

عنوان مقاله:

Value-based Leadership Across Teachers' Ranks and Its Significance in Schools: A Case of Primary Schools in Kajiado North, Kenya

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خلاصه مقاله:

This research assessed the practice of value-based leadership (VBL) of two ranks of primary school teachers in Kajiado North, Kenya. The study incorporated an explanatory sequential mixed-methods approach that utilized a pragmatic paradigm epistemology. Survey questionnaires were used to collect data from the teachers in the first quantitative phase and analyzed using (SPSS), v.۲۵. In the second phase, interviews were conducted to gather qualitative information, which was thematically analyzed using Miner Lite software. The results from the quantitative phase showed a positive and significant relationship between the teachers' VBL and the head teachers' VBL. The practice of VBL in the two ranks of teachers was found to be consistent in integrity, trust, listening, respect, and inclusion and was inconsistent in vision and clear thinking. In the second phase, teachers described VBL as; leading through values and qualities, leadership that you see, leading by example, helping people grow and adding value to what they do, and doing what you are supposed to do by observing professional ethics. Consistency in the practice of VBL is critical in schools because it creates a uniform space where effective learning of values takes place. The study recommends the training of head teachers in VBL traits, in particular communication skills that will help them in delivering on vision and clear thinking. A replica of the study in the secondary school level is recommended to validate the findings.

کلمات کلیدی:

Value-based Leadership, Teachers, Head teacher, Consistency, Values

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