

**LEADERSHIP STYLE OF SCHOOL PRINCIPALS AND
PERFORMANCE OF PRIMARY SCHOOLS IN NAIROBI
COUNTY OF KENYA**

BY

CAROLINE KABURIA

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF BUSINESS
ADMINISTRATION, SCHOOL OF BUSINESS,
UNIVERSITY OF NAIROBI**

NOVEMBER 2013

DECLARATION

This research project is my original work and has not been submitted for awards of degree in any other university.

Signed..... Date.....

CAROLINE KABURIA

D61/72689/2012

This research project has been submitted for examination with my approval as university supervisor

Signed..... Date.....

PROFESSOR MARTIN OGUTU

Department of Business Administration

School of Business

University of Nairobi

ACKNOWLEDGMENT

Glory to God and our Lord Jesus for helping me reach this stage in my education, his grace has been sufficient all through. He has taken me from one level to another and given me the courage to face each day. I acknowledge his goodness and mercy in my life. I acknowledge my supervisor Professor Martin Ogutu for guiding me step by step through this project within a short time, his patience and guidance were a key success to completing this project. I also acknowledge the chairman of the school of business University of Nairobi and all the staff in this department for the effort that they have given me during my master's program. I appreciate my respondents the primary school principals who took their time to fill the questionnaire and gave me access to the data.

I acknowledge my mum Sabina Kaburia, she has been a voice of encouragement and support in my life and this project would not have been a success had it not been for her support.

DEDICATION

I dedicate this project to my mother for her great courage, strength among others; I also dedicate this project to my family for their love and encouragement.

ABSTRACT

Education has been defined as the process through which knowledge; skills, attitudes and values are imparted for the purpose of integrating the individual in a given society, or changing the values and norms of a society. According to the government of Kenya, education begins at early childhood development which is the nursery, baby class among others. The leadership of the school is vested on the school principal. Leadership is influencing other people in order to achieve a given goal. The study sought to find out how the leadership style of the school principal affect the performance of the student in their Kenya Certificate Primary Education. The methodology of the study was use of both primary and secondary data, the primary data was meant to enable the researcher identify the leadership style of the school principal and the demographics of the school which included the ownership of the school, number of streams, gender of the principal among others. The secondary data was the performance of the sampled primary school in their Kenya Certificate of Primary Education. The sampled schools were in Nairobi County and they were both private and public schools. The findings of the study show that a large number of primary schools in Nairobi County use the bureaucratic leadership styles, this mean that decisions are made as per the set rules and regulations. This is followed by participative, then authoritative and finally laissez –faire style. There is no clear association between the leadership style and the performance of the school. However, there is a clear connection between the number of student within a school and the performance of the student. It is critical to note that the number of students in the school is highest where the leadership style is bureaucratic. This could be associated with the fact that most parents believe that the principal who makes decision “by the book” is much effective. In conclusion, the type of leadership that is embraced in primary schools is transformational; this is where the school principal inspires the

staff to adopt the schools vision as their own. The leading leadership in the primary schools is bureaucratic. The level of delegation in school is encouraging as most of the schools have committees that include; sports committees, academic committee's disciplinary committee among. This is encouraging as it shows that the staffs are involved in the management of the school. The study recommends that the number of students within a school should be monitored to avoid high number of students in class, this is because, the teachers workload will be affected and the performance of the student will also be affected in a negative way. By having fewer students the teachers have an opportunity to give one on one attention to the student, identify their weakness, their strength and help them improve before they undertake their final exam. The study further recommends that there are other factors that need to be considered when improving the performance of the school, they include, resource such as books, enough teachers among others. The study further recommends continuous training for the school principals to enable them deal with the changes within the school.

TABLE OF CONTENTS

DECLARATION	Error! Bookmark not defined.
ACKNOWLEDGMENT	Error! Bookmark not defined.
DEDICATION	Error! Bookmark not defined.
ABSTRACT	Error! Bookmark not defined.
CHAPTER ONE: INTRODUCTION	1
1.1: Background of the study	1
1.1.1: Concept of leadership	2
1.1.2: Leadership styles	2
1.1.2 Organizational performance	3
1.1.3 Education sector in Kenya.....	4
1.1.4 Primary schools in Kenya	6
1.2 Research Problem.....	7
1.3 Research Objective.....	8
1.4 Value of the study.....	9
CHAPTER TWO: LITERATURE REVIEW	8
2.1 Introduction	10
2.2 Concept of leadership.....	10
2.3 Types of leadership Styles.....	11

2.3.1	Authoritarian Leadership Style.....	12
2.3.2	Bureaucratic Leadership Style.....	13
2.3.3	Participative Leadership Style.....	14
2.3.4	Laissez-Faire Leadership Style.....	15
2.4	Organization performance	16
2.5	Leadership and organization performance.....	18
CHAPTER THREE: RESEARCH METHODOLOGY.....		21
3.1	Introduction.....	21
3.2	Research design.....	21
3.3	Population of the Study	21
3.4	Sample design	22
3.5	Data collection	22
3.6	Data Analysis	23
CHAPTER FOUR: DATA ANALYSIS, FINDINGS AND DISCUSSIONS.....		24
4.1:	Introduction.....	24
4.2:	Demographics of the school.....	24
4.2.1:	Ownership of the school	24
4.2.2:	How promotion is carried out in the schools	25
4.2.3:	Years the respondent has been a school principal.....	25

4.2.4: Gender of the respondent.....	26
4.2.5: Number and classes and streams at the school.....	26
4.3: Leadership styles in schools	27
4.3.1: Leadership style and the number of school committees.....	29
4.4: Leadership styles and school performance.....	30
4.4.1: School size and performance	31
4.5: Discussions of the findings.....	334
CHAPTER FIVE: SUMMARY CONCLUSIONS AND RECOMMENDATIONS.....	37
5.1 Introduction.....	37
5.2 Summary of the findings	37
5.3 Conclusions.....	39
5.4 Recommendations	39
5.5 Limitations of the study.....	41
5.6 Suggestions for further research	41
REFERENCES.....	43
APPENDICES.....	46
Appendix i: Questionnaire.....	46
Appendix ii: Primary Schools in Nairobi County.....	49

LIST OF FIGURES

Figure 1: Ownership of the school.....24

Figure 2: How promotion is carried out in the school25

LIST OF BARS

Bar 1: Types of leadership in schools.....28

Bar 2: Leadership styles and the number of school committees29

LIST OF TABLES

Table 1: Number of years the respondent has held the position of school principal.....	26
Table 2: Gender of the respondent.....	26
Table 3: Number of classes at the school.....	27
Table 4: Number of streams at the school.....	27
Table 5: Leadership style in primary school.....	29
Table 6: leadership style and performance.....	31
Table 7: school size and performance of bureaucratic style.....	32
Table 8: school size and performance for participative style.....	32
Table 9: School size and performance for autocratic style.....	33
Table 10: School size and performance for laissez –faire style.....	33

CHAPTER ONE

INTRODUCTION

1.1: Background of the study

Organizations operate in a dynamic environment, which is influenced by both external and internal environments. Impacts of a dynamic environment include overwhelming challenges and adverse consequences such as stiff competition that can cause poor performance. According to Mbithi (1997) both external and internal environments will continue to influence the effectiveness of business performance. Firms have little control over external factors. However, firms have considerable control over internal factors, which include organizational infrastructure and human resources.

In order to improve performance of the organization, the leadership of the organization must be effective. According to Hellriegel and Slocum (1996) leadership is influencing others to act toward the attainment of a goal. Rutter (1995) adds that leadership is moving people in a direction that is their long term interest. This then brings out the fact that, leadership is the ability to influence people. Once the efforts of employees are directed in the right path, then the desired results are achieved. Cummings and Schwab (1973) and Whetten and Cameron (1998) believe that performance is ultimately an individual phenomenon with environmental variables influencing performance primarily through their effect on the individual determinants of performance – ability and motivation. So if an organization wants to achieve better results, the primary focus should be the leadership.

Education is widely seen as one of the most promising paths for individuals to realize better, more productive lives and as one of the primary drivers of national economic development. The

citizens and the government of Kenya have invested heavily in improving both the access and quality of education, in an effort to realize the promise of education as well as to achieve the education-related Millennium Development Goals and Vision 2030. The ability then to achieve high quality education in Kenya does not depend on free primary education but on the leadership of the education sector. Once the leadership in the education sector is improved and is effective, then the desired results will be achieved.

1.1.1: Concept of leadership

Until approximately 1930, there was not much academic interest in the area of leadership, the ability of a superior to influence the behavior of subordinates and persuade them to follow a particular course of action (Barnard 1938). Over the eras there has been a different theory on leadership; great man theory, trait theory, behavioral theories, the managerial grid, theory X and Theory Y, participative leadership and Lewin's leadership styles.

In the competitive world business environment it is vital that organizations employ leadership styles that enable organizations to survive in a dynamic environment (Maritz, 1995; Bass, 1997). Clearly what makes a person want to follow another person is not their attribute but by observing what they do because this tells them the kind of a person you are. The basis of effective leadership is honorable character and selfless services to the organization, the employees are keen to see the things that the leader does that affect the organizational goals and objectives.

1.1.2: Leadership styles

Leadership style refers to the manner in which leaders go about the process of leading; one's style is determined by many factors. Personality, social expectations and customs, specific task to be accomplished and composition of group are all determinants of leadership style. The primary

focus of leadership in organizations is on managerial leadership, which is defined as the manager's ability to persuade, inspire, and empower subordinates to contribute towards the achievement of organizational goals (Broadbeck 2001). This means that the managers are able to understand their employees and the company goals and are able to bring the two together.

Leadership is looked at in two ways; that is the transactional leaders and the transformational leaders. Transactional leaders are considered to enhance the subordinates' readiness to perform at expected levels, by offering rewards for acceptable performance, thus resulting in the desired outcomes defined by the leader (Bass and Avolio, 1990; Meyer and Botha, 2000). On the other hand transformational leaders inspire their subordinates to adopt the organizational vision as their own, while attempting to heighten their values, concerns and developmental needs (Cacioppe, 1997).

Leadership in schools is vested in the principal who usually is appointed by Teachers Service Commission or owner of the school in case it is a private school. There are various categories of principals, principal one, two and three and the appointment to certain schools is based on seniority or past performance. Leadership in schools, just like in other institutions, involves making decisions on development issues, procuring the right teachers, admitting qualified students, education materials, equipment, having the correct relationship with the community and others. The leadership of the schools has the ability to inspire followers to change expectations and motivations and to work towards a common goal.

1.1.2 Organizational performance

The topic of performance is not a straightforward one (Corvellec, 1995). An organization is judged by its performance. The word "performance" is utilized extensively in all fields of

management. Often performance is identified or equated with effectiveness and efficiency (Neely, Gregory and Platts, 1995). Performance is a relative concept defined in terms of some referent employing a complex set of time-based measurements of generating future results (Corvellec, 1995).

Behling and McFillen (1996) confirmed the link between high performance and leadership in the United States by developing a model of charismatic/transformational leadership where the leaders' behavior is said to give rise to inspiration, awe and empowerment in his subordinates, resulting in exceptionally high effort, exceptionally high commitment and willingness to take risks. It has been widely accepted that effective organizations require effective leadership, and organizational performance will suffer in direct proportion to the neglect of this (Maritz, 1995; Ristow, Amos and Staude, 1999).

Performance in primary schools is primarily measured by the overall performance in K.C.P.E, number of students in schools, reputation of school, among others. Contributing to this performance is the quality of leadership that is invested in the institutions. Martinelli (2001) argues that managerial leadership should be a rational behavior because it has an influence on overall performance of a firm.

1.1.3 Education sector in Kenya

The Education Sector comprises of Ministry of Education (MOE); the Teachers Service Commission (TSC) and their affiliated Institutions. The overall goal of the education sector is to increase access to education, raise the quality and relevance of education, reduce inequality as well as exploit knowledge and skills in science, technology and innovation for global competitiveness. There is still a lot that needs to be done in the education sector to ensure that

vision 2030 is achieved, the level of illiteracy is still high and the free education program needs more improvement especially in the quality of education that the children are given.

The Constitution of Kenya (2010) has conferred a right to free primary education to all Kenyan citizens. The government implemented the free primary education program over ten years ago and since then the enrollment in the primary schools has continued to increase. There is a clamor for the secondary education to be made free too. The current structure of education in Kenya consists of eight years of primary, four years of secondary and a minimum of four years of university education.

The functions and mandates of the Ministry of Education include: Primary and Secondary Education Policy, Quality Assurance and Supervision of Pre-primary, Primary and Secondary Education Institutions, Teacher Education Management, Teacher Colleges, School Administration and Programs, Registration of Basic Education and Training Institutions, Curriculum Development, Examinations and Certification, School Equipment, Early Childhood Education, Care and Development, Special Needs Education, Adult Education, Centre for Mathematics, Science & Technology in Africa (CEMASTE) and Kenya National Commission for UNESCO.

Sessional paper No 10 of 2012 on Vision 2030, points out that the three main challenges in the education sector that hinder the achievement of Vision 2030 are; Firstly, how to meet the human resource requirement for a rapidly changing and more diverse economy, Secondly, to ensure that the education provided meets high quality standards and that its content is relevant to the needs of the economy and society, Thirdly, to move rapidly in raising the standards of the regions that lag behind in enrollment to bring them to par with other areas.

1.1.4 Primary schools in Kenya

In the year 2003, the former president Mwai Kibaki became the third president of the Republic of Kenya with the promise “Free Primary Education” (FPE). This was a new dawn to the Kenyan children as all the primary education cost was abolished and the teachers were equipped with the learning materials and all the children had to do was enroll to their nearest public primary school. Education is a basic right for all children as enshrined in the Education Act of Kenya. The introduction of Free Primary Education for all children in Kenya gave children in Kenya an opportunity to learn than before. This means that in Kenya today, it is compulsory for girls and boys between the ages of six and thirteen years of age to attend school.

Public/government schools constitute the largest proportion of schools in the country. The distinctive feature of these schools is that the government is responsible for payment of teachers’ salaries and provides subsidies in terms of textbooks and school feeding. Private schools are owned by private entrepreneurs, companies, churches, trusts and other recognized bodies. The proprietors finance and manage the schools mainly through school fees and contributions from the sponsors. They are therefore diversely resourced depending on location, ranging from well-funded elite schools to the poorly- funded schools.

Primary school in Kenya starts at six years of age and runs for eight years. Since the achievement of independence in 1963, the Government of Kenya has been committed to expanding the education system to cater for all children. The number of children in primary schools continues to increase; the estimated number of children in primary schools in Kenya is approximately 9.6 million (MOE, 2010).

1.1.5: Primary Schools in Nairobi County

Nairobi was founded in 1899, it is the capital and commercial city of Kenya, the city has an estimated urban population of 3 to 4 million which is the highest in East Africa region. Both politically and financially Nairobi has grown to be one of the major nucleus for business and social activities in African continent. There are over one hundred primary schools in Nairobi County and they were the main focus for the study. Nairobi is the home to Ministry of Education, which is one of the government ministries that oversee education in Kenya. Though there are branches of the ministries in all counties, the head-quarter is in Nairobi.

Children join primary school between the ages of three and six, they are required to attend pre-primary (pre-unit) for one or two years. The main objective of pre-primary education is to cater to the total development of a child, including the physical, spiritual, social, and mental growth, brought about through formal and informal interaction with the parents and the community taking a leading role.

1.2 Research Problem

Behling and McFillen (1996) confirmed the link between high performance and leadership in the United States by developing a model of charismatic/transformational leadership where the leaders' behavior is said to give rise to inspiration, awe and empowerment in his subordinates, resulting in exceptionally high effort, exceptionally high commitment and willingness to take risks. Furthermore, it is generally accepted that the performance of any group of people is largely dependent on the quality of its leadership. Effective leadership behavior facilitates the attainment of the subordinate's desires, which then results in effective performance (Maritz, 1995; Ristow, et al., 1999).

Performance of students in K.C.P.E. is dependent on various factors such as availability of resources, leadership, among others. Experience has shown that when the school principal is transferred from one school to another the expectations are that the performance will improve but is this case? Does the leadership style of the school principal affect the performance of the school? Leadership in primary schools is vested on the school principal. Scholars have carried out studies in the relationship between leadership styles and performance, (Obiwuru, 2011); Effects of leadership style on organizational performance: A survey of selected small scale enterprises in Ikosi-ketu council development area of Lagos state, Nigeria. (Mahce, 2003) A survey research of leadership styles of elementary school principals. Other scholars who have looked at primary schools in Kenya, (watitu, 2006) Strategic planning practices & school performance. The case of public & private primary schools in Nairobi province. (Oluoch, 2001) In search of excellence. A look at the top ranking primary schools in Nairobi.

A gap therefore exists in understanding the how the leadership style of the school principal affect the performance of the student. Previous views about leadership show it as personal ability, whether one is born a leader or not the question is if the school principal changes the leadership style does the performance of the school change?

1.3 Research Objective

The specific objectives of this study are;

- i. To determine the type of leadership style found in primary schools in Nairobi County
- ii. To establish the performance of schools under certain leadership styles.

1.4 Value of the study

As we embrace education and FPE we need to be aware that performance and leadership are key factors in the education sector. The leadership that we offer to the children in the education sector will result to the performance that we get. This research will contribute towards the body of knowledge by helping the education sector assess their leadership in their respective classrooms.

Whether leaders are born or they are made is a discussion that many scholars have argued about, but the ability to influence and direct another person's effort is the key thing in achieving better performance. The research was a guide to education managers in identifying the right leadership styles to look for in the school principals the teachers head teachers and the others.

The study was critical has it played a key role in helping the education policy makers in identifying the best leadership styles to look for in the education sector. This is critical because Kenya Vision 2030 articulates the development of a middle income country in which all citizens will have embraced entrepreneurship, be able to engage in lifelong learning, learn new things quickly, perform more non-routine tasks, be capable of more complex problem-solving, willing and able to take more decisions, understand more about what they are working on, require less supervision, assume more responsibility, and as vital tools towards these ends, have better.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents review of the literature related to the purpose of this study. The chapter will aim at the critical point of capturing knowledge and ideas that have been established with regards to the study. The literature review is based on authoritative and original sources such as articles, books and thesis.

2.2 Concept of Leadership

It has been suggested that there are two views of leadership – the traditional view of transactional leadership, involving an exchange process between leader and subordinate, and a view of transformational leadership that allows for the development and transformation of people (Bass and Avolio, 1990a; Meyer and Botha, 2000).

Transactional leaders are considered to enhance the subordinates' readiness to perform at expected levels, by offering rewards for acceptable performance, thus resulting in the desired outcomes defined by the leader (Bass and Avolio, 1990a; Meyer and Botha, 2000). Transformational leaders, on the other hand, inspire their subordinates to adopt the organizational vision as their own, while attempting to heighten their values, concerns and developmental needs (Cacioppe, 1997). Bass and Avolio (1990) developed the Full Range Leadership Development Model, showing the development of transformational leadership from transactional leadership. This enabled them to develop the statistically validated Multifactor Leadership Questionnaire (MLQ), a full range assessment of both transactional and transformational leadership (Bass and Avolio, 2000).

Recent research (Bass and Avolio, 1994; Kotter, 1988; Meyer and Botha, 2000) in organizational behavior has identified a leadership theory termed transformational leadership as the most appropriate for modern-day organizations. The current business environment requires this innovative kind of leadership style; a style that empowers employees and raises employee productivity in an effort to improve organizational performance and continued existence (Kotter, 1988). Transformational leaders satisfy these needs to ensure effective and long-term survival. Transactional leadership includes the concept of leadership as an exchange of reinforcements by the leader that are contingent on subordinate performance (Bass, 1997).

The transformational leadership style is believed to have a constructive impact on the effectiveness of an organization (Bass and Avolio, 1994). The concept of organizational effectiveness is, however, controversial and several contrasting views exist on the measurement of this concept, yet it remains the critical dependent variable in research (Bass and Avolio, 1994).

Managerial leadership is defined as the manager's ability to persuade, inspire, and empower subordinates to contribute towards the achievement of organizational goals (Broadbeck 2001). Effective managers demonstrate attributes such as ambition, truthfulness, integrity, self-confidence, cognitive ability, and empathy. Ineffective managers lack important qualities such as ability to adapt to business environment, good interpersonal skills, determination, self-confidence, self-esteem, openness, hubris, and ambition (Avolio, et al. 2003).

2.3 Types of Leadership Styles

The concept and definition of leadership and style may differ from one person, or situation, to the other. The word „leadership“ has been used in various aspects of human endeavor such as

politics, businesses, academics, social works, etc. Previous views about leadership show it as personal ability. Messick and Kramer (2004) argued that the degree to which the individual exhibits leadership traits depends not only on his characteristics and personal abilities, but also on the characteristics of the situation and environment in which he finds himself. Since human beings could become members of an organization in order to achieve certain personal objectives, the extent to which they are active members depends on how they are convinced that their membership will enable them to achieve their predetermined objectives. Therefore, an individual will support an organization if he believes that through it his personal objectives and goals could be met; if not, the person's interest will decline. Leadership style in an organization is one of the factors that play significant role in enhancing or retarding the interest and commitment of the individuals in the organization. Thus, Glantz (2002) emphasizes the need for a manager to find his leadership style.

2.3.1 Authoritarian Leadership Style

Authoritarian leaders, also known as autocratic leaders, provide clear expectations for what needs to be done, when it should be done, and how it should be done. There is also a clear division between the leader and the followers. Authoritarian leaders make decisions independently with little or no input from the rest of the group. That it is more difficult to move from an authoritarian style to a democratic style than vice versa. Abuse of this style is usually viewed as controlling, bossy, and dictatorial.

Authoritarian leadership is best applied to situations where there is little time for group decision-making or where the leader is the most knowledgeable member of the group. The downside is that most people resent being treated this way. Therefore, autocratic leadership often leads to

high levels of absenteeism and high staff turnover. However, the style can be effective for some routine and unskilled jobs: in these situations, the advantages of control may outweigh the disadvantages. Autocratic leadership is often best used in crises, when decisions must be made quickly and without dissent. For instance, the military often uses an autocratic leadership style; top commanders are responsible for quickly making complex decisions, which allows troops to focus their attention and energy on performing their allotted tasks and missions.

2.3.2 Bureaucratic Leadership Style

Bureaucratic leaders work "by the book." They follow rules rigorously, and ensure that their people follow procedures precisely. This is an appropriate leadership style for work involving serious safety risks (such as working with machinery, with toxic substances, or at dangerous heights) or where large sums of money are involved.

Max Weber's Theory of Bureaucracy describes a new organizational form (that is bureaucracy) that Weber noticed had started emerging in Western society during the second half of the nineteenth century. According to him, in this new type of organization, leadership and authority were derived from a more 'rational' framework than was the case before. Previously, authority was derived from either charisma or tradition. In the case of charismatic authority, followers obeyed gifted leaders out of devotion, loyalty and respect. Weber identified three key features of bureaucratic organizations. Firstly, bureaucracies had a formal and unambiguous hierarchical structure of power and authority. Secondly, bureaucracies had an elaborate, rationally derived and systematic division of labor. Thirdly, bureaucracies were governed by a set of general, formal, explicit, exhaustive and largely stable rules that were impersonally applied in decision-

making; moreover, all decisions and communications were recorded in permanent files and such records were used to refine existing rules and derive new ones. (Weber, 1947)

According to Merton (1976) a fundamental failure of bureaucracy was its tendency to foster 'goal displacement'. Excessive adherence and conformity to rules and regulations resulted in rules becoming ends in themselves, and sometimes prevented organizations from achieving their real goals. Additionally, organizational members in bureaucracies often tried to apply formal rules and procedures in unsuitable situations - for example in unique situations, treating them as routine - thus resulting in dysfunctional.

Burns and Stalker (1961) observed that highly bureaucratic organizations were resistant to change. A prevailing atmosphere of hierarchy, control, efficiency and predictability meant that organizational members favored self-continuity and felt threatened by change. Such organizations, thus, were poor at innovating or at embracing new ideas.

2.3.3 Participative Leadership Style

Participative leadership, also known as democratic leadership, is generally the most effective leadership style. Democratic leaders offer guidance to group members, but they also participate in the group and allow input from other group members. Participative leaders encourage group members to participate, but retain the final say over the decision-making process. Group members feel engaged in the process and are more motivated and creative.

The Hawthorne studies were carried out between 1927 and 1932 at the Hawthorne Works of the Western Electric Plant in the United States. In one of these studies a group of women workers who were assembling relay switches for telephones was moved to a special room and a series of

changes were introduced whose impact on productivity was investigated. The researchers concluded that every change increased production. Employees inferred that management cared about them and responded by working more productively. The “Hawthorne effect” is named after this phenomenon of working harder because of feelings of participation in something important (Roberts & Hunt, 1991).

There are many benefits of democratic leadership. Team members tend to have high job satisfaction and are productive because they're more involved in decisions. This style also helps develop people's skills. Team members feel in control of their destiny, so they're motivated to work hard by more than just a financial reward. Because participation takes time, this approach can slow decision-making, but the result is often good. The approach can be most suitable when working as a team is essential, and when quality is more important than efficiency or productivity. The downside of democratic leadership is that it can often hinder situations where speed or efficiency is essential. For instance, during a crisis, a team can waste valuable time gathering people's input. Another downside is that some team members might not have the knowledge or expertise to provide high quality input.

2.3.4 Laissez-Faire Leadership Style

Laissez-Faire leaders offer little or no guidance to group members and leave decision-making up to group members. While this style can be effective in situations where group members are highly qualified in an area of expertise, it often leads to poorly defined roles and a lack of motivation.

An attempt to identify different styles of leader behavior on the group was conducted at the University of Iowa by a group of scientists. The researchers came up with three leadership styles

to determine their effect on the attitudes and productivity of the subordinates. Laissez-faire leaders let the group decide on their own and gave them complete freedom. In other words, they do not provide any leadership at all. Some of the implications of the research were that of the three styles of leadership, subordinates preferred democratic style the best. They also preferred laissez-faire leadership style over the authoritarian one. Authoritarian leaders receive aggressive or apathetic behavior from their subordinates. Productivity was slightly higher under the authoritarian leader than under the democratic one. However, it turned out to be the lowest under the laissez-faire leader's supervision (Lunenburg & Ornstein, 1996).

The main benefit of laissez-faire leadership is that giving team members so much autonomy can lead to high job satisfaction and increased productivity. The downside is that it can be damaging if team members don't manage their time well or if they don't have the knowledge, skills, or motivation to do their work effectively.

2.4 Organization performance.

Performance is important to us as people and organizations. In fact, most of us believe that we can, and will, improve at what we do, and we expect others to improve over time as well (Temple, 2002). Organizational performance comprises of the actual output or results of an organization as measured against its intended outputs (or goals and objectives). According to Richard et al. (2009) organization performance encompasses three specific areas of the firm outcomes: Financial performance (profits, returns on assets, return on investment.); product market performance (sales, market share.); and shareholders return (total shareholder return, economic value added.) the biggest challenge to organizational performance is the external environment.

All organizations operate within some external environment. Porter notes that the external forces significantly affect the industry and the firm must identify ways to deal with them in order to remain competitive in the market. Increase in competition is not a matter of bad or good luck or coincidence. Rather, competition in an industry is rooted in its underlying economic structure and goes well beyond the behavior of current competitors. The state of competition in an industry depends on five basic competitive forces (Porter, 1980). The concept of organizational performance refers to the change in which the managers and governing body of an organization put into place and manage a program which measures the current level of performance of the organization and then generates ideas for modifying organizational behavior and infrastructure which are put into place to achieve higher output.

Many organizations feel that their people can provide a competitive advantage, and therefore their people contribute to the organization's performance. Employees play a pivotal role in organizational success (Collis and Montgomery, 1995). Employee performance has been shown to have a significant positive effect on organizational performance (Collis and Montgomery, 1995). One of the major pitfalls in an organization occurs when managers believe their organizations are constantly operating at the highest level of efficiency, or that they do not require input from their employees (Foot and Hook, 1999).

Davis (1998) states that two important elements of effective school leadership are establishing a school vision and fostering positive interpersonal relationships. He also acknowledges that developing a school vision takes time and the principal should have the ability to determine the status of the school, identify important aspects of improvement and have a contingency plan to solve problems. In addition to this, they should be knowledgeable about theory and especially those focusing on organizational behavior and leadership.

Nevertheless, the principal influence on the organization's performance is the quality of the workforce at all levels of the organization. The function that human resources can play in gaining a competitive advantage for an organization is empirically well documented (Brewster, Carey, Dowling, Grobler, Holland and Wörnich, 2003). For organizations to accomplish their goals, they must continually look for better ways to organize and manage their work. There is a growing recognition that the primary source of competitive advantage is derived from organization's human resources. This was not always the case, as human resources were traditionally seen as a cost (Brewster, et al., 2003).

2.5 Leadership and Organization Performance

Behling and McFillen (1996) confirmed the link between high performance and leadership in the United States by developing a model of charismatic/transformational leadership where the leaders' behavior is said to give rise to inspiration, awe and empowerment in his subordinates, resulting in exceptionally high effort, exceptionally high commitment and willingness to take risks. Furthermore, it is generally accepted that the performance of any group of people is largely dependent on the quality of its leadership. Effective leadership behavior facilitates the attainment of the subordinate's desires, which then results in effective performance (Maritz, 1995; Ristow, et al., 1999).

Finally, organizational leadership can be described as the leadership present within the organization, having a direct and indirect effect on individual employee performance. This role of organizational leadership is further substantiated in Hall's (1996) Competence Process, which depicts performance as a dependent of collective competence. The competence process is a three-dimensional approach consisting of collaboration, commitment and creativity. In the

context of collective competence, each stands for a dimension of organizational life which is manifested in organizational policies, practices and procedures (Hall, 1996). Hall (1996) states that people who manage the organization create conditions which give it its basic character.

Therefore, the managerial actions create the context for competence. The message conveyed by an organization's leaders may be one that encourages and enables competence and, in turn, performance. Those who lead the organization can set in motion a competence process so that the organization is better equipped for meeting its performance requirements and adaptive demands (Hall, 1996).

Understanding the effects of leadership on performance is important because leadership is viewed by some researchers as one of the key driving forces for improving a firm's performance. Effective leadership is seen as a potent source of management development and sustained competitive advantage for organizational performance improvement (Avolio, 1999; Lado, Boyd and Wright, 1992; Rowe, 2001). For instance, transactional leadership helps organizations achieve their current objectives more efficiently by linking job performance to valued rewards and by ensuring that employees have the resources needed to get the job done (Zhu, Chew and Spengler, 2005). Visionary leaders create a strategic vision of some future state, communicate that vision through framing and use of metaphor, model the vision by acting consistently, and build commitment towards the vision (Avolio, 1999; McShane and Von Glinow, 2000). Some scholars like Zhu *et al.* (2005), suggest that visionary leadership will result in high levels of cohesion, commitment, trust, motivation, and hence performance in the new organizational environments.

Fiedler (1967) claims that if organizational performance is to be improved, we must cope not only with the leader's style but also with the situational factors which influence him/her. Organizational performance can be improved either by the leader's fit to the situation or the situation's fit to the leader. Fiedler (1961) also states that leadership traits, if exist at all, would be exposed to many outside effects. Therefore, they are difficult to identify.

Mehra, Smith, Dixon and Robertson (2006) argue that when some organizations seek efficient ways to enable them outperform others, a longstanding approach is to focus on the effects of leadership. Team leaders are believed to play a pivotal role in shaping collective norms, helping teams cope with their environments, and coordinating collective action. This leader-centred perspective has provided valuable insights into the relationship between leadership and team performance (Guzzo and Dickson, 1996). Some studies have explored the strategic role of leadership to investigate how to employ leadership paradigms and use leadership behaviour to improve organizational performance (Judge, Bono, Ilies, and Gerhardt, 2002; Judge and Piccolo, 2004; Keller, 2006; McGrath and MacMillan, 2000; Meyer and Heppard, 2000; Purcell, Kinnie, Hutchinson and Dickson, 2004; Yukl, 2002). This is because intangible assets such as leadership styles, culture, skill and competence, and motivation are seen increasingly as key sources of strength in those firms that can combine people and processes and organizational performance (Purcell *et al.*, 2004).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter is a blue print of the methodology that will be used by the researcher to find answers to the research questions. In this chapter the research methodology will be presented in the following order: research design, population of the study, sample design, data collection and data analysis.

3.2 Research design.

A cross sectional survey design was used, in this type of research study, either the entire population or a subset thereof is selected, and from these individuals, data was collected to help answer research questions of interest. Research design can be defined as a step by step model of proceeding through the research process (Kothari, 2000). The quality of any research project is enhanced by a good understanding of the research design because it informs ones thinking and lays the foundations for the project.

3.3 Population of the Study

The research population of the study was the primary schools in Nairobi County. Sampling is selecting some of the elements in a population to draw a conclusion about the entire population. According to Mbokane (2009) population is an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. Castillo (2009) adds that a research population is generally a large collection of individuals or objects that is the main focus of a science query.

3.4 Sample design

The sample design for the study was random sampling; this gave all the character an equal chance to be chosen. Sekaran (2003) defines sampling as a process of selecting a sufficient number of elements from the population so that a study of the sample and an understanding of its properties or characteristics would make it possible for us to generalize such characteristics to the population element.. Kothari (2000) argues that a representative sample is one that is at least 10% of the population of interest. The sample size was 40 primary schools within Nairobi County.

3.5 Data collection

The study used both primary and secondary data; the primary data was collected to enable the researcher to identify the leadership quality that the school principal was using while the secondary data was used to assess the performance of the school in the last five years. The secondary data was used to assess the past performance of the school.

The data collection instrument was a self-administered questionnaire; this was administered to the school principal who is the leader of the school. The suggested survey instrument was a self-administered questionnaire which was completed by the school principal. The questionnaire offered several advantages; it allowed the researcher to collect large volume of data from varied and difficult to get to subjects; it required minimal staff and administration; and it gave the subjects time to respond objectively (Cooper & Schindler 2001).

3.6 Data analysis

The data collected using the proposed strategy will be analyzed using the descriptive statistics (measure of central tendency and measure of variations). Descriptive statistic involves the process of transforming mass of raw data into tables, charts, frequency distribution and percentages which are a vital part of making the data have sense to the researcher. The data will be tabulated and summarized using descriptive measures, percentage and frequency distribution tables while tables and graphs will be used for presentation of findings. The researcher will utilize the Statistical Package for Social Sciences (SPSS).

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

4.1: Introduction

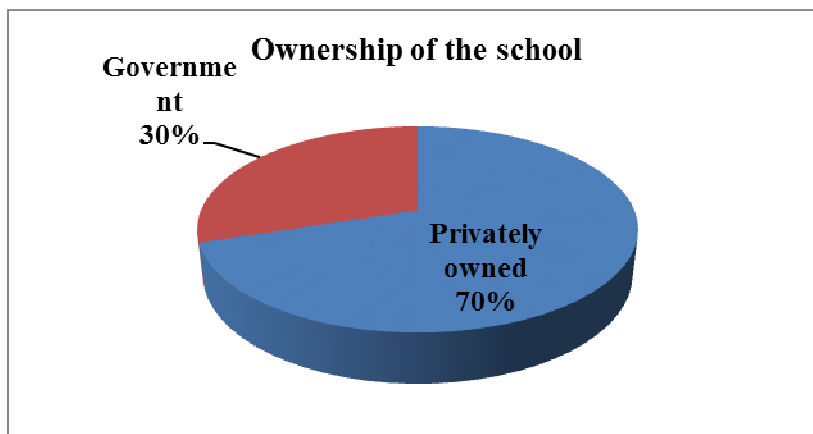
This chapter presents the findings of the study that was carried out to explore on the relationship between the leadership styles of the school principal and the performance of the primary schools in Nairobi County in Kenya.

4.2: Demographics of the School

4.2.1: Ownership of the school

The findings show that a large percentage (70%) of the sampled schools were privately owned, this means that they are owned by the church or by individuals. The other percentages of the schools are owned by the government.

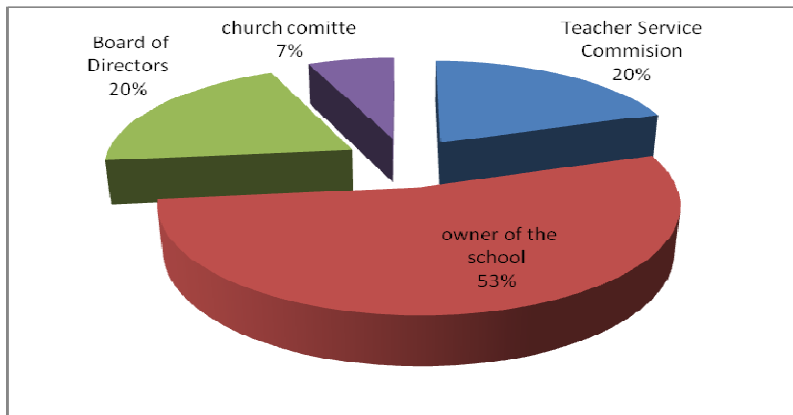
Figure 1: ownership of the school



4.2.2: How promotion is carried out in the schools

It is clear from the findings that a promotion to the principal level is carried out by the management of the school. From the findings, (53%) of the promotions is carried out by the school owner, this is in cases where the schools are private. Other findings (20%) said that the Teacher Service Commission carries out the promotions; this is in cases where the school is owned by the government. Only (7%) of the respondent said that the church committee does the promotions.

Figure 2: How promotion is carried out in the school



4.2.3: Years the respondent has been a school principal

The findings show that a large percentage of the respondents (63%) have been school principal for a period close to ten years. The results also show that only seven respondents have held the position of a school principal (6.3%) for over ten years. Other findings show that only (31%) of the respondent had held the position of a school principal for less than five years.

Table 1: Number of years that the respondent has held the position of school principal

Number of years	Frequency	Percentage
Below 5 years	10	31.3
5 – 10 years	18	62.5
Over 10 years	7	6.3
Total	35	100

4.2.4: Gender of the respondent

The largest numbers of the school principal are the male (69%), only (31%) of the school principal are female. The findings show that half of the respondents have held the position of the school principal for four years and below. Only seven respondents have held the position of a schools principal for five years and above.

Table 2: Gender of the respondent

Gender	Frequency	percentage
Male	22	69
Female	13	31
Total	35	100

4.2.5: Number and classes and streams at the school

Most of the school sampled were privately owned, they have up to class eight (72%), while another (21%) had only the lower primary that is pre unit, baby class, nursery and standard one.

Only a small percentage of (7%) had up to class five. The number of streams within a school is critical in measuring the performance of the school; the number of streams means that a school can have class one red, class one blue, class one green. The findings show that over 67% of the schools have only one stream while (20%) have two streams. Only (6.7%) have three streams and above four streams.

Table 3: Number of classes at the school

Class level	Frequency	percentage
Class one and below	11	21
Up to class five	7	7
Class six and above	17	72
Total	35	100

Table 4: Number of streams at the school

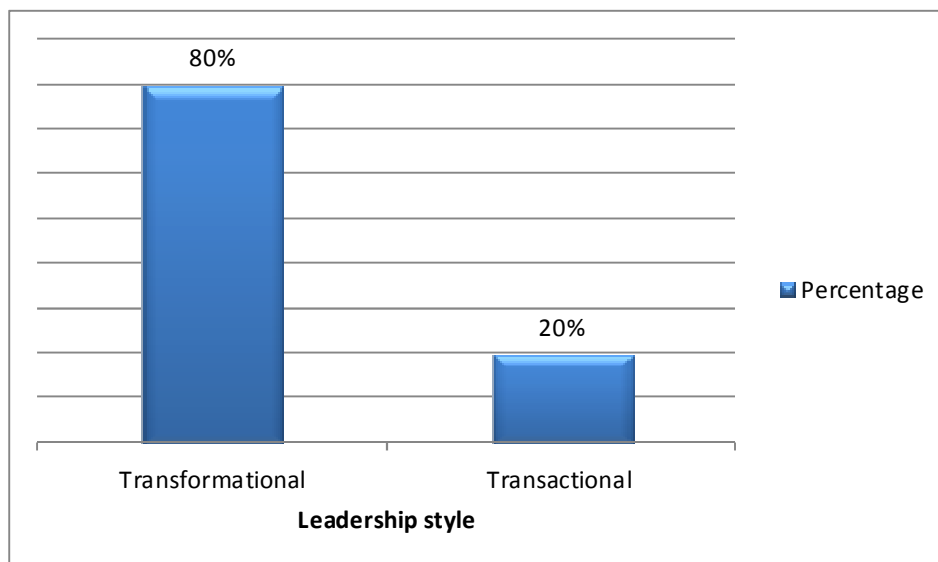
Number of stream	Frequency	Percentage
1	17	66.6
2	8	20
3	5	6.7
Above 4	5	6.7
Total	35	100

4.3: Leadership styles in schools

The data clearly shows that there are different types of leadership styles in the primary schools in Nairobi County. A large number of the respondents are transformational leaders in that they as

the school principal they inspire their staff to adopt the organizational vision as their own. The table below shows the analysis of the two types of leadership styles that the primary schools have adopted. It is encouraging to see that a high percentage of the school principals have embraced the transformational leadership in the management of their school.

Bar 1: Types of leadership in Schools



From the thirty five schools sampled, almost half of the schools (45%) carryout bureaucratic leadership styles in their daily management routine. This type of leadership style is where decisions are made “by the book”. The set rules and regulations, the guidelines are key factors to making decisions in this school. Participative leadership styles (32%) is the second leadership styles in schools within Nairobi County. This means that the school principal is democratic in decision making and that he involves the subordinate in decision making.

Autocratic and laissez-faire style have (15%) and (8%) respectively. The number of schools with this autocratic and laissez-faire style is four and two respectively.

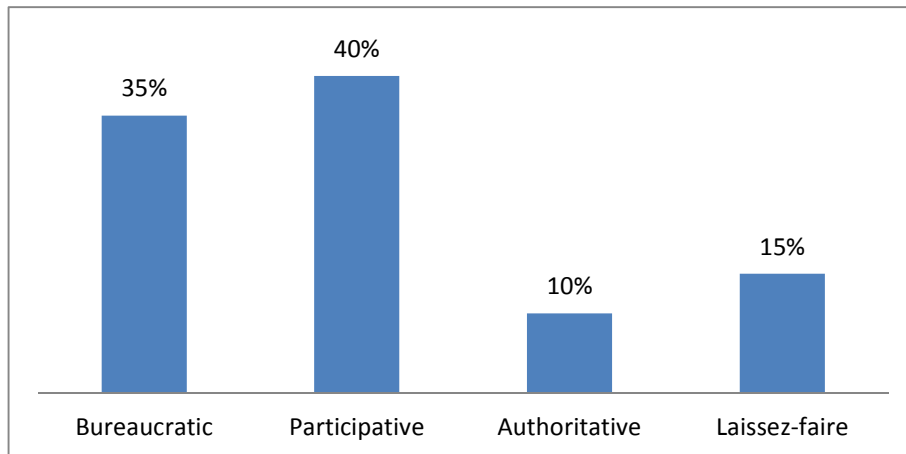
Table 5: leadership style in primary schools

Leadership style	Frequency	Percentage
Bureaucratic styles	16	45
Participative style	13	32
Authoritative styles	4	15
Laissez-Faire style	2	8
Total	35	100

4.3.1: Leadership style and the number of school committees

The findings show that all the schools have committees that carry out different role; these committees include disciplinary, academic affairs among others. The findings show a high level of delegation especially in schools that have more than three different committees. Schools that have participative leadership style has more committees (40%), followed by those with bureaucratic style (35%).

Bar 2: leadership styles and the number of school committees



4.4: Leadership styles and school performance

The findings of the study show that out of the thirty five schools sampled, sixteen schools were using bureaucratic leadership style. Further analysis show that in this bureaucratic leadership schools, six schools which represent (37.5%) have a mean grade which is below 45. As the mean grade increases the number of schools within the same leadership style decreases. The highest mean grade is over 56 and only two schools in this leadership styles appeared in the category.

The participative leadership style was identified in 13 schools among the thirty five schools sampled. The results show that 5 schools (38.5%) had a mean grade that is below 45, a similar patter as the one in bureaucratic is seen, that is as the mean grade improves the number of schools goes down. The highest mean grade is over 56 and only 1 school appeared in the category.

Authoritative style appeared in only four schools among the thirty five schools sample. Only one school appeared to have a mean grade of 46 -50 and two schools have over 56 mean grades. Laissez –faire which appeared in only two schools has a mean grade of 51 -55 and the other school has over 56. In conclusion there seem to be no clear association between performance of the school which is in terms of the K.C.P.E mean grades and leadership of the school principal.

Table 6: Leadership Style and Performance

Leadership style	Frequency	Performance (Mean Grade)			
		45 and below	46 -50	51 -55	over 56
Bureaucratic	16 (45%)	6 (37.5%)	4 (25%)	4 (25%)	2 (12.5%)
participative	13 (32%)	5 (38.5%)	4 (30.1%)	3 (23.1%)	1 (7.7%)
Authoritative	4 (15%)		1 (25%)	1 (25%)	2 (50%)
Laissez -faire	2 (8%)			1 (50%)	1 (50%)
Total	35 (100%)	11 (76%)	9 (80.1%)	9 (123.1%)	6 (120.2%)

4.4.1: School size and performance

It is clear that there is a relationship between the size of the school that is the number of students within the school and the performance of the school. Where the number of students in school is higher, the mean grade is low and vice versa. This may be attributed to a high teacher's workload in schools where the number of students is high and also inability to pay close attention to each student.

The cross tabulation table below shows the relationship between performance that is the mean grade and the number of students in the four leadership styles. There is need for school principal to ensure that that the number of student is low and manageable so that the teachers work load is manageable. The bureaucratic style had the highest number of students that is over 351 who have under taken their K.C.P.E exams in the last five years. Two schools have a mean grade of 41 -45 and the other two have 46 -50 while only one school had over 56 mean grade in this category. As the number of students lowers the mean grade is slightly affected. Where the number of students is below 150, the mean grade is 51 -55 for one school and over 56 for the other. In conclusion,

there seem to be a slight relationship between the performance of the school and the number of students within the school under bureaucratic leadership styles.

Table 7: School size and Performance for Bureaucratic Style

Size (Number of candidates)	Frequency	Performance (mean grade)			
		41 - 45	46 - 50	51 - 55	over 56
Over 351	6	2(33%)	2(33%)	1(17%)	1(17%)
251- 350	4		2(50%)	1(25%)	1(25%)
151 -250	4			2(50%)	2(50%)
Below- 150	2			1(50%)	1(50%)
Total	16	2 (33%)	4(83%)	5(142%)	5 (142%)

The table below shows a cross tabulation between three variables; performance, number of student and leadership style. The findings show a relationship between the school performance and the number of students. The schools where the number of students is low the mean grade is high; this may be attributed to the fact that the teacher is able to manage a small workload and pay attention to each students. The analysis shows that under participative style, the students were over 250, and these were 13 schools. Out of these 5 school, 2 had a mean grade of 41 -45, a similar number had a mean grade of 46 -50 while only 1 school had 51 and above as their K.C.P.E mean grade.

Table 8: School Size and Performance for Participative style

Size (Number of students)	Frequency	Performance (Mean Grade)		
		41 - 45	46 - 50	51 and above
Over 251	5	2 (40%)	2 (40%)	1 (20%)
151 -250	4		2 (50%)	2 (50%)
Below 150	4		1 (25%)	3 (75%)
Total	13	2 (40%)	5(105%)	6 (145%)

Table 9: Schools size and Performance of Autocratic style

Size (Number of students)	Frequency	Performance (Mean Grade)			
		41 - 45	46 - 50	51 - 55	Over 56
Over 251					
151 -250	1		1 (100%)		
Below 150	3			1 (33%)	2 (67%)
Total	4		1 (100%)	1 (33%)	2 (67%)

The table above shows the school size and the performance of autocratic style, the number of students is below 250 students. There is only one school among the four schools identified to be using autocratic style that has between 151 -250 students who have sat for their K.C.P.E in the last five years and the mean grade is 46-50. The other three schools have less than 150 students and their mean grade was 51 -55 and two schools had over 56.

Table10: School Size and Performance of Laissez –Faire Style

Size (Number of students)	Frequency	Performance (Mean Grade)			
		41 - 45	46 - 50	51 - 55	Over 56
Over 251					
151 -250					
Below 150	2			1 (50%)	1 (50%)
Total	2			1 (50%)	1 (50%)

The table above shows that the two schools that had laissez –faire style had less than 150 students who have sat for their K.C.P.E in the last five years. The mean grade for the two schools is 46 -50 and over 56. This shows there is a slight impact on mean grade of the school as the number of student’s changes. In conclusion, the study shows that there is a relationship between the number of students in a school and the performance of the school.

4.5: Discussions of the findings

Leadership is believed to be a personal ability, the influence that a person offers to others in order to achieve results. The findings show that (80%) of the school principal are transformational leaders, that is they inspire their subordinates to adopt the organizational vision as their own, while attempting to heighten their values, concerns and developmental needs. This is encouraging especially because the schools sampled were mostly privately owned. Though it is argued that the degree to which an individual exhibit the leadership trait is depends not only on his characteristics and personal abilities, but also on the characteristics of the situation and environment. Therefore the leadership trait of the principal does change over time as the environment changes.

The findings of the study on the leadership styles in primary schools are similar with the study carried out by a group of scientist from the University of Iowa (Lunenburg& Ornstein, 1996). The researchers came up with three leadership styles to determine their effect on the attitudes and productivity of the subordinates. Authoritarian leaders receive aggressive or apathetic behavior from their subordinates. Productivity was slightly higher under the authoritarian leader than under the democratic one. However, it turned out to be the lowest under the laissez-faire leader's supervision. This is shown by the analysis on the leadership styles in primary school where the findings show that laissez-faire is the least style used in primary schools.

The findings also show that the bureaucratic leadership is most preferred by the school principal, that means that they follow rules rigorously, and ensures that the subordinate follow procedures precisely. This is the case in primary schools. That means the set rules and regulations are followed vigorously to the latter by the principals as they make decisions. Laissez-faire is the

least followed leadership styles in primary schools. These styles involve leaving decision making process by a group of people. This can be effective to a group where there are experts in the problem under review but in it leads to poorly defined roles and a lack of motivation.

The findings show that there is no clear association between the leadership style of the school principal and the performance of the students. This is in line with Fiedler (1967) who claims that if organizational performance is to be improved, we must cope not only with the leader's style but also with the situational factors which influence him/her. Organizational performance can be improved either by the leader's fit to the situation or the situation's fit to the leader. Fiedler (1961) also states that leadership traits, if exist at all, would be exposed to many outside effects. Therefore, they are difficult to identify.

It may be argued that leadership is not the only key factor to look at when interpreting the performance of the school. This is consistent with Brewster, Carey, Dowling, Grobler, Holland and Wörnich, (2003), who points out that principal influence on the organization's performance is the quality of the workforce at all levels of the organization. For organizations to accomplish their goals, they must continually look for better ways to organize and manage their work. There is a growing recognition that the primary source of competitive advantage is derived from organization's human resources. This was not always the case, as human resources were traditionally seen as a cost (Brewster, et al., 2003). Indeed there are other intangible factors such as such as culture, skills and competencies, and motivation that are seen increasingly as key sources of strength in improving the performance, therefore combining people, process and organization performance is important (Purcell *et al.*, 2004).

The analysis shows that there is a clear relationship between performance and the number of students in a school. This means that where the number of students is low, the mean grade is high and vice versa. This may be attributed to the fact that the teachers work load is manageable in schools with fewer students and that the teacher can concentrate on each student; identify their strength and weakness and help them improve before they undertake their final exams.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary, conclusions and recommendations on leadership style of the school principal and performance of the students.

5.2 Summary of the Findings

The broad objective of the study was to identify the leadership styles found in school and also to find out how this leadership styles affect the performance of the school. It is clear from the findings that a large percentage of the school principals use the transformational leadership style. This is encouraging especially because majority of the respondent were from private school. Also when the leader inspire the staff to adopt the organization vision as their own then it means that even if the school principal is moved from that school the performance may not change. The modern day organizations require transformational leadership because of the continuous change within the environment.

The findings further show that a large number of the school sampled have different committees, this is disciplinary committee, sport committee, academic affairs committee among others. This shows that the school management has embraced delegation of duties to other staff which is encouraging. This action enables the staff to feel a sense of belonging and to improve their effort which later affects the performance of the school.

The performance under the four leadership styles changes as the number of students changes, though it's critical to point out that there is no clear relationship between the performance and the leadership style, there is a clear relationship between the number of students and the leadership styles. This is because, bureaucratic leadership style is the leading style in primary school and the number of students in this school is very high. This is followed by participative and then autocratic laissez –faire. These findings are critical because they show that parents and guardians prefer school principal that are bureaucratic as it is integrated that the level of discipline in this school is high.

The set rules and regulations laid down are the key guidelines to running an organization, bureaucratic leadership “making decisions as per the book” is the leading leadership styles in primary school. The school principal is adamant to leaving the staff to make decisions by themselves. This may be attributed to different reasons such as fear of wrong decisions, fear of taking responsibility in case the group makes the wrong decisions, lack of trust from the principal among others. Participative leadership style is preferred compared to autocratic; these findings are encouraging as it helps to motivate the employees and to help them adopt change within the organization.

The findings show that a large respondent of the school sampled were privately owned, aver half of the school principals in this schools were male. This shows that the community strongly believes that leadership is best shown by the male gender. The owner of the school is the key person who makes the decision on how promotion is done to the principal level. Over half of the respondents have received a reward while they held the position of the school principal. This was attributed to performance and bringing discipline in school, less than half of the respondent said

that they had attended a leadership course as school principal which is alarming especially because they need to be equipped with new skills to enable them run their daily operations.

5.3 Conclusions of the Study

The leading styles of leadership is bureaucratic and participative styles, this means that in most schools people still believe in doing things 'by the book'. Though this is encouraging it hinders creativity and makes it hard for the involved person to deal with change. Participative style is the second leadership style, this is encouraging has it goes to show that a percentage school principal are involving other staffs in decision making. Autocratic and laissez faire are the last styles that are adopted.

The number of students in bureaucratic leadership style is high; this is because some of these schools are owned by the government. Also these schools have existed longer than the private schools. The second school with high number of students is the one using participative style. This is followed by autocratic and laissez –faire style respectively. This shows a clear association between the number of students and the leadership styles of the school principal.

The number of committees within the school shows the level of delegation, this committee includes disciplinary committee, academic affairs committee, and sports committee among others. The schools with participative style have the highest number of committee followed by bureaucratic, then laissez –faire and finally autocratic style. This is encouraging has it shows that all the school principals irrespective of what their leadership style is, they delegate different decision to their subordinate. By involving the employees in decision making, they are able to adapt to changes within the school much better, and they support the school principal decisions rather than be an interruption which will definitely affect the school negatively.

5.4 Recommendations of the Study

There are key areas in the school system that need improvement, the school principal should involve the subordinate in decision making because some of the decisions and changes made affect them directly. Involving others in decision making helps them to perform better as they are motivated and also helps them to improve other areas of their work. Though it is critical to ensure that decisions are made as per the rules and the guidelines of the school policy so that there can be consistency in handling issues.

There are other factors that affect the performance of the school other than the leadership style of the school principal. Combining people, process and organization performance is critical. This is because performance is not affected by only one factor but a series of factors contribute towards the performance of the student in primary school. Though the school principal maybe bureaucratic in that decisions are made “by the book”, that does not translate to either high or low performance in K.C.P.E. there are other factors such as the access to resources (books), among others.

The number of students in a school is mainly dependent on the leadership style of the school principal. This may be attributed to the fact that in schools where the principal is bureaucratic then the discipline is expected to be upheld compared to schools where the leadership style is laissez –faire. Parents will choose teachers who are strict with rules and regulation because they expect their children to have better discipline. It is therefore critical to ensure that discipline is maintained in schools so that the parents can have confidence to send their children to schools where the principal is using autocratic or laissez –faire style.

Leadership course is critical to all persons who hold a leadership role within the organization, the school principal should be given opportunities to attend leadership course in order to allow them to learn more skills that are positive to the daily management of the school. The course will also help the principals to learn how to deal with the changing environment and the changes from the traditional method of teaching to the use of technological gadgets to teach.

5.5 Limitations of the Study

There were logistical issues in accessing the schools and getting the school principal because the schools had just reopened after the teachers strike and they were busy preparing for the end of the term exams. Time and finances were also constraining factors especially because the deadline for submission was near and the number of schools to visit was high and also in some schools the researcher had to visit the areas more than once.

The other limitation was on the issue of non-responsive respondent, this is where the identified respondent was not confident that the information they disclosed would not be used against them. Their fear was mainly that this was not a research project but a school inspection process; it was not easy to convince them otherwise. The other respondents only filled half of the questionnaire and were not comfortable answering section two that dealt with the leadership styles within the school.

5.6 Suggestions for Further Research

The study was done only for schools within the Nairobi County, there is need to explore this research further and study schools in other areas of Kenya. This is because Nairobi is a metropolitan town, and it has people from diverse communities and countries. A similar research

in other counties is critical as it will contribute to the body of knowledge how leadership styles differ in different communities within the country. This kind of study will also identify unique characteristics in the different areas and other research areas that will contribute to the body of knowledge.

There is also a need to study public schools and private schools differently, this is because the ownership of the school is different and the management of the school also differs. By studying the public school, the researcher will be able to find out how the four leadership styles affect the performance and if laissez-faire style which is ranked least in this study is carried out in these schools. Research on private schools only will help show how different the leadership in private and public schools is. Also the findings of the study will show if the performance in this two schools differs and to what extent does the leadership style affect.

REFERENCES

Bass, B.M. and Avolio, B.J. (2000). *Multifactor Leadership Questionnaire*. Mind Garden Inc
Redwood City

Bass, B.M. and Avolio, B.J. (1990). "Developing Transformational Leadership: 1992 and
Beyond", *Journal of European Industrial Training*,

Behling, O. and Mcfillen, J. (1996). "A syncretical model charismatic/transformational
leadership", *Group and Organization Management*,

Burns, T., and Stalker, G.M. (1961) *The Management of Innovation*, London,

Broadbeck, F. (2001). *Leadership in organizations, Psychology of. International Encyclopedia
Of social and behavioral sciences*. Oxford: Elsevier Sciences

Corvellec, H. (1995). *Stories of Achievement: Narrative Features of Organizational
Performance*.

Sweden: Lund University Press

Collis, D.J. and Montgomery, (1995). "Competing on Resources", *Harvard Business Review*,

U.S.A.

Cacioppe, R. (1997). "Leadership Moment by Moment", *Leadership and Organizational
Development Journal*,

Cummings, L.L. and Schwab, D.P. (1973). *Performance in Organizations: determinants and appraisal*. Foresman and Company. Glenview: Scott

DuBrin, A.J. (1995). *Leadership: Research findings, practice, and skills*: Houghton Mifflin Company. Boston.

Fiedler, F.E. and House, R.J. (1988). "*Leadership Theory and Research: A Report of Progress*", International Review of Industrial and Organizational; Psychology.

Meyer, M. and Botha, E. (2000). *Organization Development and Transformation in South Africa*; Butter worth Durban

Hellriegel, D. and Slocum, J. (1996). *Management (7th Edition)*. Cincinnati: South-Western College Publishing

Rutter, G. (1995). "*Leadership: directing people for their genuine long-term good*", Human Resource Management

Sinha, J.B.P. (1995). *The cultural context of leadership and power*.: Sage Publications California

Koithari (2011) *Research Methodology: Methods and Techniques* 2nd Revision edition, New Deli: New Age International.

Kotter, J.P. (1988). *The Leadership Factor*. New York: The Free Press

Lunenburg, F.C., & Ornstein, A.C. (1996). *Educational administration: Concepts and practices (2nd ed.)* : Wadsworth Publishing Company. California

Neely, A., Gregory, M. and Platts, K. (1995). “*Performance Measurement System Design*”,
International Journal of Operation and Management,

Maritz, D. (1995). “*Leadership and mobilizing potential*”, *Human Resource Management*, New
York Free Press

Merton, R.K. (1976). *Sociological Ambivalence and Other Essays* Free Press, New York,

Mbithi, A. M. (1997). *Management training and development policies for managers*. Nairobi

Robbins, S.P. (1998). *Organizational behavior: Concepts, controversies, applications*. (8th Ed.)
Prentice Hall. New Jersey:

Sekaran, U. (1992). *Research Methods for Business: a skills building approach (2nd
Edition)*. John Wiley & Sons. New York:

Sinha, J.B.P. (1995). *The cultural context of leadership and power*. Sage Publications. California

Weber, M. (1947). *The Theory of Social and Economic Organization*, New York,

Whetten, D.A. and Cameron, K.S. (1998). *Developing Management Skills (4th Edition)*. Addison-
Wesley Educational Publishers Inc. London:

QUESTIONNAIRE

SECTION 1: Background information

1. What is the name of the area where the school is located _____

2. The school has existed since _____

3. Who owns the school : Government [] Privately owned []

4. How many teachers do you have at the moment _____

5. How many students do you have at the school _____

6. How many non-teaching staff do you have at the moment _____

7. Which class do you have in your school (please tick)

Nursery to standard three	
Standard four to six	
Standard seven and above	

8. How many streams do you have in your school _____

9. Which curriculum do you use at the school _____

10. What is the procedure of promoting a person to the principal position?

Promotion is done by TSC	
Promotion is done by the owner of the school	
Promotion is done by board of directors	
Others please specify	

11. How long have you held the position of school principal

1-2 years	
3 -4 years	
5-6 years	
7-8	
Over 8 years	

12. Gender male [] female []

SECTION B: TYPES OF LEADERSHIP

1. To what extent do you adopt each of the following when making decisions that affect the school (tick the appropriate box)

	Not at all	Little extent	moderate	Greatly	Very greatly
I involve other staff when making decisions					
I make decisions on my own					
Decisions in this school are made as per the rules and regulation of the school					
I leave the decision making to the group members					

2. Kindly tick ONLY ONE statement

As the principal, I offer rewards to my staffs for acceptable performance []

As the principal, I inspire my staff to adopt the organizational vision as their own []

3. Do you have the following committees in your school

Disciplinary committee	
Sports committee	
Academic affairs committee	
Others please specify	

4. Have you attended ay leadership course yes [] No []

5. Since you moved to the position of school principal, have ever been given an awards

Yes [] No []

6. If yes kindly explain_____

SECTION C: PERFORMANCE

1. What has been your K.C.P.E performance (mean score) in the last five years

years	Means score
2012	
2011	
2010	
2009	
2008	

2. The number of students who sat for their K.C.P.E in your school in the last five years

years	Number
2012	
2011	
2010	
2009	
2008	

3. In the last five years what position did you hold in extra curriculum activities in provincial level

	2012	2011	2010	2009	2008
Sports (running, football, volleyball and others)					
music					
Debate					
Science congress					
Others specify					

4. What future plans do you have to improve the K.C.P.E performance of the school

a) _____ b) _____ c) _____

Appendix V: Primary Schools in Nairobi County

1. St. Michael's Primary School, Makadara
2. Rosslyn Academy, Nairobi
3. Swedish School, Nairobi
4. Norwegian Community School, Nairobi
5. Nairobi West School
6. Banda School, Nairobi
7. Aga Khan Junior Academy, Nairobi
8. Aga Khan nursery School
9. Aga Khan Tewie Community school
10. Ayany Primary School, Nairobi
11. Babadogo Primary School
12. Belle Vue Primary School
13. Buru Buru Primary School, Nairobi
14. Canon Apollo Primary School, Nairobi
15. Consolata Primary School, Westlands, Nairobi
16. City Primary School, Ngara
17. Dayspring Junior School
18. Diwopa Catholic Primary School, Kayole, Nairobi
19. Doonholm Primary School
20. Dr. Krapf primary School
21. Dr. Livingston Primary School
22. Flora Primary School
23. Goldenlight Educational Centre
24. Harambee Primary School
25. Highridge Primary School, Parklands, Nairobi
26. Hope Mission
27. Hospital Hill Primary School
28. Jamhuri Primary School (Government School)
29. Jogoo Road Primary School
30. Kangemi Primary School
31. Kawangware primary School, Ungaro (by feli)
32. Kariobangi South Primary School
33. Kibera primary School, Kibera
34. Kihumbuini primary School, Kangemi
35. Kilimani Primary School
36. Kileleshwa Primary School
37. Kimathi Primary School
38. Komarock Primary School, Komarock Estate
39. Kongoni Primary School, South C
40. Langata Road Primary School, Langata
41. Langata West Primary School, Langata
42. Le Pic Primary School
43. Logos Christian School
44. Loresho Primary School

45. Loreto Convent Msongari
46. Loreto Convent Valley Road
47. Lililumbada Catholic School
48. Mathare North Primary School
49. Milimani Primary School
50. MM Chandaria Primary School
51. Martin Luther Primary School, Makadara
52. Makongeni West Primary School, Makongeni
53. MacWilliams Academy, Githurai 45, Githurai
54. Muslim Girls Nursery Primary School Park Road
55. Muguga Green Primary School, Westlands
56. Nairobi Light Academy Primary School
57. Nairobi Primary School (Mamlaka Road)
58. Nairobi River Primary School
59. Nairobi Starlet Academy
60. Nairobi South Primary School, South B
61. New Kihumbuini Primary School, Kangemi
62. Ngong Forest Primary School
63. Nile Road Special School, Nairobi
64. Olympic Primary School, Kibera
65. Oshwal Jain Primary School, Parklands
66. Our Lady of Mercy Primary School, South B (by feli)
67. Our Lady Of Nazareth Primary School, Mukuru Kwa Njenga
68. Ofafa Jericho Schools
69. Park Road Primary School
70. Parklands Primary School, Parklands
71. Plainsview Primary School
72. Pumwani Primary School
73. Riruta Satellite Academy, Riruta Satellite and Kabiria.
74. Roysambu Primary School, Zimmerman
75. Satellite primary School (kawa by feli)
76. Serare School
77. Shepherds Junior School, Buruburu
78. Strathmore School, Lavington
79. Starehe Boys Primary School, Nairobi
80. St. Bridget's Primary School, ((Starehe)), ((Nairobi))
81. St. Joseph Feinademetz Primary School, Ruai, Nairobi
82. St. Patrick's Primary School, ofafa Maringo
83. St. Paul's Primary School, Nairobi
84. St. John's Primary School, Kaloleni
85. St. George's Primary School, Kilimani
86. St. Juliet Educational Centre, Kibera
87. St. Mary's School, Nairobi
88. St. Michael Educational Centre, Mathare
89. Tumaini Primary School
90. Toi Primary School

91. Uhuru Primary School
92. Utawala Primary School
93. Valley Bridge primary School
94. Vet-Labs Primary School
95. Visa Oshwal Primary School, Parklands
96. Westlands Primary School
97. Kaloleni Primary School, Kaloleni