

INFLUENCE OF HEADTEACHERS' LEADERSHIP STYLES ON
STUDENTS PERFORMANCE IN KENYA CERTIFICATE OF
SECONDARY EDUCATION IN NANDI SOUTH DISTRICT, KENYA

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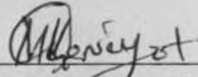
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DECLARATION


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



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

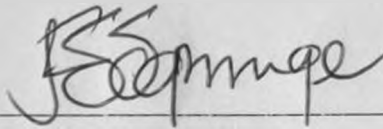


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DEDICATION

I dedicate this work to my wife Dinah Cheruiyot and to our lovely children: Brian, Tonny, Lydia and Joy for their support and patience.

ACKNOWLEDGEMENTS

First and foremost is my gratitude to God almighty for granting me good health to undertake this study. I wish to express my heartfelt gratitude to all the University of Nairobi lecturers who participated in the course of my study. Special thanks to go to my project supervisor: Mr. Edward Kanori and Mr. Ferdinand Mbeche for their consistent guidance, understanding and encouragement. My appreciation goes to all headteachers and teachers who participated in providing information for the study.

I also acknowledge my family members; that is my mother Emily, brother and sisters for their moral support to my lovely wife Dinah Cheruiyot and to our lovely children: Brian, Tonny, Lydia and Joy for their support and patience and for forgoing my love and care while I was studying. I also thank my classmates Mourice Omondi, Alfred Otieno and Thomas Bogonko for their moral support. To all who made this work a success, I say thank you very much.

God bless you all.

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LIST OF ABBREVIATIONS

ASK	-	Ability, Skills and Knowledge
ATS	-	Approved Teachers Scale
BOG	-	Board of Governors
KCSE	-	Kenya Certificate of Secondary Education
KESI	-	Kenya Educational Staff Institutes
M.Ed	-	Master of Education
SPSS	-	Statistical Package for Social Sciences
TSC	-	Teachers Service Commission
UNESCO	-	United Nations Educational and Scientific Cultural Organisation
USA	-	United State of America

ABSTRACTS

The purpose of this study was to investigate the effects of head teachers' leadership styles on KCSE performance in public secondary schools in Nandi South district. The study was guided by the following objectives: to establish the effect of headteachers autocratic leadership style on student's performance in KCSE examinations in Nandi South District in Kenya, to examine the influence of headteachers democratic style in students performance in KCSE and to establish the effect of Laissez – faire leadership style on students' performance in KCSE in Nandi South District.

The study was based on McGregor Theory X and theory Y which was put forward by McGregor (1960) to describe how managers view their subordinates. The study used descriptive survey design. Target population in this study consisted of 35 principals and 420 teachers. Simple random sampling was employed to select 20 schools from the 35 secondary schools in Nandi South District to participate in the study. The study sample comprised of 20 head teachers and 80 teachers' from 20 secondary schools. The study used a questionnaire for data collection. To validate expert judgment was needed, as such the researcher sought assistance of the supervisor and other university lecturers who were experts in research who helped improve validity of the instruments. The test re-test technique of reliability was used to assess the reliability of the research instruments. The reliability of this study was 0.80 which was accepted as reliable.

Descriptive statistics was used to analyze the quantitative data obtained. The summary of the findings showed that the headteachers rated themselves as autocratic and democratic while teachers rated them as both autocratic and democratic, less laissez faire. This shows that if there is cooperation between the headteachers and the rest of the school community, then production can either be low or high in KCSE performance. This study concluded that the headteachers in Nandi South District are both autocratic and democratic managers to the large extent but less laissez faire. This is from their own rating and ratings by the teachers. Performance in KCSE examinations indirectly depends on the leadership styles of the headteachers.

The following were the recommendation of the study since most headteachers leadership styles were autocratic and democratic as rated by themselves; teachers and the students', performance in KCSE were average. The headteachers should involve the TSC to provide qualified staff. There should also be more parental involvement in their children's performance. The headteachers in Nandi South district should organize forums with students to enable the students express their views on various areas in the institutions. The following are suggestions for further research; there is need to carry out another research covering a larger area such as a province or the whole country in order to enable wide generalization of the findings and future research should be wider to include other possible causes

of poor performance such as the school organizational climate and teachers' motivation in relation to performance.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The United States Congress (1972) as quoted in Mang`uu (2010) highlighted the role of the principal by opining that in many ways, the principal is the most important and influential individual in any school. He/she is the person responsible for all activities that occur in and around the school building. It is the principal's leadership that sets the tone of the school, the climate for learning, the level of professionalism, morale of teachers and the degree of concern for what students may or may not become. The principal is the main link between the school and larger community. The way he/she performs in that capacity largely determines the attitudes of the students and parents about the school. If a school is a vibrant, innovative, child-centred place, it has a reputation for excellence in teaching, if students are performing to the best of their ability; one can almost always point to the principal's leadership as the key to success.

Effective leadership in schools has been widely noted as a factor that will make a difference between achievers and non-achievers in education goals. Luthans (2002) contend that the difference between success and failure, whether in war, business, a protest movement or a basketball will be attributed to leadership. According to Luthans (2002) leadership style can be defined as a leader's behavior to influence how things are done and also how he or she acts.

Need for leadership can be traced to the time when man started to live as a community. There was division of labour and each particular task as perform, hence need for a group teaches to organize the group members. A leader would be appointed on the basis of ones personality, bodily or one's power to convince and influence others (Mbiti, 1974). However, this view of a leader would only work in the old authoritarian educational institutions where the principal was a dictator where his ability to instill fear and owe among the teachers and students gets everything she/he wants done.

Looking at schools as modern institutions of education there is greater lean towards democratic leadership styles. The emphasis now more on freedom of participation and reciprocal cooperation and less on dictatorship (Kochhar,1982). To ensure effective and successful management the school headteacher must not only be innovative, resourceful and dynamic, but also able to interact well with other people within and outside school (MOE and commonwealth secretariat, 1997).

The quality of administration in any secondary school affects the behavior, attitudes and efforts of us personnel. For teachers, they should show what is expected of them, their tasks and how they fit in the total school plan. It is this coupled with competent and just leadership that sets our acceptable tasks for the school (MOE and Commonwealth Secretariat 1997).

Throughout the decades of the twentieth century, the role of school head teacher greatly evolved and could generally be characterized as highly transformative. The dominant role of school head teacher 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 institutional leaders (Beck and Murphy, 1993).

Works of Bossert, Dwyer, Rowan, and Lee (1982) may be considered pioneering efforts directed towards deeper understanding of instructional leadership. They emphasized that the head of the school through his or her activities, roles and behavior in managing school structures affect student achievement directly. However classroom teaching may be impacted by the school heads 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 (Bossert, 1982).

Leadership styles are crucial as they impact in motivating individuals to perform at higher levels. Principals use a variety of leadership styles depending on the prevailing demands and situations in their schools. This is done with the aim of improving performance in examinations (Lutherans, 2002). According to Kemp and Nathan (1989), three leadership styles have been identified as authoritarian.

democratic and Laissez-fare. Campbell (1993) explains that autocratic leadership style is where the leader will direct and monitor performance. Laissez-fare leadership style is where the subordinates are left to do as they wish whether the principal is there or not. Democratic leadership confers final authority on the group or members of the organization. The leader functions as a collector of opinions and takes a vote before making a decision.

There are various types of research studies which have been done with reference to finding direct or indirect relationship of leadership style with student achievement. Valesky (1992) did his studies on the type of leadership styles in high school in Memphis Tennessee USA. He found out that democratic style produces a better school climate than authoritarian or Laissez-fare. According to Valesky democratic leadership styles enables both the teachers and learners to be involved in decision making in the teaching and learning process resulting to improved performance academically.

Clark (2002) in his study on four schools in United States found eight factors present in successful or effective schools. Among these factors were strong administrative leadership, high expectation for student achievement, positive school atmospheres and regular evaluation of student progress. The world conference of 1990 in Thailand on its deliberations about school leadership observed that principals of schools hold the greatest responsibility in creating an effective educational atmosphere in schools. The conference further noted that

without necessary leadership styles, principals will be overburdened by a number of school tasks hence affecting students' KCSE performance.

African situation was noted as being critical due to fastest educational expansion in the continent. (UNESCO, 2000). According to a study conducted by Nsumbula (2005) which sought to analyze the leadership styles of head teachers and school performance of secondary schools in Uganda, the researchers recognized from literature and experiences from observations of leadership in schools that there are many leadership styles employed by head teachers. According to Nsumbula [2005] these leadership styles affected students academically either positively or negatively.

Head of schools in Kenya have the authority to compel teachers in their respective schools to perform duties. According to the Teachers Service Commission (Code of Regulations for Teachers, 1986), a teacher shall be required to obey the directions given by Teachers Service Commission, its agents, the head teachers, appointed in accordance with the Education Act. This is where the head teacher is legally mandated to supervise all the personnel in the school as they execute their roles. It is expected that the head teacher will provide guidance to all players in the school. This is by providing a framework for policy making, administration and implementation of the set policies as they move towards common objectives. According to Bukachi (1995), the public has constantly blamed the poor

performance in KCSE on principal's poor management. It is upon this line that the researcher wishes to advance by looking into the leadership styles as it applies to the principals in Nandi South District and the way it impacts on students' academic outcomes. Whitaker (1983) says that the headteacher should ensure that the school prepares students adequately for life and work in adulthood being a disciplined and organized community where children learn what they need for future. Hence the leadership styles in this study are viewed as dependent variables that affect individual behavior and organizational performance.

This study sought to explore in details how headteachers employ leadership styles in order to influence KCSE performance in their schools. Eshiwani (1983) in his study on the causes of poor performance in Western Kenya found out that schools that did poorly tended to be those mismanaged by headteachers who spend more time on private business than on school affairs. Such involvement in business also tended to impair concentration in school work and problems of mismanagement could arise from these multiple responsibilities

1.2 Statement of the Problem

A comparison of KCSE performance of Nandi County for the last five years is provided in table 1.1.

Table 1.1 KCSE Results for selected Districts from 2006 – 2010.

District	Year				
	2006	2007	2008	2009	2010
Nandi North	6.10	5.98	6.24	6.39	6.89
Nandi Central	6.80	6.72	6.96	6.83	7.03
Nandi South	4.8	5.0	4.6	4.9	5.1
Nandi East	5.83	6.13	6.38	6.42	6.58

Source: District Education Office Nandi South District (2010) Booklet for exam analysis.

The public secondary schools in Nandi South District have been performing below average over the years compared to neighboring Districts as shown in Table 1.1 above. In 2011 during education day many stakeholders pointed out that only 10 secondary head teachers had long experience in headship while the rest 25 head teachers were young and had little experience. It was further noted that leadership styles employed by Headteachers varied.

From the table the District would be expected to perform just as well as other Districts given that the same Districts share same condition such as environment, climate and has adequate educational and support resources like the other districts. Despite other factors affecting performance in KCSE results in the

District, stakeholders emphasize that the leadership styles employed by the Headteachers could be a major contributing factor to poor results (DEO 2010).

It was noted that some schools perform better than others in KCSE and this is directly linked to the headteachers performance. This is because when they are moved from one school to another, they still post good results while the other schools' academic performance decline. This has therefore prompted the researcher to investigate the influence of the head teacher's leadership style on students' KCSE performance in Nandi South district.

1.3 Purpose of the Study

The purpose of this study was to investigate the effects of head teachers' leadership styles on KCSE performance in public secondary schools in Nandi South district.

1.4 Objectives of the Study

1. To establish the relationship between headteachers autocratic leadership style and student's performance in KCSE examinations in Nandi South District in Kenya
2. To examine the influence of headteachers democratic style in students performance in KCSE.

3. To establish the relationship between Laissez-faire leadership style and students' performance in KCSE in Nandi South District.

1.5 Research Questions

1. What is the influence of head teacher's autocratic leadership style on student's performance in KCSE in Nandi South District?
2. To what extent does the head teacher democratic style influence student's performance in KCSE?
3. To what extent does the Laissez faire leadership style influence student's performance in KCSE?

1.6 Significance of the Study

This study may be of much help to the Ministry of Education as it would be used to design better policies on leadership and management in schools. The findings may be a bearing on the influence of leadership styles which may enhance co-operation among school headteachers' who may finally work together to improve on KCSE performance.

Training institutions like Universities, Kenya Education Staff Institute and others may use this study to put forward what is expected of efficient and effective leadership to those who might want to be future leaders and administrators. In addition, this findings may assists the serving head teachers to re-assess and re-

evaluate themselves on their leadership styles and if need be make appropriate adjustments. This improved their areas of weakness by applying the most appropriate leadership style.

The research findings of the study may be helpful in training headteachers on leadership styles in secondary schools and teacher training colleges so that future teachers shall be equipped with appropriate, flexible leadership styles that enhance good performance in KCSE. Institutions offering management training such as Kenya Educational Staff Institutes (KESI) can also benefit from the study in getting to know what to include in post teachers training programmes for a school administrator. The study can also be used by Teachers Service Commission in promotion of headteachers. No study of this kind has been done in Kenya on the influence of headteachers' leadership styles on students' performance in KCSE. Hence, the study may of great use to principals in their day-to-day running of secondary schools in relation to KCSE students' performance.

1.7 Limitations of the Study

The study was limited by the fact that some of the schools are located in areas with poor road networks, and therefore transport during data collection is a problem. This caused the researcher consume a lot of time in data collection. The

attitudinal affect of the leadership style may not be measured by the questionnaire but is quite versatile in getting relevant information necessary for drawing inferences on leadership styles.

These are factors beyond control which could affect the study. Many factors affect performance in KCSE. These include individual candidate's personal efforts, facilities available to students, role models, attitudes of respondents, time available to cover the syllabus, financial constraints and teaching methodologies employed by subject teachers just to mention but a few. It was difficult for the researcher to single out performance due to these factors. It was also not possible to control the attitudes of the respondents which affected the validity of the responses. The design adopted for this study is also a limiting factor.

1.8 Delimitation of the Study

The study delimits itself to leadership styles and their influence on students performance in Nandi South district although there are other factors that affect the students' outcomes. It also focuses on the public secondary schools only as they are seen to experience mass failures in national examination. The teachers and head teachers who took part in the study are those currently in service at the time of study. Those who have retired or are out of service were left out of this study.

Academic performance was limited to tangible mean performance index attained in KCSE. The researcher conceded that there were other benefits the students gained because of their presence in schools such as: acquisition of skills in proper time management, self discipline and cleanliness. However, it was difficult to measure such variables. Hence the mean performance index was thought to be more objective and an easier measure of academic performance. The study focused on headteachers and teachers.

1.9 Assumption of the Study

The study was based on the following assumptions.

1. That the respondents answered the questions in the questionnaire objectively and with honesty.
2. Leadership styles of head teachers' have an effect on students' KCSE performance.

1.10 Definitions of Significant Terms

Autocratic leadership style refers to a system of leadership where the head teacher allocates to himself all managerial tasks and makes all decisions and assumes all responsibilities.

Democratic leadership style refers to a style of leadership in which the head teacher actively involves teachers, students and other members of the school community in decision making process.

Demographic Variables Refers to personal characteristics of school head teacher such as gender, academic qualification, professional experience and age.

Head teacher refers to the person appointed by the Teachers' Service Commission as the administrative head of a secondary school being in charge of the school administration.

Laissez-Faire refers to a style of leadership where the leader abdicates power, ruling through off hand style where the group is left at their discretion in the performance of organizational tasks.

Leadership refers to the ability to influence people to willingly follow guidance and perform groups' tasks.

Leadership Style refers to the way in which a leader (head teacher) influences his followers. It is the way the leader behaves towards group members.

Student Performance refers to the grades attained by form four students at KCSE examinations as indicated by the mean performance index.

1.11 Organization of the Study

The final report contains five chapters. Chapter one consists of background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations of the study, basic assumptions and definitions of significant terms. Chapter two consists of the literature review. This review covered definition of leadership styles, which include autocratic style, democratic style and laissez-fair style,

effects of leadership styles on student's performance, theoretical framework and conceptual framework of the study. Chapter three covers the research methodology. This included research design, target population, sample and sampling procedures, research instruments, validity and reliability of the research instruments, data collection procedures and data analysis procedures. Chapter four discusses the study findings based on the results of the data analysis, chapter five includes summary of the study findings, conclusions, suggestions and recommendations based on the study findings.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section presents the literature review of the study which focuses on the Principal's leadership styles and their effects on KCSE performance in public secondary schools in Nandi South district. The related literature is reviewed under the following themes: definition of leadership; leadership styles; autocratic style; democratic style; laissez-fair style; effects of leadership styles on students' performance; conceptual and theoretical framework.

2.2 Definition of leadership

Dessler (1997) defines leadership as the managing of the human resources in order to influence their performance by inducing them to work willingly. According to Koontz and Weinrich (1988), leadership is defined as influence that is the act or process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals. A leader is a person who has the ability to influence the performance of others.

Burns (1978) defines leadership in an organization as a process in which person successful exerts influence over others to reach desired objectives; Mewstrom (2002) defines leadership as the process of influencing and supporting others to work enthusiastically towards achieving the objectives. Leadership is the catalyst

that transforms potential into reality and the ultimate act that identifies, develops channels and enriches the potential already in an organization and its people.

Lekander (1988) says that leadership as the process of bringing forth new realities by relating and communicating with others to invent, refine and bring new ideas into reality while school (1979) sees the leader as one who provides the dynamics of forces of directions that combine static resources into a functioning productive system. That it involves the leader motivating members of the group, determining the assignment setting standards, developing subordinates appraising their performance and distributing rewards. This means, when a person affects another or a group of persons in a manner that causes common direction on the given goal, the leadership is present.

Gray (1977) says that a leader is one who inspires the success. Other feel the role of the leader is supportive where the leader assists the followers rather than direct them. For the purpose of this study, the role of the leaders in enhancing the performance of the organization is examined. The students' achievement in KCSE comprises the goals of the organization.

Bass (1985) has a different way of defining leadership. He states that leadership is the process of influencing others to achieve specific objectives in specific situations. However, such unduly coercive methods of influencing people with

acts of violence are excluded from true leadership. Leadership thus refers to something a person accomplishes rather than to his or her personal characteristics. Therefore leadership is the ability to influence others to meet defined objectives or goals. In this case the key word in the definition of leadership is the ability to influence others to achieve the desired objectives and goals. It involves attempts on the leader to affect the behavior of the follower in situations. Often the person who satisfies the needs of individuals in a group will emerge the leader.

2.3.0 Leadership styles

According to Bennis (1998), effective organizational leaders are relatively consistent in the way they attempt to influence the behavior of group members. The manager who makes all the major decisions in one situation is not likely to share decision making in another. Also the manager who is considerate in one situation is not likely to be insensitive in another. The relatively consistent behavior in of most managers is too complex to be described by a single style and some managers modify their styles to match a situation; the concept of leadership style is useful.

2.3.1 Autocratic styles

Aldag (2001) states that autocratic leader maintains most of the authority by issuing orders and telling group members what to do without consulting them. To the autocrat, the basis of leadership is formal authority. Autocratic leader may

have a few favorite subordinates but they usually regard class interpersonal relationships with group members as superfluous. The autocratic style of leadership is generally in disfavor in modern organizations as expressed by the consensus of several current theorists. As with any leadership style, there are some situations in which autocratic style is appropriate. One example is in a high accident job, where the employees are not particularly knowledgeable about the potential risks. Many autocratic leaders have been successful as high-level leaders in private and public sectors (Aldag, 2001).

The head who subscribes to this style is influenced by the scientific management approach and succumbs to McGregor theory X which presumes that people are naturally lazy and need close supervision. He/she is task oriented and is a workaholic. Autocratic heads use the terms "his school or her school". They formulate school policy alone and assign duties without consultation. They issue directives and expect them to be followed or executed without question. The head who applies this style has no confidence in his staff and communication is one way. There is high incidence of fearing the head, but no respect as characterized by systematic soldering when not under close supervision. For instance, teachers who view their head as authoritarian go to class just to be seen as doing their work and return when the lessons are over with little active teaching/learning taking place (Owens, 1998).

This leadership style has been greatly criticized during the past 30 years. Some studies Ohio studies and Michigan studies say that organizations with many autocratic leaders have higher turnover and absenteeism than other organisations. Generally employees have proven to be highly resistant to this management style. These studies indicate that autocratic leaders since the leader rely on threats and punishment to influence employees, do not trust employees and do not allow for employee input. Yet, autocratic leadership is not all bad. Sometimes it is the most effective style to use (Blanchard and Hersey, 1982).

These situations can include new, untrained employees who do not know which tasks to perform or which procedures to follow. Effective supervision can be provided only through detailed orders and instructions, employees do not respond to any other leadership styles, there are high volume production needs on a daily basis, there is limited time in which to make a decision, a headteacher's power is challenged by a teacher, the school was poorly managed and the school needs to be coordinated with other schools in order to compete competitively (Okumbe, 1998).

This style curtails individuals' initiative, leading to de-motivation and low morale; the result being professional burnout and low performance in examinations (Huka, 2003). However, this style defines the centre of power and Weberian bureaucratic channels for accountability. Autocratic leader dominates

the team members using unilateralism to achieve goals. This approach results in passive resistance from the team members and requires continual pressure and direction from the leader in order to get things done (Olembo, 1977). Many teachers may feel safe working under authoritarian head; because they do not have to be involved in solving problems (Okumbe, 1998). Hence it can be assumed that headteachers who employ autocratic leadership styles gets high performance in their schools since there is close supervision of teachers and students. Again, deadlines are met in required time (Manguu, 2010).

2.3.2 Democratic styles

This is an integrated approach to management. The head who applies this style tends mostly towards behavioural science theorists, who advocate for both staff and task, and they are what Neil Miller, as cited in Kemp and Nathan (1989) called Omega Managers”. These are managers who are strong on both management of people and tasks. In this style, the head allows the staff to participate in decision-making by allowing for freedom of thought, expression and actions within the framework of the mission and objectives of the school. In institutions headed by democratic heads, both head and the others use the term “Our school” in reference to the institution. There is a sense of ownership, responsibility and accountability at each stage. The institutional climate and internal environment allows for interactions, which breeds high team spirits, cohesion and adherence to the institutional ethos.

This style is based on the belief that where people are committed to decision which they participated in they will exercise self-control, self-direction and be motivated (Lippit and White (1938) as quoted by Cole (2002). The critics of this style however argue that decisions may not be binding to all; especially those whose views were overtaken by those of majority. This style may be influential in KCSE performance since the headteacher incorporates staff and tasks. It also involves participatory decision making hence each stakeholder owns the organization.

Aldag (2001) observes that a democratic leader is one who shares decision-making authority with the group. Democratic leadership occupies enough space on the continuum to warrant dividing it into three sub-types: Consultative, Consensual and democratic. A consultative leader solicit opinions from the group before making a decision, yet does not feel obliged to accept the groups thinking. A standard way to practice consultative leadership would be to call a group meeting to discuss an issue before making a decision. The democratic headteacher keeps his or her teachers informed about everything that affects their work and shares decisions making and problem solving responsibilities. This style requires the leader to be a coach who has the final say, but gathers information from staff members before making a decision (Nzuve, 1999).

A consensual leader encourages group discussion about an issue and then makes a decision that reflects the general agreement of group members. The consensual leadership style results in long delays in decision making because every party involved provides input. A democratic leader confers final authority on the group. He or she functions as a collector of opinions and takes a vote before making a decision. Democratic leaders' takes over so much authority to the group that they are sometimes classified as free-reign leaders. Many organizations today are achieving good results with participative management (Aldag, 2001)

Democratic leadership can produce high quality and high quantity of work for long periods of time. Many employees like the headteachers' trust; hence they receive and respond with cooperation, team spirit and high morale. Typically the democratic leader develops plans to help employees evaluate their own performance, allows employees to establish goals and encourages employees to grow on the job and be promoted and recognizes and encourages achievement (Manguu, 2010).

For example in a school set up where the head involves the teachers in decision-making on issues concerning the school such as: setting of internal examinations, examinations talks, PTA meetings, academic days, prize giving days, co-curricular activities and dormitory inspection among others. This encourages the teachers and students to work towards the attainment of the set goals. This means

high input which leads to high output. The output might mean qualified students who have acquired knowledge, skills and attitudes as a result of participation and interactive environment in the school. It also assumes that all the stakeholders are brought on board for the better performance of the school. These include; parents, (community) BOG members, DEO's office teachers and non-teaching staff (Manguu, 2010).

2.3.3 Laissez-Faire style

Newstrom (2002) noted that Laissez-Faire leader turns over almost all authority to group and does as little leading as possible. Given a situation in which the work to be done by each employee is clearly defined; such leaders maintain a hands-off policy. They make few attempts to increase productivity to their employees.

This style is anti-thesis of the authoritarian style and is relationship oriented. Laissez-faire managers (heads) succumb to the sociological theory of management and McGregor's theory Y concept which argues that people are innately motivated, naturally like work and are interested in doing their work (Nathan and Kemp, 1989). The head who uses this style of management believes that there should be no rules and regulations since everybody has inborn senses of responsibility.

The manager who uses this style sets the people free so that the power centre lacks the binding power. This style may lead to confusion anarchy or chaos. Perhaps this can be a mismanagement style and would hardly be conducive to provision of quality education. An institution whose head is a laissez faire leader is characterized by high degree of freedom of students and teachers. Cases of high indiscipline are very common and there is high level of don't care attitudes. Although communication is all channels, it's more so towards human relationships than relationship that facilitates conducive learning environments which enhances good performance (Asunda, 1983).

This means that laissez-fare style of leadership has some implications on the students' performance since it affects the school working environment. For example in a school setting where the teachers have to set examinations, during a particular time, this might mean delayance in evaluation and feedback since there are no sanctions to be followed for those who do not perform. On the other hand the students might relax in different areas since they are free to do what they want. This might lead to lack of harmony in such a school set up (Manguu, 2010).

At times, the Laissez-faire leader is an abdicator who cares very little for achieving productivity goals or developing subordinates. At other times, Laissez-faire style is appropriate and leads to high productivity. Such leadership situations

include directing the work of highly skilled advertising copywriters, research scientists, or stock analysts. These individuals may neither require neither technical direction nor encouragement yet in the long run; even self sufficient professionals require some feedback and recognition from their manager in order to sustain high performance (Newstrom, 2002)

2.4 Effects of Leadership Styles on Students Performance

Griffins (1994) attribute good examination performance to among others a happy atmosphere, the skill and the devotion of the teachers. This happy atmosphere is first and foremost created by the leadership behavior of the head teacher. Failure by the leadership to offer the much needed motivation to the working personnel leads to low morale of both the teacher and the learners. Michira (1988) in his study on head teachers' leadership noted that any successful organization has to realize its goals, aims and objectives, leadership styles of the leader (headteachers) among other factors is the major factor behind any successful school.

Leadership therefore integrates a number of functions for purposes of accomplishing the intended objectives. A number of studies have reported relationship between leadership style and academic performance, for example Kimacia, (2010) found out that head teachers rated as being democratic had high mean performance index than autocratic head teachers. Though Huka (2003),

Muli (2005) and Mwalala (2008) all confirmed that leadership style influence students K.C.S.E. performance, they noted that autocratic head teachers score in KCSE than their democratic counterparts. On the other hand, Njuguna (1998) noted that there is no significant relationship between leadership styles and students KCSE performance.

Koontz and Weingard (1988) observed also that leadership plays an important role in guiding material and human beings into achieving the school goals. Good leadership in secondary schools as these schools performs well in national examinations. The headteacher being an appointee of the Teachers Service Commission is given the opportunity to head the group towards the achievement of the goals of the organization. The way the principal involves them and creates an enabling environment will enhance each participant's potential and therefore good results in summative examinations.

Examination performance has aroused a great interest among researchers who have tried to look at factors that influence performance. The public has blamed poor performance in KCSE on the headteachers' poor management and leadership styles (Osiako, 1993; Bukachi and Nyarova, 1995). The leadership style employed by a headteacher culminates to his management style which in turn determines how well the administrative factors influencing performance in examinations are managed. Most studies done on effect of leadership styles on KCSE performance

show discrepancies in their findings and a few are in agreement on their findings. Huka (2003) found that autocratic headteachers had higher mean scores than democratic headteachers. This contradicts Okoth (2002) whose findings indicated that democratic headteachers had higher mean-scores compared to autocratic headteachers leadership styles on students KCSE performance.

2.5 Summary of Literature Review

The literature review on this section has concentrated on leadership styles and performance. Three leadership styles have also been identified in this literature review and they include autocratic, democratic and laissez-fair leadership style. The literature reviews also indicate that leadership styles are applied differently by school Principals. Findings of related literature on leadership styles from a number of scholars have been cited. Likewise effects of leadership on student performance based on various studies carried out by scholars have been discussed. The theoretical framework of the study based on classical theory of Macgregor (1960). Theory X and theory Y has been discussed. The conceptual framework of the study is my own design. The framework shows how various headteachers' leadership styles affect students' performance in KCSE.

From past experiences in KCSE performance in Nandi South district, it shows that there has been poor performance over the years hence a gap exists since not much has been done on this area from the same district. Hence this could have

been attributed to headteachers choice of leadership style. The researcher intended to fill this gap by carrying out a study on the effects of headteachers leadership styles on secondary school students KCSE performance in Nandi South district.

2.6 Theoretic Framework

The study was based on McGregor Theory X and theory Y which was put forward by McGregor to describe how managers view their subordinates. Theory X and theory Y are based on polar assumption about people and work, Mullins (2010). McGregor (1960) in his theory X explained that managers regarded their subordinates as lazy, always resist change and require close and constant supervision. Secondary school headteachers associated to this theory believes that performance will be achieved through authoritative means. Both the teachers and students should be forced to work to experience high performance.

Kilemi and Wamahu, citing Keya et al, (1995) contend that the importance of theoretical framework is to bring about order, unity and simplicity to what is being investigated. Mbiti (1974), Saksena (1988), Okumbe (1998) and Olembo. Karagu and Wanga (1992), agree that management is a social process aimed at achievement of the organisational goals. There is a general consensus that effective school governance leads to high achievements of the learners in cognitive, affective and psychomotor skills. However, the students' acquisition of

ability, skills and knowledge (ASK) are measured by examinations. Schools, which are well managed, perform well in examinations (Manguu, 2010).

Okumbe as quoted by Nyongesa (2007), the functional theory holds that the leading process should be interactive and involve shared participation. In a school, teachers have needs which should be fulfilled and the Ministry of Education on its part has defined duties and responsibilities which it expects teachers to execute in order to do a good job. For the teachers to execute their roles effectively, the Ministry endeavours to meet their needs. Consequently, the teachers should perform their jobs satisfactorily to achieve the Ministry's goals.

The functional theory is important in that it shows that the principal should direct the teachers to perform their duties and responsibilities by defining their roles following the Ministry of Education guidelines. For example there should be well defined roles for the deputy headteacher, senior teacher and different heads of departments. On the other hand theory X and Y (McGregor Theory) enables the headteachers to identify the active and lazy members of staff and then uses his position to control them accordingly.

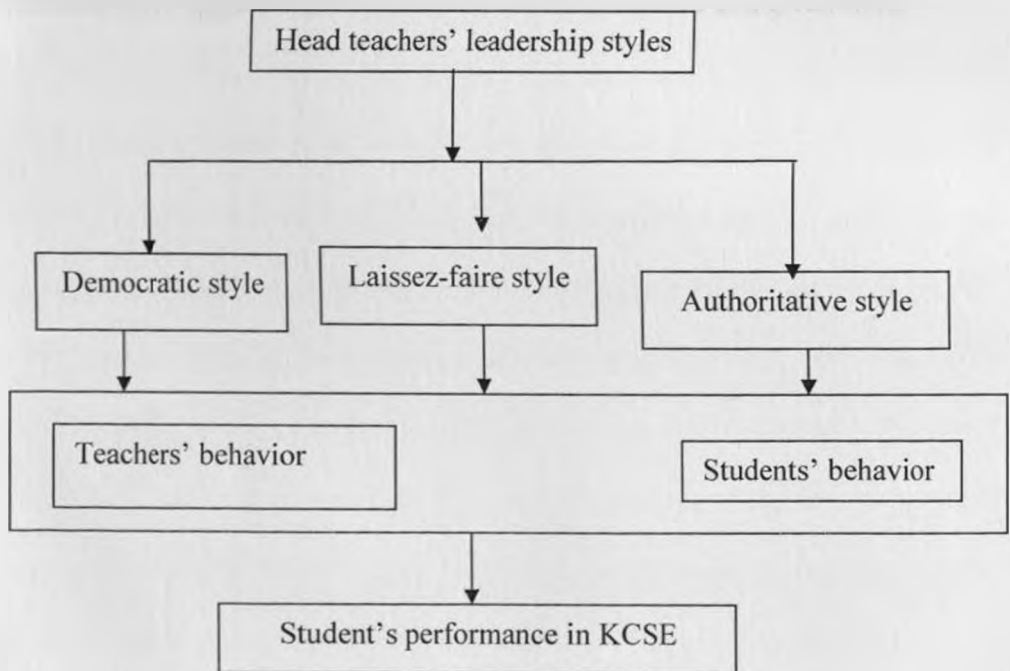
Theory Y on the other hand, sees workers as being mature, willing to work freely without supervision and wanting to identify themselves with their jobs. This theory needs the manager to remove any hindrance that might hinder higher performance and create more conducive environment for the subordinates.

Secondary school headteachers who believe in theory Y apply both democratic and Laissez-fair leadership styles for high performance.

2.7 Conceptual Framework

In writing this project the researcher conceptualized the relationship between headteachers leadership styles and their effects on student's performance in KCSE examinations.

Figure 1.1 – Conceptual framework of head teachers' leadership styles on KCSE performance in secondary school in Nandi South district



Influence of head teachers' leadership style directly affects both teachers and students. The most influential style would result into better KCSE performance

depending on the extent of interaction. However, these three leadership styles will bring out different results in terms of performance.

Democratic style would result in better performance as players made decisions and also committed to improve performance. Autocratic style would also result in immediate responses to decisions made. Laissez-fair may bring poor performance as the headteacher does not give directions. As it is to this concept, a head teacher's leadership style can be affected by administrative tasks, culture, education level and even the environment where that school is found. Hence the leadership style applied was dependent on the circumstance at a given time.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section dealt with methods to be used in carrying out the study. It was organized along the following sub-headings; research design, target population, sample size and sampling procedures, research instruments, instrument validity, instruments reliability, data collection procedures and data collection procedures and data analysis procedures.

3.2. Research Design

The study used descriptive survey design. Mugenda and Mugenda (1999) notes that this design attempts to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. This design was selected for this study because the researcher is not in a position to manipulate the variables of the study like age, sex, academic qualifications, professional grade, experience and size of the school. Borg and Gall (1989) noted that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. The design enabled the researcher to conduct the research among teachers and headteachers to find out the influence of headteachers' leadership styles on students' performance.

3.3 Target Population

Borg and Gall (1989) observed that target population is the real hypothetical set of people, events or objects to which a researcher wishes to generalize the findings. Target population in this study consisted of 35 principals and 420 teachers.

3.4 Sample Size and Sampling Procedure

Sampling means selecting a given number of subjects from a defined population as a representative of that population. Any statements made about the sample should also be true of the population. It is however agreed that the larger the sample the smaller the sampling error (Orodho, 2002). The researcher used simple random sampling to select twenty schools from the thirty five secondary schools in Nandi South District to participate in the study. This is equivalent to 57.14% of the target population which is higher than the 10% minimum sample size recommended for social sciences research. (Gay, 1992) stratified random sampling will be used to select schools in order to ensure that all the schools categories- mixed gender, boys only. Girls only, day and boarding schools are included in the study. From each of the 20 schools the head teacher and 4 teachers randomly selected from all teachers in the school participated in the study.

Therefore the study comprised 20 head teachers and 80 teachers' from 20 secondary schools in Nandi South District.

The selection of 4 teachers per school is based on the fact that the recommended sample size is 10% of the population. (Gay, 1992) and since there are 420 teachers in the district, 80 teachers comprised 19.05% of this population.

The sampling procedure was stratified sampling as schools are indifferent categories such as mixed day, mixed day and boarding, boys' and girls' schools. The district has 8 mixed day, 9 mixed day and boarding, 9 boys' and 9 girls' schools. From the 35 secondary schools a total of 20 schools will be chosen on stratified sampling.

3.5 Research Instruments

The study used a questionnaire for data collection. The questionnaire was used for data collection because it offers considerable advantages in the administration that is it presents an even stimulus potentially to large numbers of people simultaneously and provides the investigations with an easy accumulation of data. Interviewers would have been used for the research but due to cost and time constraints, the researcher will not opt for it.

Content analysis of data from the DEO's office would have been used also but the researcher wanted up to dated and current information which would not be available from content analysis since it gives records of past information only.

3.6 Instrument Validity

Mugenda and Mugenda (1999) define validity as the accuracy and meaningfulness of inference which is based on research results. That is, the degree to which results obtained from the analysis of data actually represents the phenomena under study.

Borg and Gall (1989) defines validity as the degree to which a test measures what it purports to measure. To improve validity expert judgment is needed, as such the researcher sought assistance of the supervisor and other university lecturers who are experts in research who helped improve validity of the instruments.

3.6 Reliability of Instruments

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after a repeated trial. The test re-test technique of reliability was used to assess the reliability of the research instruments. The questionnaires were administered to the pilot sample respondents twice with a week interval after which a correlation was taken between the two tests to estimate the reliability of the questionnaires. The Pearson correlation coefficient was used to estimate the correlation coefficient of the two tests using the formula.

$$r = 1 - \frac{6(\sum d)^2}{N(N^2-1)}$$

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R = Pearson correlation coefficient

(d)= difference between scores on the two tests

(N)= The number of subjects in the sample

According to Gay (1992), any research instrument with a correlation coefficient between 0.70 and 1.00 is accepted as reliable enough. The reliability of this study was 0.80 which was accepted as reliable.

3.8 Data Collection Procedure

Permit to conduct the research was sought from the National Council of Science and Technology. The researcher visited the District Education Office Nandi South. The researcher also wrote a letter of introduction and seeking of appointment from the head teachers of the schools which were involved. On visiting the schools, the respondents were assured of strict confidentiality in dealing with the responses. The instruments were issued to the respondents from the sampled schools and then pick them after one week.

3.9 Data Analysis Techniques

Data collected was analysed using descriptive statistics. The use of frequency distribution, graphs, tables and percentages were applied. The data collected was analyzed by the use of Statistical Package for Social Sciences (SPSS) programme. Qualitative and quantitative techniques were used. Quantitative data are the

measurements that are recorded on naturally occurring numerical scales. They can only be classified into one group of categories. After organizing the data the researcher then described the various aspects arising from the study and finally made interpretations based on the descriptions given. Qualitative data was coded, organised thematically and analysed (Mc Clave, 2000). Qualitative data was analyzed by arranging the response thematically in line with the objectives of the study. Descriptive statistics was used to analyze the quantitative data obtained.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents a description of analysis of data, presentation, interpretation and discussions. The study was on the influence of headteachers' leadership styles on students' performance in Kenya Certificate of Secondary Education in Nandi South District, Kenya. The work is organised based on the three research questions raised for the study. Data is then presented in form of frequency tables and charts where applicable. This presentation is based on the questionnaires administered and observations made.

4.2 Questionnaire Return Rate

Completion rate is the proportion of the sample that participated as intended in all the research procedures. The returned questionnaires were from 79 teachers, and 11 headteachers who were key informants. Analysis and data interpretation was based on these returns.

Table 4.1

Questionnaire Return Rate

Respondents	Sample	Responded	Percent
Teachers	80	79	98.8
Headteachers	20	11	55.0

From Table 4.1, 98.8 percent of the teachers returned their questionnaires and 55.0 percent of the headteachers returned their questionnaires as targeted. Mulusa (1990) stated that 50 percent return rate was adequate, 60 percent good and 70 percent very good. The return rate was hence considered good to provide required information for the purpose of data analysis.

4.3 Demographic Data

The respondents were asked to indicate their gender, age of headteachers, highest professional qualifications, number of years served as teachers and as headteachers. The rationale behind inclusion of these attributes in the analysis is that they help to expose the influence of headteachers' leadership styles on students' performance in Kenya Certificate of Secondary Education.

4.3.1 Gender of Respondents

The gender of both the teachers and headteachers are presented in Tables 4.2 and 4.3.

Teachers Gender

Teachers were asked to indicate their gender. The results are as shown in Table 4.2.

Table 4.2

Gender of Teachers

	Frequency	Percent
Female	28	35.4
Male	51	64.6
Total	79	100.0

The data from Table 4.2 revealed that the majority of the teachers 64.6 percent were male and 35.4 percent of them were female. Different genders of teachers understand students differently.

Gender of the Headteachers

The headteachers were also asked to indicate their gender. The results are shown in Table 4.3. The reason for the two to be separated is to show their respective roles in the research.

Table 4.3

Gender of Headteachers

	Frequency	Percent
Female	4	36.4
Male	7	63.6
Total	11	100.0

Findings on the gender of the headteachers as indicated in Table 4.3, show that the majority (63.6%) were male and 36.4 percent of them were female. Male and female headteachers will approach administrative issues differently. It also explains the social factors that men are preferred for administrative posts hence there is need to have equal representation of gender in leadership.

4.3.2 Age of the Teachers and Headteachers

The teachers and headteachers were also asked to indicate their age. The results are as indicated in Table 4.4 and Figure 4.1.

Table 4.4

Age of the Teachers

	Frequency	Percent
21-30	29	36.7
31-40	34	43.0
41-50	15	19.0
51 & above	1	1.3
Total	79	100.0

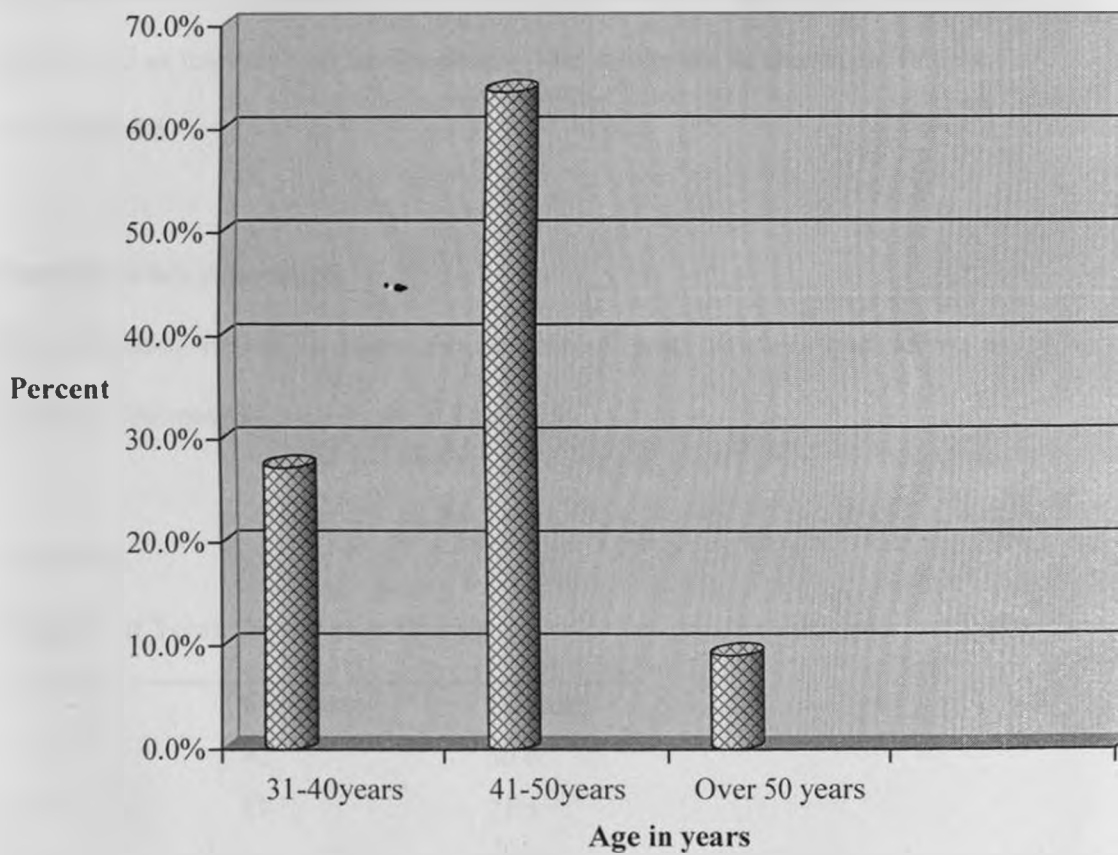
From Table 4.4, 43.0 percent the teachers were aged between 31-40years while 36.7 percent of them were aged 21-30years and 19.0 percent of them were aged

between 41-50. There was only one teachers aged 51years and above. From the findings, the teachers are within the prime age with a lot of responsibilities.

4.3.2.2 Age of the Headteachers

Figure 4.1

Age of Headteachers



Majority of the headteachers (63.6%) were aged between 41-50years while 27.6 percent of them were aged 31-40years and 9.1percent of them were aged between

over 50years. This shows that since majority of the headteachers were at their prime age (41-50) they have settled down and now concentrating on their administrative jobs. However the fraternity of headteachers falls within the description of being mature and responsible administrators who would perform.

4.3.3 Work Experience of Respondents

The teachers and headteachers were asked to indicate the number of years they had served as teachers and headteachers. The results are as shown in Table 4.5 and Table 4.6.

Teachers work experience

The researcher wished to know the number of years teachers had served as teachers. The results are as shown in Table 4.5.

Table 4.5

Number of Years Served as a Teacher

	Frequency	Percent
1-5	40	50.6
6-10	17	21.5
11-15	13	16.5
16-20	4	5.1
21 & above	5	6.3
Total	79	100.0

Slightly above half of the teachers (50.6%) had worked for 1-5 years, 21.5 percent of them had worked for 6-10 years while 16.5 percent of them had worked for 11-15 years, with 6.3 percent of them having worked for 21 years and above. Hence the results showed that majority of the teachers had worked for 1-10years. This experience is reasonable for them to tell the influence of headteachers' leadership styles on students' performance in KSCE in their schools. For one to be promoted to head a school he/she needed to have teaching experience of a number of years.

Headteachers Work Experience as Headteachers

The headteachers were asked to indicate the number of years they had served as headteachers in their career. The working experience of a headteacher is very important in his/her career. The findings are summarized in Table 4.6.

Table 4.6

Number of years as Headteachers

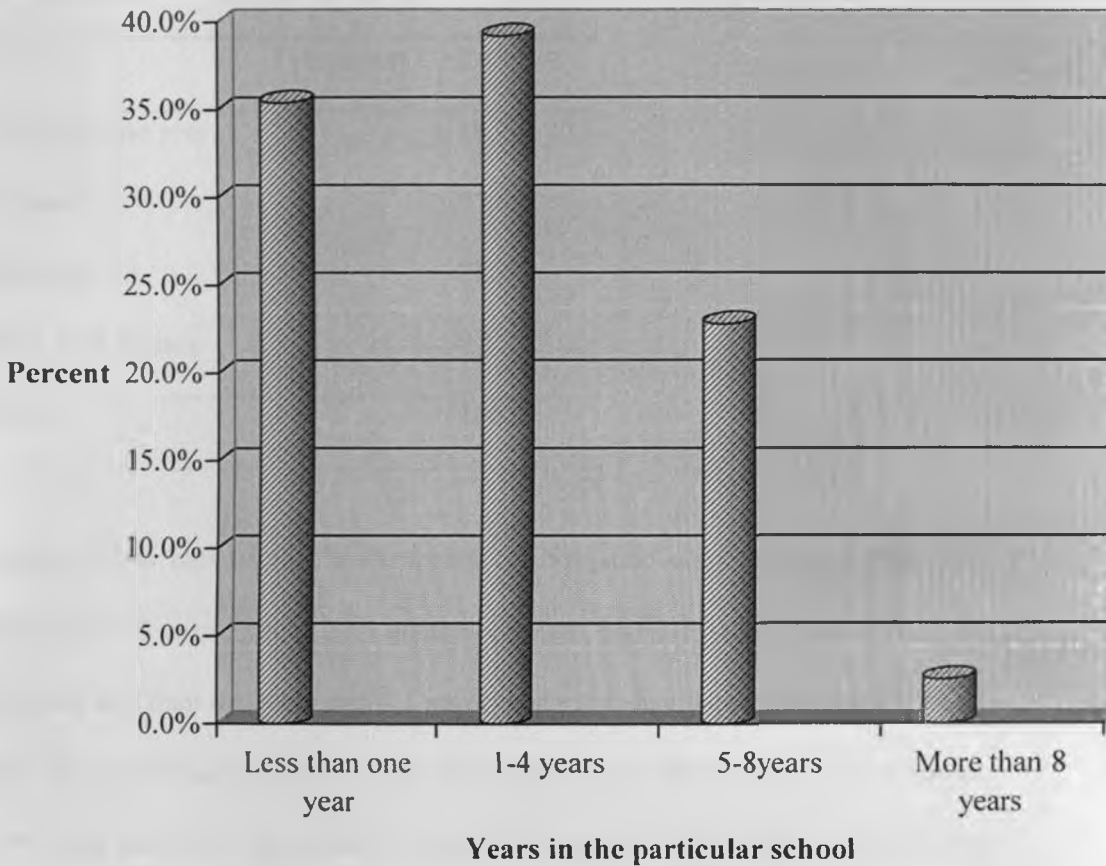
	Frequency	Percent
1-5	5	45.5
6-10	2	18.2
11-15	4	36.4
Total	11	100.0

Table 4.6 indicates that 45.5 percent of the headteachers had served for 1-5 years, 36.4 percent of them had 11-15 years and 18.2 percent of them had 6-10 years as headteachers. There were no headteachers who had served as headteachers for more than 15 years. Therefore the findings show that the headteachers had acquired appropriate experience to lead their schools. On teachers teaching experience Sidhu (1982) noted that successful teaching experience is a valuable asset. It enables the teachers to acquire certain commendable characteristics such as promptness, adaptability, efficiency, arousing and maintaining students' interest, adequate command of instructional materials and ability to face the class with confidence. Thus the teachers with longer teaching experience may develop positive attitude towards their leadership styles and hence choose appropriate leadership style that will affect students positively.

Teachers and headteachers teaching experience in a particular school

The teachers and headteachers were asked to indicate the number of years in the particular school. The results are as shown in Figure 4.2 and Table 4.7.

Figure 4.2: Teachers responses on time in particular school



From figure 4.2, 39.2 percent of the teachers had worked in the particular school for 1-4 years, while 35.4 percent of them had worked in the particular school for less than one year and 22.8% of them had worked for 5-8 years. These findings show that majority of the teachers (64.6%) had worked in the particular school from 1 year and above hence they would be able to establish the influence of the headteacher leadership style on students' performance.

Table 4.7

Headteachers time in a particular school

	Frequency	Percent
Less than one year	2	18.2
1-4years	5	45.5
5-8years	3	27.3
More than 8years	1	9.1
Total	11	100.0

Slightly below half of the headteachers (45.5%) had worked in the particular school for 1-4 years, while 27.3 percent of them had 5-8 years, 18.2 percent of them had less than one year and 9.1 percent of them had worked for more than 8 years in the particular school. This show since they had worked in the school more than one year the teachers would be able to give information of the influence of their leadership styles to students' performance.

4.3.4 Qualifications of the Respondents

In public secondary schools there are different grades of the teachers which are promotional grades through experience or teacher proficiency test. Therefore, they can be considered as professional qualifications. The teachers and headteachers were asked to indicate their qualifications. The results are as shown in Table 4.8 and Figure 4.3.

Teachers Qualifications

The teachers were asked to indicate their highest professional qualifications; the results are as shown in Table 4.8.

Table 4.8

Highest Teacher Qualifications

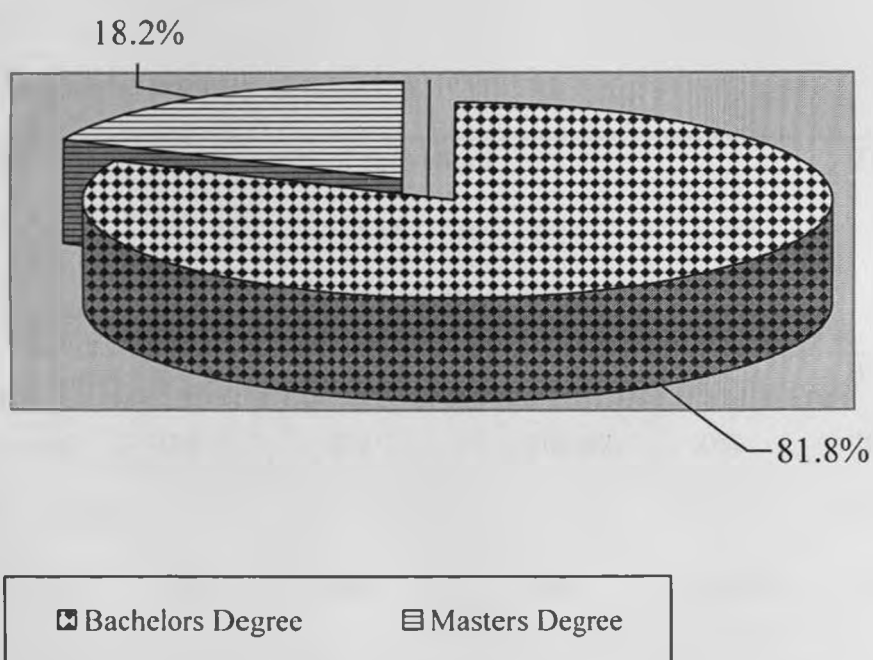
	Frequency	Percent
Diploma	6	7.7
Bachelor	69	87.3
Masters	4	5.1
Total	79	100.0

Majority of the teachers (87.3%) had attained a Bachelors Degree in Education while 7.7percent of them had a diploma and 5.1percent of them Masters Degree. When asked to indicate their professional grades, slightly half of the teachers (57.0%) were in Grade 1 while 20.3 percent of them were in Grade 2, with 8.9 percent of them having been graded to be ATS2, about 7.7% of them had SI/ Diploma grade and 5.1percent were in grade ATSI only 1.3% of them who had attained graduate teacher. The findings revealed that the teachers were qualified to rate the influence of headteachers' leadership styles and students performance.

The headteachers were also asked to indicate both their highest level of qualifications and the present professional grade. The results are as shown in Figure 4.3.

Figure 4.3

Headteachers Highest level of qualification



The findings revealed that the majority of the headteachers (81.8%) indicated that they had attained a Bachelors degree while 18.2% of them had a Masters degree.

From their professional grading, most headteachers (45.5%) were in Grade 2 while 18.2 were in Grade 1, CP and Job group M respectively. Hence, the finding shows that the headteachers were qualified to lead their schools

School category

The headteachers were asked to indicate their school categories. There are either mixed day, mixed day and boarding, boys day, boy boarding, girls day and girl boarding schools in Kenya. Hence the results are as shown in Table 4.9.

Table 4.9

Gender and school category of school

Gender		The category of the school				Total
		Mixed day	and boarding	Boys boarding	Girls boarding	
Male	Count	0	0	3	0	3
	%	.0%	.0%	100.0%	.0%	100.0%
Female	Count	0	0	0	3	3
	%	.0%	.0%	.0%	100.0%	100.0%
Mixed	Count	4	1	0	0	5
	%	80.0%	20.0%	.0%	.0%	100.0%
Total	Count	4	1	3	3	11
	%	36.4%	9.1%	27.3%	27.3%	100.0%

There were more single sex schools (6) than mixed schools. Although day mixed schools were more in the study than any other category. The single sex school that is boy's schools were three (3) and three (3) girl's schools respectively.

Table 4.10

Performance of students in KCSE and times meetings with teachers to discuss trends in performance are held

Performance of students in KCSE		Meet with teachers to discuss trends in performance			Total
		Always	Sometimes	Rarely	
Very good	Count	4	0	0	4
	%	100.0%	.0%	.0%	100.0%
Good	Count	24	22	4	50
	%	48.0%	44.0%	8.0%	100.0%
Poor	Count	3	19	2	24
	%	12.5%	79.2%	8.3%	100.0%
No Response	Count	0	0	1	1
	%	.0%	.0%	100.0%	100.0%
Total	Count	31	41	7	79
	%	39.2%	51.9%	8.9%	100.0%

The majority of the headteachers (68.4%) indicated that when the performance of students was good they sometimes held meetings with their teachers and also about 24% of the headteachers indicated when the performance was low they also held meetings with teachers sometimes. This shows there is concern with both who perform well and those whose schools perform poorly. This shows some concern from both good performer and also from the poor performers. Hence brain storming for future results.

4.4 Teachers' perception on headteachers leadership styles

The teachers were asked to indicate their headteacher leadership style. The results are as shown in Table 4.11.

Table 4.11

Teachers' perception on headteachers leadership styles

	Yes		No	
	Frequency	Percent	Frequency	Percent
The administration call for meetings involving teachers and students to discuss school matter	63	79.7	16	20.3
The school headteacher is doing his best to improve KCSE	72	91.1	7	8.9
Involving teachers and students in school administration will be harmful	9	11.4	70	88.6

N= 79

Majority of the teachers perceived the headteachers (91.1%) as doing his best to improve KCSE in school while 79.7 percent of them indicated that the administration call for meetings involving teachers and students to discuss school matter. On the other hand majority of the teachers did not perceive (88.6%) leadership styles used by headteachers well on the involvement of teachers and students in school administration as harmful but would have been good for everyone.

4.4.1 Headteachers self perception and teachers profile on leadership styles

This section covered the headteachers' and teachers' perception on the leadership styles they employed when administrating their stations. The perceptions were rated using an adapted form of Likert and Likert instrument. The items were divided into three groups, statements corresponding to democratic, autocratic and Laissez faire leadership styles. Different statements were constructed to capture characteristics of different leadership styles which were responded to as in tables 4.12, 4.13 and 4.14. Statements 1,2, 3,7, 8, 9, 10, 11, 14, 15,16, 17,18 and 20 were on democratic styles, 4, 5, 6, 12, 19, 24 and 25 were on autocratic and 13,21, 22 and 23 were on Laissez faire style.

To show the perceptions of the teachers on headteachers towards headteachers leadership styles it was found appropriate to calculate the mean for the responses in all items on the three leadership styles. The mean scores obtained gave an

overall perception of leadership style for each item under each leadership style that is democratic, autocratic and laissez-faire.

Each of the items were subdivided into sixteen items, of these items they were rated on a five point rating scale when scoring was done as follows; Strongly agree at 5, agree at 4, neutral at 3, disagree at 2 and strongly disagree at 1. It was therefore presumed that an extreme high mean perception score would be 5.00 high mean perception score would range between 4.00 – 4.99 while moderately high mean perception score would range from 2.00-3.99. Hence low mean perception scores would range from 0.00-1.99. Data regarding the mean score and standard deviations of leadership styles perceptions of headteachers and teachers on the leadership styles are presented in Table 4.12.

Table 4.12**The Mean Scores and Standard Deviations of Headteachers self perception and Teachers Perception on Democratic leadership style**

	Headteachers			Teachers		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation
Has the capacity to motivate and maintain the staff	11	4.55	.522	79	1.92	1.248
Can coordinate activities of staff	11	4.09	1.446	79	2.61	1.213
Does he/she sponsors teachers for further professional training	11	4.18	.603	79	2.14	1.356
Take individual staff to tasks about his/her own failures	11	3.82	.874	79	2.24	1.157
Set high standards for yourself and others	11	4.18	.405	79	1.89	1.062
Stress properly on schools rules and regulations	11	4.27	.905	79	2.04	1.245
Guiding the staff about the syllabus	11	3.64	1.286	79	1.86	1.106
He/she can use time as required to improve performance	11	4.36	.505	79	1.80	.939
Freely intermingle with others	11	4.64	.674	79	2.11	1.340
Taking correction positive	11	4.64	.505	79	3.27	1.542
Recognizes and gives praises when necessary	11	4.36	.505	79	2.19	1.442
Facilitates good leadership in school	11	3.91	1.375	79	1.80	1.114
Shows confidence and trust in others	11	4.18	.405	79	1.94	1.234
Always free and open to everyone when expressing views	11	3.82	.982	79	2.03	1.165
Total		58.64			29.84	

From Table 4.12, it is evident that the headteachers perceived ten items out of fourteen items recorded had a high mean score of 4.345. In contrast the same Table revealed teachers perception on eight of the fourteen items recorded had moderate mean score of 2.3. On the other hand the headteachers rated four items as moderately high at between 3.8. The teachers rated the other six items as moderately with a mean score of 1.9.

The information in this Table shows that headteachers rated themselves highest (4.64) in, freely intermingle with others and taking correction positive. Teachers ratings on taking correction positive of 3.27, hence this shows that even the teachers were aware that their headteachers relationship with others. The findings revealed that the headteachers rated themselves as highly democratic. The researcher noted that the headteachers and teachers slightly differed on democratic leadership styles.

It is evident from results in Table 4.12 that headteachers perception on democratic leadership style is rated high by headteachers at 58.64 while teachers rated them moderately at 29.84 which is considered as indicated in the mean scores. From the findings of the data collected it implies that headteachers were more democratic as they rated themselves and as well as they were moderately rated by teachers. Hence the headteachers are more human resource oriented, he/she also keeps his or her teachers informed about everything that affects their work and

shares decisions making and problem solving responsibilities. This style requires the leader to be a coach who has the final say, but gathers information from staff members before making a decision (Nzuve, 1999).

This style is based on the belief that where people are committed to decision which they participated in they will exercise self-control, self-direction and be motivated (Lippit and White (1938) as quoted by Cole (2002). The critics of this style however argue that decisions may not be binding to all; especially those whose views were overtaken by those of majority. This style may be influential in KCSE performance since the headteacher incorporates staff and tasks. It also involves participatory decision making hence each stakeholder owns the organization.

The researcher then sought to identify the headteachers and teachers perception on Autocratic leadership styles. The results are as shown in Table 4.13.

Table 4.13

The Mean Scores and Standard Deviations of Headteachers self perception and Teachers Perception on Autocratic leadership style

Autocratic	Headteachers			Teachers		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation
Work well with a wide range of people	11	3.91	1.375	79	1.86	1.095
Do not expect staff to exercise self directions	11	2.27	1.348	79	2.09	1.179
Poor at explaining and clarifying complex situation to staff	11	2.18	.874	79	3.58	1.429
Belief that setting goals for the schools in your duty	11	3.91	.701	79	1.54	.958
Can be autocratic when need arises	11	4.36	.505	79	2.24	1.323
Does not mind about complains as long as people are coming for work	11	2.55	.522	79	4.20	.992
Most headteachers refer to the institutions they head as my school	11	3.27	1.009	79	2.57	1.599
Total		22.45			18.08	

It is evident from results in Table 4.13 that headteachers perception on autocratic leadership style was rated high by both headteachers and teachers respectively as

indicated in the mean scores. The responses were given in support of the autocratic style with a total means score of 22.45 by the headteachers and 18.08 by the teachers.

The results in this table indicate that the headteachers rated themselves as highly autocratic (4.36) since they indicated that they can be autocratic when need arises. The headteachers also rated themselves as moderately high in their to work well with a wide range of people and belief that setting goals for the schools is their duty at 3.91. The teachers rated two factors as low in autocratic at a mean score of 1.7. It appears that the headteachers perception of their ability of autocratic leader and those of teachers were not in agreement. Hence from the findings teachers rated their headteachers leadership style as moderately high and low. Their self appraisal of the headteachers was highly autocratic. These results imply that the headteachers is an effective supervision who can provide only through detailed orders and instructions, teachers do not respond to any other leadership styles, there are high volume production needs on a daily basis, there is limited time in which to make a decision, a headteacher's power is challenged by a teacher, the school was poorly managed and the school needs to be coordinated with other schools in order to compete competitively. Hence it is assumed that a headteachers who employ autocratic leadership styles gets high performance in their schools since there is close supervision of teachers and students. These results contradicts those of Huka (2003) who noted that this style curtails

individuals' initiative, leading to de-motivation and low morale; the result being professional burnout and low performance in examinations.

Table 4.14

The Mean Scores and Standard Deviations of Headteachers self perception and Teachers Perception on Laissez-faire leadership style

Laissez-faire	Headteachers			Teachers		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation
Allow staff to behave as they want since they are trained	11	3.18	.982	79	2.32	1.286
Avoids supervising teachers	11	3.18	.982	79	3.27	1.412
Is not bothered about discipline in the institution as long as teaching-learning is going on	11	2.82	.874	79	4.01	1.354
Is really not moved by low productivity of teachers	11	2.73	.467	79	4.11	1.132
Total		11.19			13.71	

From Table 4.14 the headteachers rated themselves as moderately laissez-faire at a mean score of 3.0 while the teachers rated them both highly laissez-faire at a mean score of 3.8 and moderately laissez-faire at a mean score of 2.32. This implies that the headteacher who uses this style sets the people free so that the

power centre lacks the binding power. The finding agrees with Asunda, (1983) who noted that this style may lead to confusion anarchy or chaos. Perhaps this can be a mismanagement style and would hardly be conducive to provision of quality education. An institution whose head is a laissez faire leader is characterized by high degree of freedom of students and teachers. Cases of high indiscipline are very common and there is high level of don't care attitudes.

From the findings of the data collected the responses which were given in support of laissez-faire were a mean score of 11.19 by the headteachers and 13.71 by the teachers. This shows that headteachers were equally laissez faire from Nandi district although was rated low than democratic and autocratic leadership styles.

The findings of this study concur with Manguu (2010) who found out that headteachers in Kitui were more democratic and autocratic and low in laissez faire. According to Kemp and Nathan (1989) an authoritarian headteacher is low on human factors but high on task performance. From the opinions of headteachers and teachers, the headteachers in the area under study were rated as highly democratic and autocratic hence had authoritarian tendencies which stressed on the task and other than on human factors.

The results in Table 4.12, 4.13 and 4.14 on perceived leadership behaviour rating on the headteachers, leadership styles by the headteachers themselves and

teachers. The headteachers rated themselves as autocratic at a mean score of 22.45, teachers rated at a mean score of 18.08 and for democratic the headteachers rated them at a mean score of 58.64 and were rated by teachers at a mean score of 29.84.

4.4.2. Performance in mean scores and headteachers leadership styles

The mean scores performance for the participating schools were worked out and presented in appendix IV. The mean for a period of five years (2008-2011) was found to be 5.22 out of the possible 12.0 mean score. The results showed clearly that the students' performance in KCSE in public secondary schools in Nandi South district was average. The headteachers rated themselves high in democratic and moderate in autocratic leadership styles and teachers rated them high in democratic and moderate autocratic leadership styles. These findings agree with those of Okoth (2002) whose findings indicated that democratic headteachers had higher mean-scores compared to autocratic headteachers leadership styles on students KCSE performance. It also contradicts those of Huka (2003) and Mang'uu (2010) who found out that autocratic headteachers had higher mean scores than democratic headteachers

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains the summary of the study, summary of findings, conclusions and recommendations. There are also suggestions for further research.

5.2 Summary of the study

The purpose of this study was to investigate the effects of head teachers' leadership styles on KCSE performance in public secondary schools in Nandi South district. The study was guided by the following objectives: to establish the effect of headteachers autocratic leadership style on student's performance in KCSE examinations in Nandi South District in Kenya, to examine the influence of headteachers democratic style in students performance in KCSE and to establish the effect of Laissez – faire leadership style on students' performance in KCSE in Nandi South District. The study was based on McGregor Theory X and theory Y which was put forward by McGregor to describe how managers view their subordinates. The methodology was organized in the following subtopics research design, target population, sample size and sampling procedures, research instruments, instrument validity, instruments reliability, data collection procedures and data collection procedures and data analysis procedures. The study used descriptive survey design. Target population in this study consisted of

35 principals and 420 teachers. Simple random sampling was employed to select 20 schools from the 35 secondary schools in Nandi South District to participate in the study. The study sample comprised of 20 head teachers and 80 teachers' from 20 secondary schools. The study used a questionnaire for data collection. To validate expert judgment was needed, as such the researcher sought assistance of the supervisor and other university lecturers who were experts in research who helped improve validity of the instruments. The test re-test technique of reliability was used to assess the reliability of the research instruments. The reliability of this study was 0.80 which was accepted as reliable. Descriptive statistics was used to analyze the quantitative data obtained.

5.3 Summary of findings

In this section analysis of data on headteachers' leadership styles and its relationship with performance in KCSE examinations is presented. The findings to the research questions are presented as per the question. The questions were re-stated for linking them with the findings.

The headteachers rated themselves as autocratic and democratic while teachers rated them as both autocratic and democratic, less laissez faire. This shows that if there is cooperation between the headteachers and the rest of the school community, then production can either be low or high in KCSE performance. From Appendix IV, shows mean scores in KCSE examinations in Nandi South

district. For the years 2008 to 2011 the mean scores are average with some students dragging others to average in some schools.

Other reasons for the average performance could be due to some students having negative attitudes towards some subjects especially science subjects and also for the headteachers who use democratic styles and laissez faire in their schools. Those headteachers who use democratic lack the authoritarian tendencies which stress on production rather than human factor. Hence, the leadership styles of the headteacher highly influence performance in KCSE examination.

5.3 Conclusions

From the findings of this study it can be concluded that:-

Although the headteachers' democratic leadership style was rated as good by the teachers, performance was below average as rated by the headteachers hence there is need to examine other factors such as lack of support from the community that may influence the students' performance in KSCE in Nandi South District.

The headteachers in Nandi South District are both autocratic and democratic managers to the large extent but less laissez faire. This is from their own rating and ratings by the teachers. Performance in KCSE examinations indirectly depends on the leadership styles of the headteachers.

5.4 Recommendations

In view of the findings and implication of the study, it is recommended that.

Since most headteachers leadership styles were democratic and autocratic as rated by themselves and teachers, the students' performance in KCSE was rated average by both teachers and the haedteachers as average.

There is need then, to examine other factors cited by the headteachers such as negative attitudes by some students towards some subjects and unqualified teachers. Hence, the headteachers should involve the TSC to provide qualified staff. Parents' involvement in the children performance should be enhanced.

The headteachers in Nandi South district should organize forums with students to enable the students express their views on various areas in the institutions. Such views will help the headteachers and teachers to improve on the instructions offered during teaching.

5.5 Suggestions for further Research

Following the findings of the study, the following are suggestions for further research;

1. There is need to carry out another research covering a larger area such as a province or the whole country in order to enable wide generalization of the findings.

2. Future research should be wider to include other possible causes of poor performance such as the school organizational climate and teachers' motivation in relation to performance.

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APPENDICES
APPENDIX I
LETTER TO THE RESPONDENTS

UNIVERSITY OF NAIROBI
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION AND PLANNING
P.O. BOX 92
KIKUYU

MAY/JUNE, 2012

Dear Sir/Madam,

I am currently a master's student in the University of Nairobi undertaking an educational research on influence of head teachers' leadership styles on students KCSE performance in public secondary school in Nandi South district. Having been chosen to participate in the study, I request you to freely and openly respond to the questionnaire. Your response will only be used for this research work hence it will be kept private and confidential.

Thank you for your support

Michael K. Cheruiyot

University of Nairobi

APPENDIX II

HEAD TEACHERS QUESTIONNAIRE ON LEADERSHIP STYLES ON PERFORMANCE

This questionnaire is designed to gather information on the effects of Principals leadership styles on students' performance in KCSE in public secondary schools in Nandi South district.

Part A: Information about the head teacher.

Please tick the most appropriate answer.

	Questions	Response
1.1	What is your Gender	Male <input type="checkbox"/> Female <input type="checkbox"/>
1.2	What is your age bracket?	21-30 <input type="checkbox"/> 31-40 <input type="checkbox"/> 41-50 <input type="checkbox"/> 50+ <input type="checkbox"/>
1.3	For how long have you been in this position of headship?	1-5 <input type="checkbox"/> 5-10 <input type="checkbox"/> 10-15 <input type="checkbox"/> 15-20 <input type="checkbox"/> 20+ <input type="checkbox"/>
1.4	How long have you been a head teacher in this school?	Less than one year... <input type="checkbox"/> 1-4 years <input type="checkbox"/> 4-8 years <input type="checkbox"/> 8-12years <input type="checkbox"/>
1.5	What is your highest level of education	Secondary (O-Level) <input type="checkbox"/> Secondary (A level) <input type="checkbox"/>
1.6	What is your present professional grade?	SI/Diploma <input type="checkbox"/> ATS2 <input type="checkbox"/> GRADE1 <input type="checkbox"/> GRADE2 <input type="checkbox"/> CP <input type="checkbox"/> Others <input type="checkbox"/>
1.7	Indicate the gender category in	Male <input type="checkbox"/> Female <input type="checkbox"/> Mixed <input type="checkbox"/>

	your school	
1.8	What is the category of your school?	Mixed day [] Mixed day & boarding 2 [] Boys boarding [] Girls boarding [] Mixed boarding []
1.9	What kind of seminars have you attended?	Administrative/management [] Subject/professional [] General []
1.10	What is the No. of students in your school?	Male Female Total
1.11	What is the number of staff in your school?	Male Female Total
1.12	How is the performance of students in KCSE in your school?	Very good [] Good [] Poor [] Very poor []
1.13	How often do you meet with the teachers to discuss the trends in performance in the school?	Always () Sometimes () Rarely () Never ()
1.14	In your own opinion to what do you attribute the trends in performance in KCSE?
1.15	In taking the steps you have stated in (5) above, what problems have you encountered?

Part B: Self perception profile of own leadership styles

Please tick the relevant column to show the extent to which each statement below applies to your behavior in relation to your leadership styles as the head of the school.

Key: Strongly Agree 5, Agree 4, Strongly Disagree 3, Disagree 2, None 1

	To what extent do you feel that you as a head teacher,	Perception				
		5	4	3	2	1
1	Has the capacity to motivate and maintain the staff					
2	Can coordinate activities of staff					
3	Does he/she sponsor teachers for further professional training					
4	Work well with a wide range of people					
5	Do not expect staff to exercise self-directions					
6	Poor at explaining and clarifying complex situations to staff					
7	Take individual staff to task about his/her own failures					
8	Set high standards for yourself and others					
9	Stress properly on schools rules and regulations					
10	Guiding the staff about the syllabus					
11	He /She can use time as required to improve performance					
12	Belief that setting goals for the schools is your duty					
13	Allow staff to behave as they want since they are trained					

14	Freely intermingle with others					
15	Taking correction positively					
16	Recognizing and giving praise when necessary					
17	Facilitates good leadership in school					
18	Shows confidence and trust in others					
19	Can be autocratic when need arises					
20	Always free and open to everyone when expressing views					
21	Avoids supervising teachers					
22.	Is not bothered about discipline in the institution as long as teaching-learning is going on.					
23	Is really not moved by low productivity of teachers					
24	Does not mind about complains as long as people are coming for work					
25	Most headteachers refer to the institutions they head as my school					

Thank you for your cooperation

APPENDIX C

QUESTIONNAIRE FOR TEACHERS PERCEPTION ON HEADTEACHERS LEADERSHIP STYLES ON PERFORMANCE

The purpose of this questionnaire is to gather information about the school and your perception of the head teacher's leadership styles and how they impact on KCSE performance. The information collected will be kept secret. Do not write your name or name of your school.

The questionnaire will consist of three parts. Please tick the most appropriate answer.

Part A

Personal data

1.1	Gender: what is your gender	Male [] Female []
1.2	How old are you?	21-30 [] 31-40 [] 41-50 [] 50+ []
1.3	For how long have you served as a teacher	1-5 [] 5-10 [] 10-15 [] 15-20 [] 20+ []
1.4	How long have you been a teacher in this school?	Less than one year [] 1-4 years [] 4-8 []
1.5	What is your highest level of qualification?	Secondary (O-level) [] Secondary (A-level) [] Bachelor [] Masters []

		PhD [] others.....
1.6	What is your present professional grade?	SI/Diploma [] ATS2 [] GRADE1 [] GRADE2 [] CP [] Others.....
1.7	How is the performance of students in KCSE in your school?	Very good [] Good [] Poor [] Very poor []
1.8	How often do you meet with the teachers to discuss the trends in performance in the school?	Always () Sometimes () Rarely () Never ()
1.9	In your own opinion to what do you attribute the trends in performance in KCSE?
1.10	In taking the steps you have stated in (5) above, what problems have you encountered?

Part B: Teachers' perception on headteacher's Leadership styles

Please tick the most appropriate answer.

	Questions	Yes	No
1.1	Does the administration call for meetings involving teachers and students to discuss school matter?		
1.2	Do you think the school head teacher is doing his best to improve KCSE		
1.3	Do you think involving teachers and students in school administration will be harmful?		

Part C: Your perception profile of head teacher's behaviour

Please tick the relevant column to show the extent to which this statement applies to your headteacher's leadership styles and how they influence KCSE performance key; Always, very often, Often, rarely, never.

Please tick (√) the most appropriate answer.

		1	2	3	4	5
1	He can interact freely with teachers					
2	Is always ready to be corrected by his juniors					
3	He/she is remorseful during trying moments.					
4	Free to work with various groups of people i.e. teachers and students					
5	Gives his staff some degree of freedom					
6	Poor in managing difficult situations					
7	Stand firmly when handle tough headed members					
8	Ready to achieve set objectives					
9	Can maintain the school culture in terms of KCSE performance					
10	Stress to the staff about syllabus coverage					
11	Uses time as required to improve overall performance					
12	Concerned about school development					
13	Varies his/her leadership styles					
14	Freely intermingles with teachers and students					
15	Not ready to accept advice of the staff about his/ner leadership					

16	Recognizes and gives praise to teachers whose subjects perform well in KCSE					
17	Can facilitate good leadership in school					
18	Shows confidence and trust in others					
19	Can be autocratic when need arises					
20	He is transparent when handling school finances					
21	Avoids supervising teachers					
22.	Is not bothered about discipline in the institution as long as teaching-learning is going on.					
23	Is really not moved by low productivity of teachers					
24	Does not mind about complains as long as people are coming for work					
25	Most headteachers refer to the institutions they head as my school					

Thank you for your co-operation

APPENDIX IV

Statistics of Performance (MSS) in Nandi South District Public Secondary Schools

Name of School	KCSE Performance			
	2006	2007	2008	2009
AIC Chebisar Girls	6.421	6.873	6.60	7.20
Ndurio Secondary	4.318	3.971	3.982	4.10
Kapkole Girls	6.89	6.90	6.69	6.00
Koitabut Secondary	4.611	4.475	5.130	4.697
Banjo Secondary	3.035	3.49	4.037	4.88
Serem Boys	5.49	5.137	6.873	6.375
Bonjoke Boys	5.23	5.89	5.90	6.513
Fr. Mair Girls	5.421	6.873	6.500	6.712
Kapkures Secondary	3.61	3.77	4.28	4.69
Kaptumo Boys	5.17	5.48	4.17	5.61
Kesegon Secondary	3.743	3.921	4.01	4.312

APPENDIX V: LETTER OF 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/14/012/801**

Date **14th June, 2012**

Michael Kipkosgey Chentuiyot
University of Nairobi
P.O BOX 30197-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of head teachers' leadership styles on students performance in Kenya Certificate of secondary education in Nandi South District, Kenya"* I am pleased to inform you that you have been authorized to undertake research in **Rift Valley Province** for a period ending **30th July, 2012**.

You are advised to report to the **District commissioner and the District education officer, Nandi South District** before embarking on the research project.

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


A handwritten signature in black ink, appearing to read 'M. K. Rugutt'.


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

Copy to:

The District Commissioner
The District Education Officer,
Nandi South District

APPENDIX VI: RESEARCH PERMIT

<p align="center">CONDITIONS</p> <ol style="list-style-type: none"> 1. 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 2. Government Officers will not be interviewed with-out prior appolntment. 3. No questionaire 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 <p>GPK605523mt10/2011</p>	 <p>REPUBLIC OF KENYA</p> <p>RESEARCH CLEARANCE PERMIT</p> <p align="right"><i>(CONDITIONS—see back page)</i></p>
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<p align="center">PAGE 2</p> <p>THIS IS TO CERTIFY THAT: Prof./Dr./Mr./Mrs./Miss/Institution Michael Kipkosgey Cheruiyot Of (Address) University of Nairobi P.O BOX 30197-00200 NAIROBI Has been permitted to conduct research in</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Nandi South</td> <td style="width: 50%;">Location</td> </tr> <tr> <td>Rift Valley</td> <td>District</td> </tr> <tr> <td></td> <td>Province</td> </tr> </table> <p>On the topic: Influence of headteachers' leadership Styles on students' performance in Kenya Certificate of secondary education in Nandi South District, Kenya</p> <p>For a period ending: 30th July 2012</p>	Nandi South	Location	Rift Valley	District		Province	<p align="center">PAGE 3</p> <p>Research Permit No. NCST/RCD/14/012/801 Date of issue 14th June 2012 Fee received KSH.1000</p> <div style="text-align: center;">  </div> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"><i>(Signature)</i></td> <td style="width: 50%;"><i>(Signature)</i></td> </tr> <tr> <td align="center">Applicant's Signature</td> <td align="center">Secretary National Council for Science and Technology</td> </tr> </table>	<i>(Signature)</i>	<i>(Signature)</i>	Applicant's Signature	Secretary National Council for Science and Technology
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