

**LEADERSHIP STYLES AND EMPLOYEE JOB SATISFACTION IN PUBLIC  
SECONDARY SCHOOLS IN NAIROBI COUNTY, KENYA**

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**Abstract**

The Ministry of Education is marred by a number of challenges. These challenges are such as shortages of teachers, according to data from the UNESCO Institute for Statistics (UIS), Kenya had a pupil-to-teacher ratio of 42:1 in primary education and 31:1 in secondary education in 2019. The general objective of the study was to establish the relationship between leadership styles on employee job satisfaction in public secondary schools in Nairobi County, Kenya. Specifically, the study sought to assess the relationship between bureaucratic and autocratic leadership styles on employee job satisfaction in public secondary schools in Nairobi County, Kenya. This study was anchored on expectancy theory and social exchange theory. This study used a descriptive research design. The study targeted County education representatives, principals, and teachers. The total target population was therefore 1071 respondents comprising 57 education representatives, 338 principals and 676 teachers. The Yamane formula was adopted to calculate the study sample size of 291 respondents. This research used a questionnaire to collect primary data. Twenty-four questionnaires were piloted that represented 10% of the target population. The study collected quantitative data which was analysed using descriptive and inferential statistics using the Statistical Package for Social Sciences (SPSS) version 24. Multivariate linear regression was used to determine the relationship between the dependent and independent variables. The study concludes that bureaucratic leadership and autocratic leadership have a positive and significant effect on employee job satisfaction in public secondary schools in Nairobi County, Kenya. The study recommends that the management of public secondary schools in Kenya should foster clear communication channels and transparency within the bureaucratic framework. This can be achieved by ensuring that policies, procedures, and decision-making processes are clearly articulated and consistently communicated to all staff members.

**Keywords:** *Leadership Styles, Bureaucratic Leadership, Autocratic Leadership, Employee Job Satisfaction*

**INTRODUCTION**

Job satisfaction is a pleasurable emotional state resulting from the appraisal of one's job; an affective reaction to one's job; and an attitude towards one's job (Geeta Kumari & Pandey, 2019). Job satisfaction can be influenced by both internal and external factors (Herzberg, 2019). In society today, many organizations face complicated social and external environments Some of

the external factors that influence employee job satisfaction include company policy, administration and supervision, salary, interpersonal relations with subordinates, and peers, and working conditions, hostility, miscommunication etc. Some organizations also tend to be either under or over managed. Organizations that are under managed may lead to a very relaxed work environment which may in turn lead to low employee motivation and therefore a lack of productivity. On the other hand, an organization that is over managed may lead to employees feeling overwhelmed or looked over, and decision making in such organizations may also be slow because there may be a lot of bureaucracy. This will eventually also lead to low productivity from the employees in an organization.

It is widely believed that a good leader is capable of leading an organization to success. It is therefore crucial for an organization to engage a manager with the right skills and abilities to enhance employee performance. A good leader should be able to provide persuasive direction for the workforce. A weak leader who is not good at decision making and taking a stand may not be able to lead an organization to its ultimate success. The role of a leader is crucial in gaining the trust of subordinates and enhance their enthusiasm to fulfill their tasks successfully (Boyett 2006).

Each leadership style a manager decides to use should match the different work circumstances and will only work best when the leader has the vision to achieve and policies to achieve said vision (Reddins, 1990). It should be noted that different leadership styles have different outcomes. Some of these outcomes are desirable and others are undesirable. A leadership style is effective if it can yield desirable outcome for the employees and for the organization in general.

A study conducted in India in (2019) by Raja and Palanichamy with employees from both the public and private sector indicated that employee performance is affected by leadership styles. The study indicated that transformational and transactional leadership showed a more positive impact on employee performance as compared to laissez-faire. Another study conducted in Pakistan by Ratoool *et.al* (2015) also showed that the type of leadership employed by management affected the employee performance.

Leadership styles refer to the way an individual in charge chooses how to manage people in order to aid in the completion of tasks and goals. There are different types of leadership styles that may be enlisted by a leader in order to attain organizational success. In summary, some of the leadership styles used by managers in managing organizations include, Democratic leadership which is a consultative method, where the leader makes decisions from the input he or she gets from the subordinates. The members of a team have a chance to give opinions on a particular matter but the manager has the last say in making the decisions. Autocratic leadership is another leadership style. Here, the decisions are made by the manager without input from the employees. In most cases, the decisions are made to favor the organization, e.g. reducing employees' salary to increase organizations profits. In most cases in this type of leadership style, the management does not consider the employees' interests.

Laissez-faire is another type of leadership style that management can use in leading an organization. This type of leadership is where the management is hands-off with the employees. The staff are provided with the necessary tools and resources to carry out their tasks and are expected to do their work in achieving the organizational goals. Bureaucratic leadership style is where the organization does everything using set out policies and regulations or laws. In this type of leadership style, there is mostly no room for flexibility and employees are expected to follow organizational policies accurately. This type of leadership style is effective when dealing with organizations which deal in risky situations. This is to ensure safety guidelines are followed to

avoid accidents. In a study carried out by Niagara Institute in 2022 revealed that the most preferred type of leadership is democratic and the least preferred type of leadership is autocratic leadership. This study sought to assess the relationship between leadership styles on employee job satisfaction at the ministry of education, Kenya

The education sector has witnessed substantial reforms and transformations in recent years, these changes, like the 2010 constitution, were put in place in an effort to try and streamline the processes in the government and make the government more effective in carrying out its mandate. These changes necessitate a closer examination of leadership dynamics and their repercussions on the workforce (Wachira, Karanja, & Iravo, 2018). Management styles such as autocratic, democratic, and transformational have been observed in different education sector entities, each influencing the organizational climate in different ways. Understanding how these management styles correlate with employee job satisfaction is crucial for government organizational leaders, policymakers, and scholars alike (Sinavuli, Kadima, & Juma, 2022).

Public secondary schools in Nairobi County play a critical role in the Kenyan education system, providing accessible education to a diverse student population. These schools are governed by policies set forth by the Ministry of Education and are funded primarily through government allocations, with additional support from various stakeholders, including parents and local communities (Mwaisaka, K'Aol, & Auma, 2019). Nairobi County, being the capital city of Kenya, has a high population density, which is reflected in the large number of students enrolled in public secondary schools. These schools cater to students from various socio-economic backgrounds, including those from low-income families. The student population is highly diverse, encompassing a range of ethnicities and cultural backgrounds, which can both enrich the learning environment and present unique challenges in terms of managing diverse needs and expectations (Gitoho, Muchara, & Ngugi, 2019).

The academic performance of public secondary schools in Nairobi County is mixed. While some schools consistently perform well in national examinations, others struggle to meet the required standards. Factors influencing academic performance include the quality of teaching, availability of learning resources, student-teacher ratios, and the overall school environment. Efforts to improve academic outcomes often focus on enhancing teacher training, improving infrastructure, and implementing targeted support programs for students (MOE, 2022).

### **Statement of the Problem**

In recent years, public secondary schools in Kenya, have faced significant challenges related to employee job satisfaction (Wachira, Karanja, & Iravo, 2019). Despite numerous efforts to improve working conditions and educational outcomes, issues such as high teacher turnover rates, low morale, and job dissatisfaction persist. These issues can have a profound impact on the quality of education, student performance, and overall school effectiveness (Mwaisaka, K'Aol, & Auma, 2019). One potential factor contributing to these challenges is the leadership style adopted by school administrators. Leadership styles play a crucial role in shaping the work environment and can significantly influence employees' motivation, commitment, and satisfaction (Wachira, Karanja, & Iravo, 2019). However, there is a lack of comprehensive research examining the specific impact of different leadership styles on employee job satisfaction within the context of public secondary schools in Nairobi County (Mwaisaka, K'Aol, & Auma, 2019).

Many schools leadership in the region have continue to adopt leadership approaches without understanding their specific impact on job satisfaction. As a result, teacher satisfaction levels remain inconsistent, with 43% of teachers in public secondary schools reporting moderate to low

job satisfaction (KNUT, 2020). This lack of clarity hinders the creation of a supportive and productive work environment.

Statistics highlight the urgency of addressing this problem. According to the Kenya National Bureau of Statistics (KNBS), the teacher attrition rate in Nairobi County's public secondary schools increased by 15% over the past five years. Additionally, a survey conducted by the Teachers Service Commission (TSC) in 2023 revealed that 60% of teachers in Nairobi County reported feeling dissatisfied with their jobs, citing poor leadership and lack of support as major factors. These figures underscore the need for a deeper understanding of how leadership styles influence job satisfaction, aiming to identify strategies that can enhance employee well-being and retention in the education sector (Sinavuli, Kadima, & Juma, 2022).

Njuguna, M. W. (2019) in his study emphasized the need for school heads to embrace more democratic leadership approaches as opposed to autocratic leadership styles. His study also found that autocratic leadership can lead to unrest.

Waweru, J. N. & Muturi, N. (2022) in his study discussed the negative effects in sidelining teachers during decision making. They found that schools with inclusive leadership had better staff cooperation and school performance.

The above are some of the studies that have been done in relation to leadership styles and employee performance in secondary schools in Kenya. This study sought to explore the relationship between various leadership styles and employee job satisfaction in public secondary schools in Nairobi County. The findings provided valuable insights for policymakers, school administrators, and educators, guiding the development of more effective leadership practices that foster a positive work environment and improve job satisfaction among teachers.

### **General Objective**

The general objective of the study was to establish the relationship between leadership styles on employee job satisfaction in public secondary schools in Nairobi County, Kenya.

### **Specific Objectives**

This study was guided by the following research objectives;

- i. To assess the relationship between bureaucratic leadership and employee job satisfaction in public secondary schools in Nairobi County, Kenya.
- ii. To determine the relationship between autocratic leadership and employee job satisfaction in public secondary schools in Nairobi County, Kenya

### **Theoretical Framework**

#### **Expectancy Theory**

Expectancy Theory, developed by Victor Vroom in 1964, is a motivation theory that focuses on the cognitive processes underlying individual choices and behaviors in the workplace. The theory proposes that people are motivated to perform certain actions based on their beliefs about the likelihood of achieving desired outcomes as a result of those actions. In essence, it suggests that individuals are rational decision-makers who weigh the potential outcomes of their actions before deciding how to act. Expectancy refers to the belief that putting effort into a task will lead to successful performance. Individuals assess whether their efforts are likely to result in the attainment of desired goals. Instrumentality refers to the belief that successful performance will be rewarded with certain outcomes or consequences. Individuals assess whether there is a direct correlation between performance and rewards (Visvanathan, Muthuveloo & Ping, 2018).

One assumption of expectancy theory is the belief that individuals are rational decision-makers who carefully evaluate the potential outcomes of their actions before choosing how to behave. It also assumes that motivation is driven by cognitive processes such as perceptions, beliefs, and

expectations about the relationship between effort, performance, and outcomes. Moreover, the theory acknowledges individual differences in preferences, values, and goals as influencing factors in motivation. Critics argue that the theory neglects emotional factors and contextual influences on motivation, such as situational constraints and organizational culture (Shinavuli, Kadima & Juma, 2022). The theory was used to assess the relationship between bureaucratic leadership on employee job satisfaction in public secondary schools in Nairobi County, Kenya

### **Social Exchange Theory**

Social Exchange Theory was founded by George Homans in 1958. The theory is a social psychological perspective that seeks to explain social interactions in terms of the exchange of resources between individuals or groups. The theory posits that individuals engage in relationships and behaviors based on the expectation of mutual benefits. According to this theory, people weigh the costs and rewards associated with their interactions and make decisions accordingly. These exchanges can take various forms, including tangible resources such as money or goods, as well as intangible resources such as social support, recognition, and respect (Khalid, Shamsher & Farooqi, 2018).

One key assumption of Social Exchange Theory is that human behavior is motivated by self-interest, with individuals seeking to maximize rewards and minimize costs in their interactions with others. This assumption suggests that people engage in relationships and behaviors that offer the greatest benefit or utility to themselves. Additionally, the theory assumes that individuals are rational decision-makers who carefully evaluate the potential outcomes of their actions before choosing how to behave. This rationality extends to the assessment of the costs and rewards associated with different social exchanges, as individuals weigh the pros and cons of various courses of action. Critiques of Social Exchange Theory often focus on its limited scope and applicability to certain contexts. Critics argue that the theory may oversimplify human behavior by reducing complex social interactions to a mere calculation of costs and rewards. In reality, human relationships and behaviors are influenced by a multitude of factors beyond the pursuit of self-interest, including cultural norms, moral values, and emotional considerations. Additionally, the theory's emphasis on individual rationality may overlook the role of irrational or impulsive decision-making processes in shaping social interactions (Rihshaan & Saeed, 2022). Another critique of Social Exchange Theory is its potential to reinforce and perpetuate existing power dynamics and inequalities within relationships. Critics argue that the theory may justify exploitative or manipulative behaviors by framing them as rational responses to the pursuit of self-interest. In this way, Social Exchange Theory may inadvertently normalize and legitimize behaviors that perpetuate social injustice and inequality. Additionally, the theory's focus on the exchange of tangible and quantifiable resources may overlook the importance of relational and emotional aspects of social interactions, such as trust, reciprocity, and solidarity. This theory is thought to be relevant in order to assess the relationship between bureaucratic leadership on employee job satisfaction at the ministry of education, Kenya (Ushie, *et al*, 2020). This theory was relevant in determining the relationship between autocratic leadership on employee job satisfaction in public secondary schools in Nairobi County, Kenya.

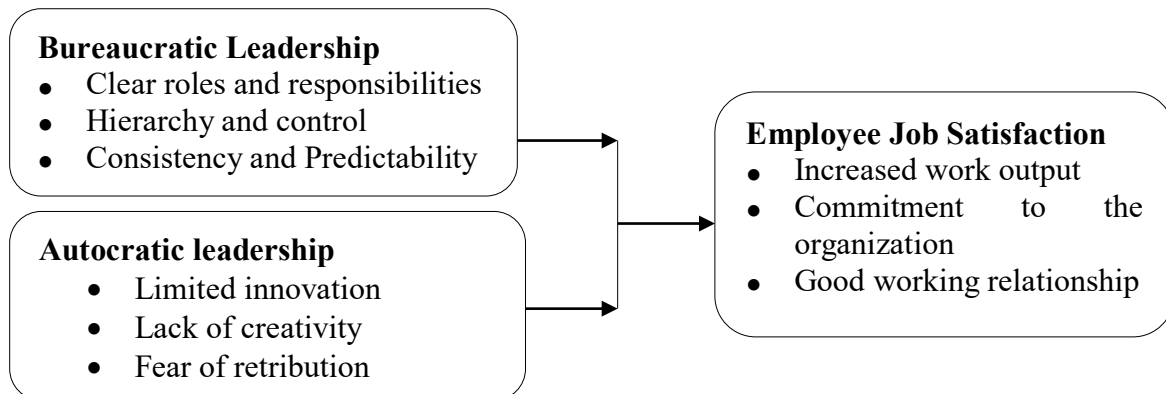
### **Conceptual Framework**

Figure 1 shows the conceptual framework which was used in this study and depicts the interrelationship between the study variables. The independent variables include; bureaucratic leadership and autocratic leadership while the dependent variable was employee job satisfaction at the ministry of education, Kenya.



## Independent Variables

## Dependent Variable



**Figure 1: Conceptual Framework**

### **Bureaucratic Leadership**

Bureaucratic leadership is a style of leadership characterized by strict adherence to rules, procedures, and hierarchies within an organization (Visvanathan, Muthuveloo & Ping, 2018). This leadership approach emphasizes following established protocols and maintaining formal structures to ensure consistency, efficiency, and orderliness in decision-making and operations. In bureaucratic leadership, authority is typically centralized, with leaders making decisions based on established rules and regulations rather than considering individual preferences or situational factors. Communication flows through formal channels, and decision-making is often hierarchical, with lower-level employees deferring to higher-level authorities. Bureaucratic leaders prioritize stability and predictability in organizational processes, often at the expense of flexibility and innovation (Bushra, Usman & Naveed, 2021).

### **Autocratic leadership**

Autocratic leadership is a style of leadership characterized by a single leader who holds significant decision-making authority and exercises control over their subordinates with little input or participation from them (Khalid, Shamsheer & Farooqi, 2018). In this leadership approach, the leader typically makes decisions independently, imposes directives, and expects strict obedience and compliance from their followers. Autocratic leaders often dictate the tasks, methods, and goals to be pursued by their team members, with limited room for discussion, debate, or dissent. This leadership style is marked by a hierarchical structure, where authority flows from the top down, and communication tends to be one-way, with little opportunity for upward feedback or input from subordinates. Autocratic leadership is commonly associated with efficiency, quick decision-making and clear direction (Rihshaan & Saeed, 2022).

### **Empirical Review**

#### **Bureaucratic Leadership and Employee Job Satisfaction**

Visvanathan, Muthuveloo and Ping (2018) researched on the impact of Bureaucratic Leadership and organizational culture on job satisfaction of employees in Malaysian Manufacturing Industry. The study used questionnaire and targeted Malaysian manufacturing industry employees based in Penang. The study found that both leadership styles have a positive significant impact on employee job satisfaction. Supportive culture moderates the relationship between transactional leadership and employee job satisfaction while bureaucratic and innovative culture was not a significant moderator. The study concluded that transformational and transactional leadership styles affect the employee job satisfaction.

Bushra, Usman and Naveed (2021) conducted a study on the effect of Bureaucratic Leadership on employees' job satisfaction and organizational commitment in banking sector of Lahore. The study used questionnaires. The target population was banks functioning in Lahore, out of which three banks, Askari, Alfalah and Soneri were taken as sample. The study found a positive and moderate relationship between transformational leadership and organizational commitment and transformational leadership has significantly positive effect at level of overall job satisfaction. The study concluded that productivity and performance of an organization depend upon the job satisfaction and organizational commitment of its employees and escort to growing profits.

Ibrahim and Lamuda (2021) investigated on human resource management of bureaucracy in Indonesia: Is it true that job satisfaction increases employee performance? The study used explanatory research. The target population was employees with groups I, II and III of the Regional Government of Gorontalo Province. The study found that leadership style has a positive and significant influence on job satisfaction and leadership style has an effect on employees' performance, but job satisfaction has negative and non-significant effect on employee performance. The study concluded that job satisfaction only decreases employee performance.

Voon, *et al* (2020) researched on the relationship between Bureaucratic Leadership on employees' job satisfaction in public sector organizations in Malaysia. The study used survey questionnaires from targeted employees working in public sector in Selangor such as Ministry of Domestic Trade and Consumer Affairs, Council of trust for the Indigenous People, National Registration Department, Department of Social Welfare and Department of Immigrations. The study found that Bureaucratic Leadership has a positive relationship with job satisfaction whereas transactional leadership style has a negative relationship with job satisfaction in government organization.

Shinavuli, Kadima and Juma (2022) conducted a study on the bureaucratic leadership on employee satisfaction in commercial banks, county government of Kakamega; Kenya. The study employed Descriptive research design. The target population were the employees of Commercial Banks in the County Government of Kakamega; Kenya. The study found that management leadership style has significant influence on Employee Satisfaction of Commercial Banks in the County Government of Kakamega; Kenya. The study concluded that Commercial Banks effectively recognize utilization of Bureaucratic Leadership in organizations; hence improving the leadership Style leads to improvement on the satisfaction of employees.

### **Autocratic Leadership and Employee Job Satisfaction**

Khalid, Shamsheer and Farooqi (2018) investigated on the impact of autocratic leadership on followers' job satisfaction: a four frame model approach. The study used questionnaire. The target population was private sector organizations in the city of Gujrat, Pakistan. The study found that the relationship between human resource, political, symbolic leadership and job satisfaction is positive and significant. The study concluded that there is a positive significant relationship between Autocratic Leadership and job satisfaction.

Rihshaan and Saeed (2022) researched on the relationship between autocratic leadership and job satisfaction among physicians working in greater Malé hospitals. A quantitative survey was used in the study. The target population was supervisors of physicians working in the hospitals located in the Greater Malé region. The study found that democratic leadership style and the transformational leadership style had a significant positive impact on the job satisfaction of physicians, whereas the autocratic leadership style had a significant negative impact on the job satisfaction of physicians. The study concluded that most physicians were dissatisfied with their jobs on the measures used in the study.

Tabassum and Waqas (2021) conducted a study on the impact of Autocratic Leadership on work performance and mediating role of job satisfaction in schools of Islamabad. The study used questionnaire. The target population was 140. The study found a negative relationship between autocratic leadership and job satisfaction and with work performance, a significant and positive relationship between autocratic leadership and job satisfaction, team leadership and work performance & job satisfaction and work performance. The study concluded that job satisfaction played a major and significant role as a mediator.

Fouad (2019) investigated on the impact of autocratic leadership on employee job satisfaction in the hospitality industry. The study used questionnaire. The target population was 300 non-managerial employees working in the food and beverage divisions of five star hotels. The study found a significant positive relationship autocratic leadership and employee job satisfaction and the autocratic leadership style has a negative effect on job satisfaction. The study concluded that there is a significant relationship between employee job satisfaction and autocratic leadership.

Ushie, *et al* (2020) researched on the autocratic leadership and employees' intrinsic job satisfaction in the cross river newspaper corporation, Calabar, Nigeria. The study used structured questionnaire and targeted 224 staff in the eight departments of the corporation. The study found that autocratic leadership style reduces workers' willingness to work as well as impede their ability to attain intrinsic job contents and democratic leadership style offers workers greater opportunity to attain their intrinsic job satisfaction. The study concluded that autocratic leadership was not fully practiced in the corporation rather management was more disposed to applying autocratic leadership style in the administration of the corporation.

## **METHODOLOGY**

### **Research Design**

This study used a descriptive research design. Mugenda and Mugenda (2019) explained the descriptive design is a process of collecting data in order to test a hypothesis or to answer the questions of the current status of the subject under study. Its advantage is that, it is used extensively to describe behavior, values, attitude and character. The description research design aspect of it attempted to provide more details and insights from the respondents on how the dependent variables impact on the independent variable. This descriptive research design enables the researcher to analyze the findings and draw informed conclusions.

### **Target Population**

This study was conducted in public secondary schools in Nairobi County, Kenya. According to the ministry of education, Nairobi County has a total of 338 secondary schools (MOE, 2022). The study targeted County education representatives, principals, and teachers. These groups were targeted since they are directly involved in the leadership of the schools. The total target population was therefore 1071 respondents comprising of 57 education representatives, 338 principals and 676 teachers.

**Table 1: Target Population**

<b>Strata</b>	<b>Target Population</b>	<b>Percentage</b>
Education Representatives	57	5.3
Principals	338	31.6
Teachers	676	63.1
<b>Total</b>	<b>1071</b>	<b>100</b>



### Sample and Sampling Techniques

Sahu (2017) notes that the best sample should give enough data on the population and this data should be adequate and capable of being analyzed easily. The Yamane formula was adopted to calculate the study sample size as follows;

$$n = \frac{N}{1+N(e^2)}$$

Where n is the sample size, and N is the population size, e- acceptable sampling error (0.05)

$$= \frac{1071}{1+1071(0.05^2)}$$
$$= \frac{1071}{3.678} = 291.191$$
$$n \approx 291$$

Therefore, the study sample size was 291 respondents.

**Table 2: Sample Size**

Category	Target Population	Sample Size
Education Representatives	57	15
Principals	338	92
Teachers	676	184
<b>Total</b>	<b>1071</b>	<b>291</b>

The 291 respondents were chosen with the help of stratified random sampling technique. Stratified random sampling technique was used since the population of interest is not homogeneous and could be sub-divided into groups or strata to obtain a representative sample. The study then used simple random sampling to select respondents from each group.

### Data Collection Instruments

Primary data was used in this study. A questionnaire which is a form of quantitative data collection tool was used to collect primary data. The study's primary data was obtained using structured questionnaires. Kular (2017) points out that a questionnaire is a cheap tool for data collection is very effective in collecting information from a large population. Further the data would not be biased as the questionnaire guarantees anonymity.

### Pilot Test Study

The researcher carried out a pilot study to ensure the data collection tool is reliable and valid. The pilot test helped correct some of the challenges encountered before undertaking the final study. The pretesting sample was made of 24 respondents, representing 10% of the sample size. The results from the pilot test were not used in the main study. In addition, the respondents used in the pilot test were excluded from the final study.

### Data Analysis and Presentation

Before the data could be analyzed, the researcher ensured the data was checked for completeness, followed by data editing, data coding, data entry, and data cleaning. Inferential and descriptive statistics were employed for analysis of quantitative data with the assistance of Statistical Package for Social Sciences (SPSS version 25). Descriptive statistics such as frequency distribution, mean (measure of dispersion), standard deviation, and percentages were used. Inferential data analysis was conducted by use of Pearson correlation coefficient, and multiple regression analysis. Inferential statistic is used to make judgments about the probability that an observation is dependable or one that happened by chance in the study.

The relationship between the study variables were tested using multivariate regression models.

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \varepsilon$$

Whereby;

- Y = Employee job satisfaction in public secondary schools in Nairobi County, Kenya  
 $\beta_0$  = Constant  
 $\beta_1, \beta_2, \beta_3, \beta_4$  = Coefficients of determination  
 $X_1$  = Bureaucratic Leadership  
 $X_2$  = Autocratic Leadership  
 $\varepsilon$  = Error term

## FINDINGS AND DISCUSSIONS

### Descriptive Statistics

#### Bureaucratic Leadership and Employee Job Satisfaction

The first specific objective of the study was to assess the relationship between bureaucratic leadership on employee job satisfaction in public secondary schools in Nairobi County, Kenya. The respondents were requested to indicate their level of agreement on statements relating to bureaucratic leadership and employee job satisfaction in public secondary schools in Nairobi County, Kenya, the results were as presented in Table 3.

From the results, the respondents agreed that decision-making processes in their school are strictly hierarchical (M=3.904, SD= 0.976). In addition, the respondents agreed that rules and regulations in their school are strictly enforced (M=3.847, SD= 0.612). Further, the respondents agreed that there is little flexibility in the administrative procedures of their school (M=3.699, SD=0.822). The respondents also agreed that they have limited autonomy in making decisions related to their work (M=3.601, SD= 0.505). The respondents also agreed that communication in their school follows a formal chain of command (M=3.541, SD= 0.708). In addition, the respondents agreed that there is a strong emphasis on adhering to established policies and procedures (M=3.538, SD=0.881).

**Table 3: Bureaucratic Leadership and Employee Job Satisfaction**

	Mean	Std. Deviation
Decision-making processes in my school are strictly hierarchical.	3.904	0.976
Rules and regulations in my school are strictly enforced.	3.847	0.612
There is little flexibility in the administrative procedures of my school.	3.699	0.822
I have limited autonomy in making decisions related to my work.	3.601	0.505
Communication in my school follows a formal chain of command.	3.541	0.708
There is a strong emphasis on adhering to established policies and procedures.	3.538	0.881
<b>Aggregate</b>	<b>3.688</b>	<b>0.751</b>

#### Autocratic Leadership and Employee Job Satisfaction

The second specific objective of the study was to determine the relationship between autocratic leadership on employee job satisfaction in public secondary schools in Nairobi County, Kenya. The respondents were requested to indicate their level of agreement on various statements relating to autocratic leadership and employee job satisfaction in public secondary schools in Nairobi County, Kenya. The results were as presented in Table 4.

From the results, the respondents agreed that decisions in their school are made solely by the administration without consulting teachers (M=3.957, SD= 0.756). In addition, the respondents agreed that there is little to no input from employees in the decision-making process. (M=3.819, SD= 0.872). Further, the respondents agreed that the school administration exercises strict

control over all aspects of school operations (M=3.701, SD= 0.795). The respondents also agreed that teachers are expected to follow orders without questioning them (M=3.699, SD= 0.928). Further, the respondents agreed that there is minimal delegation of authority from the administration to teachers (M=3.678, SD=0.576). In addition, the respondents agreed that the administration often uses disciplinary measures to enforce compliance (M=3.645, SD=0.876).

**Table 4: Autocratic Leadership and Employee Job Satisfaction**

	Mean	Std. Deviation
Decisions in my school are made solely by the administration without consulting teachers.	3.957	0.756
There is little to no input from employees in the decision-making process.	3.819	0.872
The school administration exercises strict control over all aspects of school operations.	3.701	0.795
Teachers are expected to follow orders without questioning them.	3.699	0.928
There is minimal delegation of authority from the administration to teachers.	3.678	0.576
The administration often uses disciplinary measures to enforce compliance.	3.645	0.876
<b>Aggregate</b>	<b>3.750</b>	<b>0.801</b>

### Correlation Analysis

This research adopted Pearson correlation analysis determine how the dependent variable (employee job satisfaction in public secondary schools in Nairobi County, Kenya) relates with the independent variables (bureaucratic leadership and autocratic leadership).

**Table 5: Correlation Coefficients**

		Employee Job Satisfaction	Bureaucratic Leadership	Autocratic Leadership
Employee Job Satisfaction	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	271		
Bureaucratic Leadership	Pearson Correlation	.805**	1	
	Sig. (2-tailed)	.003		
	N	271	271	
Autocratic Leadership	Pearson Correlation	.815**	.297	1
	Sig. (2-tailed)	.000	.060	
	N	271	271	271

From the results, there was a very strong relationship between bureaucratic leadership and employee job satisfaction in public secondary schools in Nairobi County, Kenya ( $r = 0.805$ ,  $p$ -value =0.003). The relationship was significant since the  $p$ -value of 0.003 was less than 0.05 (significant level). The findings are in line with the findings of Visvanathan, Muthuveloo and Ping (2018) who indicated that there is a very strong relationship between bureaucratic leadership and employee job satisfaction. Moreover, there was a very strong relationship between autocratic leadership and employee job satisfaction in public secondary schools in

Nairobi County, Kenya ( $r = 0.815$ ,  $p\text{-value} = 0.000$ ). The relationship was significant since the  $p\text{-value} 0.000$  was less than  $0.05$  (significant level). The findings are in line with the findings of Khalid, Shamsheer and Farooqi (2018) who indicated that there is a very strong relationship between autocratic leadership and employee job satisfaction.

### Regression Analysis

Multivariate regression analysis was used to assess the relationship between independent variables (bureaucratic leadership and autocratic leadership) and the dependent variable (employee job satisfaction in public secondary schools in Nairobi County, Kenya).

**Table 6: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.877 <sup>a</sup>	.769	.768	.10412

a. Predictors: (Constant), bureaucratic leadership and autocratic leadership

The model summary was used to explain the variation in the dependent variable that could be explained by the independent variables. The  $r\text{-squared}$  for the relationship between the independent variables and the dependent variable was  $0.769$ . This implied that  $76.9\%$  of the variation in the dependent variable (employee job satisfaction in public secondary schools in Nairobi County, Kenya) could be explained by independent variables (bureaucratic leadership and autocratic leadership).

**Table 7: Analysis of Variance**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	102.028	2	51.014	497.21	.002 <sup>b</sup>
Residual	13.653	266	.0513		
Total	115.681	270			

a. Dependent Variable: employee job satisfaction in public secondary schools in Nairobi County, Kenya

b. Predictors: (Constant), bureaucratic leadership, autocratic leadership

The ANOVA was used to determine whether the model was a good fit for the data.  $F$  calculated was  $497.21$  while the  $F$  critical was  $2.406$ . The  $p\text{-value}$  was  $0.002$ . Since the  $F\text{-calculated}$  was greater than the  $F\text{-critical}$  and the  $p\text{-value} 0.002$  was less than  $0.05$ , the model was considered a good fit for the data. Therefore, the model can be used to predict the relationship between bureaucratic leadership and autocratic leadership on employee job satisfaction in public secondary schools in Nairobi County, Kenya.

**Table 8: Regression Coefficients**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.335	0.085		3.941	0.000
Bureaucratic Leadership	0.345	0.088	0.344	3.920	0.001
Autocratic Leadership	0.361	0.092	0.362	3.924	0.000

The regression model was as follows:

$$Y = 0.335 + 0.345X_1 + 0.361X_2 + \varepsilon$$

According to the results, bureaucratic leadership has a significant effect on employee job satisfaction in public secondary schools in Nairobi County, Kenya  $\beta_1 = 0.345$ ,  $p\text{ value} = 0.001$ ). The relationship was considered significant since the  $p\text{ value} 0.001$  was less than the significant

level of 0.005. The findings are in line with the findings of Visvanathan, Muthuveloo and Ping (2018) who indicated that there is a very strong relationship between bureaucratic leadership and employee job satisfaction.

The results also revealed that autocratic leadership has a significant effect on employee job satisfaction in public secondary schools in Nairobi County, Kenya,  $\beta_1=0.361$ ,  $p$  value= 0.000). The relationship was considered significant since the  $p$ -value 0.000 was less than the significant level of 0.05. The findings are in line with the findings of Khalid, Shamsheer and Farooqi (2018) who indicated that there is a very strong relationship between autocratic leadership and employee job satisfaction.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusions**

The study concludes that bureaucratic leadership has a positive and significant effect on employee job satisfaction in public secondary schools in Nairobi County, Kenya. Findings revealed that clear roles and responsibilities, hierarchy and control and consistency and predictability influence employee job satisfaction in public secondary schools in Nairobi County, Kenya.

In addition, the study concludes that autocratic leadership has a positive and significant effect on employee job satisfaction in public secondary schools in Nairobi County, Kenya. Findings revealed that limited innovation, lack of creativity and fear of retribution influence employee job satisfaction in public secondary schools in Nairobi County, Kenya.

### **Recommendations**

The study recommends that the management of public secondary schools in Kenya should foster clear communication channels and transparency within the bureaucratic framework. This can be achieved by ensuring that policies, procedures, and decision-making processes are clearly articulated and consistently communicated to all staff members.

Further, the study recommends that the management of public secondary schools in Kenya should implement a structured and clear decision-making process. While autocratic leaders typically make decisions independently, ensuring that these decisions are communicated transparently and with rationale can enhance job satisfaction among employees.

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