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INFLUENCE OF HEADTEACHERS' LEADERSHIP STYLES ON PUPILS' PERFORMANCE IN KENYA CERTIFICATE OF PRIMARY EDUCATION (KCPE) IN MIHARATI DIVISION, KIPIPIRI DISTRICT, KENYA

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**A Research Project Submitted in Partial Fulfillment of the Requirements
for the Award of the Degree of Master of Education in Educational
Administration.**

University of Nairobi

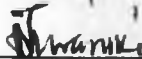
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DECLARATION

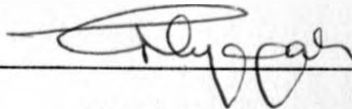
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DEDICATION

Dedicated to my dear parents Cyrus and Joyce Mwaniki.

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First and foremost I wish to sincerely thank God for his mercy. I am also grateful and deeply indebted to many people without whom this work would not have come this far. I would like to express my sincere appreciation to my supervisors, Dr. Grace Nyagah and Dr. Ursulla A. Okoth for their suggestions, advice, guidance and encouragement, without which this study would not have reached its completion.

I thank the Miharati Assistant Education Officer for his cooperation in availing the records of the previous KCPE results. The Division Education Office was very instrumental in making it possible for me to access the various sampled schools. My appreciation also goes to the headteachers and the teachers from all the public primary schools in Miharati Division Kipipiri District who were involved in this research study. I cannot forget James Maina for typing my work.

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LIST OF ABBREVIATIONS

ATS I	Approved Teachers Status I
ATS IV	Approved Teacher's Status IV
ANOVA	Analysis of variance
B.Ed	Bachelor of Education
DEO	District Education Officer
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education

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ABSTRACT

The purpose of this study was to investigate the influence of headteachers leadership styles on pupils' performance in KCPE examination in public primary schools of Miharati Division, Kipipiri District, Kenya. The study had the following objectives: To establish headteachers' leadership styles as perceived by the teachers in public primary schools in Miharati Division, Kipipiri District, to determine the extent to which headteachers' autocratic leadership style influences performance of pupils in KCPE in Miharati Division, Kipipiri District, to determine the extent to which the headteachers' democratic leadership style influences performance of pupils in KCPE in Miharati Division, Kipipiri District and to determine the extent to which the headteachers' laissez-faire leadership style influences performance of pupils in KCPE in Miharati Division, Kipipiri District.

Ex-post facto research design was used. The sample size for the study was 168 teachers and 28 headteachers. The researcher collected data using questionnaires with both open and closed ended questions to head teachers and teachers. Head teachers' questionnaires had two sections A and B. Section A contained demographic details of the respondents, Section B contained questions aimed at obtaining the influence of head teachers' leadership styles on pupil's performance in National examinations. Similarly, teachers' questionnaire had two sections A and B where section A contained demographic details of the respondents while section B contained questions on leadership style.

To determine reliability of the instruments, a pilot study was carried in two pilot schools, split half technique was used. The Pearson Product Moment correlation formula was used and a correlation score of 0.9 was obtained. Descriptive statistics was used to analyze data to give percentage (%), frequencies (f) and means. Data presented helped to explain the relationship between the variables of the study. The findings revealed that majority of the teachers (53.5%) perceived their headteachers' leadership style as autocratic while majority of the headteachers (65%) perceived their leadership style as democratic. In the schools where democratic style was exhibited, performance was slightly higher than in the other schools where the other styles were practiced. Performance was very poor in the schools where laissez-faire leadership style was exhibited. Performance was not also good in the schools where autocratic style was practiced. From the study results, the researcher concludes that headteachers leadership styles influences pupil's performance in KCPE in Miharati Division Kipipiri District. The researcher concluded that autocratic leadership style was the one which was mainly employed by most of the head teachers.

From the findings of the study, it was recommended that, the Ministry of Education should support headteachers by providing frequent and vigorous training programmes aimed at increasing efficiency and effectiveness in

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education remains the key Kenya's national social development and it is making progress to achieve the Millennium Development Goals (MDGs) by 2015. It is through education that the youth are provided with socio-economic environment opportunities to exploit their potential. This will assure them of bright future. The legislation on "No Child is Left Behind by 2020" signed into law in January 2002 in USA is one of the most prominent and visible action taken by any government towards achieving this goal. Many scholars have acknowledged that the role of school leadership is the most significant in enhancing school performance and students achievements (Hallinger and Heck, 1998; Walker and Stott, 2000; and Janerrette and Scheretz, 2007).

Through the decades of the twentieth century, the role of school headteachers' greatly evolved and could generally be characterized as highly transformative. The dominant role of school headteachers for example in the 1930s was one of a scientific manager. In the 1940s the principal was expected to fulfill primarily the role of a democratic leader. In the 1970s the principal was viewed as a humanistic facilitator, and in the 1980s school principals were expected to serve primarily as instructional leaders (Beck and Murphy, 1993).

Even though instructional leadership received great popularity and pervaded leadership literature during the 1980s, this notion was introduced a few

decades prior to this period Kent, Crotts, Azziz (2001) were among the early writers who referred to the school head as an instructional leader. Luthans (2002) contends that the difference between success and failure, whether in war, business, a protest movement, or a basketball game will be attributed to leadership. Research by Hallinger and Leithwood (1994) on school effectiveness have demonstrated some form of association between effective schools and the type of leadership practiced by their principals. Hanson (1996) concur that the tone of an organization will usually be sounded by its top executive and that its success may well depend on whether the top executive influences the whole hierarchy with energy and vision or whether with ineptness that will allow the organization to stagnate.

Eshiwani (1983) contends that pupils' learning is the main purpose of schools. He underscores the importance of students' achievement especially in examinations where he attested that performance in examination is very important because it is the gateway to many avenues either leading to higher education or employment. He recommended that headteachers lacking in administrative ability should be assigned other duties. School administrators should pay attention to academic working schools. The areas that raise concern are: the teachers planning and execution of their duties, supervision, incompetence on the part of headteachers and absenteeism.

It has been found out that effective leaders develop school climates and cultures that help motivate both the students and teachers leading to the creation of better teaching and learning environments which are more

conducive to higher levels of student achievements (Leither, 1994). According to Luthans (2002), the headteacher is the person responsible for all activities that occur in and around the school building. He/she is the main link between the school and the larger community. If a school is vibrant, innovative, child-centered, has a reputation for excellence in teaching and if students are performing to the best of their ability one can often point to the headteacher's leadership as the key to success. Owens (2002) observed that good leaders should be able to influence their subordinates towards the achievement of organizational objectives.

Luthans (2002) defines leadership style as the characteristic manner of acting exhibited by a leader. Leadership styles are important since they motivate individuals to perform at higher levels and therefore have a greater impact on school standards. Within the school environment, effective leaders use a range of leadership styles according to the demands of the situation. This is in order to create a context for school improvement in which all pupils, subordinate staff and teachers are keen to secure a positive change in standards of pupils' achievements. Kemp and Nathan (1989) identified three leadership styles as the key ones expressed from one end of an axis, mid to the extreme end. They are authoritarian (autocratic), democratic and Laissez-faire.

According to Mbithi (2007) autocratic leadership style tends to centralize power and decision making. In democratic leadership style, power and authority are derived from the people. Followers support the decisions made because there is a feeling that they were involved in making the decisions.

(Campbell, 1971). When using this style, a leader motivates staff by empowering them to make decisions about their own work process and goals. Laissez-faire leadership style is opposite of the autocratic style and it is relationship oriented. Kemp and Nathan (1989), argues that when using this style, a leader adopts McGregor's theory Y concept, which argues that people are innately motivated, naturally like work and are interested in doing their work.

Other leadership styles have also been discussed. Getzels and Guba (1968) came up with Nomothetic and idiographic styles which are known as transactional styles combined. Harris (2004) asserts that successful leadership in schools have resulted in higher levels of both student attainment and achievements and hence emphasizing the importance of distributed leadership. Other studies done by Drysdale and Mulford (2006), Robertson and miller (2007) and Guskey (2007), demonstrate that particular leadership styles of school leaders could have positive impacts on teaching and learning process leading to improvements in students performance and academic achievements. According to another model, namely the Organizational Development Phase Model (Jones, 2001) the culture and the organization of a school, are influenced by its principal. This belief stems from the work of Rutter (1979) cited in (Jones, 2001) who showed that among the important factors related to better student achievements such as examination performance, are styles and rules of the organization.

In Kenya, examination performance is an important aspect in the education system. It affords individuals opportunities for further education as well as giving them a distinct advantage in getting better paying jobs than those whose performance is not good. Previous studies have shown that the headteachers leadership styles affect pupil's performance in the national examinations. (Eshiwani, 1983). Okoth (2000) found out that headteachers rated as being democratic had high performance index than autocratic headteachers. Kagwiria (2009) studied the effects of principals' leadership styles on students' performance in KCSE in public secondary schools in Meru Central district. She concluded that the headteachers leadership styles had a direct relationship with students' academic performance. Huka (2003) contradicted with the above findings and noted that headteachers who are most democratic had the lowest meanscore while autocratic headteachers had higher meanscores. Njuguna (1998) also noted that there is no significant relationship between leadership styles and students performance in KCSE.

Miharati Division has been performing poorly for the last five years in KCPE examination it has held the last position for the last five years out of the three divisions in the district. Although the overall performance has been poor, there are schools in the same division which have been performing well, for example, Mahinga and Gitwe Primary Schools. The performance of these schools has been credited to the Headteachers of the schools. Although studies on the influence of leadership styles on students performance in examinations have been done for example, (Okoth, 2000; Huka, 2003; and Kithia, 2010), no study has been done in Miharati Division and especially on

headteachers' leadership styles and their influence in KCPE. Most of the studies have been done on influence of leadership styles on KCSE and not on KCPE. The researcher therefore aims at investigating the influence of leadership styles on KCPE performance in Miharati Division, Kipipiri District, Kenya.

1.2 Statement of the problem

It has been noted that performance of pupils seems to depend on school leadership. Good examples to this effect are Mahinga and Gitwe primary schools. A close look at the history of these schools suggests that pupils' performance has varied with different leadership.

Most of the public primary schools in Miharati Division Kipipiri District have been performing poorly for the last five years. In over the last five years, district analysis depicts that the division has held the last position out of the three divisions in Kipipiri District over the last five years that is 2007 – 2011. The performance index in the division has also steadily remained below the district's mean score. Table 1.1 presents the data.

This is in spite of the fact that a considerable number of schools have appropriate resources such as enough textbooks and qualified teachers. The question therefore that arises is what could be the cause of this poor performance. Could the schools leadership be the major cause? The study aimed at answering the question.

Table 1:1 Kipipiri District KCPE means score by Division (2007 – 2011)

Division	2007	2008	2009	2010	2011
Wanjohi	237.18	238.28	244.29	247.25	249.60
Geta	226.207	240.60	240.086	247.946	245.22
Miharati	212.477	222.847	215.65	222.12	222.49
District meanscore	225.288	233.91	233.344	239.238	239.105

Source: District Education Office, Kipipiri District (2012)

It is clear that most of the studies which have been done have given differing results and very few are in agreement on their findings. These studies have been done in different places and most of them have been done to investigate the effects of headteachers leadership styles on KCSE performance. None of these studies has been done in Miharati Division, Kipipiri District and in particular on KCPE performance. The researcher therefore aimed at investigating the influence of headteachers' leadership styles on pupils' performance in KCPE in Miharati Division, Kipipiri District.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of headteachers leadership styles on pupils' performance in KCPE examination in public primary schools of Miharati Division, Kipipiri District, Kenya.

1.4 Objectives of the study

The study sought to achieve the following objectives:

- i. To determine the extent to which the headteachers' laissez-faire leadership style influences performance of pupils in KCPE in Miharati Division, Kipipiri District.
- ii. To establish headteachers' leadership styles as perceived by the teachers in public primary schools in Miharati Division, Kipipiri District.
- iii. To determine the extent to which headteachers' autocratic leadership style influences performance of pupils in KCPE in Miharati Division, Kipipiri District.
- iv. To determine the extent to which the headteachers' democratic leadership style influences performance of pupils in KCPE in Miharati Division, Kipipiri District.

1.5 Research Questions

The study sought to answer the following questions:-

- i. Which are the headteachers' leadership styles as perceived by the teachers in public primary schools in Miharati Division, Kipipiri District?
- ii. To what extent do headteachers' autocratic leadership styles influence performance of pupils in KCPE in Miharati Division, Kipipiri District?
- iii. To what extent do headteachers' democratic leadership styles influence performance of pupils in KCPE in Miharati Division, Kipipiri District?

- iv. To what extent do head teachers' laissez-faire leadership styles influence performance of pupils in KCPE in Miharati Division, Kipipiri District?

1.6 Significance of the study

The findings of this study may enable the Ministry of Education, Teachers Service Commission, primary teachers training colleges as well as the Kenya education management institute to improve the scope and caliber of preservice and in-service programmes for school administrators. Head teachers will also benefit from the study since they will use the findings to reexamine and appraise their own leadership styles. In the process they will improve on their weak areas and thus improve the overall academic performance of their schools. Teachers aspiring to become headteachers will use the information to prepare adequately to head public primary schools in Kenya.

1.7 Limitation of the study

Limitation is an aspect that may influence the results negatively but over which the researcher has no control, (Mugenda&Mugenda, 2005). Use of ex-post facto research design was a limitation because it shows the independent variable was already occurred and not reversible by the researcher. In this study the dependent variable was KCPE Examination Results from the year 2007-2011. The independent variables were leadership styles employed by the headteachers'. The results cannot be changed. It was difficult for the researcher to control the attitude of the respondents as they were responding.

1.8 Delimitations of the study

The study was conducted in public primary schools in Miharati Division Kipipiri district; Private primary schools were not included. The district is in a rural setting and the conditions in it could be unique and different from those of other districts in Kenya. Hence, the findings cannot necessarily be generalized. The study involved head teachers and teachers only. The researcher did not solicit the opinions of school management committee, and parents who are part of the school community. The study was delimited to headteachers leadership styles and their influences on K.C.P.E. performance. Other areas of school administration which influences performance were not looked at.

1.9 Basic assumptions

Orodho (2005), states that these are facts presumed to be true but have not been verified. The study had the following assumptions:-

- i. That there is difference in leadership styles of headteachers in different primary schools in the division.
- ii. That KCPE examination results are a valid and reliable measure of performance.
- iii. That the respondents would co-operate and provide honest and reliable responses.

1.10 Definition of Significant Terms

These terms had the following meanings as used in the study.

Autocratic leadership style refers to leadership that tends to centralize power and decision making.

Democratic leadership style refers to the leadership style whereby power and authority are derived from the people.

Headteacher refers to a person in charge of a public primary school.

Influence In this context refers to how leadership styles affect pupil's performance.

Laissez- faire refers to the leadership style whereby the people do what they want.

Leadership refers to the ability to influence a group towards achievement of goals.

Leadership styles refers to the characteristic manner of acting exhibited by the leader

Performance In this context refers to the grades that Pupils obtained in KCPE examinations.

Pupil refers to a primary school learner.

Public school refers to a place where pupils learn and its owned and run by the government

1.11 Organization of the study

The study is organized in five chapters. Chapter one deals with the background information, statement of the problem and purpose of the study.

The chapter also sets the objectives and corresponding research questions. It provides the significance of the study, limitations, delimitations and the basic assumptions made in this study. Finally the significant terms are defined.

Chapter two explores the literature review on leadership styles and their influence on performance. It has the following sub-headings concept of leadership, leadership styles, personal characteristics of a headteacher, and influence of leadership styles on academic performance, summary of literature review, theoretical and Conceptual framework.

Research design, sampling techniques, research instruments, data collection, procedures and data analysis techniques are discussed in chapter three.

Chapter four presents the analysis of the data and the findings thereof, while summary of the findings, conclusions and recommendations are discussed in chapter five.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter constitutes the related literature on head teachers' leadership styles under the following sub-headings: The concept of leader, leadership styles, and influence of leadership styles on academic performance, summary of literature review, theoretical framework and conceptual framework.

2.2 Concept of leadership

Northouse (2007) defines leadership as the process whereby an individual influences a group of individuals to achieve a common goal. Leaders carry this process by applying their leadership knowledge and skills. Bass theory of leadership states that there are three basic ways to explain how people become leaders (Stogdill, 1989; Bass, 1990). The first two theories explain the leadership development for small number of people. The first theory is that some personality traits may lead people naturally into leadership roles. This is trait theory. The second one is the great events theory which says that a crisis or important event may cause a person to rise to the occasion, which brings out extraordinary leadership qualities in an ordinary person. The third one is that people can choose to become leaders. People can learn leadership skills. This is the transformational or process leadership theory.

Transformational or process leadership theory is the most widely accepted theory today. Skills, knowledge and attributes make the leader. Nzuve (2007) argues that leadership gives one a means of securing voluntary compliance. He

argues that a leader should have followers, emotional appeal and meets the needs of the people. He further argued that leadership behaviour could be affected by personal, interpersonal and organizational factors.

Hanson (1996) postulated the "Great Man Theory" arguing that the world progress could be attributed to individual achievements of great men. It is worth noting that between 1938-1945 assumptions on leadership centered on identification of psychological or physiological traits that manifested themselves in managerial abilities. Okumbe (1998) summarizes in a review of 124 empirical studies, psychological traits relating to the effective leadership. Among them are: intelligence, initiative, self-confidence and desire to excel.

Sergiovanni (2004) argued that the substance of educational leadership comprises of educational program, curriculum and instruction, teaching and learning, supervision and evaluation. The leader has the responsibility of laying strategies on how to win his/her followers into achieving the school's goals to perfect performance. There is wide recognition that school leaders exert a powerful, if indirect, influence on teaching quality and student learning. In a review of literature for the American Education Research Association, Leithwood and Riehl (2003) conclude that school leadership has significant effects on students learning second only to the effects of the quality of curriculum and teachers' instruction.

Classroom teaching may be impacted by the school head's actions such as setting and clearly communicating high expectations for all students,

supervising teachers' instructional performance, evaluating student progress and promoting a positive teaching/learning environment.

It is the management of the headteacher which determines the learning or teaching which in turn determines the outcome in performance of learners in examinations. The headteachers' leadership styles will have direct impact on teachers and learners. A favorable style stimulates all the key players towards the achievement of goals.

2.3 Leadership styles

According to Lewin, (1939), leadership style refers to the manner and approach of providing direction, implementation of plans and motivating people. Campbell, (1971) notes that it constitutes what the leader chooses to do, when to do it and the manner to do it. Kemp and Nathan (1989) identified three styles of leadership. They are authoritarian, democratic and laissez faire leadership styles.

2.3.1 Autocratic leadership styles

According to Mbithi (2007) this style involves issuing detailed instructions and close supervision of subordinates work. Relationship between managers and their subordinates are highly formal and sanctions are imposed if Subordinates underperform. Workers are not expected to exercise initiative. Leaders dictate to their employees what they want done and how they want it accomplished without getting the advice of their followers.

It is best where the leader has all the information to solve the problem, is short of time and the employees are well motivated (Muli, 2005). The style is good in that there is timely completion of work, tasks requirements and interpersonal relations are clearly defined and it thus eases and hastens decision making process. The demerits of using this system is that the employees' enterprise is suppressed and their knowledge and experience are not applied to the maximum.

2.3.2 Democratic style

This is a style where a leader uses one or more employees in the decision making process and it is consultative in nature. The leader delegates' authority to others encourages on participation and relies on subordinates' knowledge for completion of tasks (Lewin, 1939). The style can be due to the mutual benefits it brings since it allows workers to become part of the team and allows one to make better decisions and implement them. This method is however disadvantageous to use because it might delay decision making process, the leader may lose part of the grip/control of the team when some decisions are taken by employees and it's a potential cause of complacency.

2.3.3 Laissez Faire Leadership Style

In this style, the leader allows the employees to make the decisions although the leader is still responsible for the decisions made. It is used when employees are able to analyze the situation and determine what needs to be done and how to do, set priorities and delegates certain tasks (Harris, 2004).

The demerit of using this style is that it only works well when the leader fully trusts and confides in the people below them.

Kariuki (1998) studied teachers' perception of the leadership behaviours of women headteachers' of secondary schools in Kiambu District. The research findings showed that female headteachers were perceived as being autocratic.

Njuguna (1998) found out that there is no significant relationship between headteachers' leadership styles and students' performance in KCSE. Okoth, (2000) found out that headteachers' who were rated as being democratic had higher performance index than autocratic headteachers while Kagwiria,(2009) found out that headteachers' leadership styles had a direct relationship with students' academic performance.

2.4 Influence of leadership style on academic performance

Brumbach (1988) as quoted in Armstrong, (2004) contends that performance refers to both behaviors and results and adjusting organizational behaviors and actions of work to achieve results or outcomes.

(Leithwood and Riehl, 2003; and Harris, 2004) did studies which demonstrated that particular leadership styles of school leaders could have positive impacts on teaching and learning environments and processes leading to improvements in students performance and academic achievements. On the basis of two studies of successful school leadership in the link, involving parents, pupils, teachers, governors senior managers, and head teachers, Harris (2004) asserts that successful leadership in schools have resulted in higher levels of both students attainment and achievements, emphasizing the

importance of distributed leadership. He also pointed out that findings from the studies have identified the limitation of a singular leadership approach in securing school improvements.

Although leadership of schools is a complex phenomenon, the outcomes of successful school leadership are readily identifiable. The different leadership styles are known to produce different behaviors among the organizational members. White and Lippit (1960) examined the responses of children to these various leadership styles and they concluded that different leadership styles do indeed produce different behaviors. For example the children supervised in school the democratic style, tended to exhibit high morale, unity and self-direction while autocratic leadership style resulted in a higher level of production but was also associated with a higher level of frustration and lower levels of morale, co-operation and self-direction. The laissez-faire style resulted in inferior work quality, less productivity and higher degrees of dissatisfaction among organizational members. The findings have far reaching effects on the human relations approach and the general performance of the organization.

Nsubaga (2008) in his journal found out that there was a strong relationship between leadership styles and school performance in secondary schools in Uganda. Democratic leadership style was associated with good performance while the more autocratic the leader was the poorer was the performance. He argued that it is the role of the leader to mobilize the resources and put them to

proper use and also set the direction. When this is put in place, then the school has to perform.

The same findings concur with Kimacia (2007) who observed that there is a relationship between leadership styles and students' performance in K.C.S.E. He noted that democratic headteachers had higher performance index in K.C.S.E than autocratic head teachers. Huka (2003) on the other hand noted that headteachers who were most democratic had the lowest meanscores while autocratic headteachers had higher meanscores.

Njuguna (1998) and Kithia (2010) also conducted similar studies on the influence of leadership styles on students' performance but unlike the above findings, they concluded that there is no significant relationship between leadership styles and students performance. Eshiwani (1983) on policy study on factors behind poor performance among primary and secondary schools noted that lack of competent, dedicated and committed headteachers contributed to poor performance of students in national examinations.

Republic of Kenya (1988) noted that headteachers of institutions are the contributory factors towards the successful management of educational institutions and the implementation of the total curriculum. This study is therefore necessary to fill the gap on existing issues to do with leadership styles and pupils performance in K.C.P.E examination in Miharati Division, Kipipiri District.

2.5 Summary of literature review

The study of leadership behaviour in organizations is important because it deals with the tasks, roles played by individuals and groups in order to achieve the goals of the organizations. Leaders and leadership are important because they serve as anchors and they provide guidance in times of change. They are responsible for effectiveness in the organizations. Effective education leadership makes a difference in improving learning.

Leithwood and Riehl (2003) conclude that leaders influence student learning by helping to promote a vision and goals, and by ensuring that resources and processes are in place to enable teachers to teach well. The head teacher, regardless of the student population theory serve is held accountable for students achieved in school. The head teacher's leadership style influences school community either towards against the achievement of the set target which is to pass examination.

Hallinger and Heck (1998) found out that head teachers contribute to academic achievement through the creation of a positive instructional climate. Studies done by (Muchira 1980) and Asunda (1983) have identified variables such as academic qualification age, gender, administrative experience and size of the school which influence head teachers' leadership styles. This study sought to verify those variables and their influence on head teacher's leadership styles on the performance of K.C.P.E in Miharati Division, Kipiripiri District.

2.6 Theoretical frame work

This study was based on Fielder's Contingency theory originally developed by Fred Fielder in 1967. The theory states that leadership effectiveness is said to be contingent or dependent on many variables. He argues that one needs to identify a combination of a person's traits, situational variables and task structure in order to label one as an effective or ineffective leader. He criticized the trait theory and the situational theory because they focused on one issue only and come up with the contingency theory.

According to this theory, leaders fall into two categories. Task oriented leader, (Nomothetic) and human oriented leader (Idiographic). Nomothetic leader emphasizes the job performance at the expense of human characteristics while an idiographic leader emphasizes on the human elements of an organization. The theory therefore argues that a specific trait under a particular situation makes a particular leader effective. The same trait in another situation may not make this leader effective.

Contingency theory is a class of behavioral theories that contend that there is no one best way of leading and that a leadership style that is effective in some situations may not be successful in others.

An effect of this is that leaders who are very effective at one place and time may not become unsuccessful either when transplanted to another situation or when factors around them change.

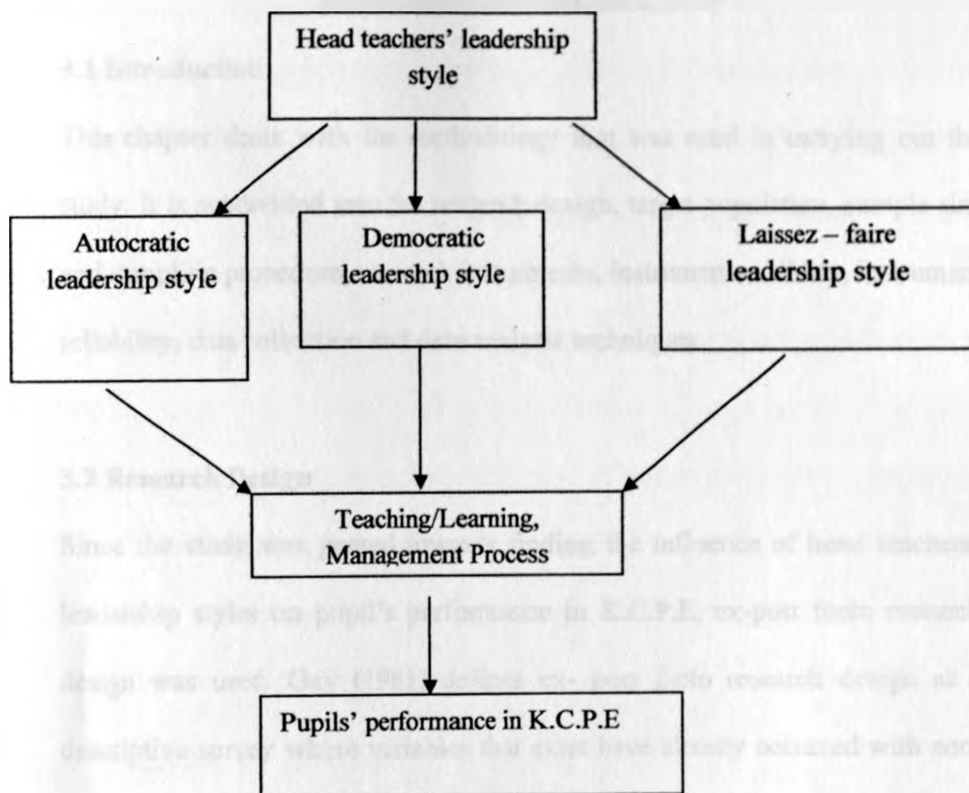
The contingency theory therefore concurs with the researcher's target population in selecting head teachers who have stayed in the school for a minimum period of two years as the teachers were able to make a perception on the leadership style and its contribution towards K.C.P.E performance.

2.7 Conceptual frame work

A Conceptual frame work according to the education researcher Symth (2004) is structured from a set of broad idea and theories that helps researchers to properly identify the problem they are looking at, frame their questions and find suitable literature. Most academic researches uses a conceptual framework at outset because it helps the researcher to clarify his research questions and aims.

Figure 2.1 shows the relationship between variables. That is between headteachers' leadership styles and pupils' performance in K.C.P.E.

Figure 2.1 Conceptual Frame Work



Conceptual framework of the influence of headteachers' leadership styles on KCPE performance in Miharati Division, Kipipiri District, Kenya. The head teacher employs a leadership style which has a direct impact on teaching/learning process which on the other hand influences pupils' performance in K.C.P.E

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the methodology that was used in carrying out the study. It is subdivided into the research design, target population, sample size and sampling procedure, research instruments, instruments validity, instrument reliability, data collection and data analysis techniques.

3.2 Research Design

Since the study was geared towards finding the influence of head teachers' leadership styles on pupil's performance in K.C.P.E, ex-post facto research design was used. Gay (1981) defines ex- post facto research design as a descriptive survey where variables that exist have already occurred with non-intervention of the researcher. It involves studies that investigate possible cause and effect of observing an existing condition and searching back in time for plausible causal factors. The independent variables in this study are headteachers' leadership styles and the dependent variables are KCPE results.

3.3 Target population

Borg and Gall (1989) says that target population refers to all members of a real or hypothetical set of people, events or objects to which the researcher wishes to generalize results of the research. The target population for the study was 30 public primary schools' head teachers and 291 teachers in Miharati Division, Kipipiri District.

3.4 Sample size and sampling procedure

According to Best and Khan (1998), a sample is a finite part of a statistical population whose properties are studied to gain information about the whole. When dealing with people, it can be defined as a set of respondents selected from a larger population for the purpose of a survey. Orodho and Kombo (2002) define sampling as the procedure where a researcher uses people, places or things to study. It is a process of selecting a number of individual or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. As suggested by Krejcie and Morgan (1970) as in Njuguna (1998) to select the sample size for the study, the researcher took 28 primary schools' head teachers and 168 teachers. All the head teachers in those 28 schools were selected and 6 teachers from the 28 schools were selected after dividing 168 teachers by 28 schools. To sample from the schools, the researcher used the staff registers from the head teachers and applied simple random sampling. According to Orodho (2005) simple random sampling involves giving each and every item in the population an equal chance of inclusion in the sample. Names of teachers were written on papers, then folded and placed in the basket. The basket was shaken and the papers picked one at a time, then the name on the paper recorded. This was repeated until the number of teachers required was obtained.

3.5 Research instruments

The researcher collected data using questionnaires with both open and closed ended questions to head teachers and teachers. Mugenda and Mugenda (1999)

cite that the use of questionnaires is a popular method of data collection in education because of the relative cost effectiveness with which they are constructed and administered.

Head teachers' questionnaires had two sections A and B. Section A contained demographic details of the respondents, Section B contained questions aimed at obtaining the influence of head teachers' leadership styles on pupil's performance in National examinations (appendix 2). Similarly, teachers' questionnaire had two sections A and B where section A contained demographic details of the respondents while section B contained questions on leadership style (appendix 3)

3.5.1 Instrument validity

Mugenda and Mugenda (1999) notes that validity is the degree to which the results obtained from analysis of the data actually represent the phenomenon under study. This study used content validity. According to Borg and Gall (1989), Content validity is a measure of the degree to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept. To enhance content validity, the researcher had the research instruments appraised by two university supervisors who are specialists in the area of study. Their comments and suggestions were used to eliminate ambiguity and omission in the tools. Items that failed to measure the variables they were intended to measure were modified or discarded completely.

The schools that were used in pilot study were excluded from the main study. The instruments were also reviewed by the two university supervisors who are specialists in the area of study. Their comments and suggestions were used to eliminate ambiguity and omission in the tools.

3.5.2 Reliability of instruments

According to Kombo and Tromp (2006) reliability of a test is a measure of how well a test measures what it is supposed to measure. The researcher used split-half technique of measuring reliability. According to Mugenda and Mugenda (1999) split-half technique involves splitting an instrument into two parts in the scores of even numbers and odd numbers. The scores of two parts are then correlated. This was done mainly to eliminate chance errors and hence increase the reliability of the instruments.

The following Pearson Product Moment Formula was applied:

$$\frac{\sum xy - \frac{(\sum x)(\sum y)}{N}}{\sqrt{\left(\sum x^2 - \frac{(\sum x)^2}{N}\right) \left(\sum y^2 - \frac{(\sum y)^2}{N}\right)}}$$

Where $\sum xy$ = sum of the gross product of values of each variable

$(\sum x)(\sum y)$ = product of the sum of x and the sum of y

\sum = sum of the values

The correlation coefficient that was obtained represented the reliability of only half of the instrument. In order to obtain the reliability of the entire instrument, the Spearman-Brown Prophecy formula indicated below was used

$$Re = \frac{2r}{1+r}$$

Where Re – Reliability

r – Reliability coefficient

The closer the reliability coefficient value is to 1:00 the higher the degree of the reliability of the data. According to Gay (1981) any research instrument with a correlation coefficient between 0.7 and 1.0 is accepted as reliable enough. The reliability of the two instruments was 0.9 which meant that the instruments were reliable.

3.6 Data Collection Procedure

A research permit to conduct the study was obtained from the National Council of Science and Technology and presented to the headteachers in all the schools in Miharati Division, Kipipiri District. The respondents involved were informed in writing (appendix 2).The researcher then issued the instruments to the respondents from the sampled schools and then picked them on the agreed time.

3.7 Data Analysis Technique

According to Kombo and Tromp (2006) this involves examining what has been collected in a survey or experiments and making deductions and inferences. In using Likert and Likert (1976) rating scale technique, frequencies for rating the three leadership styles of headteachers were assigned scale values.

Using descriptive analysis coded data was entered into the computer using statistical package for social sciences (SPSS) where it was developed into a data base and analyzed. Findings were presented in tables, charts, graphs and inferential statistics such as the regression models. Both quantitative and qualitative data was generated. Descriptive statistics was used to analyze quantitative data by using mean scores, frequencies and percentages presented in tables, charts and graphs.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter discusses the interpretation and presentation of the findings on the influence of head teachers' leadership styles on pupils' performance in KCPE examination in public primary schools. The researcher made use of frequency tables and percentages to present data. The findings are presented as follows: Questionnaire response rate, background information of the respondents, Pupils performance in KCPE (2007-2011) of the schools that responded, Headteachers opinion on leadership skills, Teachers opinion on leaderships styles, Headteachers leadership styles as perceived by teachers, Relationship between performance and leadership styles and finally the Summary of the findings

4.2 Questionnaires return rate

The returned questionnaires were from 142 teachers and 24 headteachers. Analysis and data interpretation was based on these returns.

Table 4.1 Questionnaire Response Rate

Response	Head teachers		Teachers	
	Frequency	% response rate	Frequency	% response rate
Non response	4	14.3	26	15.5
Actual respondents	24	85.7	142	84.5
Targeted respondents	28	100.0	168	100.0

In the Table 4.1 the response rate for teachers was 84.5% and the response rate for headteachers was 85.7%. It was found to be satisfactory for analysis to draw a valued conclusion. This also complied with Mugenda and Mugenda (2003) who suggested that for generalization a response rate of 50% is adequate for analysis and reporting, 60% is good and a response rate of 70% and over is excellent.

4.3 Demographic Data

The respondents were asked to indicate their gender, age, highest academic/professional qualification and number of years they have served as teachers and also as headteachers.

4.3.1 Gender of respondents

The study sought information on gender of respondents in order to find out the representation of both sexes and whether there is a fair distribution. Data obtained from the field was analyzed and presented in table 4.2

The gender of both the headteachers and teachers is presented in table 4.2.

Table 4.2 Gender of respondents

	Head teachers		Teachers	
	Frequency	Percent (%)	Frequency	Percent (%)
Female	2	8.3	67	47.2
Male	22	91.7	75	52.8
Total	24	100.0	142	100.0

The shows that majority of the headteachers were male 22(91.7%) while female were just 2(8.3%). The study further revealed that majority of the teachers were male 52.8% while female were 47.2%. This may be attributed to the fact that majority of the leadership position in Kenya are mainly held by men. Smyth (1998) argued that while many women teachers concentrate on child rearing tasks, there is preparation of male teachers in appropriate administration and organizational tasks in the five years of teaching.

4.3.2 Age of headteachers and teachers

The headteachers and teachers were asked to indicate their age because according to Hughees (1994), age affects the efficiency and performance of an individual. Young teachers take time to settle down to their career as they seek for better paying jobs and therefore do not take their responsibilities and duties seriously. They need to be followed by their head teachers.

The result of headteachers age and teachers' age was as shown in table 4.3.

Table 4.3 Age of headteachers and teachers

Age category	Head teachers		Teachers	
	Frequency	% response rate	Frequency	% response rate
24yrs and Below	0	0	9	6.4
31-35 years	0	0	26	18.3
36-40 years	6	25.0	43	30.3
41-45 years	8	33.3	32	22.5
46-50 years	7	29.2	22	15.4
51years and above	3	12.5	10	7.1
Total	24	100.0	142	100.0

The study sought to know the age of the headteachers and found that none of the headteachers was of age below 35 years while the majority of the head teachers are of age between 41-45 years which is represented by 33.3%. The study further sought to know the age of the teachers and found it to be as follows 24yrs and below, 31-35 years, 36-40 years, 41-45 years, 46-50 years and 51years and above were 5.32%, 18.3%, 30.2%, 19.1%, 15.1%, and 7.1%

respectively. This shows that, majority of the teachers fall under the age bracket of 36-40 years.

4.3.3 Teaching Experience of respondents

The headteachers and teachers were asked to indicate their teaching experience in order to check whether it contributed to the poor performance in KCPE. According to Hughes (1994), teachers and head teachers who have just began teaching need moral support, guidance and feedback from experienced teachers on curriculum and lesson planning experience in order to produce good results and the results are as shown in table 4.4.

Table 4.4 Teaching Experience of respondents

Teaching Experience	Head teachers		Teachers	
	Frequency	Percent (%)	Frequency	Percent (%)
Below 1 year	0	0	0	0
2-5 years	0	0	21	14.7
6-10 years	2	8.3	46	32.4
11-15 years	5	20.8	49	34.5
16-20 years	11	45.8	18	12.7
21 years and above	6	25.1	8	5.7
Total	24	100.0	142	100.0

The study shows that none of the headteachers had a teaching experience of below 5 years majority had a teaching experience of 16 – 20 years indicating that almost all of them are qualified to lead these schools.

The teachers had different teaching experience but majority had a teaching experience of 11 – 15 years. This also shows that the teaching experience of the teachers is not one of the contributory factors of poor performance in Miharati Division.

4.3.4 Experience as a headteacher

According to Asunda (1983) administrative experience is one of the variables that influence leadership style.

The number of years that the headteachers have served in that position is as shown in table 4.5

Table 4.5 Experience as a headteacher

Headteachers leadership experience was as indicated in table 4.5

Number of years	Frequency	Percentage (%)
Below 1 year	0	0
2-5 years	4	16.7
6-10 years	15	62.5
11-15 years	3	12.5
16-20 years	2	8.3
21 years and above	0	0
Total	24	100.0

Headteachers leadership experience was as follows 2 – 5 years 16.7%, 6 – 10 years 62.5%, 11 – 15 years 12.5% and 16 – 20 8.3%. This again shows from above that the headteachers have enough experience to lead the schools.

4.3.5 The academic/professional qualification of the headteachers and teachers

The academic/professional qualification of the headteachers and teachers was as shown in table 4.6

Table 4.6 Academic/professional qualification of the headteachers and teachers

Qualification	Head teachers		Teachers	
	Frequency	Percent(%)	Frequency	Percent(%)
P1	3	12.5	63	44.4
ATS IV	4	16.7	42	29.6
Diploma/ATS 1	11	45.8	24	16.9
B.Ed	6	25	13	9.1
Total	24	100.0	142	100.0

From Table 4.6, (45%) of the headteachers had ATS 1 /diploma in Education followed by B.Ed who were (25%) ATS IV who were (16.7%) and finally P1s were (12.5%). This can be attributed to promotion through the scheme of service after teaching experience of fifteen years and above and the current teachers proficiency course which guarantees one to be promoted to the next grade after attendance.

However as per the TSC current regulation that primary school head teachers must have a degree in order to qualify as a headteacher, most of them have not yet attained the required qualification. On the other hand most of the teachers 44.4% have P1 qualification followed by ATS IV (29.6%), diploma in education / ATS 1(16.9%) and finally B.Ed (9.1%). This shows that the teacher have the required qualifications to teach in these schools.

4.4 Pupils performance in K.C.P.E from 2007 – 2011

K.C.P.E examination is a critical evaluation tool for educational performance of primary education. The pupils' performance in K.C.P.E for the schools that responded was as shown in Table 4.7

Table 4.7 Pupils Performance in K.C.P.E

Centre No.	Mean Average Score (2007-2011)
1	253.5
2	237.7
3	249.3
4	241.4
5	249.7
6	234.2
7	245
8	226.9
9	252.9
10	248.8
11	227.1
12	236.9
13	227.8
14	226.9
15	235.6
16	235.6
17	232.1
18	226.5
19	243.4
20	223.9
21	237.1
22	228.5
23	213.8
24	235.6
Overall average mean score	236.3

From Table 4.7, for the last five years only two schools managed to get an average mean score of 250 marks and above. The average mean score for the schools that responded in the division was 236.3 marks minimum requisite marks for transition from primary school to a district day secondary school is 250 marks and above. Entry marks for provincial and national schools are much higher than 300 marks. Hence it is clear that the division has been performing poorly for the last 5 years for only two schools managed to score 250 marks and above.

4.5 Headteachers opinion on leadership styles

The headteachers gave the following opinions to the items on their questionnaire. The items were divided into two item 1 – 20 was used to measure autocratic and democratic leadership style. A mean score of 1- 2.9 showed autocratic leadership style while a mean score of 3.0 – 4.9 showed democratic leadership style. Items 21 -30 were used to measure laissez-faire leadership style. The items were analysed one by one to measure the style. Table 4.8 shows the mean scores and the standard deviation of the headteachers self perception on leadership styles. The following key was also used:

- | | |
|-----------------|-----------|
| 1- Never | 4- Often |
| 2- Rarely | 5- Always |
| 3- Occasionally | |

Table 4.8 Headteachers' opinions on leadership styles

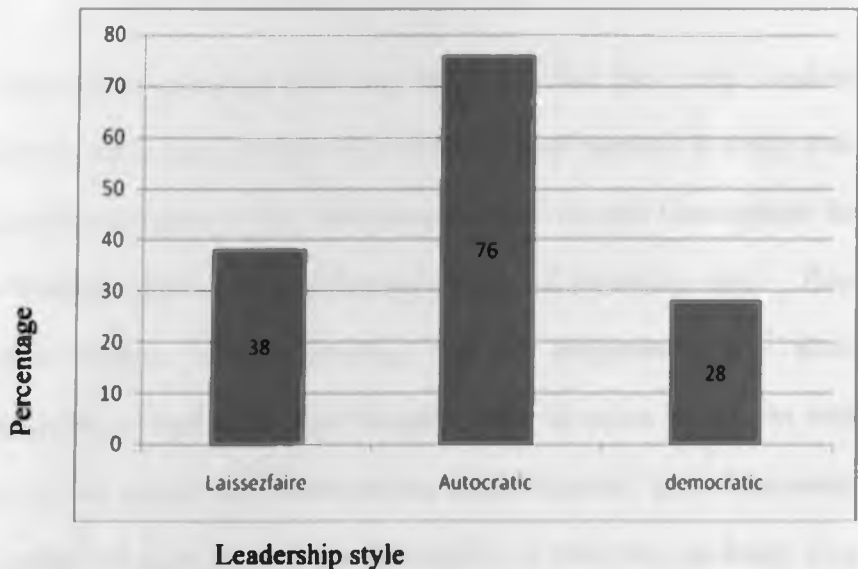
ITEM	Leadership Behaviour	MEAN	STD DEV.
1	Are you friendly and easy to dialogue with?	3.8	0.1
2	Are you a good listener to your group despite holding different opinion with the members of staff in discussion?	3.9	0.2
3	Do you show understanding of staff view point though holding divergent view point with them?	2.6	0.2
4	Do you patiently encourage staff to frankly express their view points?	3.4	0.2
5	Do you express confidence in staff members regardless of disagreeing with them?	1.7	0.2
6	Do you genuinely share information with staff members?	2.4	0.2
7	Do you encourage the members of staff to openly express their feelings?	2.1	0.2
8	Do you expect the best from staff?	4.5	0.2
9	Do you expect high quality work from self?	4.4	0.1
10	Do you encourage members of staff to initiate new and creative ideas to benefit them and the school as a whole?	2.1	0.1
11	Are you a risk taker (tries new ideas in dealing with situations)?	3.8	0.2

12	Are you open to criticisms by members of staff?	1.6	0.2
13	Do you treat everybody equally?	3.5	0.1
14	Do you accept any error like any other member of staff?	2.8	0.2
15	Do you Welcome the staff members to question matters related to staff affairs?	3.4	0.1
16	Are you patient with staff members towards schools' goals attainment?	3.1	0.2
17	Do you allow staff members to take center stage in discussion and reach at a decision as a collective whole?	3.8	0.2
18	Do you use 'we' or 'our' and not 'I' head teacher or 'my' school, staff?	3.8	0.2
19	Do you acknowledge all members efforts towards goal attainment in school affairs?	3.7	0.3
20	Do you readily accept even unwanted blame for failure or mistakes in the school?	3.5	0.2
21	Do you initiate and direct goals for the staff?	4.7	0.1
22	Do you pay attention to individual's interests in their work place?	3.9	0.2
23	Are you less concerned about group performance towards attainment of school goals?	1.9	0.5
24	Are you concerned with the staff welfare?	3.7	0.2
25	Do you govern the group through non-intervention of what they are doing?	2.7	0.2

26	Do you supervise teachers in their teaching/ learning assignments?	3.1	0.2
27	Do you enhance indiscipline due to non-provision of direction to staff members in doing their work?	1.6	0.2
28	Do you suppress new ideas from members of staff?	1.2	0.2
29	Do you pass the blame on others for failure or mistakes which contribute to low performance in school?	3.4	0.1
30	Do you believe in yourself and others in attaining good performance?	4.6	0.2

Using table 4.8 the headteachers leadership styles percentage was as follows: Democratic leadership style 65%, autocratic leadership style 25% and laissez-faire leadership style 10%. The percentages of the leadership styles are presented using figure 4.2 as follows:

Figure 4.1 Headteachers' opinions on leadership styles



From the above figure most of the headteachers perceived their leadership style as democratic and less autocratic. They indicated that they often treat everybody equally; acknowledge all members efforts towards goal attainment in school affairs; are friendly and easy to dialogue with; are risk taker; and they expect high quality work from self. Each had a mean score of 3.6, 3.7, 3.8, 3.8, and 4.4, respectively.

The head teachers pointed out that they always expect the best from the staff, believe in themselves and others in attaining good performance and initiate and direct goals for the staff, each of the factor had a mean score of 4.6, 4.5 and 4.7 respectively. The head teachers further indicated that they express confidence in staff members regardless of disagreeing with them; they encourage members of staff to initiate new and creative ideas to benefit them and the school as a whole they encourage the members of staff to openly express their feelings and genuinely share information with staff members.

On Laissezfaire leadership style they responded that they never enhance indiscipline due to non-provision of direction to staff members in doing their work and do not suppress new ideas from members of staff. Occasionally the head teachers agreed on the following aspects of leadership style. They supervise teachers in their teaching/ learning assignments; they show understanding of staff view point though holding divergent view point with them; they are patient with staff members towards schools' goals attainment; they govern the group through non-intervention of what they are doing; they accept any error like any other member of staff; they allow staff members to

take center stage in discussion and reach at a decision as a collective whole, they use 'we' or 'our' and not 'I' head teacher or 'my' school, staff; they pay attention to individual's interests in their work place and they are good listeners despite holding different opinions with the members of staff in discussion; they welcome the staff members to question matters related to staff affairs and they patiently encourage staff to frankly express their view points.

4.6 Teachers Opinions on Leadership Styles

To determine the perceptions of teachers towards Miharati Division head teachers' leadership styles, the mean behaviour score for responses in all the items was computed. The mean scores obtained gave an overall perception of leadership behaviour for each item.

The questionnaire for teachers was divided into two parts. Part one had items 1 – 20 while part two had items 21 – 30. Part one was used to measure autocratic and democratic leadership styles. A mean score of 1 – 2.9 was interpreted to mean autocratic leadership style while a mean score of 3 – 4.9 showed democratic leadership style. Items on the second part were used to measure laissez-faire leadership style and analyzed one by one. Table 4.9 shows the mean score and standard deviation of teachers' opinions on leadership styles.

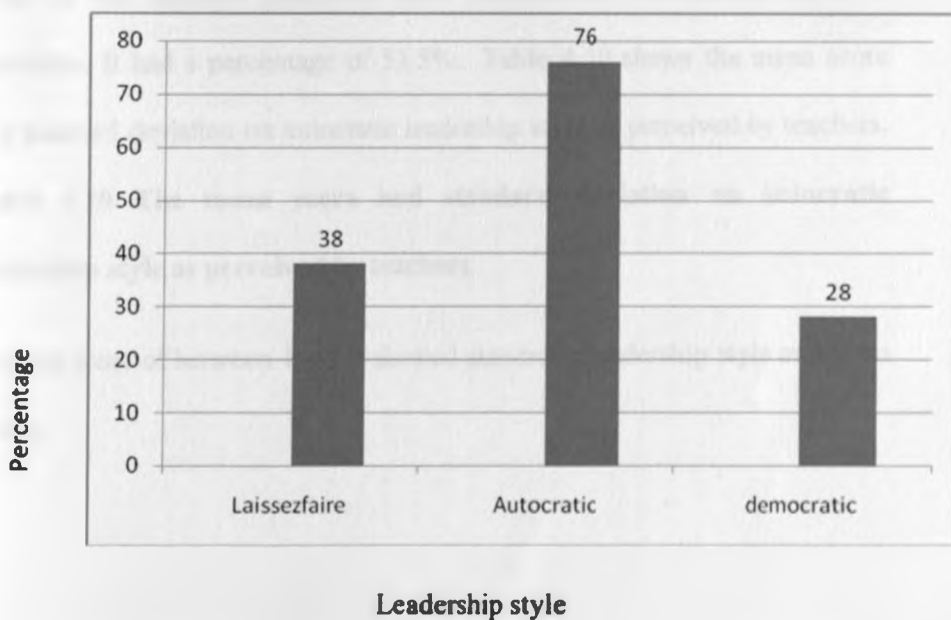
Table 4.9 Teachers Opinions on Leadership Styles

No	Leaders behavior	Mean	Std. Dev.
1.	Is he friendly and easy to dialogue with?	2.8	0.1
2.	Is he a good listener to you and others even when he/she holds a different opinion with you and others?	2.7	0.2
3.	Does he show understanding of your view point and can state it well even when he/she holds a different point of view?	2.7	0.2
4.	Does he patiently encourage you and others to frankly and fully express your view points?	2.4	0.2
5.	Does he express confidence in you and others and frankly share information?	1.7	0.2
6.	Does he encourage you and others to openly express feelings?	2.4	0.2
7.	Does he expect the very best from you?	4.5	0.1
8.	Does he expect high quality work from himself/herself?	3.5	0.2
9.	Does he encourage you and others to initiate new ideas?	2.4	0.1
10.	Is he a risk taker (tries new ideas in dealing with situations)?	1.9	0.1
11.	Does he hate to be appraised by staff member?	3.8	0.2
12.	Does he treat everybody equally?	2.6	0.2
13.	Does he accept that he is capable for making mistakes?	3.4	0.1
14.	Does he welcome questions from the staff members in matters related to school affairs?	3.1	0.2
15.	Is he patient with the progress of the teachers towards goals attainment?	2.4	0.1
16.	Does he allow you and others to take the centre stage when discussing school matters?	2.6	0.2
17.	Is he fond of using "we" or "our" and not "I" head teacher or "My" school, staff?	2.1	0.2
18.	Does he unreservedly acknowledge all members efforts towards goal attainment in school affairs?	2.8	0.1
19.	Does he shoulder neatly and unwarranted blame for failure or mistake in the school?	3.7	0.2
20.	Does he allow you and the rest to arrive at a decision as a collective whole?	1.7	0.2
21.	Does he initiate and direct goals for the staff?	3.5	0.1
22.	Does he pay attention to individuals' interests in school?	1.9	0.2

23.	Is he concerned about group performance towards the attainment of school goals?	2.9	0.5
24.	Is he concerned with the staffs' welfare?	2.7	0.2
25.	Does he govern group with non-intervention (complete freedom)?	1.1	0.2
26.	Does he supervise teachers in their teaching/learning assignment?	2.5	0.2
27.	Does he enhance indiscipline due to non-provision of direction and structure to staff members in doing their work?	3.4	0.1
28.	Does he suppress new ideas from the members of staff?	4.1	0.2
29.	Does he pass the blame to others for failure or mistakes of low performance in school?	4.5	0.1
30.	Does he belief in the members of staff and even in himself/herself in attaining good performance?	2.6	0.1

Using table 4.8 the percentages of the headteachers' leadership styles as perceived by teachers were as shown in the figure 4.2

Figure 4.2 Headteachers' leadership styles as perceived by teachers



From the above most of the teachers perceived their headteachers leadership style as autocratic followed by laissez-faire and less democratic.

The teachers indicated that the head teachers encourage them to openly express their feelings; and they don't shoulder neatly and unwarranted blame for failure or mistake in the school.

According to the teachers opinions the head teachers rarely allowed them to arrive at a decision as a collective whole, express confidence in them and frankly share information. They rarely pay attention to individuals' interests in school; rarely take risks and use "we" or "our" and not "I" head teacher or "My" school, staff. They rarely encourage teachers to initiate new ideas and to frankly and fully express their view points.

4.7 Autocratic leadership style as perceived by teachers

Most of the teachers perceived their headteacher's leadership style as autocratic. It had a percentage of 53.5%. Table 4.10 shows the mean score and standard deviation on autocratic leadership style as perceived by teachers.

Table 4.10 The mean score and standard deviation on autocratic leadership style as perceived by teachers

A mean score of between 1 – 2.9 showed autocratic leadership style as shown below.

No	Leaders behavior	Mean	Std Dev.
1.	Is he friendly and easy to dialogue with?	2.8	0.1
2.	Is he a good listener to you and others even when he/she holds a different opinion with you and others?	2.7	0.2
3.	Does he show understanding of your view point and can state it well even when he/she holds a different point of view?	2.7	0.2
4.	Does he patiently encourage you and others to frankly and fully express your view points?	2.4	0.3
5.	Does he express confidence in you and others and frankly share information?	1.7	0.2
6.	Does he encourage you and others to openly express feelings?	2.4	0.3
7.	Does he expect the very best from you?	4.5	0.1
9.	Does he encourage you and others to initiate new ideas?	2.4	0.1
10.	Is he a risk taker (tries new ideas in dealing with situations)?	1.9	0.1
12.	Does he treat everybody equally?	2.6	0.2
15.	Is he patient with the progress of the teachers towards goals attainment?	2.4	0.2

16.	Does he allow you and others to take the center stage when discussing school matters?	2.6	0.3
17.	Is he fond of using “we” or “our” and not “I” head teacher or “My” school, staff?	2.1	0.3
18	Does he unreservedly acknowledge all members efforts towards goal attainment in school affairs?	2.8	0.1
20	Does he allow you and the rest to arrive at a decision as a collective whole?	1.7	0.2

All the above items showed autocratic leadership style by having a mean score of between 1 – 2.9

4.8 Democratic leadership style of the headteachers as perceived by teachers

A mean score of between 3- 4.9 was used to show democratic leadership style. Some teachers (19.7%) perceived their headteachers leadership style as democratic as shown in the table 4.11. Teachers indicated that their headteachers accepts that they are capable of making mistakes, expects high quality work from themselves hates to be appraised and welcomes questions from staff members in matters related to school affairs. Table 4.11 shows the mean score and standard deviation for each of the items.

Table 4.11 Democratic leadership style of the headteachers as perceived by teachers

No	Leaders behavior	Mean	Std Dev.
8.	Does he expect high quality work from himself/herself?	3.5	0.3
11.	Does he hate to be appraised by staff member?	3.8	0.2
13.	Does he accept that he is capable for making mistakes?	3.4	0.1
14.	Does he welcome questions from the staff members in matters related to school affairs?	3.1	0.2
19.	Does he shoulder neatly and unwarranted blame for failure or mistake in the school?	3.7	0.3

Each of the above items showed democratic leadership style by scoring a mean score of between 3 – 4.9.

4.9 Laissezfaire leadership style as perceived by teachers.

Items 21 – 30 were used to measure laissez-faire leadership style and they were interpreted one by one from the teachers' questionnaire. The following key was used to interpret the items. 1 – Never, 2 – Rarely, 3 – Occasionally, 4 – Often and 5 – Always. The items that showed that the headteachers employed laissez-faire leadership style were as shown in table 4.12.

Table 4.12 Laissez-faire leadership style as perceived by teachers.

The table shows that teachers (26.8%) perceived their headteachers' leadership styles as Laissez-faire.

No	Leaders behavior	Mean	Std Dev.
22.	Does he pay attention to individuals' interests in school?	1.9	0.2
23.	Is he concerned about group performance towards the attainment of school goals?	2.9	0.6
24.	Is he concerned with the staffs' welfare?	2.7	0.2
26.	Does he supervise teachers in their teaching/learning assignment?	2.5	0.2
27.	Does he enhance indiscipline due to non-provision of direction and structure to staff members in doing their work?	3.4	0.2
29	Does he pass the blame to others for failure or mistakes of low performance in school?	4.5	0.1
30.	Does he belief in the members of staff and even in himself/herself in attaining good performance?	2.6	0.1

Most of the teachers indicated that headteachers do not pay attention to individuals' interests in school and are rarely concerned about their performance towards the attainment of school goals and staffs' welfare. They rarely supervise them in their teaching/learning assignment, enhance indiscipline due to non-provision of direction and structure to them in doing

their work, and pass the blame to others for failure or mistakes of low performance in school and rarely belief in the members of staff and even in themselves in attaining good performance.

4.10 Relationships between performance in mean score and headteachers leadership styles

The average mean score of each of the 24 participating schools was calculated and compared with the exhibited leadership style employed. Schools with similar leadership style were grouped together and their averages mean score performance in KCPE for the last five years calculated. Table 4.13 shows the relationship between leadership styles and pupils performance.

Table 4.13 Relationship between leadership styles and the average mean score of the pupils' performance for the last five years (2007-2011).

Leadership style	Frequency	Mean Average Marks
Democratic	5	249.3
Autocratic	13	236.6
Laissezfaire	6	224.6
Out of	24	500

Democratic leadership styles had higher average marks in comparison with the others. Laissezfaire leadership style had the lowest mean average marks.

The overall average meanscore for the division for a period of five years (2007 - 2011) was found to be 236.3 out of the possible 500 mean score. The results show that pupils' performance in KCPE in public primary schools in Miharati

Division, Kipipiri District is poor since it is below the average meanscore of 250 marks.

The headteachers rated their leadership style as democratic while the teachers rated their headteachers style of leadership as autocratic and sometimes laissez-faire. The teachers are the majority and they are mostly the ones who are involved in the teaching/learning process. As a result of their dissatisfaction with their headteachers leadership style they may end up being ineffective in their teaching and hence affecting the pupils' performance in K.C.P.E. The researcher therefore concluded that headteachers leadership styles influenced pupils' performance in K.C.PE in Miharati Division, Kipipiri District.

4.11 Summary of the findings

The results of the findings revealed that majority of the teachers (53.5%) perceived their headteacher's leadership style as autocratic while the headteachers (65%) perceived their leadership style to be democratic. It is clear that the headteachers' leadership styles influenced pupils performance in K.C.P E in Miharati Division, Kipipiri District.

From the study results, the researcher deduces that the leadership style employed by majority of the headteachers in public primary schools of Miharati Division, Kipipiri District, was mainly autocratic and less democratic leadership style. This contributed to the poor performance of the schools in the Division. This concurs with the findings of Kimacia (2007) who observed that

there was a significant relationship between leadership styles and students' performance. However the study contradicts with Njuguna (1998) and Kithia (2010) who concluded that there was no significant relationship between leadership styles and students' performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study and the conclusions drawn from the findings of the study. Finally recommendations are made from the findings and suggestions for further research presented.

5.2 Summary of the key findings

The purpose of the study was to investigate whether headteacher leadership style had any influence on pupils' performance in KCPE in public primary schools in Miharati Division, Kipipiri District. The objectives of the study were: to establish headteachers' leadership styles as perceived by the teachers in public primary schools in Miharati Division, Kipipiri District, to determine the extent to which headteachers' autocratic leadership style influences performance of pupils in KCPE in Miharati Division, Kipipiri District, to determine the extent to which the headteachers' democratic leadership style influences performance of pupils in KCPE in Miharati Division, Kipipiri District and to determine the extent to which the headteachers' laissez-faire leadership style influences performance of pupils in KCPE in Miharati Division, Kipipiri District.

The study used ex post facto research design and the target population of 30 public primary schools in Miharati Division, Kipipiri District. Out of the sample size of 28 headteachers and 168 teachers, 24 headteachers and 142

teachers responded. The study used split half technique and a correlation coefficient of 0.9 was obtained during the pilot study. Descriptive statistics were used to analyse data to give the percentages, frequencies and means. Data presented helped to explain the relationship between the variable of the study. Computer software that uses statistical package for social sciences (SPSS) was used for analysis. The findings were:

The study showed that majority of teachers (53.5%) perceived headteachers leadership styles as autocratic. Quite a number (26.8%) perceived their headteachers leadership styles as Laissezfaire and a few of them (19.7%) exhibited democratic leadership styles.

Autocratic leadership style influenced pupils' performance in KCPE in Miharati Division whereby the average mean score for the schools that the style was practiced was 236.6 marks. This is below the average mean score mark of 250 marks out of the possible 500 marks.

Democratic leadership style was found to have influence on pupils' performance in KCPE in the schools where the style was exhibited. The average mean score was 249.3 marks which are almost equal to 250 marks. This was found to be better than in the other schools where autocratic and Laissezfaire leadership styles were practised.

Laissezfaire leadership style had a negative influence on pupils' performance in KCPE in Miharati Division. The average mean score for the schools where the style was practiced for the last five years was 224.6 marks which is far much below the average mean mark of 250 marks.

The study established that autocratic head teachers dominate teachers and suppress new ideas from them. They rarely allow teachers to arrive at a decision as a collective whole and share information. The study established that democratic headteachers show understanding of the staff view points and also allow teachers to take centre stage in discussion. They involve teachers in decision making which is an important aspect for good pupils' performance.

Laissezfaire headteachers on the other hand, enhance indiscipline due to non-provision of direction and structure to staff members in doing their work. Discipline is one of the key factors for improved performance.

The study concurs with the early study by Harris (2004) which asserts that successful leadership in schools have resulted in higher levels of both students attainment and achievements, emphasizing the importance of distributed leadership. Okoth, (2000) found out that headteachers' who were rated as being democratic had higher performance index than autocratic headteachers while Kagwiria,(2009) found out that headteachers' leadership styles had a direct relationship with students' academic performance.

5.3 Conclusion

The study concludes that majority of headteachers (53.5%) in public primary schools in Miharati Division Kipipiri District practised autocratic leadership style. Democratic leadership style (19.7%) was the least practised style in these public primary schools. Laissezfaire leadership styles was also practiced by some headteachers (26.8%).

In the schools where democratic style was exhibited, performance was slightly higher than in the other schools where the other styles were practiced. Performance was very poor in the schools where laissez-faire leadership style was exhibited. Performance was not also good in the schools where autocratic style was practiced. From the study results, the researcher concludes that headteachers leadership styles influences pupils' performance in KCPE in Miharati Division Kipipiri District. Headteachers should embrace democratic leadership style for better performance. Use of Autocratic and laissez-faire leadership styles by headteachers should highly be discouraged.

5.4 Recommendations

The Ministry of Education should support headteachers by providing frequent and vigorous training programmes aimed at increasing efficiency and effectiveness in school management. The Ministry can also organize seminars and workshops for headteachers aimed at making them understand leadership skills better. Leadership skills are a prerequisite for better academic performance.

Teachers Service Commission (T.S.C) should appoint headteachers on the bases of their academic/professional qualification. Only a few headteachers from the Division have a Bachelors degree in Education.

After the appointment of a headteacher, T.S.C should continue monitoring the performance of the headteacher by checking the progress of pupils' performance in K.C.P.E and giving feedback to the headteacher.

Kenya Education Management Institute (K.E.M.I) should frequently organize in service courses on leadership for headteachers.

Headteachers should upgrade their educational qualifications to equip themselves with sufficient skills, knowledge and good mastery of content.

This will make them better teachers and therefore enhance good performance of pupils in KCPE.

5.5 Suggestions for further research

- i. A study can be carried out on pupils' perception of their head teacher's leadership style and its influence on their performance in KCPE.
- ii. Research can be carried out on the influence of head teachers' jobs satisfaction on pupils' performance in KCPE.
- iii. A study can be carried out on the effects of understaffing, community participation in school matters and lack of learning resources on pupils' performance in KCPE.
- iv. Similar studies to the current one can be conducted in other districts to compare the findings.

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APPENDICES

APPENDIX 1

LETTER OF INTRODUCTION

Mwaniki Jane Wangui,
University of Nairobi,
P.O Box 92,
Kikuyu.

Headteacher,

.....school

Dear Sir/Madam,

RE: RESEARCH

I am a post graduate student pursuing master of education degree in the University of Nairobi in the department of education administration and planning. I am conducting a research on the influence of head teachers' leadership styles on pupils' performance in K.C.P.E in Miharati Division, Kipipiri District.

Kindly and honestly respond to all the items of the questionnaire. The questionnaire is basically for research purposes only and hence utmost confidentiality of identity will be observed. Please do not write your name and the name of your school anywhere on the questionnaire.

Thank you in advance for your anticipated co-operation.

Yours faithfully

JANE MWANIKI

APPENDIX II

HEADTEACHERS' QUESTIONNAIRES

The questionnaire is designed in two parts that is A & B

Kindly indicate the correct option by ticking in the appropriate box provided.

1. Gender : Male Female
2. Age : 24yrs and Below 25-30years 31-35 years
36-40 years 41-45 years 46-50 years 51years and above
3. Kindly indicate your highest academic and professional qualification
EAACE K.C.E KCSE PI ATS IV
Diploma in education/ATS I B.ED M.ED
any other specify
4. Please indicate your teaching experience
Below 1-year 2-5 years 11-15 years
6-10 years 16-20 years 20years and above
5. Kindly indicate your experience as a head teacher
Below 1 year 11-15 years 2-5 years
16-20 years 6-10 years 21 years and above
6. Indicate the size of your school in terms of enrolment
Boys Girls Pupils Population
7. K.C.P.E performance between 2007 - 2011 for your school.

Year	2007	2008	2009	2010	2011
Average marks					

Part B profile of own behavior (form OB)

Key

- 1 – Never 2 – Rarely 3 – Occasionally
 4 – Often 5 – Always

Please show by putting a tick { } in the appropriate column the extent to which you feel the following statement corresponds to your leadership behavior.

	Leadership behavior	perception				
		1	2	3	4	5
1	Are you friendly and easy to dialogue with?					
2	Are you a good listener to your group despite holding different opinion with the members of staff in discussion?					
3	Do you show understanding of staff view point though holding divergent view point with them?					
4	Do you patiently encourage staff to frankly express their view points?					
5	Do you express confidence in staff members regardless of disagreeing with them?					
6	Do you genuinely share information with staff members?					
7	Do you encourage the members of staff to openly express their feelings?					
8	Do you expect the best from staff?					

9	Do you expect high quality work from self?					
10	Do you encourage members of staff to initiate new and creative ideas to benefit them and the school as a whole?					
11	Are you a risk taker (tries new ideas in dealing with situations)?					
12	Are you open to criticisms by members of staff?					
13	Do you treat everybody equally?					
14	Do you accept any error like any other member of staff?					
15	Do you Welcome the staff members to question matters related to staff affairs?					
16	Are you patient with staff members towards schools' goals attainment?					
17	Do you allow staff members to take centre stage in discussion and reach at a decision as a collective whole?					
18	Do you use 'we' or 'our' and not 'I' head teacher or 'my' school, staff?					
19	Do you acknowledge all members efforts towards goal attainment in school affairs?					
20	Do you readily accept even unwanted blame for failure or mistakes in the school?					
21	Do you initiate and direct goals for the staff?					
22	Do you pay attention to individual's interests in their work place?					
23	Are you less concerned about group performance					

	towards attainment of school goals?					
24	Are you concerned with the staff welfare?					
25	Do you govern the group through non-intervention of what they are doing?					
26	Do you supervise teachers in their teaching/ learning assignments?					
27	Do you enhance indiscipline due to non-provision of direction to staff members in doing their work?					
28	Do you suppress new ideas from members of staff?					
29	Do you pass the blame on others for failure or mistakes which contribute to low performance in school?					
30	Do you believe in yourself and others in attaining good performance?					

Thank you for being honest and responding to all the items

APPENDIX IV

K.C.P.E PERFORMANCE FROM 2007 – 2011 FOR MIHARATI DIVISION, KIPIPIRI DISTRICT

SCHOOL	2007 M.S.S	2008 M.S.S	2009 M.S.S	2010 M.S.S	2011 M.S.S
TURASHA	215.88	219.97	258.40	287.89	285.439
RIRICHUA	198.26	231.63	245.12	236.45	277.13
MIGAA	204.71	246.03	241.91	277.56	276.448
GITHIORO	205.87	217.85	241.09	270.17	271.78
KIMBO	251.3	247.77	239.80	242.3	267.2
KARIARA	163.57	234.71	238.70	269.73	264.379
BONDENI	207.59	255.76	234.42	263	263.975
MANUNGA	220.32	198.52	232.12	219.96	263.563
KANYUA	236.57	260.57	231.97	272.79	262.696
RUTUMO	234.50	255.40	231.80	261.51	260.723
KABATI	217.91	211.60	230.93	214.4	260.579
GIFWE	222.56	201.78	230.26	270.53	259.709
MUMUI	185.16	214.56	229.75	251.7	258.111
KIMURU	211.76	233.05	226.54	205.52	257.9
MAHINGA	221.33	233.77	224.88	242.72	255.115
KARURI	224.46	235.05	224.71	237.63	256.26
KIPIPIRI	208.90	218.76	222.06	255.58	255.375
KAHIGA	232.80	212.80	221.80	210.57	254.591
MACHINERY	232.79	202.47	221.77	305.6	254.353
MAIINDU	203.02	205.00	219.52	240.29	251.77
NJOMO	245.94	260.40	217.79	212.52	248.409
ST PETERS	197.36	231.81	217.59	247.53	248.27
JURA	176.11	174.77	207.42	262.62	248.192
MARA	221.94	216.40	205.85	286.59	247.214
IHIGA	208.71	213.42	197.00	268.06	247.01
MAHEWA	205.11	217.80	189.76	229.25	246.909
KAMAHIA	176.64	179.97	182.59	253.25	246.881
GATHIRIGA	213	181.00	172.41	215.11	245.6

APPENDIX V

RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 219420
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/14/012/751**

20th June 2012
Date:

Jane Wangui Mwaniki
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 Kenya Certificate of Primary Education (KCPE) in Miharati Division, Kipipiri District, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in Kipipiri District for a period ending 31st July, 2012.

You are advised to report to the **District Commissioner and the District Education Officer, Kipipiri 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
Kipipiri District.