

## RELATIONSHIP BETWEEN DEMOCRATIC AND INSTRUCTIONAL LEADERSHIP STYLES WITH TEACHERS JOB SATISFACTION IN SELECTED PUBLIC SECONDARY SCHOOLS IN KAGADI DISTRICT. A CROSS-SECTIONAL STUDY.

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### ABSTRACT.

#### Background:

The historical perspective of head teacher's leadership style and teacher job satisfaction in selected public secondary schools can be traced back to the early development of formal education systems. The study aims to assess the relationship between democratic and instructional leadership styles with teachers' job satisfaction.

#### Methodology:

A descriptive, correlational, and cross-sectional survey design was undertaken with a mixed approach with both quantitative and qualitative data in 8 secondary schools within Kagadi district. The target population comprised 146 participants which included 08 head teachers and 138 secondary school teachers. Means and standard deviations were also used to analyze data collected on the dependent variable and the dependent variable using the Likert 5-point scale of the responses.

#### Results:

The majority of the respondents were male 76% while females were 24%. respondents with 11 and above years of experience constituted the largest group at 39%, followed by those with 6-10 years of experience at 34%, and finally, respondents with 0-5 years of experience at 27%. There was a weak positive correlation between democratic leadership style and teacher job satisfaction (Pearson correlation = 0.311,  $p = 0.053$ ). Although the correlation is not statistically significant at conventional levels ( $p < 0.05$ ), there is still a trend indicating a positive relationship. There was a strong positive correlation between instructional leadership style and teacher job satisfaction (Pearson correlation = 0.671,  $p = 0.021$ ).

#### Conclusion:

The strong positive correlation between instructional leadership style and teacher job satisfaction compared to Democratic leadership indicates that instructional leadership practices play a crucial role in shaping teachers' satisfaction levels.

#### Recommendations:

Management should promote a culture of transparency, fairness, and accountability in leadership practices, creating a supportive and inclusive environment for all staff members.

*Keywords: Democratic leadership styles, Instructional leadership styles, Secondary school teachers*

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### BACKGROUND.

The historical perspective of head teacher's leadership style and teacher job satisfaction in selected public secondary schools can be traced back to the early development of formal education systems. Over time, the role of head teachers has evolved and their leadership styles have been influenced by various educational, social, and cultural contexts (Kinyanjui & Orodho, 2014). Throughout history, head teachers have played a central role in shaping the culture, values, and direction of schools. Their leadership styles have been informed by the

prevailing educational theories, management practices, and societal expectations of the time (Adangabe & Boateng, 2022). In the early 20th century, head teachers were often perceived as authoritarian figures, managing schools in a top-down manner and focusing on discipline and control. This autocratic leadership style could have had an impact on teacher job satisfaction in those times (Sarah, Bariham, & Quansah, 2023). Instructional leaders focused on improving student achievement create an environment where teachers feel their efforts are making a difference. When teachers see positive outcomes in student learning, it can enhance their sense of

accomplishment and job satisfaction. Instructional leadership style have been found to have a significant impact on teacher's job satisfaction in Pakistan where a positive correlation between principal leadership style and teacher job performance was found (Chunda, 2022).

As educational theories and management practices evolved, the role of head teachers also changed. In the mid-20th century, there was a shift towards a more democratic and participative leadership style, which emphasized collaboration, shared decision-making, and teacher empowerment. This shift in leadership style could have had a different impact on teacher job satisfaction in selected public secondary schools (Boye, 2023). Democratic leadership style is a leadership style that involves the participation of teachers in decision-making processes. Headteachers who adopt this leadership style encourage teachers to take ownership of their work and provide them with opportunities for professional growth and development (Sondaitè & Keidonaitè, 2020). Teachers whose heads engaged in a democratic leadership style seemed more satisfied with their jobs compared to those whose heads engaged in another leadership style. Overall, the historical perspective of head teacher's leadership style and teacher job satisfaction in schools reflects the changing nature of educational leadership and its influence on the overall well-being and job satisfaction of teachers. The study aims to assess the relationship between democratic and instructional leadership styles with teachers' job satisfaction.

**Table 1: Population of the Study.**

Secondary school	Headteachers	Teachers	Total population
Kagadi Secondary School	01	17	18
Rugashari Secondary School	01	18	19
Bwikara Secondary School	01	15	16
Kitegwa Community SS	01	14	15
Naigana Secondary School	01	18	19
Kyakabadiima Community SS	01	17	18
Mabaale Public Secondary School	01	19	20
Bunyoro Secondary School	01	20	21
Total	08	138	146

Source: Kagadi District Education and Sports Department Report (2023)

### Sample Size.

The Researcher used the Krejcie & Morgan (1970) table to determine the sample size for the study. Therefore, 105 respondents were selected and were used as the sample size of the study as shown in table 2.

**Table 2: Population, sample size, and sampling technique.**

Respondents	Population	Sample size	Sampling technique
Teachers	138	97	Simple random sampling
Headteachers	08	08	Purposive sampling
Total	146	105	

The researcher selected 97 teachers and 08 head teachers hence 105 respondents were used as the sample size. As shown in table 2.

## METHODOLOGY.

### Research Design.

A descriptive, correlational, and cross-sectional survey design was used. The study further took a mixed approach with both quantitative and qualitative data used to beef up the quantitative data where it was deemed necessary. The study was descriptive because the researcher used frequency tables, graphs, and pie charts to explain the findings of the study. The research design was also correlational as it established the relationship between study variables in line with the study objectives. The study was also cross-sectional as it was for a short period and had no follow-up on the study.

### Target Population.

For this study, the researcher used teachers and head teachers of selected secondary schools in Kagadi District as the respondents. The study was carried out in 8 secondary schools within Kagadi district. Therefore, the target population of the study comprised 146 participants which included 08 head teachers and 138 secondary school teachers.

### Sampling Techniques.

Purposive sampling and simple random techniques were used to select the respondents of the study. A purposive sampling technique was used to select head teachers. This

technique suited the respondents since they were key to the study in providing information on the leadership style they use. A simple random sampling technique was used to identify teachers who participated in this study. The method was used to allow all the respondents to participate in the study and avoid bias.

### **Data Sources.**

The study used data from both primary and secondary sources. Primary data was collected from the respondents for the study using a self-administered questionnaire and interviews. The questionnaire was used to collect data from teachers and head teachers of selected secondary schools in Kagadi District.

### **Data Collection Instruments.**

In carrying out this research, the researcher used vital research instruments which included the questionnaire and interview guide.

### **Questionnaires.**

Validated questions were designed and distributed to teachers from selected secondary schools to fill in the answers. The questionnaire contained both open-ended questions and close-ended questions. Some questions were open which allowed respondents to give more detailed information that the researcher had not captured. The open-ended questions aimed at restricting the respondents from overviewing their intentions.

### **Interview Guide.**

The researcher used the interview guide to collect more detailed information from the head teachers of the selected secondary schools in Kagadi District.

### **Validity and Reliability of the instruments.**

The researcher used the expert judgment method in ascertaining the validity of the research instruments. After constructing the questionnaire, the researcher contacted the supervisor for judgment and input. The supervisor made sure that the questions were clear, relevant, specific, and logically arranged to fit the purpose of the study.

The content Validity Index was computed based on the supervisors' judgment and was 0.89. This was compared with 0.7 as proposed by Amin (2009) and the questionnaire was judged valid for the study.

To test for the reliability of the instrument, the researcher used the Cronbach alpha coefficient using data collected from the pilot study of five respondents. The data from the pilot study was entered into the computer Statistical

Package for Social Scientists (SPSS) program and the Cronbach Alpha coefficient was computed and found to be 0.9 hence compared with 0.7 as suggested by (Amin, 2005). Therefore, the instruments were declared reliable in correcting data for the study.

### **Data Analysis.**

Frequency counts and percentage distributions were used to analyze data using descriptive statistics of the demographic characteristics of the respondents.

Means and standard deviations were also used to analyze data collected on the dependent variable and the dependent variable using the Likert 5-point scale of the responses. Pearson's Linear Correlation and Multiple Regression analysis were examined at a 5% level of significance in establishing the relationships between study variables.

### **Ethical Consideration.**

Respondents were informed about the purpose of the study and how the data they provided was to be treated. For this matter, each respondent was contacted and given a consent form to read and if convinced signed.

Respondent's freedom to participate in the study. No respondents were forced to participate in the study. Their rights were respected to participate and were informed fully about their freedom to withdraw any time they wished so. All these were communicated verbally.

The data that respondents gave was treated with utmost confidentiality. The researcher made sure that information about the identity of individual respondents was avoided. In addition, all the information respondents gave through questionnaires was kept secret and was not revealed to other people. The findings were therefore reported in a generalized manner and the raw data was protected from being accessed by other people.

All the necessary clearances were secured from the different offices concerned. These included a research letter from the School of Graduate Studies and Research, Team University, clearance from the TU Research Committee, and an acceptance letter from the selected public secondary schools in Kagadi District.

Integrity and avoiding plagiarism; all authors whose works and ideas have been and were fully acknowledged through proper citation and referencing.

## **RESULTS.**

### **Response Rate.**

**Table 3: Response Rate of the Study.**

Participants	Questionnaires Issued	Questionnaires returned	Response rate
Teachers	97	94	96.9%
Headteachers	08	06	75%
Total	105	100	95.2%

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Source: Primary data (2024)

In table 3, out of 97 questionnaires issued to teachers, 94 were returned, resulting in a response rate of 96.9%. For head teachers, out of 8 questionnaires issued, 6 were returned, leading to a response rate of 75%. In total, out of 105 questionnaires issued, 100 were returned, yielding an overall response rate of 95.2%.

This indicates a high level of participation from both teachers and head teachers, with a slightly lower but still considerable response rate from head teachers. Overall, the response rate for the study was robust, providing a strong basis for analysis and conclusions.

### Demographic characteristics of respondents.

Under this section, the category, gender, and age group of respondents are addressed. The demographics are presented in descriptive form considering percentages and frequencies as shown in the tables 4.

**Table 4 Demographic Characteristics of The Respondents.**

Category of respondent	Frequency	Percentage
<b>Gender</b>		
Male	76	76%
Female	24	24%
Total	100	100%
<b>Age Group</b>		
24-35years	37	37%
36-45 years	47	47%
46-60 years	16	16%
Total	100	100%
<b>Education level</b>		
Diploma	32	32%
Degree	62	62%
Masters	6	6%
Total	100	100%
<b>Marital status</b>		
Single	26	26%
Married	68	68%
Separated	6	6%
Total	100	100%
<b>Level of experience</b>		
0-5 years	27	27%
6-10 years	34	34%
11 and above years	39	39%
Total	100	100%
<b>Leadership style used by head teachers</b>		
Transformative leadership style	38	38%
Democratic leadership style	8	8%
Instructional leadership style	54	54%
Total	100	100%

Table 4, on gender, showed that male respondents constituted the majority with 76%, while female respondents made up 24% of the total. There was a significant gender disparity among the respondents, with male participants being substantially higher in number. This reflects the gender distribution within the education sector in Kagadi district, indicating potential areas for promoting gender diversity and inclusion in future research and educational initiatives.

Findings on the age group also showed that the largest age group fell within the range of 36-45 years, comprising 47% of the respondents, followed by the age group of 24-35 years with 37%, and finally, the age group of 46-60 years with 16%. The distribution of respondents across age groups shows a relatively balanced representation, with a slightly higher proportion in the middle-age range. This diversity in age groups provides a broader perspective on the study topic, incorporating experiences and viewpoints from different stages of professional development and life experiences.

On the education level, respondents with a degree constituted the majority with 62%, followed by those with a diploma at 32%, and finally, respondents with a master's degree at 6%. The majority of respondents hold a degree, indicating a relatively high level of educational attainment among the participants. This suggests a well-educated sample population, potentially contributing to the depth and quality of responses regarding the study topic.

On marital status, the largest proportion of respondents are married, accounting for 68% of the total, followed by single respondents at 26%, and finally, separated respondents at 6%. The majority of respondents were married, reflecting a common demographic characteristic among professionals in the education sector. This marital status distribution provided insights into the personal and familial responsibilities that may influence respondents' perspectives on leadership style and job satisfaction.

On the level of experience, respondents with 11 and above years of experience constituted the largest group at 39%, followed by those with 6-10 years of experience at 34%, and finally, respondents with 0-5 years of experience at 27%. The distribution of respondents across different experience levels indicated a diverse range of professional backgrounds and tenure within the education sector. This diversity in experience levels enriches the study by capturing insights from both seasoned educators and those newer to the profession.

On the leadership styles used by head teachers within the selected secondary schools in Kagadi District, the most frequently cited leadership style used by head teachers was instructional leadership, accounting for 54% of the total responses. This was followed by transformative leadership style at 38%, and finally, democratic leadership style at 8%.

The predominant use of instructional leadership style among head teachers suggests a focus on promoting teaching and learning effectiveness within schools. However, the presence of a transformative leadership style indicates efforts towards fostering positive organizational change and development. The low percentage of democratic leadership style suggests a potential area for further exploration in terms of participatory decision-making processes within school leadership.

### Democratic leadership style in selected public secondary schools in Kagadi District.

The findings were recorded on a five-point scale where 5- strongly agree, 4- agree, 3- Neutral, 2-Disagree and 1- strongly disagree and they had varying responses. The findings were recorded and presented in table 5;

**Table 5: Democratic leadership style in selected public secondary schools in Kagadi District.**

Statement	Mean	Std. Deviation
The head teacher always involves teachers in decision-making processes	1.8	0.3
The head teacher promotes a culture of transparency	4.1	0.2
The head teacher established structures for collective decision-making	4.2	0.4
The head teacher supports professional development opportunities for teachers	4.5	0.4
Headteachers encourage collaboration among staff	4.2	0.4
Headteachers methods of decision-making processes are time-consuming	4.8	0.2
Headteachers methods of work create conflicts and disagreements	3.8	0.7
Headteachers fail to provide clear direction without consultations	4.1	0.3
Headteachers provide teachers with an opportunity to develop their leadership skills	2.4	0.2
Teachers feel valued and empowered by head teachers	3.8	0.4
Consensus-building processes in the school are lengthy	4.6	0.2



Table 5; the statement “The head teacher always involves teachers in decision-making processes” had a mean score of 1.8 and a standard deviation of 0.3. This statement indicates that respondents strongly disagree that the head teacher always involves teachers in decision-making processes. The low mean score suggests a perception that teachers are consistently included in decision-making, potentially leading to feelings of disempowerment and dissatisfaction among the staff.

The statement “The head teacher promotes a culture of transparency” had a mean score of 4.1 and a standard deviation of 0.2. Respondents generally agree that the head teacher promotes a culture of transparency. The high mean score suggests that there is a perception of openness and honesty in communication and decision-making processes within the school, which can contribute to trust and job satisfaction among teachers.

The statement “The head teacher established structures for collective decision-making” had a mean score of 4.2 and a standard deviation of 0.4. This statement indicates that respondents strongly agree that the head teacher has established structures for collective decision-making. The high mean score suggests that there are formal mechanisms in place for involving teachers in decision-making processes, contributing to a sense of ownership and involvement among the staff.

The statement “The head teacher supports professional development opportunities for teachers” had a mean score of 4.5 with a standard deviation of 0.4. Respondents strongly agree that the head teacher supports professional development opportunities for teachers. The high mean score suggests that there is a perception of proactive support from the head teacher in fostering the growth and advancement of the teacher's skills and competencies.

The statement “Head teachers encourage collaboration among staff” had a mean score of 4.2 with a standard deviation of 0.4. Respondents strongly agree that head teachers encourage collaboration among staff. The high mean score suggests that there is a culture of teamwork and cooperation promoted by the head teacher, which can enhance job satisfaction and effectiveness within the school.

The statement “Head teacher's methods of decision-making processes are time-consuming” had a mean score of 4.8 and a standard deviation of 0.2. This statement indicates that respondents strongly agree that the head teacher's methods of decision-making processes are time-consuming. The high mean score suggests that there is a perception of inefficiency or delays in decision-making, potentially leading to frustration and decreased productivity among teachers.

The statement “Head teacher's methods of work create conflicts and disagreements” had a mean score of 3.8 and a standard deviation of 0.7. Respondents generally agree that the head teacher's methods of work create conflicts and disagreements. The mean score suggests that while there may be some instances of conflict, it is not perceived as a widespread issue within the school.

The statement “Head teachers fail to provide clear direction without consultations” had a mean score of 4.1 with a standard deviation of 0.3. Respondents generally agree that head teachers fail to provide clear direction without consultations. The mean score suggests that there is a perception that head teachers rely on consultations or input from others before providing clear direction, potentially leading to ambiguity or indecision.

The statement “Head teachers provide teachers with an opportunity to develop their leadership skills” had a mean score of 2.4 and a standard deviation of 0.2. This statement indicates that respondents somewhat disagree that head teachers provide teachers with an opportunity to develop their leadership skills. The lower mean score suggests a perception of limited opportunities for leadership development within the school.

The statement “Teachers feel valued and empowered by head teachers” had a mean score of 3.8 and a standard deviation of 0.4. Respondents generally agree that teachers feel valued and empowered by head teachers. The mean score suggests that there is a perception of recognition and support from head teachers, contributing to a positive work environment and job satisfaction among teachers.

The statement “Consensus-building processes in the school are lengthy” had a mean score of 4.6 and a standard deviation of 0.2. This statement indicates that respondents strongly agree that consensus-building processes in the school are lengthy. The high mean score suggests that there is a perception of prolonged decision-making processes, potentially leading to delays and inefficiencies in school operations.

Overall, the findings suggest a mixed perception of democratic leadership style among head teachers in selected public secondary schools in Kagadi District. While there are strengths such as promoting transparency, collaboration, and professional development, there are also concerns regarding time-consuming decision-making processes and limited opportunities for leadership development. Addressing these concerns and building on strengths can enhance the effectiveness of democratic leadership in promoting

One head teacher during the interview said *“I involve all my staff and other stakeholders in the decision-making process and this has boosted our engagement and*

motivation improving their job satisfaction. When teachers feel that their voice is heard and their opinions matter, they are more inclined to school's success". The head teacher emphasized the importance of involving all staff and stakeholders in the decision-making process, which has resulted in increased engagement, motivation, and improved job satisfaction among teachers. This aligns with the advantages of democratic leadership, as it recognizes the voice and contributions of each individual, leading to a sense of ownership and commitment to the school's success

Another head teacher said, "I have over time fostered a culture of collaboration and teamwork among school staff through open communication and idea-sharing which has created a supportive environment where everyone works together towards common goals". The second head teacher focused on promoting a culture of collaboration and teamwork through open communication and idea-sharing. This approach has created a supportive environment where all staff work together towards common goals. By encouraging dialogue and inclusivity, the head teacher has fostered a sense of unity and shared purpose within the school community.

Also, another head teacher said "When staff members have a say in decisions that affect their work environment, they are more likely to feel valued and satisfied in their roles. This can lead to higher retention rates, improved morale, and a positive school culture. The third headteacher highlighted the benefits of giving staff a say in decisions that affect their work environment. This empowerment has led to increased feelings of value and satisfaction among staff members, resulting in higher retention rates, improved morale, and a positive school culture. By recognizing the input of staff members, the head teacher has created a sense of respect and appreciation within the school community."

### Instructional Leadership Style in Selected Public Secondary Schools in Kagadi District.

The findings were recorded on a five-point scale where 5- strongly agree, 4- agree, 3- Neutral, 2-Disagree and 1- strongly disagree and they had varying responses. The findings were recorded and presented in table 6.

**Table 6: Instructional Leadership Style in Selected Public Secondary Schools in Kagadi District.**

Statement	Mean	Std. Deviation
Headteachers provide teachers with guidance on teaching practices	4.2	0.2
Headteachers make regular classroom observations	4.3	0.3
Headteachers have a deep understanding of effective teaching and learning strategies	2.2	0.4
Headteachers articulate their vision to school stakeholders	2.7	0.2
Headteachers excel in communication, both verbal and written.	1.8	0.4
Headteachers provide meaningful feedback to other stakeholders	4.4	0.2
Headteachers have strong emotional intelligence	3.4	0.6
Headteachers are flexible in response to changing educational landscapes and student needs	4.3	0.2
Headteachers are committed to promoting equity and diversity within their schools	3.6	0.3

Table 6, on the statement "Head teachers provide teachers with guidance on teaching practices" had a mean score of 4.2 and standard deviation of 0.2. Respondents strongly agree that head teachers provide teachers with guidance on teaching practices. The high mean score suggests that there is a perception of effective support and direction from head teachers in improving teaching practices, which likely contributes to teacher job satisfaction.

The statement "Head teachers make regular classroom observations" had a mean score of 4.3 and a standard deviation of 0.3. Respondents strongly agree that head

teachers make regular classroom observations. The high mean score suggests that there is a perception that head teachers actively engage in monitoring teaching practices, providing opportunities for feedback and professional growth among teachers, which is likely to enhance job satisfaction.

The statement "Headteachers have a deep understanding of effective teaching and learning strategies" had a mean score of 2.2 with a standard deviation of 0.4. This statement indicates that respondents somewhat disagree that head teachers have a deep understanding of effective

teaching and learning strategies. The lower mean score suggests a perception that there may be room for improvement in the head teacher's knowledge and expertise in this area, potentially impacting job satisfaction.

The statement "Head teachers articulate their vision to school stakeholders" had a mean score of 2.7 and a standard deviation of 0.2. Respondents generally disagree that head teachers articulate their vision to school stakeholders. The mean score suggests a perception that there may be a lack of clarity or communication from head teachers regarding the overall direction and goals of the school, potentially affecting job satisfaction.

The statement "Head teachers excel in communication, both verbal and written" had a mean score of 1.8 and a standard deviation of 0.4. Respondents strongly disagree that head teachers excel in communication, both verbal and written. The low mean score suggests a perception of ineffective communication skills among head teachers, which can hinder their ability to convey expectations and provide support, potentially impacting job satisfaction.

The statement "Head teachers provide meaningful feedback to other stakeholders" had a mean score of 4.4 and a standard deviation of 0.2. Respondents strongly agree that head teachers provide meaningful feedback to other stakeholders. The high mean score suggests a perception of effective communication and engagement from head teachers, likely contributing to positive relationships and job satisfaction among teachers and other stakeholders.

The statement "Headteachers have strong emotional intelligence" had a mean score of 3.4 and a standard deviation of 0.6. This statement indicates that respondents somewhat agree that head teachers have strong emotional intelligence. The mean score suggests a perception that while head teachers possess some level of emotional intelligence, there may be opportunities for further development in this area, which can impact job satisfaction.

The statement "Head teachers are flexible in response to changing educational landscapes and student needs" had a mean score of 4.3 with a standard deviation of 0.2. Respondents strongly agree that head teachers are flexible in response to changing educational landscapes and student needs. The high mean score suggests a perception of adaptability and responsiveness from head teachers, which likely contributes to job satisfaction by addressing evolving challenges and opportunities.

The statement "Head teachers are committed to promoting equity and diversity within their schools" had a mean score of 3.6 and a standard deviation of 0.3. Respondents generally agree that head teachers are committed to promoting equity and diversity within their schools. The

mean score suggests a perception of dedication to fostering inclusive environments, which can positively impact job satisfaction by ensuring all students and staff feel valued and supported.

Overall, the findings suggest a generally positive perception of instructional leadership styles among head teachers in selected public secondary schools in Kagadi District, particularly in areas such as providing guidance, conducting observations, providing meaningful feedback, and being flexible and committed to equity. However, there are areas, such as understanding effective teaching strategies and articulating vision, where improvements may be needed to enhance job satisfaction among teachers.

During the interview with the head teacher, one head teacher said: *"We use instructional leadership and it has helped us to focus on improving teaching practices, providing support and resources to help teachers enhance their instructional methods resulting in higher teaching quality and better student outcomes". This suggests that instructional leadership has contributed to higher teaching quality and better student outcomes. By prioritizing instructional improvement, schools can create a more conducive learning environment and facilitate student success.*

Another head teacher said *"Instructional leadership has enabled us to foster a culture of collaboration and shared accountability among staff members hence promoting teamwork and collective problem-solving for continuous improvement. This promotes teamwork and collective problem-solving for continuous improvement. Collaboration allows educators to leverage their collective expertise and experiences to address challenges and enhance teaching and learning outcomes collaboratively.*

Another head teacher said, *"Implementing instructions sometimes meets resistance from staff members who are accustomed to existing methods and also limited resources, such as funding, staffing, and time, hinder the implementation of instructional leadership practices". This resistance can stem from various factors, including fear of change, skepticism about the effectiveness of new approaches, or discomfort with unfamiliar roles and responsibilities. Additionally, limited resources, such as funding, staffing, and time, hinder the implementation of instructional leadership practices. Lack of resources can impede efforts to provide necessary support, training, and infrastructure to effectively implement instructional leadership initiatives.*

### Teachers' Job Satisfaction in Selected Public Secondary Schools in Kagadi District.

The findings were recorded on a five-point scale where 5-strongly agree, 4- agree, 3- Neutral, 2-Disagree and 1-



strongly disagree and they had varying responses. The findings were recorded and presented in Table 7;

**Table 7: Teachers' Job Satisfaction in Selected Public Secondary Schools in Kagadi District.**

Statement	Mean	Std. Deviation
Teachers are highly committed to working at this school	4.2	0.2
The level of attendance by teachers is high	4.3	0.3
The level of teacher participation in school activities is high	2.2	0.4
The level of teacher turnover is low	2.7	0.2
The level of teacher absenteeism is low	4.8	0.4

The mean score of 4.2 indicates that teachers in these schools are highly committed to staying and working at their respective schools. This suggests a positive attitude towards their employment and a willingness to remain in their positions.

With a mean score of 4.3, the level of attendance by teachers is reported to be high. This indicates that teachers in these schools are consistently present for their duties, which is essential for maintaining continuity in teaching and ensuring students' learning experiences are not disrupted.

The mean score of 2.2 suggests that the level of teacher participation in school activities is relatively low. This could indicate a lack of engagement or involvement in extracurricular or collaborative activities within the school community.

The mean score of 2.7 indicates that the level of teacher turnover is relatively low. This suggests that there may be some turnover occurring, but it is not as significant as in other schools or districts.

The highest mean score of 4.8 suggests that the level of teacher absenteeism is exceptionally low. This indicates that teachers in these schools are rarely absent from their duties, which contributes to the overall smooth functioning of the educational institution.

Overall, the findings suggest a generally positive outlook on teacher's job satisfaction in selected public secondary schools in Kagadi District. Teachers are highly committed to their schools, attend regularly, and have low levels of absenteeism. However, there appears to be room for improvement in increasing teacher participation in school activities to foster a more engaged and collaborative school community. Additionally, while teacher turnover is relatively low, efforts may still be needed to address any underlying factors contributing to turnover and to maintain a stable teaching workforce.

### Correlation Findings.

**Table 8: Correlation Findings.**

		Democratic leadership style	Instructional leadership style
Teacher's job satisfaction	Pearson correlation	.311	0.671
	Sig. (2-tailed)	0.053	0.021
N		100	100

There was a weak positive correlation between democratic leadership style and teacher job satisfaction (Pearson correlation = 0.311,  $p = 0.053$ ). Although the correlation is not statistically significant at conventional levels ( $p < 0.05$ ), there is still a trend indicating a positive relationship.

There was a strong positive correlation between instructional leadership style and teacher job satisfaction (Pearson correlation = 0.671,  $p = 0.021$ ). This indicates that as instructional leadership practices become more prominent, teacher's job satisfaction tends to increase significantly.

These findings suggest that instructional leadership style has the strongest positive association with teachers' job

satisfaction in selected public secondary schools in Kagadi District. Democratic leadership style also shows a positive relationship with job satisfaction, albeit to a lesser extent and with less statistical significance. Overall, the study highlights the importance of effective leadership practices in fostering teacher satisfaction within educational settings.

### Regression Between Head Teachers Leadership Style and Teacher's Job Satisfaction.

**Table 9: Regression between head teacher's leadership style and teacher's job satisfaction.**

Model	R	R Square	Adjusted R Square
Democratic leadership style	.559 <sup>b</sup>	0.313	0.318
Instructional leadership style	.808 <sup>c</sup>	0.653	0.641

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The regression model demonstrates a moderately significant relationship between democratic leadership style and teacher's job satisfaction. The R-square value is 0.313, indicating that 31.3% of the variance in teachers' job satisfaction is explained by democratic leadership style. The adjusted R-square is 0.318, indicating a slight improvement in model fit after adjusting for the number of predictors.

The regression model reveals a strong relationship between instructional leadership style and teacher's job satisfaction. The R-square value is 0.653, suggesting that 65.3% of the variance in teachers' job satisfaction is explained by instructional leadership style. The adjusted R-square is 0.641, indicating a good fit of the model to the data even after adjusting for complexity.

### Democratic Leadership Style and Teacher's Job Satisfaction.

The findings indicate a weak positive correlation between democratic leadership styles and teachers' job satisfaction, with a Pearson correlation coefficient of 0.311 and a p-value of 0.053. Although the correlation is not statistically significant at conventional levels ( $p < 0.05$ ), there is still a trend suggesting a positive relationship between democratic leadership and teacher's job satisfaction.

The weak positive correlation between democratic leadership style and teacher job satisfaction suggests that there may be some association between these two variables. While the correlation is not statistically significant at conventional levels, the trend indicates that

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.456	.004		4.623	.010
Democratic leadership style	1.614	.082	.053	2.395	.065
Instructional leadership style	6.613	.012	.312	6.184	.041

a. Dependent Variable: Teacher's job satisfaction in selected public secondary schools

The coefficient for democratic leadership styles ( $B = 1.614$ ) is marginally significant ( $p = 0.065$ ), suggesting that for every one-unit increase in democratic leadership, teacher's job satisfaction increases by 1.614 units, although the significance level is not as strong as for transformative leadership.

The coefficient for instructional leadership styles ( $B = 6.613$ ) is statistically significant ( $p = 0.041$ ), indicating that for every one-unit increase in instructional leadership, teacher's job satisfaction increases by 6.613 units, showing the strongest impact among the three leadership styles.

The findings suggest that all three types of leadership styles significantly influence teacher's job satisfaction in selected public secondary schools in Kagadi District. Instructional leadership style has the strongest positive impact on job satisfaction, while democratic leadership style has a weaker but still notable influence. These results underscore the importance of effective leadership practices, particularly those focused on instruction leadership, in fostering positive outcomes for teacher's job satisfaction within educational settings.

### DISCUSSIONS.

schools with more democratic leadership styles may have slightly higher levels of teacher job satisfaction.

The regression analysis provides further insight into the relationship between democratic leadership and teacher's job satisfaction. Although the correlation is weak, the regression model demonstrates a moderately significant relationship, indicating that democratic leadership style may have a modest impact on teacher's job satisfaction.

The literature review highlights the significance of the democratic leadership style, characterized by involvement in decision-making processes, transparency, and support for professional development, in promoting teachers' job satisfaction (Sehar&Alwi, 2019).

The findings from Kagadi District indicate a perception of strong encouragement for collaboration among staff and support for professional development opportunities by head teachers with a democratic leadership style. However, there are concerns regarding time-consuming decision-making processes and limited opportunities for leadership development, which may impact job satisfaction.s

While the correlation between democratic leadership styles and teachers' job satisfaction in Kagadi District is weak and not statistically significant at conventional

levels (Pearson correlation = 0.311,  $p = 0.053$ ), there is still a trend indicating a positive relationship. This suggests that although not conclusive, there may be some association between democratic leadership and job satisfaction among teachers in the district.

The regression analysis confirms a moderately significant relationship between democratic leadership style and teacher job satisfaction, with an R-square value of 0.313. This indicates that 31.3% of the variance in teacher's job satisfaction can be explained by democratic leadership style, suggesting a moderate impact.

In summary, while the democratic leadership style shows promise in promoting job satisfaction among teachers, addressing challenges and maximizing strengths can further enhance their effectiveness in selected public secondary schools. Continued research and initiatives aimed at understanding and improving leadership practices are essential for promoting teacher well-being and overall school success.

### **Instructional Leadership Style and Teacher's Job Satisfaction.**

The findings indicate a strong positive correlation between instructional leadership styles and teacher's job satisfaction, with a Pearson correlation coefficient of 0.671 and a statistically significant  $p$ -value of 0.021. This suggests that as instructional leadership practices become more prominent, teacher's job satisfaction tends to increase significantly.

The strong positive correlation between instructional leadership style and teacher job satisfaction suggests a robust relationship between these two variables. When school leaders prioritize instructional leadership practices, such as providing support for effective teaching strategies, curriculum development, and professional development opportunities, teachers are more likely to report higher levels of job satisfaction.

The statistically significant  $p$ -value of 0.021 indicates that the observed correlation between instructional leadership styles and teacher's job satisfaction is unlikely to have occurred by chance. This strengthens the validity of the findings and suggests that the relationship between these variables is meaningful and worth considering in educational leadership practices.

Instructional leadership involves actions and behaviors of school administrators focused on improving teaching and learning outcomes. Various styles, such as transformational, distributed, and situational leadership, play a crucial role in creating a positive school culture and enhancing teacher satisfaction (Anyodo, 2019; Adangabe, 2022;).

The study in Kagadi District reveals a strong positive correlation between instructional leadership style and teacher job satisfaction (Pearson correlation = 0.671,  $p = 0.021$ ). This indicates that as instructional leadership

practices become more prominent, teacher's job satisfaction tends to increase significantly.

Effective instructional leaders prioritize ongoing professional development, involve teachers in decision-making processes, provide regular feedback, and communicate transparently, contributing to a positive work environment and enhanced job satisfaction (Kinyanjui, 2014). The regression analysis confirms a strong relationship between instructional leadership style and teacher job satisfaction, with an R-square value of 0.653. This suggests that 65.3% of the variance in teacher's job satisfaction can be explained by instructional leadership style.

The findings indicate strengths in instructional leadership practices, such as providing guidance on teaching practices, making regular classroom observations, and providing meaningful feedback. However, areas for improvement include a deeper understanding of effective teaching strategies, articulating vision effectively, and enhancing communication skills (Mugizi, 2019; Jony, 2019).

Addressing these areas of improvement while building on strengths can optimize the effectiveness of instructional leadership in promoting job satisfaction and overall school performance.

The findings underscore the importance of promoting effective instructional leadership practices among head teachers to foster a positive work environment and enhance job satisfaction among teachers. Practice and policy initiatives should focus on providing training and support for head teachers to develop their leadership skills and promote a collaborative and supportive school culture (Mews, 2019; Jameel, 2019).

Additionally, initiatives aimed at enhancing communication skills, articulating vision effectively, and understanding effective teaching strategies can further strengthen instructional leadership practices and positively impact teacher job satisfaction.

### **CONCLUSIONS.**

Although the correlation between democratic leadership style and teacher job satisfaction was weak and not statistically significant at conventional levels ( $p = 0.053$ ), there is still a trend indicating a positive relationship. This suggests that while democratic leadership may not have a strong direct impact on job satisfaction, schools that promote participatory decision-making and open communication may contribute to a more supportive and inclusive work environment, which can indirectly influence teacher satisfaction.

The strong positive correlation ( $r=0.671$ ) between instructional leadership style and teacher job satisfaction indicates that instructional leadership practices play a crucial role in shaping teacher's satisfaction levels. Schools where leaders prioritize instructional leadership, focusing on supporting effective teaching practices, curriculum development, and professional growth

opportunities, are likely to experience significantly higher levels of teacher job satisfaction.

### RECOMMENDATIONS.

Headteachers should demonstrate flexibility in their approaches to leadership, adapting to changing circumstances and embracing innovation to foster continuous improvement and growth among staff in selected secondary schools in Kagadi District.

Management should promote a culture of transparency, fairness, and accountability in leadership practices, creating a supportive and inclusive environment for all staff members in selected secondary schools in Kagadi District.

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### LIST OF ABBREVIATIONS.

SPSS Statistical Package for Social Sciences

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There was no conflict of interest declared.

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