EFFECT OF TRANSFORMATIONAL LEADERSHIP ON JOB SATISFACTION AMONG VOLUNTEERS: A CASE OF TING’ANG’A DEANERY

BY
MARK KIIRU

UNITED STATES INTERNATIONAL UNIVERSITY-AFRICA

SUMMER 2019
EFFECT OF TRANSFORMATIONAL LEADERSHIP ON JOB SATISFACTION AMONG VOLUNTEERS: A CASE OF TING’ANG’A DEANERY

BY

MARK KIIRU

A Research Project Report Submitted to the Chandaria School of Business in Partial Fulfillment of the Requirement for the Degree of Master of Science in Management and Organizational Development

UNITED STATES INTERNATIONAL UNIVERSITY-AFRICA

SUMMER 2019
STUDENT’S DECLARATION

I, the undersigned, declare that this is my original work and has not been submitted to any other college, institution or university other than the United States International University in Nairobi for academic credit.

Signed: ___________________________ Date: ___________________________

Mark Kiiru (ID No: 655938)

This research project report has been presented for examination with my approval as the appointed supervisor.

Signed: ___________________________ Date: ___________________________

Prof. Teresia Linge

Signed: ___________________________ Date: ___________________________

Dean, Chandaria School of Business
ABSTRACT

The purpose of this study was to examine the effect that leaders have on the job satisfaction of volunteers in Ting’ang’a Deanery. This study was guided by four research questions: what is the effect of idealized influence on a volunteer’s job satisfaction in Ting’ang’a Deanery? To what extent does inspirational motivation affect a volunteer’s job satisfaction in Ting’ang’a Deanery? How does intellectual stimulation affect a volunteer’s job satisfaction in Ting’ang’a Deanery? In what way does individualized consideration affect a volunteer’s job satisfaction in Ting’ang’a Deanery?

In this study the descriptive research approach was used. The target population comprised of 207 volunteers from three departments in the 4 parishes that form the Ting’ang’a Deanery. The study used stratified random sampling. The population was stratified into three subgroups: choir members, Sunday school teachers, and church elders. The sample size for the study was computed at 136 using the Yamane (1967) formula. Data was collected using a self-administered structured questionnaire. The questionnaire was pre-tested and Cronbach’s Alpha conducted to determine its reliability co-efficient. Using SPSS, descriptive statistics such as percentages, frequency, mean, and standard deviation were conducted to analyze the data. Regression analysis was computed to determine the effect of the independent variable on the dependent variable while Bivariate (Pearson) correlational analysis was conducted to determine the relationship between the independent and the dependent variables. Data was interpreted using tables, figures, and charts.

The study found that there was a statistically significant relationship between idealized influence and the volunteers’ job satisfaction, $r (97) = 0.722$, $p<0.05$, and that it accounted for 52.1% of the variance in the volunteers’ job satisfaction. This study showed that leaders being good role models with high moral standards were significant to volunteers’ job satisfaction. Good role modeling and high moral standards resulted in volunteers who respect, admire their leaders, and had confidence in their abilities. The increased job satisfaction led to volunteers who were committed to their parish.

Regarding inspirational motivation and volunteers’ job satisfaction, the study found that there was a statistically significant relationship, $r (97) = 0.700$, $p<0.05$, and that it accounted for 49.1% of the variance in the volunteers’ job satisfaction. The study revealed that leaders encouraging teamwork and having a clear vision for the future were
variables that influenced the job satisfaction of volunteers. These factors had respondents agree that they were excited about the future of the parish, motivated by its vision, and willing to cooperate and work well with others towards the realization of the vision. Leaders encouraging teamwork had respondents agree that they felt part of the parish.

The findings of the study revealed that there was a statistically significant relationship between intellectual stimulation and the volunteers’ job satisfaction, $r (97) = 0.759$, $p<0.05$, which accounted for 57.7% of the variance in the volunteers’ job satisfaction. The study indicated that respondents found their leaders as supportive and listening which had an effect on their job satisfaction. Positive feedback for work well done also contributed to the volunteers’ job satisfaction while respondents agreed they had the freedom to try out new ideas in their area of responsibility.

The study revealed that there is a strong and statistically significant relationship between individualized consideration and the volunteers’ job satisfaction, $r (97) = 0.804$, $p<0.05$. Individualized consideration was responsible for 64.6% of the variance in the volunteers’ job satisfaction. The study showed that leaders genuinely caring for and paying attention to the volunteers needs affected their job satisfaction. Notwithstanding that respondents varied in their agreement of the leaders concern for their personal development, they strongly agreed that they had benefited from being a member of the parish.

In conclusion, leaders being good role models who have high moral standards contribute to volunteers’ job satisfaction. Having a clear vision for the future and encouraging teamwork to attain it ensures volunteers feel part of the parish. Leaders being supportive and listening while providing positive feedback for work well done affects volunteers’ job satisfaction. Respondents agreed that demonstrating genuine care for and paying attention to the needs of the volunteers affects their satisfaction.

The study recommends that Ting’ang’a Deanery leaders strive to be good role models who maintain high moral standards. The Deanery should develop training programs in goal setting and strategic planning to ensure that the parish vision is attained. Volunteer involvement in decision making would further increase job satisfaction. Training programs in coaching, mentoring, and care would enhance the leaders’ ability to better provide personal, moral, and spiritual support to the volunteers thereby increasing the benefit that volunteers derive from their membership in the parish.
ACKNOWLEDGEMENT

I would like to acknowledge my wife and daughters for the sacrifices they made as I undertook my studies. Their love, support and encouragement were a source of strength. I’m also grateful to Prof. Teresia Linge for her support and critique of my work; her untiring guidance has been instrumental in the successful completion of this research project. Finally, I thank God who has graciously endowed me with all I need to succeed.
DEDICATION

I dedicate this research project to all volunteers who sacrificially give their time, energy, and resources to better society.
# TABLE OF CONTENTS

STUDENT'S DECLARATION .................................................. ii
COPYRIGHT ........................................................................ iii
ABSTRACT .......................................................................... iv
ACKNOWLEDGEMENT ........................................................ vi
DEDICATION ........................................................................ vii
TABLE OF CONTENTS ......................................................... viii
LIST OF ACRONYMS .......................................................... x
LIST OF TABLES ..................................................................... xi
LIST OF FIGURES ..................................................................... xii

CHAPTER ONE ........................................................................ 1
1.0 INTRODUCTION ............................................................... 1
1.1 Background of the Problem ............................................... 1
1.2 Problem Statement .......................................................... 6
1.3 Purpose of the Study ......................................................... 7
1.4 Research Questions .......................................................... 8
1.5 Significance of the Study .................................................... 8
1.6 Scope of the Study ............................................................ 9
1.7 Definition of Terms .......................................................... 9
1.8 Chapter Summary ............................................................ 11

CHAPTER TWO ........................................................................ 12
2.0 LITERATURE REVIEW ..................................................... 12
2.1 Introduction ...................................................................... 12
2.2 Idealized Influence and Job Satisfaction ............................... 12
2.3 Inspirational Motivation and Job Satisfaction ....................... 16
2.4 Intellectual Stimulation and Job Satisfaction ........................ 20
2.5 Individualized Consideration and Job Satisfaction ................. 24
2.6 Chapter Summary ............................................................ 28

CHAPTER THREE ..................................................................... 29
3.0 RESEARCH METHODOLOGY ........................................... 29
LIST OF ACRONYMS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACK</td>
<td>Anglican Church of Kenya</td>
</tr>
<tr>
<td>CMS</td>
<td>Church Missionary Society</td>
</tr>
<tr>
<td>FBO</td>
<td>Faith Based Organization</td>
</tr>
<tr>
<td>MOD</td>
<td>Management and Organizational Development</td>
</tr>
<tr>
<td>NACOSTI</td>
<td>National Commission for Science, Technology and Innovation</td>
</tr>
<tr>
<td>NIV</td>
<td>New International Version</td>
</tr>
<tr>
<td>NPO</td>
<td>Nonprofit Organization</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
</tr>
<tr>
<td>USA</td>
<td>United States of America</td>
</tr>
<tr>
<td>USIU-A</td>
<td>United States International University - Africa</td>
</tr>
</tbody>
</table>
LIST OF TABLES

Table 3.1 Consolidated Population Distribution........................................................................30
Table 3.2 Sample Size Distribution Table .................................................................................32
Table 4.1 Reliability Results........................................................................................................36
Table 4.2 Highest Level of Education .........................................................................................38
Table 4.3 Parish .........................................................................................................................39
Table 4.4 Years with the Church .................................................................................................39
Table 4.5 Descriptive Analysis for Idealized Influence and Job Satisfaction ....................42
Table 4.6 Correlation Between Idealized Influence and Job Satisfaction ..............................44
Table 4.7 Regression Analysis for Idealized Influence and Job Satisfaction .........................45
Table 4.8 Descriptive Analysis for Inspirational Motivation and Job Satisfaction ............46
Table 4.9 Correlation Between Inspirational Motivation and Job Satisfaction .....................49
Table 4.10 Regression Analysis for Inspirational Motivation and Job Satisfaction ...............50
Table 4.11 Descriptive Analysis for Intellectual Stimulation and Job Satisfaction ..............51
Table 4.12 Correlation Between Intellectual Stimulation and Job Satisfaction ....................54
Table 4.13 Regression Analysis for Intellectual Stimulation and Job Satisfaction ...............55
Table 4.14 Descriptive Analysis for Individualized Consideration and Job Satisfaction .....56
Table 4.15 Correlation Between Individualized Consideration and Job Satisfaction ...........59
Table 4.16 Regression Analysis for Individualized Consideration and Job Satisfaction ..60
LIST OF FIGURES

Figure 4.1 Response Rate ........................................................................................................... 35
Figure 4.2 Gender ....................................................................................................................... 36
Figure 4.3 Age Bracket ............................................................................................................... 37
Figure 4.4 Marital Status .......................................................................................................... 37
Figure 4.5 Employment Status ................................................................................................. 38
Figure 4.6 Volunteer Department ............................................................................................. 40
Figure 4.7 Role of Volunteers .................................................................................................. 40
Figure 4.8 Years as a Volunteer ............................................................................................... 41
Figure 4.9 Idealized Influence and Job Satisfaction Rating ..................................................... 43
Figure 4.10 Inspirational Motivation and Job Satisfaction Rating ........................................... 48
Figure 4.11 Intellectual Stimulation and Job Satisfaction Rating ............................................ 53
Figure 4.12 Individualized Consideration and Job Satisfaction Rating ................................... 58
CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Problem

In 1978, James McGregor Burns, a political sociologist who had spent his career studying political leadership attempted to link the relationship between leaders and followers. He established a theory that leadership takes on one of two forms: transactional or transformational leadership. According to Burns (1978), what differentiated both types of leadership was the difference in the needs of the leaders and followers and what each is willing to offer the other. Conger and Kanungo (1998) noted that, to Burns, transactional leaders focus on the proper exchange of resources while transformational leaders focus on higher order intrinsic needs. Burns (1978) conclusion was that transactional leadership is more commonplace than transformational leadership.

Bass (1985) building on the foundation by Burns (1978) and with modifications and elaborations, argued that transactional and transformational leadership were distinct concepts and not opposite ends of a continuum. The same author viewed transactional leadership as a style founded on an exchange relationship between the leader and the led; the exchange could be economic or otherwise and where followers are motivated upon agreed results by rewards and corrected by reprisals (Bass & Steidlmeier, 1999). Whereas transactional leadership involves contingent reinforcement, transformational leadership at its core stimulates and inspires followers to achieve extraordinary results. Hughes, Ginnett and Curphy (2006) asserted that transformational leadership goes beyond a social exchange. The same authors defined transformational leadership as a form of leadership which serves to change the status quo by appealing to follower’s values and their sense of higher purpose.

Bass (1985) further elaborated on the behaviors manifest in transactional and transformational leadership. Transactional leadership as a carrot and stick approach with three components: contingent reward – leaders agree with followers on what is to be done in exchange for implicit or explicit rewards; active management by exception – follower performance is monitored and corrected; and passive management by exception – the leader waits for the followers mistakes to be brought to their attention before addressing it with reprisals (Bass, 1997; Bass & Steidlmeier, 1999). The initial view on
transformational leadership saw it disaggregated it into three components: charismatic-inspirational, intellectually stimulating and individually considerate (Bass, 1985). However, through theory refinements, more recent studies (Bass, 1997; Bass & Riggio, 2006) delineate transformational leadership as the combination of four dimensions: idealized influence; inspirational motivation; intellectual stimulation; and individualized consideration.

A leader who models idealized influence behaves in an admirable manner that inspires followers to identify with the leader, hold them in high regard, and desire to emulate the leader. These types of leaders are driven by higher order values, emphasize trust, and display conviction in the face of difficult decisions thereby acting as role models for their followers (Bass, 1997; Judge & Piccolo, 2004). Ethical leadership behavior has been significantly and strongly empirically linked to idealized influence (Brown, Treviño, & Harrison, 2005). Bass and Steidlmeier (1999) argue that idealized influence leaders foster an organizational culture with high ethical standards as they model behavior that is consistent, reliable, coupled with an unwillingness to sacrifice people for personal gain. As a role model for the followers, an idealized influence leader is a type of leader who communicates their most important values and beliefs to their followers. Using idealized influence, transformational leaders are admired, respected and trusted.

Inspirational motivation is the degree to which a leader behaves in ways that motivate the followers toward future goal attainment by: providing meaning for engaging in shared goals and articulating an appealing vision of the future which followers can envision for themselves (Bass, 1997; Bass, Avolio, Jung, & Berson, 2003; Bass & Steidlmeier, 1999; Judge & Piccolo, 2004; Piccolo & Colquitt, 2006). Through the use of emotional arguments and symbols followers are persuaded to accept the vision, fully commit to its realization, have confidence in their own abilities, and work towards it notwithstanding the effort required to achieve the goal (Agyemang, Boateng, & Dzandu, 2017). Avolio, Waldman and Yammarino (1991) view inspirational motivation as an essential leadership quality that is shared in varying degrees at all levels of the organization. This leadership quality is strengthened if the vision is shared by the followers and the leader sets an example of hard work towards it. The leaders become a reference point due to their hard work, the high standards they set, and that they focus on the best in people rather than the
worst in them; this serves as motivation and inspiration to the followers (Bass, 1985; Bass & Steidlmeier, 1999).

Leaders with the trait of intellectual stimulation encourage followers to question old assumptions; they stimulate creative solutions to problems, new ways of doing things, include followers in the process of addressing problems, finding solutions, while challenging followers to grow in their abilities (Bass, 1997; Bass et al., 2003). Avolio et al. (1999) view transformational leadership behaviors as change oriented behaviors. Intellectual stimulation reflects the ability to stimulate thinking that motivates continuous positive change in the followers (Atmojo, 2012). This means that the environment needs to be tolerant to accommodate the process of learning and designed for maximum interaction. Leaders can stimulate followers to resolve problems and think innovatively to create knowledge and technology to improve processes for organizational innovation.

Individualized consideration underscores the necessity of altruism. Each follower is treated as an individual with the leader supporting the follower through coaching, mentoring and growth opportunities (Bass & Riggio, 2006). Based on an understanding of the followers needs the leader delegates tasks appropriately, with the goal of development and self-actualization (Bass, 1999). The same author argues that individualized consideration may be more pervasive in collectivist cultures such as Asia and Africa rather than in individualistic ones for the reason that leaders in the former have a moral responsibility to the followers which leads to a mutual obligation between the leader and the followers. Since the leader sees the follower as a unique individual concerns and conversations are personalized. The leader demonstrates an awareness of the followers need and growing them to maturity. This is through providing opportunities for self-actualization (Bass, 1999).

Whereas transformational leadership is arguably the most researched leadership concept to date (Braun, Peus, Weisweiler, & Frey, 2013) it has been found to be a strong predictor of organizational effectiveness (Judge & Piccolo, 2004). Significant empirical research has both validated the existence of transformational leadership and linked it to job satisfaction and performance; researchers contend that there is a theoretical and empirical correlation between transformational leadership and organizational performance due to
the influence transformational leadership has on individual and team focused behaviors (Bass & Riggio, 2006; Wang & Howell, 2010). Additionally, numerous studies have investigated the effects of transformational leadership on individuals and found a positive relationship to job satisfaction (Braun et al., 2013; Judge & Piccolo, 2004). While an effective leader provides organizational direction and motivates followers to achieve organizational objectives, employees with high job satisfaction are likely to exert more effort in their work and demonstrate organizational citizenship behaviors (Podsakoff, Mackenzie, Moorman, & Fetter, 1990; Voon, Lo, Ngui, & Ayob, 2011).

Different scholars and authors have taken different approaches towards defining job satisfaction. Conrad, Conrad, and Parker (1985) define job satisfaction as a match between what individuals perceive they need and what rewards they perceive they receive from their jobs. Robbins and Judge (2009) demonstrate job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one’s job and perception of one’s work quality with regard to its valuable contributions. They show factors that contribute to job satisfaction to include tangible extrinsic motivations such as: activities, compensation, independence, reward, social status, and social services. According to Luthans (2012), there are three job satisfaction dimensions: first, job satisfaction is an emotional response towards a job situation which means that job satisfaction can be visualized and predicted; second, job satisfaction is often determined by how well outcomes meet and exceed the expectations; and third, job satisfaction represents several related attitudes such as the work itself, pay, promotion opportunities, supervision and co-workers.

Luthans (2012) focuses on the intrinsic aspects of job satisfaction that are subjective in nature and which show that each individual experiences different levels of job satisfaction based on their needs. The more job aspects match individual needs, the higher the job satisfaction, and vice versa. Citing a study of 200 accountants and engineers in Pittsburgh, Pennsylvania by Frederick Herzberg, results showed that job satisfaction was linked to good feelings about one’s job content, such as, achievement, recognition, work itself, responsibility, and advancement (Luthans, 2012). This traditional model of job satisfaction focuses on all the feelings a worker has toward their job and which have a bearing on their satisfaction or dissatisfaction. However, another school of thought argues
that what makes a job satisfying or dissatisfying is not just the job content or context but also the expectations the worker has (Lu, While, & Barriball, 2005). As leadership literature defines leadership using two words: influence and followers, it is imperative that the leader know and understand how to ‘satisfy’ his followers within the context of the job in order to accomplish and exceed stated organizational objectives.

While much of the research on transformation leadership and job satisfaction has focused on the private and public sector, social science has neglected the world of religion and religious based services (McGrew & Cnaan, 2006). Religious faiths are an integral part of society as they have a long history of providing social services such as charity for the poor, education for children, medical care for the sick, children’s homes for the orphaned, homes for the elderly and social justice in society (Ferris, 2005). Ferris (2005) argues that these social services are acts of service based on Christian values of charity and mercy, a belief in the absolute value of the human person, and therefore are central to the mission of the church. Cnaan and Curtis (2013) view religious congregations are a form of voluntary association as their primary objective is to create social value for the society as a whole but without the focus on profit. Since workers in this sector are intrinsically motivated by humane goals rather than by financial incentives (Brandl & Güttel, 2007) the leadership style and organizational culture are extrinsic factors that lead to job satisfaction or dissatisfaction.

This study draws upon Jeavons (1997) suggestions for seven unique characteristics for defining an organization as “religious” drawing on applied organizational theory: Organizational self-identity as a religious organization is evidenced in practices such as their mission statement or choice of name; organizational participants (i.e. paid staff, volunteers, funders, and clients) tend to be religiously committed individuals either because of the organizational requirements or maybe the culture and identity of the organization appeals to those who share similar beliefs; sources of funds is from those who share similar beliefs; organizational goals, products, and services are usually of a religious nature and performed through religious means; information processing and decision making involves the reliance on prayer and religious precepts for guidance; the development and distribution of organizational power in a religious organization is derived from religious sources; and religious organizations tend to interact predominantly
with other religious organizations with whom they share core beliefs. For each dimension, an organization may be placed along a continuum ranging from clearly religious to completely secular.

One such organization that is clearly religious is the Anglican Church of Kenya (ACK). The history of the ACK dates back to 1844 when the first missionary from the Church Missionary Society (CMS), Dr. Johann Ludwing Krapf arrived in Mombasa. The ACK has a system of geographical parishes organized into dioceses. Each diocese is divided into archdeaconries headed by a priest referred to as archdeacon. The archdeaconries are further subdivided into deaneries headed by a rural dean. The rural deans oversee parishes, synonymous with congregations, headed by a parish priest referred to as vicar. The vicar is viewed as performing the office and functions of priesthood vicariously on behalf of and with the authority of the bishop. The Diocese of Mt. Kenya South, located in Kiambu County, is one the dioceses under the ACK. This diocese borders the capital city Nairobi and is increasingly multi-ethnic and multi-cultural due to its proximity to the capital city. The Diocese is involved in pastoral, social, and economic development activities (Lenmac Leadership Institute, 2010).

The Diocese of Mt. Kenya South has 13 archdeaconries each headed by an archdeacon. Due to geographical location and ease of data collection the researcher narrowed down on the Cathedral Archdeaconry which has 3 deaneries. Two of the three deaneries have parishes and sub parishes which would have made the task of data collection arduous. Therefore, the researcher chose Ting’ang’a Deanery which has four parishes, no sub parishes, and all the parishes are located within a 5 KM radius from each other. Ting’ang’a Deanery is also distinctive as it is the youngest deanery having been established in 2017.

1.2 Problem Statement
Whereas job satisfaction within an employment relationship has been extensively studied for the past several decades and with studies showing the correlation to important outcome variables at a personal and organizational level, the study of job satisfaction within the context of unpaid volunteer workers has received little attention (Galindo-Kuhn & Guzley, 2002). In addition, while there is empirical evidence to suggest the effect
of transformational leadership on job satisfaction and the positive or negative effect on organizational performance (Braun et al., 2013), most research has focused on employees in for profit and public organizations and not volunteers in not for profit organizations (Catano, Pond, & Kelloway, 2001).

These findings show a close link to transformational leadership on follower outcomes whether or not an employment relationship exists. However, job satisfaction amongst employees and volunteers differs as there is no employment relationship between the leader and the follower. Because volunteers give their time without a formal reward or the expectation of one, the factors that motivate them differ from employees; their commitment must come in different ways (Dwyer, Bono, Snyder, Nov, & Berson, 2013; Garner & Garner, 2010). For the reason that religion is synonymous with volunteerism (Evans, Curtis, & Cnaan, 2013) and that no employment relationship exists between the follower and the organization, this represents an ideal context to study the effect of leadership on volunteers’ attitudes and behaviors.

However, research seems to suggest that volunteerism may be declining in the world due to the increasing demands of everyday life, longer working hours, and increased age of retirement (Chacón, Vecina, & Davila, 2007; Galindo-Kuhn & Guzley, 2002). Whereas most of today’s nonprofit organizations rely heavily on volunteers due to limited financial resources (Bang, Ross, & Reio, 2013), volunteers are more likely than employees to leave an organization rather than address problems notwithstanding that the relationship between volunteers and the agency is mutually beneficial (Garner & Garner, 2010). Therefore, attracting and retaining the best volunteers is an important priority for transformational leaders in religious congregations. However, there appears to be no clear research between transformational leadership and the job satisfaction of volunteers and specifically in religious congregations.

1.3 Purpose of the Study
The purpose of this study was to examine the effect that leaders have on the job satisfaction of volunteers.
1.4 Research Questions
This study sought to address the following research questions.

1.4.1 What effect does idealized influence have on a volunteer’s job satisfaction in Ting’ang’a Deanery?

1.4.2 How does intellectual stimulation affect a volunteer’s job satisfaction in Ting’ang’a Deanery?

1.4.3 In what way does individual consideration influence a volunteer’s job satisfaction in Ting’ang’a Deanery?

1.4.4 What extent does inspirational motivation affect a volunteer’s job satisfaction in Ting’ang’a Deanery?

1.5 Significance of the Study
This study contributes to the body of knowledge by focusing on religious organizations in Kiambu County, Kenya. The results of this study will be useful to the following stakeholders:

1.5.1 Mt. Kenya South Diocese Leadership
The findings of the study will assist the Diocesan leadership know and understand the needs of the volunteers and the leadership factors and behaviors that help and hinder their job satisfaction. The empirical findings of the study will guide the Diocesan leadership on developing relevant leadership interventions and strategies to enrich volunteer attraction and retention for enhanced organizational effectiveness.

1.5.2 Academicians and Researchers
This study will add to the body of knowledge by helping uncover critical areas on the job satisfaction of volunteers in religious organizations and the prevailing leadership behaviors and attitudes affecting volunteerism. Thus a new theory and learnings on transformational leadership and volunteerism may be arrived at, in an African context. In addition, the social impact from religious organizations justifies the need for more effective life-changing teaching approaches on leadership.
1.5.3 Policy makers
The findings of this research may be used to formulate policies for volunteer management, recruitment and retention in related social sectors requiring volunteers such as the Kenya National Volunteers Program under the office of the Deputy President.

1.6 Scope of the Study
To determine the effect of transformational leadership on the job satisfaction of volunteers, the study focused on 207 volunteers in the Ting’ang’a Deanery which falls under the Cathedral Archdeaconry of the Diocese of Mt. Kenya South. The structure of the Anglican Church strongly promotes volunteering since members are expected to attend and volunteer in the congregation (parish) within their area of residence. Due to the investigative nature of the study, the respondents were limited to church members who volunteer as choir members, Sunday school teachers, and church elders. However, the researcher limited respondents to only those conversant with English. The study took place in the month June and July 2019.

1.7 Definition of Terms
1.7.1 Idealized Influence
Idealized influence is defined as the charismatic actions of the leader that are centered on values, beliefs, and a sense of mission (Antonakis, Avolio, & Sivasubramaniam, 2003).

1.7.2 Inspirational Motivation
Inspirational motivation is defined as a leader’s ability to inspire followers with a vision and with future goals by giving meaning to the followers’ work (Oliver et al., 2011).

1.7.3 Intellectual Stimulation
Intellectual stimulation is defined as a leader’s ability to stimulate thinking that motivates continuous positive change in the followers and that creatively finds solutions to new and existing challenges (Antonakis et al., 2003; Atmojo, 2012).
1.7.4 Individualized Consideration
An individualized consideration leader notices each individual follower, is attuned to their unique needs for achievement and growth, and plays the role of mentor, coach and advisor (Bass & Riggio, 2006; Bass & Steidlmeier, 1999).

1.7.5 Job Satisfaction
Job satisfaction is defined as an individual’s emotional response to a work situation; this emotional response can be seen and predicted (Pio & Tampi, 2018).

1.7.6 Faith-Based Organization
Faith based organization is defined as an organization motivated by their faith and have a constituency that is broader than humanitarian concerns (Ferris, 2005).

1.7.7 Faith
Faith is defined as a term to describe specifically Christian activities (Bielefeld & Cleveland, 2013).

1.7.8 Congregation
Congregation is a term that refers to a structured and organized entity comprised of people who share a belief in a higher being and who express their beliefs through the shared values and practices of its members (Cnaan & Curtis, 2013).

1.7.9 Volunteering
Volunteering refers to a unique prosocial helping behavior where the helper seeks out the opportunity to assist and commits to do so over a period of time with no remuneration (Kwok, Chui, & Wong, 2013). Omoto and Snyder (1995) have suggested four attributes that distinguish volunteered from other prosocial behaviors: volunteerism is a planned action, a long-term behavior, occurs within an organizational context, and involves “non-obligated” helping.

1.7.9 Parish Priest
The representative of the church as an institution (Graves, 1989).
1.7.10 Parish
The unit through which the authority of the church operates and gains sanction locally (Graves, 1989).

1.8 Chapter Summary
Chapter one has provided a background synopsis of the project by introducing transformational leadership, job satisfaction, and providing a concise but necessary background on religious organizations. This chapter also highlights the problem statement, the purpose of the study, the research questions, the scope of the study, definition of terms, and the significance of this study to religious organizations, academicians and researchers, and policy makers. Chapter two delves into a review of existing literature on transformational leadership how it relates to job satisfaction. It also provides the theoretical background to the study. Chapter three is a description of the research methodology and the phases in the research process. Chapter four presents the findings of the study in detail while Chapter five provides an integration of the findings with the theoretical framework and literature reviewed. This chapter concludes the study by presenting a summary of the overall research, stating the limitations of the research, and providing recommendations for future research.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This section presents a review of relevant literature relating to transformational leadership and its effect on job satisfaction. It details empirical evidence relevant to this study. More specifically, this chapter reviews the effects of idealized influence, intellectual stimulation, individual consideration, and inspirational motivation on job satisfaction.

2.2 Idealized Influence and Job Satisfaction

Idealized influence refers to the degree that a leader’s ethical behavior and moral standards elicit trust and respect from the followers; the implication is that this behavior is admirable to followers to the extent they identify with the leader, seek to emulate them, and commit themselves to the leader’s cause (Bass et al., 2003; Gregory, Moates, & Gregory, 2011; Judge & Piccolo, 2004; Oliver et al., 2011). Ngaithe, K’Aol, Lewa, and Ndewiga (2016) define idealized influence as being ‘influential over ideals’. The same authors seem to suggest that the ideals of the organization and the future of the organization are vested in the leader. While the relationship between the idealized influence leader and followers is not based on rules and regulations, rewards or punishments but on personal understanding (Shurbsagi, 2014), it is this personal understanding and other behaviors that instill pride in the followers for being associated with the leader. Researchers seem to agree on consistent behaviors that are subdimensions of idealized influence as values for which the leader is idealized. Idealized influence leaders act as role models for followers and they exhibit high standards of ethical and moral behavior (Bass, 1997; Judge & Bono, 2000; Long, Yusof, Kowang, & Heng, 2014; Toor & Ofori, 2009).

Idealized influence deals with two dimensions. It is defined with respect to both the leader’s behavior and the followers attributions about the leader as follows: Idealized influence (attributed) refers to the socialized charisma of the leader, whether the leader is perceived as being confident and powerful, endowed with the requisite skills, and whether the leader is viewed as focusing on higher-order ideals and ethics; these fundamental aspects are attributed to the leader by the followers. It is the extent to which followers trust and respect their leader. Idealized influence (behavior) refers to charismatic the
actions of the leader that are centered on values, beliefs, a sense of mission and a consideration for the moral and ethical implications of a decision (Antonakis et al., 2003; Long et al., 2014; Molero, Cuadrado, Navas, & Morales, 2007). However, Bass (1997) states that the two components better describe the concepts but are not empirically distinct constructs as the same leaders exhibit different behaviors requiring different remedies and leaders tend to be high or low in each.

Among other things, leadership and job satisfaction have become important processes for an organization in recent years (Malik, Javed, & Hassan, 2017). A positive significant relationship has been theoretically and empirically found between leadership style and job satisfaction across all sectors and cultures (Atmojo, 2012; Long et al., 2014; Malik et al., 2017). A study of factors that drive motivation in a faith based international nonprofit organization found a close relationship between the leadership style, employee satisfaction, and employee performance (Bassous, 2014). Within FBO’s workers are likely to commit to and identify with the leader if the leader’s vision and values are acceptable to the worker (Jaskyte, 2004). Idealized influence has a focus on a leader’s behavior, values, and vision. These studies show that as idealized influence behaviors increase so does job satisfaction. Idealized influence leaders are more willing to trust their employees thereby creating an environment of trust throughout the organization; the trust is heightened as the leader is willing to sacrifice personal interests for the sake of the organization (Agyemang et al., 2017) thereby enhancing employee satisfaction. These leaders earn influence because of the ideals they espouse.

2.2.1 Role Modeling and Job Satisfaction

Role modeling is defined as a leader’s consistent behavior based on the leader’s espoused values; this behavior sets an example for the employees to follow (Podsakoff et al., 1990). Among other behaviors, leaders through positive role modeling influence the development of followers as they seek to exemplify attitudes and behaviors such as high moral standards, commitment, and self-sacrifice; these behaviors may cascade across all levels of the organization as followers learn vicariously through observation (Gardner, Avolio, Luthans, May, & Walumbwa, 2005). Kouzes and Posner (1988) have identified “modeling the way” as one of five leadership exemplary behaviors. The same authors refer to this behavior as setting an example by behaving in ways that reflect the shared
values. In addition, there is sufficient evidence of role modeling and followers self-concept within professional contexts (Sanderse, 2013).

Transformational leaders act in ways that are perceived to be models worthy of emulation by their followers. Though there is no evidence that Bass (1985) or Kouzes and Posner (1988) took a Christian concept and popularized it, role modeling as a component of idealized influence is consistent with Christian teaching. The Apostle Paul said; “Follow my example, as I follow the example of Christ” (1 Corinthians 11:1 NIV). Though directed to the Corinthian church, this verse among others forms the bedrock that church leader’s behavior is expected to be a model for their followers. This model is not limited just to the work place but transcends to their personal lives in areas such as family life, finances, and reputation. Leaders embodying idealized influence behave in admirable ways that cause followers to identify with them (Judge & Piccolo, 2004).

Social learning theory posits that individuals learn appropriate behaviors through a role modeling process as they observe the behavior of others and the consequences of others’ actions (Bandura, 1986). In choosing models for desired behavior, individuals are more likely to pay attention to and emulate behaviors from credible and attractive role models; organizational leaders and supervisors are deemed legitimate models for normative behavior and who provide contextual information on how to act (Mayer, Aquino, Greenbaum, & Kuenzi, 2012). There is an expectation of living at the highest levels of integrity and morality, a willingness to sacrifice for the good of the organization and to set high work standards that others aspire to live by. These leaders are seen to manifest strong personal values that mark them as positive role models for their followers. However, role modeling is not simply about followers learning to mimic the behavior of the leader, but rather understanding what to follow in the role model so that the followers use this knowledge when the leader is absent (Sanderse, 2013).

Research has shown that job satisfaction is affected by leadership behaviors. Using Kouzes and Posner’s (1988) five leadership behaviors, a study of nurses found a significant correlation between role modeling and job satisfaction, and as a strong positive correlation to employee outcomes (Loke, 2001). The same author suggests that by providing a role model based on the organization’s values, leaders empower followers
to a greater commitment to the organization, increased productivity, and overall satisfaction with the organization. Further research suggests that when a leader models the achievement of desired objectives, followers are more likely to emulate the leader with regard to a leader’s behavior, values and attitudes; this in turn builds the leader’s influence for future goals (Avolio et al., 1991). This type of leader is admired as a role model and generates loyalty and commitment around a shared purpose with the followers (Bass, 1997)

2.2.2 Ethical Leadership and Job Satisfaction
Ethical leadership refers to a consistent demonstration of appropriate conduct in personal actions and relationships, and the promotion of such conduct through interactive communication with followers (Brown & Treviño, 2006). This kind of leader promotes ethical policies, procedures, and policies in an organization. They foster an organization where equity and shared moral standards are valued (Bass & Steidlmeier, 1999). The leader consistently demonstrates high ethical standards rather than indiscriminately even at personal risk. They set high standards for work conduct, take a stand on difficult issues and are aware of the ethical consequences of their decisions (Bass, 1997; Voon et al., 2011). Brown, Treviño and Harrison (2005) highlighted three key building blocks of ethical leadership: being an ethical example, treating people fairly, and actively managing morality. The same authors suggest that follower behavior is linked to influence by ethical leadership behavior.

Leaders play a critical role in providing the moral framework for their organization as well as shaping the collective character of the organization to create a virtuous organization (Neubert, Carlson, Kacmar, Roberts, & Chonko, 2009). This is an organization whose ethical climate signals and reinforces to the members what is appropriate and acceptable behavior (Brown et al., 2005). Mahsud, Yukl, and Prussia (2010) contend that an ethical leader values honesty, fairness, altruism, and justice among others; relations oriented behaviors that are applied appropriately for the situation. In addition, an ethical leader is viewed as having a value system that includes concern for the welfare of the followers, a desire to assist, develop, empower, and maintain a cooperative relationship with them.
Followers tend to be experience greater job satisfaction and are more committed to their organization when the leader demonstrates ethical conduct (Brown & Treviño, 2006). Specifically, they add, when a leader exhibits ethical leadership in an organization, an ethical climate is created which in turn, affects followers attitudes towards their jobs thereby influencing job satisfaction and organizational commitment. Ethical leaders gain credence as they are seen to be ‘walking their talk’ and are worthy of emulation. Employees working in this environment find job satisfaction from the knowledge that their leaders are living by a higher moral standard. Idealized influence leaders who espouse ethical leadership adopt lifestyles which are consistent with their core values. The leaders are considered reliable, trustworthy, competent, nurturing, and driven to work for the organizational mission (Avolio et al., 1999). Employees who work with ethical leaders, among other things, feel more comfortable and empowered for successful task accomplishment.

2.3 Inspirational Motivation and Job Satisfaction

Inspirational motivation refers to a leader playing the role of envisioning a preferred future for the organization and then passionately communicating that ideal in a way that others can collaboratively work towards it (Barbuto, 2005; Podsakoff et al., 1990). An inspirational motivated leader speaks optimistically about the future in a way that inspires the followers. The goal is to get the followers to rally behind the envisioned future since followers commitment to the vision is a key factor. However, an inspiring and motivating vision needs to indicate how and where the values of the organization and employees intersect (Moynihan, Pandey, & Wright, 2011) and where the needs of the followers and the organization are aligned if people are to feel inspired and motivated to move towards the goal (Ngaithe et al., 2016). Inspirational motivation leadership is more strongly correlated with extra effort of followers in most organizations and cultures (Bass, 1997).

The articulation of this compelling vision of the future arises from the effective use of communication styles to influence, motivate, and challenge the followers toward a shared vision (Ngaithe et al., 2016). Key words and phrases that describe the leader’s role in communication are: energizing followers, optimistic view of the future, ambitious goals, inspiring and achievable vision (Antonakis et al., 2003). Notwithstanding the strength of the leader’s vision and the ability to communicate it accurately, the ideal future needs to
be desirable and appealing to the followers (Gregory et al., 2011). An inspirational motivation leader leads by constantly encouraging followers to work hard towards organizational goals, arousing team spirit through enthusiasm and optimism, and motivating followers with challenging but purposeful tasks all the while expressing a belief in their ability to succeed (Gumusluoglu & Ilsev, 2009; Yaghoubipoor, Tee, & Ahmed, 2013). Oliver et al. (2011) posit that this ability to inspire followers with future goals gives meaning to their work. Different authors agree that, among other things, inspirational motivation leadership behaviors are operationalized to include envisioning and arousing a team spirit within the context of a group (Bass, 1988; Bass & Riggio, 2006; Kark, Shamir, & Chen, 2003).

Inspirational motivation was found to be a predictor for job satisfaction in a study aimed at identifying the relationship between transformational leadership and job satisfaction at Jordanian private hospitals (Mohammad, Al-zeaud, & Batayneh, 2011). The same authors argue that leaders should utilize aspects of inspirational motivation in their effort to raise job satisfaction. The excitement and meaning that employees attribute to their work is likely enhanced by the challenging vision of the inspirational motivational leader (Gumusluoglu & Ilsev, 2009). Findings of a study of 5 Islamic banks in Pakistan showed that inspiration motivation, as a component of transformational leadership, has significant influence with respect to job satisfaction and organizational commitment of employees (Malik et al., 2017). The same study found that inspirational motivation and the other core components of transformational leadership need to be considered when designing strategy implementation policies. A further study of public sector employees in Malaysia found that a comparison of means suggests that respondents report more job satisfaction towards transformational leadership style with the inspirational motivation dimension (Voon et al., 2011). Even across cultures, Walumbwa et al. (2005) in a study across US and Kenyan cultures found that, inspirational motivation has a strong and positive effect on job satisfaction.

2.3.1 Envisioning and Job Satisfaction
Envision refers to articulating a compelling vision of the future and how to achieve that future in a way that can serve as a guide to interim strategies, decisions and behavior (Bass, 1988; Bass & Avolio, 1995). Bass (1988) postulates that the envisioning leader has
the ability to focus on the core issues of what needs to be addressed notwithstanding the conflicting demands, the complexities of the challenge, contradictory data, and environmental uncertainty. Choi (2006) defines envisioning as the creation of an ideal future that the people can identify with and be excited about. This process requires a leader to clearly paint a picture of the envisioned future and communicate it in a way that day to day tasks become meaningful in light of the vision. A typical example of an envisioning leader is Rev. Martin Luther King Jr. in his now famous, “I have a dream” speech.

Various researchers and authors have identified envisioning as a key transformational leadership behavior albeit using diverse terms. For instance, Podsakoff et al. (1990) list identifying and articulating a vision as one of the six the transformational leadership behaviors. The same authors describe it as behavior where the leader identifies new opportunities, develops, articulates, and inspires followers with a vision of the future. Kouzes and Posner (1988) in their work note that there are five practices for exemplary leadership with one of them being: inspire a shared vision. The same authors describe it as: imagining a desired future and enlisting others to that common vision by appealing to their values, interests, hopes and dreams. The leader does this by understanding one’s constituents and their unique needs, describing the future in a way that addresses those needs, and inspiring them to own the vision. Westley and Mintzberg (1989) posit that visioning is a three step process consisting of: vision (idea), communication (word), and empowerment (action). Pio and Tampi (2018) observe that spiritual leadership requires the creation of a vision so that the members experience a sense of call, have meaning in life, and experience uniqueness. Notwithstanding the usage of diverse terms, research shows that envisioning is a core leadership behavior.

Leadership researchers (Bass, 1985; Burns, 1978; Podsakoff, Mackenzie, & Bommer, 1996) have found that envisioning leaders have positive effects on employee attitudes, role clarity, extra role behaviors, organizational citizen behaviors, and general employee satisfaction. Leaders who clarified their vision had more satisfied employees than those who did not. Podsakoff, Mackenzie and Bommer (1996) in their study found that envisioning had a significant positive main effect on employee satisfaction especially when followers perform a task that is more intrinsically satisfying. However, the
researchers also found that envisioning may be less important when followers have more ability, training, and knowledge. Of note in the same study is that vision articulation also had a significant main effect on organizational commitment.

2.3.2 Team Spirit and Job Satisfaction
In today’s work place, due to the focus on more team based structures rather than individual, team spirit is deemed essential as it is seen to encourage an attachment and bonding to the rest of the team with the development of collective values and identity. Such an identity and shared commitment keeps each team member focused on the team goals for better performance (Braun et al., 2013; Rao & Abdul, 2015). That notwithstanding, and despite the common usage of the term, research has not uncovered an agreed upon definition of team spirit and its value to teams (Silva, Cunha, Clegg, Neves, & Rodrigues, 2014). However, Kholi and Jaworski (1993) define team spirit as the extent to which individuals feel a sense of group togetherness. It is this sense of togetherness that enables members to cooperate and work well together. Leaders with inspirational motivation are said to foster a strong team spirit through their outward enthusiasm and integrity as a means of promoting oneness, enhancing the uniqueness of the group, and leading followers toward goal attainment (Antonakis et al., 2003; Bass et al., 2003; Choi, 2006; Long et al., 2014).

Extant literature on teams associates team spirit with the team itself while another view associates team spirit as a result of individual contributions to the team. This study focuses on the latter view. Silva et al. (2014) refer to this individual based view as encouraging behavior that is oriented toward helping and trusting others, sharing ideas, and setting mutual group goals. However, teams should strive to maintain a healthy balance between individual and collective needs. Trust has been shown to be a predictor to the cause, development, and protection of team spirit by providing cooperation and solidarity among the team members (Erdem & Ozen, 2003). This may help to explain why team spirit can be challenging to build and maintain and why it is imperative that organizational leadership develop it.

A study of team spirit as a factor in organizational climate found that it positively contributes to job satisfaction because an organizational climate that supports
collaboration increases job satisfaction of employees (Cullen, Parboteeah, & Victor, 2003; Jyoti, 2013). This supports a study by Elçi and Alpkan (2009) that found that a culture that emphasizes consideration for the organizational collective affects work satisfaction positively. In the same study the authors recommend that organizational leaders should develop, among other things, sensitivity toward the ideal of team spirit. Another study also found that team spirit contributed the highest to the level of satisfaction among staff (Chou, Boldy, & Lee, 2002). The findings of these studies reveal that a climate characterized by a demonstration of togetherness and collectiveness by the leader contributes to the satisfaction of employees.

2.4 Intellectual Stimulation and Job Satisfaction

Intellectual stimulation refers to rethinking how a job and tasks can be accomplished; leaders are seen to challenge ideas, values, and norms as they seek to solve problems through increasing followers’ awareness of the problems (Bass, 1985; Jong & Hartog, 2007). In this role the leader promotes intelligence and creative solutions to organizational challenges. The intellectually stimulating leader does not see themselves as bound to the existing challenges or solutions. They conceptualize new possibilities (Bass, 1990a). The leader serves as a catalyst to ensure the followers and the organization do not get stuck in a challenge or decision making rut. They challenge the followers to excel, to become better at their work and in their performance (Top, Akdere, & Tarcan, 2015). However, leaders do not function independently but rather see themselves as part of an interactive creative process (Bass, 1990a). Leaders with this trait consistently stimulate and encourage creativity in their followers as intellectual stimulation may create opportunities for followers to voice ideas that they may have overlooked (Jong & Hartog, 2007; Judge & Piccolo, 2004).

Bass (2000) in a study shows how transformational leadership behaviors, such as intellectual stimulation, contribute to the creation and maintenance of a learning organization by stimulating thinking at all levels about the organization’s objectives and the means to accomplish them. Bass (1990) argues that there is a difference between possessing competence, the requisite knowledge and skill, and the ability to transmit these as intellectual stimulation to others. He further adds that a highly knowledgeable leader can fail to inspire his followers while one that is not as intellectually astute can excel in
stimulating others intellectually. The creation of a learning organization is not solely based on the intellectual capacity of the leader but rather on transformational leadership behaviors. One of these behaviors which characterize learning organizations is adaptability with leadership being viewed as a catalyst for change (Bass, 2000). In a rapidly changing world, a leader’s failure to embrace adaptability may mean organizational decline as evidenced by General Motors (USA) in the 1980’s. An intellectual stimulation leader can be expected to encourage a more adaptive or developmental culture by emphasizing employee innovation, problem solving, and empowerment (Bass & Riggio, 2006).

Quinn and Hall (1983) conceptualized that leaders provide intellectual stimulation in one of four ways: rational – leaders use logic and reasoning to address challenges; existential – leaders tackle challenges by generating solutions through informal interactions; empirical – leaders seek to find one best solution to a challenge from large quantities of externally generated data; ideological – the leader is focused on a speedy resolution to a challenge using intuition and a minimum amount of data. Each of these is about encouraging followers to approach old and familiar problems in new ways that they may not have utilized (Bass, 1985). What the authors seem to allude to is that intellectual stimulation leadership is focused on providing solutions to organizational challenges through a variety of ways whilst challenging the followers to grow in their ability to do so. Researchers have found stimulating creativity, innovation, and encouragement as significant factors in enacting leader influence through intellectual stimulation in the quest to lead employees to approach old and familiar problems in new ways and question critical assumptions including organizational values and norms (Barbuto, 2005; Gregory et al., 2011; Oliver et al., 2011).

A study of 700 primary school teachers from 70 schools in Tanzania found intellectual stimulation to have a weak influence on job satisfaction (Nguni, Sleegers, & Denessen, 2006). The results of that study mirror a research study that found intellectual stimulation to have a negative effect on trust and job satisfaction of followers (Podsakoff et al., 1990). The same authors allude this negative effect to role ambiguity, conflict, and stress that may be created when leaders consistently urge followers to discover new and better ways of resolving organizational challenges and the possible destabilizing nature of intellectual
stimulation where critical assumptions, norms, and values are questioned. The authors argue that this process can be dissatisfying to followers and the leader viewed as unpredictable. Bass (1990) too cites a study that showed that intellectual stimulation can add feelings of stress and burnout amongst MBA students. Chowdhry & Osowska (2017) show an association between intellectual stimulation and intrinsic motivation, citing a study that showed that teachers who promote intellectual stimulation empower students and promote both cognitive and affective learning. However, the intellectual stimulation is affected by the students’ intrinsic motivation. This may mean that as the leader tries to intellectually stimulate the employee, the effect of the stimulation is also dependent on the intrinsic motivation of the employee.

2.4.1 Creativity and Job Satisfaction

Today’s knowledge based organizations depend on creativity and innovation for their success and survival. However, research literature uses the two concepts interchangeably. In this study, creativity refers to the generation of new and valuable ideas for products, services, processes and procedures by individuals or groups in a specific organizational context (Martins & Terblanche, 2003). However, different authors make the following distinction between creativity and innovation: creativity refers to the production of novel and useful ideas while innovation is the successful implementation of the creative ideas at an organizational level. The same authors also go on to add that creativity takes place at an individual level while innovation takes place at an organizational level (Amabile, Conti, Coon, Lazenby, & Herron, 1996; Oldham & Cummings, 1996).

Notwithstanding that much of the work in organizations involves knowledge originating with individuals or teams and the subsequent sharing and application of that knowledge, only a handful of studies have examined the effects of leadership on followers’ creativity (Gumusluoglu & Ilsev, 2009). The same authors also contend that the findings of the existing studies contradict themselves with extant literature on creativity suggesting that creativity is a function of intrinsic motivation. However, Amabile et al. (1996) suggest that a person’s perspective of their work environment is a key determinant to their creativity since research shows a positive relationship between leadership and an employee’s creativity.
Field studies on group creativity have been found to foster individual creativity and to have a positive association with job satisfaction (Valentine, Godkin, Fleischman, & Kidwell, 2011). The same study suggests that high quality relationships between leaders and employees enhance creativity; leaders should encourage creativity as the freedom to be creative enhances positive work responses. However, leadership support for ethics facilitates these positive relationships. A study of chefs in an international hotel chain found that efforts to enhance their job satisfaction can be made by providing them a working environment which allows them to demonstrate their creativity as there is a strong connection between job satisfaction and the expression of creativity in the workplace (Tongchaiprasit & Ariyabuddhiphongs, 2016). Satisfied chefs sought to develop their creativity and professional capacity.

2.4.2 Encouragement and Job Satisfaction
Kouzes and Posner (1988) refer to encouragement as recognizing contributions and celebrating values and victories. This is because people are often tempted to give up when they face obstacles in their quest for goal attainment. Therefore, a transformational leader is viewed as one that encourages by listening, being supportive, providing recognition, and positive feedback for work well done (Podsakoff et al., 1990; Tucker & Russell, 2004). This is seen as an act of caring. Zhou and George (2003) aver that this encouragement comes not just from verbal communication but from the behavior of the leader as a function of their emotional intelligence. The same authors suggest that leaders with high emotional intelligence are able to provide support and encouragement to their followers when they need it since they have the ability to accurately perceive their needs in the moment. These leaders use various measures, mostly symbolic, to foster a sense of closeness to the follower (Mayseless, 2010).

Encouragement has been linked to feelings of empowerment among followers originating when followers develop their own solutions to challenges they encounter at work, calculated risk taking, and the freedom to try our new ideas (Konczak, Stelly, & Trusty, 2000). This ensures that the followers do not remain dependent on the leader but develop confidence, independent decision making, and learn from experience (Bass, 1990b; Choi, 2006). Besides encouraging followers toward their own personal development, leaders
encourage followers towards organizational goal attainment and the need for change in order for goals to become a reality (Avolio, Zhu, Koh, & Bhatia, 2004).

A leadership style with encouragement showed a higher positive influence on job satisfaction (Alonderiene & Majauskaite, 2016); employees perceive their leader’s encouragement of growth and development as a significant attribute for developing trust in leadership (Gordon, Gilley, Avery, Gilley, & Barber, 2014). Additionally, encouraging work environments amongst care assistants were found to foster hope which in turn influenced job satisfaction and performance (Duggleby, Cooper, & Penz, 2009). The participants of the same study cited discouragement as a hindrance to hope which in turn affected how they felt about their jobs.

**2.5 Individualized Consideration and Job Satisfaction**

Individualized consideration refers to a leader who is concerned with the developmental needs of each follower and is willing to provide the requisite support needed in order for the follower to advance in their career (Bono & Judge, 2004). The leader functions as a mentor and support to the followers; this is founded on a belief in the value of each individual, their inherent strengths, and the unique contribution that they make. This leadership style inspires the followers to not only see the leader’s goals but also their goals for personal growth (Barbuto, 2005; Bass, 1985).

The individualized consideration leader recognizes the needs and desires of each individual and is attuned to their unique needs for achievement and growth. Rather than treating individuals as just members of a group the leader demonstrates acceptance of individual differences whilst acknowledging the unique needs of each individual; for example, some employees need more structure than others while others may need more autonomy (Bass & Riggio, 2006). The sub dimensions of individualized consideration are seen to comprise of developmental and supportive leader behaviors such as: delegation, mentoring, coaching, advising, and offering support for the developmental needs of the followers (Antonakis et al., 2003; Bass, 1999). However, while there is an emphasis on both development and supportive leadership behaviors to help followers succeed, the emphasis seems to be on the latter.
Individualized consideration as a fundamental transformational leadership behavior is focused on treating individuals as important contributors to the organization. Research shows that employees who feel they are treated with respect and are valued by their management feel more attachment to their organizations (Bushra, Usman, & Naveed, 2011). By recognizing individual differences, the leader can provide growth related tasks whilst creating an atmosphere of trust and offering the followers socio-emotional support. It is imperative that in addition to empowering followers, the leader stimulates them to self-actualization since individualized consideration leaders are said to pay more attention to their followers (Bass & Riggio, 2006). However, a global trend focusing on teams creates new challenges for individualized consideration leaders. The leader is expected to maintain a balance between motivating individual employees while enhancing team performance (Chen, Kirkman, Kanfer, Allen, & Rosen, 2007). For example delegating behaviors may not drive overall team performance if the employee lacks the skill set or is not at par with the rest of the team. Bass (1985) posits that transformational leadership theories influence followers at both individual and team levels. However further research on this is needed.

A study focusing on six production lines in the Iranian automobile industry found that job satisfaction factors were strongly predicted by the individualized consideration factor (Yaghoubipoor et al., 2013). Individualized consideration leader behaviors contribute to follower satisfaction due to advising, supporting and paying attention to the individual needs of the followers (Antonakis et al., 2003). The same authors argue that these leader behaviors allow followers to develop and self-actualize and they affect individual and organizational performance but they are more prominent in female than male leaders. The prominence of individualized consideration behaviors in female leaders may arise from their greater concern with issues of fairness and justice, friendliness, approachability, and participative decision making which is the focus of individualized consideration (Bass, 1999). Additional empirical research shows that the supportive behavior of an individualized consideration leader is strongly associated with satisfaction but not performance or motivation (Rafferty & Griffin, 2006; Yukl, 1999).
2.5.1 Coaching and Job Satisfaction

Researchers agree that individualized consideration leaders play the role of mentor, coach, and advisor (Bass & Steidlmeier, 1999). Whereas coaching and mentoring are used interchangeably and are closely related, they are different. A basic difference being that coaches focus on agreed upon goals while a mentor is perceived as a role model (Cleary & Horsfall, 2015). Individualized consideration leaders play these two distinct roles as they focus on developing the potential of their followers. Coaching in literature is drawn from a sports and athletics perspective and therefore definitions vary. However, coaching refers to a form of facilitating learning to encourage growth and development for the purpose of improving performance and productivity (Carey, Philippon, & Cummings, 2011; Ellinger, Ellinger, & Keller, 2003; Wu, Lai, & Chan, 2014).

The term coaching is derived from a French term that means to convey a valued person from one point to another (Haas, 1992). While the term referred to travel by a stagecoach-like conveyance, the meaning fits well in the current context of the coaching process that is moving valued people forward (Carey et al., 2011). There is a growing global trend in organizations to use coaching programs as leadership development initiatives. Due to their necessity as a vital part of every leader’s toolkit, organizations need to invest time and resources in developing the coaching skills of their leaders (Grant & Hartley, 2013). They argue that training initiatives need to focus on three aspects: skills coaching – developing a specific skill set; performance coaching – improving performance over a specified time frame; developmental coaching – this is a broad based approach towards personal and professional growth.

Carey et al. (2010) undertook an integrative literature review on coaching from 1996-2010. Their search yielded 1414 peer reviewed articles on coaching models from various settings. They emphasize that success largely depends on the coach’s role and attributes. A transformational leader can coach followers by encouraging learning and personal development as part of individualized consideration. Coaches and leaders are similar in that they communicate in a genuine and authentic fashion, inspiring and assisting others, and often with a goal to develop followers into leaders especially for succession planning (Cleary & Horsfall, 2015). Coaches see the potential in their followers and the opportunities for them to exercise that potential. Therefore, leaders seek out growth
related tasks for followers to engage in. Feedback is an essential part of this growth process as there is follower trust. The follower sees the potential of what they can become and who they are becoming while under the guidance of the coaching leader.

Coaching has been found to have a positive association with job satisfaction (Ellinger et al., 2003). However, the same research found that even if leaders recognize the importance of coaching they need to develop their skills as effective coaches since an effective coaching leader has a significant impact on job satisfaction and retention. A study of the insurance industry in Turkey found that, whether or not the managers had received coaching training, managerial coaching behavior had a positive and significant effect on work satisfaction which in turn had a positive effect on career commitment and organizational commitment (Kalkavan & Katrinli, 2014). In addition, the same research also found a positive relationship between managerial coaching behavior and satisfaction with the manager. A significant finding in another study was that incorporating feedback coaching in a 360-degree assessment resulted in improved manager and employee satisfaction (Luthans & Peterson, 2003). These findings indicate that whether or not the leader has been trained in coaching, the associated behaviors lead to greater work satisfaction.

2.5.2 Mentoring and Job Satisfaction

Mentoring researchers have conceptualized mentoring as developmental assistance provided by a senior individual to a protégé within an agreed context for the purpose of personal and professional development (Higgins & Kram, 2001). Notwithstanding the definitional diversity arising from the usage of the term in various fields such as business, psychology or education, Scandura and Schriesheim (1994) refer to mentoring as a transformational activity involving mutual commitment between the mentor and the protégé for the latter’s long term development. Bilimoria, Perry, Stoller, Higgins and Taylor (2006) view mentoring as a developmental relationship in which a more experienced organizational member helps a less experienced member to improve their career opportunities and growth. Ordinarily the mentor is older and with greater experience and seniority; the mentoring relationship can be short or long term.
There is recognition that both the mentor and protégé derive benefit from the mentoring relationship, whether tangible or intangible. Among the benefits that protégés receive is the development of their self-esteem and work identity (Allen, Eby, Poteet, & Lentz, 2004). Mentors are said to derive both short and long term benefits such as improved job performance, recognition by others, and a rewarding experience all of which have an effect on their work attitudes (Eby, Durley, Evans, & Ragins, 2006). However, research suggests that formal mentorship programs that compel participation are largely ineffective while those tailored to the developmental needs of the protégé to enhance and accelerate their development as leaders are more effective (Lester, Hannah, Harms, Vogelgesang, & Avolio, 2011).

Within an organizational context, mentoring has been found to have benefits related to important career outcomes such as job satisfaction among other outcomes (Allen et al., 2004). A study by the same authors found career and psychosocial mentoring to have a relationship with job satisfaction. Additional research has shown that protégés who assume a greater amount of input in the mentoring process have shown greater commitment and job satisfaction. In a study of male and female university professors, findings indicated that job satisfaction is influenced by institutional leadership and the mentoring they receive (Bilimoria et al., 2006). The implication of these researches is that satisfaction is dependent on the value that the protégé is deriving from the mentoring relationship, more so if it is geared towards their developmental needs.

### 2.6 Chapter Summary

Chapter Two covered pertinent literature relating to the research questions under review. The literature review delved idealized influence, inspirational motivation, intellectual stimulation and individualized consideration as components transformational leadership. Chapter Three focused on the methods and procedures which were used to conduct the study such as the: the research design, population, sampling design as well as the collection and analysis of data.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction
This chapter gives the process that will be undertaken in the research study. It covers the systematic process of collecting, analyzing, and interpreting data in order to answer the research questions. It will provide details on how the research will be carried out: the research design, area under study, study population, sample design, data collection tool, data collection procedure, data analysis, and ethical considerations.

3.2 Research Design
Research design is a general guideline of how the research questions will be answered and decisions regarding what, where, when, how much, and by what means (Kothari, 2004). It provides a plan in advance for data collection and analysis of the research project. There are three common methods to conducting research: quantitative, qualitative, and mixed methods (Williams, 2007). Quantitative research design as a data collection technique and data analysis procedure generates numerical data while a qualitative research design generates or uses non-numerical data (Saunders, Thornhill, & Lewis, 2016). The objectives of the study, the nature of the participants, the availability of time and money, and the methodological choice of questions for this research require a quantitative research design rather than qualitative. The data derived from quantitative research is considered reliable and valid since it is independent of the researcher therefore meaning can be derived from it (Williams, 2007).

Quantitative research has three broad classifications: descriptive, experimental, and causal comparative (Williams, 2007). For this study the researcher chose the descriptive approach as it examines the current status of the situation. Descriptive research as the term infers, involves the identification of phenomena in the subject under study, describing its characteristics, determining the frequency of occurrence, and the association between the variables (Kothari, 2004). The same author argues that the main characteristic of this method is that the researcher has no control of the variables and can only report what is happening. In the descriptive research design the researcher employed the correlational research method to establish whether there was a relationship between the independent and dependent variables and to discover if there was a statistical
correlation between them. The correlational research method in research examines the differences between the two characteristics of the study group (Williams, 2007).

3.3 Population and Sample Design

3.3.1 Population

The target population is a group of individuals having one or more characteristics of interest to the researcher (Asiamah, Mensah, & Oteng-Abayie, 2017). In this study the target population comprised of volunteers serving as choir members, Sunday school teachers, and church elders in the four parishes of Ting’ang’a Deanery. These volunteers also needed to be bonafide members of the parish notwithstanding their age, gender, or ethnicity. While the researcher would have preferred to define all the volunteers in the 3 deaneries of the Cathedral Archdeaconry as the population under study, the geographical vastness of the Archdeaconry would have made data collection prohibitively time consuming and costly. Therefore, the Ting’ang’a Deanery which has 4 parishes encompassing a smaller geographical location, was chosen as representative of the target population. This population was included because it provided the necessary information to adequately answer the research questions.

Table 3.1 Consolidated Population Distribution

<table>
<thead>
<tr>
<th>No:</th>
<th>Department</th>
<th>Total Population</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Choir Members</td>
<td>103</td>
<td>50</td>
</tr>
<tr>
<td>2.</td>
<td>Sunday School Teachers</td>
<td>33</td>
<td>16</td>
</tr>
<tr>
<td>3.</td>
<td>Church Elders</td>
<td>71</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>207</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Cathedral Archdeaconry (2019)

3.3.2 Sample Design

3.3.2.1 Sampling Frame

A sampling frame refers to a specific list drawn from the population and from which the probability sample is drawn (Saunders et al., 2016). The sampling frame for this study comprised of volunteers in the four parishes serving as choir members, Sunday school teachers, and church elders. The list with the information was obtained from the Provost who is the head of the Cathedral Archdeaconry under which Ting’ang’a Deanery falls.
3.3.2.2 Sampling Technique

The selected respondents constitute a sample while the selection process is called the sampling technique (Kothari, 2004). Due to considerations of time and cost, studying the entire population is not feasible so the sample acts as representative of the total population. (Singleton & Strait, 2010). In this study, the unit of analysis was volunteers clustered in four parishes. Choir members, Sunday school teachers, and church elders were chosen for the following reasons: they dedicate more time to serving than other volunteers as they serve weekly on Sunday and they also may need to give additional time in the week for preparation; their absence is more noticeable than other volunteers because of the specialized service they offer.

Thereafter, stratified random sampling was used. The justification for this was that the population is stratified into a number of non-overlapping sub populations referred to as departments. Stratified random sampling is a sampling technique that is applied so as to obtain a representative sample where the population from which the sample is to be drawn does not constitute a homogenous group (Kothari, 2004). A stratified sampling method provides adequate data for analyzing the sub populations. The whole population is stratified into three subgroups: choir members, Sunday school teachers, and church elders.

3.3.2.3 Sample Size

The selection of the sample size was influenced by time and cost constraints. Time constraint refers to the time available for data collection and analysis while cost constraint refers to the financial resources available for the same. The sample size refers to the number of items selected from the population to constitute a sample (Kothari, 2004). The researcher agrees with Guarte and Barrios (2006) that the selection of the sampling units in sampling is subjective since the researcher relies on his or her experience and judgment.

The study assumed a confidence level of 95%. This means that if 95% is the selected confidence level, 95 out of the 100 samples will have the true population value within the range of precision specified earlier (Kothari, 2004). A 95% confidence level is assumed reliable. In addition, the study assumed a level of precision (sampling error) of ±5%. The
sampling error refers to the random variations in the sample in relation to the population (Kothari, 2004). The justification for this level of precision is that increasing the sample size in order to improve precision is not viable due to time and cost constraints while ensuring that systematic bias is controlled.

Yamane (1967) provides a simplified statistical formula to calculate sample sizes. This formula was used to calculate the sample sizes in table 3.2 below. A 95% confidence level and ±5% level of precision is assumed.

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

Where: \( n = \) sample size; \( N = \) population size; \( e = \) the level of precision 5%

Therefore:

\[
    n = \frac{207}{1 + \frac{207(0.05)^2}{207}} = 136
\]

Table 3.2 Sample Size Distribution Table

<table>
<thead>
<tr>
<th>No.</th>
<th>Department</th>
<th>Total Population</th>
<th>Percentage</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Choir Members</td>
<td>103</td>
<td>50</td>
<td>68</td>
</tr>
<tr>
<td>2</td>
<td>Sunday School Teachers</td>
<td>33</td>
<td>16</td>
<td>22</td>
</tr>
<tr>
<td>3</td>
<td>Church Elders</td>
<td>71</td>
<td>34</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>207</strong></td>
<td><strong>100</strong></td>
<td><strong>136</strong></td>
</tr>
</tbody>
</table>

3.4 Data Collection Methods

The primary objective of this study was to describe and analyze the effect that leaders have on the job satisfaction of volunteers. Therefore, based on the research questions, the researcher designed a standard structured close-ended questionnaire as a data collection instrument. A close-ended structured questionnaire is a form with printed questions used to gather information from the respondents; the questions have a limited set of possible answers (Kothari, 2004). This particular instrument was chosen because it is easy to administer, a large number can be captured simultaneously, its interpretability, affordability, and it is free from the researcher’s bias. As a survey approach the questions (see Appendix 3) were aimed at eliciting relevant information regarding the job
satisfaction of volunteers in relation to their leaders. The use of a questionnaire makes possible descriptive statistical analysis, it is verifiable and scientific (Saunders et al., 2016).

The questionnaire was organized in six sections on the basis of the research questions to ensure relevance. Section A, General information and bio data; Section B, Idealized Influence and Job Satisfaction; Section C, Intellectual Stimulation and Job Satisfaction; Section D, Individual Consideration and Job Satisfaction; Section E, Inspirational Motivation and Job Satisfaction; Section F, Job Satisfaction, which is the dependent variable. In sections B to F, a 5-point Likert scale with responses ranging from: 1 – Strongly Disagree, 2 – Disagree, 3 – Uncertain, 4 – Agree, and 5 – Strongly Agree, will be used. A Likert scale is a summated scale used to measure the intensity of agreement or disagreement with each statement on the instrument (Kothari, 2004). This allows the researcher to obtain quantitative data as subjects will be informed to respond based on their level of agreement or disagreement with each statement.

3.5 Research Procedures
The researcher begun by seeking the approval of the Diocese of Mt. Kenya South to conduct the research among its volunteers using MOD USIU-Africa course requirements as the basis for the research. Additionally approval was also sought from the National Commission for Science, Technology and Innovation (NACOSTI). Once permission had been obtained the questionnaire was subjected to an undeclared pretest from 10 volunteers in a different parish. A pretest is a method of evaluating in advance whether a questionnaire poses challenges for the researcher or respondents and where undeclared the respondents are not informed of the pretests purpose (Presser et al., 2004). The purpose of this pretest was to ensure that each statement was clear enough and easily understood, to assess how much time was required to answer all the questions, and to determine a reliability coefficient.

Thereafter, the questionnaire was administered to the volunteers in the selected parishes. The researcher and assistants handed out the questionnaires and provided details and explanation on the purpose of the study as well as to seek for their informed consent. The researcher remained on hand during the process of filling out the questionnaires in order
to clarify any statement requiring explanation and to collect them after completion. The respondents were given sufficient time to complete the questionnaire. Data collected was treated as confidential and only used for the purposes outlined in this study.

3.6 Data Analysis Methods
Data analysis is representing the information gathered in ways that aid further analysis and in a way that highlights various characteristics (Ramsay & Silverman, 2005). Since this was a quantitative study, data analyses included summary descriptive statistics and inferential statistical tests. Descriptive statistics deals with the development of certain indices from the raw data to obtain a clear understanding of the population (Kothari, 2004). It includes measures of central tendency such as mean, frequencies, percentages, and standard deviation. Regression analysis was also computed to determine the effect of the independent variable on the dependent variable.

Data collected from the sampled population was first reviewed to detect any errors and missing values in the questionnaires. Those with detectable errors and missing values were set aside. Thereafter, the data was keyed into the Statistical Package for Social Science (SPSS) and descriptive analysis conducted. Data was interpreted using figures, tables, and charts. Bivariate (Pearson) correlational analysis was conducted in order to assess the strength of direction of the relationship between independent and the dependent variables. Inferential statistics are concerned with the testing of statistical hypotheses (Kothari, 2004).

3.7 Chapter Summary
This chapter provided information, justification and explanation on the methodology adopted for this study by the researcher. It covered the research design, the population, the sampling design and technique, the data collection and analysis methods to be applied in answering the research questions. Measures were adhered to in order to enhance the validity and reliability of the research results while ethical concerns which could impact the survey were attended to. Chapter four and five deal with the findings and recommendations of the study.
CHAPTER FOUR

4.0 RESULTS AND FINDINGS

4.1 Introduction
This chapter focuses on the results and findings of the effect that transformational leaders have on the job satisfaction of volunteers in Ting’ang’a Deanery. The chapter was guided by the research questions that focused on the effect of idealized influence on a volunteer’s job satisfaction, the effect of inspirational motivation on a volunteer’s job satisfaction, the effect of intellectual stimulation on a volunteer’s job satisfaction, and the effect of individualized consideration on a volunteer’s job satisfaction in Ting’ang’a Deanery.

4.1.1 Response Rate
The researcher and his assistants circulated 136 questionnaires to the target population and they managed to collect 120 questionnaires. 97 questionnaires were completely filled and used in this study for analysis. This gave the study a response rate of 71.3% which was significant to carry out the study analysis as shown on Figure 4.1.

![Figure 4.1 Response Rate](image)

4.1.2 Reliability Results
The questionnaire was tested for reliability and Table 4.2 shows that the Alpha coefficient for idealized influence and job satisfaction, intellectual stimulation and job satisfaction, inspirational motivation and job satisfaction, individualized consideration and job satisfaction, and job satisfaction questions. The results show that the coefficients were 0.784, 0.891, 0.864, 0.875, and 0.741 respectively. The coefficients were all >0.7 meaning the instrument was reliable for data collection.
Table 4.1 Reliability Results

<table>
<thead>
<tr>
<th>Questionnaire Section</th>
<th>No. of Items</th>
<th>Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idealized Influence and Job Satisfaction</td>
<td>11</td>
<td>.784</td>
</tr>
<tr>
<td>Inspirational Motivation and Job Satisfaction</td>
<td>10</td>
<td>.891</td>
</tr>
<tr>
<td>Intellectual Stimulation and Job Satisfaction</td>
<td>13</td>
<td>.864</td>
</tr>
<tr>
<td>Individual Consideration and Job Satisfaction</td>
<td>11</td>
<td>.875</td>
</tr>
<tr>
<td>Job Satisfaction</td>
<td>5</td>
<td>.741</td>
</tr>
</tbody>
</table>

4.2 General Information

4.2.1 Gender

The respondents were asked to indicate their gender and their response was as presented on Figure 4.2 which shows that 66% of the respondents were female and 34% were male. This may be explained by the people who frequent churches and the nature of the volunteering tasks in the survey.

![Figure 4.2 Gender](image)

4.2.2 Age Bracket

The researcher wanted to determine the age bracket of the respondents. Figure 4.3 shows that 43.2% of the volunteers were above the age of 51 years, 25.8% were between the ages of 31-40 years, 19.6% were aged between 41-50 years, 9.3% were between the ages of 21-30 years, and 2.1% were between the ages of 18-20 years. This shows that most of the volunteers were above the age of 31 years. This could be explained by the demographic that predominantly attends church in Kenya.
4.2.3 Marital Status

The study inquired into the marital status of the respondents and their response was as presented on Figure 4.4. The results show that 81.4% of the respondents were married, 13.4% were single, and 5.2% were widowed. This showed that majority of the volunteers were married. A possible explanation could be linked to the age bracket of the respondents.

Figure 4.4 Marital Status

4.2.4 Highest Level of Education

The study examined the highest level of education of the respondents. The results in Table 4.2 show that 72.2% of the respondents had attained their high school certificate or below, 21.6% had attained their college diplomas, and 6.2% had attained their bachelor’s degree. The results indicate that the respondents had basic education knowledge, and could therefore understand the questions in the research tool.
Table 4.2 Highest Level of Education

<table>
<thead>
<tr>
<th>Scale</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Level of Education</td>
<td>High School</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Diploma</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Bachelor’s Degree</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>97</strong></td>
</tr>
</tbody>
</table>

### 4.2.5 Employment Status

The researcher wanted to determine the employment status of the respondents. Figure 4.5 shows that 62.9% of the volunteers were self-employed, 21.6% were employed, 10.3% were unemployed, and 5.2% were retired. This shows that the study captured all cadres of respondents which make the results comprehensive.

![Figure 4.5 Employment Status](image)

### 4.2.6 Parish

The study wanted to determine the parish that the volunteers attended. The results in Table 4.3 shows that 33% of the respondents were members of the Kihingo Parish, 24.7% were members of Ngaita Parish, 22.7% were members of Ting’ang’a Parish, and 19.6% were members of Kiriguini Parish. The results indicate that all the parishes were well represented in the study, facilitating the comprehensiveness of the study results. This means the study results could be applied to all the four parishes.
### Table 4.3 Parish

<table>
<thead>
<tr>
<th>Scale</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parish Ting’ang’a Parish</td>
<td>22</td>
<td>22.7</td>
</tr>
<tr>
<td>Ngaita Parish</td>
<td>24</td>
<td>24.7</td>
</tr>
<tr>
<td>Kihingo Parish</td>
<td>32</td>
<td>33</td>
</tr>
<tr>
<td>Kiriguini Parish</td>
<td>19</td>
<td>19.6</td>
</tr>
</tbody>
</table>

**Total** 97 100.0

### 4.2.7 Years with the Church

The study also wanted to determine the number of years the volunteers had been with their respective church. The results in Table 4.4 show that 81.4% of the respondents had been with their church/parish for over 10 years, 8.2% had been with their church for 7-9 years, 6.2% had been with their parish for 4-6 years, 3.1% had been with their church for 1-3 years, and 1% had been with their parish for less than a year. The results indicate that the respondents were best fit for the study, since majority of them had been with their church/parish for over 10 years.

### Table 4.4 Years with the Church

<table>
<thead>
<tr>
<th>Scale</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years with the Church/ Parish</td>
<td>Less than 1 Year</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1-3 Years</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4-6 Years</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>7-9 Years</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Over 10 Years</td>
<td>79</td>
</tr>
</tbody>
</table>

**Total** 97 100.0

### 4.2.8 Volunteer Department

The researcher wanted to determine the current department that the volunteers were in. Figure 4.6 shows that 51.5% of the volunteers were choir members, 32% were church elders, and 16.5% were Sunday school volunteers. This shows that the study captured all levels of volunteers which ensured that the study results were comprehensive.
4.2.9 Role of Volunteers
The researcher wanted to determine the current role of the volunteers within their respective departments. Figure 4.7 shows that 53.6% of the volunteers were members, 38.1% were leaders, and 8.2% played various other roles such as training. This shows that the study captured all types of volunteers ensuring that the study results were comprehensive.

4.2.10 Years as a Volunteer
The study wanted to determine the number of years the members had been volunteers in the church/parish. The results in Figure 4.8 show that 49.5% of the respondents had been volunteers in the church/parish for over 10 years, 19.6% had been volunteers for 1-3 years, 11.3% had been volunteers with their parish for 7-9 years, 10.3% had been volunteers for 4-6 years, and 9.3% had been volunteers with their parish for less than a
year. The results indicate that the respondents were best fit for the study, since majority of them had been volunteers in their respective church/parish for over 10 years and familiar with the church and its leadership.

Figure 4.8 Years as a Volunteer

4.3 Idealized Influence and Job Satisfaction
The first research question the study sought to examine was: what is the effect of idealized influence on a volunteer’s job satisfaction in Ting’ang’a Deanery? Section 4.3 provides the results and findings of the analyzed data on the effect of idealized influence on a volunteer’s job satisfaction using descriptive analysis and inferential analysis (correlation and regressions).

4.3.1 Descriptive Analysis for Idealized Influence and Job Satisfaction
The study sought to identify the strongest variable for idealized influence on a volunteer’s job satisfaction. This was accomplished through the assessment of the analyzed means for idealized influence variables. Data was surveyed using descriptive statistics (mean and standard deviation). Study variables with high means that were close to 4.0 indicated “strongly agree and agree”, and those with lower means close to 2.0 indicated “strongly disagree and disagree”. The standard deviation analysis was also used to examine the level of harmony of the respondents. Table 4.5 shows that the idealized influence variable ‘I am committed to this parish’ was the strongest with its mean being the one closest mean to 5 points (M=4.60, SD=1.057). This shows that the respondents strongly agreed.
<table>
<thead>
<tr>
<th>Description</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>My leader has ethical behavior</td>
<td>97</td>
<td>3.99</td>
<td>1.303</td>
</tr>
<tr>
<td>My leader has high moral standards</td>
<td>97</td>
<td>4.18</td>
<td>1.109</td>
</tr>
<tr>
<td>I respect and admire my leader</td>
<td>97</td>
<td>4.25</td>
<td>1.225</td>
</tr>
<tr>
<td>I am proud to be associated with my leader</td>
<td>97</td>
<td>4.12</td>
<td>1.317</td>
</tr>
<tr>
<td>My leader is a good role model</td>
<td>97</td>
<td>4.24</td>
<td>1.162</td>
</tr>
<tr>
<td>I have confidence in my leader’s abilities</td>
<td>97</td>
<td>4.13</td>
<td>1.239</td>
</tr>
<tr>
<td>My leader promotes ethical policies and procedures</td>
<td>97</td>
<td>4.09</td>
<td>1.119</td>
</tr>
<tr>
<td>My leader sets high standards for work</td>
<td>97</td>
<td>4.02</td>
<td>1.241</td>
</tr>
<tr>
<td>My leader takes a stand on difficult issues</td>
<td>97</td>
<td>4.06</td>
<td>1.281</td>
</tr>
<tr>
<td>I am treated fairly</td>
<td>97</td>
<td>3.97</td>
<td>1.245</td>
</tr>
<tr>
<td>I am committed to this parish</td>
<td>97</td>
<td>4.60</td>
<td>1.057</td>
</tr>
</tbody>
</table>

The variable I respect and admire my leader had a mean of 4.25 and a standard deviation of 1.225 which shows that the respondents strongly agreed. The variable my leader is a good role model had a mean of 4.24 and a standard deviation of 1.162 which shows that the respondents strongly agreed. The variable my leader has high moral standards had a mean of 4.18 and a standard deviation of 1.109 which shows that the respondents strongly agreed.

The variable I have confidence in my leader’s abilities had a mean of 4.13 and a standard deviation of 1.239 which shows that the respondents strongly agreed. The variable I am proud to be associated with my leader had a mean of 4.12 and a standard deviation of 1.317 which shows that the respondents strongly agreed. The variable my leader promotes ethical policies and procedures had a mean of 4.09 and a standard deviation of 1.119 which shows that the respondents strongly agreed. The variable my leader takes a stand on difficult issues had a mean of 4.06 and a standard deviation of 1.281 which shows that the respondents strongly agreed.
The variable my leader sets high standards for work had a mean of 4.02 and a standard deviation of 1.241 which shows that the respondents strongly agreed. The variable my leader has ethical behavior had a mean of 3.99 and a standard deviation of 1.303 which shows that the respondents agreed. The variable I am treated fairly had a mean of 3.97 and a standard deviation of 1.245 which shows that the respondents agreed.

4.3.2 Idealized Influence and Job Satisfaction Rating
The study sought to identify the strongest variable for idealized influence on a volunteer’s job satisfaction. To realize this, the respondents were requested to rate their views on idealized influence as exercised by their leaders using a scale of 1 to 5 where 1=Strongly Disagree, 2=Disagree, 3=Uncertain, 4=Agree, 5=Strongly Agree. The results were as presented in Figure 4.9.

**Figure 4.9 Idealized Influence and Job Satisfaction Rating**

Figure 4.9 shows that the variable I am committed to this parish had most of the respondents 92.8% agreeing and 7.2% disagreeing. The variable my leader is a good role model had most of the respondents 85.6% agreeing, 9.2% disagreeing, and 5.2% were uncertain. The variable my leader has high moral standards had most of the respondents 84.6% agreeing, 11.4% disagreeing, and 4.1% were uncertain. The variable I respect and
admire my leader had most of the respondents 83.5% agreeing, 10.3% disagreeing, and 6.2% were uncertain. The variable I am proud to be associated with my leader had most of the respondents 82.5% agreeing, 14.4% disagreeing, and 3.1 % were uncertain.

The variable I have confidence in my leader’s abilities had most of the respondents 79.3% agreeing, 12.3% disagreeing, and 8.2% were uncertain. The variable my leader promotes ethical policies and procedures had most of the respondents 77.3% agreeing, 14.4% were uncertain, and 8.3% disagreeing. The variable I am treated fairly had most of the respondents 77.3% agreeing, 15.4% disagreeing, and 7.2% were uncertain. The variable my leader has ethical behavior had most of the respondents 76.3% agreeing, 16.5% disagreeing, and 7.2% were uncertain. The variable my leader sets high standards for work had most of the respondents 76.3% agreeing, 13.4% disagreeing, and 10.3% were uncertain. The variable my leader takes a stand on difficult issues had most of the respondents 76.3% agreeing, 16.5% disagreeing, and 7.2% were uncertain.

4.3.3 Correlation Analysis for Idealized Influence and Job Satisfaction

The study carried out a correlation analysis with the aim of examining the strength and sequence of the existing relationship between idealized influence and the volunteers’ job satisfaction. The results obtained are presented in Table 4.6. The study findings indicate that there is a positive, strong, and statistically significant relationship between idealized influence and the volunteers’ job satisfaction, \( r (97) = 0.722, p<0.05. \)

<table>
<thead>
<tr>
<th></th>
<th>Job Satisfaction</th>
<th>Idealized Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Satisfaction</td>
<td>1</td>
<td>( .722^{**} )</td>
</tr>
<tr>
<td>Idealized Influence</td>
<td>( .000 )</td>
<td>1</td>
</tr>
</tbody>
</table>

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

4.3.4 Regression Analysis for Idealized Influence and Job Satisfaction

To establish the effect of idealized influence and the volunteers’ job satisfaction this study conducted a simple linear regression analysis. The results of the analysis were
presented in Table 4.7 which shows the results of the regression, the model summary, analysis of variance (ANOVA), and regression coefficients. The adjusted $R^2$ is 0.521 which implies that 52.1% of the volunteers’ job satisfaction is determined by idealized influence. Thus, with every change in volunteers’ job satisfaction, the value of $F(1, 95) = 103.231, p<0.01$. Where the intercept of the volunteers’ job satisfaction becomes better by $\beta = 0.603, p<0.01$, meaning that idealized influence significantly affects job satisfaction.

**Table 4.7 Regression Analysis for Idealized Influence and Job Satisfaction**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.722</td>
<td>.521</td>
<td>.516</td>
<td>.58936</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Idealized Influence

**ANOVA**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>1</td>
<td>35.857</td>
<td>103.231</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>95</td>
<td>.347</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>96</td>
<td>68.854</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Idealized Influence
b. Dependent Variable: Job Satisfaction

**Coefficients**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Constant</td>
<td>1.731</td>
<td>.253</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Beta</td>
<td>6.834</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>Idealized Influence</td>
<td>.603</td>
<td>.059</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Beta</td>
<td>10.160</td>
<td>.000</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Job Satisfaction

**Job Satisfaction** = $1.731 + \text{Idealized Influence} \times 0.603 + \varepsilon$

**4.4 Inspirational Motivation and Job Satisfaction**

The second research question of the study sought to examine the effect of inspirational motivation on a volunteer’s job satisfaction in Ting’ang’a Deanery? Section 4.4 provides the results and findings of the analyzed data on the effect of inspirational motivation on a
volunteer’s job satisfaction using descriptive analysis and inferential analysis (correlation and regressions).

### 4.4.1 Descriptive Analysis for Inspirational Motivation and Job Satisfaction

The study sought to identify the strongest variable for inspirational motivation on a volunteer’s job satisfaction. This was accomplished through the assessment of the analyzed means for inspirational motivation variables. Data was surveyed using descriptive statistics (mean and standard deviation). Study variables with high means that were close to 4.0 indicated “strongly agree and agree”, and those with lower means close to 2.0 indicated “strongly disagree and disagree”. The standard deviation analysis was also used to examine the level of harmony of the respondents. Table 4.8 shows that the inspirational motivation variable ‘I am excited about the future of this parish’ was the strongest with its mean being the one closest mean to 5 points (M=4.48, SD=0.991). This showed that respondents strongly agreed.

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>My leader has a clear vision for the future</td>
<td>97</td>
<td>4.13</td>
<td>1.255</td>
</tr>
<tr>
<td>My leader is optimistic about the future</td>
<td>97</td>
<td>4.11</td>
<td>1.172</td>
</tr>
<tr>
<td>I am motivated by the vision of this parish</td>
<td>97</td>
<td>4.28</td>
<td>1.125</td>
</tr>
<tr>
<td>My leader sets goals for me</td>
<td>97</td>
<td>3.96</td>
<td>1.266</td>
</tr>
<tr>
<td>I am encouraged to work hard towards achieving the set goals</td>
<td>97</td>
<td>4.32</td>
<td>1.123</td>
</tr>
<tr>
<td>I am excited about the future of this parish</td>
<td>97</td>
<td>4.48</td>
<td>0.991</td>
</tr>
<tr>
<td>My leader encourages teamwork</td>
<td>97</td>
<td>4.22</td>
<td>1.166</td>
</tr>
<tr>
<td>When faced with a challenge, my leader has the ability to focus on the core issue(s)</td>
<td>97</td>
<td>4.09</td>
<td>1.100</td>
</tr>
<tr>
<td>My leader understands my needs</td>
<td>97</td>
<td>3.98</td>
<td>1.181</td>
</tr>
<tr>
<td>I feel a sense of group togetherness</td>
<td>97</td>
<td>4.10</td>
<td>1.194</td>
</tr>
<tr>
<td>I cooperate and work well with others</td>
<td>97</td>
<td>4.32</td>
<td>1.046</td>
</tr>
<tr>
<td>My leader helps me find meaning in my work</td>
<td>97</td>
<td>4.09</td>
<td>1.146</td>
</tr>
<tr>
<td>I feel part of this parish</td>
<td>97</td>
<td>4.46</td>
<td>1.061</td>
</tr>
</tbody>
</table>
The variable I feel part of this parish had a mean of 4.46 and a standard deviation of 1.061 which shows that the respondents strongly agreed. The variable I am encouraged to work hard towards achieving the set goals had a mean of 4.32 and a standard deviation of 1.123 which shows that the respondents strongly agreed. The variable I cooperate and work well with others had a mean of 4.32 and a standard deviation of 1.046 which shows that the respondents strongly agreed. The variable I am motivated by the vision of this parish had a mean of 4.28 and a standard deviation of 1.125 which shows that the respondents strongly agreed.

The variable my leader encourages teamwork had a mean of 4.22 and a standard deviation of 1.166 which shows that the respondents strongly agreed. The variable my leader has a clear vision for the future had a mean of 4.13 and a standard deviation of 1.255 which shows that the respondents strongly agreed. The variable my leader is optimistic about the future had a mean of 4.11 and a standard deviation of 1.172 which shows that the respondents strongly agreed. The variable I feel a sense of group togetherness had a mean of 4.10 and a standard deviation of 1.194 which shows that the respondents strongly agreed.

The variable when faced with a challenge, my leader has the ability to focus on the core issue(s) had a mean of 4.09 and a standard deviation of 1.100 which shows that the respondents strongly agreed. The variable my leader helps me find meaning in my work had a mean of 4.09 and a standard deviation of 1.146 which shows that the respondents strongly agreed. The variable my leader understands my needs had a mean of 3.98 and a standard deviation of 1.181 which shows that the respondents agreed. The variable my leader sets goals for me had a mean of 3.96 and a standard deviation of 1.266 which shows that the respondents agreed.

**4.4.2 Inspirational Motivation and Job Satisfaction Rating**

The study sought to identify the strongest variable for inspirational motivation on a volunteer’s job satisfaction. To realize this, the respondents were requested to rate their views on inspirational motivation as exercised by their leaders using a scale of 1 to 5 where 1=Strongly Disagree, 2=Disagree, 3=Uncertain, 4=Agree, 5=Strongly Agree. The results were as presented in Figure 4.10.
The variable I feel part of this parish had most of the respondents 89.7% agreeing, 7.2% disagreeing, and 3.1% were uncertain. The variable I am encouraged to work hard towards achieving the set goals had most of the respondents 88.7% agreeing, 9.3% disagreeing, and 2.1% were uncertain. The variable I cooperate and work well with others had most of the respondents 88.7% agreeing, 8.3% disagreeing, and 3.1% were uncertain. The variable I am excited about the future of this parish had most of the respondents 87.6% agreeing, 7.2% disagreeing, and 5.2% were uncertain.

The variable I am motivated by the vision of this parish had most of the respondents 85.5% agreeing, 8.2% disagreeing, and 6.2% were uncertain. The variable my leader has a clear vision for the future had most of the respondents 83.5% agreeing, 12.4% disagreeing, and 4.1% were uncertain. The variable my leader helps me find meaning in my work had most of the respondents 83.5% agreeing, 11.3% disagreeing, and 5.2% were uncertain.

The variable my leader is optimistic about the future had most of the respondents 81.5% agreeing, 11.3% disagreeing, and 7.2% were uncertain. The variable my leader...
encourages teamwork had most of the respondents 81.4% agreeing, 12.4% disagreeing, and 6.2% were uncertain. The variable I feel a sense of group togetherness had most of the respondents 80.5% agreeing, 10.3% were uncertain, and 9.3% disagreeing. The variable when faced with a challenge, my leader has the ability to focus on the core issue(s) had most of the respondents 78.4% agreeing, 12.4% were uncertain, and 9.3% disagreeing. The variable my leader understands my needs had most of the respondents 74.2% agreeing, 14.5% disagreeing, and 11.3% were uncertain. The variable my leader sets goals for me had most of the respondents 73.2% agreeing, 13.4% disagreeing, and 13.4% were uncertain.

4.4.3 Correlation Analysis for Inspirational Motivation and Job Satisfaction
The study carried out a correlation analysis with the aim of examining the strength and sequence of the existing relationship between inspirational motivation and the volunteers’ job satisfaction. The results obtained were as presented in Table 4.9 where the study findings indicate that there is a positive, strong, and statistically significant relationship between inspirational motivation and the volunteers’ job satisfaction, $r (97) = 0.700$, $p<0.05$.

**Table 4.9 Correlation Between Inspirational Motivation and Job Satisfaction**

<table>
<thead>
<tr>
<th></th>
<th>Job Satisfaction</th>
<th>Inspirational Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspirational Motivation</td>
<td>.700**</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>97</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

4.4.4 Regression Analysis for Inspirational Motivation and Job Satisfaction
To establish the effect of inspirational motivation on the volunteers’ job satisfaction this study conducted a simple linear regression analysis. The result of the analysis in Table 4.10 presents the results of the regression, the model summary, ANOVA, and regression coefficients. The adjusted $R^2$ is 0.491 which implies that 49.1% of the volunteers’ job satisfaction is determined by inspirational motivation. Thus, with every change in volunteers’ job satisfaction, the value of $F (1,95) = 91.521$, $p<0.01$. Where the intercept of
the volunteers’ job satisfaction becomes better by $\beta=0.622$, p<0.01, meaning that inspirational motivation significantly affects job satisfaction.

**Table 4.10 Regression Analysis for Inspirational Motivation and Job Satisfaction**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.700</td>
<td>.491</td>
<td>.485</td>
<td>.60758</td>
</tr>
</tbody>
</table>

*a. Predictors: (Constant), Inspirational Motivation*

**ANOVA**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Regression</td>
<td>33.785</td>
<td>1</td>
<td>33.785</td>
<td>91.521</td>
<td>.000</td>
</tr>
<tr>
<td>Residual</td>
<td>35.069</td>
<td>95</td>
<td>.369</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>68.854</td>
<td>96</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*a. Predictors: (Constant), Inspirational Motivation*

**Coefficients**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1 Constant</td>
<td>1.621</td>
<td>.280</td>
<td>.280</td>
<td>5.794</td>
</tr>
<tr>
<td>Inspirational Motivation</td>
<td>.622</td>
<td>.065</td>
<td>.700</td>
<td>9.567</td>
</tr>
</tbody>
</table>

*a. Dependent Variable: Job Satisfaction*

**Job Satisfaction** = 1.621 + Inspirational Motivation 0.622 + $\varepsilon$

**4.5 Intellectual Stimulation and Job Satisfaction**

The third research question of the study sought to examine the effect of intellectual stimulation on a volunteer’s job satisfaction in Ting’ang’a Deanery. Section 4.5 provides the results and findings of the analyzed data on the effect of intellectual stimulation on a volunteer’s job satisfaction using descriptive analysis and inferential analysis (correlation and regressions).
4.5.1 Descriptive Analysis for Intellectual Stimulation and Job Satisfaction

The study sought to identify the strongest variable for intellectual stimulation on a volunteer's job satisfaction. This was accomplished through the assessment of the analyzed means for intellectual stimulation variables. Data was surveyed using descriptive statistics (mean and standard deviation). Study variables with high means that were close to 4.0 indicated “strongly agree and agree”, and those with lower means close to 2.0 indicated “strongly disagree and disagree”. The standard deviation analysis was also used to examine the level of harmony of the respondents. Table 4.11 shows that the intellectual stimulation variable ‘my leader is supportive and listens’ was the strongest with its mean being the one closest mean to 5 points (M=4.16, SD=1.038). This shows that the respondents strongly agreed.

<table>
<thead>
<tr>
<th>Table 4.11 Descriptive Analysis for Intellectual Stimulation and Job Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N</strong></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>My leader finds new ways (ideas) of doing things rather than the same way all the time</td>
</tr>
<tr>
<td>My leader challenges me to excel in whatever I do</td>
</tr>
<tr>
<td>My leader is adaptable and flexible</td>
</tr>
<tr>
<td>My leader encourages me to problem solve and to grow in my ability to do so</td>
</tr>
<tr>
<td>My leader seeks differing opinions and ideas when solving problems</td>
</tr>
<tr>
<td>My leader recognizes my individual contribution</td>
</tr>
<tr>
<td>My leader is supportive and listens</td>
</tr>
<tr>
<td>My leader gives me positive feedback for work well done</td>
</tr>
<tr>
<td>My leader involves me in the decision-making process</td>
</tr>
<tr>
<td>My leader encourages and fosters critical thinking to challenges</td>
</tr>
<tr>
<td>I have the freedom to try out new ideas</td>
</tr>
</tbody>
</table>

The variable my leader gives me positive feedback for work well done had a mean of 4.12 and a standard deviation of 1.166 which shows that the respondents strongly agreed.
The variable my leader recognizes my individual contribution had a mean of 4.10 and a standard deviation of 1.056 which shows that the respondents strongly agreed.

The variable my leader is adaptable and flexible had a mean of 4.09 and a standard deviation of 1.081 which shows that the respondents strongly agreed. The variable my leader finds new ways (ideas) of doing things rather than the same way all the time had a mean of 4.08 and a standard deviation of 1.161 which shows that the respondents strongly agreed. The variable my leader challenges me to excel in whatever I do had a mean of 4.05 and a standard deviation of 1.121 which shows that the respondents strongly agreed. The variable my leader seeks differing opinions and ideas when solving problems had a mean of 4.05 and a standard deviation of 1.074 which shows that the respondents strongly agreed.

The variable my leader encourages me to problem solve and to grow in my ability to do so had a mean of 4.03 and a standard deviation of 1.055 which shows that the respondents strongly agreed. The variable I have the freedom to try out new ideas had a mean of 4.01 and a standard deviation of 1.287 which shows that the respondents strongly agreed. The variable my leader encourages and fosters critical thinking to challenges had a mean of 3.99 and a standard deviation of 1.066 which shows that the respondents agreed. The variable my leader involves me in the decision-making process had a mean of 3.96 and a standard deviation of 1.216 which shows that the respondents agreed.

4.5.2 Intellectual Stimulation and Job Satisfaction Rating

The study sought to identify the strongest variable for intellectual stimulation on a volunteer’s job satisfaction. To realize this, the respondents were requested to rate their views on intellectual stimulation as exercised by their leaders using a scale of 1 to 5 where 1=Strongly Disagree, 2=Disagree, 3=Uncertain, 4=Agree, 5=Strongly Agree. The results were as presented in Figure 4.11.
The variable my leader is supportive and listens had most of the respondents 85.5% agreeing, 8.3% disagreeing, and 6.2% were uncertain. The variable my leader seeks differing opinions and ideas when solving problems had most of the respondents 84.5% agreeing, 10.3% disagreeing, and 5.2% were uncertain. The variable my leader finds new ways (ideas) of doing things rather than the same way all the time had most of the respondents 81.5% agreeing, 11.3% disagreeing, and 7.2% were uncertain. The variable my leader gives me positive feedback for work well done had most of the respondents 81.5% agreeing, 12.4% disagreeing, and 6.2% were uncertain.

The variable my leader is adaptable and flexible had most of the respondents 80.4% agreeing, 10.3% were uncertain, and 9.3% disagreeing. The variable my leader challenges me to excel in whatever I do had most of the respondents 79.4% agreeing, 10.3% disagreeing, and 10.3% were uncertain. The variable my leader encourages me to problem solve and to grow in my ability to do so had most of the respondents 78.3% agreeing, 13.4% were uncertain, and 8.3% disagreeing. The variable I have the freedom to try out new ideas had most of the respondents 78.3% agreeing, 14.4% disagreeing, and 7.2% were uncertain.
The variable my leader recognizes my individual contribution had most of the respondents 78.3% agreeing, 13.4% were uncertain, and 8.2% disagreeing. The variable my leader involves me in the decision-making process had most of the respondents 75.3% agreeing, 14.4% disagreeing, and 10.3% were uncertain. The variable my leader encourages and fosters critical thinking to challenges had most of the respondents 75.2% agreeing, 16.5% were uncertain, and 8.3% disagreeing.

### 4.5.3 Correlation Analysis for Intellectual Stimulation and Job Satisfaction

The study carried out a correlation analysis with the aim of examining the strength and sequence of the existing relationship between intellectual stimulation and the volunteers’ job satisfaction. The results obtained were as presented in Table 4.12 where the study findings indicate that there was a positive, strong, and statistically significant relationship between intellectual stimulation and the volunteers’ job satisfaction, \( r (97) = 0.759 \), \( p<0.05 \).

<table>
<thead>
<tr>
<th></th>
<th>Job Satisfaction</th>
<th>Intellectual Stimulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Satisfaction</td>
<td>1</td>
<td>0.759**</td>
</tr>
<tr>
<td>Intellectual Stimulation</td>
<td>.000</td>
<td>1</td>
</tr>
</tbody>
</table>

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

### 4.5.4 Regression Analysis for Intellectual Stimulation and Job Satisfaction

To establish the effect of intellectual stimulation and the volunteers’ job satisfaction this study conducted a simple linear regression analysis. The results of the analysis were presented in Table 4.13 which presents the results of the regression. It shows the model summary, ANOVA, and regression coefficients. The adjusted \( R^2 \) is 0.577 which implies that 57.7% of the volunteers’ job satisfaction is determined by intellectual stimulation. Thus, with every change in volunteers’ job satisfaction, the value of \( F (1,95) = 129.448 \), \( p<0.01 \). Where the intercept of the volunteers’ job satisfaction becomes better by \( \beta=0.694 \), \( p<0.01 \), meaning that intellectual stimulation significantly affects job satisfaction.
### Table 4.13 Regression Analysis for Intellectual Stimulation and Job Satisfaction

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.759</td>
<td>.577</td>
<td>.572</td>
<td>.55387</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Intellectual Stimulation

#### ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>39.711</td>
<td>1</td>
<td>39.711</td>
<td>129.448</td>
<td>.000</td>
</tr>
<tr>
<td>Residual</td>
<td>29.143</td>
<td>95</td>
<td>.307</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>68.854</td>
<td>96</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Intellectual Stimulation

b. Dependent Variable: Job Satisfaction

#### Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Constant</td>
<td>1.417</td>
<td>.254</td>
<td>5.581</td>
</tr>
<tr>
<td></td>
<td>Intellectual Stimulation</td>
<td>.694</td>
<td>.061</td>
<td>.759</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Job Satisfaction

Job Satisfaction = 1.417 + Intellectual Stimulation 0.694 + ε

### 4.6 Individualized Consideration and Job Satisfaction

The fourth research question of the study sought to examine the effect of individualized consideration on a volunteer’s job satisfaction in Ting’ang’a Deanery. Section 4.6 provides the results and findings of the analyzed data on the effect of individualized consideration on a volunteer’s job satisfaction using descriptive analysis and inferential analysis (correlation and regressions).

#### 4.6.1 Descriptive Analysis for Individualized Consideration and Job Satisfaction

The study sought to identify the strongest variable for individualized consideration on a volunteer's job satisfaction. This was accomplished through the assessment of the analyzed means for individualized consideration variables. Data was surveyed using
descriptive statistics (mean and standard deviation). Study variables with high means that were close to 4.0 indicated “strongly agree and agree”, and those with lower means close to 2.0 indicated “strongly disagree and disagree”. The standard deviation analysis was also used to examine the level of harmony of the respondents. Table 4.14 shows that the individualized consideration variable ‘I have benefited by being a member of this parish’ was the strongest with its mean being the one closest mean to 5 points (M=4.54, SD=0.830). This shows that the respondents strongly agreed.

**Table 4.14 Descriptive Analysis for Individualized Consideration and Job Satisfaction**

<table>
<thead>
<tr>
<th>Description</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>My leader is concerned with and supports my personal development</td>
<td>97</td>
<td>3.78</td>
<td>1.210</td>
</tr>
<tr>
<td>My leader helps me to identify and develop my strengths and skills</td>
<td>97</td>
<td>3.93</td>
<td>1.148</td>
</tr>
<tr>
<td>My leader values me, my strengths, and the unique contributions I make</td>
<td>97</td>
<td>4.02</td>
<td>1.155</td>
</tr>
<tr>
<td>My leader plays the role of mentor, coach, and advisor to me</td>
<td>97</td>
<td>3.99</td>
<td>1.168</td>
</tr>
<tr>
<td>My leader demonstrates acceptance of individual differences</td>
<td>97</td>
<td>4.02</td>
<td>1.099</td>
</tr>
<tr>
<td>There is an atmosphere of trust between the leader and myself</td>
<td>97</td>
<td>4.09</td>
<td>1.155</td>
</tr>
<tr>
<td>My leader genuinely cares for me and pays attention to my needs</td>
<td>97</td>
<td>4.10</td>
<td>1.065</td>
</tr>
<tr>
<td>I have benefited by being a member of this parish</td>
<td>97</td>
<td>4.54</td>
<td>0.830</td>
</tr>
<tr>
<td>My leader provides opportunities for personal growth</td>
<td>97</td>
<td>4.01</td>
<td>1.295</td>
</tr>
<tr>
<td>My leader gives feedback on where and how I can improve</td>
<td>97</td>
<td>4.05</td>
<td>1.211</td>
</tr>
</tbody>
</table>

The variable my leader genuinely cares for me and pays attention to my needs had a mean of 4.10 and a standard deviation of 1.065 which shows that the respondents strongly agreed. The variable there is an atmosphere of trust between the leader and myself had a
mean of 4.09 and a standard deviation of 1.155 which shows that the respondents strongly agreed. The variable my leader gives feedback on where and how I can improve had a mean of 4.05 and a standard deviation of 1.211 which shows that the respondents strongly agreed.

The variable my leader values me, my strengths, and the unique contributions I make had a mean of 4.02 and a standard deviation of 1.155 which shows that the respondents strongly agreed. The variable my leader demonstrates acceptance of individual differences had a mean of 4.02 and a standard deviation of 1.099 which shows that the respondents strongly agreed. The variable my leader provides opportunities for personal growth had a mean of 4.01 and a standard deviation of 1.295 which shows that the respondents strongly agreed.

The variable my leader plays the role of mentor, coach, and advisor to me had a mean of 3.99 and a standard deviation of 1.168 which shows that the respondents agreed. The variable my leader helps me to identify and develop my strengths and skills had a mean of 3.93 and a standard deviation of 1.148 which shows that the respondents agreed. The variable my leader is concerned with and supports my personal development had a mean of 3.78 and a standard deviation of 1.210 which shows that the respondents agreed.

**4.6.2 Individualized Consideration and Job Satisfaction Rating**

The study sought to identify the strongest variable for individualized consideration on a volunteer’s job satisfaction. To realize this, the respondents were requested to rate their views on individualized consideration as exercised by their leaders using a scale of 1 to 5 where 1=Strongly Disagree, 2=Disagree, 3=Uncertain, 4=Agree, 5=Strongly Agree. The results were as presented in Figure 4.12.
The variable I have benefited by being a member of this parish had most of the respondents 95.8% agreeing and 4.2% disagreeing. The variable there is an atmosphere of trust between the leader and myself had most of the respondents 79.4% agreeing, 11.4% disagreeing, and 9.3% were uncertain. The variable my leader plays the role of mentor, coach, and advisor to me had most of the respondents 77.3% agreeing, 13.4% disagreeing, and 9.3% were uncertain. The variable my leader demonstrates acceptance of individual differences had most of the respondents 77.3% agreeing, 12.4% were uncertain, and 10.4% disagreeing.

The variable my leader gives feedback on where and how I can improve had most of the respondents 77.3% agreeing, 11.3% disagreeing, and 11.3% were uncertain. The variable my leader values me, my strengths, and the unique contributions I make had most of the respondents 74.2% agreeing, 15.5% were uncertain, and 10.3% disagreeing. The variable my leader genuinely cares for me and pays attention to my needs had most of the respondents 74.2% agreeing, 17.5% were uncertain, and 8.3% disagreeing.

The variable my leader provides opportunities for personal growth had most of the respondents 74.2% agreeing, 14.5% disagreeing, and 11.3% were uncertain. The variable my leader helps me to identify and develop my strengths and skills had most of the
respondents 72.2% agreeing, 14.4% disagreeing, and 13.4% were uncertain. The variable my leader is concerned with and supports my personal development had most of the respondents 65% agreeing, 17.6% disagreeing, and 17.5% were uncertain.

4.6.3 Correlation Analysis for Individualized Consideration and Job Satisfaction
The study carried out a correlation analysis with the aim of examining the strength and sequence of the existing relationship between individualized consideration and the volunteers’ job satisfaction. The results obtained were as presented in Table 4.15 where the study findings indicate that there was a positive, strong, and statistically significant relationship between individualized consideration and the volunteers’ job satisfaction, \( r(97) = 0.804, p<0.05 \).

| Table 4.15 Correlation Between Individualized Consideration and Job Satisfaction |
|---------------------------------|-----------------|-----------------|
| Job Satisfaction                | Individualized Consideration |
| Job Satisfaction 1              | Individualized Consideration .804** .000 97 |

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

4.6.4 Regression Analysis for Individualized Consideration and Job Satisfaction
To establish the effect of individualized consideration and the volunteers’ job satisfaction this study conducted a simple linear regression analysis. The results of the analysis were presented in Table 4.16 which presents the results of the regression, the model summary, ANOVA, and regression coefficients. The adjusted \( R^2 \) is 0.646 which implies that 64.6% of the volunteers’ job satisfaction is determined by individualized consideration. Thus, with every change in volunteers’ job satisfaction, the value of \( F(1,95) = 173.442, p<0.01 \). Where the intercept of the volunteers’ job satisfaction becomes better by \( \beta=0.717, p<0.01 \), meaning that individualized consideration significantly affects job satisfaction.
Table 4.16 Regression Analysis for Individualized Consideration and Job Satisfaction

<table>
<thead>
<tr>
<th>Model Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Individualized Consideration

<table>
<thead>
<tr>
<th>ANOVA&lt;sup&gt;b&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>Regression</td>
</tr>
<tr>
<td>Residual</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Individualized Consideration
b. Dependent Variable: Job Satisfaction

<table>
<thead>
<tr>
<th>Coefficients&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Job Satisfaction

Job Satisfaction = 1.325 + Individualized Consideration 0.717 + ε

4.6.4 Reason for Volunteering

The researcher also wanted to determine reasons why the respondents were volunteering. The results showed that the volunteers served because of the positive feelings that serving gave them, obedience to God’s commands, shortage of volunteers, fellowship with others, to use their gifts and talents, their love for their specific ministry, and to serve God and others. Other reasons for volunteering included: service because it was their calling, for the purpose of parish growth and development, personal spiritual growth, to give back to society, and to receive blessings from God.
4.6.5 Factors for Satisfaction

The respondents were asked to indicate what would increase their level of satisfaction in volunteerism. They indicated that availability of more volunteers, more workshops, trainings, retreats, seminars, education, as well as materials such as uniforms, Sunday school lessons, and additional meeting spaces. Other respondents indicated that having leader support (moral and spiritual) as well as congregational support and feedback would increase their job satisfaction. Other factors that would increase satisfaction were stronger fellowship and teamwork, prayer, less focus on financial contributions, encouragement and motivation, and listening to and following church leaders. Having visionary leaders, involvement in decision-making, receiving respect, and recognition of volunteers. Additional factors included helping the needy, having strategic plans, allowances for volunteers, being provided with more opportunities for service, and increased communication from church leaders.

4.7 Chapter Summary

This chapter has focused on the results and findings of the effect that leaders have on the job satisfaction of volunteers in Ting’ang’a Deanery. The chapter was guided by the research questions that focused on the effect of idealized influence on a volunteer’s job satisfaction, the effect inspirational motivation on a volunteer’s job satisfaction, the effect of intellectual stimulation on a volunteer’s job satisfaction, and the effect of individualized consideration on a volunteer’s job satisfaction in Ting’ang’a Deanery. Chapter 5 provides the discussions, conclusions and recommendations.
CHAPTER FIVE
5.0 DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussions, conclusions and recommendations for the effect that leaders have on the job satisfaction of volunteers in Ting’ang’a Deanery. The chapter discusses in detail and provides conclusions and recommendations for the effect of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration on a volunteer’s job satisfaction in Ting’ang’a Deanery.

5.2 Summary of the Study

The purpose of this study was to examine the effect that leaders have on the job satisfaction of volunteers in Ting’ang’a Deanery. This study was guided by four research questions: what is the effect of idealized influence on a volunteer’s job satisfaction in Ting’ang’a Deanery? To what extent does inspirational motivation affect a volunteer’s job satisfaction in Ting’ang’a Deanery? How does intellectual stimulation affect a volunteer’s job satisfaction in Ting’ang’a Deanery? In what way does individualized consideration affect a volunteer’s job satisfaction in Ting’ang’a Deanery?

In this study the descriptive research approach was used. The target population comprised of 207 volunteers from three departments in the 4 parishes that form the Ting’ang’a Deanery. The study used stratified random sampling and the population was stratified into three subgroups: choir members, Sunday school teachers, and church elders. The sample size for the study was computed at 136 using the Yamane (1967) formula. Data was collected using a self-administered structured questionnaire that was pre-tested. Cronbach’s Alpha was conducted to determine the reliability co-efficient of the questionnaire. Using SPSS, descriptive statistics such as percentages, frequency, mean, and standard deviation were conducted to analyze the data. Regression analysis was computed to determine the effect of the independent variable on the dependent variable and Bivariate (Pearson) correlational analysis was conducted to determine the relationship between the independent and the dependent variables. Data was interpreted using tables, figures, and charts.
The study found that there was a statistically significant relationship between idealized influence and the volunteers’ job satisfaction, \( r (97) = 0.722, p<0.05 \), and that it accounted for 52.1% of the variance in the volunteers’ job satisfaction. This study showed that leaders being a good role model and having high moral standards were significant to volunteers’ job satisfaction. Good role modeling and high moral standards resulted in volunteers who respect, admire their leaders, were proud to be associated with the leader, and had confidence in their abilities. Findings showed that leaders promoted ethical policies and procedures and set high standards for work which led to volunteers who were committed to their parish.

Regarding inspirational motivation and volunteers’ job satisfaction, the study found that there was a statistically significant relationship between, \( r (97) = 0.700, p<0.05 \), and that it accounted for 49.1% of the variance in the volunteers’ job satisfaction. The study revealed that leaders encouraging teamwork and having a clear vision for the future were variables that influenced the job satisfaction of volunteers. These factors had respondents agree that they were excited about the future of the parish, motivated by its vision, and willing to cooperate and work well with others towards the realization of the vision. Leaders helping volunteers find meaning in their work and a sense of group togetherness made them feel as part of their parish which significantly influenced their job satisfaction.

The findings of the study revealed that there was a statistically significant relationship between intellectual stimulation and the volunteers’ job satisfaction, \( r (97) = 0.759, p<0.05 \), this accounted for 57.7% of the variance in the volunteers’ job satisfaction. The study indicated that respondents found their leaders as supportive and listening, which had an effect on their job satisfaction. Positive feedback for work well done also contributed to the volunteers’ job satisfaction while respondents agreed they had the freedom to try out new ideas in their area of responsibility. Leaders finding new ways (ideas) of doing things rather than the same way all the time while challenging volunteers to excel in whatever they do, increased volunteers’ job satisfaction.

The study revealed that there is a strong and statistically significant relationship between individualized consideration and the volunteers’ job satisfaction, \( r (97) = 0.804, p<0.05 \). Individualized consideration was responsible for 64.6% of the variance in the volunteers’
job satisfaction. The study showed that leaders genuinely caring for and paying attention to the volunteers needs affected their job satisfaction. Leaders valuing volunteers’ strengths and the unique contributions they made, while playing the role of mentor, coach, and advisor to them was significant to job satisfaction. Notwithstanding that respondents varied in their agreement of the leaders concern for their personal development, they strongly agreed that they had benefited from being a member of the parish.

5.3 Discussion

5.3.1 Idealized Influence and Job Satisfaction
The findings of the study showed that leaders had high moral standards, ethical behavior, and promoted ethical policies and procedures which have led to a high degree of respect and admiration for the leaders as well as pride in being associated with the leader. This result is supported by various authors (Bass et al., 2003; Gregory et al., 2011; Judge & Piccolo, 2004; and Oliver et al., 2011) who state that: idealized influence refers to the degree that a leader’s ethical behavior and moral standards elicit trust and respect from the followers. The authors further go on to add that this behavior is admirable to followers to the extent they identify with the leader, seek to emulate the leader, and commit themselves to the leader’s cause.

The study showed that the leaders were good role models who set high standards for work. The implication is that the volunteers have confidence in their leaders’ abilities. This study outcome is supported by Avolio et al. (1991) and Bass (1997) who state that when a leader models the achievement of desired objectives followers are more likely to emulate the leader with regard to the leader’s behavior, values and attitudes which in turn builds the leader’s influence for future goals. This type of leader is admired as a role model and generates loyalty and commitment around a shared purpose with the followers. This outcome is also in agreement with Mayer et al. (2012) who noted that in choosing models for desired behavior individuals are more likely to pay attention and emulate behaviors from credible and attractive role models.

The findings show that the volunteers are strongly committed to their parish with 81.4% attending the same parish for over 10 years while 49.5% have been volunteers for over 10
years. This study outcome is supported by Brown and Treviño (2006), who specifically, state that, when a leader exhibits ethical leadership in an organization, an ethical climate is created which in turn, affects followers’ attitudes towards their jobs thereby influencing job satisfaction and organizational commitment. However, a study by Pauline (2011) of volunteers at an elite men’s golfing event found that longevity of service influenced volunteer satisfaction. This means that the longevity of service in this study may be due to other factors besides leadership.

The study findings indicate that there is a positive, strong and statistically significant relationship between idealized influence and the volunteers’ job satisfaction \( (r (97) = 0.722, p<0.05) \). From the findings the adjusted \( R^2 \) is 0.521 which implies that 52.1% of the volunteers’ job satisfaction was determined by idealized influence. Thus, with every change in volunteers’ job satisfaction, the value of \( F (1,95) = 103.231, p<0.01 \). Where the intercept of the volunteers’ job satisfaction becomes better by \( \beta=0.603, p<0.01 \). This finding is in agreement with Loke (2001) who suggests that by providing a role model based on the organization’s values, leaders empower followers to a greater commitment to the organization, increased productivity, and overall satisfaction with the organization.

5.3.2 Inspirational Motivation and Job Satisfaction
The study revealed that the leaders were optimistic about the future and with a clear vision for it. The result is volunteers who are excited about the future of the parish, motivated by its vision, and find meaning in their work as the study indicates. This result is supported by Gumusluoglu and Ilsev (2009) who state that the excitement and meaning that employees attribute to their work is likely enhanced by the challenging vision of the inspirational motivational leader. Malik et al. (2017) opine that inspirational motivation as a component of transformational leadership has significant influence with respect to job satisfaction and organizational commitment of employees.

The study revealed that the leaders encouraged teamwork. This has led to volunteers feeling a sense of group togetherness while cooperating and working well with others. In addition findings revealed that the volunteers feel a part of the parish. Studies by (Antonakis et al., 2003; Bass et al., 2003; Choi, 2006; Long et al., 2014) support this finding by stating that leaders with inspirational motivation are said to foster a strong
team spirit through their outward enthusiasm and integrity as a means of promoting oneness, enhancing the uniqueness of the group, and leading followers toward goal attainment. It is this sense of togetherness that enables members to cooperate and work well together as seen in the parishes.

This outcome of the study agrees with Braun et al. (2013), Rao and Abdul (2015) and Kholi and Jaworski (1993) who define team spirit as the extent to which individuals feel a sense of group togetherness. The same authors state that due to the focus on more team-based structures rather than individual in today’s work place, team spirit is deemed essential as it is seen to encourage an attachment and bonding to the rest of the team with the development of collective values and identity. It is this identity and shared commitment that keeps each team member focused on the team goals for better performance. The study result is also in agreement with the results of the study conducted by Chou et al. (2002) which revealed that a climate characterized by a demonstration of togetherness and collectiveness by the leader contributes to the satisfaction of employees.

The study findings indicate that there is a positive, strong and statistically significant relationship between inspirational motivation and the volunteers’ job satisfaction, $r (97) = 0.700, p<0.05$. From the findings the adjusted $R^2$ is 0.491 which implies that 49.1% of the volunteers’ job satisfaction is determined by inspirational motivation. Thus, with every change in volunteers’ job satisfaction, the value of $F (1,95) = 91.521, p<0.01$. Where the intercept of the volunteers’ job satisfaction becomes better by $\beta=0.622, p<0.01$. These findings are consistent with Dwyer et al. (2013) who found that volunteers are more satisfied with their service when team leaders are inspirational.

### 5.3.3 Intellectual Stimulation and Job Satisfaction

The study found that leaders find new ways (ideas) of doing things rather than the same way all the time and that they are adaptable and flexible. The result is that volunteers have the freedom to try out new ideas, are growing in their ability to problem solve, and feel challenged to excel in whatever they do. The result is supported by Bass (2000) who states that adaptability as it characterizes learning organizations and leadership is viewed as an engine of change and in a rapidly changing world a leader’s failure to embrace adaptability may mean organizational decline as evidenced by General Motors (USA) in
the 1980’s. This is also in agreement with Top, Akdere, and Tarcan (2015) who posit that the leader serves as a catalyst to ensure the followers and the organization do not get stuck in a challenge or decision-making rut while challenging followers to excel and to become better at their work and in their performance.

The study showed that the leaders are supportive, listen, give volunteers positive feedback for work well done, and value their individual contribution. The implication is that volunteers feel involved in the decision making process. This result agrees with Podsakoff et al. (1990) and Tucker and Russell (2004) who state that a transformational leader is viewed as one that encourages by listening, being supportive, providing recognition and positive feedback for work well done which is seen as an act of caring. Zhou and George (2003) assert that this encouragement comes not just from verbal communication but from the behavior of the leader as a function of their emotional intelligence. Bass and Riggio (2006) also agree with this outcome and state that an intellectual stimulation leader can be expected to encourage a more adaptive or developmental culture by emphasizing employee innovation, problem solving, and empowerment.

The study findings indicate that there was a positive, strong and statistically significant relationship between intellectual stimulation and the volunteers’ job satisfaction, \( r (97) = 0.759, p<0.05 \). The adjusted \( R^2 \) is 0.577 which implies that 57.7% of the volunteers’ job satisfaction is determined by intellectual stimulation. Thus, with every change in volunteers’ job satisfaction, the value of \( F (1,95) = 129.448, p<0.01 \). Where the intercept of the volunteers’ job satisfaction becomes better by \( \beta=0.694, p<0.01 \). This study finding is inconsistent with Nguni et al (2006) who found intellectual stimulation to have a weak influence on job satisfaction. The results of that study mirror a research study that found intellectual stimulation to have a negative effect on trust and job satisfaction of followers (Podsakoff et al., 1990). The same authors allude this negative effect to role ambiguity among other factors. However, within the parishes volunteers have clearly defined roles. Additionally, among other factors, their service is based on use of talents and obedience to God which means they have intrinsic motivations for volunteerism. This agrees with Chowdhry & Osowska (2017) who show an association between intellectual stimulation
and intrinsic motivation suggesting that the effect of the stimulation is also dependent on the intrinsic motivation of the employee.

5.3.4 Individualized Consideration and Job Satisfaction

The study showed that the leaders are concerned with and support the volunteers’ personal development by helping them to identify and develop their strengths and skills. The result is that volunteers stated that the leaders value them, their strengths and the unique contributions they make. This finding is in agreement with Bono and Judge (2004) who state that individualized consideration refers to a leader who is concerned with the developmental needs of each follower and is willing to provide the requisite support needed in order for the follower to advance in their career. This is founded on a belief in the value of each individual and their inherent strengths. This leadership style inspires the followers to not only see the leader’s goals but also their goals for personal growth.

The study found that leaders play the role of mentor, coach, and advisor to volunteers. This has resulted in volunteers benefiting from being members of their respective parish and an atmosphere of trust between the leaders and volunteers. This result agrees with Allen et al. (2004) who indicate that there is recognition that both the mentor and protégé derive benefit from the mentoring relationship whether tangible or intangible. The author further adds that among the benefits that protégés receive is the development of their self-esteem and work identity which creates an atmosphere of trust between the leaders and the volunteers as indicated by the study. This outcome is supported by Bass and Riggio (2006) who opine that by recognizing individual differences, the leader can provide growth related tasks whilst creating an atmosphere of trust by giving the followers socio-emotional support, and this is imperative that in addition to empowering the followers, the leader stimulates them to self-actualization since individualized considerate leaders are said to pay more attention to their followers.

The study findings indicate that there was a positive, strong and statistically significant relationship between individualized consideration and the volunteers’ job satisfaction, \( r (97) = 0.804, \ p<0.05 \). The adjusted \( R^2 \) is 0.646 which implies that 64.6% of the volunteers’ job satisfaction is determined by individualized consideration. Thus, with every change in volunteers’ job satisfaction, the value of \( F (1,95) = 173.442, \ p<0.01. \)
Where the intercept of the volunteers’ job satisfaction becomes better by $\beta=0.717$, $p<0.01$. This result is in agreement with Antonakis et al. (2003) who observed that individualized consideration leader behaviors contribute to follower satisfaction due to advising, supporting and paying attention to the individual needs of the followers. This is also in agreement with Bass and Riggio (2006) who state that the individualized considerate leader recognizes the needs and desires of each individual and is attuned to their unique needs for achievement and growth, and rather than treating them as just members of a group, the leader demonstrates acceptance of individual differences acknowledging the unique needs of each individual.

5.4 Conclusions

5.4.1 Idealized Influence and Job Satisfaction
This study concludes that leaders being good role models with high moral standards were significant to volunteers’ satisfaction. This leads to a high degree of respect and admiration for the leaders as well as pride in being associated with them. As leaders exhibited ethical leadership by promoting ethical policies and procedures in the parish, an ethical climate was created which in turn affected volunteers’ attitudes towards their jobs thereby influencing job satisfaction and organizational commitment. Leaders who were good role models and set high standards for work resulted in volunteers having confidence in their leaders’ abilities.

5.4.2 Inspirational Motivation and Job Satisfaction
The study concludes that leaders’ with a clear vision for the future resulted in volunteers who were excited about the future of the parish, motivated by its vision, and find meaning in their work. Volunteers have experienced greater satisfaction with their service due to the inspirational nature of their leaders. In addition, leaders encouraged teamwork which has led to volunteers feeling a sense of group togetherness ensuring they cooperate and work well with others. This resulted in most volunteers feeling part of the parish.

5.4.3 Intellectual Stimulation and Job Satisfaction
The study concludes that volunteers found their leaders as supportive and demonstrated the art of listening. In addition, the study found that leaders gave positive feedback for work well done which contributed to volunteers’ job satisfaction. Volunteers agreed they
have the freedom to try out new ideas, grow in their ability to problem solve, and strive to excel in whatever they do. This has led to job satisfaction as volunteers feel empowered to develop solutions to challenges they face.

5.4.4 Individualized Consideration and Job Satisfaction
The study concludes that leaders genuinely cared for and pay attention to volunteers needs. Leaders’ playing the role of mentor, coach, and advisor to volunteers was significant to job satisfaction as volunteers’ benefitted from being members of their respective parish. An atmosphere of trust between the leaders and volunteers was also significant for job satisfaction as it was viewed as a demonstration of care by the leaders.

5.5 Recommendations
5.5.1 Recommendations for Improvement
5.5.1.1 Idealized Influence and Job Satisfaction
In order to improve the job satisfaction of volunteers, the study recommends the leaders of these parishes maintain high moral standards, ethical behavior, and promote ethical policies and procedures. The study also recommends that leaders strive to be role models who set high standards for work and service. Diocesan leaders can establish accountability mechanisms for this to support ethical behavior.

5.5.1.2 Inspirational Motivation and Job Satisfaction
The study recommends the parish leaders develop a clear vision of the future which they articulate adeptly with passion to their followers. Training programs on goal setting, strategic planning, and team development would empower leaders with skills that would further volunteer satisfaction. Volunteers should be involved in the creation and execution of strategic plans. During the implementation phase creating further opportunities for and encouraging teamwork and communication further increases satisfaction.

5.5.1.3 Intellectual Stimulation and Job Satisfaction
The study recommends the parish leaders to grow in their ability to problem solve, find new ways (ideas) of doing things, and become more adaptable and flexible. The study also recommends involving volunteers in decision making, developing feedback mechanisms, and demonstrating a value for the unique contributions of the volunteers.
Additionally, the study recommends investing in workshops, trainings, retreats, and seminars for volunteers to aid in personal development and also providing them with the requisite equipment and materials to better fulfill their functions.

5.5.1.4 Individualized Consideration and Job Satisfaction

The study recommends the parish leaders to increase their support (moral and spiritual) to the volunteers by playing the role of mentor, coach and advisor to aid in personal development. Training programs on coaching, mentoring, and care would enhance the leaders’ ability to provide this support. The study also recommends that leaders create frameworks that enable volunteers to discover and develop their strengths and skills. The leaders also ought to create an atmosphere of trust between the leaders and followers.

5.5.2 Recommendations for Further Research

This study determined the effect of transformational leadership on the job satisfaction of volunteers by studying volunteers in Ting’ang’a Deanery under the Cathedral Archdeaconry of the Diocese of Mt. Kenya South, Kiambu County. The results were limited to the four parishes: Ting’ang’a Parish, Ngaita Parish, Kihingo Parish, and Kiriguini Parish. There is a need for further research to be conducted in other religious organizations within the county, as well as other studies that focus on other leadership styles and how these influence the job satisfaction of volunteers in religious organizations. Additionally, the findings of the study revealed that 62.9% of the volunteers were above the age of 41 while those self-employed were 62.9%. There is need for further research to determine if the results still stand with those below the age of 40 and are employed.
REFERENCES


Avolio, B. J., Zhu, W., Koh, W., & Bhatia, P. (2004). Transformational leadership and organizational commitment: Mediating role of psychological empowerment and

Prentice-Hall.

Bang, H., Ross, S. D., & Reio, T. G. J. (2013). From motivation to organizational 
commitment of volunteers in non-profit sport organizations: The role of job 

leadership: A test of antecedents. *Journal of Leadership and Organizational 

Press.


Bass, B. M. (1990b). From transactional to transformational leadership: Learning to share 

transcend organizational and national boundaries? *American Psychologist, 52*(2), 
130–139.

Bass, B. M. (1999). Two decades of research and development in transformational 
leadership. *European Journal of Work and Organizational Psychology, 8*(1), 9–32.

Leadership and Organizational Studies, 7*(3), 18–40. Retrieved from 
http://journals.sagepub.com/doi/10.1177/107179190000700302

Redwood City, CA: Mind Garden.

by assessing transformational and transactional leadership. *Journal of Applied
Transformational Leadership (2nd Ed.), 282.


Luthans, F. (2012). *Organizational Behavior. Organizational Behavior: An Evidence-


APPENDICES
APPENDIX I: SAMPLE FRAME

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Parish</th>
<th>Name of Church</th>
<th>Date Established</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ting’ang’a Parish</td>
<td>St. Luke’s Church</td>
<td>1979</td>
</tr>
<tr>
<td>2.</td>
<td>Kihingo Parish</td>
<td>St. Phillip’s Church</td>
<td>2000</td>
</tr>
<tr>
<td>3.</td>
<td>Ngaita Parish</td>
<td>St. Nicholas Church</td>
<td>2000</td>
</tr>
<tr>
<td>4.</td>
<td>Kiriguini Parish</td>
<td>St. Mary’s Church</td>
<td>2002</td>
</tr>
</tbody>
</table>

Source: Cathedral Archdeacon’s Office

Date: May 24th, 2019
APPENDIX II: LETTER OF INTRODUCTION

May 16th, 2019

Canon Geoffrey Mungai  
Provost – Cathedral Church Kiambu  
Diocese of Mt. Kenya South  
P.O. Box 808 – 00900  
Kiambu, Kenya

Dear Canon Mungai,

I am a graduate student at United States International University – Africa (USIU) studying an MSc in Management and Organizational Development. For my research project I am examining, “The effect of Transformational Leadership on Job Satisfaction among Volunteers” in religious organizations.

Research seems to suggest that there is a decline in volunteerism globally. Similarly, other findings show a close link to transformational leadership and volunteer outcomes whether or not an employment relationship exists. Since the Diocese of Mt. Kenya South would be classified as a religious organization, I request the opportunity to collect data from volunteers in the Cathedral Archdeaconry to approve or disprove these researches.

The information gathered is for my academic purposes only, while the data collected may provide useful information for the Cathedral Archdeaconry with baseline data that can help with intervention strategies on leadership, volunteers, and other related areas.

There is no compensation for the Cathedral Archdeaconry or any participant nor is there any known risk. All information provided by participants will remain confidential. Copies of the final project will be provided to my USIU Supervisor and to the Dean. I can avail a copy of the findings at your request.

If you require additional information or have questions, please contact me at the number listed below.

Sincerely,

Mark Kiiru
+254 722 326 515
APPENDIX III: QUESTIONNAIRE

Dear Participant,

My name is Mark Kiuru and I am a graduate student at USIU – Africa. For my research project I am examining, “The Effect of Transformational Leadership on Job Satisfaction among Volunteers”. In order to ensure that all information will remain confidential, please do not include your name. The information is for my academic purposes only and the data collected will provide useful information that may assist Mt. Kenya South Diocese with baseline data for developing intervention strategies on leadership, volunteers and other related areas.

Section A: General Information

For each question place a tick ☑ in the appropriate box.

1. Gender
   Male [   ] Female [   ]
2. Age (years)
   18-20 Yrs [   ] 21-30 Yrs [   ] 31-40 Yrs [   ] 41-50 Yrs [   ] 50 and above [   ]
3. Marital Status
   Single [   ] Married [   ] Widowed [   ] Separated [   ] Divorced [   ]
4. Highest level of education
   High School [   ] Diploma [   ] Bachelors [   ] Masters [   ] PhD [   ]
5. Employment Status
   Unemployed [   ] Self-employed [   ] Employed [   ] Retired [   ]
6. How many years have you been with this church?
   Less than 1 Year [   ] 1-3 Yrs [   ] 4-6 Yrs [   ] 7-9 Yrs [   ] Over 10 Yrs [   ]
7. Current department you volunteer
   Choir [   ] Sunday School [   ] Church Elder [   ]
8. What role do you play in the department
9. How long have you been a volunteer in that department?
   - Less than 1 Year [   ]
   - 1-3 Yrs [   ]
   - 4-6 Yrs [   ]
   - 7-9 Yrs [   ]
   - Over 10 Yrs [   ]

**Section B: Idealized Influence**

10. Kindly use the key 1 – Strongly Disagree, 2 – Disagree, 3 – Uncertain,
    4 – Agree, and 5 – Strongly Agree

   For each statement, place a tick ☑ in the box that best describes your leader

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My leader has ethical behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. My leader has high moral standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I respect and admire my leader</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I am proud to be associated with my leader</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. My leader is a good role model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I have confidence in my leader’s abilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. My leader promotes ethical policies and procedures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. My leader sets high standards for work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. My leader takes a stand on difficult issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I am treated fairly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. I am committed to this parish</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Section C: Inspirational Motivation**

11. Kindly use the key 1 – Strongly Disagree, 2 – Disagree, 3 – Uncertain, 4 – Agree, and 5 – Strongly Agree

For each statement, place a tick ✓ in the box that best describes your leader

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My leader has a clear vision for the future</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. My leader is optimistic about the future</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I am motivated by the vision of this parish</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. My leader sets goals for me</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I am encouraged to work hard towards achieving the set goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I am excited about the future of this parish</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. My leader encourages teamwork</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. When faced with a challenge, my leader has the ability to focus on the core issue(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. My leader understands my needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I feel a sense of group togetherness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. I cooperate and work well with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. My leader helps me find meaning in my work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. I feel part of this parish</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section D: Intellectual Stimulation

12. Kindly use the key 1 – Strongly Disagree, 2 – Disagree, 3 – Uncertain, 4 – Agree, and 5 – Strongly Agree

For each statement, place a tick ☑ in the box that best describes your leader

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My leader finds new ways (ideas) of doing things rather than the same way all the time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. My leader challenges me to excel in whatever I do</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. My leader is adaptable and flexible</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. My leader encourages me to problem solve and to grow in my ability to do so</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. My leader seeks differing opinions and ideas when solving problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. My leader recognizes my individual contribution</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. My leader is supportive and listens</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. My leader gives me positive feedback for work well done</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. My leader involves me in the decision making process</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. My leader encourages and fosters critical thinking to challenges</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. I have the freedom to try out new ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section E: Individualized Consideration

13. Kindly use the key 1 – Strongly Disagree, 2 – Disagree, 3 – Uncertain, 4 – Agree, and 5 – Strongly Agree

For each statement, place a tick ☑ in the box that best describes your leader

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My leader is concerned with and supports my personal development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. My leader helps me to identify and develop my strengths and skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. My leader values me, my strengths, and the unique contributions I make</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. My leader plays the role of mentor, coach, and advisor to me</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. My leader demonstrates acceptance of individual differences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. There is an atmosphere of trust between the leader and myself</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. My leader genuinely cares for me and pays attention to my needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I have benefited by being a member of this parish</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. My leader provides opportunities for personal growth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. My leader gives feedback on where and how I can improve</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Section F: Job Satisfaction

14. Kindly use the key 1 – Strongly Disagree, 2 – Disagree, 3 – Uncertain, 4 – Agree, and 5 – Strongly Agree

For each statement, place a tick [☑] in the box that best describes your leader

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have positive feelings about my volunteering experience in this parish</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I am satisfied that my voluntary work meets expectations of my leader</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. My volunteering work allows me to express what is important to me</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I am satisfied because the volunteer work I do has clear role descriptions and goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I am satisfied with the way volunteers are managed in the parish</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. What is your main reason for volunteering?

__________________________________________________________________________

16. What suggestion would you give to increase your satisfaction level with your volunteerism?

__________________________________________________________________________

Thank you for your participation
APPENDIX IV: NACOSTI PERMIT

Ref No: 800843
Date of Issue: 25/July/2019

RESEARCH LICENSE

This is to certify that Mr. Mark Kamande of United States International University Africa, has been licensed to conduct research in Kisumu on the topic: The Effect of Transformational Leadership on Job Satisfaction among Volunteers: A Case of Tingatinga's Desanay for the period ending 25/July/2010.

License No: NACOSTI/P/19/212
Applicant Identification Number: 800843

Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

NOTE: This is a computer generated License. To verify the authenticity of this document, scan the QR Code using QR scanner application.