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Relationship between Country-Club Leadership Style and Job Satisfaction amongst Junior School Teachers in Mogotio Sub-County, Kenya

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Abstract

The aim of this study is to establish the relationship between country-club leadership style and job satisfaction amongst junior school teachers. Job satisfaction in education is essential for the attainment of good performance; therefore, there is a need to employ an appropriate leadership style that ensures teaching and non-teaching staff are satisfied beyond achieving good performance. The study was guided by Herzberg's two-factor theory of motivation, it adopted a correlational research design. Target population was 283, stratified and random sampling were used to obtain a sample of 180 participants. Pilot study was conducted to assess the reliability of the tools, and a Cronbach's alpha of 0.816 was attained, which is an acceptable limit. Quantitative data were analysed using descriptive statistics, while inferential statistics of the Pearson correlation coefficient were used to show the strength of the relationship between variables, and thematic analysis was used for Qualitative data from interviews. The country-club leadership accounted for 6.5 per cent of the variance in job satisfaction among the teachers in Mogotio sub-county (R Square 0.065); thus, 93.5 per cent of the variance in job satisfaction was explained by other factors. The *F*-test statistic ($F = 7.664$, $p = 0.007$) showed the fitness of the regression model, showing that country-club leadership style had a generally positive effect on teacher job satisfaction. Results of the study are useful to the Ministry of Education, the Teachers Service Commission, policy makers, the board of management and school administrators on leadership and management styles to increase teacher job satisfaction.

Key words: Country-club leadership, job satisfaction, management, teachers.



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INTRODUCTION

Education remains the main contributing factor to individual and socioeconomic development the world over (UNESCO, 2019). This development can only be realised when education programs in the country are handled by satisfied stakeholders in the education sector. Low Job satisfaction is concerned with the factors that influence people’s behaviour in certain ways. According to Sukmawaty et al. (2021), job satisfaction is an important aspect of management that needs human intervention to be manipulated to bring together the goals of individuals with those of the organisation. The management grid leadership style may be useful to ascertain the types of leadership styles employed by the school heads in basic education to achieve job satisfaction and good performance in junior secondary schools.

The Management Grid leadership style was created by Blake and Mouton in the late 1960s, and it identifies managerial leadership styles based on two principles: the concern for people and the concern for production. In this model, the concern for people is measured by how a

leader considers team needs, interests and personal development, while concern for results is an extreme need which a leader may focus on work output, ensuring efficiency for the organisation and high production (Kumari & Kumar, 2023). In junior secondary schools, the Head of Institutions (HOIs) who prioritise developing good relationships with teachers and other staff focus on their development, meeting their needs and maintaining good communication channels. Such leadership may be successful and result in achieving results and job satisfaction among teachers, due to the creation of a good environment to perform their duties. Bashir et al. (2022) reiterated that leadership mainly focus on two concerns. Management grid leadership style by Blake and Mauton 1960 give five types of leadership style namely, impoverished, middle of the road, country club, and team leadership model, this provides elaborate leadership style based on two factors, concern for people and concern production, the management grid explains how a certain leadership balances the peoples welfare and the production of work, the leadership style may focus on either workers or production and its impact will directly have a significant effect.

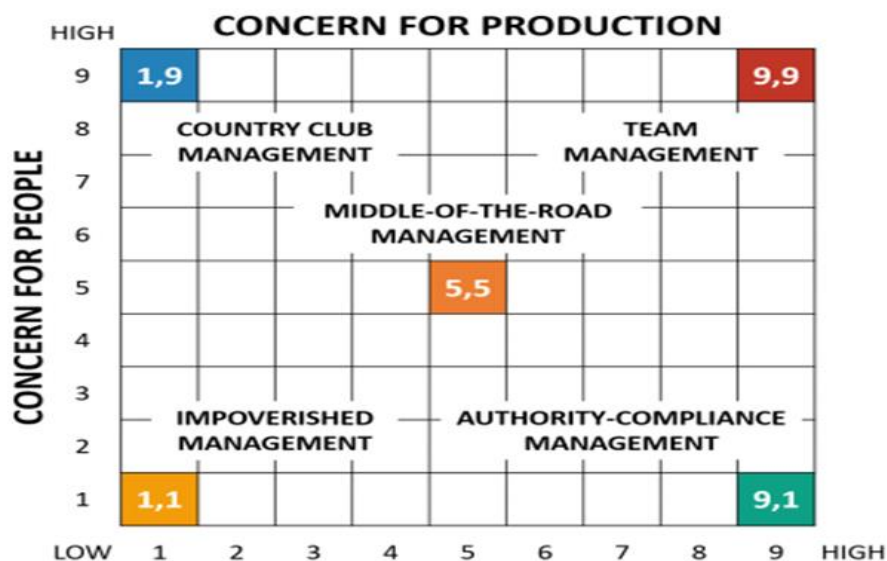


Figure 1: Management Grid Leadership Style

Research conducted by Yang et al. (2017) in China shows a positive correlation between the conflict in management methods and sense of trust, happiness and fairness amongst the workers. However, the management grid style was cited as a model that could guide leaders to be able to prioritise team cohesion and interpersonal

relationships, fostering a positive working environment (Islam & Jee, 2019). The State of the United States shows that management in elementary schools and the environment of teachers, as well as teachers’ salaries, are crucial determinants of teachers ‘motivation and job satisfaction. Despotovic (2022) concluded that teaching

experience and teaching tenure were associated with teacher job satisfaction, teacher's job security was clear, and the greater the experience and number of years of service, the more teacher job satisfaction was associated with teacher job satisfaction.

According to Chrispinas (2024), in a study in the Mwanza region, Tanzania, team leadership is the most embraced by school heads in various ways, advocating for recognition of team leadership amongst teachers as a positive element of motivation. Therefore, this study agrees with the management grid leadership style- team leadership as the best form of leadership style by emphasising the importance of communication and collaboration amongst team members (Maina & Omondi, 2024). Mugaa (2019) proposed that if any school leadership have to succeed, then it must motivate workers because they are the ultimate resources for production in any setting. Mugaa's (2009) findings further reveal that signs of deteriorating conditions in an organisation are low job satisfaction, and its symptoms are strikes, absenteeism and high work turnover, and this may lead to low productivity, high disciplinary summons and organisational challenges and ultimately collapse. In Kenya, the environment and conditions in which the teacher works could be the reason for low motivation. Teachers in rural schools are more disadvantaged in comparison to their urban counterparts because of shortages of appropriate structures and facilities (Nyakaro, 2019). Working conditions include teaching materials and equipment, and the Ministry of Education should therefore ensure that there is adequate provision of teaching materials, such as textbooks and writing material for teachers, at an appropriate time and in appropriate quantities to improve the quality of teaching. Mugaa (2019) identified that the quality of one's relationship with their administrator and the quality of physical environment in which they work, as well as the degree of fulfilment in their work, are among the institutional factors affecting their job satisfaction. They have also reported that institutional factors among teachers' satisfaction in their jobs, including participatory leadership, monetary rewards and working conditions.

In Mogotio Sub-County, there are many signs pointing to a lack of job satisfaction among teachers. This included environment and physical structures, signs of stress, absence from work, alcoholism and teacher turnover. Specifically, in Mogotio Sub-County, there have been a few cases of teacher turnover in more than three years in

the sub-County (Sub-County Director, 2023). Since the year 2022, 204 junior school teachers have been employed on both contract and permanent terms and deployed to different schools, including those in remote areas within the sub-county. The majority could not find suitable residential units near their centres, hence they spend a lot of time and money on commuting to and from work, which is tiresome and costly. This leads to low job satisfaction, and for this reason, this study adopts the management grid leadership styles model to assess if various types of leadership styles can be applied by school administrators to influence teacher satisfaction in junior schools. The issues on leadership of the head of institutions, such as decision making, recognition, improving working conditions and supervision, can have an influence on teachers' job satisfaction.

Low job satisfaction amongst junior school teachers is demonstrated by the many strikes by junior school teachers experienced in the last two years, and the most recent was in May to June 2024, which lasted for three weeks. This series of strikes raised great concern over job satisfaction in the areas of employment in permanent and pensionable terms, salary increment, workload, and the quality of education in junior schools. In Mogotio sub county, as a show of low job satisfaction teachers have participated in strikes organised by teachers unions, KUPPET and KNUT raising a number of concerns, regarding, delayed confirmation of intern teachers into permanent and pensionable terms, inadequate salaries, poor working conditions, systemic administrative failures, lack of sufficient instructional materials and high work load because they teach multiple subjects far beyond their scope.

A report from MOE on the Mogotio sub-county education office indicates that the number of teachers employed between the years 2023 and 2025 is 205 to cover 78 schools. The ratio of teachers to schools in the entire sub-county shows that there are three teachers assigned to every school. This shows that the teacher-to-student ratio per school to subjects covered is not adequate, and this shows that they teach subjects beyond their scope and area of study. Despite the evidence of low teacher job satisfaction, there is no research that has been conducted to establish the relationship between leadership styles and job satisfaction amongst junior school teachers in Mogotio sub-county. Effective leadership in addressing these concerns is important because it will improve understanding of how different

leadership styles, such as the country-club style, influence job satisfaction among junior school teachers, with the intention to improve teacher morale and enhance overall school performance.

This study was conducted in Mogotio sub-county in Baringo County, Kenya, targeting 78 junior schools. The study targeted 204 teachers and 78 heads of institutions within the Mogotio sub-county. The study focused on the relationship between country club leadership style and job satisfaction amongst junior school teachers. This study was carried out between October 2024 and 2025.

LITERATURE REVIEW

Theoretical Review

Various theories can be used to link inventory, teacher job satisfaction, motivation, and management grid leadership styles. This study will adopt Herzberg's two-factor theory of motivation, discussed below.

Herzberg's two-factor theory of motivation, which was proposed by Fredrick Herzberg in 1959, will guide this study. Herzberg's two-factor categorises two factors of motivation, the motivators, which are intrinsic, for instance, recognition of achievements and hygiene, extrinsic factors that include salary and other job-related benefits. (Mamun & Khan, 2020). Herzberg's theory indicates that job satisfaction and dissatisfaction are mainly caused by motivators and hygiene factors. Motivators, which are also referred to as satisfiers, lead employees to job satisfaction and motivation. These include achievement recognition, responsibilities at the workplace, opportunities and personal development. On the other hand, hygiene factors, which are also referred to as dissatisfiers, are aspects of the work environment that may lead to job dissatisfaction; these factors do not necessarily motivate employees if available. Some of these elements include work policies, working conditions, salary, job security, relationships with coworkers, and supervision.

Country Club Leadership Style. The principle of concern for people is clearly shown through improving hygiene factors, which makes the school environment conducive for teachers, and can reduce dissatisfaction among teachers. The type of leadership adopted in the management grid leadership model determines the type of work environment the teachers are going to work in, the concern for people and work needs to strike a balance to ensure that both the teachers and the Head of institutions will achieve a balance where they will

consider achieving good results and the teachers' welfare. For higher job satisfaction, the Head of institutions must focus on enhancing motivators such as recognition. Herzberg's theory is further relevant to school management by emphasising the importance of job enrichment and continuous career progression. According to Thant and Chang, (2021) Herzberg's ideas have been widely applied and his recommendations have been implemented in many organisations over a long period of time hence legitimate concerns have been made about Herzberg's work on satisfaction and productivity, but they agree that the questions raised by Herzberg about the nature of job satisfaction and the effects of intrinsic and extrinsic factors on employee behavior have proved a valuable contribution in shaping motivation and job satisfaction.

Country Club Leadership Style

Country Club Leadership Style is one of the leadership styles in the Management Grid Model, coined by Blake and Mouton in 1964, and is characterised by a high concern for people and a low concern for production. Studies indicate that country leadership fosters employee loyalty and motivation, hence increasing job satisfaction (Khann et al., 2019). In organisations, Leaders who adopt this style are known to prioritise employee job satisfaction and workplace harmony. However, critics state that a focus on people can lead to reduced efficiency, a lack of clear direction, and potential neglect of performance goals. In a study done by Bashir et al. (2022), they demonstrate that organisations applying the country club leadership approach tend to have high levels of worker engagement and motivation, and despite this, they may struggle with long-term productivity and goals (Gutterman, 2023). Moreover, this style has also been connected to higher job motivation and satisfaction, but lower performance-oriented cultures (Bashir et al., 2022).

Studies on leadership styles, particularly in African settings, suggest that high concern for people aligns well with traditional African leadership practices, where emphasis is placed on community, inclusivity and participative decision-making (Gutterman, 2023). While in relation to the management grid, businesses that adopted the Country Club Leadership Style may face problems with hierarchical structures and unstable economies, simply because it is a purely people-focused approach that is less useful in business management oriented towards results (Gutterman, 2023). Despite these shortcomings of this leadership style, research on grid

management in leadership has established that leaders who emphasise employee welfare foster stronger teamwork and organisational commitment, and hence staff retention is also high. Country club leadership style is evident in several factors in our society, such as education, healthcare, and non-profit organisations. This approach enhances workplace relationships and reduces conflict, particularly in many working environments (Dwiri & Okatan, 2021).

Research by Jamali et al. (2022) found that leaders who prioritise employee welfare, create favourable working conditions, reduce turnover rates, and improve job satisfaction. In enterprises such as hospitality and banking, this type of leadership approach has been linked to higher employee engagement and customer service quality. However, scholars in leadership view that excessive focus on people may lead to accountability issues, inefficiencies, and poor performance, particularly in organisations that are geared towards strong performance management for survival (Dwiri & Okatan, 2021). Leaders need to embrace a balanced approach to integrate employee welfare by employing a strategic goal to ensure sustainable success.

Low Concern for Productivity

According to Jamali et al. (2022), leadership dynamics reflect a blend of traditional community leadership. Leaders who adopt this style prioritise workers' motivation and job satisfaction, creating a friendly and relaxed working environment at the expense of work output and performance of the employees. Many scholars, as stated by Jamali et al. (2022), on leadership styles in Africa reveal a cultural inclination towards collectivism, and they further emphasise relationships over complex performance metrics. They further suggest that leaders in African settings tend to favour participative and relationship-oriented leadership styles (Atasoy, 2020). The leadership practices most often adopted by leaders in primary schools align with specific societal values and practices, making the country club leadership style a common phenomenon. However, while this approach fosters strong interpersonal relationships, it can result in poor performance and a lack of goal-focused leadership, and the challenges of low productivity caused by leaders' focus on maintaining harmony rather than enforcing quality results and performance measures. In Kenya, the country club leadership style is observed in various sectors, including government institutions, businesses, and non-governmental organisations.

Research by Jamali et al. (2022) highlights that while this leadership style contributes to high employee morale, it often leads to poor accountability and reduced productivity. The process of reducing these challenges, scholars recommend a balance between performance-driven management and employee-centred leadership, country club leadership style, while fostering strong workplace relationships, positive organisational culture, and presents significant challenges concerning productivity. Leadership style may slow or negate efficiency, innovation, and competitiveness. While the cultural emphasis on relationships is greatly embraced, there is a growing need for leadership approaches that balance people-oriented management with productivity-driven strategies to enhance organisational success.

Employee Satisfaction

The influence of country club leadership on job satisfaction is most pronounced in service-oriented sectors such as education, public service, and healthcare. Jabbar et al. (2020) argue that despite employees appreciating a leader who promotes their welfare, the lack of a structured performance management structure could result in impaired organisational efficacy. This study recommends the integration of transformational leadership principles to improve employee satisfaction and productivity. The Country Club Leadership Style considerably increases satisfaction among staff, specifically in the educational sector in Kenya, by building a pleasant work environment. Problems emerge when managers overlook the integration of staff well-being with expectations for performance. Furthermore, a study by Bashir et al. (2022) showed that companies that used a mixed leadership approach, balancing performance-driven tactics with people-centred leadership, achieved higher levels of productivity and total job satisfaction. In Kenya, the influence of country club leadership on employee happiness is most pronounced in service-oriented sectors such as education, public service, and healthcare, where performance consistently remains subpar. In academia, leadership emphasising the well-being of staff results in heightened motivation and retention. Nyakaro (2019) indicated that leadership styles in Kenyan universities are characterised by this type of leadership, which results in elevated job satisfaction, enhanced teamwork through research, and a favourable positive organisational culture among employees.

Low Performance Pressure

Nkomo and Kriek (2011) state that organisations employing country leadership style give more emphasis to employee well-being and harmony over work outcomes. Despite the emphasis on harmony in organisations, it may lead to uncertainties in achieving quality productivity levels, particularly in competitive sectors like finance. In many cases, this leadership style aligns with Ubuntu philosophy, which prioritises community and shared responsibility over personal or independent performance metrics (Gutterman, 2023). Research has shown in many instances that while this leadership style promotes workplace cohesion, it may reduce work output and accountability and hinder organisational effectiveness in high-demand industries (Nkomo & Kriek, 2011). Kenyan workers, including teachers, have gained a growing shift toward people-oriented leadership styles through workers' unions, which have championed an employee-driven workforce, particularly in education and health sectors, where employee well-being is highly valued. However, academics argue that economic transition to competitive markets requires leadership and management to offer enhanced, balanced employee satisfaction with the results they expect. Kalambayi et al. (2021) studied in Tanzania states that excessive focus on relational leadership led to poor results, slow decision-making and a lack of urgency in achieving and reviewing organisational success.

Accountability and Inefficiency

Leadership dynamics are always formed by a deep influence of cultural norms and values that emphasise collectivism and harmony in society. Leadership in higher education adopts mainly the characteristics and principles of Country Club Leadership Style, which often cultivates a positive and friendly work environment. However, researchers also highlight that adopting this approach may cause leniency in accountability and poor performance management, reduced accountability, and low efficiency at work (Atasoy, 2020). Strong emphasis on relationships and interpersonal connections has been raised, which can sometimes lead to nepotism and

favouritism. The tendencies stated when they go unchecked lead to inefficiency and a lack of seriousness in the workplace, as workers may not be held accountable for their performance (Dwiri & Okatan, 2021). Additionally, in government and public service organisations, a country club leadership approach has been associated with inefficiencies and bureaucratic issues and a reluctance to enforce strict work policies (Budur & Demir, 2022).

The main disadvantages of the Country Club Leadership Style are manifested differently in leadership. Leaders who prioritise employee welfare over results may often struggle with poor services and low productivity levels (Musaiwa, 2022), and workers in this environment tend to give priority to personal work and issues over job efficiency, leading to poor service delivery, especially in government institutions. Lack of precise accountability mechanisms has been identified as a factor in financial mismanagement in some East African businesses (Sarila, 2020). In education, this leadership approach has resulted in teachers failing to meet targets due to a lack of strict supervision and performance follow-up, and in other cases, leaders who avoid confrontation on poor performance contribute to a culture of laziness (Nyakaro, 2019). It is largely agreed that Country Club Leadership lowers accountability and increases inefficiency in schools and other settings. The institutions adopting this approach often face resistance while enforcing performance standards, leading to unproductive working cultures (Islam et al., 2019). The workers under leadership and management which is not keen on accountability and confrontation, and prioritise relationships over results, tend to lack motivation to meet deadlines and improve productivity (Nam & Park, 2019).

Conceptual Framework

In relation to the variables, the study hypothesises the following framework. In the framework, the study aims to establish the relationship between country-club leadership style and job satisfaction amongst junior school teachers in Mogotio sub-county, Kenya.

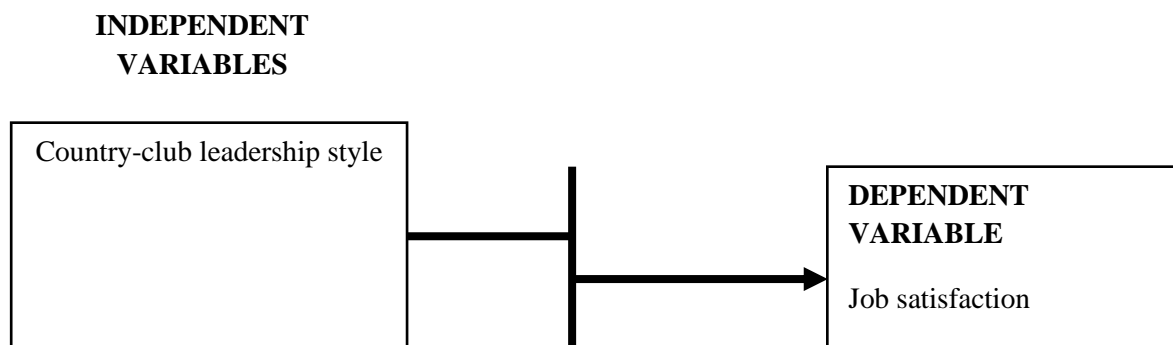


Figure 2: Conceptual Framework

The conceptual framework for this study shows the relationship between management grid leadership styles and job satisfaction amongst junior school students. The independent variable in this conceptual framework is the Management grid leadership styles, which is the country-club leadership style. The dependent variable is the teacher's job satisfaction.

From the literature review, there are limited localised studies that examine how job satisfaction factors interplay with management grid theory to influence teacher performance in diverse educational settings, particularly in Kenya. Furthermore, there is limited empirical evidence exploring how these factors shape teacher job satisfaction and performance in current curriculum changes. This calls for a need to conduct further research to contextualise job strategies within specific regions and contexts.

The studies have shown a lack of application of grid management in school setups and performance in diverse educational and corporate settings. Thus, future academic research on leadership styles ought to study the Managerial Grid across varied cultural and organisational environments and integrative analyses that establish Grid styles within new models and current leadership theories.

METHODOLOGY

This study adopted a correlational research design. Correlational design is described as a systematic empirical investigation in which the researcher has no direct control over independent variables because they have already manifested or are naturally manipulated (Sileyew, 2019). This research employed both qualitative and quantitative approaches (mixed method) to allow the acquisition of a wide range of information. The study population is defined as a class of people, objects, places or events selected because they are relevant to the research question (Shah, 2023). This study was conducted in junior schools within Mogotio Sub-County with 78 both Private and public junior schools. The population of this study was 282 people in 78 junior schools in the Mogotio sub-county. The target population is a subset of the broader population being investigated, characterised by specific attributes or criteria directly relevant to the research inquiry (Willie, 2022). This study targeted a population of 78 schools in six (6) zones in Mogotio sub-county, Baringo County. The target population was 78 heads of institutions (HOIs) and 204 junior school teachers in Mogotio Sub-County, a total of 282.

Table 1: Population of Schools, Head of Institutions, and Teachers in Mogotio Sub-County

Zones	Junior schools	Head of institutions	Teachers	Total population
Emining/Radat	21	21	62	83
Cheberen	8	8	18	26
Sirwa	9	9	21	30
Soi/Mugurin	28	28	69	97
Kisanana/Ngelelo	12	12	34	46
TOTAL	78	78	204	282

Source: Mogotio sub-county education office (2024).

The study adopted a stratified random sampling procedure to get the desired representation of various subgroups in the population, minimising biasness. Gupta and Gupta (2022) state that while using stratified random sampling, the population is stratified in a way such that the population within the stratum is homogeneous with respect to the characteristics on the basis of which it is being stratified. According to Mugenda and Mugenda (2003), the goal of stratified sampling is to achieve desired representation from various subgroups in the population.

The sample for schools in the sub-county was obtained through the formula given by Nassiuma (2000).

$$n = \frac{NC^2}{C^2 + (N - 1)e^2} \quad n = \frac{78 \times 0.2^2}{0.2^2 + (78 - 1)0.02^2} = 45$$

Where: **n** = sample size **N**= accessible population **c**= Coefficient of Variance **e**= standard error. The proportionate sampling using the Krejcie and Morgan (1970) formula: - Where **p** is the subpopulation, **P** is the total population in the subcounty; **S** is the sample size in the subcounty. $S = (p \times s)/P$. The researcher conducted simple random sampling to get the sample of 45 schools included in the sample. Simple random sampling is a process where every subject is given a number to represent every subject of the accessible population (Ahmed, 2024). The researcher purposively selected the heads of institutions from the schools selected during random sampling.

Sample Size of Schools, Head of Institutions (HOIs)

Table 2: Sample Frame for Schools, Head of Institutions (HOIs)

Zone/ schools	Junior schools	Sample schools	Head of institution	Sample of HOIs	TEACHERS	SAMPLE OF TEACHERS PER ZONE	TEACHERS SAMPLE PER SCHOOL
Emining/Radat	21	12	21	12	62	39	3
Cheberen	8		8	2	18	12	3
Sirwa	9	5	9	2	21	15	3
Soi/Mugurin	28	5	28		69	45	3
Kisanana/Ngelelo	12	7	12	3	34	24	3
Total	78	45	78	45	204	135	135
TOTAL SAMPLE OF HOIs							

Source: Mogotio Sub-County Education Office (2024)

Sample Size for Teachers

Krejcie and Morgan’s (1970) formula was adopted in sampling the teachers in the sub-county as shown below:

$$S = \frac{x^2 NP(1-P)}{d^2(N-1)+x^2P(1-P)}$$

Where S is the required sample size, x^2 is the table value of Chi-squared for 1 degree of freedom at the desired confidence level (3.841), N is the population proportion assumed to be (0.50), and d2 is the degree of accuracy expressed as a proportion (0.05). The number of teachers selected in =134.46801, this number gave a sample of 135 teachers in the sub-county. Further teachers were chosen through proportionate sampling from each zone using the Krejcie and Morgan (1970) formula: $S = \frac{P \times S}{P}$.

Where the total sample size of teachers in the entire sub-county. Therefore, the number of teachers selected was 135.

The total sample size from the entire sub-county was 180 (135 teachers and 45 HOIs, from the selected 45 junior schools.

This study adopted interviews and questionnaires to collect data. A questionnaire is a tool used in research with a set of precise questions for the purpose of gathering information from respondents based on objectives (Srivastava, 2024). Interview schedules were meant for the Head of Institutions. The instruments of data collection were subjected to a pilot study in order to enable the researcher to ascertain their validity and reliability (Teresi et al., 2022). Validity of research instruments. Mohajan (2018) defines validity as the degree to which an instrument measures exactly what it purports to measure. The interview schedule was validated through the application of content validity procedures. The content validity procedure is the extent to which statements of items in the instrument represent the issues they are supposed to measure, as judged by the researcher and the experts in that particular field. The researcher sought guidance from the supervisors who are experts in the field of Education, Management and Leadership and also the researcher looked at each item and considered their face and content validity. Reliability

is the degree to which a research instrument consistently gives the same outcomes (William & Arthur, 2024). The researcher used the test-retest reliability method to test the data collection instruments, and the data was administered twice within an interval of a week. A correlation coefficient of the two sets was computed using Pearson’s correlation coefficient, and a Cronbach’s Alpha of 0.816 was attained, which is acceptable (Obilor & Amadi, 2018).

The researcher obtained a letter of introduction from the Institute of Postgraduate Studies of Kabarak University. The research proposal and any other required documentation were submitted to NACOSTI for review and approval; all the guidelines set by NACOSTI were adhered to. The researcher, after obtaining the research permit from NACOSTI, then wrote to the county director of education requesting to conduct a study within Baringo county, the after permit is granted, the researcher sought the approval from the Sub county Director of Education who provided an introductory letter for the head of comprehensive schools to allow the researcher to collect data from schools in Mogotio sub-County.

Quantitative data were coded using SPSS version 25.0, and the descriptive statistics, which include mean, percentages, and frequencies, were calculated from the collected data. The inferential statistics of (PMCC), the product-moment correlation coefficient, was computed to show the strength of the relationship between the variables under study. Qualitative data acquired through interviews were organised into themes established as per the objectives set for the study, and content analysis was used to generate frequency with which certain words had been used, and then the responses were grouped into themes using Excel sheets (Microsoft Office package 2016) and hence analysed Quantitatively (Halevi et al., 2023).

FINDINGS AND DISCUSSION

Pilot Test

Table 3: Reliability analysis table

Cronbach's Alpha	N of Items
.849	5

From Table 4, this is the analysis of the pilot study. From the results, we observe that the Cronbach alpha for

objective one, the relationship between country-club leadership style and job satisfaction amongst junior

school teachers in Mogotio Sub-County, was 0.849, which is higher than the 0.7 Cronbach alpha. This implies that the research tool is reliable.

Demographic Analysis for Teachers

Table 4: Gender of Respondents

Gender		
	N	%
Male	65	51.18%
Female	62	48.82%

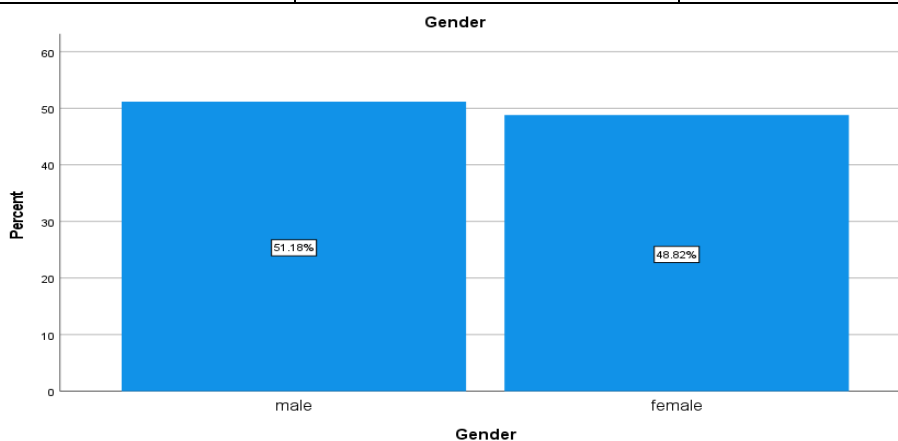


Figure 3: Gender of Respondents

From Table 5, we can observe that there were 51.18 per cent of male teachers in the study. The results also indicate that there were 48.82 per cent of female teachers in the study. This indicates that there were more male

junior secondary school teachers in Mogotio Sub-County in the study than female teachers.

Age of Respondents

Table 5: Distribution of Age

4.3.3 Age		
	N	%
Below 30 years	47	37.01%
30-40 years	80	62.99%

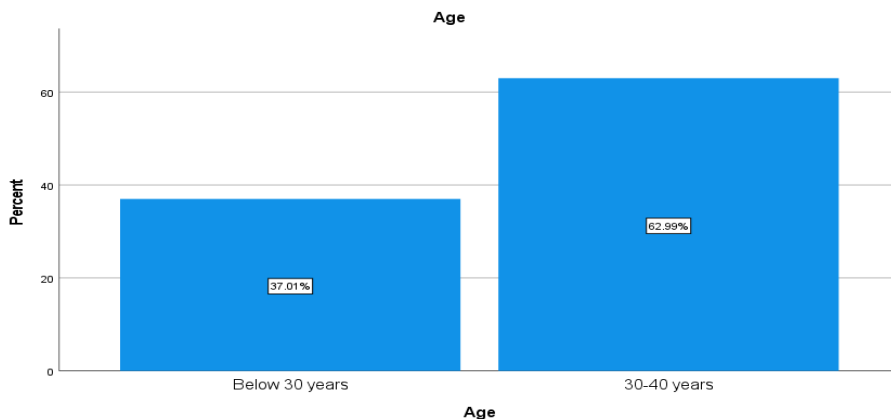


Figure 4: Distribution of Age

From the results in Table 6, it can be observed that the number of teachers below 30 years was 47 (37.01%) of the total respondents. The results also indicated that the number of teachers between the ages of 30-40 years who participated in the study was 80 (62.99%) of the total respondents. This indicates that there were more respondents between the ages of 30 and 40 years.

To establish the relationship between country-club leadership style and job satisfaction amongst junior school teachers in Mogotio sub-county, Kenya

In this section, we discuss the relationship between county-club leadership and job satisfaction among the junior school teachers in Mogotio sub-county. The section consists of correlation analysis and regression analysis to investigate the relationship between the county-club leadership and job satisfaction among the junior school teachers in Mogotio sub-county.

Table 7: Correlation between Job Satisfaction and Country Club Leadership

Correlations			
		job satisfaction	country club leadership
	Pearson Correlation	1	.254**
	Sig. (2-tailed)		.007
	N	116	113
**. Correlation is significant at the 0.01 level (2-tailed).			

The results in Table 7 show that the Pearson correlation was 0.254 with a p-value of 0.007 < 0.05, a significant level. This implies that there was a strong, significant

relationship between the job satisfaction among the junior teachers and the country club leadership style.

Table 6: Relationship between Country-Club Leadership Style and Job Satisfaction amongst Junior School Teachers

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	820.005	1	820.005	7.664	.007 ^b
	Residual	11876.384	111	106.994		
	Total	12696.389	112			
a. Dependent Variable: job satisfaction						

The results in Table 8 show that country-club leadership accounted for 6.5 per cent of the variance in job satisfaction among the teachers in Mogotio sub-county (R Square=0.065). Thus, 93.5 per cent of the variance in job satisfaction was explained by other factors. Further, the *F*-test statistic ($F = 7.664, p = 0.007$) shows the

fitness of the regression model, which means that country club leadership is a significant predictor of job satisfaction among the teachers in Mogotio sub-county.

Coefficient

Table 7: Coefficient Analysis for Relationship between Job Satisfaction and Country Club Leadership Style

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.128	2.792		5.777	.000
	country-club leadership style	.294	.106	.254	2.768	.007
a. Dependent Variable: job satisfaction						

Results in Table 9, the standardised beta coefficients showed that country-club leadership style was a significantly weak positive predictor of job satisfaction ($\beta = 0.294, p = 0.007$). Thus, the null hypothesis, which states that country club leadership does not have a significant effect on job satisfaction among teachers, is rejected since country club leadership has a significant effect on job satisfaction among teachers in Mogotio Sub-County.

also indicate that the majority of the heads of institutions prefer teamwork for a friendly and relaxed environment. *“Team for personal relationship”*

The results also indicate that the majority of heads of institutions supported that creating a supportive atmosphere is more important than meeting deadlines, *“creating a supportive atmosphere is more important because it gives morale”*.

From the interview with the head of the institution, it was observed that many of the respondents prioritise building personal relationships through team building. The results

This finding agrees with Bashir et al. (2022), whose findings indicated that organisations led by this style of leaders foster employee loyalty, motivation, and reduced

employee turnover. From the findings above, heads of institutions prefer creating a supportive environment; however, excessive focus on people can lead to reduced efficiency, lack of clear direction, and potential neglect of performance goals. However, she further notes that challenges such as absenteeism, low innovation, and slow decision-making processes could possibly be experienced, where leaders do not have a keen interest in the performance of the schools.

The country leadership style applied by the head of institution in junior secondary schools has a significant effect on the job satisfaction of teachers in Mogotio Sub-County. This leadership style is marked by a lack of focus on tasks, as leaders place emphasis on interpersonal relationships, where the majority of teachers feel neglected by the school administration.

Bashir et al. (2022) demonstrate that organisations with a country club leadership approach tend to have high levels of employee morale but may struggle with long-term productivity gains, which undermines their career progression since performance appraisal will not be favourable in many instances of this leadership style. This style has also been linked to significant levels of job satisfaction but lower performance-oriented cultures.

While country club leadership style fosters strong interpersonal relationships, it can result in poor results in schools and a lack of goal focused while main challenge leading to low productivity is that head of institutions focus on maintaining harmony rather than enforcing quality results and performance measures and hence leaders in organisations using this approach are most-

likely to suffer with deadlines, remaining competitive and quality performance, and implementing practical goals.

CONCLUSION AND RECOMMENDATIONS

The findings indicated that the country-club leadership style had a generally positive effect on teacher job satisfaction. Teachers under this style valued the supportive work environment, reduced stress, and emphasis on welfare. Qualitative responses showed that teachers felt motivated when heads of institutions prioritised relationships and teacher well-being. However, the study also found that this style occasionally reduced accountability and performance outcomes, as excessive emphasis on interpersonal harmony weakened goal-focused productivity. This means that while the country-club leadership style improved satisfaction, it did not always support higher levels of efficiency and innovation.

The researchers discovered that the country-club type of leadership is significant to teacher satisfaction at work. It is concerned with the care of people and the establishment of good relationships. Due to that, teachers were respected, motivated, and relaxed. They enjoyed the conducive environment and reduced stress levels, which improved their morale. However, the emphasis on harmony occasionally complicated the process of holding people accountable and concentrating on outcomes. Thus, this style may make teachers happy, but it does not help them to remain efficient and promote new ideas. The research finds that this strategy is useful in boosting morale but not in making teachers very productive in junior schools.

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