

**INFLUENCE OF HEADTEACHERS' LEADERSHIP STYLES ON
PUPILS' PERFORMANCE AT KENYA CERTIFICATE OF
PRIMARY EDUCATION IN MATINYANI SUB COUNTY, KITUI
COUNTY KENYA**

Margaret J. Kitavi

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DECLARATION

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

Margaret J. Kitavi

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

Dr. D. Matula

Lecturer

Department of Educational Administration and Planning

University of Nairobi

Dr. D. M. Bulinda

Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

I dedicate this work to my beloved husband James Kithuku and our children Peace Mueni, Jacob Kithuku, Dennis Kinyiri and Faith Kavutha.

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LIST OF ABBREVIATIONS AND ACRONYMS

DEO	Sub county Education Officer
FPE	Free Primary Education
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
MOE	Ministry of Education
OECD	Organization for Economic Co-operation and Development
QASO	Quality Assurance and Standards Officer
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
UNESCO	United Nations Educational Scientific and Cultural Organization
USA	United States of America

ABSTRACT

The purpose of the study was to investigate the influence of head teachers' leadership styles on pupils' performance at K.C.P.E. in public primary schools in Matinyani Sub County. The study objectives were; to establish the influence of autocratic leadership style on K.C.P.E. performance in Matinyani Sub County, Kitui County, to determine the influence of democratic leadership style on K.C.P.E. performance in Matinyani Sub County, Kitui County and to establish the influence of Laissez-faire leadership style on K.C.P.E. performance in Matinyani Sub County, Kitui County. The study was based on Fielder's contingency theory of leadership and employed descriptive survey research design. The sample for the study comprised of 6 public primary school in the division with 6 head teachers, 6 deputy headteachers and 24 teachers. The design adapted for this study was descriptive survey. The study used head teachers", deputy head teachers and teachers questionnaires for data collection.

Based on the findings, it was concluded that Democratic leadership style was most applied in primary schools that were identified to have better academic performance. Democratic leadership styles are applied by some head teachers and it comes second in academic performance while most of schools indicated that their head teachers applied autocratic leadership style and have dismal academic performance. While the schools that indicated that their head teachers apply laissez-faire leadership style scored very poor performance since everyone is left to do as they will. Based on the findings it was recommended that head teachers should use the most appropriate leadership style that facilitates collective responsibility and which creates a conducive teaching and learning environment in schools. It was also recommended that there was need for facilitating head teachers leadership skills as they had a direct relationship with students academic performance. The study also recommended that head teachers should be provided with in-service courses on leadership which is a prerequisite for academic performance.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In education system, schools serves as the learning centers and school management process is core in actualizing the purpose of the school as an institution. This is effectively achieved through creating a school leadership process (UNESCO, 2009). Leadership of schools started in the old ages and has significantly implied great importance in improving the performance of the pupils. Internationally, primary schools are led by head teachers. The head teachers' main role as leaders is to ensure smooth running of learning activities in schools in order to enhance school performance (Brumbach, 1987).

In U.S.A., the early Michigan leadership studies were conducted by researchers from the Survey Research Centre of the University of Michigan. The results showed that supervisors who produced highly were significantly likely to be more general than closed in their management styles. This means they were more democratic than autocratic in nature. Management was employee-centered supervisors of the low-producing section showed quite opposite characteristics and techniques. Worthier and Sander (1997) observed that in most advanced nations like U.S.A. and Britain, education is increasingly viewed as a primary means of solving social problems. This explains why nations are concerned about the leadership styles used in schools by investing heavily in training school managers.

In Nigeria, a study carried out by Adesima (1990) reported some teacher management problems as causing poor performance. The Government of Kenya has continued to be committed in ensuring education for all through Free Primary Education (FPE). School management courses have been established through distance learning, for example Diploma in Education Management by Kenya Education Management Institute (KEMI). The aim is to develop the necessary leadership skills required in the contemporary education sector. Kimeu (2010), suggest that head teachers should be equipped with management skills through in-service training in order to improve the teacher productivity. The nature and quality of leadership and management that head teachers provide determine the effectiveness of the school (MOE, 1999).

Kenya's Education Management Institute (KEMI, 2011) defines management as the process of acquiring and utilizing resources in order to achieve organizational goals. Henri Fayol defined management as the process to forecast and plan, to organize, to command, to coordinate and control. Leadership style as a phenomenon which refers to a particular behavior applied by a leader to motivate his/her subordinates of the organization to achieve the objectives of the organization. Wamai (1991) identified some of the factors that influence performance in National examinations as school management styles. There are different types of management styles in schools.

The head teacher is charged with the responsibility of executing the plans of the school. In order to effectively attain this goal, he or she may decide to issue job directives to the staff, have a participatory way of decision making or allow the staff freedom to exercise their responsibilities (Brandt, 1987). A head teacher who issues job directives to his staff and determines the management style alone discourages personal initiatives of staff

members. This leadership style is termed autocratic (Kappa, 1980). According to Okumbe (1998), democratic leadership decentralizes power and authority whereby decisions are made through consultations. The head teacher agrees with the staff on goals for which he/she expects achieved. He/she encourages personal initiatives and solutions to problems are found among the staff members. A head teacher who subscribes to autocratic management style determines school policy alone. Directives are given and must be followed without question. The staff has no say.

In laissez-faire leadership, the head teacher believes that there should be no rules and regulations since everyone has a sense of responsibility (Pont, Nusche and Moorman, 2008), a laissez-faire schools environment may be more creative and fulfilling for those involved in school management system. The extent to which a head teacher succeeds in attaining the school objectives, mission, vision and philosophy depends on how he/she uses suitable management styles to a specific school contextual environment. This works with allowance to accept changes in each management style in line with various changes in school contexts (Asago, 2006).

Academic performance in Kenya primary education has been faced with many challenges among them the leadership of the school (Ministry of Education, 1987). There has been continued dropping in mean score of schools in the country. Matinyani Sub County is not exceptional in this trend with results of the three consecutive years indicating the lowest improvement in Kitui County (MoE, 2013).

Table 1.1 KCPE Mean Score for Sub counties in Kitui County for 2011 - 2013

Sub county	2011		2012		2013	
	M. Score	Deviation	M. Score	Deviation	M. Score	Deviation
Ikutha	240.70	1.2	246.20	3.3	253.11	8.7
Katulani	241.00	1.5	243.60	0.7	245.40	1.0
Matinyani	232.34	-7.2	234.27	-8.6	234.39	-10.0
Mutitu	234.16	-5.3	236.77	-6.1	240.96	-3.4
Lower Yatta	249.29	9.8	253.64	10.7	248.12	3.7
Average	239.5		242.9		244.4	

Source: County Education Office, Kitui County

Matinyani Sub County was found to have the highest deviation from the mean scores of the five Sub Counties. This is demonstrated in table 1.1 above.

1.2 Statement of the Problem

The primary school education is very crucial in any education system. It provides literacy to members of the society and it is also a gateway to secondary school education which is a catalyst to national development. Examination scores prepare pupils for further formal education and training. The sole purpose of the examination is that it measures academic knowledge that can be memorized and produced in the classroom (Republic of Kenya, 1998). Stakeholders, parents and communities are thus concerned about the standards of performance in schools. Low pupil achievement at KCPE examination often cause public outcry with head teachers baring the blame.

There had been pronounced poor performance and recommendations from the previous reviewed studies (Okoth, 2000, Kimacia, 2007). Despite that scanty studies had been carried out in Matinyani Sub County to establish the influence of head teachers' leadership styles on pupils' academic performance. The main purpose of this study was to

investigate the influence of head teachers' leadership styles on pupils' performance at KCPE in Matinyani Sub County.

1.3 Purpose of the Study

The purpose of the study was to investigate the influence of head teachers' leadership styles on pupils' performance at K.C.P.E. in public primary schools in Matinyani Sub County.

1.4 Objectives of the Study

The study was aimed at achieving the following objectives:

- i. To establish the influence of autocratic leadership style on K.C.P.E. performance in Matinyani Sub County, Kitui County.
- ii. To determine the influence of democratic leadership style on K.C.P.E. performance in Matinyani Sub County, Kitui County.
- iii. To establish the influence of Laissez-faire leadership style on K.C.P.E. performance in Matinyani Sub County, Kitui County

1.5 Research Questions

The study was aimed at answering the following questions:

- i. What is the influence of autocratic leadership style on K.C.P.E. performance in Matinyani Sub County, Kitui County?
- ii. What is the influence of democratic leadership style on K.C.P.E. performance in Matinyani Sub County, Kitui County?

- iii. What is the influence of laissez-faire leadership style on K.C.P.E. performance in Matinyani Sub County, Kitui County?

1.6 Significance of the Study

The findings of the study might create knowledge which might be useful for training of the school administrators in areas that need improvement. They could also influence leadership performance and practices. The findings might be used by the department of policy analysis and formulation in the Ministry of Education in formulating capacity building programmes to empower education managers and administrators in terms of their leadership styles. The study was to be used for further reference in scholarly work. The government, parents, students and the society at large might benefit socially and economically as a result of improved academic performance.

1.7 Limitation of the Study

Limitation is an aspect that may influence the results negatively but over which the researcher has no control (Mugenda & Mugenda, 2010). The study was to rely on the KCPE results as a measure of academic performance disregarding other parameters such as change of attitude acquired, life skills and psycho motor skills. The researcher was not able to control the attitude of the respondents. The responses could be inaccurate and hence flow the whole study.

1.8 Delimitations of the Study

Matinyani Sub County boundaries Kitui Central Sub County to the South, Kitui West Sub County to the North, Lower Yatta Sub County to the West and Mutitu Sub County to the

East. The study delimited itself from other influences of performance in primary schools in Matinyani Sub County.

1.9 Basic Assumptions of the Study

The following were the assumption of the study:

The study assumed that:

- i. The respondents would be available during the administration of the questionnaires.
- ii. There was a relationship between headteachers leadership styles and pupils academic performance in Matinyani Sub-County.
- iii. The questionnaires would be returned to the researcher in good time
- iv. The authorities to give permission to conduct the study would be cooperative.

Autocratic Leadership Style refers to a managerial strategy adopted by school managers who determines school policy alone and assigns duties to the school staff without consulting any of his or her subordinates not even their pupils.

Democratic Leadership Style is a managerial strategy adopted by school managers who believe that the staff should be involved in decision-making processes. Decisions are arrived after consultation with staff and even pupils.

Head teacher refers to officially designated head of a school with overall administrative responsibility of managing a primary school and to whom members of the school are answerable.

Influence refers to the effect of adopting something.

Laissez-Faire Leadership Style is a managerial strategy adopted by school managers who believe that there should be no rules and regulations since everyone has an inborn sense of job responsibility.

Leadership Styles refers to strategies adopted by head teachers in school administration. They include autocratic, democratic and laissez-faire among others.

Mean Score refers to students' average mark derived from adding total individual scores divided by the number of candidates who sat for the examination.

Pupils Performance refers to the score that are obtained by pupils in examinations.

1.10 Organization of the Study

The study comprise of five chapters. Chapter one consists of the background of the study, statement of the problem, purpose of the study, objectives of the study and research questions, significance of the study, limitations and delimitations of the study and finally basic assumptions and definitions of significant terms in the study. Chapter two deals with review of the related literature, discussing general concepts of leadership, leadership styles, autocratic or authoritarian style, democratic or participation style, laissez-faire style, studies on the influence of leadership styles on students' performance, summary of literature review, theoretical framework and conceptual framework. Chapter three deals with research methodology which consist of research design, target population, sample size and sampling techniques, research instruments, instrument validity, reliability of the instruments, data collection procedures and data analysis techniques. Chapter four consists of data analysis, interpretation and discussion and chapter five provides the summary of findings, conclusions and recommendations and suggestions for further research.

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 pupils' performance, summary of literature review, theoretical framework and conceptual framework.

2.2 General Concept of Leadership

Effective management of an educational institution requires that the head teachers should be well versed in the key areas of educational leadership. Leadership is the means through which the leader guides the behavior of other people towards goal accomplishment (Sanford, 1973) Armstrong (2002) defines leadership as the process of influencing and supporting others to work enthusiastically towards achieving the objectives. It is the catalyst that transforms potential into reality and the ultimate act that identifies develops channels and enriches the potential already in an organization and its people.

Koontz (1990) defines leadership as the ability of a manager to induce subordinates to work with confidence and zeal. Sanford (1973), notes that leadership is the interpersonal influence towards attainment of specific goals in specific situations. He also observes that without leadership, organizations were nothing but masses of individuals. Management of teachers in the school context involves the skillful control and guidance of teachers in

order to achieve the school desired outcomes. The head teacher plays an important role in this aspect. The nature and quality of the leadership and management that the head teacher provides determines the effectiveness of the school (MOE, 1999).

2.3 Influence of leadership Styles on the performance of public primary schools

Leadership has been defined as “the influential increment over and above mechanical compliance with the routine directive of the organization” (Katz and Kahn, 1978). This means that all groups have a role specialization that includes a leader’s role with responsibilities and functions that cannot be shared widely without affecting the group’s effectiveness. The person expected to perform the specialized leadership role that is designed as the leader.

In seeking a clear definition of teacher leadership, an immediate problem emerges. It is evident from the international literature that there are overlapping and competing definitions of the term. Somewhat inevitably, therefore, there exists some conceptual confusion over the exact meaning of teacher leadership. For example, Welgemoed (1995) defines teacher leadership as the ability to encourage colleagues to change to do things they would not ordinarily consider without the influence of the leader.

Similarly, Katz (2001), define teacher leaders as teachers who are leaders lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others towards improved educational practice. Boles and Troen (1994), contrast it to traditional notions of leadership by characterizing teacher leadership as a form of collective leadership in which teachers develop expertise by

working collaboratively. A number of different roles have been suggested for teacher leaders that provide a clearer definition and understanding of the term.

Labaree (1992) defines teacher leadership for school capacity building as broad based skillful involvement in the work of leadership. She suggests this perspective requires working with two critical dimensions of involvement-breadth and skillfulness. Broad based involvement-involving many people in the work of leadership. This involves teachers, parents, pupils, community members, personnel and universities. Skillful involvement-a comprehensive understanding and demonstrated proficiency by participants of leadership dispositions and knowledge and skills.

Dalin (1994), suggest that there are four discernible and discrete dimensions of the teacher leadership role. The first dimension concerns the translation of principles of school improvement into the practices of individual classrooms. This brokering role remains a central responsibility for the teacher as a leader. It ensures that links within schools are secure and that opportunities for meaningful development among teachers are maximized. A second dimension of the teacher leader role focuses upon participative leadership where all teachers feel part of the change or development and have a sense of ownership. Teacher leaders may assist other teachers to cohere around a particular development and have a sense of ownership. Teacher colleagues to shape school improvement efforts and take some lead in guiding teachers toward a collective goal.

A third dimension of teacher leadership in school improvement is the mediating role. Teacher leaders are important sources of expertise and information. They are able to draw critically upon additional resources and expertise if required and to seek external

assistance. Finally, a fourth and possibly the most important dimension of the teacher leadership role were forging close relationship with individual teachers through which mutual learning takes place. Other writers have identified further dimensions of the teacher leadership role such as undertaking action research (Ash 2000) instigating peer classroom observation or contributing to the establishment of a collaborative culture in the school.

The important point emanating from the literature was that teacher leaders are in the first place, expert teachers who spend the majority of their time in the classroom, but take on different leadership roles at different times, following the principles of formative leadership (Ash 2000). The literature also asserts that the principal reason for teacher leadership was to transform schools into professional learning communities (Katz 2001), and to empower teachers to become involved closely in decision making within the school, thus contributing to the democratization of schools. In this sense, teacher leadership aligns itself to Sergiovanni's (2001) notion of the 'life world' of the school rather than the 'system world' where attention was focused upon developing social, intellectual and other forms of human capital instead of concentrating upon achievement of narrow, instrumental ends. In summary, teacher leadership was centrally concerned with forms of empowerment and agency, which are also at the core of distributed leadership theory.

Vroom (1979) defines leadership styles as a particular behavior applied by a leader to motivate his/her subordinates to achieve the objectives of the organization. Many researchers have come up with different leadership style models. They include Lewin,

Tennebaum and Schmitt. Each of these models looked at a range of styles from the one where a leader makes all the decisions to the ones in which the followers were allowed to make decisions as their own. A key element in each of these models is to determine which style is the most appropriate at a given situation.

Lewin's studies had a group of researchers to identify different leadership styles. The study established three major leadership styles. These were autocrat, democratic and laissez-faire leadership styles. 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. A good leader uses all three styles, with one of them normally dominant while bad leaders tend to stick with one style (Oluremi, 2013)

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 Maragwasub county, 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 students are 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 are praised and when it performs poorly, it is the headteacher who is blamed. Nairobi County has eight sub counties.

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 styles were 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.

2.4 Influence of autocratic leadership Styles on academic performance in schools

Nzuve,(1999) notes that the autocratic leader holds all authority and responsibility in an organization with communication almost exclusively moving from top to bottom. The manager assigns the workers specific tasks and expects orderly and precise results. Autocratic head teachers agree with McGregor theory X which presumes that staff members are naturally lazy and need close supervision (Sagor, 1996). An autocratic head teacher has no confidence in his/her staff. He/she is task-oriented and is a workaholic (Okumbe, 2001).

The communication strategy adopted is one-way, the downward communication pattern which is persuasive in nature (Bean, 2000).In autocratic leadership style, the leader assumes his/ her perceptions and directives are free from any error and ought to be followed without any question (Mbiti, 1974). However, issuing directives is not wrong if the staff understands and can deliver as per the directives. Mbiti (1974) found that head teachers who exercised autocracy in their schools were faced with high resistance from their staff resulting in low performance in their schools.

2.5 Influence of democratic leadership Styles on academic performance in schools

Head teachers who applied democratic leadership style tended mostly towards behavioral science theorists who were both for staff welfare and tasks performance. Thus they were strong on management of the school staff and tasks (Kent, 1999). According to

Leithwood and Jantzi (2005) in this style, the head teacher allows participatory communication like open and negotiative communication strategies. Leithwood and Jantzi observes that open forums included staff meetings. In such meetings the head teachers directly discusses issues with teachers and feedback is given immediately.

Nzuve (1999) describes a democratic leader as one who obtains ideas and opinions from workers. He gives 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 makes the final decision. The head teacher allows staff to participate in decision-making within the framework of the mission and objectives of the school. In students' open forums the managers make announcements regarding expected code of behavior by students. Students can give their views and problems. The head has a face-to-face opportunity to hear students' grievances. Some of their problems can be solved immediately and effective feedback is enhanced. Students' mistakes are corrected and appropriate discipline is enhanced. Disciplined students will perform well in national examinations UNESCO, 2009).

Goodworth (1999) describes a democratic leader as one who makes decisions by consulting his team, while still maintaining control of the group. The leader who is democratic allows his team to decide how the task should be tackled and who should perform which task. Kent (1999) 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 freedoms of the workers. He observes that the management influences but does not dominate the subordinates. Kent (1999) notes three advantages of democratic leadership style. They include promoting high morale among workers, freedom or

workers to exercise their responsibilities and flexibility in organizations. He further notes that one disadvantage of democratic leadership is the delay in decision making.

2.6 Influence of Laissez-Faire leadership Styles on academic performance in schools

In Laissez-Faire leadership, the leader believes that there should be no rules and regulations since everyone has an inborn sense of responsibility. The laissez-faire style is opposite to the autocratic style. The employees are given authority to think for themselves and make decisions concerning them. Nzuve (1999) describes laissez-faire leadership style as one where the leader allows subordinates to work as they wish with minimum interference within the limits of authority given, the subordinates structure their own activities.

Veccio (1998) explains laissez-faire as a French expression meaning “lead it alone.” He observes that subordinates are given total autonomy to set their own objectives and monitor their own work. Goodworth (1988) notes that laissez-faire style was usually appropriate when leading a team of people who are highly motivated and well skilled. The style is suitable for people who had produced good results in the past. Once a leader is sure that his team is confident enough, able and highly motivated, he/she can step back and let the subordinates get on with their work without interference.

Okumbe (1998) describes laissez-faire leadership as a kind of leadership which encourages no rules in the organization. It has no code of regulations. The leader is just a symbol because there is no hierarchy of authority and the primary role of the leader is to provide materials needed by the group.

Okumbe (1998) notes some advantages of laissez-faire leadership being that decisions are easily accepted and employees provide their own motivation. He also points out disadvantages as follows. There is a high rate of unhealthy competition among the members of the group, since there is no control, chaos and conflicts may arise due to unguided freedom.

In this style of leadership, where the head teacher sits back and allows everyone to do as they please might lead to chaos which would make it hard for a school to achieve its goals and objectives. Pont, et al (2008) argues that this style may lead to confusion, anarchy and chaos. Pont, et al noted that a school with laissez-faire manager is characterized by a high degree of freedom of students and teachers. Cases of indiscipline are high and there is high level of don't care attitude.

Okumbe (2001) pointed out that although communication is in all channels, it enriches human relations than enhancement of facilities for ideal learning environment. Okumbe notes that laissez-faire managers establish rapport with staff, but do not enhance efficiency in performance of duties and learning leading to poor performance in examinations.

2.7 Studies on the Influence of Leadership Styles on Students Performance

Studies on the influence of leadership style on performance of students in KCSE by both Okoth (2000) and Kimacia (2007) found out that democratic head teachers had high mean performance index than autocratic head teachers. Though Muli (2005) and Wangui (2007), confirmed that leadership styles influence KCSE performance, they noted that

autocratic head teachers had high mean scores in KCSE than their democratic counterparts.

The studies indicate that success or failure of a school depends on the leadership style of the head teacher. The head teacher is responsible for creating conducive work atmosphere which affect the staff's and students' morale influencing the academic performance.

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 examinations. The reviewed studies indicated different findings. Some studies showed relationship between leadership styles and students performance in national examinations. Other studies showed no relationship between the two variables. There was need therefore to investigate further on the relationship between leadership styles and academic performance.

2.8 Summary of Literature Review

The headteacher being an appointee of TSC is given the opportunity to lead the staff towards the achievement of the school goals and objectives. The way the head teacher creates an enabling work environment, the high academic performance in national examinations (KCPE). Related literature was reviewed on the general concept of leadership. The leadership styles discussed include: - autocratic, democratic and Laissez-Faire. Earlier studies done, like Okoth (2000) and Njuguna (1998) indicated different findings. Some studies showed relationship between leadership styles and student academic performance in national examinations while others did not. This study therefore

intended to investigate the influence of head teachers' leadership styles on pupils' performance at the Kenya Certificate of Primary Education (KCPE) in Matinyani Sub-County of Kitui County.

2.9 Theoretical Framework

The study laid its foundation on Fielder's contingency theory of leadership. The theory 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 match the two appropriately.

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. Fielder's model had been used to determine head teachers' leadership style effectiveness in schools (Okumbe, 1998). The theory advocates for the use of the suitable leadership style for a certain situation. The leadership styles here in the study include autocratic, democratic and laissez-faire. This theory assisted in identifying the relationship between the head teachers' leadership styles and academic performance in schools.

2.10 Conceptual Framework

Kilema and Wamahiu (1995) contend that the importance of conceptual framework is to bring about order, unity and relationships between variables. There was a general

consensus that effective school leadership enhances high performance. Schools with effective leaders performed well in examinations.

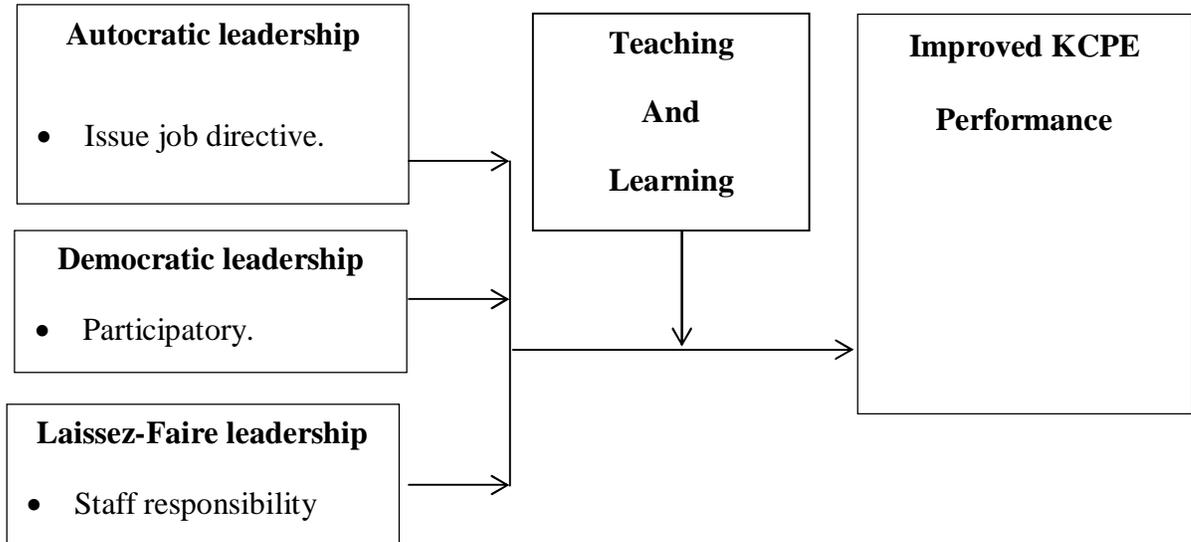


Figure 2.1 Influence of head teacher’s leadership styles on pupils performance at KCPE

Conceptual framework of the study was designed to bring about order, unity and relationship between the inputs (independent variables) taken through teaching and learning in primary schools and the output (dependent variable). The above figure shows that leadership style could be autocratic or task oriented where the leader makes decisions alone and announces it. Tasks are clearly defined, there is close supervision and the syllabus is completed in time. The style can cause fear and resentment. The second leadership style is subordinate-boss centered; where the leader presents ideas and encourages subordinates to participate in decision making. There is sense of belonging and enhanced work commitment. The third leadership style is laissez-faire leadership where the leader asks the group to make their own decisions within certain limits. There

is freedom at work and creativity is promoted. The style can however cause confusion if not well observed.

All the discussed leadership styles had different influences on the pupils' academic performance. The fundamental to the study was to be the influence of headteachers leadership styles on pupils' academic performance. Hence understanding and finding solutions to the problems was to be key to improve academic performance as demonstrated in the conceptual framework presented above.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section discussed the research design, target population, sample size and sampling procedures, research instrument validity and reliability of the instruments, data collection procedures and data analysis techniques.

3.2 Research Design

It refers to the procedures used by the researcher to explore relationship between variables (Borg and Gall, 1996). It is a process of creating an empirical test to support or refute claims. Descriptive survey was used in this study. Descriptive survey design was appropriate because responses were gathered over a vast research frame. The research was thus survey part of the whole frame and not the entire research frame. This study used a descriptive survey design to investigate the influence of head teachers' leadership styles on pupils' performance in KCPE in public primary schools.

3.3 Target Population

Target population is defined as all the members of a real or hypothetical set of people, events or objects. These are the ones a researcher wishes to generalize the results of the research study (Borg and Gall, 1989). The target population for this study consisted of all the 42 Head teachers, 42 Deputy Head teachers and 240 class assistant teachers in 42 primary schools in Matinyani Sub County.

Table 3.1 Target Population

Respondents	Schools
Head teachers	42
Deputy Head teachers	42
Teachers	240
Total	324

Source: Matinyani DEO'S office 2014

3.4 Sample Size and Sampling Procedures

Mugenda and Mugenda (2008) define a sample as a small group obtained from the accessible population. Each member in the sample is termed as a subject. Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statement made about the sample should also be true of the population (Orodho, 2002).

The 10% sample size was considered adequately representative of the target population as confirmed by Mugenda and Mugenda (2003). The study used stratified sampling to select head teachers, deputy head teachers, and assistant teachers. School code numbers were used to select 6 head teachers and 6 deputy head teachers from six primary schools. Simple random sampling was adopted to select 4 assistant teachers from each school to get 24 teachers. A total of 36 respondents were selected which was 10% of the study population of 324 teachers.

Table 3.2 Head teachers, Deputy Head teachers and Teachers' distribution.

Respondents	Target Population	Percentage	Sample size
Head Teachers	42	14.3	6
Deputy Head teachers	42	14.3	6
Assistant Teachers	240	10	24
Total	324		36

Source: Researcher, 2014

3.5 Research Instruments

Data was collected using questionnaires. Mugenda & Mugenda (2010) defines questionnaire as a written set of questions to which the subject responds in writing. The tool was considered appropriate because the respondents were literate and able to complete the questionnaires on their own. The questionnaires saved time and allowed uniformity in the way the questions were asked ensuring greater comparability in the process. Performance of primary schools sampled was acquired as a secondary data from the education office in Matinyani Sub` County.

3.6 Instrument Validity

Validity is the degree to which an instrument accurately measures what it purports to measure (Gay, 1992). In other words, validity is the degree to which results obtained from the analysis of the data accurately represents the phenomena under study. The study will adopted construct validity since the instrument measured what it was intended to measure. The researcher carried out a pilot study as a pre-test to determine the clarity of the instruments items. According to Borg and Gall (1989), validity of an instrument is improved through expert judgment. Therefore the instruments was first scrutinized and

approved by lecturers in the department of educational administration and planning for their relevance, clarity and suitability to the study. The researcher' supervisor assisted to improve the instruments validity.

3.7 Instrument Reliability

Thorndike and Hagen (1961) pointed out that instrument reliability refers to the level of the intended consistency or the stability of the measuring device. Reliability measures the degree to which a research instrument yields consistent results after repeated trials. The study adopted test- retest reliability where a pilot study was carried out in five schools in Matinyani Sub county in order to improve reliability of the research instruments. The five schools were excluded from the actual study. Answers from the respondents enabled the researcher to identify problems in the instruments such as ambiguity and irrelevance.

The Pearson's product moment correlation coefficient of co-relation formula to compute co-relation coefficient was used so as to establish the extent to which the content of the questionnaire would produce same responses as shown below.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2] [n \sum y^2 - (\sum y)^2]}}$$

Where,

r = Pearson correlation coefficient

x = is the sum of scores in x distribution

y = is the sum of scores in y distribution

x^2 = the sum of square scores of x distribution

y^2 = the sum of square scores of y distribution

xy = is the sum of product of paired x and y scores

n = is the number of paired x and y scores

The value of computed 'r' was 0.89 and therefore to correct the computed coefficient, the Spearman-Brown prophecy formula was used

$$Re = \frac{2r}{1+r} \quad \text{Where } Re = \text{reliability coefficient between two halves.}$$

If the value of Re equals or exceeds 0.82 then the research instrument would be reliable to carry out the study (Cronchbak, 2008). Otherwise the researcher would need to improve the research instrument before carrying out data collection.

3.8 Data collection procedure

The researcher obtained a research permit from the National Commission for Science Technology and Innovations (NaCoSTI). The researcher took the copies of the research permit to the Deputy County Commissioner and Sub county Education Officer, Matinyani. They served the head teachers of the participating schools with permission and introductory letters. The researcher then visited the participating schools to introduce herself and create rapport with them. The researcher personally administered the questionnaires to the head teachers, deputy head teachers and class assistant teachers on the agreed date. Filled in questionnaires were collected later after filling.

3.9 Data analysis techniques

Data analysis is the process of bringing order, structure and meaning to the mass of information collected (Mugenda and Mugenda, 2003). The study generated both

qualitative and quantitative data through the research instruments. Based on the study objectives and questions, the massive qualitative data collected from the research tools was grouped into meaningful patterns that reveal how the categories or themes are related (Verma and Mallick, 1999).

Codes were assigned especially for the open ended questions in the questionnaires. Each pile of data revealed how the responses for each variable were distributed. From these piles random sample of the independent variables were correlated with those of the dependent variables using the correlation coefficients to show the relationship between the two variables.

The researcher carefully examined the data to ensure uniformity, accuracy and completeness. It was coded and organized so as to be processed. The researcher presented the data in simple descriptive frequencies and percentage tables, bar graphs and pie charts. Data was analysed using computer Statistical Package For Social Sciences (SPSS). Frequencies and percentages were used to present all questions that had qualitative responses while averages were used to present performance of peoples which is quantitative score.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter is a presentation of results and findings obtained from field responses and data, broken into two parts. The first section deals with the background information, while the other section presents findings of the analysis, based on the objectives of the study as explored by the questionnaires where descriptive statistics have been employed.

4.2 Response rate

From the data collected, out of the 36 questionnaires administered, 34 were filled and returned. Table 4.1 represents the response rate.

Table 4.1 Response Rate

Category	Questionnaires administered	Questionnaires filled & returned	Percentage (%)
Head Teachers	6	6	100 %
Deputy Head teachers	6	6	100%
Assistant Teachers	24	22	98%
Total	36	34	97.3%

This represented a 97.3% response rate, which is considered satisfactory to make conclusions for the study. According to Bailey (2000) assertion, a response rate of 50% is

adequate, while a response rate greater than 70% is very good. This implies that based on this assertion; the response rate in this case of 97.3% is very good.

This high response rate can be attributed to the data collection procedures, where the researcher pre-notified the potential participants and applied the drop and pick method where the questionnaires were picked at a later date to allow the respondents ample time to fill the questionnaires.

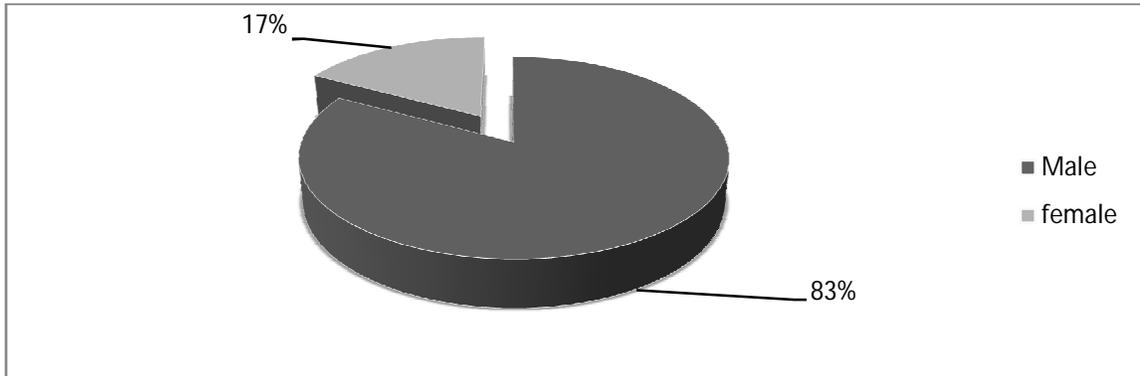
4.3 Demographic information of the respondents

The study sought to find out the demographic information of the respondents concerning their gender, age, highest academic qualification, years they had been principals, years they had been in their current schools. Their gender was intended to capture equal attention to males and females in school leadership. Their age was intended to evaluate their leadership capabilities in terms of handling technical leadership issues. Information on their highest academic qualification was intended to establish their expertise in the leadership issues. The years they had been headteachers intended to determine their level of roles experience. Information on the number of years they had been in their current schools was intended to establish if they are well conversant with the school leadership roles.

4.3.1: Gender of the head teachers

The head teachers were asked to indicate their gender. The findings were presented in the figure 4.1.

Figure 4.1: Gender of the respondents

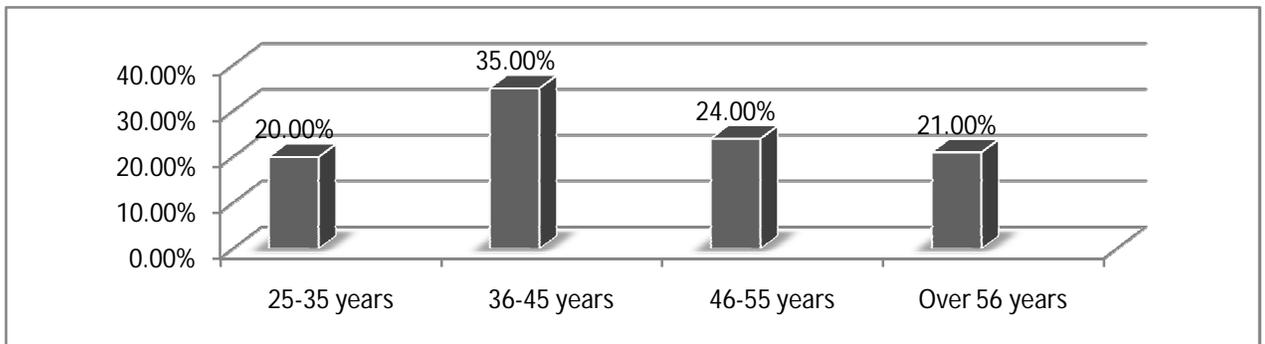


The findings in figure 4.1 revealed that majority of head teachers, deputy head teachers and assistant teachers were males constituting 83% while the females were only 17%. This indicated that males dominated the school leadership. Therefore, males and females were not given equal attention in the leadership roles in Matinyani sub county, Kitui County.

4.3.2 Age distribution

The study further established the respondent's age distribution. The researcher categorized the age for easy interpretation. The findings were as indicated in Figure 4.2

Figure 4.2 Age distribution

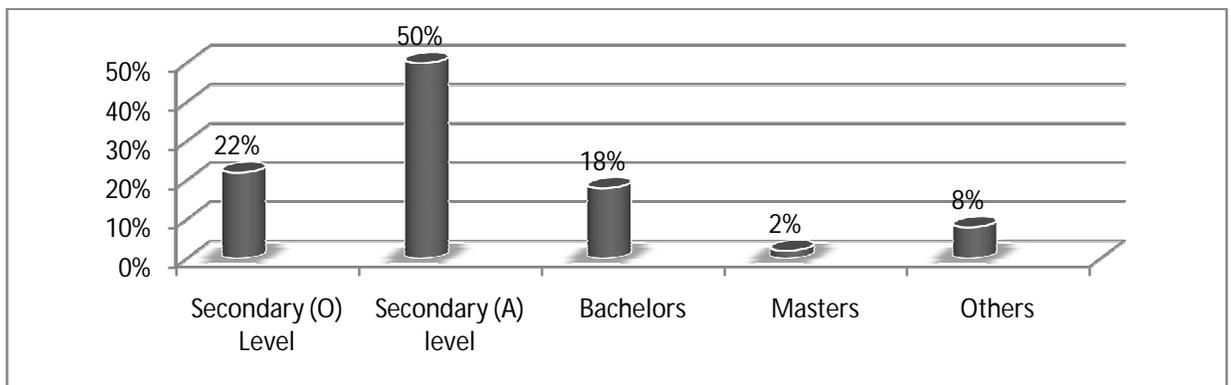


From the findings in Figure 4.1, majority (35%) indicated that they ranged between 36-45 years, followed by those who indicated that they ranged between 46-55 years with few (21%) indicating that they were above 56 years. This implies that majority of the respondents were at their maturity age and therefore experienced enough to carry out leadership practices in their schools. This means that experience is very important for one to rise to the level of head teacher and deputy head teachers in order to carry out leadership practices effectively.

4.3.3 Level of Academic Qualification

The study further found it necessary to determine the respondents' level of academic qualification in order to ascertain if they were well equipped with the necessary knowledge and skills for the school responsibilities. The findings were as indicated in Figure 4.3

Figure 4.3 Level of Academic Qualification



From the study findings half (50%) indicated that they had done secondary (A) level, 22% indicated that they had secondary (O) level, 18% indicated bachelors degree with few 8% and 2% indicating others and masters respectively. This implies that majority of both school head teachers, deputy head teacher and assistant teachers had secondary (A) level qualification. However on further interview majority of the school head teachers indicated that they were pursuing further studies in bachelors and masters degree in different institutions of higher learning.

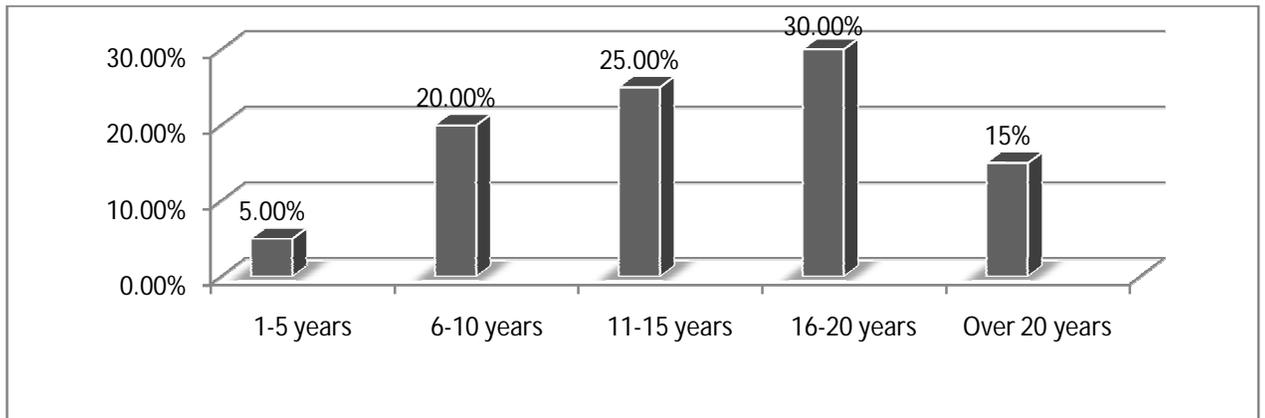
Katz, Lazer, Arrow & Contractor, (2004) associated the education level of employees with performance with findings that, those with higher levels of education performs their duties better because higher education provides them knowledge and modern managerial skills, making them more conscious of the reality of the education system and thus in a position to use their learning capability to manage the schools and perform the leadership practices in a professional manner.

The findings therefore indicate that the respondents have the capacity, skills and management acumen to steer the schools leadership practices and the overall school duties successfully. These skills help them handle and interpret their respective school environments and the emerging issues in the school to the best level possible.

4.3.4 Work Experience

The study sought to determine how long the respondents had been in the current school; this was to ascertain to what extent their responses could be relied upon to make conclusions for the study based on experience.

Figure 4.4 Work Experience



From the study findings as indicated in Figure 4.3, majority (30%) of the respondents indicated that they had been in the current school for a period ranging from 16-20 years followed by those who indicated that they had been in the current schools for a period ranging from 11-15 years with only few (5%) and (15%) indicating that they had been teachers for periods ranging from 1-5 years and over 20 years. This meant that they would invest time and effort to make sure they succeed in performing the school duties. It may also imply that work related experiences are important in developing motivation for becoming competent in leadership practices. The study therefore observes that the respondents are experienced people who are in the school duties for the long haul. Longevity at the school duties therefore becomes a trait that ensures continuity and perpetuation of the vision of a learning institution.

The study further interviewed the respondents concerning information about the School in terms of number of pupils, number of staff, streams and performance in the last three years. From their responses, they indicated an average of 900 pupils was recorded with about 500 being males and 400 being females. This implies that the attendance for boy

child is higher than that of girl child. Further on average there are an average of 18 teachers in all the schools surveyed with an average of two streams for each standard except for standard 7 and 8 where majority indicated a single stream implying that enrolment rate is higher but transition and completion rate is much lower due to increased dropout rates.

The schools mean score was also evaluated and indicated in table 4.2.

Table 4.2 Average performance of the sampled school for the last three years

Year	2011	2012	2013
Mean score	233.45	237.98	241.89

From the study findings, there is subsequent improvement of the school mean score from 233.45 in the year 2011, 237.98 in the year 2012 and 241.89 in the year 2013. This is a positive deviation for each subsequent year which can be attributed to enhancement for school leadership and management practices and also increased support from the government through free primary education programme.

Perception profile on own leadership styles according to head teachers

The study further assessed the extent to which each statement below applies to the head teachers' behavior in relation to their leadership styles as the head teacher of the school. The perception statements to be evaluated included; the capacity to motivate and maintain staff, Setting high standard for yourself and others, issuing directives and demand duties to be accomplished without questioning, believing that setting goals for the school is your duty, working well with wide range of people, allowing staff to think for themselves and make their own decisions, showing confidence and trust in others,

punishing a teacher for any wrong done, using confrontational method when solving conflicts, always free and open to everyone when in a discussion, Poor at clarifying issues and concepts, not expecting the staff to exercise freedom, Letting the staff to be responsible for its duties and responsibilities, Guiding the staff about the syllabus coverage, Listening to pupils grievances and gives immediate feedback, not accepting criticisms and using time as required to improve performance. The findings were as indicated in Table 4.3.

Table 4.3 Perception profile on own leadership styles

Perception profile on own leadership styles	Frequency	Percentage
Has the capacity to motivate and maintain staff	3	60.85
Set high standard for yourself and others	2	49.26
Issue directives and demand duties to be accomplished without questioning	4	88.09
Believe that setting goals for the school is your duty	4	81.81
Can work well with wide range of people	3	70.00
Allow staff to think for themselves and make their own decisions	2	49.84
Show confidence and trust in others	3	73.80
Can punish a teacher for any wrong done	5	91.90
Uses confrontational method when solving conflicts	5	95.72
Always free and open to everyone when in a discussion	1	8.730
Poor at clarifying issues and concepts	5	90.47
Do not expect the staff to exercise freedom	2	50.87
Let's the staff to be responsible for its duties and responsibilities	3	73.81
Guides the staff about the syllabus coverage	5	90.76
Listens to pupils grievances and gives immediate feedback	1	15.08
Does not accept criticisms	2	41.27
Uses time as required to improve performance	2	45.87

In this study, it was reviewed that there was a strong relationship between leadership styles and pupils performance. In other words, academic performance in Primary schools was explained by the prevailing style of leadership. Leadership style may be a strong factor accounting for the academic performance of pupils in a school but its degree of

influence may be limited if the school does not have good teachers, funds, the head teachers' lack experience and the culture of the school towards academic excellence.

It is apparent that leadership plays a very critical role in galvanizing all the other factors in the school together. However, in spite of the importance of leadership, its contribution to improved pupils performance will not be maximized, unless leadership is distributed and shared with the significant others. The researcher agrees with the school of thought that the concept of leadership must change, as Grant (2006) argues that a different understanding of leadership is needed; a shift from leadership as headship to distributed form of leadership.

Results from the study indicated that the relationship between the autocratic leadership style and pupils performance from the headteachers' questionnaire was negative. This was interpreted as a strong negative relationship. This simply means that the more autocratic one becomes, the poorer the performance of the pupils and the contrary is also true. School leaders who use the authoritarian leadership style lead to poor academic performance, because they adopt harsh leadership styles, which are highly resented by their subordinates.

The greater the use of autocratic principles, the poorer the learners' academic performance. The coercive style leader often creates a reign of terror, bullying and demeaning his subordinates, roaring with displeasure at the slightest problem. Subordinates get intimidated and stop bringing bad news or any news in fear of getting bashed or blamed for it, and the morale of the workers plummets.

The study findings indicates that majority of the respondents agreed with the statement that has the capacity to motivate and maintain staff (60.85%), issue directives and demand duties to be accomplished without questioning (88.09%), believe that setting goals for the school is your duty (81.81%), can work well with wide range of people (70%), show confidence and trust in others(73.80%), can punish a teacher for any wrong done (91.90%), uses confrontational method when solving conflicts (95.72%), poor at clarifying issues and concepts(90.47%), let's the staff to be responsible for its duties and responsibilities (73.81%) and guides the staff about the syllabus coverage (90.76%). This implies that head teachers understands their role and applies different leadership styles in their management.

Deputy Head Teachers' perception profile on head teachers' leadership styles

The study further evaluated Deputy Head Teachers' perception profile on head teachers' leadership behaviour. The findings were as indicated in Table 4.4

Table 4.4 Perception of deputy headteachers on headteachers leadership styles

Perception of deputy headteachers on headteachers leadership styles	Frequency	Percentage
He can interact freely with teachers	4	80.84
Gives staff some degree of freedom	4	79.25
Poor in managing difficult situations	2	48.08
Stresses the staff over syllabus coverage	4	81.80
Motivates both teachers and pupils	3	60.48
Ignores teachers needs at the expense of syllabus coverage	3	69.84
Varies his leadership style	3	63.80
Not ready to accept advice from his staff	4	81.90
Can facilitate good leadership in school	3	65.72
Holds all authority and responsibility with communication almost moving from top to bottom	2	40.73
Makes staff to work harder under close and strict supervision	3	67.47
Gives teachers a chance to express their feelings	2	50.87
Uses avoidance style to maintain rapport with staff.	3	63.81

The study established that the headteachers who use the laissez faire leadership style tend to fail to follow up on those they have delegated tasks to and consequently performance decline. They have every thing to the mercy of their subordinate some of whom may lack necessary skills and competence to execute the work, other may simply not like to do the work unless they are supervised.

Laissez –faire leadership is not the best leadership style to use in the schools organization because complete delegation without follow up mechanisms, may create performance problems, which are likely to affect the schools effectiveness.

Teachers' perception on head teachers' leadership styles

The study further sought to determine Teachers' perception on head teachers' leadership behavior. The findings were as indicated in table 4.5

Table 4.5 Teachers' perception on head teachers' leadership styles

Teachers' perception on head teachers' leadership styles	Frequency	Percentage
The head teacher supervises the activities in the school closely	15	90.34
The head teacher calls for meetings for both teachers and pupils to discuss matters of the school.	12	36.25
The head teacher supports participation and open communication strategies.	12	48.08
The head teacher guides and counsels to resolve conflicts.	13	80.45
The head teacher guides and counsels to resolve conflicts.	13	60.48
The head teacher involves teachers and pupils in school administration.	13	59.34
Teachers are given freedoms to think for themselves and make their own decisions.	13	63.80
Teachers are given freedoms to think for themselves and make their own decisions.	14	81.90
The head teacher avoids major issues in favour of lesser options to maintain rapport.	13	65.72
The head teacher recognizes and gives rewards to both teachers and pupils for good work done.	12	30.73
The head teacher interacts freely with teachers.	13	77.47
The head teacher varies his leadership styles.	12	50.87
The head teacher is not ready to accept criticism.	13	73.81

From the study it was established that there is a positive moderate relationship between the democratic leadership style and student academic performance in primary schools. The study revealed that most school managers used the democratic style of leadership. Schools are composed of intelligent people whose ideas are crucial in the day-to-day running of the same schools. Teachers, pupils and prefects, for example, have the capacity to advise effectively on academic matters in the school. Their ideas and contributions cannot be ignored.

This approach to management has led many school managers to rely on participatory governance mechanisms or the democratic leadership style. The leader in the school uses the democratic leadership style to build trust, respect and commitment because the style allows people to have a say in decisions that affect their goals and how they do their work. Students in schools need to be involved in the school's administration and in the implementation of decisions because these affect them directly.

School head teachers contended that democracy was the best leadership strategy for school environments because schools are systems with parts that are interrelated. The head teachers, for example, have to motivate the teachers to participate in decision-making because academic progress depends on the quality of teaching exhibited. Today there is a very strong school of thought that schools can no longer be managed by a lone figure at the top of the hierarchy. This in my view is an example of good modeling and indeed this is the cost of leadership. But also in the process of working with them, the head teacher might set the direction and also articulate the vision of the school. The study also discovered that leadership is critical to the performance of the school as a whole.

This in agreement with the common sense view, that leaders are essential and have an impact on the performance of the organization (James & Connolly, 2000). In addition, departments were empowered to lay strategies in order to improve teaching and learning in the school. The study revealed that good leadership was associated with a caring environment in the school.

This kind of caring environment is sometimes associated with good leadership and may lead to improved education outcomes. It may also lead to a situation where students can develop a culture of confiding in their teachers. In such cases when and where the home environment worsens, the learners can always use the school as the last resort. This may improve the performance of the learners. This seems to be in agreement with Wing's (2003) view that the feeling that no one cares is pervasive and corrosive. Real learning is difficult to sustain in an atmosphere rife with mistrust. It was also discovered that leadership was responsible for forging good relationships with the community. And where this kind of relationship existed, the performance of the school was good.

From the study findings on the teachers' perception on head teachers' leadership styles, majority agreed on the statements that the head teacher supervises the activities in the school closely, the head teacher guides and counsels to resolve conflicts, teachers are given freedoms to think for themselves and make their own decisions and that the head teacher interacts freely with teachers. However teachers also disagreed that the head teacher calls for meetings for both teachers and pupils to discuss matters of the school, the head teacher supports participation and open communication strategies and that the head teacher recognizes and gives rewards to both teachers and pupils for good work

done. This implies that teachers perceive on average about the role of the school head teachers on leadership styles.

It is perhaps important to conclude, that this kind of stakeholder involvement and community participation in the school is a sign of collaborative leadership. Such collaborative and participative kind of arrangement by all the stakeholders may only be achieved if there is good leadership that can develop and articulate the vision and envision all the stakeholders in the school. It was also discovered from this study that where there was collaboration and participation by all staff at the school level, there was a likelihood of having an improved overall school performance. It was discovered that schools that used dispersed or distributed leadership were associated with overall school improvement. It was discovered that in schools where the planning process was collaborative, there was ownership and sustainability of plans. This eventually had an effect on the overall school performance. So in this study, it was discovered that good leadership is associated with the school performance.

Discussion

Results from the study indicated that there is a negative relationship between the autocratic leadership style and pupils performance. This simply means that the more autocratic one becomes, the poorer the performance of the pupils and the contrary is also true. School leaders who use the authoritarian leadership style lead to poor academic performance, because they adopt harsh leadership styles, which are highly resented by their subordinates. The greater the use of autocratic principles, the poorer the learners' academic performance. The coercive style leader often creates a reign of terror, bullying and demeaning his subordinates, roaring with displeasure at the slightest problem.

Subordinates get intimidated and stop bringing bad news or any news in fear of getting bashed or blamed for it, and the morale of the workers plummets.

From the study it was established that there is a positive moderate relationship between the democratic leadership style and student academic performance in primary schools. The study revealed that most school managers used the democratic style of leadership. Schools are composed of intelligent people whose ideas are crucial in the day-to-day running of the same schools. Teachers, pupils and prefects, for example, have the capacity to advise effectively on academic matters in the school. Their ideas and contributions cannot be ignored.

This approach to management has led many school managers to rely on participatory governance mechanisms or the democratic leadership style. The leader in the school uses the democratic leadership style to build trust, respect and commitment because the style allows people to have a say in decisions that affect their goals and how they do their work. Students in schools need to be involved in the school's administration and in the implementation of decisions because these affect them directly. School head teachers contended that democracy was the best leadership strategy for school environments because schools are systems with parts that are interrelated.

The head teachers, for example, have to motivate the teachers to participate in decision-making because academic progress depends on the quality of teaching exhibited. Today there is a very strong school of thought that schools can no longer be managed by a lone figure at the top of the hierarchy. This in my view is an example of good modeling and indeed this is the cost of leadership. But also in the process of working with them, the head teacher might set the direction and also articulate the vision of the school. The study

also discovered that leadership is critical to the performance of the school as a whole. This is in agreement with the common sense view, that leaders are essential and have an impact on the performance of the organization (James & Connolly, 2000). In addition, departments were empowered to lay strategies in order to improve teaching and learning in the school. The study revealed that good leadership was associated with a caring environment in the school.

This kind of caring environment is sometimes associated with good leadership and may lead to improved education outcomes. It may also lead to a situation where students can develop a culture of confiding in their teachers. In such cases when and where the home environment worsens, the learners can always use the school as the last resort. This may improve the performance of the learners. This seems to be in agreement with Wing's (2003) view that the feeling that no one cares is pervasive and corrosive. Real learning is difficult to sustain in an atmosphere rife with mistrust. It was also discovered that leadership was responsible for forging good relationships with the community. And where this kind of relationship existed, the performance of the school was good.

From the voices of the teachers, it is perhaps important to conclude, that this kind of stakeholder involvement and community participation in the school is a sign of collaborative leadership. Such collaborative and participative kind of arrangement by all the stakeholders may only be achieved if there is good leadership that can develop and articulate the vision and envision all the stakeholders in the school. It was also discovered from this study that where there was collaboration and participation by all staff at the school level, there was a likelihood of having an improved overall school performance. It was discovered that schools that used dispersed or distributed leadership were associated

with overall school improvement. Another feature of participative leadership in this study was discovered in the planning process. It was discovered that in schools where the planning process was collaborative, there was ownership and sustainability of plans. This eventually had an effect on the overall school performance. So in this study, it was discovered that good leadership is associated with the school performance.

This study established that head teachers who use the laissez faire leadership style tend to fail to follow up on those they have delegated tasks to and consequently performance declines. They leave everything to the mercy of their subordinates, some of whom may lack the necessary skills and competence to execute the work. Others may simply not like to do the work unless they are supervised.

From the study findings majority of the respondents agreed with the statement that he can interact freely with teachers (80.84%), gives staff some degree of freedom (79.25%), stresses the staff over syllabus coverage (81.80%) and that not ready to accept advice from his staff (81.90%). Further on average respondents agreed with the statements that motivates both teachers and pupils (60.48%), ignores teachers needs at the expense of syllabus coverage (69.84%), varies his leadership style (63.80%), can facilitate good leadership in school (65.72%), makes staff to work harder under close and strict (67.47%) and uses avoidance style to maintain rapport with staff (63.81%). This implies that school head teachers are perceived well as far as the school leadership styles are concerned by the school deputy head teachers.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter comprises of summary of the study, summary of key findings of the study, conclusions, recommendations and suggestion for further research.

5.2 Summary of the Study

The purpose of the study was to investigate the influence of head teachers' leadership styles on pupils' performance at K.C.P.E. in public primary schools in Matinyani Sub County. The study research questions were formulated to establish whether there is a relationship between head teachers leadership style and pupils performance in KCPE. That is, what is the influence of autocratic leadership style on K.C.P.E. performance in Matinyani Sub County, Kitui County? What is the influence of democratic leadership style on K.C.P.E. performance in Matinyani Sub County, Kitui County? and what is the influence of laissez-faire leadership style on K.C.P.E. performance in Matinyani Sub County, Kitui County?

The study was based on Fielder's contingency theory of leadership and employed descriptive survey research design. The sample for the study comprised of 6 public primary school in the sub-county with 6 head teachers, 6 deputy headteachers and 24 teachers. The design adapted for this study was descriptive survey. The study used head teachers', deputy head teachers and teachers questionnaires for data collection.

Based on the findings, it was concluded that Democratic leadership style was most applied in primary schools that were identified to have better academic performance. Democratic leadership styles are applied by some head teachers and it comes second in academic performance while most of schools indicated that their head teachers applied autocratic leadership style and have dismal academic performance. While the schools that indicated that their head teachers apply laissez-faire leadership style scored very poor performance since everyone is left to do as they will. Based on the findings it was recommended that head teachers should use the most appropriate leadership that facilitates collective responsibility and which creates a conducive teaching and learning environment in schools. It was also recommended that there was need for facilitating head teachers leadership styles as they had a direct relationship with students academic performance. The study also recommended that head teachers should be provided with in-service courses on leadership which is a prerequisite for academic performance.

Lastly that head teachers should involve teachers in their administration which would enhance participatory leadership and hence better academic. Taking the limitations and delimitations of the study it was suggested that a study on teachers perception of head teachers leadership style and their job performance should be conducted. A study on effect of teachers demographics variables and their influence on performance in KCPE should be conducted and also a study on how parental involvement on students school life affects pupils performance.

5.3 Conclusion

The study found out that the headteachers in the sub county applied various leadership styles where majority applied democratic, while a few applied authoritarian and laissez faire leadership styles. However, a strong relationship was established between KCPE performance and the headteachers' leadership styles. It was observed that democratic leadership 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 sub county 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 strong relationship between leadership styles and curriculum delivery since most of the teachers in the sub county handed in their lesson plans, and scheme within set deadlines. Diverse teaching methods were also employed across the sub county.

This study sought to analyze the leadership styles of head teachers and pupils performance of primary schools in Matinyani sub County. The researcher recognized from literature and experiences from observations of leadership in schools that there are

many leadership styles employed by school head teachers. The study established that there was a relationship between the age of the head teachers and their leadership style. It was also noted that the young teachers, because of over ambition, tended to be more aggressive which led to the head teachers adopting a more autocratic leadership style.

This study has also established that leadership that is instrumental towards school improvement is distributed leadership. Where leadership is shared, teamwork is valued and usually organizations in which teamwork flourishes are more effective than organizations dominated by a single individual. The traditional approach that only top managers had the competence to make decisions and staff had to carry out the decisions, is now outdated.

From the study's findings, the autocratic leadership style of school head teachers was found to have a negative effect on pupils' performance in primary schools in Kenya. It was accordingly recommended that school head teachers avoid the use of the autocratic leadership styles in the management of schools. Most recent conceptions of educational leadership indicate that there is a move away from autocratic leadership styles to a more democratic mode of decision making in schools. This is in a bid to ensure that decision-making takes place at the lowest possible level.

This study has established that school performance and in particular students' academic excellence in primary schools is positively related to the democratic leadership style employed by school head teachers and that the democratic leadership style is the most

used style in primary schools. It was therefore recommended that the head teachers of primary schools in particular be encouraged to use this style of leadership in the management of primary schools. The ongoing educational reforms require educational leaders who can work in democratic and participative ways in order to build successful relationships to ensure effective delivery of quality education. It is thus apparent from this study that there is a significant relationship between leadership styles and school performance and that if schools hope to operate as successful entities; the leadership will have to adopt approaches that take cognizance of the diverse needs of all stakeholders that it purports to serve.

Based on the findings the study further concludes that there was a significant relationship between head teachers' leadership styles and students' performance. It was also concluded that head teachers rarely meet teachers to discuss school performance. The study concludes that although the head teachers and teachers discussed school matters which included performance and discipline, the number of times that they meet may not have been very adequate since there is need for continued meetings for planning and monitoring academic progress of the pupils. In addition the study concluded that there was no significant relationship between head teachers' gender, age and teaching experience, and that there was no significant relationship between head teachers' leadership styles across marital status. This implies that the courses attended were not leadership oriented and hence could not have influenced the leadership styles of the head teachers. It was finally concluded that teachers perceived their head teachers as

autocratic. This was shown by head teachers' initiative behaviours which indicated autocratic leadership characteristics than other styles of leadership.

5.4 Recommendations

The study established that there is a strong positive relationship between the leadership style of head teachers in primary schools and school performance, but that the contribution of the leadership style towards the overall school performance is low. However, from the study and also through the literature reviewed, it is clear that leadership is a very important component and a critical ingredient in the process of improving the school's performance. This study therefore submits that for leadership to remain important and useful towards the promotion of quality education, it **MUST** be distributed appropriately among the different levels of administration in the school; to the school top management teams (distributed leadership) and also decentralized among the teachers, which is known as teacher leadership.

Teachers have leadership capabilities waiting to be unlocked and engaged for the good of the schools. Sillins, Mulford and Harris (2002) conclude that students' outcomes are more likely to improve where leadership sources are distributed throughout the school and where teachers are empowered in areas of importance to them. By distributing powers, head teachers do not become weak; they instead become stronger as the institutions they head excel in performance.

From the study's findings, the autocratic leadership style of the school's head teachers has a negative effect on school performance in primary schools. It is therefore

recommended that school head teachers avoid the use of the autocratic leadership styles in the management of schools.

This study has established that there is a very low correlation between the laissez-faire leadership style in primary schools. It is therefore recommended that school managers, avoid the laissez-faire leadership style which permits total delegation of responsibility to teachers and students.

This study established that school performance in primary schools is positively related to the democratic leadership style employed by school head teachers and that the democratic leadership style is the most used style in schools. The study has also documented the gains and contributions accruing from the use of the democratic leadership style by head teachers. The democratic leadership style encourages everybody to participate in the affairs of the school as a whole. The staff feels they are part of the school, and hence they are part of the leadership of the school. This study also established that there is a strong relationship between democratic leadership style of head teachers and teacher leadership. Most schools would improve their performance by becoming more collaborative and more democratic. This study therefore submits that the head teachers of primary schools in particular be encouraged to use this style of leadership in the management.

Further the study recommends that the Ministry of Education should identify the reasons behind the perennial poor performance of schools in Matinyani Sub county since this study ruled out the leadership styles as the plausible cause of the poor performance. The

Ministry of Education should identify the level of pupils' preparedness for KCPE. It is most likely that dimension can help to find out the extent to which pupils are ready and well prepared for KCPE and that the Ministry of Education should organize motivational talks to the candidates before they sit for KCPE. It is envisaged that this strategy can probably help to prepare them psychologically and boost their morale.

Head teachers should use the most appropriate leadership style that facilitates collective responsibility and which creates a conducive teaching and learning environment in schools, that there is need for facilitating head teachers' leadership styles as they had a direct relationship with pupils' academic performance, that there is need to involve teachers and parents in matters of students' performance in schools and that head teachers should be in-serviced in areas of management so that the teachers can also view them as democratic which is a recommended style of leadership.

5.5 Suggestions for Further Research

Taking the limitations and delimitations of the study the following suggestions for further research were made.

- i. A study on the relationship between head teachers' level of motivation and pupils' academic achievement.
- ii. A study on teachers' perception of head teachers' leadership styles and their job performance.
- iii. A study on the effect of pupils' characteristics on performance of KCPE.
- iv. Effect of head teachers' related factors and pupils' performance

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APPENDIX I: INTRODUCTION LETTER

University of Nairobi,

P. O. Box 30197,

NAIROBI.

June 2014

The Head Teacher,

.....Primary School.

Dear Sir/Madam,

RE: REQUEST TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a student at the University of Nairobi pursuing a post graduate degree. I am undertaking a research on “Influence of head teachers’ leadership styles on pupils’ performance in Kenya Certificate of public primary schools in Matinyani Sub-County, Kitui County, Kenya.” I kindly ask for permission to collect some information from your school. Will you assist me by responding to the questionnaires attached honestly? Your responses will be used for the purpose of the study only. Your identity will be highly confidential.

Thank you.

Yours Faithfully,

Margaret J. Kitavi.

APPENDIX II: QUESTIONNAIRES FOR THE HEAD TEACHERS

Please respond to the questions below by ticking the correct option where applicable and do not write down your name on any page.

Section A: Background Information

1. What is your gender? Male Female
2. What is your age? Years.
3. What is your highest academic qualification?
Secondary (O) Level Secondary (A) Level
Bachelors Masters
Others
4. How many years have you served as a head teacher?
0-5 6-10 11-15 16-20
Over 20 years
5. For how long have you been in this school as a head teacher?
0-5 6-10 11-15 16-20
20 years and above
6. What is your present professional grade?
S1/Diploma GRA 2 GRA 1 ATS4 ATS 3
ATS2 ATS 1
Others (Specify)

Section B: Information about the School

7. What is the number of pupils in your school?
Male Female Total
8. What is the number of staff in your school?
Male Female Total
9. How many streams do you have?

Std. 1 Std. 2 Std. 3 Std. 4 Std. 5 Std. 6
 Std. 7 Std. 8

10. Please indicate the performance of your school for the last three years

Year	2011	2012	2013
Mean score			

Please comment about the following facilities and adequacy using the following key;
 Very adequate, adequate, fairly adequate, inadequate, not available.

Section C: Self-perception profile on own leadership styles.

Kindly indicate the correct option as honestly as possible by putting a tick against one of the options to show the extent to which each statement below applies to your behavior in relation to your leadership styles as the head teacher of the school.

Leadership behaviour

To what extent do you feel that you as the head teacher:-

1. Has the capacity to motivate and maintain staff

Strongly agree Agree Strongly disagree
 Disagree Neutral

2. Set high standard for yourself and others

Strongly agree Agree
 Strongly disagree Disagree
 Neutral

3. Issue directives and demand duties to be accomplished without questioning

Strongly agree Agree
 Strongly disagree Disagree
 Neutral

4. Believe that setting goals for the school is your duty

Strongly agree Agree Strongly disagree
 Disagree Neutral

5. Can work well with wide range of people

Strongly agree

Agree

Strongly disagree

Disagree

Neutral

6. Allow staff to think for themselves and make their own decisions

Strongly agree

Agree

Strongly disagree

Disagree

Neutral

7. Show confidence and trust in others

Strongly agree

Agree

Strongly disagree

Disagree

Neutral

8. Can punish a teacher for any wrong done

Strongly agree

Agree

Strongly disagree

Disagree

Neutral

9. Uses confrontational method when solving conflicts

Strongly agree

Agree

Strongly disagree

Disagree

Neutral

10. Always free and open to everyone when in a discussion

- Strongly agree
- Agree
- Strongly disagree
- Disagree
- Neutral

11. Poor at clarifying issues and concepts

- Strongly agree
- Agree
- Strongly disagree
- Disagree
- Neutral

12. Do not expect the staff to exercise freedom

- Strongly agree
- Agree
- Strongly disagree
- Disagree
- Neutral

13. Let's the staff to be responsible for its duties and responsibilities

- Strongly agree
- Agree
- Strongly disagree
- Disagree
- Neutral

14. Guides the staff about the syllabus coverage

- Strongly agree
- Agree
- Strongly disagree
- Disagree
- Neutral

15. Listens to pupils grievances and gives immediate feedback

- Strongly agree
- Agree
- Strongly disagree
- Disagree
- Neutral

16. Does not accept criticisms

- Strongly agree
- Agree
- Strongly disagree
- Disagree
- Neutral

17. Uses time as required to improve performance

- Strongly agree
- Agree
- Strongly disagree
- Disagree
- Neutral

THANK YOU FOR YOUR CO-OPERATION

APPENDIX III: QUESTIONNAIRE FOR DEPUTY HEAD TEACHERS

Section A: Background Information

1. What is your gender? Male Female
2. What is your age? Years.
3. What is your highest academic qualification?
 - M.Ed
 - B. Ed
 - Diploma in Education
 - KCE/KCSE
 - CPE/KCPE
4. For how long have you been a teacher in this school?
 - Less than one year
 - 1 – 4 years
 - 6 – 10 years
 - 11 – 15 years
 - Over 15 years
5. What is your present professional grade?
 - S1/Diploma
 - ATS II
 - GRAD 1
 - GRAD 2
 - Others (Specify)

Section B

Deputy Head Teachers' perception profile on head teachers' leadership behaviour.

Please tick the correct option according to your own perception about the head teachers behavior. This statement applies to your headteachers' leadership styles and how they influence KCPE performance.

Key:

Strongly agree **Agree** **Strongly disagree** **Disagree** **Neutral**

1. He can interact freely with teachers
Strongly agree Agree Strongly disagree Disagree neutral
2. Gives staff some degree of freedom
Strongly agree Agree Strongly disagree Disagree Neutral
3. Poor in managing difficult situations
Strongly agree Agree Strongly disagree Disagree Neutral
4. Stresses the staff over syllabus coverage
Strongly agree Agree Strongly disagree Disagree Neutral
5. Motivates both teachers and pupils
Strongly agree Agree Strongly disagree Disagree Neutral
6. Ignores teachers needs at the expense of syllabus coverage
Strongly agree Agree Strongly disagree Disagree Neutral
7. Varies his leadership style
Strongly agree Agree Strongly disagree Disagree Neutral
8. Not ready to accept advice from his staff
Strongly agree Agree Strongly disagree Disagree Neutral
9. Can facilitate good leadership in school
Strongly agree Agree Strongly disagree Disagree Neutral
10. Can maintain the school culture in terms of KCPE performance
Strongly agree Agree Strongly disagree Disagree Neutral
11. Holds all authority and responsibility with communication almost moving from top to bottom
Strongly agree Agree Strongly disagree Disagree Neutral
12. Makes staff to work harder under close and strict supervision
Strongly agree Agree Strongly disagree Disagree Neutral
13. Gives teachers a chance to express their feelings
Strongly agree Agree Strongly disagree Disagree Neutral
14. Uses avoidance style to maintain rapport with staff.
Strongly agree Agree Strongly disagree Disagree Neutral

APPENDIX IV: QUESTIONNAIRE FOR TEACHERS

The purpose of this questionnaire is to gather information about the school and your perception of the head teachers' leadership styles and their impact on KCPE performance.

Please tick appropriately.

Section A: Background Information

1. What is your gender? Male Female
2. What is your age? Years.
3. What is your highest academic qualification?
 - M. Ed
 - B. Ed
 - Diploma in Education
 - KCE/KCSE
 - CPE/KCPE
4. For how long have you been a teacher in this school?
 - Less than one year
 - 1 – 4 years
 - 6 – 10 years
 - 11 – 15 years
 - Over 15 years
5. What is your present professional grade?
 - S1/Diploma
 - ATS II
 - GRAD 1
 - GRAD 2
 - Others

Section B:

Teachers' perception on head teachers' leadership behaviour.

1. The head teacher supervises the activities in the school closely.
Strongly agree Agree Strongly disagree Disagree Neutral
2. The head teacher calls for meetings for both teachers and pupils to discuss matters of the school.
Strongly agree Agree Strongly disagree Disagree Neutral
3. The head teacher supports participation and open communication strategies.
Strongly agree Agree Strongly disagree Disagree Neutral
4. The head teacher guides and counsels to resolve conflicts.
Strongly agree Agree Strongly disagree Disagree Neutral
5. The head teacher involves teachers and pupils in school administration.
Strongly agree Agree Strongly disagree Disagree Neutral
6. Teachers are given freedoms to think for themselves and make their own decisions.
Strongly agree Agree Strongly disagree Disagree Neutral
7. The head teacher avoids major issues in favour of lesser options to maintain rapport.
Strongly agree Agree Strongly disagree Disagree Neutral
8. The head teacher recognizes and gives rewards to both teachers and pupils for good work done.
Strongly agree Agree Strongly disagree Disagree Neutral
9. The head teacher interacts freely with teachers.
Strongly agree Agree Strongly disagree Disagree Neutral
10. The head teacher varies his leadership styles.
Strongly agree Agree Strongly disagree Disagree Neutral
11. The head teacher uses time as required to improve overall performance.
Strongly agree Agree Strongly disagree Disagree Neutral
12. The head teacher is concerned about the school development.
Strongly agree Agree Strongly disagree Disagree Neutral
13. The head teacher is not ready to accept criticism.
Strongly agree Agree Strongly disagree Disagree Neutral

APPENDIX V: RESEARCH CLEARANCE PERMIT

THIS IS TO CERTIFY THAT:
MS. MARGARET JAMES KITAVI
of UNIVERSITY OF NAIROBI, 421-90200
Kitui, has been permitted to conduct
research in Kitui County

on the topic: INFLUENCE OF HEAD
TEACHERS LEADERSHIP STYLES ON
PUPILS PERFORMANCE AT KENYA
CERTIFICATE OF PRIMARY EDUCATION
IN MATINYANI SUB COUNTY, KITUI
COUNTY - KENYA.

for the period ending:
31st December, 2015

[Signature]
Applicant's
Signature

[Signature]
Secretary
National Commission for Science,
Technology & Innovation

Permit No: NACOSTI/P/14/8722/3460
Date Of Issue : 9th October, 2014
Fee Recieved : Ksh 1,000

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

REPUBLIC OF KENYA
NACOSTI
National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 3482

CONDITIONS: see back page

APPENDIX VI: RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

9th October, 2014

NACOSTI/P/14/8722/3460

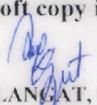
Margaret James Kitavi
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of head teachers leadership styles on pupils performance at Kenya Certificate of Primary Education in Matinyani Sub County, Kitui County-Kenya*," I am pleased to inform you that you have been authorized to undertake research in **Kitui County** for a period ending **31st December, 2015**.

You are advised to report to **the County Commissioner and the County Director of Education, Kitui County** before embarking on the research project.

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


DR. S. K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Kitui County.