ECDE,</p> <p>.Revision rubrics program where experienced tutors give exam tips to students either internally or externally and get remuneration.</p>	

Table 14: Transcribed Taped Responses