

**INFLUENCE OF HEADTEACHERS' LEADERSHIP
STYLES ON PUPILS' PERFORMANCE IN KENYA
CERTIFICATE OF PRIMARY EDUCATION IN MBOONI
DIVISION, KENYA**

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Requirements for the Degree of Master of Education in
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DECLARATION

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

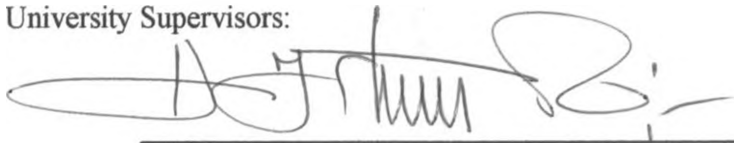


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DEDICATION

This project report work is dedicated to my beloved husband Joseph Mutua and children, Brian Mwendwa, Jeniffer Ndanu, Mercy Kithia and Mary Mueni.

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I thank the Almighty God for enabling me complete writing this research work. The task of writing and completion of this research project work would not have been possible without the indispensable continuous support and contribution of a number of people whom I owe gratitude. I wish to thank and appreciate my supervisors Dr. Jeremiah M. Kalai and Mrs. Lucy Njagi both of the Department of Educational Administration and Planning, University of Nairobi without whose persistent guidance from the proposal writing stage to Project completion, this work may not have been completed in time. Josephat N. Mwololo for his value guidance on writing the project, Samuel M. Mutweleli my Data analyst, Frorah Mulatya and Catherine Muia my advisors add up to the list of distinguished personalities for their unreserved support and encouragement.

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ABSTRACT

The purpose of this study was to investigate influence of head teachers' leadership styles on pupils' performance in Kenya Certificate of Primary Education (KCPE) in Mbooni Division, Mbooni West District. Researchers have pointed out that, all school reform efforts aim at improving management, teaching and learning that may lead pupils' to access high quality instruction from school leadership committed to pupils' good performance. This study was guided by five research questions formulated thus, research questions one, two and three sought to establish the extent to which head teachers' leadership styles (democratic, autocratic and laissez faire) respectively influence pupils' performance in KCPE examinations, research question four sought to identify the extent to which headteachers involve teachers, pupils and school management committee(SMC) in discussing academic issues on pupils' performance and research question five sought to establish whether gender, age, academic and professional qualification and administrative and teaching experience influence headteachers' leadership styles. The Path-Goal Theory was used to guide this study as the theory emphasizes on how leaders can facilitate task performance by showing how performance can be instrumental in achieving desired rewards. The study employed descriptive research survey design. The dependent variable was pupils' KCPE performance while the independent variables were head teachers' leadership styles. The study was carried out in Mbooni Division in Mbooni West District. The 63 public primary schools with 553 practicing teachers formed the study target population. A sample of 240 teachers was selected using stratified random sampling technique. Questionnaire was the instrument used to collect data. Data were analysed using descriptive and inferential statistics. In descriptive statistics, means, standard deviations, bar charts, tables and percentages were calculated. Independent sample Chi square test and Pearson's Product Moment Correlation Coefficient were the inferential statistics used to test the level of significance at alpha value 0.05. Study findings revealed that autocratic leadership style had a positive and significant influence on pupils' KCPE performance and majority of the head teachers practice democratic leadership style which has positive influence though not significant and finally laissez faire had negative influence and again not significant as well. The study findings further revealed that majority of the headteachers involves teachers, pupils and SMC in discussing academic issues on pupils' KCPE performance. It was concluded that headteachers' leadership styles had influence on pupils' academic performance in KCPE examination. According to the study findings, there is need to plan and organize capacity building programs to empower practicing head teachers on effective leadership styles in management arena, that may lead to quality output in Kenya Certificate of Primary Education examinations. Finally the study suggested that there is need to conduct research on school related factors and family back ground factors that may influence pupils' performance in KCPE examinations since headteachers' leadership styles influence 22 percent.

TABLE OF CONTENT

Contents	Page
Declaration.....	ii
Dedication.....	iii
Acknowledgement.....	iv
Abstract.....	v
Table of content.....	vi
List of tables.....	x
List of figures.....	xi
Abbreviations and acronyms.....	xii

CHAPTER ONE

INTRODUCTION

1.1 Background to the study.....	1
1.2 Statement of the problem.....	7
1.3 Purpose of the study.....	8
1.4 Objectives of the study.....	8
1.5 Research questions.....	9
1.6 Significance of the Study.....	9
1.7 Limitations of the study.....	10
1.8 Delimitations of the study.....	11
1.9 Basic assumptions of the study.....	11
1.10 Definition of significant terms.....	12
1.11. Organization of the study.....	13

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction.....	14
2.2 The concept of leadership.....	14
2.3 Leadership and academic achievement	15
2.4 The role of effective leadership in schools.....	22
2.5 Summary of literature reviewed	23
2.6 Theoretical Frame Work.....	25
2.7 Conceptual Frame work.....	28

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction.....	30
3.2 Research design	30
3.3 Target population.....	30
3.4 Sample size and sampling techniques.....	31
3.5 Research instrument.....	32
3.6 Instrument validity.....	33
3.7 Instrument reliability	34
3.8 Data collecting procedure	36
3.9 Data analysis techniques.....	37

CHAPTER FOUR
RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction.....	38
4.2 Questionnaire return rate	39
4.3 Headteachers' and teachers' background information	40
4.3.1 Headteachers' and teachers' distribution by age of gender	40
4.3.2 Age and designation of headteachers and teachers.....	42
4.3.3 Headteachers' and teachers' distribution by Gender and qualification ..	43
4.3.4 Teaching experience of teachers.....	44
4.4.1 Head teachers' leadership styles.....	45
4.4.2 Influence of head teachers' leadership styles	46
4.5 Head teachers' involvement of teachers, pupils and SMC in discussion on pupils' performance	48
4.6.1 Gender and head teachers' leadership styles	49
4.6.2 Age and head teachers' leadership styles	51
4.6.3 Academic qualification and headteachers' leadership styles.....	52
4.6.4 Administrative/teaching experience and headteachers' leadership styles.....	54
4.6.5 Summary of the research findings	56

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.....	57
5.2 Summary of the study findings.....	57
5.3 Conclusions	60
5.4 Recommendations.....	61
5.5 Suggestions for further research	63

REFERENCES	64
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APPENDICES

Appendix I: Letter of introduction.....	69
Appendix II: Questionnaire for head teachers	70
Appendix III: Questionnaire for teachers	74
Appendix IV: Research authorization letter	78
Appendix V: Research Permit	79

LIST OF TABLES

Table 1.1: Mbooni Division KCPE Analysis 2008-2011	6
Table 3.1: Cronbach's alpha internal consistency	35
Table 3.2: Internal Consistency Reliability Test.....	36
Table 4.1: Sample size	39
Table 4.2: Highest academic and professional qualification of headteachers and teachers.....	43
Table 4.3: Teaching experience of teachers.....	44
Table 4.4: Head teachers' leadership styles.....	45
Table 4.5: Influence of head teachers' leadership styles on pupils' performance in Mbooni Division.....	47
Table 4.6: Involvement in discussion on pupils' performance	48
Table 4.7: Gender and leadership styles	50
Table 4.8: Age and leadership styles	51
Table 4.9: Academic and professional qualification and headteachers' leadership styles.....	53
Table 4.10: Administrative/ teaching experience and head teachers' leadership styles.....	55

LIST OF FIGURES

- Figure 2.1: Headteachers' leadership styles on pupils' performance in their kenya certificate of primary education examinations. 28
- Figure 4.1: Headteachers' and teachers' distribution by age of gender..... 41
- Figure 4.2: Age and designation of headteachers and teachers 42

ABBREVIATIONS AND ACRONYMS

CD	County Directors
DEO	District Education Office
EO	Education Office
KCSE	Kenya Certificate of Secondary Education
KCPE	Kenya Certificate of Primary Education
KEMI	Kenya Education Management Institute
LBDQ	Leader Behavior Descriptive Questionnaire
MoEST	Ministry of Education Science and Technology
QASO	Quality Assurance Officer
SMC	School Management Committee
TQ	Total Quality
TQM	Total Quality Management

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

According to Soder and Andrew (1987), successful school leadership plays a highly significant and frequently underestimate role in improving students' academic performance. These researchers emphasize that headteachers need to demonstrate effective and most appropriate leadership styles that lead schools in improving students' performance. MacBeath and Myers (1999) stress that head teacher's leadership style has for sometime been seen as a major determining factor in a school's high performance. These researchers emphasize that, people working in organizations need leaders who can be instrumental in guiding the efforts of group members to achieve the goals and objectives of both the individuals and the organization and schools are no exception, otherwise effectiveness of head teachers' leadership styles will be the most important ingredient of an effective school management of pupils' high ranking performance.

Kendra (2011) cites leadership styles as the characteristics that critically define the leaders in organizations. He further stresses that, leadership styles are mix-and-match of various traits and will in some way influence the culture of the whole organization. Kendra identified four different types of leadership styles thus democratic leadership style which he stresses is the most popular leadership style in the 21st century management arena.

Moreover this style is needed where consensus building is required. He further notes that autocratic leadership style as the original type of management style ever employed and is mostly approved in periods of crisis. On laissez-faire leadership style, he notes that it is appreciated for the degree of freedom and is applied in highly qualified area of expertise and in creative industries. Finally on bureaucratic leadership style, he found that it involves time intensity and often time wasting rules and procedures within a vigorous and slow framework. He concluded that different situations call for different leadership styles and the style adopted should be the one that most effectively achieves the objectives of the organization.

Bass (1997) defines Leadership styles as the traits, behavioral tendencies, and characteristic methods of people in a leadership position. He emphasizes that transformational and transactional as modern leadership styles. Transformational leadership is defined as leadership that goes beyond normal expectations by inspiring new ways of thinking. It can also be defined as a leadership approach that causes change in individuals and social systems. In its ideal form, it creates valuable and positive change in the followers with the end goal of developing followers into leaders. According to Bass, transforming leadership is a process in which "leaders and followers help each other to advance to a higher level of morale and motivation".

In transformational type of leadership, leaders broaden and elevate the interests of their employees, generate awareness and accept the purpose and mission of the group. In addition to that, a transformational leader motivates his team to be effective and efficient and appeal to higher values like liberty, justice, peace and equality. A transactional leader is given powers to perform certain tasks and rewards or punish depending on the team's performance. The powers given to the leader includes evaluating, correcting and training subordinates where productivity is not up to desired level, and reward effectiveness when expected outcome is reached.

Bass also suggested that leadership can simultaneously display both transformational and transactional leadership, meaning in transactional leadership style, a leader usually does not strive for cultural change in the organization but works in the existing culture while transformational leader tries to change organizational culture.

Engelbrecht, Oswald and Forin (2006) found working and social patterns in every school are influenced by the style of leadership provided by the head teacher. These researchers from South Africa emphasized that head teachers must belief in value and be committed in doing the work required for high levels of personal and organizational performance.

Republic of Kenya (1981) presidential working party chaired by a Canadian educationalist Professor Collins Mackay recommended the introduction of the 8.4.4 system currently used in Kenya. In this system of education, learners take 8-years in Primary education, 4-years in Secondary education and 4-years in University education. In primary education, pupils do Kenya Certificate of Primary Education (KCPE) examinations after completion of their 8-year course. This examination is prepared and conducted by the Kenya National Examinations Council (KNEC), and is used for placement of pupils to National, County and District Schools.

Republic of Kenya, MOEST (2005) Kenyan Government is investing a lot of resources in basic education thus secondary and primary. In addition to that, it is fully committed to an education system that guarantees the right of every learner to access quality and relevant education. Therefore 'inputs and outputs' of both teachers and learners are of great concern to the government.

Katana (2007) on his study on factors affecting performance in KCPE examination in primary schools in Malindi District found that, inadequate physical facilities, inadequate provision of teaching and learning resources, poor school administration, school climate, poor time management, student social economic back ground and school committee are some of the main contributors of pupils' poor performance in their KCPE examinations.

In line with Katana's findings, it clearly shows that there are so many factors that can lead to poor academic performance of pupil in their KCPE examinations apart from head teachers leadership styles. Mugo (2008) on his study on factors affecting Kenya Certificate of Primary Examination (KCPE) Performances in public primary schools found that, factors including bad school culture, poor pupils' family background, bad social- cultural practices, lack of physical facilities, inadequate teaching and learning resources significantly contribute to poor school examinations.

Kabuchi and Gitau (2010) on their studies on influence of head teachers' leadership styles on pupils' performance in KCPE in public primary schools found out that, there was significant relationship between head teachers' leadership styles' and pupils' academic performance. Further these researchers found that, democratic leadership style was the most widely practiced followed by laissez-faire and finally autocratic. The researchers noted that, school heads avoided setting performance standard goals.

District Education Officer (DEO) Mbooni West District (2010) during prize giving day, commented on Mbooni Division schools on their KCPE performance since quite a number of them do not produce desired results. Many questions raised were related to what type of leadership styles are practiced by the head teachers in Mbooni Division.

Education Office(EO) Mbooni Division (2008- 2011) KCPE analysis statistics show that, many primary school graduates do not join high performing secondary schools (national and county schools) due to low or poor performance in their KCPE examinations as shown in Table 1.1.

Table 1.1: Mbooni Division KCPE Analysis 2008-2011

Year	Above 400	%	350-399	%	300-349	%	250-299	%	Below 250	%	Total number of candidates
2008	4	0.3	101	7	104	7	622	41	651	44	1482
2009	2	0.3	87	6	94	6	640	41	736	47	1559
2010	4	0.3	95	6	111	7	812	52	543	35	1565
2011	0	0	47	3	344	20	602	36	692	41	1685

Source: EO Mbooni Division (2008-2011)

Table 1.1 shows that many pupils fall in the last two categories in all four years, thus in 2008 it was 85 percent, in 2009 it was 88 percent, in 2010 it was 86 percent and in 2011 this was 77 percent, but a few fall in the first three categories thus in 2008 we have 15 percent, in 2009 just 12 percent, 2010 only 14 percent and in 2011 only 23 percent.

According to Doherty (1994), the main role of head teacher is to be actively engaged in clinical supervision aimed at improving pupils' performance in their national examinations such as Kenya Certificate of Primary Education (KCPE). In this study, the researcher intended to carry out an investigation

and analyze the influence of head teachers' leadership styles (autocratic, democratic and laissez-faire) on pupils' performance in Kenya Certificate of Primary Education (KCPE) in Mbooni Division. A four year KCPE analysis (2008-2011) obtained from Education Office (EO) Mbooni Division was used.

1.2 Statement of the problem

Mbooni Division KCPE analysis (2008-2011) in Table 1.1 clearly shows that, many pupils have not been attaining desired scores in their KCPE examinations. The DEO Mbooni West District (2010) reported that some schools being under staffed, but many questions raised are related to the type of leadership styles practiced by the headteachers in Mbooni Division. Republic of Kenya (MOEST) (2005) emphasizes that the school head teacher is the focal point and compass of the school and shoulders the greatest burden to lead school achieve educational goals.

Bell (1988) stresses that, the kind of leadership provided by head teachers in schools has strong bearing on pupils' academic achievement, therefore this study sought to determine to what extent did head teachers' leadership styles influenced pupils' performance in KCPE examinations in Mbooni Division. Researchers have done studies related to the topic under study however these studies have been conducted in other geographical areas but not in Mbooni Division in Mbooni West District.

1.3 Purpose of the study

The purpose of the study was to determine the extent to which head teachers' leadership styles influence pupils' performance in Kenya Certificate of Primary Education in public primary schools in Mbooni division, Mbooni West district.

1.4 Objectives of the study

The objectives of the study were:

- i. To establish the influence of head teachers' autocratic leadership style on pupils' performance in Kenya Certificate of Primary Education.
- ii. To establish the influence of head teachers' democratic leadership style on pupils' performance in Kenya Certificate of Primary Education.
- iii. To establish the influence of head teachers' laissez-faire on pupils' performance in Kenya Certificate of Primary Education.
- iv. To establish the extent to which primary school head teachers involve teachers, pupils and parents in discussing academic issues on pupils' performance on Kenya Certificate of Primary Education.
- v. To establish how head teachers' leadership styles are influenced by characteristics such as:
 - a) Gender.
 - b) Age.
 - c) Academic and professional qualification.
 - d) Administrative and teaching experience.

1.5 Research questions

- i. To what extent does head teachers' autocratic leadership style influence pupils' performance in Kenya Certificate of Primary Education?
- ii. To what extent does head teachers' democratic leadership style influence pupils' performance in Kenya Certificate of Primary Education?
- iii. To what extent does head teachers' laissez-faire leadership style influence pupils' performance in Kenya Certificate of Primary Education?
- iv. To what extent do primary school head teachers involve teachers, pupils and parents in discussing academic issues on pupils' performance on Kenya Certificate of Primary Education?
- v. To what extent are head teachers' leadership styles influenced by characteristics such as:
 - a) Gender?
 - b) Age?
 - c) Academic and professional qualification?
 - d) Administrative and teaching experience?

1.6 Significance of the Study

The findings of this study may be used by School Management Committees (SMC) in identifying problems in their primary schools that affect pupils' academic performance in KCPE. The study may also be used by trainers

including Kenya Education Management Institute (KEMI) on planning, constructing, organizing and coordinating capacity building programmes to empower educational managers and administrators in terms of their leadership styles for effective management. Findings of the study may be used by the County Directors (CD) to identify suitable teachers for appointment to run educational institutions. Head teachers may also use the study findings to re-examine their leadership styles in management and administration of educational institutions. Finally the study results may be used as a source of literature by future researchers in education.

1.7 Limitations of the study

The researcher was not in control over the respondents' attitudes and chances were there to give socially acceptable answers which could affect the validity of the research findings. This was controlled by using data collecting tools that were designed to minimize such irregularities. Some respondents were not willing to participate and open up to share true information on leadership styles and performance of their schools. This was controlled by the researcher by reassuring respondents the study was purely academic and their personal identities were to be confidential. The researcher was not able to investigate all factors that may have influenced pupils' academic performance in KCPE examinations as this could make the study too broad to complete within specified time.

1.8 Delimitations of the study

This study was carried out in Mbooni Division in Mbooni West District. Mbooni Division had a total of 65 primary schools, thus 63 public primary schools and two private primary schools. The study covered only 63 public primary schools with a total population of 553 teachers. In this study, the researcher investigated only three leadership styles namely autocratic leadership style, democratic leadership style and laissez-faire leadership style to determine the extent to which the stated head teachers' leadership styles influenced pupils' performance in KCPE in Mbooni Division. The researcher used questionnaires since they were found to be appropriate for a large literate population within a limited time.

1.9 Basic assumptions of the study

The following constituted the main basic assumptions to the study:

- i. The respondents are sincere, faithful and cooperative in providing information as required in the questionnaires.
- ii. The head teachers do their work guided by teachers' code of regulation and headteachers are able to adequately describe their leadership styles.
- iii. Public primary schools operate under the same guidelines from the ministry of education.
- iv. Schools are regularly supervised for efficiency and effectiveness.

1.10 Definition of significant terms

This sub section gives the meaning of significant terms as used in the study.

Autocratic Leader refers to primary head teachers who hold all authority and responsibility in the school with communication almost exclusively moving from top to bottom.

Democratic Leader refers to primary school head teachers who consults other teaching staff while performing their duties.

Head teacher refers to a teacher personnel appointed by the CD to be in charge of a particular public primary school.

Kenya Certificate of Primary Education refers to a national test examination to measure pupils' achievement at the end of eight years in their primary education and used to select entrants to secondary schools.

Kenya Certificate of Secondary Education refers to examination done by students at the end of four years in their secondary education.

Kenya National Examination Council refers to a body in charge of national examinations such as Kenya Certificate of primary Teachers' Colleges Examinations, Technical Examinations and Business Courses Examinations.

Laissez-faire Leader refers to primary head teachers who does not communicate and allows teachers to work as they choose.

Leadership styles refer to characteristics that critically define head teachers in public primary schools. This study dealt with Autocratic, Democratic and Laissez Faire.

Public Schools refer to primary schools that are funded by the Government of Kenya and run under the same guide lines from the Ministry of Education.

1.11. Organization of the study

This study was organized into five chapters. Chapter one consists of introduction, background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study ,delimitations of the study, basic assumptions of the study, definition of significant terms and organization of the study.

Chapter two was a review of related literature consisting of introduction, the concept of leadership, leadership and academic achievement, the role of effective leadership in schools and summary of literature reviewed. Finally, theoretical and analysis of conceptual frame work of the study highlights the influence of head teachers' leadership styles on pupils' academic performance.

Chapter three consists of Introduction, research design, target population, sample size and sampling techniques, research instruments, validity of instruments, reliability of instruments, data collection and data analysis techniques. Chapter four this consists of introduction, data collecting procedure and the discussion of the research findings. Finally chapter five consists of introduction, summary of the research findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents reviewed literature on the important areas related to the research problem under the following sub-topics: the concept of leadership, leadership and academic performance, the role of effective leadership in schools and summary of the literature reviewed. Finally, theoretical and analysis of conceptual frame work of the study highlights the influence of head teachers' leadership styles on pupils' academic performance.

2.2 The concept of leadership

Waters and Marzarno (2006) define School leadership as a process of enlisting and guiding the talents and energies of teachers, pupils and parents towards high level of pupils' achievement. These researchers noted that, the concept of school leadership in the United States of America is referred to as educational leadership while in the United Kingdom is called educational management. The researchers also pointed out that, currently all school reform efforts aim at improving teaching and learning that lead to pupils' good academic performance. According to Duke (1987) in the United States of America, leadership is providing direction and exercising influence. He stresses that successful head teachers should develop their schools as effective institutions that support and sustain good performance of students.

Leithwood and Rievil (2003) found that leadership has significant effects on students learning outcomes. These researchers noted that students need to access high quality instruction which leads to good performance from positive school leadership. In addition to that, effective leadership enables the school to function as a professional learning community that support and sustain the performance of all workers, including teachers as well as students. These researchers ended up saying “Scratch the surface of an excellent school and you are likely to find an excellent head teacher, peer into a failing school and you will find weak leadership”.

Parale (2002) found in his research on factors influencing leadership styles in Baringo secondary schools in Baringo District Kenya that one of the key factors determining school effectiveness is the nature and quality of management provided by the school head. He further stresses that, the head teacher is exclusively held responsible for good or bad management results and in particular pupils’ academic performance in national examinations.

2.3 Leadership and academic achievement

Kendra (2011) notes that Lewin and his associates of the University of Iowa conducted a study on three major leadership styles thus the authoritative, democratic and the laissez-faire. The study was done on groups of school going children who were assigned to one of the three groups with an authoritarian, democratic, or laissez-fair leader.

The children were then led in an arts and crafts project. This early study was very influential and established these three major leadership styles. Researchers then observed the behaviour of children in response to different styles of leadership. Authoritarian leaders provided clear expectation for what needs to be done, when it should be done and how it should be done. This can best be applied to situations where there is little time for group decision making. Democratic leaders offered guidance to group members, but they also participate and allow input from other group members. Laissez-Faire leaders offered little or no guidance to group members and leave decision making up to group members.

The Lewin's study on the behaviour of children in response to different styles of leadership found that, democratic leadership style was the most effective while Authoritative leadership style was the best to be applied on emergency issues where quick decisions are necessary. In addition to that these researchers found that children under the Laissez-Faire leaders were the least productive of all the three groups. In line with Lewin's findings, democratic leadership style should be encouraged in our educational institutions to improve on quality teaching and learning that lead to good pupils' academic performance in their examinations.

According to the research findings, children responses were different to different styles of leadership. Again different leaders (autocratic, democratic and laissez faire) acted differently to the children hence different results

occurred. Therefore, this study sought to analyze the influence of the three leadership styles of the head teachers on pupils' academic performance in Kenya Certificate of Primary Education examinations in Mbooni Division, Mbooni West District.

Doherty (1994) noted that, there is nothing unusual about educationalists having concern for quality performance. He adds that, the concern over students' achievement has been going on for a long time, certainly since Plato's time. Moreover, assessment has over the years become an important key to the improvement of the quality of education. He further emphasized that, national examinations are the most reliable ways of identifying problems whether they are at the system level, the school level, or concern the individual student.

Kellaghan and Grisay (2001) state that, assessment and particularly that of students' learning achievement has become the object of a good deal of attention and activities all over the world in both industrialized countries and developing countries alike. In line with these researchers, teaching is a demanding profession and competition is inevitable in our education system in terms of examinations. According to Williams (1999) the major factors differentiating high and low performing schools are pupils' sense of efficacy, meaning the extent to which pupils feel that they have control over their school successes and failures. In addition to that, he found teachers should be committed through setting targets which focus learning as a drive to raise

standards on pupils' academic achievement. He further emphasized on proper time management as very essential to both teachers and pupils. In line with Williams, students are priceless assets and most essential elements in any educational system, and there is need to have effective school headteachers to raise the standards of pupils' performance in KCPE examinations.

Bell (1993) stresses the kind of leadership provided by headteachers in schools has strong bearing on pupils' academic achievement. Moreover he Emphasizes that effective leadership of headteachers in schools have been widely noted as a crucial factor that determine pupils' academic performance in National Examinations and makes difference between achievers and non-achievers in educational goals.

Griffin (1994) noted that attributes to good examination performance to among others are happy atmosphere which are created by the leadership behavior of the head teacher, the skill and the devotion of teachers. He further noted that national assessment is used to evaluate individual schools and have an immediate impact on teachers' behavior in the classroom. According to Griffins, good heads are the key to success on pupils' academic performance in their KCPE examinations.

Bowring and Burnhalm (1999) noted that good leadership should be tough enough demand a great deal from everybody, and tender enough to encourage the heart of everybody towards the success on pupils' academic performance in national examinations. These researchers stressed that knowledge grows out of the curiosity and involvement of the learner and educative relationship of teacher and learner as well.

Njuguna (1998) found in her study on head teachers' leadership styles and students' KCSE performance in public secondary schools in Nairobi that, there is relationship between head teachers' leadership styles, professional experience and their academic qualification. Head teachers with professional experience of 16 years and above were rated with higher consideration behaviour compared to head teachers of lesser experience. She also noted that highly educated teachers are more democratic than teachers of low academic qualifications. She further explained when head teachers are described to be of high in consideration, pupils tend to get higher scores in their examinations.

Huka (2003) on his study on head teachers' management styles and performance of KCSE Examinations in Mandera District disagrees with Njuguna (1998) by noting that, head teachers who are rated to be high in consideration their pupils get low scores in their examinations.

Kimacia (2007) further disagrees with Njuguna (1998) on his study findings on the relationship between head teachers' leadership styles and girls students' performance in KCSE in public secondary schools in Narock District, when he found that there is no relationship between academic and professional qualification of head teachers and their leadership styles. All these disagreement might have been caused by different sample size and lack of instrument validity. Therefore due to lack of conclusive results on leadership and academic performance necessitate the study on influence of head teachers' leadership styles on pupils' performance in Kenya Certificate of Primary Education examinations and especially in Mbooni Division.

Okoth (2000) on her study findings on effects of leadership styles on performance in KCSE Examination in Nairobi found that, some female head teachers are autocratic while their male counterparts are democratic. The researcher further found that high academic and professional qualifications cause head teachers to be more democratic and create more conducive learning school environment than teachers of low academic and professional qualifications.

Wangui (2007) disagrees with these findings of Otieno (2000), on her study findings on how leadership styles affect performance in public secondary schools in Mathioya Division she found that male head teachers to be autocratic while female head teachers to be democratic. These researchers came up with different findings on gender and leadership style and their influence on pupils' performance, therefore the researcher finds it necessary to analyze it.

Muli (2005) found on his study findings on effects of head teachers' management styles on performance in physics in Mutomo Division that, head teachers who are rated to be democratic had the lower mean scores that is poor performance while autocratic head teachers had higher mean scores. Jemuge (2004) findings on factors affecting performance in KCPE examination in primary schools in Karbarnet Division shows that inadequate physical facilities, inadequate provision of teaching and learning resources, poor syllabus coverage, low academic and professional qualification of the teaching staff, poor time management, social-economic back ground of the pupils were the main contributors of pupils' poor performance in their KCPE examination. These researchers did not conclusively agree what really contributes to low or poor KCPE performance of pupils in public primary schools hence necessitate the need to conduct this study.

2.4 The role of effective leadership in schools

Gupter (1992) cites Drucker (1954) on strong leadership being the most important ingredient of effective school management. He further stresses that, the success of a manager today depends largely upon his capacity to inspire and impel the subordinates to work hard for the achievement of common objectives.

He further advises that, effective leaders should have the ability to organize resources and coordinate the execution of tasks efficiently and effectively to bring success to the schools. Doherty (1994) noted that educational institutions need effective managers to provide quality management for quality output. He further stresses that, educational planning, monitoring and evaluation of implementation of curriculum and analysis of students learning experiences are necessary tools that may determine performance in schools.

This implies that head teachers as educational administrators need to ensure there is total quality management (TQM) in their respective schools. Total quality management leads to quality systems which deal with the organizational structure, responsibilities, procedures, process and resources for implementing quality management. He added that, head teachers must ensure there is quality enhancement, meaning the school needs to be consciously and consistently put in place to improve the quality performance of learners in education.

Macbeath and Myers (1999) noted that effective school leaders have the following roles to play: thus providing useful advice and helping in focusing on the right direction of the school. They added that, head teachers should be offering clear picture of the school's strong and weak points and giving clear guide lines on how to achieve educational goals. They strongly emphasized that head teachers have to organize the work by providing guide lines for actions, setting out clear objectives, directing working parties effectively and keeping time. They further pointed out that head teachers should be motivators to keep the work going by inspiring and encouraging teachers to keep up to date professionally, and learners to perform excellently in their studies.

In line with Macbeath and Myers findings, head teachers as institutional leaders should be facilitators of their schools by laying fresh emphasis on the context related to aspects of the learning process. This implies that, head teachers should exhibit total commitment to the school, meaning being in and around the school, monitoring its everyday life otherwise they are the foundation of the schools. They concluded sayings, head teachers should ensure the school is a nice place for teachers to work in and children to study in successfully and performing excellently.

2.5 Summary of literature reviewed

The literature reviewed has emphasised that effective school leadership plays an important role in supporting, improving and sustaining students' good performance. Nearly all studies carried out by researchers including but not

limited to Waters and Marzarno (2006), Duke (1987), Leithwood and Rievil (2003), Andrew and soder (1987), Englebrecht and Forin (2006). Doherty (1994) points out that head teacher are exclusively held responsible for good or bad management results and in particular pupils' academic performance in national examinations. Kendra (2011) noted that school children respond differently to different styles of leadership thus democratic, authoritarian and laissez-faire.

In addition to that his research findings shown that democratic had highest production followed by authoritarian and the least was laissez faire. Njuguna (1998) and Okoth (2000) both agreed that high academic and professional qualification makes head teachers to be more democratic but Kimacia (2007) disagree with Njuguna (1998) when he found that there is no relationship between academic and professional qualification of head teachers and their leadership style. Huka (2003) and Muli (2005) both agreed that head teachers who are more in consideration their pupils get low scores. Wangui(2007) disagree with Okoth (2000) when she found male head teacher to be more autocratic while their female counterparts to be democratic. Finally Okumbe (1998) noted that the main functions of the head teachers are planning, organizing, directing and controlling all school operations.

2.6 Theoretical Frame Work.

Barasa (2007) noted that students of leadership have produced theories involving traits, situational interaction, functional behavior, power, vision, and intelligence among others. These help in understanding different approaches of leadership. The approaches used by leaders in leadership are also referred to as leadership styles, and point to a particular behaviour applied by a leader to motivate his/her subordinates to achieve the objectives of both the individuals and the organization. We have quite a number of these theories however the study was guided by the path- goal theory.

The path-goal theory of leadership was developed by Robert House in 1971 Okumbe (1998). According to House, the essence of the theory emphasizes on how leaders can facilitate task performance by showing subordinates how performance can be instrumental in achieving desired rewards. This theory points out that people are satisfied with their work and work hard if they believe that their work lead to things that are highly valued.

The theory identifies four leader behaviours thus achievement –oriented, directive, participative, and supportive, that are contingent to the environmental factors and follower characteristics. The path-goal model states that the four leadership behaviours are fluids, and that leaders can adopt any of the four depending on what the situation demands.

The path goal-theory may be applied in schools today to achieve good pupils' academic performance in their national examinations for instance KCPE, since teaching is a highly valued work in our society. In the educational institutions, the achievement-oriented leadership behaviour should be used by head teachers by setting performance targets and exhibits the confidence that the teaching staff will achieve high standards since they are endowed with the requisite potentials. This is aimed at raising the standards of pupils' academic performance in all subjects.

On directive leadership behaviour, the head teachers should act as the compass of the school by providing the teaching staff with specific guidance on standard of work plans including rules and regulations. This involves carrying out their supervisory role in order to address the teacher's classroom performance that leads to excellent performance of pupils in their national examinations. Concerning participative leadership behaviour, the head teachers should be consulting with the teaching staff and embody their suggestions in decision making.

Head teachers should cooperate with the teaching staff and see that curriculum, teaching methods, classroom and school organization serve them all. Finally, on supportive leadership behaviour, the head teachers are supposed to show concern for the well being and personal needs of the teachers and he/she should be approachable and friendly.

In conclusion, the path-goal theory stresses that effective leadership is the function of the interaction between the leaders' behaviour, his subordinates and the environmental factors. In a school setting, it is clear that head teachers should facilitate task performance to the teaching staff. It also encourages head teachers as instructional supervisors to be actively engaged in clinical supervision, which improve teacher's motivation and performance of pupils at all levels and more so in their Kenya Certificate of Primary Education (KCPE) examinations

2.7 Conceptual Frame work

The conceptual frame work illustrates the influence of head teachers' leadership styles on pupils' academic performance in KCPE. In figure 2.1.

Figure 2.1

Influence of head teachers' leadership styles on pupils' performance in their Kenya Certificate of Primary Education Examinations.

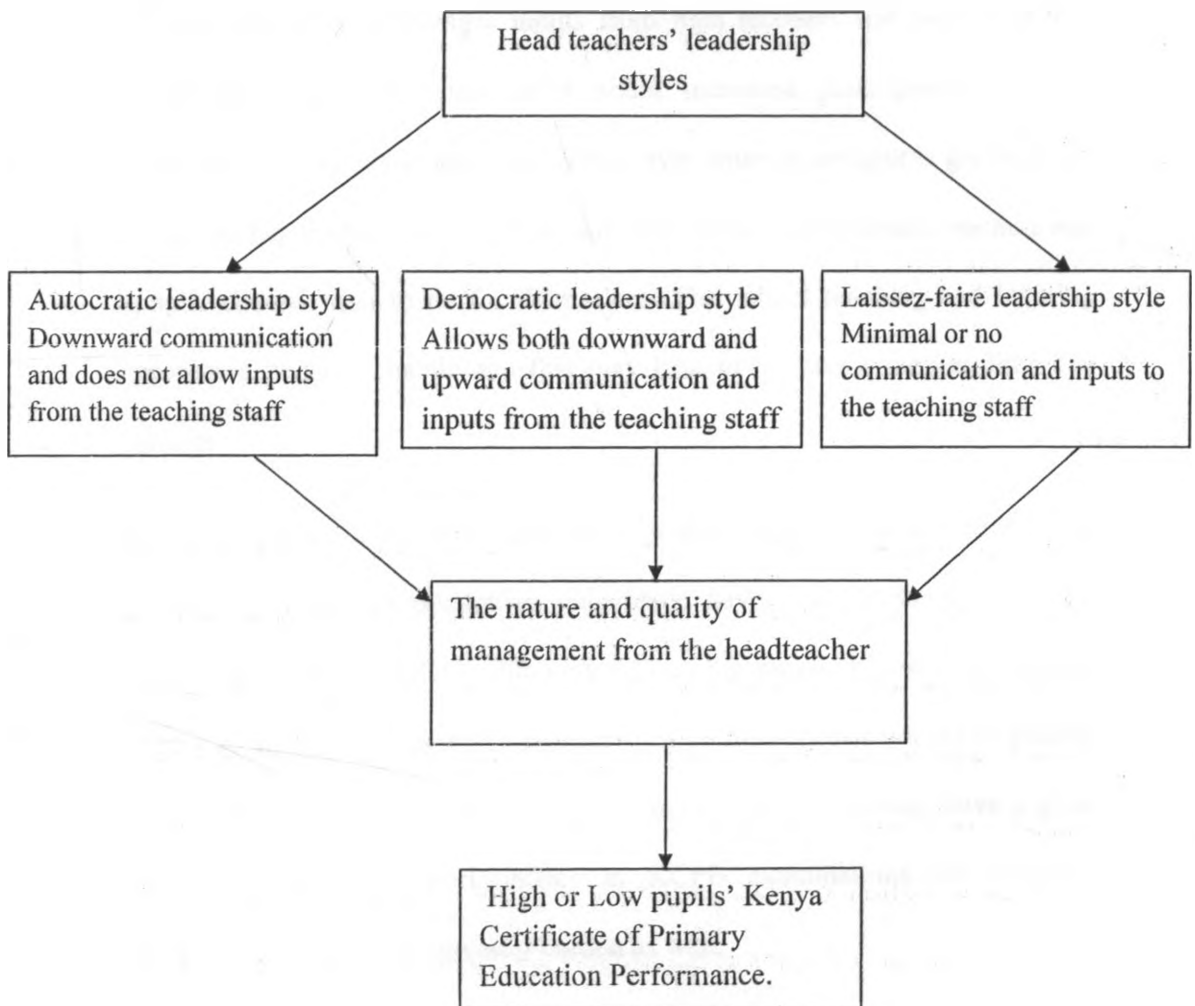


Figure 2.1 shows that leadership provided by the head teacher has direct influence to both teachers and pupils teaching and learning activities respectively hence pupils' learning outcomes as well. The head teachers' leadership style thus autocratic does not allow the inputs of teachers and pupils. Teachers and pupils follow rules from above hence this may lead to demoralization atmosphere and may affect both teachers' and pupils' inputs and outputs towards good performance.

Democratic style encourages inputs from both teachers and pupil which is motivation hence this may bring about increased participation to good performance. On laissez-faire leadership style, little or no input is got from the head teacher leading to poor communication in the school hence teachers and pupils choose what to do for themselves. The school teaching and learning processes become chaotic and this may lead to the worst outputs thus bad results.

In addition to that, head teachers' gender, age, academic/professional qualification and administrative experience have some influence on their leadership styles, therefore ultimately influencing pupils' KCPE performance. Again to some extent pupils' characteristics such as but not limited to gender, age, ability and other social and environmental factors too may have a great influence on pupils' performance in KCPE examinations but effective leadership shoulders the greatest burden as well.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter dealt with research methodology employed by this study. It focuses on the research design, the target population of the study, the sample size and sampling techniques, the research instruments used in the study together with their validity and reliability, data collection and data analysis techniques.

3.2 Research design

The study employed a descriptive research survey design which involves observing and describing the behaviour of a subject without influencing it in any way. The purpose of descriptive research survey design was for the researcher to collect data, describe and document aspects of a situation as it naturally occurs (Pollit & Hungler, 1995). In this study, the head teachers of Public primary schools in Mbooni Division were still in office and were practising different leadership styles, therefore descriptive research survey design was appropriate to use.

3.3 Target population

Mugenda and Mugenda (2003) define population as the entire group of individuals, events or objects having a common observable characteristic. This study's target population was all public primary school head teachers and teachers in Mbooni Division in Mbooni West District. Mbooni Division has a total population of 65 primary schools, 63 being public and 2 private which

have sat for KCPE for the last four years (2008-2011) or more. Mbooni Division has three zones, Kitundu, Kithungo and Mbooni which had almost the same number of schools, with 63 public primary schools headed by 63 head teachers, thus 57 male and 6 female head teachers, with a total population of 553 County Director (CD) teachers (Education office, Mbooni division, 2011).

3.4 Sample size and sampling techniques

Mugenda and Mugenda (2003) define a sample size as a smaller group obtained from accessible population. They further define sampling technique as a process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected. This study used stratified random sampling technique. Stratified sampling is a procedure of dividing the population into homogeneous subgroups and then randomly taking a sample from each subgroup (Kombo & Tromp 2006).

Ogula (1998) recommends a minimum of 10 percent of the accessible population. However the researcher used 50 percent of the 63 public primary schools. A Sample of 30 schools, 10 from each of the three zones thus Kitundu, Kithungo and Mbooni in Mbooni division were randomly selected for the study. The three zones had almost the same numbers of schools. The head teachers of the 30 schools were included in the study, and out of 523 teachers a sample of 210 teachers were randomly selected for the study, 70

teachers from each of the three zones since there was almost balanced staffing. Both headteachers and teachers formed a sample of 240 respondents.

3.5 Research instrument

These are devices used to collect data with a view of answering research questions. A standardized Leader Behavior Descriptive Questionnaire (LBDQ) was adopted and modified by the researcher Hemlphil (1957). The LBDQ had 32 statements, the first 5 on teacher's characteristics and the last 27 describe specific type of leadership style behaviour.

The research instrument statements were randomly placed catering for the three leadership styles namely autocratic took numbers 7,12,14,18,25 and 30, democratic numbers 9,13,15,16,26 and 32 while laissez-faire numbers 21,22,23,27,28 and 31. The following numbers 6,8,10,11,17,19,20,24, and 29 were shared by more than one leadership style. The reasons for the researcher to use questionnaires were: the population was literate and there was greater uniformity in the way questions were presented. In addition to that the information needed could easily be described in writing by the respondents. Finally, quite a number of respondents (240) were selected to provide information for the study and it was economical for the researcher in terms of cost and time saving. There were two sets of questionnaires, one for the head teachers and the other one for teachers which had similar items. Both questionnaires had two sections A and B. In section A, both questionnaires gathered data on demographic variables relevant to the study such as gender,

age, administrative and teaching experience, academic qualification among others. Section B adopted and modified the Leader Behavior Description questionnaire (LBDQ) to gather information on head teachers' leadership actions on self perception and from teachers using Hemlphil (1957) scale of 1-5. The scale used indicated 5 = Always – occurs all times without fail, 4= Often –occurs many times, 3 = occasionally –occurs from time to time, 2 = Seldom –occurs in few occasions, 1 = Never –occurred at no time.

3.6 Instrument validity

According to Gaur and Gaur (2006), instrument validity means that measuring instrument actually measures the property it was supposed to measure. According to Gaur and Gaur, different types of validity thus construct, content, criterion and face measure different properties of a research instrument. This study was in concern with construct and content validities. Construct validity measures the degree to which data obtain from an instrument meaningfully and accurately represents a theoretical concept. Content validity measures the degree to which data collected using a particular instrument represents a specific domain of content of a particular concept.

The researcher requested two professionals of long standing experience from the Department of Administration and Planning University of Nairobi to read over the questionnaire, and critique it. The lecturers provided valuable information on questionnaire format, content, expression and importance of the test items and their suggestions were incorporated. The reviewed

questionnaire was administered to randomly pilot study sample of 21 teachers' respondents outside the main study sample.

3.7 Instrument reliability

Gaur and Gaur (2006), define reliability of an instrument as the confidence we can place on the measuring instrument to give us the same numeric value when the measurement is repeated on the same object. Thomas and Nelson (1996) noted that pilot study is done mainly to check reliability of the research tools. In this study, the researcher used split half technique which involves splitting the statements of the test into two halves (odd and even items).

Orodho (2005) noted that Cronbach's alpha statistics are widely used in the social sciences, business, nursing, and other disciplines to estimate the internal consistency of the items. The term *item* is used in this study, but items could be anything thus questions, raters, indicators of which one might ask to what extent they "measure the same thing. The items used were 32 questions and a correlation coefficient above 0.70 to 1.0 was taken as acceptable and sufficient as shown in Table 3.1.

Table 3.1

Cronbach's alpha internal consistency

$\alpha \geq .9$	Excellent
$.9 > \alpha \geq .8$	Good
$.8 > \alpha \geq .7$	Acceptable
$.7 > \alpha \geq .6$	Questionable
$.6 > \alpha \geq .5$	Poor
$.5 > \alpha$	Unacceptable

Cronbach's α formula is defined as :

$$\alpha = \frac{K}{K-1} \left(1 - \frac{\sum_{i=1}^K \sigma_{Y_i}^2}{\sigma_X^2} \right)$$

where K is the number of components (K -items or test lets), σ_X^2 the variance of the observed total test scores, and $\sigma_{Y_i}^2$ the variance of component i for the current sample of persons. The pilot study of this study was done using three schools with a sample of three headteachers and 18 teachers. The calculation of internal consistency of the research instrument was done using Cronbach's alpha Internal Consistency Reliability Test. The results were shown in Table 3.2.

Table 3.2

Internal Consistency Reliability Test

Cronbach's Alpha Based on Standardize Items	No of Items
.911	32

According to table 3.2 Cronbach's Alpha was 0.911 and the research Instrument was considered to be excellent and highly reliable, therefore the research instrument shown high reliability coefficient above 0.9 in pilot study of three primary schools and a sample size of 21 respondents. The instrument was found suitable and used in the main study.

3.8 Data collecting procedure

Oso and Onen (2009) define data as anything given or admitted as a fact on which research inference are based since research is empirical and reality referent. Before the start of the data collection, the researcher obtained research permit from the National Council of Science and Technology. The researcher paid a pre-visit to the District Commissioner and the District Education Officer in Mbocni West district to further seek permission to conduct research in the district.

Finally, the researcher visited schools to get into contact with head teachers for familiarization, and book an appointment when to visit the schools to collect data. On data collecting day, the researcher read through the questionnaire to the respondent teachers and asked for any clarification. The researcher administered the filling of the research instrument and collected the same day

3.9 Data analysis techniques

Oso and Onen (2009) define data analysis as the organization, interpretation and presentation of collected data. For this study both quantitative data and qualitative data were analysed. Once the questionnaires were filled by the respondents, they were checked for completeness before being forwarded to the data analysts for statistical analysis using Statistical Package for Social Sciences (SPSS).,descriptive statistics was used to analyse quantitative data by use of frequency tables, charts, graphs, mean, standard deviation and percentages.

According to Ingule and Gatumu (1996) inferential statistics are done purposely for making inferences from data collected. Pearson's Product Moment Correlation of Coefficient (PPMC) referred to as Pearson's r was done testing at alpha value 0.5. Regression Analysis for Variance was used for research questions one, two and three while Chi Square test was used on research questions four, five a , b, c and d.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

The chapter focuses on the return rate of the questionnaires, leadership styles, influence of head teachers' leadership styles, thus autocratic, democratic and laissez -faire on pupils' performance in Kenya Certificate of Primary Education, head teachers' involvement of SMC in discussion on pupils' performance, head teachers' characteristics and leadership styles, demographic variables of the other respondents, data interpretation and discussions of the findings.

In presenting findings of the study, this chapter has been organised to present answers to the stated five objectives and research questions. Descriptive statistics were computed while inferential statistics were tested at alpha value 0.05. In descriptive statistics, means, standard deviations, bar charts, tables and percentages were calculated. Independent samples t-test and Pearson's Product Moment Correlation Coefficient were the inferential statistics used to test the level of significance at alpha value 0.05.

4.2 Questionnaire return rate

The researcher sought to know the rate of return of the research instrument from the respondents and the findings were shown in Table 4.1.

Table 4.1

Sample size

	Male	Percentage	Female	Percentage	Total	Percentage
Head teachers	24	10	6	2.5	30	12.5
Teachers	106	44.2	104	43.3	210	87.5
TOTALS	130	54.2	110	45.8	240	100

Table 4.1 shows the study sample size was 240 comprising 30 head teachers and 210 teachers. The researcher wanted to find out the return rate of the questionnaires as the source of information to the study. This is recommended by Pollit and Hungler (1996) who suggests that, researchers should aim at using large sample size which is more representative of the population and which allows generalization of the research results. The result findings of the sample revealed that, the respondents were gender balance, thus 130 males against 110 females which is a good representation of the target population of 553 teachers. Moreover Table 4.1 clearly shows that the respondents 240

(100%) returned the questionnaires and this is supported by Mulusa (1990) who stated that 50% return rate is adequate, 60% good and over 70% very good. Therefore the questionnaires return rate was considered very high and acceptable to provide the study with adequate information.

4.3 Headteachers' and teachers' background information

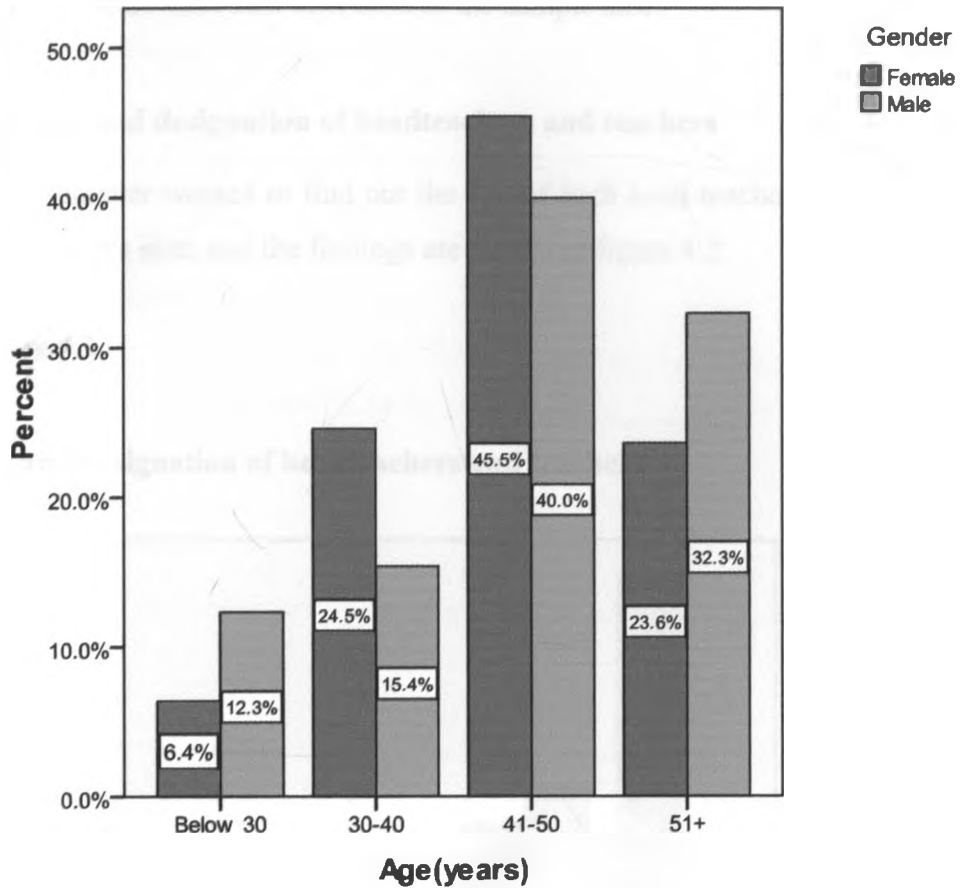
The researcher sought to find out the characteristics of the sample size in terms of age, gender, teaching experience, administrative experience and highest professional qualification. The findings were presented in the tables and bar graphs.

4.3.1 Headteachers' and teachers' distribution by age of gender

The researcher sought to know the age of head teachers and teachers that formed the sample size of 240 both males and females. The study target population was 553 teachers therefore there was need to know their age and gender characteristics to get a clear picture of representation of the entire population and the findings were shown in Figure 4.1.

Figure 4.1

Headteachers' and teachers' distribution by age of gender



Findings of the age of the respondents as shown on the bar chart reveals that, majority of the respondents as per the percentage of each gender were over 41 years of age., thus female (69.1%) and male (72.3%) as a total percentage of each gender had over 41 years of age.

This implies that majority of the respondents of the sample size were quite mature and had enough experience in teaching. The study findings also indicated there were few young people in the teaching profession since those below 30 years were less than 20% of the sample size.

4.3.2 Age and designation of headteachers and teachers

The researcher wanted to find out the age of both head teachers and teachers of the sample size, and the findings are shown in figure 4.2.

Figure 4.2

Age and designation of headteachers and teachers

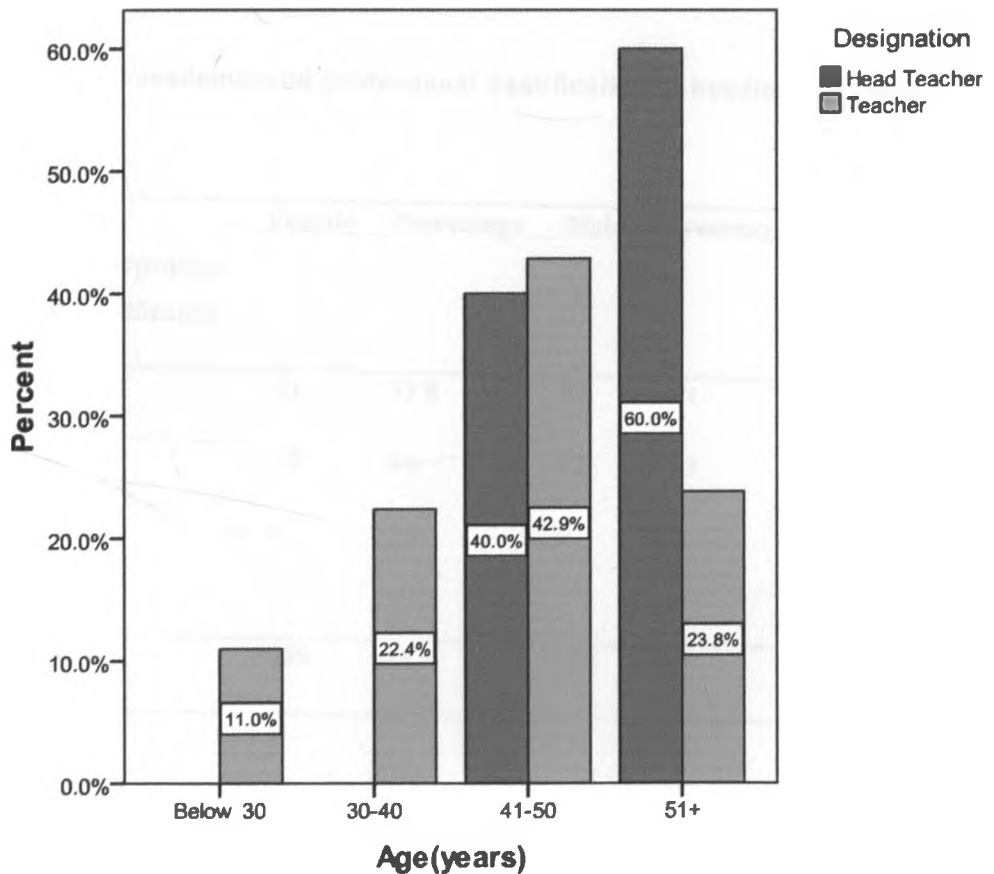


Figure 4.2 as per age and designation of the respondents, the findings revealed that all head teachers (100%) were over 41 years of age and majority of the teachers (83.8%) were over 41 years of age. This implies that there are no young head teachers who run public primary schools, and there are few young teachers in the teaching profession.

4.3.3 Headteachers' and teachers' distribution by Gender and qualification

The researcher wanted to find out the highest academic and professional qualification of the sample size, thus head teachers and teachers both male and female. The results were tabulated in the Table 4.2 .

Table 4.2

Highest academic and professional qualification of headteachers and teachers

Highest academic/professional qualification	Female	Percentage	Male	Percentage	Total	Percentage
P1	81	33.8	89	37.1	170	70.8
Diploma	23	9.6	32	13.3	55	22.9
Bachelor of education	6	2.5	9	3.7	15	6.2
Total	110	45.8	130	54.2	240	100

Table 4.2 as tabulated shows the highest academic and professional qualification of the sample size of the study. Out of 240 (100%) respondents there were 170 (70.8%) P1 teachers with 81(33.8%) females and 89 (37.1%) males. This implies that majority of teachers who teach public primary schools are recruited as P1. In addition to that both males and females were gender balance in terms of their highest academic and professional qualification as P1. Moreover the findings shown that a few teachers 15 (6.2%) gender balance both females and males were holders of Bachelor of Education as their highest academic and professional qualification. This implies that currently P1 teachers may be are furthering for Bachelor of Education.

4.3.4 Teaching experience of teachers

The researcher wanted to find out teaching experience of teachers both male and female as part of the sample size of the study. The findings were tabulated in table 4.3.

Table 4.3

Teaching experience of teachers

Teachers	Less than 5 years	5-10 years	11-15 years	Over 16 years	Total
Female	7	27	47	23	104
Male	16	20	43	27	106
Total	23	47	90	50	210

Data as indicated in table 4.3 out of 210 teachers, both males and females had enough teaching experience. This is shown by those who have taught more than 10 years were 140 out of 210 teachers. The teachers as part of the key respondents of the study and the major part of the sample size had adequate knowledge to describe their head teachers' actions in their schools. These findings revealed that majority of the teachers had a relatively long teaching experience and could adequately handle examination classes.

4.4.1 Head teachers' leadership styles

The researcher randomly selected 30 head teachers for the study as shown in Table 4.4 .The researcher sought to find out what type of leadership style do the head teachers offer in schools in Mbooni Division. The result findings were shown in table 4.4.

Table 4.4

Head teachers' leadership styles

Leadership styles	Frequency	Percent
Autocratic	5	16.7
Democratic	24	80.0
Laissez Faire	1	3.3
Total	30	100.0

According to the study findings Table 4.4, the teachers perceived their head teachers as out of 30 head teachers 24 (80%) practiced democratic leadership. This implies that most of the head teachers 80% (24) in Mbooni Division practice democratic leadership style in schools. The study findings concurred with Kabuchi and Gitau (2010) who found that Democratic leadership style was the most practiced in schools. The study findings further agreed with Kendra (2011) who noted that, democratic leadership style is the most practiced and popular leadership style in the 21st century management arena.

4.4.2 Influence of head teachers' leadership styles (autocratic, democratic and laissez-faire) on pupils' performance in Kenya Certificate of Primary Education in Mbooni Division

The researcher wanted to sought for analysis for the research questions one, two and three on the influence of the head teachers' leadership styles (autocratic, democratic and laissez-faire) on pupil's performance in Kenya Certificate of Primary Education in Mbooni Division. The researcher used pupils' KCPE mean scores of four years (2008-2011) to respond to the research questions. The researcher used multiple regression analysis and the result findings were tabulated in table 4.5.

Table 4.5

Influence of head teachers' leadership styles on pupils' performance in Mbooni Division

Model		Standardized	T	Sig.
		Coefficients		
		Beta		
1	(Constant)		23.209	.000
	Autocratic leadership	.157*	1.992	.048
	Democratic leadership	.063	.817	.415
	Laissez-faire leadership	-.089	-1.111	.268

Dependent variable: mean score

According to Table 4.5 findings the dependent variable was pupils' mean scores. Equation $\hat{y} = 252.12 + 0.16*AL + 0.06DL - 0.09LF$ ($R^2 = 0.03$) was obtained. The * means Significant influence, AL- Autocratic Leadership; DL- Democratic Leadership; LF- Laissez Faire. According to the result findings, it was evident that autocratic leadership Style had a significant influence on pupils' achievement with positive 0.16*. Democratic Leadership style had positive influence but not significant with 0.06 while Laissez Faire had negative influence on pupils' performance although not significant. These findings concurred with Muli (2005) and Huka (2003) who found that head

teachers who are rated To be democratic had lower mean scores while autocratic had teachers had Higher mean scores.

4.5 Head teachers' involvement of teachers, pupils and SMC in discussion on pupils' performance

The researcher wanted to establish whether head teachers involve teachers, pupils and SMC in discussing academic issues on pupils' performance in Kenya Certificate of Primary Education. The teachers were asked to indicate whether the head teachers called for meetings involving teachers, Pupils and SMC to discuss performance of pupils on their academics. The findings were presented in table 4.6.

Table 4.6

Involvement in discussion on pupils' performance

Responses	Frequency	Percent
Never	6	2.9
Seldom	17	8.1
Occasionally	50	23.8
Often	65	31.0
Always	72	34.3
Total	210	100.0

According to Table 4.6, the responses given by teachers were 137(often and always) (65.3%) of the total respondents. This implies that majority of the head teachers mostly call joint meetings involving teachers, pupils and SMC to discuss on pupils' performance in Kenya Certificate of Primary Education Mbooni Division., meaning teachers, pupils and SMC were well involved by the head teachers to discuss academic issues on pupils' performance in KCPE but just a few 6(2.9%) who never did it. According to the research findings, this might have caused the low performances of pupils in their KCPE examinations.

4.6.1 Gender and head teachers' leadership styles

To investigate whether gender influence head teachers' leadership styles, findings of the data are tabulated in Table 4.7. The χ^2 technique test of the independence for testing interrelationship between and among variables where data is inform of frequencies was seen appropriate and used at significance level 0.05 .

Table 4.7

Gender and leadership styles

Leadership styles	Female	Percentage	Male	Percentage	Total
Autocratic	1	3.3	4	13.3	16.7
Democratic	5	16	19	63.3	80
Laissez faire	0	0	1	3.3	3.3
Totals	6	19.3	24	80.6	100

The results obtain from the data in Table 4.7 indicated that, gender has no significant influence on head teachers' leadership styles as the equation shown that $P=0.88$ therefore $P>0.05$ as the equation ($\chi^2 = 0.26$, $df = 2$, $P= 0.88$, $P> 0.05$) reveals there was no significant relationship.

According to the data tabulated out of 30 head teachers, 6 (20%) were females and 24 (80%) were males. The findings also indicated that majority of head teachers were males. In addition to that, the study findings revealed head teachers' leadership styles were not influenced by gender and majority of each gender practiced democratic leadership style and a few autocratic leadership style.

These findings to some extent agreed with Okoth's (2000) findings who found that some female head teachers are autocratic while their male counterparts democratic and again to some extent agreed with Wangui's (2007) findings

who found that male head teachers are autocratic while female head teachers being democratic.

4.6.2 Age and head teachers' leadership styles

To investigate whether age influence head teachers' leadership styles the findings of the data are tabulated in Table 4.8. The χ^2 technique test of the independence for testing interrelationship between and among variables where data was inform of frequencies was seen appropriate and used, statistical test significance level at 0.05.

Table 4.8

Age and leadership styles

Age		Headteachers' leadership styles			Total
		Autocratic	Democratic	Laissez Faire	
Percentage		10	30	0	40
Age(years)	51+	2	15	1	18
Percentage		6.7	50.0	3.3	60.0
Total		5	24	1	30
		16.7	80.0	3.3	100.0

Table 4.8 shows findings of age and head teachers' leadership styles. When data was calculated using chi square, the results findings were revealed in the equation ($\chi^2 = 1.57$, $df = 2$, $P = 0.846$, $P > 0.05$). As the results indicated that $P = 0.846$ Where by $P > 0.05$ this lead to the conclusion that no significant relationship between age and head teachers' leadership styles. According to

the tabulated data, it is clear that out of 30 head teachers majority thus 18 (60%) are above 51 years. This implies that head teachers running public primary schools of this sample size are relatively old.

4.6.3 Academic/ professional qualification and headteachers' leadership styles

To investigate whether Academic and professional qualification influence headteachers' leadership styles, findings of the data are tabulated in Table 4.9.

The χ^2 technique test of the independence for testing interrelationship between and among variables where data is inform of frequencies was seen appropriate and used at significance level 0.05.

Table 4.9**Academic and professional qualification and headteachers' leadership styles**

Highest academic professional qualification	Leadership style			Total
	Autocratic	Democratic	Laissez Faire	
P1 number of head teachers	1	18	0	19
Percentage	3.3	60.0	.0	63.3
Diploma number of head teachers	2	4	1	7
Percentage	6.7	13.3	3.3	23.3
Bachelor of education number of head teachers.	2	2	0	4
Percentage	6.7	6.7	.0	13.3
Total of head teachers	5	24	1	30
Percentage	16.7	80.0	3.3	100

Table 4.9 as data tabulated using chi square, the findings of the study has revealed that academic and professional qualification does not influence head teachers' leadership styles. The equation ($\chi^2 = 11.87$, $df = 6$, $P = 0.06$, $P > 0.05$), indicated no significant relationship. Findings from Table 4.9 indicated that, out of 30 head teachers majority 19 (63%) are P1.

The results also reveal that across all academic/professional qualification, majority of the head teachers 24 (80%) practice democratic leadership style.

The study results confirmed what Kimacia (2007) found that there is no relationship between academic and professional qualification of head teachers and their leadership style.

4.6.4 Administrative/ teaching experience and head teachers' leadership styles

Finally the study wanted to find out whether head teachers' leadership styles is influenced by administrative /teaching experience and the findings are presented in Table 4.10. The χ^2 technique test of the independence for testing interrelationship between and among variables where data is in form of frequencies was seen appropriate and used at significance level 0.5.

Table 4.10**Administrative/ teaching experience and head teachers' leadership styles**

Administrative/teaching experience as head teachers		Leadership style			Total
		Autocrati c	Democrati c	Laissez Faire	
Less than 5	No of head teachers	1	1	0	2
	Percentage	3.3	3.3	.0	6.7
5-10	No of head teachers	1	8	1	10
	Percentage	3.3	26.7	3.3	33.3
11-15	No of head teachers	1	2	0	3
	Percentage	3.3	6.7	.0	10.0
16+	No of head teachers	2	13	0	15
	Percentage	6.7	43.3	.0	50.0
Total	No of head teachers	5	24	1	30
	Percentage	16.7	80	3.3	100

Table 4.10 presented the results findings as shown in the equation ($\chi^2 = 11.87$, $df = 6$, $P = 0.06$, $P > 0.05$) which revealed no significant relationship as $P > 0.05$

meaning administrative and teaching experience had no influence on headteachers' leadership styles. The study findings also evident that 15 (50%) of the head teachers had over 16 years of administrative/ teaching experience and practice democratic leadership style. These findings concurred with Njuguna (1998) who found that head teachers with professional experience of 16 years and above were rated to be more democratic compared to teachers with lesser experience. Moreover the study findings disagreed with Njuguna who further found that headteachers described to be high in consideration their pupils tend to get higher scores. In addition to that the study findings agreed with Mulu (2005) who found that headteachers who were observed to be Autocratic their pupils tend to get higher scores.

4.6.5 Summary of the research findings

All the five objectives of this study were achieved in the analysis of the obtained data. The study established that Autocratic leadership style was practiced by a few headteachers with a positive significance influence on pupils' performance in KCPE examinations. Democratic leadership style was most practiced with a positive influence on pupils' performance though not significant while Laissez Faire leadership style was the least practiced with a negative influence on pupils' performance although not significance.

The study further established majority of the headteachers involve teachers, pupils and SMC to discuss issues on pupils' academic performance. Finally age, gender, professional/academic qualification and administrative/teaching experience had no influence on headteachers' leadership styles.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings of the study and presents conclusions, recommendations and suggestions for further research.

5.2 Summary of the study findings

The purpose of the study was to establish the extent to which head teachers' leadership styles influenced pupils' performance in KCPE examinations, in public primary schools in Mbooni Division, Mbooni West District. The study sought to establish whether head teachers' leadership styles were influenced by characteristics such as gender, age, academic/professional qualification and administrative/ teaching experience.

This study was guided by five research questions thus, research questions one, two and three were to establish the extent to which head teachers' leadership styles (democratic, autocratic and laissez faire) respectively influence pupils' performance in KCPE examinations. Research question four sought to identify the extent to which head teachers involve teachers, pupils and SMC in discussing academic issues on pupils' performance and research question five was to establish whether head teachers' characteristics such as gender, age, academic /professional qualification and administrative/ teaching experience influence their leadership style.

The literature reviewed focused on the concept of leadership, leadership and academic performance, the role of effective leadership in schools, theoretical frame work, and final analysis of conceptual frame work which gave highlights on influence of headteachers' leadership styles on pupils' performance in their Kenya Certificate of Primary Education.

The study employed descriptive research survey design. Data was collected from 30 head teachers and 210 teachers obtain from 30 public primary schools in Mbooni Division, Mbooni West District. The study findings revealed that:

1. Autocratic leadership style had significant influence ($R^2 = .048$) on pupil's performance in KCPE. This implies that head teachers 16.7% (5) though few practice autocratic leadership style and their pupils get high scores in their KCPE examinations. These findings concurred with Muli (2005) and Huka (2003) who found that head teachers who are rated to be autocratic their pupils get higher mean scores than democratic and laissez faire.
2. Majority of the head teachers out of 100% (30), 80% (24) practice democratic leadership style, meaning it is the most popular leadership style compared to autocratic and laissez faire those were under investigation. The study also revealed that democratic leadership style has positive influence ($R^2 = .415$) on pupil's performance in KCPE though not significant. The findings concurred with Kendra (2011) who noted that, democratic leadership style is the most practiced and popular leadership style in the 21st century management arena.

3. Laissez faire is the least practiced leadership style by head teachers 3.3% (1) and had a negative influence ($R^2 = .268$) on pupil performance in KCPE although not significant. This implies that this type of leadership style is the least popular and rarely practiced by the head teachers as it brings very low means scores on pupils' academic performance.
4. The results obtained out of 210 (100%) teachers' comments, often 31% (65) teachers and always 34.3% (72) teachers being 65.3% (137) teachers. The study findings revealed that majority of the head teachers call joint discussion meetings involving teachers, pupils and SMC to address pupils' performance issues in KCPE examinations.
5. The study findings further revealed that there was no significant influence on head teachers' leadership styles by age, gender, Academic/professional qualification and administrative/teaching experience. The study findings confirmed what Kimacia (2007) who found that, there no relationship between head teachers' leadership styles, professional experience and their academic qualification.
6. The study findings also shown that, majority of the head teachers were males 80% (24) and a few females 20% (6). In addition to that head teachers 63.3% (19) had PI as their highest academic/professional qualification and 60% (18) were over 50 years of age.

7. Finally the study findings clearly shown that 50% (15) headteachers had long service in administrative/teaching experience of over 16 years. The study findings agreed with Njuguna (1998) who found that head teachers with professional experience of 16 years and above were rated with higher consideration behaviour compared to head teachers of lesser experience.

5.3 Conclusions

According to the study findings on research questions one, two and three it was evident that autocratic leadership style was found to have significant influence on pupils' academic performance in Kenya Certificate of Primary Education (KCPE) examinations with positive 0.16* although only a few head teacher 16.7% (5) practiced it and their pupils got high scores in their KCPE examinations. This implies that 83.3% (25) head teachers their pupils get low scores in their Kenya Certificate of Primary Education (KCPE) examinations and that is why Mbooni Division has not being performing very well in KCPE examinations as per Table 1.1 Mbooni Division KCPE analysis (2008-2011).

Democratic leadership style was practiced by majority of head teachers 80% (24) and had positive influence 0.06 and had influenced pupils' performance though not significant. Laissez faire was the least practiced leadership style by head teachers 3.3% (1) and had a negative influence on pupil's performance in KCPE but no so significant.

These research findings shown that head teachers' leadership styles contribute only 22 percent towards pupils' academic performance towards KCPE examinations, meaning there are other factors which need to be investigated. Further findings on question four revealed that 65.3% (137) comments from teachers responses revealed that majority of the head teachers involve teachers, pupils and SMC in discussion on pupil's performance in KCPE examinations a few 2.9 %(6) never did it. According to the results findings, it was evident that most of the head teachers 63.3% (19) were P1 as their highest academic/professional qualification and majority 60% (18) served over 16 years. On research question five the findings revealed that age, gender, academic and professional qualification and administrative/teaching experience had no influence on head teacher's leadership style.

5.4 Recommendations

Based on the findings, the researcher makes the following recommendations:

I. Recommendation for Kenya Education Management Institute

There is need to plan and organize capacity building programs to empower practicing head teachers on the most appropriate leadership styles likely to yield high pupils' performance in KCPE examinations.

II. Recommendation for County Directors

There is need to appoint more competent female head teachers as educational administrators in public primary schools as the current practicing number is very small as revealed in the study findings thus 6 female against 24 male headteachers. In addition to that younger and more qualified headteachers need to be involved in educational management of public primary schools, as the current practicing head teachers are all above 40 years and majority are P1.

III. Recommendation for District Education Officer

There is need for the DEO to continuously support on monitoring, supervision, guidance and counseling headteachers on total quality management for quality output in KCPE examinations. The research findings indicated that only a few headteachers 5 (16.7%) out of 30 (100%) lead pupils to get high scores in their KCPE examinations.

IV. Recommendation for Head teachers

Headteachers are educational managers need to conduct thorough instructions to ensure curriculum implementation is properly done in schools. In addition to that there is need to use the most appropriate and effective leadership style that will develop the schools as effective educational institutions that support and sustain good performance of pupils in national examinations such as KCPE. Moreover all pupils in all classes need to access high quality instruction which prepares and leads to good KCPE performance from your

positive school leadership. Finally, head teachers need to continuously involve all stake holders of the school in discussion on pupil performance not only in KCPE examinations but at all other lower class levels in the school.

5.5 Suggestions for further research

In view of limitations and delimitations of the study, the following suggestions were made for further research:

- i. That a study on school related factors may be carried out to investigate their influence on pupils' performance in KCPE examinations as the study findings shown that head teachers' leadership styles influence only 22 percent.
- ii. A study need to be done on the relationship between teachers' level of motivation and pupils' performance as they play a big role on instructional processes since the study on head teachers' leadership styles proven to have a small influence on pupils' performance in KCPE examinations.
- iii. A study on family background related factors to be investigated on their impact on pupils' performance in their KCPE examinations since parents are part the main stake holders of the schools.
- iv. This study may be duplicated elsewhere in Kenya using different methods of data collection such as document analysis and scheduled interviews.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

Patricia Nthoki Muia

P.O Box 74-90125

Kikima.

The head teacher.....primary school

Dear Sir/ Madam

RE: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL.

I am a post-graduate student pursuing a Master of Education (M. Ed) degree in Educational Administration at University of Nairobi. Currently I am conducting a research on "Influence of Head teachers' leadership styles on Pupils' performance in Kenya Certificate of Primary Education in Mbooni Division, Mbooni West District Kenya. Your school has been selected to participate in the research, and I am therefore seeking your support in helping to fill in the questionnaire pertaining to the research topic. I will be grateful if you provide the information required in this questionnaire. The Information obtained will be purely for academic purposes. Please do not write your name.

Thank you for your cooperation.

Yours faithfully,

Muia Patricia Nthoki.

APPENDIX II

QUESTIONNAIRE FOR HEAD TEACHERS

This questionnaire is developed to assist the head teachers describe their own leadership styles while performing their professional duties in schools. Read each question carefully and respond thoughtfully and honestly. Your independent views are required and will be highly appreciated.

PART A: Back ground Information

Please choose one in every question [] against given letters.

1. Indicate whether you are a male or female. (a) Male [] (b) Female []
2. How old are you? (a) Below 30years [] (b) 30-40years [] (c) 41-50years [] (d) Above 51years []
3. How long have you served as a head teacher? (a) Less than 5years [] (b) 5-10years [] (c) 11-15years [] (d) over 16years []
4. What is your highest academic/ professional qualification?
(a) P1 [] (b) Diploma (c) B. Ed [] (d) M. Ed []

Please fill the table below concerning pupils' performance in KCPE Examination.

5. KCPE performance between (2008-2011) for the school

	2008	2009	2010	2011
Years				
Mean performance				

PART B: DESCRIPTION OF LEADERSHIP STYLES

Think about how frequently you engage in the leadership style described by each item while performing your professional duties. Decide whether you always, often, occasionally, seldom or never act as described by the items. Select one by ticking \surd of the five letters following the item to show the answer you have selected.

KEY 5 = Always – occurs all times without fail, 4= Often –occurs many time, 3 = occasionally –occurs from time to time, 2 = Seldom –occurs in few occasions and 1 = Never –occurred at no time.

	Leader's action	5	4	3	2	1
6.	Communicates effectively					
7.	Schedules the work to be done.					
8.	Assigns staff members to particular tasks.					
9.	Finds time to listen to staff members.					
10.	Emphasizes the meeting of deadlines.					
11.	Maintains definite standards of performance.					
12.	Acts without consulting the staff members.					
13.	Gets staff members' approval in important matters before implementation					
14	Sees to it that staff members are working up to capacity					

	Leader's action	5	4	3	2	1
15.	Makes staff members feel at ease when talking with.					
16.	Puts suggestions made by the staff members into action.					
17.	Keep the staff members working together as a team.					
18.	Asks that staff members follow standard rules and regulations.					
19.	Sees to it that the work of the staff members is coordinated.					
20.	Lets staff members know what is expected of them.					
21.	Treats all staff members as equals.					
22.	Fails to take necessary action.					
23.	Looks out for the personal welfare of individual staff members.					
24.	Acts as the real leader of the group.					
25.	Accepts little or no input from group member.					
26.	Encourages and rewards creativity.					
27.	Allow followers to have complete freedom on what to do in their work.					
28.	Make own decisions without consultation.					
29.	Ensure members of the group feel more engaged in the teaching and learning processes.					

	Leader's action	5	4	3	2	1
30.	Rarely trust group members with decisions or important tasks.					
31.	Provides the followers with materials they need to accomplish their goals but no follow up.					
32.	Encourage group members to share ideas and opinions though retain final say over decisions.					

Thank you for your cooperation, honesty and taking time in filling in the details. God bless you.

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

This questionnaire is developed to assist you to describe the leadership style of the head teacher demonstrated while he/she is performing his/her professional duties in the school. Read each question carefully and respond thoughtfully and honestly. Your independent views are required and will be highly appreciated.

PART A: Back ground Information

Please choose one in every question [√]

1. Indicate whether you are a male or female. (a) Male [] (b) Female []
2. How old are you? (a) Below 30yrs [] (b) 30-40years [] (c) 41-50years [] (d) above 51years []
3. How long have you served as a teacher? (a) Less than 5years [] (b) 5-10years [] (c) 11-15years [] (d) over 16years []
4. What is your highest academic/ professional qualification? (a) P1 [] (b) Diploma [] (c) B. Ed [] (d) M. Ed []
5. Please indicate whether the head teacher involve teachers, pupils and parents in discussing academic issues on pupils' performance on Kenya Certificate of Primary Education. 5 [], 4 [], 3 [], 2 [], 1 [].

KEY 5 = Always – occurs all times without fail 4= Often –occurs many times
3 = occasionally –occurs from time to time. 2 = Seldom –occurs in few occasions. 1 = Never –occurred at no time.

PART B: DESCRIPTION OF LEADERSHIP STYLES

Think about the statements describing your head teachers' leadership style. Decide whether he/she always, often, occasionally, seldom or never act as described by the items. Select one by ticking \surd of the five letters following the item to show the answer you have selected.

KEY 5 = Always – occurs all times without fail. 4= Often –occurs many time. 3 = occasionally –occurs from time to time.2 = Seldom –occurs in few occasions.1 = Never –occurred at no time.

	Leader's action	5	4	3	2	1
6.	She/he communicates effectively.					
7.	She/he schedules the work to be done.					
8.	She/he assigns staff members to particular tasks.					
9.	She/he finds time to listen to staff members.					
10.	She/he emphasizes the meeting of deadlines.					
11.	She/he maintains definite standards of performance.					
12.	She/he acts without consulting the staff members.					
13.	She/he gets staff approval in important matters before going ahead.					

	Leader's action	5	4	3	2	1
14.	She/he sees to it that group members are working up to capacity.					
15.	She/he makes staff members feel at ease when talking with them.					
16.	She/he puts suggestions made by the staff members into action.					
17.	She/he keeps the staff members Working together as a team.					
18.	She/he asks that staff members follow standard rules and regulations.					
19.	She/he sees to it that the work of the staff members is coordinated.					
20.	She/he lets staff members know what is expected of them.					
21.	She/he treats all staff members as equals					
22.	She/he fails to take necessary action.					
23.	She/he looks out for the personal welfare of individual staff members.					

	Leader's action	5	4	3	2	1
24.	She/he acts as the real leader of the group.					
25.	She/he accepts little or no input from group members.					
26.	She/he encourages and rewards creativity.					
27.	She/he allows followers to have complete freedom on what to do in their work.					
28.	She/he makes own decisions without consultation					
29.	She/he ensures members of the group feel more engaged in the teaching and learning processes.					
30.	She/he rarely trusts group members with decisions or important tasks.					
31.	She/he provides the followers with materials they need to accomplish their goals but no follow up.					
32.	She/he encourages group members to share ideas and opinions though retain final say over decisions.					

Thank you for your cooperation, being honest and filling in the necessary information. God bless you.

APPENDIX IV
RESEARCH AUTHORIZATION LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020 2213471 2241888
254-020 930571 2213123 2210420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623 00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/012/373**

Date: **18th April 2012**

Patricia Nthuki Muia
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of headteachers' leadership styles on pupils' performance in Kenya Certificate of Primary Education in Mbooni Division, Kenya."* I am pleased to inform you that you have been authorized to undertake research in Mbooni West District for a period ending 30th September, 2012.

You are advised to report to The District Commissioner and the District Education Officer, Mbooni West District before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.


DR. M. K. RUGUTT, PHD, HSC,
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Mbooni West District.

The National Council for Science and Technology is committed to the promotion of science and technology for national development.

APPENDIX V
RESEARCH PERMIT

PAGE 2
PAGE 3

THIS IS TO CERTIFY THAT
Prof./Dr./Mr./Mrs./Miss/Institution
Patricia Nihoki Mula
of (Address) University of Nairobi
P.O. Box 30197-00100, Nairobi
has been permitted to conduct research in
Location
Mbooni West District
Eastern Province
on the topic: Influence of headteachers
leadership styles on pupils' performance in
Kenya Certificate of Primary Education in
Mbooni Division, Kenya.
for a period ending: 30th September, 2012.

Research Permit No. NCST/RCD/14/012/373
Date of Issue 18th April 2012
Fee received KSH.1,000



Applicant's Signature
Secretary
National Council for
Science & Technology

UNIVE

U. E. C.
M. A. I. N. O.

CONDITIONS

You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.

1. Government Officers will not be interviewed with-out prior appointment.

3. No questionnaire will be used unless it has been approved.

4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.

5. You are required to submit at least two (2)/four (4) bound copies of your final report for Kenyans and non-Kenyans respectively.

6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

CPK605513mt10/2011

(CONDITIONS see back page)