

**INFLUENCE OF HEAD TEACHERS' MANAGEMENT STYLES ON THE PRIMARY  
SCHOOL TEACHERS' JOB SATISFACTION IN CHUKA  
DIVISION, THARAKA NITHI COUNTY, KENYA**

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**A Research Project Submitted in Partial Fulfillment for Master of Education Degree in  
Educational Planning, Management and Administration of  
MOUNT KENYA UNIVERSITY**

**NOVEMBER, 2012**

## ABSTRACT

The key to effective management is the ability to get results from other people, through other people and in conjunction with other people. As a manager of the school community, the head teacher has the responsibility for helping staff members get satisfaction from their profession and more towards the fulfillment of their needs and objectives. There is need to explore how different management styles influence teachers job satisfaction because if they are not properly implemented, this may lead to dissatisfaction among teachers. This study sought to establish the influence of head teacher's management styles on teachers' job satisfaction among public primary schools in Chuka Division, Tharaka Nithi County. The objectives of the study were; to determine the management styles used by head teachers in Chuka Division, to determine the level of job satisfaction among public primary school teachers in Chuka Division, to find out the head teachers responsibility in human resource management in Chuka Division and to assess attitude of teachers towards management styles of headteachers. The study adopted descriptive survey design. The target population for the study comprised 53 head teachers, 431 teachers and 53 School Management Committee (SMC) chairmen from the 53 public primary schools in the division forming a total population of 537 respondents. Both purposive and simple random sampling were used to come up with a sample size of 116 respondents. Questionnaires were used to collect data from head teachers and teachers and interview schedules were used to collect data from the SMC chairmen. Data was analyzed using descriptive statistics and findings presented in form of percentages, frequencies and tables. Results show that on average head teachers in Chuka Division mostly employed democratic and autocratic management styles. Laissez faire style was least used. The study revealed that teachers were satisfied with their jobs an indication that high levels of the teachers' achievements, recognition and opportunity for growth had been met and the hygiene factors such as worker conditions, pay and interpersonal relationships had been met consequently heightening their job satisfaction. Head teachers were in good working relations with their teachers and that the teachers were happy with the management styles employed by the head teachers; evidence that teachers' attitude towards their head teachers' management styles was positive. The study recommends that expanding and improving career and professional development is, therefore, crucially important considering the available research was limited to Chuka division which is a small area raising concern in generalizing the findings. A more rigorous study can therefore be carried to cover the whole country.