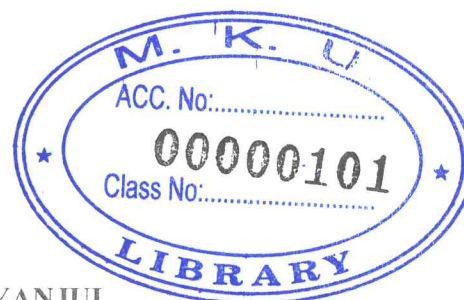


LEADERSHIP STYLES EMPLOYED BY SCHOOL MANAGERS TO ENHANCE
TEACHERS' WORK ATTITUDES IN PUBLIC PRIMARY SCHOOLS IN THIKA
EAST, KIAMBU COUNTY, KENYA



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ABSTRACT

In today's competitive world, every organization is aiming at improving productivity of its employees through cultivating a positive attitude towards work. In pursuit of increasing productivity towards work, researchers have largely examined factors such as remuneration, employees work life balance, work load among other factors that are deemed to be integral in improving employees motivation. However, few studies if any have looked at the leadership styles employed by school managers to enhance teachers' work attitude and therefore the reason for this study. The purpose of this study was to examine the leadership styles employed by school managers to enhance teachers' work attitude. The study had four objectives which examined the various leadership styles such as; authoritative, participative, delegative, and combined leadership styles that enhanced teachers' work attitude. The study was guided by motivation maintenance theory which states that employee needs are twofold: Motivational needs and maintenance needs. The study was conducted in Thika East District, Kiambu County Kenya. The research adopted a descriptive survey research design. The study targeted 37 primary school head teachers, 37 deputy head teachers, and 447 teachers in the 37 Primary Schools in Thika East District yielding a total population of 521. The researcher used mixed sampling methods including systematic and purposive random sampling to select 7 schools and 98 respondents respectively. From each school, a head teacher, a deputy head teacher, and teachers were sampled yielding a total sample size of 98. The study used a combination of research instruments including questionnaire for the teachers and interview guide for head teachers and deputy head teachers. The validity of the research instruments was tested through content analysis by an expert while reliability was done through test retest method. Data was analyzed through quantitative and qualitative techniques. Quantitative analysis employed generation of descriptive statistics about the responses provided. Qualitative analysis mainly used content from the literature as well as interview guide to discuss common addressing the research questions under examination. This involved generation of numeric measures of the responses provided. Use of Statistical Package for Social Sciences helped generate descriptive statistics required for the data. The study findings were presented in tables and charts and interpretation made based on research objectives. The study findings indicated that most of the teachers had a positive attitude towards their work. The respondents attributed their liking of their work to motivation, autonomy, healthy relationships, good working conditions, good performance and personal fulfilment. This attributes are linked to the leadership style employed by the school managers. Participative leadership style enhanced teachers work attitude through, motivating teachers, encouraging punctuality and self-drive, teamwork mobilization, promotion of learners' attitude towards education and through enhancement of culture of positive attitude. The Government should encourage the school managers to employ participative leadership style in managing workers. This will inculcate team work spirit in running of the schools thus improved performance and positive work attitude. Moreover, the use of a combination of all leadership styles is critical in enhancing teachers' works attitude and performance. The ministry of education should further monitor schools consistently to establish leadership style used to enhance teachers work attitude. The researcher further recommended a research to be done to establish how the styles of leadership by school managers influence the level of performance among teachers; how various leadership styles adopted by school head teachers has influenced the teaching learning situations in primary schools and a similar study to establish whether similar findings will be reached in a bid to fill the gaps that were not filled by this study.