INFLUENCE OF HEADTEACHERS' LEADERSHIP STYLES ON PUPILS' PERFORMANCE IN KENYA CERTIFICATE OF PRIMARY EDUCATION IN KANDARA DISTRICT, MURANG'A COUNTY, KENYA

Murigi Mary Wanja

A Research Project Submitted in Partial Fulfilment of the Requirements for the Degree of Master of Education in Educational Administration

University of Nairobi

2013

DECLARATION

This research project is my original work and has not been presented for a degree in any other university

……………………………………………………….

Murigi Mary Wanja

Reg No. E55/60622/10

This research project has been submitted for examination with our approval as University Supervisors

………………………………………………

Dr. Grace Nyagah
Senior Lecturer and Chairman,
Department of Educational Administration and Planning,
University of Nairobi

………………………………………………

Dr. Jeremiah Kalai
Lecturer,
Department of Educational Administration and Planning
University of Nairobi

DEDICATION

I dedicate this work to my loving husband Patrick Ndirangu, our three children; Catherine Wambui, Ian Wachiuri and Collins Murigi and my niece Sandra Wanjiku.

ACKNOWLEDGEMENT

The completion of this study would have been impossible without the material and moral support from various people. It is my obligation therefore to extend my gratitude to them. First of all I thank the Almighty God for giving me good health, and guiding me through the entire course.

I am greatly indebted to Dr. Grace Nyagah and Dr. Jeremiah Kalai who were my supervisors, for their effective supervision, dedication, availability and professional advice. I extend my gratitude to my lecturers who taught me in the M.Ed programme, therefore enriching my research with knowledge. My head teacher; Mr. Mwangi A.K Peter, the head teachers and teachers in Kandara District, who were my respondents, deserve my appreciation for their support and willingness for providing the required information during my study. My appreciation finally goes to my classmates, with whom I weathered through the storms, giving each other encouragement and for their positive criticism.

TABLE OF CONTENTS

Content **Page**

CHAPTER ONE

INTRODUCTION

CHAPTER TWO

LITERATURE REVIEW

CHAPTER THREE

RESEARCH METHODOLOGY

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

APPENDICES

LIST OF TABLES

LIST OF FIGURES

Figure   **Page**

ABBREVIATIONS AND ACRONYMS

B.Ed   Bachelors of Education

DEO   District Education Office

KCPE   Kenya Certificate of Primary Education

KESI   Kenya Education Staff Institute

KNEC   Kenya National Examinations Council

LBDQ   Leader Behaviour Description Questionnaires

M.Ed   Masters in Education

PTA   Parents Teachers Association

SPSS   Statistical Package for Social Sciences

TSC   Teachers Service Commission

ABSTRACT

The purpose of this study was to investigate the influence of head teachers' leadership styles on pupils' performance in Kenya Certificate of Primary Education in Kandara District Murang'a County. The study objectives sought to determine influence of autocratic leadership, transformative leadership, transactional leadership, charismatic leadership and democratic leadership on pupils' performance in KCPE in Kandara District Murang'a County, Kenya. There is need to make a comparison of the various leadership styles in relation to pupils' performance. The study employed descriptive research design. The target population for the study was all the 72 public primary school head teachers and 876 teachers in Kandara District. The researcher took 30% of the population to arrive at a study sample of 21 head teachers and 273 teachers. The researcher collected data using a questionnaire for the teachers and head teachers. The questionnaire had both open and closed ended questions. Quantitative data was analyzed by the use of descriptive statistics and presented through percentages, frequencies means, and standard deviations. From the study findings, it was established that the head teachers' adopted autocratic style of leadership. By being autocratic leaders, the head teachers remained focused in their managerial roles as they were task-oriented (Mean=4.9), they asserted their authority and were mainly concerned about getting the tasks done (Mean=4.2). The study found that the head teacher were highly visible, and spent a lot of time communicating with teachers, pupils and subordinates. The study also revealed that the head teacher used rewards and punishment to motivate teachers and pupils to perform better. From the study findings, it was established that the head teachers encouraged teachers and students to participate in decision making. In addition the study established that the charismatic leadership styles was the most significant leadership style that influenced pupils' performance in KCPE, followed by transactional leadership style, transformative leadership style, autocratic leadership style while democratic leadership style was the least significant in influencing pupils' performance in KCPE. The study recommends the head teachers should adopt a hybrid approach of various leadership styles in their managerial role in primary schools.

CHAPTER ONE INTRODUCTION

1.1 Background to the study

Education is the key to participation in the global economy of the 21st century. (UN, 2002). This is because the 21st century economy influenced by technical revolutions in communications, transfer of information, major changes in production, transport and distribution. This therefore means that for any country to develop economically, it has to have highly educated people. For anyone to be said to be educated they have to undergo examination, which enable them to progress on the next educational level and to develop in such a manner that can have an impact in his their country and also globally (Clark, 2002). In the United States of America, school administration and leadership came into focus in the 1960's. This was due to the need to involve secondary students, teacher's stakeholders in the administration management of the schools. This concept of participation in management of schools spread to other parts of the world two decades later.

The world conference of 1990 in Thailand on its deliberations about school leadership observed that principals of schools hold the greatest responsibility in creating an effective educational atmosphere in schools. The conference further noted that without necessary leadership styles, principles will be overburdened by a number of school tasks affecting students' performance. The African situation was noted as being critical due to faster educational expansion in the continent (UNESCO, 2000).

Effective leadership is essential in all organizations, whether business, government, religious or educational (Clark, 2002). Organizations are established for the achievement of a set of goals and objectives. The success of an organization depends largely on the quality of its leadership. Successful leaders motivate their subordinates to higher levels of productivity, remedy poor performance and lead the organization towards its objectives (Owens, 2000). The leadership style of the head teacher as an organizational leader in the school plays an important role in bringing about outstanding scholastic performance. Head teachers' leadership has an effect on school climate, its learning situation satisfaction among teachers, mediating between school and parents, and enhancing school performance (Okoth, 2000).

Bossert, Dwyer, Rowan and Lee (1982) postulated that the head of the school through his or her activities, roles, and behaviors in managing school structures affect student achievement directly. The principals have the ability to indirectly affect student achievement by improving the tone or learning environment of a school (Johnson Livingston, Schwartz & Slate, 2000). Mackey commission (1981) noted that head teachers lacked training in institutional management. Different leadership styles have different effects on the organization performance. A directive leader initiate's action, structures activities, motivates others, delegates responsibility, and praises or reprimands subordinates (Rue & Byars, 1992).

A democratic leader gets results by leading discussions, asking questions to involve others, encouraging others to volunteer for responsibilities, confirming commitments, and asking for a vote to get a consensus decision or a majority decision. A non-directive leader refuses to make decisions for others, uses silence until someone in the group speaks out, gives non-verbal support to others who show positive leadership, and gradually fades out of a group when others in the group show ability and a willingness to take over (Ozaralli, 2003).

Maicibi (2005) contends that without a proper leadership style, effective performance cannot be realized in schools. Even if the school has all the required instructional materials and financial resources, it will not be able to use them effectively. Poor performance is highly placed on the hands of head teachers who should ensure that students perform well in their examination (Olembo Wanga & Karagu, 1992) explains that the head teacher has overall responsibility over the operation of the school. In this regard in terms of the school's performance, the head teachers are accountable for the school's performance not only to the student but even to the country as a whole.

Armstrong (2004) defines leadership as influence, power and the legitimate authority acquired by a leader to be able to effectively transform the organization through the direction of the human resources that are the most important organizational asset, leading to the achievement of desired purpose. This can be done through the articulation of the vision and mission of the organization at every moment, and influence the staff to define their power to share this vision. This is also described by Sashkin and Sashkin (2003) as

visionary leadership. However, Cole (2002) defines leadership as inspiring people to perform. Even if an institution has all the financial resources to excel, it may fail dismally if the leadership does not motivate others to accomplish their tasks effectively.

Works of Bossert, Dwyer, Rowan, and Lee (1982) may be considered pioneering efforts directed toward a deeper understanding of instructional leadership roles of a school principal. The Mackay report (Republic of Kenya, 1981) noted that despite headteachers being expected to employ managerial styles towards influencing teachers to attain good results in teaching assignments, they lacked training in institutional management. It recommended the establishment of Kenya Education Staff Institute (KESI) for developing educational managers and administrators.

1.2 Statement problem

Public primary schools in Kandara District of Murang'a County have been performing below average over the last six years. In over the last six years County analysis depicts that Kandara District has held the fourth position over the last six years 2004-2009 out of the four districts in Murang'a South of Murang'a County. The performance index in the District has also steadily remained below the County mean score of 244.56. Table 1.1 presents the data.

Table 1.1 Murang'a County K.C.P.E Results 2004-2009

Districts/year	2004	2005	2006	2007	2008	2009
Murang'a South	234.98	237.14	241.47	241.75	240.56	236.21
Gatanga		234.69	231.36	240.93	236.76	241.70	238.44
Kigumo		233.59	229.99	232.71	237.75	244.52	244.67
Kandara		232.87	220.31	232.65	230.23	232.43	231.74

Source: Murang'a County Education Office (2012).

The K.C.P.E performance has generally been below average comparable to other schools in other districts of Murang'a County. The district would be expected to perform just as well as other districts given that they share same conditions such as environment and climate with other districts and the district has adequate educational and support resources (Murang'a County Education Office, 2012). Most studies done on the effect of leadership styles on students' Kenya Certificate of Primary Education (KCPE) performance are not comprehensive. This study therefore aimed at investigating the head teachers' leadership styles and their effect on pupils' performance in KCPE in Kandara District Murang'a County.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of head teachers' leadership styles on pupils' performance in Kenya Certificate of Primary Education in Kandara District Murang'a County.

1.4 Objectives of the study

(i)   To establish the influence of head teachers' autocratic leadership style on pupils' performance in Kenya Certificate of Primary Education in Kandara District Murang'a County.

(ii)   To explore the influence of head teachers' transformative leadership style on pupils' performance in Kenya Certificate of Primary Education in Kandara District Murang'a County in Kandara District Murang'a County.

(iii)   To establish the influence of transactional leadership style on pupils' performance in Kenya Certificate of Primary Education in Kandara District Murang'a County.

(iv)   To determine the influence of charismatic leadership style on pupils' performance in Kenya Certificate of Primary Education in Kandara District Murang'a County.

(v)   To establish the influence of head teachers' democratic leadership style on pupils' performance in Kenya Certificate of Primary Education in Kandara District Murang'a County.

1.5 Research questions

(i)   What is the influence of head-teachers autocratic leadership style on pupils' performance in Kenya Certificate of Primary Education in Kandara District Murang'a County?

(ii)   To what extent does head teachers' transformative leadership style influence pupils' performance in Kenya Certificate of Primary Education in Kandara District Murang'a County?

(iii)   How does head teachers' transactional leadership style influence pupils' performance in Kenya Certificate of Primary Education in Kandara District Murang'a County?

(iv)   To what extent does the head teachers' charismatic leadership style influence pupils' performance in Kenya Certificate of Primary Education in Kandara District Murang'a County?

(v)   How do head teachers democratic leadership style influence pupils' performance in Kenya Certificate of Primary Education in Kandara District Murang'a County?

1.6 Significance of the study

The findings of this study may be useful to universities, Primary Teachers` Training Colleges in the process of training primary school teachers on best leadership practices. The findings may also be important to primary school head teachers in that they may learn the different styles that influence academic

performance and hence apply the best leadership styles. The information gathered could help in providing more literature for further studies in the field of school administration. Finally, the results of the study would also influence scholarly research, theory and practice, leading to an educational intervention on the effect of leadership styles on pupils' academic performance.

1.7 Limitations of the study

Limitation is an aspect of research that may influence the results negatively but over which the researcher has no control (Mugenda & Mugenda, 2003). The use of ex-post facto research design would have inherent limitations. The investigator would not be able to control the attitudes of respondents. The researcher would however control this limitation by using data collection tools that give respondents freedom in responding.

1.8 Delimitation of the study

The investigator only focused on the head teachers' leadership styles and their influence on pupils' performance. The leadership styles covered were; autocratic, transformative, transactional, charismatic and democratic leadership styles. The researcher sought information from the head teachers and teachers who were the study respondents. Kandara District was the geographical scope of the study.

1.9 Basic assumptions of the study

This study assumed that the respondents would be co-operative in giving the information being sought by the study. The study assumed that the leadership styles adopted by the head teachers influence the pupils' performance in KCPE

examinations. The researcher also assumed that the study would achieve its objectives.

1.10 Definition of significant terms

Autocratic leader refers to a head teacher who does not involve teachers in policy formulation in the school.

Democratic leader refers to a leader who encourages members to express their opinions in group discussions and to make decisions.

Head teacher refers to a chief executive in a primary school in-change of administration of the school.

Leadership refers to the ability to influence people to willingly follow guidance and perform group tacks.

Leadership style refers to patterns of behaviour by a leader in influencing members of the group. The way the leader will be behaving towards the group members.

Performance refers to pupils marks in Kenya Certificate of primary Education as rated by the Kenya National Examinations Council (KNEC) from the lowest mark 01 to the highest mark 500.

Transformational leadership refers to leadership that stimulates followers to see problems in new ways and help them develop their full potential that result in enhanced creativity of their followers (Jong & Hartog, 2007).

Transactional leadership refers to leadership that is based on exchanges between a leader and group members, such as using rewards and punishment to control behaviour (Bass, 1985).

1.11 Organization of the study

This study comprised of five chapters. Chapter one contained background information of the study, the statement of the problem, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study and definition of significant terms. Chapter two was literature review. The chapter also presented the theoretical perspective and conceptual framework of the study. Chapter three dealt with the methods which were applied in carrying out the research study. It covered the research design, target population, sample and sampling techniques, piloting and data collection procedures. The data analysis techniques were discussed at the end of this chapter. Chapter four presented data analysis and discussion of the study findings, while chapter five dealt with the summary, conclusion, recommendations and suggestion for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the role of leadership in an educational organization, leadership styles (autocratic, transformative, transactional, charismatic and democratic) and their influence on students' performance in KCPE, summary of literature review, theoretical framework and conceptual framework.

2.2 Leadership in educational organizations

Through the decades of the twentieth century, the role of school leaders greatly evolved and could generally be characterized as highly transformative. Pervasive and sustained student learning is more likely to occur in schools with strong instructional leadership (Beck & Murphy, 1993). Strong leadership will be the most important ingredient of an effective school management (Bell, 1992).

2.3 Autocratic leadership and pupils' academic achievement

The manager retains most authority for himself/herself and makes decision with

the mind that the staff will implement it. He/she is not bothered about attitudes of the staff toward a decision; he/she is rather concerned about getting the task done. Autocratic leaders are generally disliked, as there is no scope for initiative, consideration, and self-development on the part of followers. Teachers and students, for example, whose school heads employ the autocratic leadership

style, remain insecure and afraid of the leadership authority. This eventually reduces their ability to explore their potential. Some people tend to perceive this style as a vehicle for yelling, using demeaning language, and leading by threats and abusing their power. However, under certain conditions the autocratic leadership style is appropriate, especially when one has all the information to solve the problem, when one has little time, and when employees are well motivated (Jong & Hartog, 2007).

In the case of schools where autocratic leadership is practiced, its application is most likely to be characterized by arbitrary advances, arbitrary disciplinary measures, and termination of services. The effect has always been dissatisfaction with work on the part of the employees. Balunywa (2000) argues that autocratic leaders in schools are more concerned with despotic influence in order to get the job accomplished rather than with the development and growth of subordinates.

2.4 Transformative leadership style and pupils' academic achievement

Transformational leaders are able to stimulate followers to see problems in new ways and help them develop their full potential that result in enhanced creativity of their followers (Jong & Hartog, 2007). A person with this leadership style is a true leader who inspires his or her team constantly with a shared vision of the future. They are highly visible, and spend a lot of time communicating with their subordinates. They do not necessarily lead from the front, as they tend to delegate responsibility amongst their team. While their enthusiasm is often

infectious, they generally need to be supported by people who cover the extensive details required in the tasks.

Ozaralli (2003) concurs with Bass (1985) regarding the definition of transformational leadership, has four dimensions to magnify its qualities which includes charisma, individual consideration, intellectual stimulation and inspiration. In addition, it is actually a leadership that gets people to do more in achieving high performance. The special qualities that often characterize transformational leaders include vision, charisma, symbolism, empowerment, intellectual stimulation and integrity (Schermerhorn, 2005).

2.5 Transactional leadership style and pupils' academic achievement

Bass (1998) assert that transactional leadership is largely based on exchanges between a leader and group members, such as using rewards and punishment to control behaviour. Bass (1998) states that each enters the transaction because of the expectation to fulfil self-interests and their leader is supposed to maintain the status quo by satisfying the needs of the subordinates. This leadership emphasises process in which the leader defines needs, assigns task, gives rewards to followers for good performance, or punishment for mistakes (Ubben et al. 2001:14-15). For instance, the head teacher observes what the teachers want from work and tries to provide them with what they want depending on their performance. He/she exchanges rewards and promises of rewards for their efforts and responds to their immediate self-interest. Otherwise, he/she uses threats or punishment for their mistakes.

Cunningham and Cordeiro (2000:185) opine that a transactional leader has a command and control mentality. Ubben et al. (2001:14) are of the opinion that this kind of exchange inhibits subordinates' commitment because it is a matter of performing duties as directed; the 'how' and 'what' of the job are given, meaning that teachers are labourers and they do the job because of what they will benefit from it, not because of their loyalty to the headteacher or the school. Lussier and Achua (2001:383) assert that transactional leadership seeks to maintain stability and that is the main reason that Leithwood and Jantzi (2000:114) perceive this concept as management rather than leadership. Thus a transactional leader sets goals for followers depending on the effort he/she expects from them; he/she does not expect the followers to perform beyond normal standard, and makes no effort to change the situation, attitudes and values of followers.

2.6 Charismatic leadership style and pupils' academic achievement

Rowden (2000) defines charismatic leadership as the behavioral tendencies and personal characteristics of leaders that create an exceptionally strong relationship between them and their followers. There are three personal characteristics of the charismatic leaders, which are extremely high confidence, dominance and strong convictions in his or her beliefs (Robbins & Coulter, 2003).

A charismatic leadership style encompasses the visionary leadership elements, in that the leader injects huge doses of enthusiasm into his or her team, and is very energetic in driving others forward. They have a vision of extraordinary

goals and the ability to motivate those around them to achieve that vision (Poon, 2000). However, a charismatic leader tends to believe more in him- or her self than in their team. This creates a risk that a project, or even an entire organization, might collapse if the leader were to leave: In the eyes of their followers, success is tied up with the presence of the charismatic leader.

2.7 Democratic leadership styles and pupils' academic achievement

By spending time getting people's buy-in, the leader builds trust, respect and commitment. Because the democratic leader affords people a say in decisions that affect their goals and how they do their work, it drives up flexibility, responsibility and keeps morale high. Its impact on climate is not as positive as some of the other styles. Its drawbacks are the endless meetings, where consensus remains elusive and people can end up feeling confused and leaderless (Bulinda, 1999). This style works best when the leader is uncertain about direction and needs guidance or for generating fresh ideas for executing the vision. In times of crisis, consensus may not be effective (Clark, 2002).

2.8 Summary of the literature review

The chapter reviewed different leadership styles that are adopted by the head teachers in running schools. The reviewed styles included autocratic, transformative, transactional, charismatic and democratic styles. Bell (1992) indicated that autocratic leadership style application is most likely to be characterized by arbitrary advances, arbitrary disciplinary measures, and termination of services. Ozaralli (2003) indicated that transformational leadership has four dimensions which include charisma, individual

consideration, intellectual stimulation and inspiration. Ubben et al. 2001 urgued in transactional leadership the leader defines needs, assigns task, gives rewards to followers for good performance, or punishment for mistakes. Meanwhile Cunningham *et al* (2000) opine that a transactional leader has a command and control mentality. The studies were carried out in developed countries and therefore it is important to find out how head teachers leadership styles affect pupils academic performance in KCPE.

2.9 Theoretical framework

The study was based on Mediated-Effects Model of effective schools as proposed by Hallinger and Heck (1998). The model suggests that antecedent variables can have an important causal influence that affects desired outcomes which is academic performance. In this model, the variable of the principal's role is assumed to be both a dependent and an independent factor (Hallinger and Heck, 1998). As a dependent factor, the principal is subject to the influence of external antecedent factors such as socioeconomic status, or prevailing external environment conditions such as technological change. As an independent variable, the principal is considered to be the agent of change, influencing directly the actions of teachers, the learning conditions within the school, and the attainment of outcomes such as teacher job satisfaction and indirectly, student learning outcomes. In this study, the head teacher was an independent variable.

2.10 The Conceptual framework

Figure 2.1 Conceptual Framework
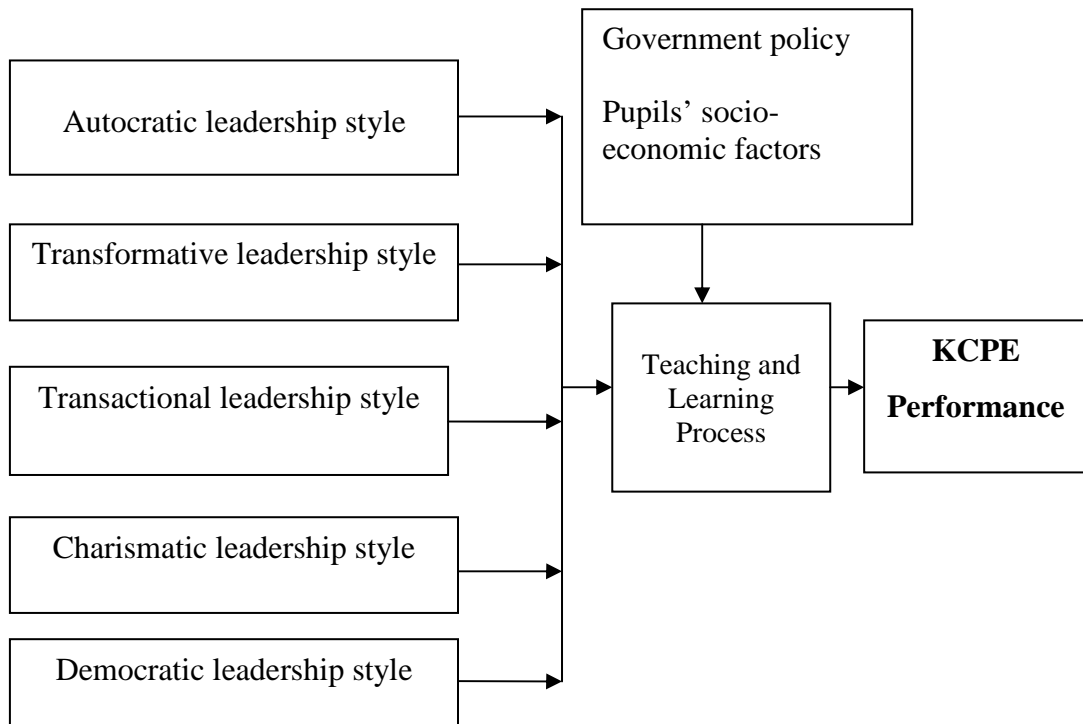
The dependent variable in this study was improvement in KCPE performance. The KCPE performance is influenced by head teachers' styles that constituted the independent variables. Based on the literature review, the head teachers' leadership styles likely to influence KCPE performance in primary schools included autocratic leadership style, transformative leadership style, transactional leadership style, charismatic leadership style and democratic leadership style. Each of the leadership style had its strengths and weaknesses when applied towards better performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the researcher looked at various methodologies of research. The section covered the research design, the target population, sample size and the sampling procedures, research instruments, validity and reliability of instruments, data collection procedure and data analysis technique.

3.2 Research design

Research design has been defined as the process of creating an empirical test to support or refute a knowledge claim (Borg and Gall, 1989). Ngechu (2001) defines research design as a plan showing how the problems under investigation will be solved. The study employed descriptive research design. Gay (1981) defines descriptive research design as a study where variables that exist have already occurred with non-intervention of researcher. The design was suitable since it helped to describe the state of affairs as they exist without manipulation of variables (Kothari, 2004).

3.3 Target population

Target population refers to all members of a real or hypothetical set of people, events, or objects to which the researcher wishes to generalize results of the research (Borg & Gall, 1989). The target population for the study was all the public primary school head teachers and teachers in Kandara District. There are 72 primary schools in the District with 72 head teachers and 876 teachers.

3.4 Sample size and sampling procedure

According to Denscombe (2008), a sample is a small proportion of the target population selected using some systematic procedures for study. Sampling is a research procedure that is used for selecting a given number of subjects from a target population as representative of that population. From the target population of 72 head teachers and 876 teachers, the researcher took 30% as suggested by Gratton, and Jones (2004). Therefore the study sample was 21 head teachers and 273 teachers. All the 21 head teachers and 13 teachers were selected from the 21 schools. To sample from the schools, the researcher used the teachers list from the head teachers and used simple random sampling to pick 13 teachers who were involved in the study.

3.5 Research instruments

The researcher collected data using a questionnaire for the teachers and head teachers. Mulusa (1990) defines a questionnaire as a written set of questions to which the subject responds in writing. The questionnaire had part A and B. Part A gathered data on demographic variables while Part B had the profile of leadership styles. Each of the styles were accompanied by a five point Likert scale. A Likert scale indicates frequency with which the head teacher engages in a particular form of leadership behaviour.

The questionnaire had both open and closed ended questions. The structured questions were used in an effort to conserve time and money as well as to facilitate in easier analysis as they are in immediate usable form; while the

unstructured questions were used to encourage the respondent to give in-depth information without feeling held back in revealing of any information.

3.6 Validity of the research instruments

Validity indicates the degree to which an instrument measures what it is supposed to measure; the accuracy, soundness and effectiveness with which an instrument measures what it is intended to measure (Kothari, 2004) or the degree to which results obtained from the analysis of the data actually represent the phenomena under study (Mugenda & Mugenda, 2008). The researcher carried out a pilot study among 15 teachers who participated. The pilot study was conducted among the teachers that would not participate in the main study. The research instrument was availed to the lecturers at the University, and peers who established its content and construct validity to ensure that the items were adequately representative of the subject area to be studied.

3.7 Reliability of the research instrument

Reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials (Nsubuga, 2000). The reliability of the instrument was estimated using Cronbach's Alpha Coefficient which is a measure of internal coefficient. A reliability of at least 0.70 at $\alpha=0.05$ significance level of confidence were accepted. Adjustments were made accordingly incase a low co-efficient is obtained in order to improve on the instrument.

3.8 Data collection procedures

Before embarking on the study, the researcher obtained a permit from the National Council of Science and Technology and from the heads of schools. The researcher also paid the DEO's office a courtesy call to obtain permission to conduct the study. On visiting the schools, the respondents were assured of strict confidentiality in revealing their names. The researcher then issued the instruments to the respondents from the sampled school and then picked them on the agreed time. Owing to the busy schedule of the respondents, the researcher left the questionnaire with them to allow them fill in at their convenient time.

3.9 Data analysis procedures

Once the instruments were collected, the researcher checked them for completeness and consistency. The data was both quantitative and qualitative data. Quantitative data was analyzed by the use of descriptive statistics with the help of Statistical Package for Social Sciences (SPSS V 17.0) and presented through percentages, frequencies means, and standard deviations. Tables and other graphical presentations as appropriate were used to present the data collected for ease of understanding and analysis while interpretation was given in prose. The qualitative data from the open ended questions was analyzed using content analysis. This was by developing a thematic framework from the key issues, concepts and themes emanating from open ended questions. The information generated was then interpreted and explained.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The purpose of the study was to investigate the influence of head teachers' leadership styles on pupils' performance in Kenya Certificate of Primary Education in Kandara District, Murang'a County, Kenya.

The findings of the research are presented based on the four research objectives stated below.

   i.   To establish the influence of head teachers' autocratic leadership style on pupils' performance in Kenya Certificate of Primary Education in Kandara District Murang'a County.

  ii.   To explore the influence of head teachers' transformative leadership style on pupils' performance in Kenya Certificate of Primary Education in Kandara District Murang'a County in Kandara District Murang'a County.

 iii.   To establish the influence of transactional leadership style on pupils' performance in Kenya Certificate of Primary Education in Kandara District Murang'a County.

 iv.   To determine the influence of charismatic leadership style on pupils' performance in Kenya Certificate of Primary Education in Kandara District Murang'a County.

v.   To establish the influence of head teachers democratic leadership style on pupils' performance in Kenya Certificate of Primary Education in Kandara District Murang'a County.

The background data of the respondents is given first, followed by the analysis and discussion of each of the four research questions/ objectives.

4.1.1 Response rate

The study sought to establish the questionnaire response rate and the findings are as shown in Table 4.2 below.

Table 4.2 Response rate

Respondents	Targeted	Returned	Percent
Teachers	273	200	73.3%,
Head teachers	21	20	95.2%

As shown in Table 4.2 above, the study targeted 273 teachers and 21 head teachers out of which 200 teachers and 20 head teachers responded and returned their questionnaires. This illustrates that the study had a high response rate. This response rates were sufficient and representative and conforms to Mugenda and Mugenda (1999) stipulation that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent. This commendable response rate was due to extra efforts that were

made via personal calls and visits to remind the respondent to fill-in and return the questionnaires. The subsequent section shows findings on the demographic information of the respondents.

4.2 Demographic information

The study initially sought to inquire information on various aspects of respondents' background, i.e. the gender, age, academic/professional qualification, teaching experience in years and average performance of the pupils in schools. This information aimed at testing the appropriateness of the respondent in answering the questions regarding the influence of head teachers' leadership styles on pupils' performance in Kenya Certificate of Primary Education in Kandara District, Murang'a County, Kenya.

4.2.1 Academic qualifications of the respondents

The study in this part aimed at inquiring the academic qualifications of the respondents. This would enhance in finding out the appropriateness of the respondents in answering the questions. In addition it would enhance in determination of the capacity of human resource in terms of qualification which also mean that their productivity is high. The findings are as shown in Table 4.3 below.

Table 4.3 Academic qualifications of the head teachers

Academic qualifications	Frequency	Percentage
B.Ed	6	30
Diploma (P1)	14	70
Total	**20**	**100**

From the findings in Table 4.3 above, the majority of the head teachers were diploma holders while few were graduates in bachelor of education. This information shows that the respondents were knowledgeable enough and could give valid and reliable information based on their high level of education. The subsequent section shows the academic qualifications of the teachers.

Figure 4.2 Academic qualifications of the teachers
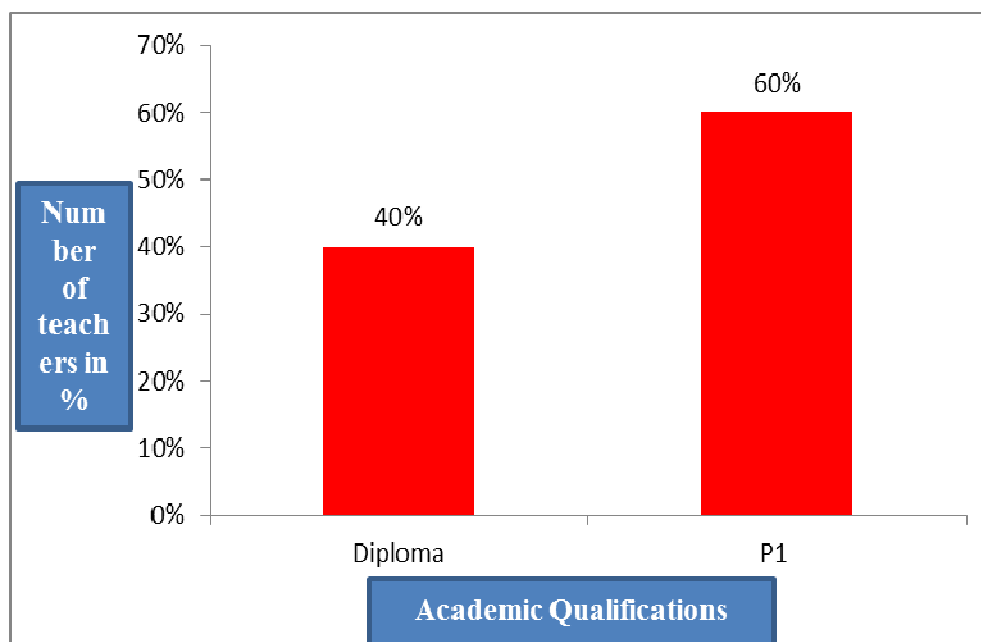
From the Figure 4.2 above, majority of the teachers had P1 level of education. This means that teachers in Kandara District have the required TSC training. On

the other hand, few had diploma. Therefore it means that not many of the teachers in schools in the District have advanced their education, beyond the P1 level of education. The findings also imply that there are few teachers who have been absorbed from other training field, for instance form science field. This information shows that the respondents were knowledgeable enough and could give valid and reliable information based on their good level of education. The subsequent section shows findings on the gender distribution of teachers and head teachers.

4.2.2 Head teachers and teachers gender distribution

The study sought to find out the gender of the respondents and the findings are as shown in Figure 4.3 below.

Figure 4.3 Head teachers and teachers gender distribution
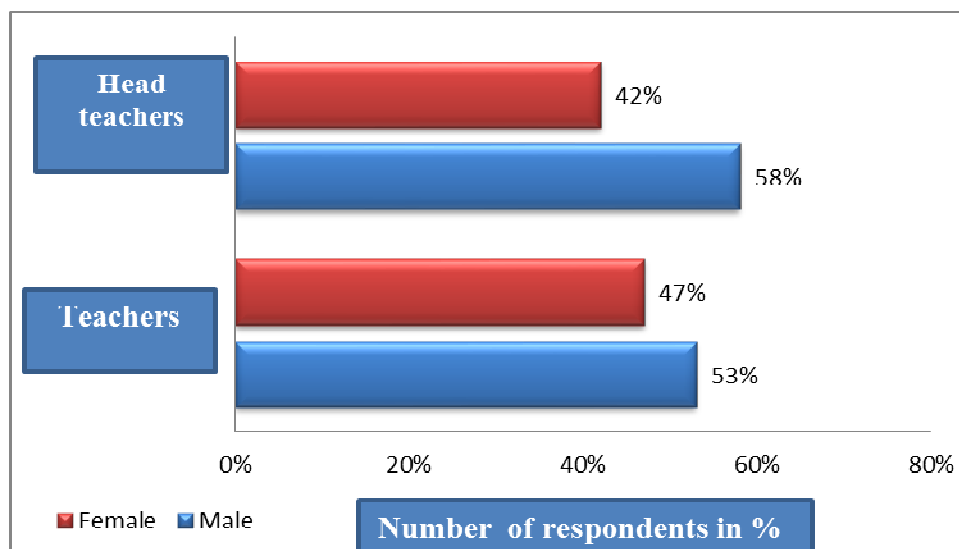
From the findings in Figure 4.3 above, majority of the head teachers were male while minorities were female. These findings indicate that there is unequal distribution of human resources based on the school heads in Kandara District. In addition, majority of the teachers were male than female, which also depict disparity in gender in the recruitment of teachers and head teachers in the education sector in the district. The subsequent section shows findings on the age distribution of the teachers and head teachers.

4.2.3 Age distribution of the respondents

The teachers were also asked to state their age bracket. The findings are as shown in Table 4.4 below.

Table 4.4 Distribution of head teachers and teachers by age

Age in years	Teachers		Head teachers	
	Frequency	Percentage	Frequency	Percentage
20 – 30 years	60	30	0	0
30 – 40 years	80	40	6	30
40 – 50 years	40	20	10	50
50 – 60 years	20	10	4	20
Total	**200**	**100**	**20**	**100**

According to the findings in Table 4.4 above, the majority of the teachers were between 30-40 years, minority were aged between 20-30 years while very few indicated that they were 40-50 years old. The head teachers were also asked to state their age bracket. The study also found that the majority of the head

teachers were over 40-50 years while a few of the head teachers were aged 30-40 years. This shows that majority of the teachers and head teachers had enough experience in teaching and school management to give credible information with regard to the effect of head teacher's leadership on performance. The subsequent section shows findings on the duration that the head teachers had served in the capacity of school heads.

4.2.4 Experience of the head teachers

The head teachers were asked to state the duration that they had served in the capacity of school heads. The findings are as shown in Table 4.5 below.

Table 4.5 Head teachers duration of teaching

Years of Teaching	Frequency	Percentage
0 – 2 years	2	10
2 – 4 years	12	60
4 and over	6	30
Total	**20**	**100**

The Table 4.5 above show that majority of the head teachers had served in the capacity of school heads for 2-4 years, minority have served as head teachers for

4 years and over while very few had served for 0 – 2 years. This shows that majority of the head teachers were new in this capacity as they had served for 2-4 years and were well endowed with new ideas to manage the school effectively. This shows that majority of the head teachers had enough experience in teaching and school management to give credible information with regard to the the influence of head teachers' leadership styles on pupils' performance in Kenya Certificate of Primary Education. The subsequent section shows findings on the number of years that teachers had spent in their teaching career.

4.2.5 Experience of the teachers

The study also sought to find out the experience of the teachers by asking them the number of years that they had been in their teaching career. The findings are as shown in Table 4.6 below.

Table 4.6: Experience of the teachers

Experience in years	Frequency	Percent
2 – 5 years	30	26.3
6-10 years	19	16.7
11-15 years	44	38.6
16 – and above	21	18.4
Total	**114**	**100**

From the Table 4.6, most of the teachers had 11-15 years of experience, few had 2-5 years in teaching, and while very few had 6-10 years in teaching. Therefore it can be noted that most of the teachers had over 10 years in teaching and thus, would provide valid and consistent information about head teachers' leadership

styles. Nsubuga (2003) notes that the institutional mechanism for developing human resource is the formal education system. He also states that teachers' experience in schools provides easy monitoring and principal's leadership styles. In addition their interaction with the principals is deemed to have provided them with adequate skills to evaluate principal's leadership. The subsequent section shows findings on the performance of the pupils in KCPE between 2008 and 2012.

4.2.6 Performance of the pupils

The study inquired from the Kandara DEO records about the performance of the pupils in KCPE. The findings are as shown in Table 4.7 below.

Table 4.7 Kandara district KCPE performance

Year	KCPE means
2008	232.87
2009	220.31
2009	232.65
2010	230.23
2011	232.43
2012	231.74

According to the findings in Table 4.7 above, the mean score of KCPE performance for public primary schools in Kandara District were below 250.

The findings illustrates that majority of the public schools in Kandara District performed poorly in their KCPE exams which could have been as a result of lack of practicing good leadership by the head teachers. The subsequent section shows findings on the influence of head teachers' autocratic leadership style on pupils' performance in KCPE.

4.3 Autocratic leadership style and pupils' performance in KCPE

The first objective of the study was to establish the influence of head teachers' autocratic leadership style on pupils' performance in Kenya Certificate of Primary Education in Kandara District Murang'a County. The findings are shown in the subsequent sections

4.3.1 Teachers' responses on autocratic leadership style

In order to further asses the influence of head teachers' autocratic leadership style on pupils' performance in KCPE, the teachers were requested to indicate their level of agreement on the extent to which a number of relevant statements on autocratic leadership style are reflected in the head teachers managerial role. The responses were rated on a five point Likert scale where: 1 - Strongly Disagree 2 - Disagree   3 - Neutral 4- Agree and 5- Strongly Agree. The mean and standard deviations were generated from SPSS and are as illustrated in Table 4.8.

Table 4.8 Teachers' responses on autocratic leadership style

Statements on autocratic leadership style	Mean
Head teacher is not bothered about attitudes of the staff and pupils' toward the school performance but, he/she is rather concerned about getting the task done	4.122
Head teacher tells the teachers and pupils' what to do and how to do it, asserts himself/herself and serves as an example for the and pupils	4.264
The head teachers style of leadership is task-oriented	4.393

From the study findings in Table 4.8 above, the majority of the teachers agreed that the head teachers' style of leadership is task-oriented; head teacher tells the teachers and pupils' what to do and how to do it, asserts himself/herself and serves as an example for the and pupils; and that head teacher is not bothered about attitudes of the staff and pupils' toward the school performance but, he/she is rather concerned about getting the task done respectively. This reveals that majority of the head teachers apply autocratic leadership in their schools to a great extent. Through this leadership style the head teachers remain focused in their managerial roles as they were task-oriented, asserted their authority and were much concerned about getting the tasks done. However, they there is no

scope for initiative, consideration, and self-development on the part of teachers and pupils and therefore leads to poor performance. The findings concurs to Balunywa (2000) who argues that autocratic leaders in schools are more concerned with despotic influence in order to get the job accomplished rather than with the development and growth of subordinates. The effect has always been dissatisfaction with work on the part of the employees and its application is most likely to be characterized by arbitrary advances, arbitrary disciplinary measures, and termination of services (Balunywa, 2000). The subsequent section shows findings on the influence of head teachers' autocratic leadership style on pupils' performance in KCPE as opined by the head teachers.

4.3.2 Head teachers' responses on autocratic leadership style

The study sought to establish the influence of head teachers' autocratic leadership style on pupils' performance in KCPE, the head teachers were requested to indicate their level of agreement on the extent to which a number of relevant statements on autocratic leadership style are reflected in the head teachers managerial role. The responses were rated on a five point Likert scale where: 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4- Agree and 5- Strongly Agree. The mean and standard deviations were generated from SPSS and are as illustrated in Table 4.9.

Table 4.9 Head teachers' responses on autocratic leadership style

Statements on autocratic leadership style	Mean
Head teacher is not bothered about attitudes of the staff and pupils' toward the school performance but, he/she is rather concerned about getting the task done	3.823
Head teacher tells the teachers and pupils' what to do and how to do it, asserts himself/herself and serves as an example for the and pupils	4.023
The head teachers style of leadership is task-oriented	4.132

From the study findings in Table 4.9 above, the majority of the head teachers agreed that the head teachers style of leadership is task-oriented; head teacher tells the teachers and pupils' what to do and how to do it, asserts himself/herself and serves as an example for the and pupils; and that head teacher is not bothered about attitudes of the staff and pupils' toward the school performance but, he/she is rather concerned about getting the task done respectively.

The findings are similar to the teachers' opinion about the use of autocratic leadership by the head teachers. The findings show that majority of the head teachers were autocratic in their leadership and applied this leadership to a great extent. By being autocratic leaders, the head teachers remain focused in their managerial roles as they were task-oriented, they asserted their authority and were mainly concerned about getting the tasks done. According to Jong &

Hartog, (2007) the head teachers retains most authority for himself/herself and makes decision with the mind that the staff will implement it. The subsequent section shows findings on the influence of head teachers' transformative leadership style on pupils' performance in KCPE.

4.4 Transformative leadership style and pupils' performance in KCPE

The second objective of the study was to explore the influence of head teachers' transformative leadership style on pupils' performance in Kenya Certificate of Primary Education in Kandara District Murang'a County in Kandara District Murang'a County. The findings are shown in the subsequent sections

4.4.1 Teachers' responses on transformative leadership style

The study sought to establish the influence of head teachers' transformative leadership style on pupils' performance in KCPE, the teachers were requested to indicate their level of agreement on the extent to which a number of relevant statements on transformative leadership style are reflected in the head teachers managerial role. The responses were rated on a five point Likert scale where: 1 - Strongly Disagree 2 - Disagree   3 - Neutral 4- Agree and 5- Strongly Agree. The mean and standard deviations were generated from SPSS and are as illustrated in Table 4.10.

Table 4.10 Teachers' responses on transformative leadership style

Statements on transformative leadership style	Mean
The head teachers is able to stimulate teachers and pupils see problems in new ways and help them develop their full potential that result in enhanced creativity of teachers and pupils'	3.324
The head teacher inspires teachers and pupils constantly with a shared vision of the better performance	3.143
The head teacher is highly visible, and spend a lot of time communicating with teachers, pupils and subordinates	4.146
The head teacher style of leadership is full of charisma, individual consideration, intellectual stimulation and inspiration	2.234
The head teacher style of leadership gets teachers and pupils to do more in achieving high performance	1.234

As shown in Table 4.10 the majority of the teachers agreed that the head teacher is highly visible, and spend a lot of time communicating with teachers, pupils and subordinates; the head teachers is able to stimulate teachers and pupils see problems in new ways and help them develop their full potential that result in enhanced creativity of teachers and pupils'; and that the head teacher inspires teachers and pupils constantly with a shared vision of the better performance respectively.

However, the majority of the respondents disagreed that the head teacher style of leadership is full of charisma, individual consideration, intellectual stimulation and inspiration; and that the head teacher style of leadership gets teachers and pupils to do more in achieving high performance respectively.

This depicts that the majority of the head teachers adopted transformative leadership as reflected by being readily available to both pupils and the teachers, being innovative in solving problems and inspiring a shared vision of the better performance. However the majority of the head teachers lacked charisma, individual consideration, intellectual stimulation and inspiration. The findings are in line with Jong & Hartog (2007) who revealed that the leaders stimulate followers to see problems in new ways and help them develop their full potential that result in enhanced creativity of their followers. Similarly they concur with Ozaralli (2003) who indicated that a person with this leadership style is a true leader who inspires his or her team constantly with a shared vision of the future. They are highly visible, and spend a lot of time communicating with their subordinates. The subsequent section shows findings on the influence of head teachers' transformative leadership style on pupils' performance in KCPE as opined by the head teachers.

4.4.2 Head teachers' responses on transformative leadership style

The study sought to establish the influence of head teachers' transformative leadership style on pupils' performance in KCPE, the head teachers were requested to indicate their level of agreement on the extent to which a number of relevant statements on transformative leadership style are reflected in the head

teachers managerial role. The responses were rated on a five point Likert scale where: 1 - Strongly Disagree 2 - Disagree   3 - Neutral 4- Agree and 5- Strongly Agree. The mean and standard deviations were generated from SPSS and are as illustrated in Table 4.11.

Table 4.11 Head teachers' responses on transformative leadership style

Statements on transformative leadership style	Mean
The head teachers is able to stimulate teachers and pupils see problems in new ways and help them develop their full potential that result in enhanced creativity of teachers and pupils'	4.113
The head teacher inspires teachers and pupils constantly with a shared vision of the better performance	4.043
The head teacher is highly visible, and spend a lot of time communicating with teachers, pupils and subordinates	4.536
The head teacher style of leadership is full of charisma, individual consideration, intellectual stimulation and inspiration	3.113
The head teacher style of leadership gets teachers and pupils to do more in achieving high performance	3.212

From the study findings in Table 4.11 above, the majority of the head teachers agreed that the head teacher is highly visible, and spend a lot of time communicating with teachers, pupils and subordinates; the head teachers is able to stimulate teachers and pupils see problems in new ways and help them develop their full potential that result in enhanced creativity of teachers and pupils'; the head teacher inspires teachers and pupils constantly with a shared vision of the better performance; the head teacher style of leadership gets

teachers and pupils to do more in achieving high performance; and that the head teacher style of leadership is full of charisma, individual consideration, intellectual stimulation and inspiration respectively.

This finding resonate the earlier findings expressed by the teachers that the majority of the head teachers adopted transformative leadership as reflected by being readily available to both pupils and the teachers, being innovative in solving problems and inspiring a shared vision of the better performance. This finding are in line with Schermerhorn (2005) who indicated that transformative leadership gets people to do more in achieving high performance. The special qualities that often characterize transformational leaders include vision, charisma, symbolism, empowerment, intellectual stimulation and integrity (Schermerhorn, 2005). The subsequent section shows findings on the influence of head teachers' transactional leadership style on pupils' performance in KCPE.

4.5 Transactional leadership style and pupils' performance in KCPE

The third objective of the study was to establish the influence of head teachers' transactional leadership style on pupils' performance in Kenya Certificate of Primary Education in Kandara District Murang'a County. The findings are shown in the subsequent sections.

4.5.1 Teachers' responses transactional leadership style

The study sought to establish the influence of head teachers' transactional leadership style on pupils' performance in KCPE, the teachers were requested to indicate their level of agreement on the extent to which a number of relevant statements on transactional leadership style are reflected in the head teachers managerial role. The responses were rated on a five point Likert scale where: 1 - Strongly Disagree 2 - Disagree   3 - Neutral 4- Agree and 5- Strongly Agree. The mean and standard deviations were generated from SPSS and are as illustrated in Table 4.12.

Table 4.12 Teachers' responses transactional leadership style

Statements on transactional leadership style	Mean
The head teacher uses rewards and punishment to motivate teachers and pupils to perform better	4.391
The head teacher leadership defines school needs, assigns task, gives rewards to teachers and pupils for good performance	3.868
The head teacher exchanges rewards and promises of rewards for teachers' efforts and responds to their immediate self-interest	4.232
The leadership in school seeks to maintain school stability	4.093
The head teacher is more of a managers rather than leader	4.033

According to the findings in Table 4.12 above, majority of the teachers agreed that the head teacher uses rewards and punishment to motivate teachers and pupils to perform better; the head teacher exchanges rewards and promises of rewards for teachers' efforts and responds to their immediate self-interest; the leadership in school seeks to maintain school stability; the head teacher is more of a managers rather than leader; and that the head teacher leadership defines school needs, assigns task, gives rewards to teachers and pupils for good performance respectively.

This shows that the head teachers' were highly transactional leaders while seeking to enhance the pupils' performance in KCPE. The majority of the head teachers used rewards and punishment to motivate teachers and pupils to perform better, exchanged rewards and promises of rewards to teachers' to coerce their productivity and were always focused on maintaining school stability. Since different persons are motivated by different things this style of leadership could not enhance the school KCPE performance to a great extent as the head teachers were manipulative in their managerial role. The findings are corroborated with Bass (1998) who assert that transactional leadership is largely based on exchanges between a leader and group members, such as using rewards and punishment to control behavior. This leadership emphasizes process in which the leader defines needs, assigns task, gives rewards to followers for good performance, or punishment for mistakes (Ubben et al. 2001:14-15). The subsequent section shows findings on the influence of head teachers' transactional leadership style on pupils' performance in KCPE as indicated by the head teachers.

41

4.5.2 Head teachers' responses transactional leadership style

The study sought to establish the influence of head teachers' transactional leadership style on pupils' performance in KCPE, the head teachers were requested to indicate their level of agreement on the extent to which a number of relevant statements on transactional leadership style are reflected in the head teachers managerial role. The responses were rated on a five point Likert scale where: 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4- Agree and 5- Strongly Agree. The mean and standard deviations were generated from SPSS and are as illustrated in Table 4.13.

Table 4.13 Head teachers' responses transactional leadership style

Statements on transactional leadership style	Mean
The head teacher uses rewards and punishment to motivate teachers and pupils to perform better	4.431
The head teacher leadership defines school needs, assigns task, gives rewards to teachers and pupils for good performance	4.007
The head teacher exchanges rewards and promises of rewards for teachers' efforts and responds to their immediate self-interest	4.332
The leadership in school seeks to maintain school stability	4.142
The head teacher is more of a managers rather than leader	4.081

From the study findings in Table 4.13 above, the majority of the head teachers agreed that the head teacher uses rewards and punishment to motivate teachers

and pupils to perform better; the head teacher exchanges rewards and promises of rewards for teachers' efforts and responds to their immediate self-interest; the leadership in school seeks to maintain school stability; the head teacher is more of a managers rather than leader; and that the head teacher leadership defines school needs, assigns task, gives rewards to teachers and pupils for good performance respectively.

The findings are similar to teachers' findings that the head teachers' were highly applied transactional leadership style while seeking to enhance the pupils' performance in KCPE. The majority of the head teachers used rewards and punishment to motivate teachers and pupils to perform better, exchanged rewards and promises of rewards to teachers' to coerce their productivity and were always focused on maintaining school stability. However this style of leadership failed to positively enhance the schools' performance owing to the fact that diverse motivational strategies are needed to meet the motivational needs of the school fraternity towards enhancing the schools' KCPE performance.

This is in line with Cunningham and Cordeiro (2000) who argues that this kind of exchange inhibits subordinates' commitment because it is a matter of performing duties as directed; the 'how' and 'what' of the job are given, meaning that teachers and pupils are labourers and they do the job because of what they will benefit from it, not because of their loyalty to the head teacher or the school. The subsequent section shows findings on the influence of head teachers' charismatic leadership style on pupils' performance in KCPE.

4.6 Charismatic leadership style and pupils' performance in KCPE

The forth objective of the study was to determine the influence of head teachers' charismatic leadership style on pupils' performance in Kenya Certificate of Primary Education in Kandara District Murang'a County. The findings are shown in the subsequent section.

4.6.1 Teachers' responses charismatic leadership style

The study sought to establish the influence of head teachers' charismatic leadership style on pupils' performance in KCPE, the teachers were requested to indicate their level of agreement on the extent to which a number of relevant statements on charismatic leadership style are reflected in the head teachers managerial role. The responses were rated on a five point Likert scale where: 1 - Strongly Disagree 2 - Disagree   3 - Neutral 4- Agree and 5- Strongly Agree. The mean and standard deviations were generated from SPSS and are as illustrated in Table 4.14.

Table 4.14 Teachers' responses on charismatic leadership style

Statements on charismatic leadership style	Mean
The head teacher has a vision of extraordinary goals and the ability to motivate teachers and pupils to achieve better performance	3.163
The head teacher tends to believe more in him-or herself than in teachers.	4.408
The head teacher has a high confidence, dominance and strong convictions in his or her beliefs	3.132
The head teacher spark a sense of belonging towards the school and inspire teachers and pupils towards achieving good performance	2.231

According to table 4.14 above, the majority of the teachers agreed that the head teacher tends to believe more in him-or herself than in teachers; the head teacher has a vision of extraordinary goals and the ability to motivate teachers and pupils to achieve better performance; and that the head teacher has a high confidence, dominance and strong convictions in his or her beliefs respectively. However, the majority of the respondents disagreed that the head teachers spark a sense of belonging towards the school and inspire teachers and pupils towards achieving good performance.

This shows that the head teachers relied on charismatic leadership to positively impact pupils' performance in KCPE. The majority of the head teachers believed more in themselves than teachers and had a vision of extraordinary goals and had the ability to motivate teachers and pupils to achieve better

performance. The findings are similar to poon (2000) who postulated that a charismatic leader tends to believe more in him- or her-self than in their team. There are three personal characteristics of the charismatic leaders, which are extremely high confidence, dominance and strong convictions in his or her beliefs (Robbins & Coulter, 2003). The subsequent section shows findings on the influence of head teachers' charismatic leadership style on pupils' performance in KCPE as opined by the head teachers.

4.6.2 Head teachers' responses on charismatic leadership style

The study sought to establish the influence of head teachers' charismatic leadership style on pupils' performance in KCPE, the head teachers were requested to indicate their level of agreement on the extent to which a number of relevant statements on charismatic leadership style are reflected in the head teachers managerial role. The responses were rated on a five point Likert scale where: 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4- Agree and 5- Strongly Agree. The mean and standard deviations were generated from SPSS and are as illustrated in Table 4.15.

Table 4.15 Head teachers' responses on charismatic leadership style

Statements on charismatic leadership style	Mean
The head teacher has a vision of extraordinary goals and the ability to motivate teachers and pupils to achieve better performance	4.1837
The head teacher tends to believe more in him-or herself than in teachers.	2.325
The head teacher has a high confidence, dominance and strong convictions in his or her beliefs	3.823
The head teacher spark a sense of belonging towards the school and inspire teachers and pupils towards achieving good performance	4.2653

From the study findings in Table 4.15 above, the majority of the head teachers agreed that the head teachers spark a sense of belonging towards the school and inspire teachers and pupils towards achieving good performance; the head teacher has a vision of extraordinary goals and the ability to motivate teachers and pupils to achieve better performance; and that the head teacher has a high confidence, dominance and strong convictions in his or her beliefs respectively. However, majority of the respondents disagreed that the head teacher tends to believe more in him-or herself than in teachers.

The findings augment the earlier findings by teachers' that the head teachers were charismatic leaders towards positively impacting pupils' performance in KCPE to a small extent. The majority of the head teachers sparked a sense of belonging towards the school and inspired teachers and pupils towards achieving good performance, had a vision of extraordinary goals and had the ability to motivate teachers and pupils to achieve better performance. The subsequent section shows findings on the influence of head teachers' democratic leadership style on pupils' performance in KCPE.

4.7 Democratic leadership style and pupils' performance in KCPE

The fifth objective of the study was to establish the influence of head teachers' democratic leadership style on pupils' performance in Kenya Certificate of Primary Education in Kandara District Murang'a County. The findings are shown in the subsequent section.

4.7.1 Teachers' responses on democratic leadership style

The study sought to establish the influence of head teachers' democratic leadership style on pupils' performance in KCPE, the teachers were requested to indicate their level of agreement on the extent to which a number of relevant statements on democratic leadership style are reflected in the head teachers managerial role. The responses were rated on a five point Likert scale where: 1 - Strongly Disagree 2 - Disagree   3 - Neutral 4- Agree and 5- Strongly Agree. The mean and standard deviations were generated from SPSS and are as illustrated in Table 4.16.

Table 4.16 Teachers' responses on democratic leadership style

Statements on democratic leadership style	Mean
Encouraging teachers and students to participate in decision making	4.142
Consulting teachers before making decisions pertaining to academic progress	3.795
Involve staff in making school programme for the school	3.775
Head teachers often invite teachers to engage in addressing administrative problems	3.767
Solving administrative problems with fellow staff improves student academic progress	3.653
Academic excellence is through consensus building	3.653
Teachers participate determining school resource allocation and utilization in this school	3.651
Teachers' involvement in designing school programmes in this school is highly supported	3.632
Head teachers share school leadership roles with teaching staff	2.975
Delegation of powers to subordinates in this school strongly exists	2.723
Respect for teachers' opinions regarding school improvement exist in the school	1.468

From the study findings in Table 4.16 above, the majority of the teachers agreed that head teachers encourage teachers and students to participate in decision making; head teachers consult teachers before making decisions pertaining to academic progress; head teachers involve staff in making school programme for the school; head teachers often invite teachers to engage in addressing administrative problems; solving administrative problems with fellow staff improves student academic progress; academic excellence is through consensus building; teachers participate determining school resource allocation and

utilization in this school; and that teachers' involvement in designing school programmes in this school is highly supported respectively.

However, majority of the respondents disagreed that head teachers share school leadership roles with teaching staff; delegation of powers to subordinates in this school strongly exists; and that respect for teachers' opinions regarding school improvement exist in the school respectively.

This illustrates that the head teachers applied democratic leadership style in their managerial role. This is reflected by the virtual of involving and consulting teachers in decision making and in solving administrative problems facing the school and through consensus building. The findings are in line with Bulinda, (1999) who argued that as the democratic leader affords people a say in decisions that affect their goals and how they do their work, it drives up flexibility, responsibility and keeps morale high. The subsequent section shows findings on the influence of head teachers' democratic leadership style on pupils' performance in KCPE as opined by head teachers.

4.7.2 Head teachers' responses on democratic leadership style

The study sought to establish the influence of head teachers' democratic leadership style on pupils' performance in KCPE, the head teachers were requested to indicate their level of agreement on the extent to which a number of relevant statements on democratic leadership style are reflected in the head teachers managerial role. The responses were rated on a five point Likert scale where: 1 - Strongly Disagree 2 - Disagree   3 - Neutral 4- Agree and 5- Strongly

Agree. The mean and standard deviations were generated from SPSS and are as illustrated in Table 4.17.

Table 4.17 Head teachers' responses on democratic leadership style

Statements on democratic leadership style	Mean
Encouraging teachers and students to participate in decision making	4.521
Consulting teachers before making decisions pertaining to academic progress	4.421
Involve staff in making school programme for the school	4.312
Head teachers often invite teachers to engage in addressing administrative problems	3.967
Solving administrative problems with fellow staff improves student academic progress	3.834
Academic excellence is through consensus building	3.732
Teachers participate determining school resource allocation and utilization in this school	3.651
Teachers' involvement in designing school programmes in this school is highly supported	3.512
You share school leadership roles with your teaching staff	3.561
Delegation of power to subordinates in this school strongly exists	3.221
Respect for teachers' opinions regarding school improvement exists in the school	3.458

From the study findings in Table 4.17 above, the majority of the head teachers agreed that they encourage teachers and students to participate in decision making; they consult teachers before making decisions pertaining to academic

progress; they involve staff in making school programme for the school; head teachers often invite teachers to engage in addressing administrative problems; solving administrative problems with fellow staff improves student academic progress; academic excellence is through consensus building; teachers participate determining school resource allocation and utilization in this school; teachers' involvement in designing school programmes in this school is highly supported; the head teacher share school leadership roles with your teaching staff; delegation of powers to subordinates in this school strongly exists; and that respect for teachers' opinions regarding school improvement exist in the school respectively.

The findings concur with teachers findings that the head teachers applied democratic leadership style in their managerial role through; involving and consulting teachers in decision making and in solving administrative challenges and through consensus building. The findings are similar to Bulinda, (1999) who argued that as the democratic leader affords people a say in decisions that affect their goals and how they do their work, it drives up flexibility, responsibility and keeps morale high. The democratic leadership style impact on climate and is not as positive as some of the other styles like charismatic leadership (Bulinda, 1999).

The subsequent section shows findings on the Pearson's product moment correlation analysis that was used to assess the relationship between various leadership styles and the pupils' performance in Kenya Certificate of Primary Education in Kandara District Murang'a County.

4.8 Inferential statistics

The Pearson's product moment correlation analysis was used to assess the relationship between the variables. The findings are shown in the subsequent section.

4.8.1 Correlation analysis

The data presented before on autocratic styles, transformative styles, transactional styles, charismatic styles and democratic styles were computed into single variables per factor by obtaining the averages of each factor. Pearson's correlations analysis was then conducted at 95% confidence interval and 5% confidence level 2-tailed. The table below indicates the correlation matrix between the factors (autocratic styles, transformative styles, transactional styles, charismatic styles and democratic styles) and pupils' performance in KCPE in Kandara District.

According to the table, there is a positive relationship between pupils' performance in KCPE in Kandara District and autocratic styles, transformative styles, transactional styles, charismatic styles and democratic styles of magnitude 0.894, 0.661, 0.493, 0.402, and 0.302 respectively. The positive relationship indicates that there is a correlation between the leadership styles and pupils' performance in KCPE in Kandara District with charismatic styles having the highest value and democratic styles having the lowest correlation value.

This notwithstanding, all the factors had a significant p-value ($p<0.05$) at 95% confidence level. The significance values for relationship between pupils'

performance in KCPE in Kandara District and autocratic styles, transformative styles, transactional styles, charismatic styles and democratic styles were 0.018, 0.031, 0.024, 0.046 and 0.292 respectively. This implies that charismatic styles was the most significant leadership style, followed by transactional styles, transformative styles, autocratic styles while democratic styles was the least significant leadership style in enhancing pupils' performance in KCPE in Kandara District.

The findings are corroborated by Jong & Hartog, 2007 and those of Ozaralli (2003) who indicated that among the various leadership style adopted by head teachers in their administrative duties, charismatic leadership style is the best suited leadership style to enhance the achievement of good performance. This is owing to the fact that through charismatic leadership style, the teachers' and pupils' morale is always high through head teachers' motivation which makes them have vision of extraordinary goals. The charismatic head teachers' instills high confidence and strong convictions among the teachers and the pupils to be high achievers in their academic performance.

According to the study findings, transactional leadership style, transformative leadership style and autocratic leadership style are also significant in enhancing the academic performance. The findings augment the earlier findings by Cunningham and Cordeiro (2000) who established that by the head teachers adopting a multifaceted leadership approach in their managerial role, they are likely to impact greatly on the academic performance of the pupils. Through the transactional leadership style, the head teachers increase teacher and pupils

motivation through the use of rewards and incentive. Similarly, through the transformative leadership style the head teachers are is highly visible, and spend a lot of time communicating with teachers and pupils which assists in mitigating problems that would affect the smooth learning process and therefore impacting on the academic performance in school. By being autocratic leaders the head teachers direct the teachers and pupils on the best practices in learning as he/she serves as the model instilling the direction of the school (Jong & Hartog, 2007). Therefore charismatic leadership style was the most significant in enhancing pupils' performance in KCPE, followed by transactional leadership style, transformative leadership style, autocratic leadership style and democratic leadership style respectively.

Table 4.18 Correlation matrix

	Pupils' performance in KCPE	Charismatic styles	Transformative styles	Transactional styles	Autocratic styles	Democratic style
Pupils' performance in KCPE (r)	1.000					
(p) Sig. (2 tailed)						
Charismatic styles (r)	0.894	1.000				
(p) (2 tailed)	0.018					
Transformative styles (r)	0.493	0.316	1.000			
(p) Sig. (2 tailed)	0.031	0.047				
Transactional styles (r)	0.661	0.163	0.216	1.000		
(p) Sig. (2 tailed)	0.024	0.019	0.047			
Autocratic styles (r)	0.402	0.161	0.233	0.462	1.000	
(p) Sig. (2 tailed)	0.046	0.029	0.0464	0.014		
Democratic styles (r)	0.302	0.151	0.225	0.456	0.421	1.000
(p) Sig. (2 tailed)	0.033	0.021	0.0456	0.011	0.009	

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of study, conclusion and recommendations of the study in line with the study on the influence of head teachers' leadership styles on pupils' performance in Kenya Certificate of Primary Education in Kandara District, Murang'a County, Kenya.

5.2 Summary of the study

The study was focused on the influence of head teachers' leadership styles on pupils' performance. Effective leadership is essential in all organizations, whether business, government, religious or educational. Organizations are established for the achievement of a set of goals and objectives. (A democratic leader gets results by leading discussions, asking questions to involve others, encouraging others to volunteer for responsibilities, confirming commitments, and asking for a vote to get a consensus decision or a majority decision). The purpose of this study was to investigate the influence of head teachers' leadership styles on pupils' performance in Kenya Certificate of Primary Education in Kandara District Murang'a County. The study employed descriptive research design. The target population for the study was all the 72 public primary school head teachers and 876 teachers in Kandara District. The researcher took 30% of the population. The researcher collected data using a questionnaire for the teachers and head teachers. The questionnaire had both

open and closed ended questions. Quantitative data was analyzed by the use of descriptive statistics and presented through percentages, frequencies means, and standard deviations. The study aimed at investigated the application of various head teachers' leadership styles in public primary schools. The leadership styles investigated on were autocratic, transformative, transactional, charismatic and democratic styles.

5.3 Discussion of findings

5.3.1 Autocratic leadership style and pupils' performance in KCPE

From the study findings, it was established that the head teachers' style of leadership is task-oriented; head teachers tells the teachers and pupils' what to do and how to do it, assert themselves and serves as an example for the and pupil; and that head teachers are not bothered about attitudes of the staff and pupils' toward the school performance they are rather concerned about getting the task done. Therefore majority of the head teachers were autocratic in their leadership and applied this leadership to a great extent. By being autocratic leaders, the head teachers remain focused in their managerial roles as they were task-oriented, they asserted their authority and were mainly concerned about getting the tasks done.

5.3.2 Transformative leadership style and pupils' performance in KCPE

The study found that the head teacher are highly visible, and spend a lot of time communicating with teachers, pupils and subordinates; the head teachers are able to stimulate teachers and pupils see problems in new ways and help them

develop their full potential that result in enhanced creativity of teachers and pupils'; the head teacher inspires teachers and pupils constantly with a shared vision of the better performance; the head teacher style of leadership gets teachers and pupils to do more in achieving high performance; the head teacher style of leadership is full of charisma, individual consideration, intellectual stimulation and inspiration respectively. Thus the majority of the head teachers adopted transformative leadership as reflected by being readily available to both pupils and the teachers, being innovative in solving problems and inspiring a shared vision of the better performance.

5.3.3 Transactional leadership style and pupils' performance in KCPE

The study also revealed that the head teacher uses rewards and punishment to motivate teachers and pupils to perform better; the head teacher exchanges rewards and promises of rewards for teachers' efforts and responds to their immediate self-interest; the leadership in school seeks to maintain school stability; the head teacher is more of a managers rather than leader; and that the head teacher leadership defines school needs, assigns task, gives rewards to teachers and pupils for good performance respectively.

Therefore, the head teachers' were highly transactional leadership style while seeking to enhance the pupils' performance in KCPE. The majority of the head teachers used rewards and punishment to motivate teachers and pupils to perform better, exchanged rewards and promises of rewards to teachers' to coerce their productivity and were always focused on maintaining school stability. However this style of leadership failed to positively enhance the

schools' performance owing to the fact that diverse motivational strategies are needed to meet the motivational needs of the school fraternity towards enhancing the schools' KCPE performance.

The findings are supported by Mediated-Effects Model by Hallinger and Heck (1998) which indicate that as an independent variable, the principal is considered to be the agent of change, influencing directly the actions of teachers, the learning conditions within the school, and the attainment of outcomes such as teacher job satisfaction and indirectly, student learning outcomes. In this study, the head teacher was an independent variable.

5.3.4 Charismatic leadership style and pupils' performance in KCPE

The study found out that the head teacher tends to believe more in him-or herself than in teachers; the head teacher has a vision of extraordinary goals and the ability to motivate teachers and pupils to achieve better performance; and that the head teacher has a high confidence, dominance and strong convictions in his or her beliefs respectively.

Thus the head teachers relied on charismatic leadership to positively impact pupils' performance in KCPE to a small extent. The majority of the head teachers believed more in themselves than teachers and had a vision of extraordinary goals and had the ability to motivate teachers and pupils to achieve better performance.

5.3.5 Democratic leadership style and pupils' performance in KCPE

From the study findings, it was established that the head teachers encouraged teachers and students to participate in decision making; head teachers consulted teachers before making decisions pertaining to academic progress; head teachers involve staff in making school programme for the school; head teachers often invite teachers to engage in addressing administrative problems; solving administrative problems with fellow staff improves student academic progress; academic excellence is through consensus building; and that teachers participate determining school resource allocation and utilization in this school. Thus the head teachers applied democratic leadership style in their managerial role as reflected by involving and consulting teachers in decision making and also involved them in solving administrative problems facing the school and through consensus building.

5.4 Conclusions

The study concluded that the head teachers were autocratic in their leadership and applied this leadership to a great extent. By being autocratic leaders, the head teachers remain focused in their managerial roles as they were task-oriented, they asserted their authority and were mainly concerned about getting the tasks done.

The study concluded that the majority of the head teachers adopted transformative leadership as reflected by being readily available to both pupils and the teachers, being innovative in solving problems and inspiring a shared vision of the better performance.

The study also concluded that the head teachers' were highly transactional leadership style while seeking to enhance the pupils' performance in KCPE. The majority of the head teachers used rewards and punishment to motivate teachers and pupils to perform better, exchanged rewards and promises of rewards to teachers' to coerce their productivity and were always focused on maintaining school stability. However this style of leadership failed to positively enhance the schools' performance owing to the fact that diverse motivational strategies are needed to meet the motivational needs of the school fraternity towards enhancing the schools' KCPE performance.

The study concluded that the head teachers relied on charismatic leadership to positively impact pupils' performance in KCPE to a small extent. The majority of the head teachers believed more in themselves than teachers and had a vision of extraordinary goals and had the ability to motivate teachers and pupils to achieve better performance.

From the study findings, it was further concluded that the head teachers applied democratic leadership style in their managerial role as reflected by involving and consulting teachers in decision making and also involved them in solving administrative problems facing the school and through consensus building.

5.5 Recommendations

i.   The study recommends the head teachers should adopt best leadership practices in their managerial role to enhance the KCPE performance in public primary schools.

ii. The study recommends that the head teachers' should enrol for leadership training to upgrade their leadership skills and avoid leading the schools on trial and error basis.

iii. The study recommends that the government through the ministry of education should conduct regular evaluation on how head teachers' leadership role in school management. This will help in identifying the emerging leadership needs and appropriate measures will be implemented.

iv. The study recommends that the government through the ministry of education should conduct regular leadership training for the head teachers.

5.6 Suggestion for further study

Having explored the influence of head teachers' leadership styles on pupils' performance in Kenya Certificate of Primary Education in Kandara District, Murang'a County, Kenya,

i.   A similar study is recommended in other districts of the country to assess the validity of the research findings. This would also include a comparison of urban and rural schools. In addition, a larger sample to include students would enhance more opinions from a wide scope of respondents.

ii. Further a similar study is recommended in private schools since the present study focussed on public schools.

REFERENCES

Armstrong, M. (2004). *Human resource management theory and practice.* London: Bath Press Ltd.

Asunda, R. (1983). "*Leadership behaviour and styles of secondary school headteachers in Nairobi.*" Unpublished M.A. Thesis, University of Nairobi.

Azziz J., (2001). *Management and Organization.   Cincinnati, Ohio: South-Western Publishing Co., 1981.*

*Bass, B.M., (1985). Leadership and performance beyond expectation*s. New York: Free Press.

Beck, H.H & Murphy, H.T, (1993). Effects of transformational leadership on empowerment and team effectiveness. *Leadership & organization development   Journal*. Vol. 24, No. 6, 335-344.

Beck, L.G. & Murphy, J. (1993). *Understanding the principalship*: Metaphorical themes   1920s-1990s. Teachers College, Columbia University New York and London.

Bell, L., (1992). *Transformational leadership*: Industrial, military, and educational impact. New Jersey: Lawrence Erlbaum Associates, Publishers.

Best, N., (1998). Proactive ways to improve leadership performance. *Handbook oforganizational consulting psychology*, 76 – 105, San Francisco:Jossey-Bass.

Borg W.R. & Gall, M.D (1989). *Educational research*: An introduction: 5th edition, New   York: Longman.

Bossert, S., Dwyer, D., Rowan, B., & Lee G. (1982). The instructional management role of the principal. *Educational administration quarterly*, 18 (3), 34-64.

Brannen, J. (Ed.) (2004). *Mixing methods*: Qualitative and quantitative research theory and practice. New York: Avebury printing press.

Bridges, E. M. (1982). *Research on the school administrator*: The state of art, 1967- 1980. *Educational Administration Quarterly*, 18 (3), 12-33.

Bulinda, D. (1999). "*Secondary school teachers' participatory leadership styles. A case of secondary schools in Kakamega District.*" Unpublished thesis, University of Nairobi.

Clark, T.W (2002). *The relationship between and among leadership style, school climate and student achievement in elementary school principalship in the Federal Territory of KL, Malaysia*. Los Angeles. Oxford

Cohen, L., and Manion, I. (1989). *Research methods in education*. London: Routledge.

Cole, G.A (2002). *The administrative theory and workers' motivation,* Zante institute of administration Press LtD, ABU Zaria, Nigeria

Coulson, J.A., (1976). School Effectiveness and School-Based Management: *A mechanism for Development, London:* Falmer Press.

De Bevoise, P., (1984, 1988). *Leadership*: *Triology on leadership and Effective Management.* Nairobi: Paulines Publication Africa.

Deal, T & Allan, A. K. (1983). *Culture and school performance*. Educational leadership 40(5): 14-15. Little Brown.

Denscombe, M. (2008). Communities of Practice: A Research paradigm for the Mixed Methods Approach. *Journal of Mixed Methods Research*. 2(3) 270-283.

Dwyer, R. & Lee, W. (1982). *School Leadership* for the 21st Century: A Competency and Knowledge approach. London

Eshiwani, G. (1983). *Factors which influence performance among Primary and Secondary Schools Pupils in Western Kenya*: a policy Study. Nairobi: Bureau of Education Research, Kenyatta University

Fidler, B. (1997). *School leadership*: Some key ideas. School Leadership and Management, 17 (1), 23-38.

Gay, L. (1981): *Educational research competencies for analysis and application* L.R.Gray 2nd Edition Columbus: Oluo Melil.

Gones, S., (1998) *The New Leaders. London*: Little Brown.

Gratton, C. & Jones, I. (2004) *Research methods* for sport studies. London Routledge.

Hallinger P., & Heck R., (1998). *Reassessing the principal's role in school effectiveness: A review of empirical research*, 1980-1995. Educational Administration Quarterly, 32(1), 5-44. Blackwell Inc.

Hallinger P., & Leitherwood,K., (1994). *Unseen forces*: The impact of social culture on leadership. Peabody Journal of Education.

Heck, R. H., (1992). *Reassessing the principal's role in school effectiveness*: A review of empirical research, 1980-1995. Educational Administration Quarterly, 32(1), 5-44. Basil Blackwell Inc.

Heck, R. H., Larsen, T.J. & Marcoulides G.A. (2003). *Instructional leadership and school achievement*. Educ. Admin. Quart. 26(2): 94125. Basil Blackwell Inc.

House, S. (1992). *Administrative Style and Leadership Effectiveness*." ED (December 1986), 289 (221).

Johnson, S. Livingston P., Schwartz W. & Slate P., (2000). *International handbook of research in educational leadership and administration*. New York: Kluwer Press.

Jones, A. (2001). *Leadership for tomorrow's school*. New York: Basil Blackwell Inc.

Jong, D. & Hartog, F., (2007). *Recruiting leaders*: Analyzing the terminology used in recruitment advertisement for leadership positions in the UK.. Human Resource Management Journal, 17 , (1), 58-75.

Kemp, H & Nathan, B, (1989). *Dynamic Leadership*. Mountain View, California: Pacific Press Publishing Association,

Kimacia, P. (2007). "*The relationship between headteachers'* leadership styles and girls student's performance in KCSE in public secondary schools in Narok district, Kenya." Unpublished M. Ed project, University of Nairobi.

Koontz, H. & Weihrich, H. (1990). *Essentials of Management* (5th Ed). New Delhi: Tata McGraw Hill.

Luthans, F. (2002). Organizational behaviour (9th Ed). *Singapore*: McGraw-Hill.

Mackenzie S. & Covey P., (1954). Personal Factors Associated with Leadership: A Survey of the Literature." *Journal of Psychology*, 25 (1948): 35

Mbiti, M.D., (1979). *Foundations of School Admistration*. Nairobi: Oxford University Press.

Morphet, J & Reller W., (1974). *Administrative Style and Leadership Effectiveness*." ED (December 1986), 289 (221).

Mugenda, O. M. & Mugenda, A. G. (2003). *Research methods*: Quantitative and qualitative approaches. Nairobi: Acts Press.

Mukherjee, G H. (1970). *The principals' staff leadership role*: A survey of principal and teacher expectations in selected PJ and KL schools. M.Ed. Thesis. University of Malaya. Silage Press.

Muli, S., (2005). *Effects of Headteachers' Management Styles* on Performance in Physics at KCSE Examinations in Mutomo Division, Kitui District." Unpublished M.Ed Project, University of Nairobi.

Mulusa, T. (1990). *Evaluation research for beginners*: A practical study guide. Nairobi: Oxford University Press.

Murang'a County Education Office, (2012). *Pupils' performance in KCPE in Kandara District Murang'a County.*

Mwalala, F M (2008). *Leadership styles and their effects on academic performance*. A case study of Narok district. Unpublished M.ed project. University of Nairobi.

Ngechu, M. (1998) *Research methods in education Nairobi*: University of Nairobi Press.

Njuguna, F.W. (1998). "*A study of Headteachers' leadership styles and students' KCSE performance in public secondary schools in Nairobi*." Unpublished M.Ed Thesis. University of Nairobi.

Nsubuga, E. H. K. (2000). *Fundamentals of Education Research.* Kampala, Uganda. K Publishers (U) Ltd.

Okoth, D., (2000). *A Study of the effects of Leadership Styles on Performance in KCSE Examination in Nairobi Province*." Unpublished M. Ed Thesis, University of Nairobi.

Olembo, M., Wanga P.E.., & Karagu,N., (1992). *Management in Education.* Nairobi: Education   Research Publishers.

Owens, P., (2000). *Organizational Behaviour in Education*. Boston: Allyn and Bacon.

Ozaralli, N., (2003). Effects of transformational leadership on empowerment and Team   Effectiveness. *Leadership & organization development journal*. Vol. 24, No. 6,   335-344.

Republic of Kenya (1981). *Report on the Presidential Committee on Manpower Training for the next Decade and Beyond* (Kamunge Report). Nairobi: Government Printer.

Republic of Kenya (1981). *The Presidential Working Party on the Second University*   (Mackay Report, March 1981). Nairobi: Government Printer.

Robbins S. & Coulter W., (2003). *Trends of Leadership in* Okumbe, J. A. (1998). Educational Management: Theory and Practice. Nairobi: Nairobi University Press.

Rowden, S., (2000). *The Delinquent School*. In Reid, Hopkins and Holly. (1990). Oxford: Basil Blackwell.

Rue, M & Byars, D., (1992). *Leadership and Isolation* (1950 2nd Ed) in Owens, R. G. (1998). Organisational Behaviour in Education. Boston: Allyn and Bacon.

Sashkin, M. & Sashkin, M. 2003. *Leadership that matters*. San Francisco: Berrettkoehler Publishers Inc.

Schermerhorn N., (2005). *Evaluating a Research Report* in Bell, J. et al (Eds). Conducting   Small Scale Investigations in Educational Management. London: Harper and Row.

Silins N., & Murray, H., (1999). *Commentary*: Leadership Vs Management, in Luthans, F.   (2002). Organisational Behaviour (9th Ed). Singapore: McGraw Hill.

Southworth, M., (1987). *Leadership and Isolation* (1950 2nd Ed) in Owens, R. G. (1998). Organisational Behaviour in Education. Boston: Allyn and Bacon.

Stone, M., (1998). *Personal Factors Associated with Leadership in Mark*, H. (1996). Educational Administration and Organisational Behaviour (4th Ed). London: Allyn   and Bacon.

UNESCO, (2000). World education report. The right to education: towards education for all throughout life. Sage Publishers. Washngton DC.

United Nations, (2002). *United Nations Literacy Decade*: Education for all 56/116.

Weindling N. & Earley M., (1999). How to choose a leadership Pattern in Koontz et al (1990). *Essentials of Management* (5th Ed). New Delhi: Tata McGraw Hill.

APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

University of Nairobi
Faculty of Education
Department of Educational
Administration and Planning
P.O. Box 92
Kikuyu

Dear Sir / Madam:

RE: LETTER OF INTRODUCTION

I am a student at University of Nairobi taking a Master of Education (M.Ed) degree course. As a requirement for the fulfillment of the Masters degree, I intend to carry out research on "Influence of *Head teachers' leadership styles on pupils' performance in KCPE in Kandara District Murang'a County*."

Kindly allow me to carry this study in your school. The identity of the respondents in your school will be handled in confidence.

Yours faithfully,

Murigi Mary Wanja

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

Instructions

This study is an investigation into the leadership styles and their effects on KCPE performance in public primary school schools in Kandara District. You are requested to participate in the study by filling in this questionnaire. The information you will provide will be used for academic work only. Kindly give us as honest answers as possible.

PART A: Demographic Information

Indicate the correct option by inserting a tick (✓) in appropriate box provided

1. What is your gender?   Female   [   ]   Male   [   ]

2. What is your age? Below 24 years [   ] 26 – 30 years [   ]   31 – 35 years
   [   ]   36 – 40 years [   ]   41 – 45 years [   ]   46 – 50 years [   ]
      51 and above [   ]

3. What is your highest academic/professional qualification?
   B.Ed   [   ] P1   [   ]   Diploma in Education [   ]
   M.Ed   [   ]
   Others _____...

4. What is your teaching experience in years?
   Below 1 years   [   ]   2 – 5 years   [   ]   6 – 10 years   [   ]
   11-15 years   [   ]   16-20 years   [   ] 20 years and over [   ]

5. What is the average performance of the pupils in your schools?

Below Average [ ]   Average [ ]   Above average [ ]   Excellent [ ]

Part B: Leadership styles

The following statements relate to different leadership styles that the head teachers use in managing schools. What is your level of agreement with the following statement on the influence of leadership styles on pupils' performance at your school? Use a scale of 1-5 where 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree.

1	SD	D	N	A	SA
Head teacher is not bothered about attitudes of the staff and pupils' toward the school performance but, he/she is rather concerned about getting the task done					
Head teacher tells the teachers and pupils' what to do and how to do it, asserts himself/herself and serves as an example for the and pupils					
The head teachers style of leadership is task-oriented					
2	**SD**	**D**	**N**	**A**	**SA**
The head teachers is able to stimulate teachers and pupils see problems in new ways and help them develop their full potential that result in enhanced creativity of teachers and pupils'					
The head teacher inspires teachers and pupils constantly with a shared vision of the better performance					
The head teacher is highly visible, and spend a lot of time communicating with teachers, pupils and subordinates					
The head teacher style of leadership is full of charisma, individual consideration, intellectual stimulation and inspiration					
The head teacher style of leadership gets teachers and pupils to do more in achieving high performance					

3	SD	D	N	A	SA
The head teacher uses rewards and punishment to motivate teachers and pupils to perform better					
The head teacher leadership defines school needs, assigns task, gives rewards to teachers and pupils for good performance					
The head teacher exchanges rewards and promises of rewards for teachers' efforts and responds to their immediate self-interest					
The leadership in school seeks to maintain school stability					
The head teacher is more of a managers rather than leader					
4	SD	D	N	A	SA
The head teacher has a vision of extraordinary goals and the ability to motivate teachers and pupils to achieve better performance					
The head teacher tends to believe more in him-or herself than in teachers.					
The head teacher has a high confidence, dominance and strong convictions in his or her beliefs					
The head teacher spark a sense of belonging towards the school and inspire teachers and pupils towards achieving good performance					
5	SD	D	N	A	SA
Encouraging teachers and students to participate in decision making	SD	D	N	A	SA
Consulting teachers before making decisions pertaining to academic progress					
Involve staff in making school programme for the school					

Head teachers often invite teachers to engage in addressing administrative problems					
Solving administrative problems with fellow staff improves student academic progress					
Academic excellence is through consensus building					
Teachers participate determining school resource allocation and utilization in this school					
Teachers' involvement in designing school programmes in this school is highly supported					
You share school leadership roles with your teaching staff					
Delegation of powers to subordinates in this school strongly exists					
Respect for teachers' opinions regarding school improvement exist in the school					

Thank you for your time and participation

APPENDIX III: QUESTIONNAIRE FOR HEADTEACHERS

Instructions

This study is an investigation into the leadership styles and their effects on KCPE performance in public primary school schools in Kandara Division. You are requested to participate in the study by filling in this questionnaire. The information you will provide will be kept confidential. Kindly give us as honest answers as possible.

Part A: Demographic Information

Indicate the correct option by inserting a tick (✓) in appropriate box provided

1. What is your gender?   Female   [   ]   Male   [   ]

2. What is your age? Below 24 years   [   ]   26 – 30 years [   ]

    31 – 35 years [   ]   36 – 40 years [   ]

    41 – 45 years [   ]   46 – 50 years [   ]

    51 and above [   ]

3. What is your highest academic/professional qualification?

   P1   [   ]   B.Ed   [   ]

   Diploma in Education   [   ]   M.Ed [   ]

   Others (specify) _____

4. What is your teaching experience in years?

   Below 1 year [   ]2 – 5 years [   ] 6 – 10 years [   ] 11-15 years [   ]

   16-20 years   [   ]   20 years and over [   ]

5. What is the average performance of the pupils in your schools?

Below Average [   ]   Average [   ]   Above average [   ]   Excellent [   ]

Part B: Leadership styles

The following statements relate to different leadership styles that the head teachers use and their effect on pupils' performance. What is your level of agreement with the following statement on the influence of each of leadership styles on pupils' performance at your school? Use a scale of 1-5 where 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree.

1	SD	D	N	A	SA
I am not bothered about attitudes of the staff and pupils' toward the school performance but, I am rather concerned about getting the task done					
I tell the teachers and pupils' what to do and how to do it, I asserts myself and serve as an example for the and pupils					
My style of leadership is task-oriented					
2	**SD**	**D**	**N**	**A**	**SA**
I am able to stimulate teachers and pupils see problems in new ways and help them develop their full potential that result in enhanced creativity of teachers and pupils'					
I inspire teachers and pupils constantly with a shared vision of the better performance					
I am highly visible, and spend a lot of time communicating with teachers, pupils and subordinates					
My style of leadership is full of charisma, individual consideration, intellectual stimulation and inspiration					
My style of leadership gets teachers and pupils to do more in achieving high performance					
3	**SD**	**D**	**N**	**A**	**SA**
I use rewards and punishment to motivate teachers and pupils to perform better					
My leadership defines school needs, assigns task, gives rewards to teachers and pupils for good performance					
I exchange rewards and promises of rewards for					

teachers' efforts and responds to their immediate self-interest					
My leadership in school seeks to maintain school stability					
I am more of a manager rather than leader					
4	**SD**	**D**	**N**	**A**	**SA**
I have a vision of extraordinary goals and the ability to motivate teachers and pupils to achieve better performance					
I tend to believe more in myself than in teachers.					
I have a high confidence, dominance and strong convictions in my beliefs					
I spark a sense of belonging towards the school and inspire teachers and pupils towards achieving good performance					
5	**SD**	**D**	**N**	**A**	**SA**
I encourage teachers and students to participate in decision making					
I Consult teachers before making decisions pertaining to academic progress	**SD**	**D**	**N**	**A**	**SA**
I involve staff in making school programme for the school					
I often invite teachers to engage in addressing administrative problems					
Solving administrative problems with fellow staff improves student academic progress					
Academic excellence is through consensus building					
Teachers participate determining school resource allocation and utilization in this school					
Teachers' involvement in designing school programmes in this school is highly supported					
I share school leadership roles with my teaching staff					
Delegation of powers to subordinates in this school strongly exists					
Respect for teachers' opinions regarding school improvement exist in the school					

Thank you for your time and participation

RESEARCH PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Mary Wanja Murigi
of (Address) University of Nairobi
P.O Box 92-0902, Kikuya.
has been permitted to conduct research in

	Location
Kandara	District
Central	Province

on the topic: Influence of headteachers' leadership
styles on pupils' performance in Kenya Certificate
of Primary Education in Kandara District,
Murang'a County, Kenya.

for a period ending: 30th June, 2013.

PAGE 3
Research Permit No. *NCST/RCD/14/013/1002*
Date of issue   7th June, 2013
Fee received   *KSH. 1000*

Applicant's
Signature

For Secretary
National Council for
Science &Technology