

**INFLUENCE OF HEADTEACHERS' LEADERSHIP STYLES ON PUPILS'  
PERFORMANCE IN KENYA CERTIFICATE OF PRIMARY EDUCATION  
IN PUBLIC PRIMARY SCHOOLS IN DAGORETTI DISTRICT, NAIROBI**

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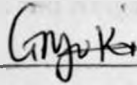
**Research Project Report Submitted in Partial Fulfillment of the Requirements  
of the Degree of Master of Education in Educational Administration**

**University of Nairobi**

**2012**

## DECLARATION

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



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Gladys Njoki Kinyanjui

This research project has been submitted for examination with our approval as university supervisors.

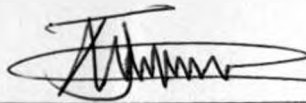


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## **DEDICATION**

This research report is dedicated to my beloved husband, David Kinyanjui and my children Naomi, Emmanuel, Mark and Abigail.

## ACKNOWLEDGEMENT

I would like to acknowledge the assistance, guidance and encouragement from my supervisors; Mr. Edward Kanori and Professor Winston Akala for their towering intellectual insight on educational administration which was a source of great inspiration. To the University of Nairobi lecturers and the Department of Educational Administration and Planning, for their valuable and resourceful lectures, and my fellow classmates from group 26.

I would also like to thank all those who contributed generously, both orally and in documentation mainly George Wamwea, Rachel Maina, Rahab Ngatunyi and Naomi Ngatunyi for their dedicated technical and moral support. To my beloved husband, David Kinyanjui, who challenged me to pursue this course that has proved to be fulfilling in my teaching career.

To all, I say Asante sana.

## ABSTRACT

The study was to investigate the influence of headteachers' leadership styles on pupils' Kenya Certificate of Primary Education performance in public primary schools in Dagoretti district, Nairobi, specifically to determine whether leadership styles have any influence on pupils K.C.P.E performance, establish the extent to which headteachers involved teachers in decision making, determine whether leadership style affect resource allocation utilization in the school and determine the extent in which the leadership style affects curriculum delivery. The study was guided by Fielders' Contingency Theory of Leadership. Simple random sampling was used to select 22 headteachers and 104 teachers from the 22 schools in the district. Questionnaire tools were used to collect the data. Statistical Package for Social Scientists (SPSS) and Microsofts' Excel were used to analyze the data. The study found out that the headteachers in the district applied various leadership styles where majority applied democratic, while a few applied authoritarian and laissez fairer leadership styles. No relationship was established between KCPE performance and the headteachers' leadership styles. The study also found out that headteachers involved teachers in decision making. There was no relationship between leadership styles and resource allocation and utilization. Neither was there any relationship between leadership styles and curriculum delivery. The study recommended that the Ministry of Education identify the reasons behind the perennial poor performance of schools in KCPE in the district and identify the reasons for very low recruitment of young teachers within the district. Areas for further research were identified as the factors that influence KCPE performance in primary schools in Dagoretti District, the effects of School Management Committees on leadership in primary schools and the management capacity gaps that exist among headteachers within public primary schools in Dagoretti District.

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## **LIST OF ABBREVIATION AND ACRONYMS**

<b>FPE</b>	-	<b>Free Primary Education</b>
<b>KCPE</b>	-	<b>Kenya Certificate of Primary Education</b>
<b>KCSE</b>	-	<b>Kenya Certificate of Secondary Education</b>
<b>LPC</b>	-	<b>Least Preferred Co-worker</b>
<b>QASOs</b>	-	<b>Quality Assurance and Standards Officers</b>
<b>SPSS</b>	-	<b>Statistical Package for Social Sciences</b>
<b>TSC</b>	-	<b>Teachers Service Commission</b>

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the study

Student academic achievement is very crucial at every level; from a perspective of an individual, a family, an organization (like a school) and the nation as a whole. For a school to perform well both in academics and in co-curricular activities, effective leadership is needed (Cole, 2002). Leadership at work in educational institutions is thus a dynamic process where an individual is not only responsible for the group's tasks but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context (Cole, 2002).

The leadership style of the headteacher is of utmost importance in the school performance. The school headteacher has the role of providing direction and exerting influence on persons and other things in order to achieve the school's goals (Leithwood, 2003). This shows the importance of the school principal's role in improving student performances and achievement.

Leadership style is the manner and approach of providing direction, implementing plans and motivating people. Lewin led a group of researchers to identify different styles of leadership. This early study has been very influential and established three major leadership styles. The three major styles of leadership are Autocratic or Authoritarian, Democratic (participative) and Laissez faire (Delegative or Free Reign (U.S. Army handbook, 1973). A good leader uses all three styles, with one of them

normally dominant while bad leaders tend to stick with one style (US army handbook, 1973)

Lewin found out from his research that it was more difficult to move from an authoritarian style to democratic style than vice versa. Abuse of authoritarian style is viewed as controlling, bossy and dictatorial. Lewin's study found out that Democratic leadership was generally the most effective. In his study, children in this group were less productive than the members of the autocratic group, but their contributions were of much higher quality. Children under the Laissez-faire leadership were the least productive of all the three groups.

Waters, Marzano, and Mcnulty (2003) described that the caliber of leadership in a school could have a dramatic effect on student achievement. Furthermore, there was a strong relationship between effective leadership style and student achievement. Iqba (2005) found out that authoritative leadership style had a significant effect on school effectiveness (an indicator of student achievement) as compared to democratic style in public schools in Punjab. Haymon (1990) found a positive relationship between leadership styles and student performance in the elementary schools. Valesky (1992) found that a democratic style produced higher test scores than an authoritarian or Laissez-faire leadership style did in high schools in Memphis, Tennessee. Nsubuga (2009) revealed that the democratic or consultative form of leadership was the best in Ugandan schools.

It was also found that most headteachers in Uganda used this kind of leadership in order to create ownership. The findings of the study also showed that no one kind of leadership style was used in schools. Although the democratic style was the most preferred, it was found that depending on situations in schools, leaders tended to use the different leadership styles and at times used other styles of leadership. It was established that where the democratic style of leadership was practiced, the school was likely to achieve good overall school performance.

Ngugi (2006) observed that headteachers who used democratic leadership style posted high exam results. No significant relationship was found between the autocratic leadership style and academic performance in public secondary schools in Maragua district, Kenya. Onyango (2008) stated that good academic performance in K.C.S.E was exhibited by schools whose headteachers were having a mixture of autocratic (Task-oriented behaviour) and democratic leaders (relationship-oriented behavior). From the following studies, it was still not clear whether a particular leadership style resulted in the most effective form of organizational behaviour.

The Kenyan education system is examination oriented and so performance of a student in national examinations is very important. The exam results of K.C.P.E determine the type of secondary school the student is admitted to. The numbers of secondary schools are few compared to the number of students. This means that the students with low marks end up missing admission in secondary schools. When a school does well in K.C.P.E. it is, the headteacher who is praised and when it performs poorly, it is the headteacher who is blamed. Nairobi County has eight

districts. Out of the eight districts, Dagoretti had been posting the worst results for the last six years as shown in Appendix F. All the eight districts in Nairobi County receive free primary education funds and the Teachers Service Commission (TSC) has posted trained teachers in all the schools in the county. It is with this concern that the study sought to investigate if headteachers leadership style influenced students' KCPE performance in public primary schools in Dagoretti district.

## **1.2 Statement of the problem**

Dagoretti District has twenty two public primary schools. This district had been posting the worst results in Nairobi County for the last six years as indicated in Appendix 5. In the Districts order of merit, Dagoretti had been in eighth position out of eight districts for the last six years i.e. from 2006 to 2011 as shown in Appendix 4. The mean score of Dagoretti district was below half. The lowest mean score was in 2008 when it posted a mean score of 213.53. While the top district, Westlands had a mean score of 286.04 in the same year. The highest mean score for Dagoretti was 226.88 in 2006, while the top district, Westlands had a 271.74 as shown in (Appendix 4.) In Dagoretti District, there are twenty –two schools. An average of six schools in the district had been posting mean scores of less than 200 marks as indicated in Appendix 5. Most of the schools in Dagoretti district had been posting mean scores of less than 250 marks apart from a few schools like Kabiria, Dagoretti special and Jamhuri. The best mean score in the district was 281.41 from Kabiria



Primary school in 2011 while the worst was 149.45 from Kagira Primary School in 2011.

From the review of the results posted for the last 5 years, it was clear that most schools in Dagoretti District performed poorly and were below average. It is on this basis that the study sought to investigate if the head teacher's leadership style had any influence on student's performance in K.C.P.E. From studies done, there was no leadership style that had exclusively contributed to performance. This study therefore sought to find out which leadership styles headteachers used in schools, which in turn translated to good or bad performance in K.C.P.E.

### **1.3 Purpose of the study**

The study investigated the influence of headteachers' leadership styles on pupil's K.C.P.E performance in public primary schools in Dagoretti district, Nairobi.

### **1.4 Objectives of the study**

The following objectives guided the study

- i) Determine whether leadership styles have any influence on pupils K.C.P.E performance.
- ii) Establish the extent to which headteachers involve teachers in decision making.
- iii) Determine whether leadership styles affect resource allocation utilization in the school
- iv) Determine the extent in which the leadership styles affect curriculum delivery.

## **1.5 Research questions**

The study was guided by the following research questions

- i) To what extent do leadership styles of headteachers have any influence on pupils K.C.P.E performance?
- ii) To what extent do headteachers involve stakeholders in decision making?
- iii) To what extent do leadership styles of headteachers affect resource utilization in the schools?
- iv) To what extent do the headteachers leadership styles influence curriculum delivery?

## **1.6 Significance of the study**

The findings of the study may be used by the Ministry of Education in formulating capacity building programmes to empower education managers and administrators in terms of their leadership styles. The headteachers can also benefit from the findings in re-examining their leadership styles and hence making adjustments where necessary. The headteachers will be able to create a conducive learning and working environment in school that will boost teachers' morale and hence improve students' performance.

The findings of this study will be used by educators in teacher training institutions to give trainees a bearing on what should be done to enhance an efficient and effective leadership style. To teachers, the findings of the study are likely to make teachers appreciate the role played by various leadership styles in the enhancement of school

performance. The findings of the study will enable QASOs' to develop policies on leadership and management of schools. The findings of the study will also influence scholarly research theory and practice leading to educational intervention on the influence of leadership styles on students' performance.

### **1.7 Limitations of the study**

There are many factors that influenced the performance of students in K.C.P.E. These varied from student to student such as student's background, availability of learning materials, economic status among others. The researcher was not able to isolate all these factors and investigate their influence in performance.

### **1.8 Delimitations of the study**

The study was conducted in public primary schools in Dagorreti District in Nairobi County. Private schools were not included because they had a different administrative system from the public schools.

### **1.9 Assumptions of the study**

- i) K.C.P.E was a reliable and accurate instrument for measuring student achievement at primary school level.
- ii) Teachers were capable of describing the head teacher's leadership behaviour without bias or favour.

### **1.10 Definitions of significant terms**

**Autocratic leadership:** This leadership style is also known as Authoritarian leadership. Autocratic leaders provide clear expectations for what needs to be done when it should be done and how it should be done.

**Democratic leadership:** It is also known as participative leadership. Democratic leaders offer guidance to group members and allow input from other group members.

**Laissez Faire leadership:** refers to where the leader offers little or no guidance to group members and leaves decision making up to the group members.

**Leadership style:** refers to the manner and approach of implementing plans and motivating people.

**Leadership:** refers to the ability of an individual to influence, motivate and enable others contribute towards the effectiveness and success of the organizations (such as schools) of which they are members.

**Public school:** refers to a school maintained and run by the government.

**Students' performance:** Refers to the student level of achievement in K C P E examination.

### **1.11 Organization of the study**

The study comprised of five chapters. Chapter one included the background to the study, purpose of the study, objectives of the study, research questions, significance of the study, assumption of the study, limitation and delimitations of the study and definition of the significant terms. Chapter two consisted of review of related literature under the following subheadings, general concept of leadership, recent

studies on leadership styles, influence of leadership styles on students' performance, theories of leadership, leadership styles, theoretical framework and conceptual framework of the study. Chapter three described the research methodology to be used which included the following: sample and sampling techniques, research instrument, instrument validity and reliability, data collection procedures and data analysis techniques. Chapter four had data analysis and presentation of the findings. Chapter five comprised of the summary of the findings, conclusions and recommendation.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The literature related to this study was reviewed under the following headings: General concepts of leadership, leadership styles and studies on the influence of leadership styles on students' performance, summary of literature review, theoretical framework and conceptual framework.

#### **2.2 General concept of leadership**

Leadership is described in many different ways. Koontz (1990) defines leadership as the ability of a manager to induce subordinates to work with confidence and zeal.

Sanford (1973) observes that without leadership, organizations were nothing but masses of individuals. He notes that leadership is the interpersonal influence towards attainment of specific goals in specific situations, It is the means through which the leader guides the behaviour of other people towards goal accomplishment. The interpersonal influence is experienced through communication and more generally through behaviour.

Armstrong (2002) defines leadership as the process of influencing and supporting others to work enthusiastically towards achieving the objectives. Leadership is the catalyst that transformed potential into reality and the ultimate act that identifies, develops channel and enriches the potential already in an organization and its people. Leadership has many definitions as seen from the above definitions. A working

definition for the purpose of this study took the concept of leadership as a process in which one person successfully exerts influence over others to reach the desired objectives in an organization.

### **2.3 Leadership styles**

Vroom (1979) refers to leadership styles as a particular behavior applied by a leader to motivate his or her subordinates to achieve the objectives of the organizations.

A number of researchers have developed leadership style models based around decision making such as Lewin, Tannenbaum and Schmidt. Each of these models looked at a range of styles from the one in which the leader made all the decisions or autocratic to the ones in which the followers were allowed to make decisions as their own. A key element in each of these models is the assessment of which style is most appropriate at a given point and whether the followers were able and willing to make decisions themselves.

Lewin's studies had a group of researchers to identify different styles of leadership. This early study established three major leadership styles. The three major leadership styles were autocratic, which can also be referred to as authoritarian, democratic which were also referred to as participative and Laisser-faire also referred to as delegative.

## **2.4 The Autocratic or Authoritarian Style**

Nzuve (1999) notes that the autocratic leader held all the authority and responsibility in an organization with communication almost exclusively moving from top to bottom. The manager assigned the workers specific tasks and expected orderly and precise results. The manager set goals, told workers what to do and how and when to do it. He may or may not give any explanations and also exercised close supervision. Okumbe (1998) states that autocratic leadership was task-oriented and workers were used as a machine to effect productivity. The workers were expected to carry out directions without questions. There was little or no group participation in the decision making process and no effective communication between leader and subordinates.

Goodworth (1988) states that autocratic leaders dominated team-members and used unilateralism to achieve a similar objective. He notes that this approach to the leadership generally resulted in passive resistance from team-members and required continual pressure and direction from the leader in order to get things done. Lewin's studies found that autocratic leadership was best applied to situations where there was little time for group decision making or where the leader was the most knowledgeable member of the group.

Okumbe (1998) used McGregor's theory and called the autocratic presumptions about followers' theory X. According to theory X, people inherently disliked work and when possible avoided it. The theory also states that people had little ambition.



tended to avoid responsibility, and preferred to be directed. It stated that it was necessary to use coercion, control and threats of punishment to get people to work. Okumbe (1998) notes that one advantage of autocratic leadership, is that the workers are compelled to work quickly for high production. Okumbe also states that autocratic leadership did not encourage the use of rewards to motivate the workers. Okumbe (1998) states that some disadvantages of autocratic leadership was the work being strictly structured and was always done following certain sets of procedures. There was close supervision and this may have been resented by the workers .He also noted that the needs of the workers were ignored.

## **2.5 Democratic or Participative style**

Nzuve (1999) describes a democratic leader as one who obtained ideas and opinions from workers. He gave them a chance to express their feelings about how things should be done. The manager considers the ideas and opinions of workers and he still made the final decision. This is done in an attempt to minimize differences and to get a commitment from employees before taking action. Communication is usually both upward and downward. Okumbe (1998) states that democratic leadership rests on the idea that workers should be involved in the making of policies. It considers the needs, interests, rights and freedom of the workers. He notes that the management influenced but did not dominate the subordinates. It offered suggestions rather than issuing orders.

Newstrong and Keith (1993) note that democratic leadership style is normally used when the leader has part of the information and the employees have other parts. The leader does not know everything. Using democratic style is of mutual benefit since it allowed employees to become part of the team and allowed the leader to make better decisions. Goodworth (1999) describes a democratic leader as one who makes decisions by consulting his team, while still maintaining control of the group. The democratic leader allows his team to decide how the task would be tackled and who will perform which task.

A democratic leader can be seen in two lights: one as a leader who encourages participation and delegates wisely, but never loses sight of the fact that he bears the crucial responsibility of leadership. He values group discussions and input from his team and could be seen as drawing from a pool of his team members' strong points in order to obtain the best performance from his team. He motivates his team by empowering them to direct themselves and guides them with a loose reign.

Okumbe (1998) using McGregor's theory describes a democratic leader as a Theory Y. This leader believes that work was a natural phenomenon, and if the conditions were favorable people would not only accept responsibility, but also seek it. He also believes that if people were committed to organizational objectives, they would exercise self-direction and self control. He also believes that commitment was a function of the rewards associated with goal attainment. Finally he believes that capacity for creativity in problem solving is widely distributed in the population and

the intellectual potentials of the average human being are only partially utilized. The democratic leader uses a lot of influence, allows autonomy and avoids imposing his will on subordinates. Authority in democratic leadership is decentralized and subordinates participate in decision making. The democratic leader believes that people are motivated by higher level needs for social interaction, achievement and self actualization.

Okumbe (1998) states three advantages of democratic leadership style. The first advantage is that democratic leadership promotes high morale among the workers. The second one is that workers have freedom to exercise their responsibilities. The third advantage is that democratic leadership facilitated flexibility in organizations. Okumbe (1998) notes one disadvantage of democratic leadership is delays in decision making.

## **2.6 Laissez-Faire or delegative style**

Nzuve (1999) describes Laissez-faire leadership style as one where the leader waives responsibility and allows subordinates to work as they choose with minimum interference. The employees are given the authority to make a decision or determine a course of action. Within the limits of authority given, the subordinates structure their own activities. They may consult the manager directly involved in making the decisions. The manager indicates what needs to be done and when it must be accomplished but let employees decide how to accomplish it as they wished. In this style of leadership, communication flows horizontally among group members.

Veccio (1988) explains Laissez-faire as a French expression meaning “Lead it alone”. He notes that subordinates are given total freedom to select their own objectives and monitor their own work. Goodworth (1988) notes that Laissez-faire style was usually appropriate when leading a team of highly motivated and skilled people who had produced excellent results in the past. Once a leader had established that his team was confident, capable and motivated, it was often best to step back and let them get on with the task, since interfering could generate resentment and detract from their effectiveness. By handing over ownership, a leader could empower his group to achieve their goals.

Lewin’s studies note that Laissez-faire style of leadership offered little or no guidance to group members and leaves decision making up to group members. He notes that this style is effective in situations where group members are highly qualified in an area of expertise. He points out that this style leads to poorly defined roles and lack of motivation.

Okumbe (1998) describes Laissez-faire leadership as a kind of leadership which encouraged no rules in the organization. It has no code of regulations. The leader is simply a symbol since there is no hierarchy of authority and the primary role of the leader is to supply materials needed by the group. Okumbe (1998) points out advantages of laissez-faire leadership as follows: Decisions are easily accepted and conscientious and employees provide their own motivation. He also points out disadvantages of laissez-faire leadership as follows: There is no control and chaos

and conflicts arise due to unguided freedom. There is also a high rate of unhealthy competition among members of the organization.

## **2.7 Studies on the influence of leadership studies on students' performance**

Eshiwani (1983) on policy study on factors behind poor performance among primary and secondary schools noted that lack of competent, dedicated and committed headteachers contributed to poor performance on students in national examination. Kamunge (1981) noted that headteachers of institutions were central to the successful management of educational institutions and the implementation of the total curriculum. This study was therefore necessary to further investigate points of non-consensus of leadership styles and pupils performance in KCPE examinations.

Kimacia (2007) studied the relationship between headteachers leadership styles and girl student performance in KCSE in public secondary schools, Narok District, Kenya. The findings showed that there was no significant difference between headteachers' age and leadership style. This contradicted Okoth (2002) in her study that leadership styles were a result of age. Headteachers aged 41-45 years were most democratic. Kimacia (2007) found out that age did not influence perception of teachers in their rating of headteachers in their leadership styles. This contradicted Asunda (1983) who noted that teachers aged averagely 40 years and above rated headteachers as being democratic while those between 20 -25 years rated headteachers as being autocratic. There was need to carry out further research on age as a variable in relationship to leadership styles of headteachers and whether teachers of different age brackets rate headteachers leadership styles differently.

Njuguna (1998) found out that there was a relationship between headteachers leadership styles and professional experience. Headteachers with professional experience of 16 years and above were rated higher on consideration behavior. This concurred with Okoth (2000) that headteachers with an administrative experience of 11 to 15 years were rated as being democratic than those with less administrative experience. This also concurred with Wangui (2007) but contradicted Kimacia (2007), who found that there was no relationship between professional experiences of teachers in rating leadership styles of teachers. This position was contradicted by Asunda (1983) who observed that teachers with long teaching experience rated headteachers as being democratic. There was need to investigate further on the noted points of contrast.

Kimacia (2007) observed that there was no relationship between academic and professional qualifications of headteachers and their leadership styles. Okoth (2000) noted that highly educated headteachers were more democratic than those with low academic and professional qualifications.

According to Asunda (1983) being a graduate, teacher and having high professional qualifications caused headteachers to be rated as democratic. Ndegwa (2002) contradicted Asunda (1983) that academic and professional qualifications did not affect teachers' perceptions of male and female headteachers in their management styles. Graduate teachers rated low male headteachers in initiating structure but with no significant difference for both male and female headteachers in considerations

dimension. Graduate male teachers rated high female headteachers in consideration dimension than their male counterparts in consideration dimension. This contradicted Okoth (2000) who noted that graduate female teachers rated male headteachers democratic while their female counterparts autocratic. Amidst these differing findings, there was need for further research on whether academic and professional qualifications had any relationship with leadership styles of headteachers.

Ndegwa (2002) in a study on teachers perception of leadership styles of male and female, headteachers in public secondary schools in Maragua District , Kenya, found that female headteachers in district and provincial schools practiced a high consideration structure while male headteachers practiced a high initiating structure. Both male and female headteachers in partly day and boarding mixed secondary schools practiced a high consideration structure more so than their counterpart in boarding schools.

Njuguna (1998) concurred with Ndegwa (2002) that both male and female headteachers practiced a high consideration structure. In the existing literature in Asunda (1983), Kariuki (1998), and Okoth (2000) stated that female headteachers were found to be autocratic while their male counterparts were democratic. There was hence a need to investigate whether gender had an effect on leadership styles of headteachers.

Studies on the effects of leadership styles on performance of students in KCSE both by Okoth (2000) and Kimacia (2001) found out that headteachers rated as being democratic had high mean performance index than autocratic headteachers. Though Muli (2005) and Wangui (2007) confirmed that leadership styles influence KCSE performance, they noted that autocratic headteachers had higher mean scores in KCSE than their democratic counterparts.

Njuguna (1998) noted that there was no significant relationship between leadership styles and KCSE performance. This study was therefore necessary to further investigate points of non-consensus on leadership styles and student performance in national exams. Griffins (1994) attributed good examinations performance to among others, a happy atmosphere, the skills and the devotion of the teachers. This happy atmosphere was first and foremost created by the leadership behaviour of the headteacher. Failure by the leadership to offer the much needed motivation to the working personnel led to low morale of both the teacher and the learners.

Stogdil (1974) in his research showed the relationship between administrative behaviour and productivity which indicated that the teacher and principals described high in consideration and structure, their pupils tended to make higher scores on tests of achievements. The same view was shared by Njuguna (1998) that schools that had high performance in examination were likely to be headed by principals who got high scores on both consideration and initiating structure.



The headteacher being an appointee of T.S.C is given the opportunity to lead the group towards the achievements of the goals of the organization. The way the headteacher created an enabling environment in the school would enhance each participant's potential and therefore good results in summative examinations would be achieved. From the foregoing, it was clear that the head teacher's leadership style had an impact on the student's performance. This section revealed that success or failure of a school depended on many factors such as the leadership style of the headteacher which was responsible for creating an enabling and happy atmosphere work climate which affected the morale of the staff and students and hence the academic performance. The study therefore attempted to investigate the extent to which the leadership styles of the headteacher affected student's K.C.P.E. performance.

## **2.8 Summary of review of literature**

The reviewed literature gave a working definition for the purpose of the study as the process in which one person successfully exerts influence over others to reach the desired objectives in an organization. Leadership style was defined as a particular behaviour applied by a leader to motivate his or her subordinates to achieve the objectives of the organization. The literature reviewed discussed three leadership styles namely, the autocratic style, democratic style and laissez-faire. In the autocratic leadership style, the leader held all the authority and responsibility. There was little or no group participation in decision making and there was close supervision.

In the democratic leadership style the workers were involved in decision making and this promoted high morale among the workers. In the laissez-faire leadership style, the leader waived responsibility and allowed workers to work as they chose with minimum interference. The advantages and disadvantages of each leadership style were also discussed. Several empirical studies on influence of headteachers leadership styles on students' performance were reviewed. This study indicated different findings. For some studies there were relationships while in others, there were no relationships between leadership styles and students performance in national examinations. There was no consistency in the findings related to the variables.

This study therefore intended to carry out further investigation on the influence of democratic, authoritarian and laissez-faire leadership styles on pupils KCPE performance in public primary schools in Dagoretti District. Studies done concentrated on the influence of leadership styles on KCSE performance. No study had been done on the influence of leadership styles on KCPE performance. This study therefore aimed at investigating the influence of headteachers leadership styles on pupils KCPE performance in Dagoretti District.

## **2.9 Theoretical framework**

The study was guided by Fielders Contingency Theory of Leadership which was based on studies of a wide range of group effectiveness. It concentrated on relationships between leadership and organizational performance. According to Fielder if an organization attempted to achieve group effectiveness through

leadership, then there was need to assess the leader according to underlying traits, assess the situation faced by the leader and construct a proper match between the two.

The theory was chosen to guide the study because it addressed the concept of leadership styles and goal achievement which were core in the intended study. The theory also had concepts which can be studied by the research tools of social scientists. Consequently Fielders model had been used to determine head teachers leadership style effectiveness in schools (Okumbe, 1998). The application of Fielders contingency theory of leadership to schools effectiveness was appropriate because it embraced both the trait and situational theories. It advocated for the leader to use the appropriate leadership style depending on the situation.

According to Fielder, the effectiveness of a leader was determined by the degree to match a dominant trait of the leader and the favorableness of the leader's situation. The dominant trait was a personality factor causing the leader to be either relationship- oriented or task oriented. Leaders who described their preferred co-worker in unfavorable terms with high L.P.C were purported to derive major satisfaction from establishing close fellowships with fellow workers. High L.P.C leaders were said to be relationship-oriented. Those leaders saw that good interpersonal relations were requirement for task accomplishment. Leaders who described their least preferred co-worker in unfavorable terms, derive major satisfaction by successfully completing a task. These leaders were said to be task-

oriented. They were more concerned with successful task accomplishment and worried about interpersonal relations later.

The second major factor in Fielders' theory is known as situational favorableness or environmental variable. This is basically defined as the degree a situation enables a leader to exert influence over a group. Fielder then extended his analysis by focusing on three key situational factors which were leader-member relationship, task-structure and position-power. Leader-membership structure is the degree to which employees accepted the leader and their willingness to follow the leaders' guidance. Fielder maintained that the leader will have more influence if he or she maintains good relationships with group members. The third major factor in Fielders theory is task-structure. It is the degree to which the groups' task has been described as structured or unstructured, has been clearly defined and the extent to which it can be carried out by detailed instructions. Fielder contends that highly structured tasks which specify how a job is to be done in detail provides a leader with influence over group actions that do unstructured tasks.

Position-power is the amount of formal authority the leader possessed by virtue of his or her position in the organization. Fielder explains that leaders who have the power to hire and fire, discipline and reward have more power than those who do not have. By classifying a group according to the three variables, eight different situations or leadership styles were identified. These eight combinations were then classified as either task-oriented or relationship-orientated. According to Fielder, a

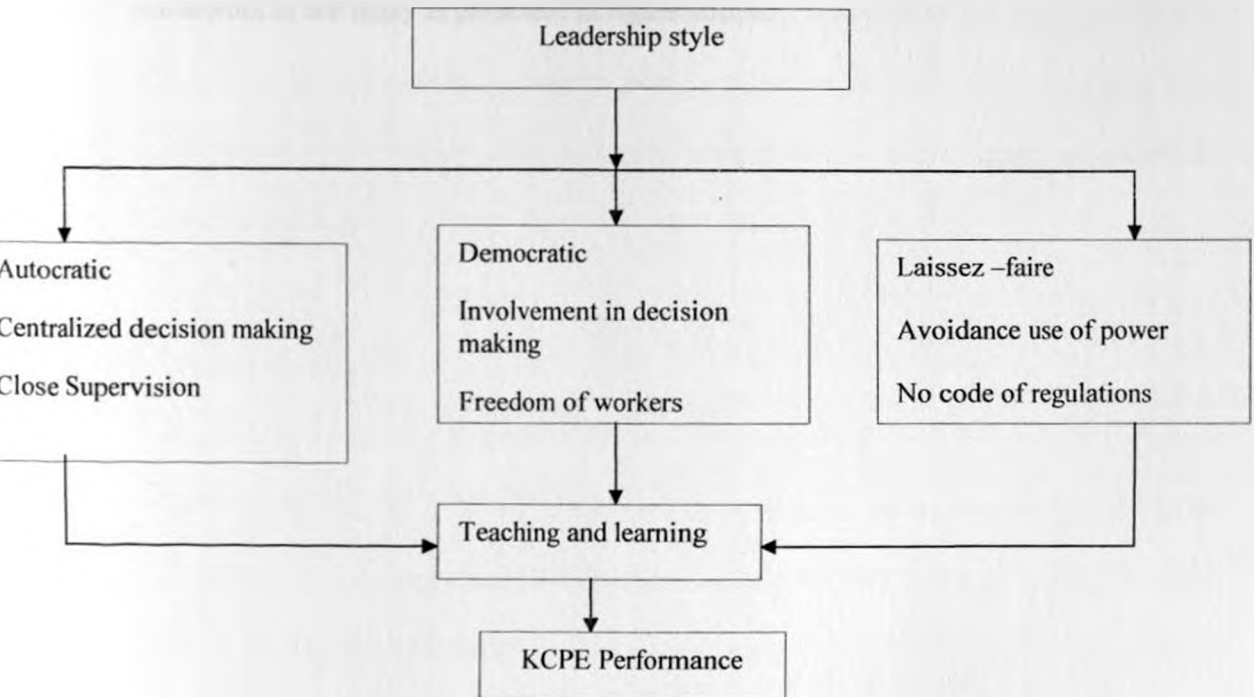
task oriented style is more effective than a relationship-oriented style under extreme situation when the situation is either very favorable or unfavorable. (Okumbe, 1998)

Fielder's theory has several implications for management of leaders in organizations. The first implication is that the favorableness of leadership situations should be assessed using the instruments developed by fielder. The second implication is that candidates for leadership positions should be evaluated using the L.P.C scale. The third implication is that if a leader is being sought for a particular leadership position a leader with the appropriate L.P.C profile should be chosen and finally if a leadership situation is being chosen for a particular candidate, a situation should be chosen which matches his/her LPC profile.(Okumbe,1998)

Critiques of this theory argue that situational variables like training and experience have an impact in a leaders' effectiveness. There are also some uncertainties about Fielders measurement of different variables. There is some doubt as to whether the LPC is a true measure of leadership style. Despite this criticism, this theory represents an important addition in the study of effective leadership.

## 2.10 Conceptual framework

**Figure 1: Relationship between headteachers' specific leadership style and students' performance in K.C.P.E.**



According to the figure, leadership style of a headteacher is manifested in three distinctive ways. Firstly, the leadership styles could be boss-centered or task-oriented where the principal makes decisions and announces it. Here tasks are clearly defined, there is effective supervision and the syllabus is completed on time. The style can create fear and resentment. In the second leadership style it is boss/subordinate-centered. Here the leader presents ideas and encourages suggestions which lead to decision making. There is trust, confidence and employees' commitment and a sense of belonging is enhanced.

The third leadership style is subordinate-centered where the leader asks the group to make decisions within certain limits. There is working freedom and creativity is promoted. It can however be confusing if not checked. All these leadership manifestations have different effects on the school which ultimately influences students' performance. The conceptual framework of the study is presented in figure above.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter dealt with the research methodology employed in the study. It highlighted the research design adopted for the study, the target population of the study, the sample size and sampling procedures, research instruments to be used in the study together with their validity and reliability, data collection procedures and data analysis techniques to be used in the study.

#### **3.2 Research design**

A research design refers to the process of creating an empirical test to support or refute knowledge claims (Borg & Gall, 1989). This study was conducted using Descriptive Survey design. Best and Kahn (2005) defines descriptive survey design as a study which seeks to find answers to questions through the analysis of variable relationships. This design deals with the relationships among non-manipulated variables. Descriptive survey research was chosen because it used both qualitative and quantitative data unlike other research methods. This facilitated the accumulation of findings from various forms of data such as personal accounts, observations and questionnaire. Due to this, descriptive survey method can provide a number of answers to various aspects being studied because there was the numerical element as well as the personal and observational element involved.



### 3.3 Target population

Mugenda and Mugenda (2003) define population as an entire group of individuals, events or objects having a common observable characteristic. The target population for the study was the public primary schools in Dagoretti District, Nairobi. The district has 22 public primary schools with 22 headteachers and 1034 teachers.(Nairobi City Council-Education Department, 2011)

**Table 3.1:**

#### **Sampling of Respondents**

	No of schools	No of schools head teachers	Teachers
Population	22	22	1034
Sample	22	22	104

### 3.4 Sample size and sampling procedures

Best and Khan (2005) define sample as a small proportion of a population selected for observation and analysis, while sampling is defined as a deliberate rather than haphazard method of selecting subjects for observation, to enable scientists to infer conclusions. The researcher employed simple random sampling to select schools for the main study. The study focused on the 22 headteachers and 1034 teachers in all the 22 primary schools in the district. This was supported by argument of Best and Khan (1998) who advocate for a sample of all members who have adequate knowledge and information of the study. Simple random sampling technique was used to select 22 headteachers and 104 teachers in the district. 10 percent of the total number of teachers in the district was

used to get the teachers sampled, which were 104. The results of the sampling were as summarized in Table 3.1.

### **3.5 Research instrument**

This study employed questionnaires as the tool to collect the data. Mulusa (1998) defines a questionnaire as a written set of questions to which the subject responds in writing. The researcher chose the use of questionnaires because information could be collected from a large number of people and the information could also be easily analyzed. Anonymity of respondents was possible and this helped the respondents to be honest when filling the questionnaire. The questionnaires allowed respondents enough time to fill them and so it avoided hasty response.

Two sets of questionnaires were used to collect the data, one for the headteachers and the other one for the teachers. Both questionnaires had part A, B, C, D and E. In both sets of the questionnaire tools, Part A gathered data on demographic variables, Part B had questions on leadership styles, part C had questions on teachers' involvement in decision making, part D had questions on resource utilization in schools, while Part E had questions on curriculum delivery.

#### **3.5.1 Validity of the instrument**

According to Borg and Hall (1989) validity is the degree to which a test measured what it purported to measure. Borg and Hall (1989) note that content validity is used to examine whether the instruments answer the research questions. The researcher

had the research instruments appraised by the project supervisors who were also lecturers at the Department of Education Administration and Planning at the University of Nairobi. To determine the validity of the instrument in this study, a pilot study was conducted in one school with one headteacher and five teachers. The school which was chosen for the pilot study was also included in the final study.

### **3.5.2 Reliability of the instruments**

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which research instruments yield consistent result or data after repeated trials. To test the reliability of the instrument, split half method of reliability was used during the study. This involves randomly splitting the instrument into halves, one containing odd numbers and the other even numbers (Nachimias and Nachimias, 1996). The scores were computed and correlated by use of Statistical Package for Social Scientists (SPSS) computer program. The Pearson's correlation co-efficient was obtained as **0.88** for headteachers, and **0.83** for teachers indicating a high degree of stability (Mugenda, 2003) confirming that the instruments were reliable.

### **3.6 Data collection procedures**

A research permit to conduct the study was sought from the National Council of Science and Technology and was presented to the headteachers of the participating schools. The headteachers and teachers involved in the study were briefed on the purpose of the study. The researcher delivered the questionnaires to the respondents in the sampled schools and later picked them on the agreed date and time. The researcher also paid the District

Education Officer a courtesy call to build a rapport and in the process informed him of the intended study in his District.

### **3.7 Data analysis techniques**

Data analysis is the process of bringing order and meaning to raw data collected (Best & Kahn 2004). Data analysis started with checking raw data from the closed-ended items on the two categories of questionnaires to establish accuracy, usefulness and completeness. For ease of analysis the data were then coded and entered into the computer by use of the SPSS program. Descriptive statistics of frequencies and percentages were used to summarize the data. Data from the open-ended items in all the categories of questionnaires were read thoroughly and recorded for qualitative data analysis. Themes and categories for all types of questionnaires were generated using the SPSS computer program. The data were then evaluated and analyzed for usefulness in answering research questions and also for report writing.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.1 Introduction**

This chapter presents the analysis and findings of the study. It provides general information on the study on influence of headteachers' specific leadership styles on pupils' K.C.P.E performance in public primary schools in Dagoretti District, Nairobi. The chapter starts with the background information of the respondents. It then assesses whether leadership styles have any influence on pupils performance in KCPE. It then assesses the extent to which headteachers involve teachers in decision making, determines whether leadership styles affect resource allocation and utilization in primary schools and finally the extent to which leadership styles affect curriculum delivery in the district.

#### **4.2 Questionnaire return rate**

A total of 126 questionnaires were distributed to 22 headteachers and 104 teachers in the district, out of which 86 questionnaires were returned giving a response rate of 66% for headteachers and 76% for the teachers. This was deemed to be sufficient for data analysis (Best & Kahn, 1993).

#### **4.3 Demographic information**

The study enquired about the demographic information of the headteachers, and teachers in terms of their qualification, teaching experience, and duration in their

profession. To achieve this the headteachers and teachers were asked to give their details in terms of gender and age as warm questions so that they could effectively participate in the questions of the main study. Their responses on gender and age were as shown in Tables 4.1. to 4.4.

**Table 4.1**

**Distribution of headteachers by gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	5	83
Female	1	17
<b>Total</b>	<b>6</b>	<b>100</b>

The study observed that 83 percent of the school heads were males while 17 percent were females suggesting that there were more male than female headteachers in the district. The distribution of teachers by gender was as shown in Table 4.2.

**Table 4.2**

**Distribution of teachers by gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	40	50
Female	40	50
<b>Total</b>	<b>80</b>	<b>100</b>

Data revealed that both genders had equal representation at 50 percent implying that the secondary school teaching profession in the division was evenly distributed amongst teachers of both gender. The headteachers and the teachers were asked to indicate their respective ages and the findings are presented as shown in Table 4.3.

**Table 4.3**  
**Distribution of headteachers by age**

Age in years	Frequency	Percent
21-30	0	0
31-40	2	33
41-50	3	50
51 – 60	1	17
<b>Total</b>	<b>23</b>	<b>100</b>

Data on the age bracket of the school heads indicated that 67 percent of them were over 40 years old, suggesting that most of headteachers were advanced in age which could be attributed to the fact that to be appointed a head teacher one must have served as a teacher for a given duration of time thus making them get to headship at an advanced age. Results on the age distribution of teachers were as tabulated in Table 4.4.

**Table 4.4****Distribution of teachers by age**

<b>Age in years</b>	<b>Frequency</b>	<b>Percent</b>
21-30	5	6
31-40	23	29
41-50	31	38
51 – 60	21	26
Over 60	1	1
<b>Total</b>	<b>81</b>	<b>100</b>

The study observed an almost equal representation in all the age sets suggesting that there was a well planned succession planning of teachers within the division where younger teachers were recruited as the old ones retired. However it was observed that those below 30 years of age were the minority suggesting that most teachers were being hired into the profession having waited for some time and only got hired as they approached the age of 30 years. It could also be an indicator of an out mobility of teachers below 30 years of age in the district. On the academic qualifications, the school heads and the teachers were asked to state the highest level of education they had attained. The responses were analyzed and the results tabulated as shown in Tables 4.5 and 4.6.



**Table 4.5**

**Distribution of headteachers by academic qualification**

<b>Academic level</b>	<b>Frequency</b>	<b>Percent</b>
ATS1	1	17
ATS2	2	33
Diploma in Education	2	33
Bachelor of Education	1	17
<b>Total</b>	<b>6</b>	<b>100</b>

Data revealed that 50 percent of the headteachers had attained at least a diploma in education implying that half of the headteachers held on ATS1 and ATS2 qualifications which were being phased out of the profession by the Ministry of Education. Only half of the school heads had upgraded their academic qualification and were well equipped to head their respective institutions. The academic qualifications of the teachers were as tabulated in Table 4.6.

**Table 4.6****Academic qualification of teachers**

<b>Academic level</b>	<b>Frequency</b>	<b>Percent</b>
P2	9	11
P1	27	33
ATS3	4	5
ATS2	3	4
ATS1	5	6
Diploma in Education	12	15
Bachelor of Education	13	16
PGDE	6	7
Master of Education	2	2
<b>Total</b>	<b>81</b>	<b>100</b>

Findings on the academic qualification of teachers indicated varied qualifications with 25 percent of the teachers holding at least a Bachelor's degree while others held other types of qualifications with 15 percent holding diplomas, and 15 percent holding Approved Teacher Status (ATS) and 54 percent holding P1 and P2 certificates. This was a positive attribute of the study in the division because a teacher's academic and professional qualification has significant influence on pupils' achievement. It was encouraging to find out that most of the teachers in the Division had upgraded their skills by acquiring higher professional qualifications. Results of the teaching experience of the headteachers and teachers were as shown in Tables 4.7 and 4.8.

**Table 4.7**

**Teaching experience of headteachers**

<b>Duration</b>	<b>Frequency</b>	<b>Percent</b>
1 - 5 years	1	17
6 - 10 Years	2	33
11 - 15 Years	2	33
Over 16 Years	1	17
<b>Total</b>	<b>6</b>	<b>100</b>

Study findings indicate that the headteachers in the division had varied teaching experience, with 50 percent of them having over 10 years of experience suggesting that they were well equipped to lead teaching teams and handle administration issues in their respective schools effectively. This confirmed some earlier finding of this study that to be appointed a head teacher one must have served as a teacher for a given duration of time thus making them get to headship at an advanced age. The experience of the teachers in the division was as shown in Table 4.8.

**Table 4.8****Teaching experience of teachers**

<b>Duration</b>	<b>Frequency</b>	<b>Percent</b>
1 - 5 years	14	17
6 - 10 Years	23	28
11 - 15 Years	20	25
Over 16 Years	24	30
<b>Total</b>	<b>80</b>	<b>100</b>

Study findings indicated that majority of the teachers were those with over 5 years of experience who accounted for 83 percent of all the teachers suggesting that most of the schools in the district had ample teaching capacity to handle the learning needs of the pupils. A near even distribution was noted in the subsequent age sets suggesting that the Ministry of Education had successfully implemented succession planning within the district where teachers of varied experiences were evenly distributed within the district. The headteachers were tasked on the duration they had been headteachers and the results were as shown in Table 4.9

**Table 4.9****Headteachers' duration on headship position**

<b>Duration</b>	<b>Frequency</b>	<b>Percent</b>
1 - 5 yrs	2	33.3
6 - 10 yrs	2	33.3
11 - 15 yrs	2	33.3
<b>Total</b>	<b>6</b>	<b>100</b>

Findings show that majority of the headteachers (67%) held their headship positions for more than 5 years suggesting that they were quite exposed to the day to day challenges of running schools and were probably well equipped to manage schools in the district. further analysis indicated that none of them had received a transfer to another school since they stayed in their current stations for a similar period of time as their appointment to headship positions. The study further enquired on the school set up. It was found out that all the schools (83%) were regular where both boys and girls learnt together.

#### **4.4 Leadership styles in Dagoretti District.**

The first objective was to establish the Headteacher's leadership styles in Dagoretti District and thereby determine whether leadership styles have any influence on pupils KCPE performance. The teachers were asked to assess their respective headteachers using the U.S. Army Handbook tool. It contained forty questions which were part of the questionnaire tools distributed to teachers. The results of the test were analyzed and presented as shown in Table 4.10.

**Table 4.10**

**Leadership styles applied by the headteachers in the district**

<b>Attribute</b>	<b>Number of schools</b>	<b>Percent</b>
Authoritarian	3	20
Democratic	9	60
Laissez Faire	3	20
<b>Total</b>	<b>15</b>	<b>100</b>

The study found out that 60 percent of the headteachers applied the democratic leadership style while 20 percent applied authoritarian and Laissez faire styles respectively. The study made observations that headteachers always tried to include one or more teachers in determining what needed to be done while maintaining the final say which was confirmed by 84 percent of the teachers. Headteachers in the district asked for ideas and inputs from teachers on upcoming plans and projects as confirmed by 79 percent of the teachers. Whenever things went wrong and the headteachers needed to create a strategy to keep the processes running on schedule, they called meetings to get teachers' inputs, which was confirmed by 73 percent of the teachers.

Teachers also felt that their respective headteachers created an environment where the teachers took ownership of projects and allowed them to participate in the decision making process. This was confirmed by 74 percent of the teachers. On the teachers' progress, the headteachers supported their respective teachers to progress

their careers as was confirmed by 58 percent of the teachers. These observations were clear demonstration of participatory leadership style in place.

#### 4.5 Leadership styles and pupils performance in KCPE

On whether leadership styles have any influence on pupils K.C.P.E performance, the leadership styles were regressed against KCPE performance in the schools in the district for the last five years (Appendix 4). The results of the regression analysis using Microsoft's Excel were as shown in Figure 4.1

**Figure 4.1**  
**Regression on the influence of leadership styles on KCPE performance**

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Summary Output

<i>Regression Statistics</i>	
Multiple R	0.581965
R Square	0.338684
Adjusted R Square	-0.22816
Standard Error	0.682364
Observations	14

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ANOVA

	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	6	1.669227	0.278204	0.597492	0.726455751
Residual	7	3.259345	0.465621		
Total	13	4.928571			

---

	<i>Standard</i>			
	<i>Coefficients</i>	<i>Error</i>	<i>t Stat</i>	<i>P-value</i>
Intercept	-3.87934	15.8334	-0.24501	0.813476
School	0.076233	0.220378	0.345918	0.739568
2007	0.002353	0.013976	0.168387	0.871041
2008	-0.00543	0.015649	-0.34698	0.738802
2009	0.031458	0.047237	0.665956	0.526769
2010	-0.01795	0.017564	-1.02203	0.340782
2011	0.012383	0.010314	1.20059	0.268957

Findings show that the R Square ( $R^2$ ) was 0.34 suggesting that only 34 percent of the variations in KCPE performance were explained by the leadership styles. This presents a very weak relationship between the two variables however very many other variables independently influence KCPE performance. The study therefore concludes that variations in KCPE performance in the district were influenced by other factors including the headteachers' leadership. The study found that democratic leadership style posted the best KCPE results followed by autocratic while Laissez-Faire posted the worst. This concurs with Okoth (2000) whose study shows that democratic leadership posted the best results in KCSE in Nairobi province.

On the significance of individual variables (the yearly KCPE performance and the school), P-value was used to test the significance level where a p-value of  $<0.05$  signifies that we are 95 percent confident that the specific variables portrayed a



strong relationship between the variable and the leadership styles. From Figure 4.1, all the p-values were greater than 0.05 further confirming that there existed little or no relationship at all between the specific variables and leadership styles.

Kabuchi (2010) argues that other than the headteachers leadership styles, there were other factors that influenced leadership in schools which could be attributed to the strength of management structures in the schools, school committees and PTAs which may render the head teachers' influence insignificant in the running of schools.

#### **4.6 Headteachers' involvement of teachers in decision making**

To establish the headteachers' involvement of teachers in decision making, the teachers were asked to respond to a few questions on management of the assembly, staff meeting and procurement processes in the schools. On the management of the assemblies, the results were as shown in Table 4.11

**Table 4.11****Headteachers' participation in morning assemblies**

<b>Attribute</b>	<b>Frequency</b>	<b>Percent</b>
Strongly Agree	3	4
Agree	6	7
Disagree	56	69
Strongly Disagree	12	15
Did not respond	4	5
<b>Total</b>	<b>81</b>	<b>100</b>

The study found out that headteachers did not dominate the assembly as indicated by 84 percent of the teachers. This fact was also confirmed by the headteachers themselves where 83 percent of them said that they do not dominate the assembly rather they shared the platform with the other teachers and especially with the teacher on duty. The teachers were therefore asked whether the headteachers dominated the staff meetings and the results were as shown in Table 4.12

**Table 4.12****Headteachers' dominance of staff meetings**

<b>Attribute</b>	<b>Frequency</b>	<b>Percent</b>
Strongly Agree	2	3
Agree	9	11
Disagree	52	64
Strongly Disagree	14	17
Did not respond	4	5
<b>Total</b>	<b>81</b>	<b>100</b>

Findings show that most of the headteachers in the district did not dominate the staff meetings. This was confirmed by 81 percent of the teachers. When the matter was put across to the headteachers, 67 percent of them indicated that they did not dominate the proceedings of a staff meeting but rather they gave teachers turns to discuss and air their opinions on the issues at hand. The teachers were also asked whether their respective headteachers dominated the whole procurement process of books. The results were as shown in Table 4.13

**Table 4.13**

**Headteachers' dominance of text books procurement process**

	Frequency	Percent
Strongly Agree	4	5
Agree	20	25
Disagree	39	48
Strongly Disagree	14	17
Did not respond	4	5
Total	81	100

It was found out that the headteachers did not dominate the procurement process of books either. This was confirmed by 65 percent of the teachers who indicated that headteachers consulted teachers whenever the issue of procurement of books was concerned. In support of this fact 67 percent of the headteachers indicated that procurement process for them was an all inclusive exercise. The teachers were then

asked on the behaviour of their headteachers when it came to recruitment and admission of new pupils in the school. The results were as shown in Table 4.14

**Table 4.14**  
**Headteachers' involvement of teachers in the recruitment of new pupils**

	Frequency	Percent
Strongly Agree	7	9
Agree	30	37
Disagree	27	33
Strongly Disagree	13	16
Did not respond	4	5
<b>Total</b>	<b>81</b>	<b>100</b>

Findings show that in the recruitment of new students, it was only the headteacher who had the final word as confirmed by 52 percent of the teachers. In contrast to the teachers' opinion, 60 percent of the headteachers indicated that they did not have the final say but rather they consulted teachers on admissions of new pupils. Given that 40 percent of the headteachers admitted having the final say on admissions it was then prudent to conclude that indeed the headteachers dominated the admission process of new pupils in the district. The teachers were then asked how easy it was for them to get permission to attend to urgent personal matters. The results were as shown in table 4.15

**Table 4.15**

**Headteachers easily grant permission for urgent personal matters.**

<b>Attribute</b>	<b>Frequency</b>	<b>Percent</b>
Strongly Agree	8	10
Agree	38	47
Disagree	23	28
Strongly Disagree	7	9
Did Not Respond	5	6
<b>Total</b>	<b>81</b>	<b>100</b>

Results show that 57 percent of the teachers could easily get permission from their respective headteachers to attend to urgent personal matters. Only 40 percent of the headteachers agreed with the teachers on this matter. To the contrary, 60 percent of the headteachers indicated that they do not easily give permission to their teachers suggesting that only genuine reasons moved the headteachers to giving permission for urgent personal matters. On the organization of educational trips, the results were as shown in Table 4.16.

**Table 4.16**

**Headteachers consultation of teachers on educational trips**

<b>Attribute</b>	<b>Frequency</b>	<b>Percent</b>
Strongly Agree	26	32
Agree	43	53
Disagree	5	6
Strongly Disagree	2	3
Did not respond	5	6
<b>Total</b>	<b>81</b>	<b>100</b>

Majority of the teachers (85%) confirmed that their respective headteachers consulted the teachers on the organization and planning of educational trips. In confirmation, 80 percent of the headteachers indicated having consulted their teachers on the logistics surrounding educational trips. This was a positive attribute given the fact that parents normally finance the educational trips and once the teachers are involved, the whole process including trip expenses are transparent to all the stakeholders. On the motivational rewards within the school, the results were as shown in Table 4.17.

**Table 4.17**

**Motivational rewards are discussed and agreed**

<b>Attribute</b>	<b>Frequency</b>	<b>Percent</b>
Strongly Agree	19	24
Agree	42	52
Disagree	10	12
Strongly Disagree	6	7
Did not respond	4	5
<b>Total</b>	<b>81</b>	<b>100</b>

The study found out that majority of the headteachers in the district discussed motivational rewards within the school with their respective teachers. This was confirmed by 85 percent of the teachers and 75 percent of the headteachers, suggesting that additional tuition to pupils in the district if any was normally implemented after consultative sessions with the teachers on the modalities of the hours required and the requisite remuneration thus reducing cases of conflicts and disagreements.

Generally the study found out that headteachers in the district allowed their teachers some room to participate in assemblies, staff meetings and procurement processes, educational trips and motivational rewards in the schools within the district.

However the issue of admission of new pupils was still tight held by the headteachers who held the final word.

The findings of the study showed a weak relationship between participation in decision making on pupils KCPE performance. This concurs with Njuguna (1998) who noted that there was no significant relationship between pupils' academic performance and the level of teachers' participation in decision making in schools.

Okumbe (1998) notes that involvement of many people in decision making slows down the process. It also consumes a lot of time which could be used in teaching.

And this translates into indiscipline by the student and poor syllabus coverage

#### **4.7 Leadership styles and resource allocation and utilization in the district.**

On the third objective which was to establish the effect of leadership styles on resource allocation and utilization within the schools in the district, the headteachers and the teachers were asked some questions on the management of funds allocated to text books, stationery, desks and chairs. On whether Funds allocated to text books were equally managed by the teachers and headteachers for the welfare of the whole school, the results were as shown in Table 4.18



**Table 4.18****Shared management of funds allocated to text books**

<b>Attribute</b>	<b>Frequency</b>	<b>Percent</b>
Strongly Agree	10	12
Agree	32	40
Disagree	31	38
Strongly Disagree	3	4
Did not respond	5	6
<b>Total</b>	<b>81</b>	<b>100</b>

Findings show that 51% of the teachers felt that the responsibility of managing the funds allocated to textbooks was a shared responsibility between the teachers and the headteachers. This position was shared by 83 percent of the headteachers, with the remaining 13 percent of the headteachers declining to comment. The fact that 49 percent of the teachers indicated otherwise suggests that funds allocated to text books were a thorny issue in the district. This also confirms that half of the teachers in the district were never involved on text book matters. The teachers were therefore asked whether funds allocated to stationery were are equally managed by the teachers and the headteachers for the welfare of the whole school the results were as shown in Table 4.19

**Table 4.19**

**Shared management of funds allocated to stationery**

<b>Attribute</b>	<b>Frequency</b>	<b>Percent</b>
Strongly Agree	8	10
Agree	34	42
Disagree	30	37
Strongly Disagree	5	6
Did not respond	4	5
<b>Total</b>	<b>81</b>	<b>100</b>

The study found out that 52 percent of the teachers felt that they shared a responsibility with their respective headteachers on funds allocated stationery. A contradicting response was returned by the headteachers where only 20 percent indicated sharing the responsibility of these funds with their respective teachers. The fact that almost half of the teachers (49%) and 80 percent of the headteachers indicated that funds allocated to stationery were not equally managed by the teachers and headteachers for the welfare of the whole school was an indicator that this was an issue that was either regulated from other quarters or the school was not in full control of.

The study observed that funds allocated to stationery are made available to schools through the free primary education program that is regulated by the Ministry of

Education suggesting that there are specific protocols that the headteachers operate within to provide the stationery to their respective pupils. These protocols make most of the teachers and their respective headteachers feel that this was not a shared responsibility. On funds allocated for desks and chairs the response was as shown in Table 4.20

**Table 4.20**  
**Shared management of funds allocated for the desks and chairs**

<b>Attribute</b>	<b>Frequency</b>	<b>Percent</b>
Strongly agree	5	6
Agree	28	35
Disagree	38	47
Strongly disagree	6	7
Did not respond	4	5
<b>Total</b>	<b>81</b>	<b>100</b>

Findings show that only 41 percent of the teachers in the district felt Funds allocated for the desks and chairs were equally managed by the teachers and headteachers for the welfare of the whole school. Similarly only 20 percent of the headteachers felt that this was a shared responsibility with the teachers. Majority of the teachers (54%) and headteachers (80%) felt that this responsibility was shared. The fact that this

money is also made available through free primary education probably suggests that the headteachers must follow a particular procedure in procuring these items.

The finding of the study showed that there was a weak relationship between the resource utilization and allocation and pupils KCPE performance. Kimacia (2007) noted that involvement of teachers' resource allocation and utilization had no significant relationship with student KCSE performance. He noted that procurement in schools was better done by a committee comprising of parents, teachers and administrators. The procurement committee will do the work on behalf of the other stakeholders, and this will enable them to concentrate in other areas like teaching, revision and school management.

#### **4.8 Leadership styles and curriculum delivery in the district**

The fourth objective was to establish whether Leadership styles had an influence on curriculum delivery in the district. The teachers and head teachers were asked some questions on lesson plans, schemes of work, teaching methods, pupils-teacher ratio, co-curricular activities, and subjects' allocation. On how frequently the headteachers demanded lesson plans, the results were as shown in Table 4.21

**Table 4.21**

**Frequency of the headteachers' demand of lesson plan**

<b>Duration</b>	<b>Frequency</b>	<b>Percent</b>
Weekly	28	35
Fortnightly	35	43
Monthly	15	19
Did not respond	3	4
<b>Total</b>	<b>81</b>	<b>100</b>

Findings show that 35 percent of the teachers handed in their lesson plans weekly, while 43 percent handed in fortnightly. Only 18 percent submitted their lesson plans monthly. This trend was confirmed by the headteachers where 40 percent of them indicated that they demanded lesson plans weekly, with another 40 percent demanding them fortnightly. Only 20 percent of the headteachers gave a monthly deadline. This finding confirmed that irrespective of the headteachers' leadership style, the teachers were required to hand in their lessons plans within a given deadline as stipulated by their respective headteachers. On the schemes of work the results were as shown in Table 4.22.

**Table 4.22**

**Frequency of the headteachers' demand of scheme of work**

<b>Attribute</b>	<b>Frequency</b>	<b>Percent</b>
Before school opens	9	11
Within first week of the term	55	68
Within first month of opening	11	14
Did not respond	5	8
<b>Total</b>	<b>81</b>	<b>100</b>

Findings show that majority of the teachers (68%) handed in their schemes of work within the first week of the term. Only 11 percent of the teachers were required to hand in before school opened with another 14 percent required to hand in within the first one month of the term.

This position was confirmed by the headteachers where 67 percent of them confirmed demanding the schemes of work within the first week of the term while 33 percent gave a deadline of one month further suggesting that irrespective of the headteachers' leadership style, the teachers were required to hand in their schemes of work within a given deadline as stipulated by their headteachers. On the teaching methods, the results were as shown in Table 4.23.

**Table 4.23**

**Teaching methods commonly used in schools in the district**

<b>Method</b>	<b>Frequency</b>	<b>Percent</b>
Lecture Method	6	8
Teaching Aids	50	62
Peer tutoring	10	12
Co-teaching	10	12
Did not respond	5	6
<b>Total</b>	<b>81</b>	<b>100</b>

Diverse teaching methods were employed in the district with majority of teachers (62%) favouring the use of teaching aids. Other popular methods included peer tutoring (12%) and co-teaching (12%). Lecture method was the least popular and only 7 percent of the teachers adopted it. This finding suggests that the teachers within the district were at liberty to adopt the teaching method of their choice as the situation demanded in their respective classes. Results on the pupil teacher ratio were as shown in Table 4.24.

**Table 4.24**

**Pupil teacher ratio in classes**

<b>Ratio</b>	<b>Frequency</b>	<b>Percent</b>
Above 1:40	47	58
About 1:40	20	25
Below 1:40	11	14
Did not respond	3	4
<b>Total</b>	<b>81</b>	<b>100</b>

The study found out that only 25 percent of the classes in the district had a teacher-pupil ratio of more than 1:40 suggesting that most of the classes were overcrowded. This probably could be as a result of the free primary education program initiated by the government in the year 2002. On co-curricular activities the study found out that athletics, football, volleyball, music festivals, drama festivals, cleaning of school compound, boy scouts and girl guides were the most common co-curricular activities in the district as they were found in all the schools. Others included table tennis, swimming, debate clubs, quiz clubs, and poetry clubs which were only found in selected schools. On whether the headteachers were involved in the disciplining of pupils the results were as shown in Table 4.25



**Table 4.25**

**Headteachers assist teachers to instill discipline to the pupils**

<b>Attribute</b>	<b>Frequency</b>	<b>Percent</b>
Strongly Agree	29	36
Agree	46	57
Disagree	3	4
Total	78	96
Did not respond	3	4
<b>Total</b>	<b>81</b>	<b>100</b>

Findings show that headteachers in the district were actively involved in instilling discipline among the pupils in the school. This was confirmed by 93 percent of the teachers polled. The same position was upheld by the headteachers where 87 percent of the headteachers indicated that they assist teachers to instill discipline among the pupils in their schools. On the allocation of subjects, the results were as shown in Table 4.26

**Table 4.26**

**Headteachers' consultation of teachers on subjects allocation**

<b>Attribute</b>	<b>Frequency</b>	<b>Percent</b>
Strongly Agree	12	15
Agree	46	57
Disagree	18	22
Strongly Disagree	1	1
Did not respond	4	5
<b>Total</b>	<b>81</b>	<b>100</b>

Findings show that 71 percent of the teachers were consulted on subjects' allocation process and classes to teach an indicator that majority of the headteachers were democratic in their leadership. On the other hand 23 percent of the teachers were not consulted by their headteachers before subjects' and classes allocation suggesting that they were dealing with authoritarian kind of leadership in their respective schools.

The findings showed that there was a weak relationship between curriculum delivery and student KCPE performance. This concurs with Eshiwani (1983) who noted that poor performance in national examinations was not as a result of curriculum delivery. He noted that factors behind poor performance in primary and secondary schools included lack of commitment and dedication of teachers.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter deals with the summary, conclusion and recommendations of the study. The general objective of the study was to investigate the influence of headteachers' leadership styles on pupil's K.C.P.E performance in public primary schools in Dagoretti district, Nairobi.

#### 5.2 Summary of the study

The study was to investigate the influence of headteachers' leadership styles on pupil's K.C.P.E performance in public primary schools in Dagoretti district, Nairobi, specifically to determine whether leadership styles have any influence on pupils K.C.P.E performance, establish the extent to which headteachers involved teachers in decision making, determine whether leadership style affect resource allocation utilization in the school and determine the extent in which the leadership style affects curriculum delivery. The study was guided by Fielders' Contingency Theory of Leadership. Simple random sampling was used to select 22 headteachers and 104 teachers from the 22 schools in the district. Questionnaire tools were used to collect the data. Statistical Package for Social Scientists (SPSS) and Microsoft's' Excel were used to analyze the data.

The first objective was to establish the headteachers' leadership styles in Dagoretti District and thereby determine whether the leadership styles have any influence on pupils KCPE performance. The study found out that 60 percent of the headteachers applied the democratic leadership style, 20 percent applied authoritarian while another 20 applied laissez faire leadership styles. A very weak relationship between the leadership styles and KCPE performance was observed concluding that other factors were responsible for the KCPE performance other than headteachers' leadership styles. It was observed that democratic leadership posted the best results in KCPE while Laissez-Faire posted the worst in KCPE.

The second objective was to establish the extent to which headteachers involved teachers in decision making. The study found out that headteachers did not dominate the assemblies, neither did they dominate the staff meetings, nor dominated the procurement of books. Rather the headteachers shared the assembly platforms with the other teachers and especially the teacher on duty; they gave teachers turns to discuss and air their opinions on issues at hand during staff meetings and consulted teachers whenever the issue of procurement of books arose. The study also found out that majority of the headteachers in the district discussed motivational rewards within the school with their respective teachers thus reducing cases of conflicts and disagreements. However the headteachers held the final word on the issue of admission of new pupils in their respective schools.

On the third objective which was to establish the effect of leadership styles on resource allocation and utilization within the schools in the district, the study found out that only half of the teachers felt that the responsibility of managing the funds allocated to textbooks, stationery, desks and chairs was a shared responsibility between them and the headteachers. This suggests that funds allocated to text books were a thorny issue in the district and confirmed that half of the teachers in the district were never involved on procurement of textbooks, stationery, desks and chairs. The study found no relationship between leadership styles and resource allocation and utilization.

The fourth objective was to establish whether leadership styles had an influence on curriculum delivery in the district. The study found no relationship between leadership styles and curriculum delivery since most of the teachers in the district handed in their lesson plans and scheme of work within the first two weeks of the term. Diverse teaching methods were also employed across the district where teaching aids, peer tutoring, co-teaching and lecture methods were used. The teacher-pupil ratio in most of the schools was more than 1:40 suggesting that most of the classes were overcrowded probably as a result of the free primary education program initiated by the government in the year 2002. The study also found out that athletics, football, volleyball music festivals, drama festival, compound cleaning, boy scouts and girl guides were the most common co-curricular activities in the district as they were found in all the schools while table tennis, swimming, debate clubs, quiz clubs, and poetry clubs which were only found in selected schools in the district.

### 5.3 Conclusion

The study found out that the headteachers in the district applied various leadership styles where majority applied democratic, while a few applied authoritarian and laissez fairer leadership styles. However, a weak relationship was established between KCPE performance and the headteachers' leadership styles. . It was observed that democratic leader ship posted the best results in KCPE while Laissez-Faire posted the worst in KCPE.

The study found out that the headteachers shared the assembly platforms with the teachers on duty and gave teachers turns to discuss their opinions during staff meetings. They also consulted teachers whenever the issue of procurement of books arose and discussed motivational rewards with their teachers. However the headteachers held the final word on the admission of new pupils in their schools.

The study confirmed that half of the teachers in the district were never involved on procurement of textbooks, stationery, desks and chairs suggesting that these issues were regulated from the Ministry of Education in which case the headteachers were not in full control. In the process, the study found no relationship between leadership styles and resource allocation and utilization.

There was a weak relationship between leadership styles and curriculum delivery since most of the teachers in the district handed in their lesson plans, and scheme

within set deadlines. Diverse teaching methods were also employed across the district.

#### **5.4 Recommendations**

1. The Ministry of Education should identify the reasons behind very low recruitment of young teachers within the district. The study observed that only 6 percent of the teachers were aged between 20 and 30 years, raising the questions: whether the district was unattractive to younger teachers; whether teachers mobility was very high in the district; or whether the Ministry of Education avoided or suspended recruitment of younger teachers in the district.
2. The Ministry of Education should identify the reasons behind the perennial poor performance of schools in KCPE in the district since this study ruled out the leadership styles as the possible cause of the poor performance.
3. The Ministry of Education should identify the level of pupils preparedness for KCPE, this will help to find out the pupils are ready and well prepared for KCPE.
4. The Ministry of Education should organize motivational talks to the candidates before they sit for KCPE this will help to prepare them psychologically and boost their morale.

## **5.5 Areas of further research**

The study observed that further research would be necessary in the following areas.

- i) The factors that influence KCPE performance in primary schools in Dagoretti District.
- ii) The effects of School Management Committees on leadership in primary schools.
- iii) The management capacity gaps that exist among headteachers within public primary schools in Dagoretti District.



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## APPENDICES

### Appendix 1

#### Letter of Introduction

Gladys N. Kinyanjui

P.O. Box 74432, (00200)

Nairobi

The Headteacher,

\_\_\_\_\_ Primary School

Dear Sir / Madam,

#### **REF: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL**

I am a post graduate student pursuing a Master of Education (M.ED) degree in Educational Administration at the University of Nairobi. I am conducting a research titled "Influence of Headteacher's Leadership Styles on Pupils in K.C.P.E performance in public primary schools in Dagorreti District, Nairobi.

I request you to kindly spare time to fill this questionnaire.

Thank you for your co-operation.

Yours faithfully,

**Kinyanjui Gladys Njoki**

## Appendix 2

### Questionnaire for headteachers

You have been selected to participate in a study on the influence of headteachers leadership styles on K.C.P.E. performance in primary public schools in Dagoretti district, Nairobi in a masters degree research at University of Nairobi. You are requested to respond to each question thoughtfully and honestly. Your independent view is required and your cooperation is highly appreciated. Your responses will be treated confidentially. You are not required to write your name unless you choose to. (Indicate the correct option by inserting a tick ( ) in the appropriate box provided.

#### Part A Demographic information

1. What is your gender? Male ( ) Female ( )
2. What is your age bracket?  
20-30 yrs ( ) 31-40 yrs ( ) 41-50 yrs ( ) (51-60) yrs ( ) over 60 yrs ( )
3. What is your highest academic qualification?  
Masters in Education ( )  
Bachelor of Education ( )  
Post-graduate Diploma in Education ( )  
Diploma in Education ( )  
ATS 1 ( )  
ATS 2 ( )  
ATS 3 ( )  
PI certificate ( )

P2 certificate ( )

Any other? (Please specify) \_\_\_\_\_

4. For how long have you been in the teaching profession?

Below 1 yr ( ) 1-5 yrs ( ) 6-10 yrs ( ) 11-15 yrs ( ) over 15 yrs ( )

5. For how long have you been a headteacher?

Below 1 yr ( ) 1-5 yrs ( ) 6-10 yrs ( ) 11-15 yrs ( ) over 15 yrs ( )

6. For how long have you been a headteacher at your current station?

Below 1 yr ( ) 1-5 yrs ( ) 6-10 yrs ( ) 11-15 yrs ( ) over 15 yrs ( )

7. What is your school set up?

Boys ( ) Girls ( ) Mixed ( )  
Boarding ( ) Day ( )

8. What is the category of your school?

Regular ( ) Approved ( ) Special ( )

**Part B: Leadership styles and pupils performance in KCPE**

This questionnaire contains statements about leadership style beliefs. Next to each statement, please tick the choice that represents how strongly you feel about the statement.

		Always	Frequently	Occasionally	Seldom	Never
9.	I always retain the final decision making authority within my school.					
10.	I always try to include one or more teachers in determining what to do and how to do it. However, I maintains the final say.					
11.	I and all teachers always vote whenever a major decision has to be made.					
12.	I do not consider suggestions made by teachers as I do not have the time for them.					
13.	I ask for teachers' ideas and inputs on upcoming plans and projects.					
14.	For a major decision to pass in the school, it must have the approval of the majority.					
15.	I tell teachers what has to be done and how to do it.					

		Always	Frequently	Occasionally	Seldom	Never
16.	When things go wrong and I need to create a strategy to keep the project or process running on schedule, I call a meeting to get my teacher's advice.					
17.	To get information out, I send memos, or SMS. Teachers are then expected to act upon the information and very rarely is a meeting called.					
18.	When someone makes a mistake, I keep a record of it.					
19.	I create an environment where the teachers take ownership of projects and allow them to participate in the decision making process.					
20.	I allow teachers to determine what needs to be done in the school and how to do it.					
21.	Newly posted teachers are not allowed to make any decisions unless it is approved by me first.					



		Always	Frequently	Occasionally	Seldom	Never
22.	I ask teachers for their vision of where they see their careers are headed and then use their vision where appropriate.					
23.	Teachers know more about their jobs than me, so I allow them to make decisions about their jobs.					
24.	When something goes wrong, I call a meeting to strategize afresh and establish a new way of doing things.					
25.	I allow teachers to set priorities with my guidance.					
26.	I delegate tasks in order to implement new projects in the school.					
27.	I closely monitor the teachers to ensure that they are performing correctly.					
28.	When there are differences in role expectations, I work with the affected teachers to resolve the differences.					
29.	Each teacher is responsible for defining their own job.					

		Always	Frequently	Occasionally	Seldom	Never
30.	I like the power I hold over the teachers.					
31.	I use my power to help teachers grow.					
32.	I like to delegate power to my teachers.					
33.	I believe that teachers must be directed or threatened with punishment in order to get them to achieve the school's objectives.					
34.	I believe that teachers will exercise self-direction if they are committed to the school's objectives.					
35.	I believe that teachers have the right to determine their own objectives in the school.					
36.	I believe that teachers come to work because they are mainly seeking job security.					
37.	I believe that teachers know how to use creativity to solve school's problems.					
38.	I believe that teachers can lead themselves just as well as I can.					

**Part C: delegation and decision making**

To what extent do you agree with the following statements? (Please tick)

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
39. During assembly I am the one talking all the time				
40. During meetings I dominate proceedings throughout				
41. When buying books, I dominate the whole purchasing process.				
42. In the recruitment of new students, it is only me who has the final say.				
43. It is very easy for a teacher to get my permission to attend to urgent personal matters.				
44. I consult the teachers in the organization and planning of educational trips				
45. Motivational rewards within the school are normally discussed and agreed between the teachers and myself.				

**Part D: leadership styles and resource allocation and utilization in schools**

To what extent do you agree with the following statements? (Please tick)

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
46. Funds allocated to textbooks are equally managed by the teachers and myself for the welfare of the whole school.				
47. Funds allocated to stationery are equally managed by the teachers and myself for the welfare of the whole school.				
48. Funds allocated to desks and chairs are equally managed by the teachers and myself for the welfare of the whole school.				

**Part E: Leadership styles and curriculum delivery**

49. How frequently do you demand lesson plans?

Daily( ) weekly( ) fortnightly( ) monthly( ) never ( )

50. When do you demand schemes of work?

Before school opens ( ) within first week of the term( ) within first month of opening( ) never( )

51. What Teaching method is commonly used in your school?

Lecture method ( ) teaching aids( ) peer tutoring( ) co-teaching( )

52. What is the average pupil teacher ratio in your school?

Above 1:40 ( )

below 1:40( )

about 1:40( )

53. What co curricular activities do pupils in your school participate in? Please list

all \_\_\_\_\_

To what extent do you agree with the following statements? (Please tick)

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
54. I assist teachers to instill discipline among the pupils in the school.				
55. Teachers are punctual in attending classes				
56. I consult teachers before the subjects allocation process				
57. I consult teachers before assigning them classes to teach				

### Appendix 3

#### Questionnaire for headteachers

You have been selected to participate in a study on the influence of headteachers leadership styles on K.C.P.E. performance in primary public schools in Dagoreti district, Nairobi in a masters degree research at University of Nairobi. You are requested to respond to each question thoughtfully and honestly. Your independent view is required and your cooperation is highly appreciated. Your responses will be treated confidentially. You are not required to write your name unless you choose to. (Indicate the correct option by inserting a tick ( ) in the appropriate box provided.

#### PART A Demographic Information

58. What is your gender? Male ( ) Female ( )

59. What is your age bracket?

20-30 yrs ( ) 31-40 yrs ( ) 41-50 yrs ( ) (51-60) yrs ( ) over 60 yrs ( )

60. What is your highest academic qualification?

Masters in Education ( )

Bachelor of Education ( )

Post-graduate Diploma in Education ( )

Diploma in Education ( )

ATS 1 ( )

ATS 2 ( )

ATS 3 ( )

P1 certificate ( )

P2 certificate ( )

Any other? (Please specify) \_\_\_\_\_

61. For how long have you been in the teaching profession?

Below 1 yr ( )      1-5 yrs ( )      6-10 yrs ( )      11-15 yrs ( )      over 15 yrs ( )

62. For how long have you been a headteacher?

Below 1 yr ( )      1-5 yrs ( )      6-10 yrs ( )      11-15 yrs ( )      over 15 yrs ( )

63. For how long have you been a headteacher at your current station?

Below 1 yr ( )      1-5 yrs ( )      6-10 yrs ( )      11-15 yrs ( )      over 15 yrs ( )

64. What is your school set up?

Boys ( )                  Girls ( )                  Mixed ( )  
Boarding ( )              Day ( )

65. What is the category of your school?

Regular ( )              Approved ( )              Special ( )

**Part B: Leadership styles and pupils performance in KCPE**

This questionnaire contains statements about leadership style beliefs. Next to each statement, please tick the choice that represents how strongly you feel about the statement.

		<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Seldom</b>	<b>Never</b>
66.	I always retain the final decision making authority within my school.					
67.	I always try to include one or more teachers in determining what to do and how to do it. However, I maintains the final say.					
68.	I and all teachers always vote whenever a major decision has to be made.					
69.	I do not consider suggestions made by teachers as I do not have the time for them.					
70.	I ask for teachers' ideas and inputs on upcoming plans and projects.					
71.	For a major decision to pass in the school, it must have the approval of the majority.					
72.	I tell teachers what has to be done and how to do it.					



		Always	Frequently	Occasionally	Seldom	Never
73.	When things go wrong and I need to create a strategy to keep the project or process running on schedule, I call a meeting to get my teacher's advice.					
74.	To get information out, I send memos, or SMS. Teachers are then expected to act upon the information and very rarely is a meeting called.					
75.	When someone makes a mistake, I keep a record of it.					
76.	I create an environment where the teachers take ownership of projects and allow them to participate in the decision making process.					
77.	I allow teachers to determine what needs to be done in the school and how to do it.					
78.	Newly posted teachers are not allowed to make any decisions unless it is approved by me first.					

		<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Seldom</b>	<b>Never</b>
79.	I ask teachers for their vision of where they see their careers are headed and then use their vision where appropriate.					
80.	Teachers know more about their jobs than me, so I allow them to make decisions about their jobs.					
81.	When something goes wrong, I call a meeting to strategize afresh and establish a new way of doing things.					
82.	I allow teachers to set priorities with my guidance.					
83.	I delegate tasks in order to implement new projects in the school.					
84.	I closely monitor the teachers to ensure that they are performing correctly.					

		Always	Frequently	Occasionally	Seldom	Never
85.	When there are differences in role expectations, I work with the affected teachers to resolve the differences.					
86.	Each teacher is responsible for defining their own job.					
87.	I like the power I hold over the teachers.					
88.	I use my power to help teachers grow.					
89.	I like to delegate power to my teachers.					
90.	I believe that teachers must be directed or threatened with punishment in order to get them to achieve the school's objectives.					
91.	I believe that teachers will exercise self-direction if they are committed to the school's objectives.					

		Always	Frequently	Occasionally	Seldom	Never
92.	I believe that teachers have the right to determine their own objectives in the school.					
93.	I believe that teachers come to work because they are mainly seeking job security.					
94.	I believe that teachers know how to use creativity to solve school's problems.					
95.	I believe that teachers can lead themselves just as well as I can.					

**Part C: delegation and decision making**

To what extent do you agree with the following statements? (Please tick)

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
96. During assembly I am the one talking all the time				
97. During meetings I dominate proceedings throughout				
98. When buying books, I dominate the whole purchasing process.				
99. In the recruitment of new students, it				

is only me who has the final say.				
100. It is very easy for a teacher to get my permission to attend to urgent personal matters.				
101. I consult the teachers in the organization and planning of educational trips				
102. Motivational rewards within the school are normally discussed and agreed between the teachers and myself.				

**Part D: leadership styles and resource allocation and utilization in schools**

To what extent do you agree with the following statements? (Please tick)

Statement	Strongly	Agree	Disagree	Strongly
	Agree			Disagree
103. Funds allocated to textbooks are equally managed by the teachers and myself for the welfare of the whole school.				
104. Funds allocated to stationery are equally managed by the teachers and myself for the welfare of the whole school.				

105. Funds allocated to desks and chairs are equally managed by the teachers and myself for the welfare of the whole school.				
--	--	--	--	--

**Part E: Leadership styles and curriculum delivery**

106. How frequently do you demand lesson plans?

Daily( ) weekly( ) fortnightly( ) monthly( ) never ( )

107. When do you demand schemes of work?

Before school opens ( ) within first week of the term( ) within first month of opening( ) never( )

108. What Teaching method is commonly used in your school?

Lecture method ( ) teaching aids( ) peer tutoring( ) co-teaching( )

109. What is the average pupil teacher ratio in your school?

Above 1:40 ( ) below 1:40( ) about 1:40( )

110. What co curricular activities do pupils in your school participate in? Please

list all \_\_\_\_\_

To what extent do you agree with the following statements? (Please tick)

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
111. I assist teachers to instill discipline among the pupils in the school.				

112. Teachers are punctual in attending classes				
113. I consult teachers before the subjects allocation process				
114. I consult teachers before assigning them classes to teach				

## Appendix 4

### 2007-2011 Dagoretti District Schools of K.C.P.E. Performance

School	2007	2008	2009	2010	2011
Kabiria	255.54	229.34	279.58	272.79	281.41
Kinyanjui rd	235.34	232.10	254.83	244.29	243.91
Dagoretti special	280.57	218.55	252.14	215.48	229.40
Riruta satellite	252.54	250.16	237.07	240.04	242.91
Jamhuri	231.55	235.66	236.57	257.81	233.63
Ruthimitu	272.82	224.73	235.58	216.78	228.38
Mbagathi rd	233.74	219.52	230.98	230.31	225.95
Ndurama	240.96	222.35	230.78	234.56	230.53
Toi primary	224.84	201.24	228.76	249.69	241.54
Gtiba	214.65	213.98	225.63	211.46	216.30
Mukarara	217.37	212.30	225.45	205.53	208.58
Shadrack Kimalel	241.33	224.34	217.65	218.84	224.58
Joseph Kangethe	209.62	220.31	213.90	216.07	197.56
Riruta H.G.M.	227.95	234.34	210.97	218.23	234.11
Muthini	220.26	223.70	208.09	201.87	217.41
Nembu	213.59	189.87	203.56	205.36	197.71
Kirigu	198.83	196.16	199.59	216.65	200.43
Dagoretti Muslim	204.02	195.08	196.58	191.94	189.70
Gatina	182.15	194.80	189.23	183.15	232.46
Kagira	202.17	196.62	184.99	182.2	149.45
Dr. Muthiora	192.14	190.12	174.59	183.62	169.22
Kawangware	188.12	172.44	174.44	188.59	209.74
Dagoretti App	-	-	-	169.63	177.00
	<b>224.55</b>	<b>213.53</b>	<b>218.68</b>	<b>215.43</b>	<b>216.60</b>



## Appendix 5

### 2006-2011 K.C.P.E Summary of District order of Merit (Nairobi County)

Division	2006 mean	2007 mean	2008 mean	2009 mean	2010 mean	2011 mean
Westlands	271.74	265.68	286.04	262.50	266.07	254.62
Langata	269.36	263.58	266.61	259.03	254.52	250.61
Makandara	261.44	251.48	266.78	244.88	243.49	242.46
Embakasi	254.12	249.35	285.57	242.03	257.37	254.30
Kamukunji	250.54	242.97	255.18	239.07	235.0	234.47
Starehe	241.81	238.68	248.98	231.83	224.32	224.81
Kasarani	235.55	227.72	266.76	229.96	229.8	224.63
Dagoretti	226.88	224.55	213.53	212.68	215.43	216.60

Source: City Council of Nairobi – Education Department

## Appendix 6

### Authorization letter

REPUBLIC OF KENYA



## NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349  
254-020-310571, 2213123, 2219420  
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/14/012/867

Date: 3<sup>rd</sup> July 2012

Gladys Njoki Kinyanjui  
University of Nairobi  
P.O.Box 30197-00100  
Nairobi.

### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *"Influence of headteachers' leadership styles on pupils KCPE performance in public primary schools in Dagoretti District, Nairobi,"* I am pleased to inform you that you have been authorized to undertake research in Nairobi Province for a period ending 31<sup>st</sup> August, 2012.

You are advised to report to the Provincial Commissioner and the Provincial Director of Education, Nairobi Province before embarking on the research project.

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

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

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

Copy to:

The Provincial Commissioner  
The Provincial Director of Education  
Nairobi Province.

# Appendix 7

## Research permit

PAGE 2

**THIS IS TO CERTIFY THAT:**  
**Prof./Dr./Mr./Mrs./Miss/Institution**  
**Gladys Njoki Kinyanjui**  
**of (Address) University of Nairobi**  
**P.O.Box 30197-00100, Nairobi.**  
**has been permitted to conduct research in**

	<b>Location</b>
<b>Nairobi</b>	<b>District</b>
	<b>Province</b>

**on the topic: Influence of headteachers leadership styles on pupils KCPE performance in public primary schools in Dagoratti District, Nairobi.**

**for a period ending: 31<sup>st</sup> August, 2012.**

PAGE 3

**Research Permit No. NCST/RCD/14/012/867**  
**Date of issue 3<sup>rd</sup> July, 2012**  
**Fee received KSH. 1,000**



*Gladys Njoki Kinyanjui*  
Applicant's  
Signature

*[Signature]*  
Secretary  
National Council for  
Science & Technology