

**INFLUENCE OF HEAD TEACHERS' LEADERSHIP STYLES ON
PUPILS' KCPE PERFORMANCE IN NON-FORMAL PRIMARY
SCHOOLS IN KIBRA SUB- COUNTY, NAIROBI, KENYA**

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**A research project submitted in partial fulfilment of the requirement for
the award of the Degree of Master of Education in Educational
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DECLARATION

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

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DEDICATION

I dedicate this research work to my parents Wellington Onyango and Leonidah Auma. No words can express my feelings and gratitude for them for the sacrifice they made but this dedication is the least I can do.

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ACRONYMS AND ABBREVIATIONS

BOG	Board of Governors
FPE	Free Primary Education
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KNEC	Kenya National Examination Council
MDGs	Millennium Development Goals
MOEST	Ministry of Education Science and Technology
NACOSTI	National Commission for Science, Technology and innovations
NFE	Non- Formal Education
NGO	Non-Governmental organisation
SPSS	Statistical Package for Social Sciences
TSC	Teacher's service Commission
UNESCO	United Nations Educational Scientific and Cultural Organization

ABSTRACT

The purpose of this study was to investigate the influence of head teachers' leadership styles on pupils' Kenya Certificate of Primary Education performance in non-formal primary schools in Kibra Sub-County, Nairobi, Kenya. Thereafter, the findings would be generalised to other non-formal primary schools in other Sub-Counties in Kenya. The main argument here is that leadership is critical in any educational institution as it influences academic performance of learners. The study was conceived due to the factor that the government of Kenya and NGO's have tried in providing quality education to every child of Kenya, however pupils in non-formal schools are still dropping out and recording dismal performance at KCPE examinations. This is what prompted the researcher to investigate on whether it's the type of leadership styles that the head teachers are employing that is influencing the performance of pupils. To achieve this, the study had four research objectives touching head teachers' leadership styles which are: autocratic, democratic, laissez-faire and transformative. The study adopted an ex-post facto design where the head teachers' leadership styles and pupils' performance were assumed to have occurred and could not therefore be manipulated by the researcher. The target population consisted of the 40 non-formal primary schools in Kibra Sub-County which consisted of 400 teachers who were viewed as information rich respondents. The sample size comprised 8 head teachers and 72 teachers. Two questionnaires were administered to collect data. Findings indicated that male head teachers and teachers were predominant in most non-formal primary schools in Kibra Sub-County. Also, findings indicate that for the past three years, there has been a rise in numbers of pupils being involved in poor performance cases in Kibra Sub-County. In 2017, the pupils scoring (below 250) D+-E were many. Furthermore, it was noted that there were head teachers who often exercised autocratic leadership style. Teachers indicated that democratic leadership should be exercised always in school because it has good advantages that can bare great fruits at KCPE examinations. This prompted the researcher to apply Phi correlation coefficient test. Results from the Phi correlation coefficient test was $r = .14$ indicating that there was a significant relationship between the head teachers' leadership style and pupils' performance at KCPE examinations. The researcher recommends a replica of the study to be performed in other non-formal primary schools in Kenya to determine whether the same variables derived from this study would be the same. Besides, suggestions posed by teachers should be taken seriously by the Ministry of Education (MoE) to be implemented in schools to enhance performance.

CHAPTER ONE

INTRODUCTION

1.1. Background to the study

Leadership is fundamental in any informational association as it impacts academic achievement. This can be said so in light of the way that organization is a methodology whereby an individual affect distinctive individuals or a social event to achieve a sobriquet objective (Lunenburg, 2013). In a school set up, activity is vested in the head instructor who bears prime obligations with respect to the entire association, for instance, dealing with, organizing, arranging, enumerating, staffing and arranging. Hence, the school head teacher has the commitment of giving direction and influencing educators and understudies in order to achieve pleasing results. For any school to be powerful to the extent scholastics, it depends upon the capacities, data, quality and duty of the head educator (Boylu, Petit and Gucer, 2012).Hardman (2011), in U.S.A, in his examination on head teachers' initiative styles on understudies 'execution saw that teachers in high performing and low performing schools had little contrasts by the way they comprehended their head teachers' authority styles. All the three authority styles were factually critical on the grounds that they affected on understudy's accomplishments.

Matthews, Rea, Hill and Gu (2014) in their examination on impact of principals' position styles on sagacious accomplishment saw that the possibility of association is a key determinant of tasteful execution. Hence, an effective leadership style has some characteristics with the attributes and values of

primary education leaders on what they do and what they do not do. Also, in India in an study done by Nanyundas and Swamy (2014) sees that transformational initiative styles influence workers' execution and profitability this is on the grounds that transformational leaders bring issues to light dimensions of their subordinate, assist the supporters with achieving superior results and are proactive in a way that they demonstration ahead of time to manage a normal trouble or change. The leaders focus and are worried about every individual's requirement for accomplishment and development. Dimmock, (2013) observed that representatives were placated with transformational administration than some other authority style. Accordingly, this kind of authority was not being drilled by the leaders. The examination inferred that transformational administration prompted better representatives and students who were happy with their exhibitions and results. Henceforth it gives a viable and proficient route on the best way to manage the difficulties and duties of school directors. Transformational leaders centre around the enhancement of understudies' execution. Supporting staff and educators perform instructional undertakings as their assigned jobs.

Transformational leaders take a lot of their time building network through help of the necessities of educators and the network, and exchange of school objectives to singular objectives. Silins, Mulford and Zarins (2012), in the study on Australian schools saw that transformational administration style added to the improvement of schools. In this manner, schools that perform well empower their instructors and students to learn together and the staffs can put

this learning into utilization in light of social needs and the requests of their condition.

In developing Countries, Chafwa (2012), observed that among three leadership styles exhibited by head teachers, democratic leadership style was very productive as it resulted in satisfactory performance. It motivated the teachers. Nonetheless, laissez faire and autocratic leadership styles impacted negatively on the pupil's performance as they demotivated teachers. Authoritative or autocratic style is whereby the leaders expect their observations and directions and orders are free from any mistake and must be pursued with no inquiries. Wanjiku, Mulewa, Ombuki and Migosi (2013) states that a despotic leader holds a great part of the specialist, make requests and instructs bunch of individuals without counselling them. In Zimbabwe, Makaye and Ndofirep (2012) observed that some of the head teachers used autocratic leadership style. These school heads conflicted with the rest of the teachers over unequal distribution of resources and also the teachers and pupils were not satisfied with the way their heads resolved issues. This therefore brought about poor performance of pupils in schools.

In Ugandan schools for instance, most of the head teachers incorporated democratic leadership style. This style was used in order to create ownership. The head teachers ensured that they were including both the pupils and teachers in decision making process which resulted in relatively good performance of pupils in their exams (Nsubuga, 2010). Pupils who were

scoring low marks would be helped upon by both the teachers and head teachers and this increased pupils' self-esteem.

In Kenya, both primary and secondary schools are confronting weight of accomplishing worldwide and national objectives that is Educational Millennium Development Goals (MDGs) and Kenya's vision 2030. Nationwide, there are expanding endeavours to enhance understudy learning results at all dimensions of the instruction framework. This consequently has come about to the rebuilding of schools and the arrangement of training as far as legitimate issues, administration, educational programs, discipline, educator's instructional method and the jobs of the schools head teachers. Because of these progressions the head teachers should be viable in the manner in which they are dealing with the schools so that the learners can perform well in their tests (Gitaka, 2014).

In a study done in Kenya by Kabuchi and Gitau (2010) on impact of head instructors' initiative styles on students' execution in KCPE in broad daylight elementary schools saw that there was a huge connection between understudy's scholastic execution and head educators' authority style. Besides, the study demonstrated that the head instructors who utilized consultative based authority style and transformative style recorded extremely high performance where as head educators who rehearsed authoritative management style recorded low grades in their schools.

By far most of the researchers have put more emphasis on effect of head instructors' organization styles influencing understudies' execution without trying to hide review schools and discretionary schools. This likewise actuated the researcher to give a critical spotlight as a result of head teachers' leadership styles on performance of pupils in non-formal schools in Kibra sub-county in Nairobi County as pitiful study on a comparative subject has been driven.

1.2 Statement of the problem

In Kenya, free elementary school training is all inclusive. In any case, there are couple of open elementary schools in Kibera slums prompting a large number of youngsters being left out of the formal instruction framework. Non-formal schools have jumped up to fill the hole. These non-formal schools are low paying tuition based schools that are pocket friendly to guardians who pass up on opportunities to open grade or public schools due to congestion.

The government of Kenya through the ministry of education has even gone further to develop a non-formal education curriculum and syllabus to enhance learning. Despite the efforts being shown by the government of Kenya and NGO's of providing quality education to every child of Kenya, pupils in non-formal schools are still dropping out and recording dismal performance in KCPE examinations. This is what prompted the researcher to investigate on whether it's the type of leadership styles that the head teachers are employing that is influencing the performance of pupils

Table 1.1 KCPE mean scores for Kibra and Langata sub- county (2015-2018)

Sub- county	2015	2016	2017
kibra	237. 15	238. 19	240. 02
langata	238. 22	240. 14	239. 12
Mean score	237.685	239.165	239.57

Source DEO's Office in Kibra and Langata Sub-County, 2018

1.3 Purpose of the study

The reason for this study was to research impact of the head teachers' initiative styles on pupils academic performance in non-formal primary schools in Kibra Sub-County, Kenya

1.4 Objectives of the study

Research was guided by the following objectives,

- (i) To examine the impact of head educators' autocratic style on pupils' performance in Kenya Certificate of Primary Education in non-formal primary schools
- (ii) To determine the impact of head educators' democratic leadership style on pupils' performance in Kenya Certificate of Primary Education in non-formal schools

(iii) To examine the influence of head teachers' use of Laissez faire leadership style on pupils' performance in Kenya certificate of Primary Education in non-formal schools

(iv) To establish the impact of head teachers' transformative leadership style on pupils' performance in Kenya Certificate of Primary Education in non-formal grade schools.

1.5 Research questions

(i) What is the impact of head teachers' autocratic leadership style on pupils' performance in Kenya Certificate of Primary Education in non-formal primary schools?

(ii) To what degree does the head teachers' democratic leadership style impact pupils' performance in Kenya Certificate of Primary Education in non-formal primary schools?

(iii) To what degree does head teachers' utilization of Laissez faire leadership style influence pupils' performance in Kenya Certificate in Primary Education in non-formal primary schools?

(iv) How does the head teachers' transformative leadership style influence pupils' performance in Kenya Certificate of Primary Education in non-formal primary schools?

1.6 Significance of the study

The findings of this study might be useful in educational institution as it will equip the head teachers with the best knowledge and leadership skills of

managing the schools which will later on contribute towards the improvement of the school academic performance and also maintain good relationship between staffs and the pupils.

1.7 Limitations of the study

As indicated by Mugenda and Mugenda (2010) limitation is a viewpoint that may impact the outcomes adversely yet which the specialist has no control. In this way, the researcher encountered a few difficulties when it came to respondents giving legitimate data inspired by a paranoid fear of uncovering the circumstance of their authority styles. In any case, the researcher alleviated this by disclosing to the respondents the reason for the investigation and that their identities would not be revealed.

1.8 Delimitation of the study

Delimitation is the boundary of the study in terms of content and the geographical spread (Kasomo 2007). The study was confined to non- formal schools in Kibra sub- county, Nairobi where by 18 non-formal schools were investigated having 18 head teachers and 180 teachers.

1.9 Basic assumptions of the study

As per Orodho (2003) assumptions are those realities ventured to be valid however have not been checked. The following were the suppositions of the investigation

- i. The respondents gave genuine information

- ii. The researcher would be given the permission to access the past Kenya Certificate of primary education results of the schools in the study area

1.10 Definition of significant terms

The following were the significant terms used in the study:

Autocratic leadership styles refer to system whereby the head teacher allocates to himself or herself all managerial tasks and make all decisions

Democratic leadership styles refers to a leadership style in which the head teacher actively involves their members of staff in decision making process

Head teacher refers to an officially designated head of a school appointed by the school's director who has administrative responsibility of managing a non-formal primary school and who is answerable to the school's stakeholders.

Laissez faire it's a leadership style whereby the leaders are hands off and allow the staffs to make decisions for themselves

Leadership is the capacity to impact individuals with the end goal for them to enthusiastically pursue direction and perform amass assignments, it centres around how the head educator of a school designs, sorts out and controls school programs

Leadership style alludes to examples of practices by a pioneer in affecting individuals from the gathering. The styles are authoritative (errand arranged), consultative (relationship situated), laissez faire (staff oriented) and

transformational (inspirational motivation, individual consideration, intellectual stimulation and idealized influence)

Non- formal schools these are schools that were established as a solution to the thousands of children who were left out of the formal education system due to the huge populations experienced in public primary schools. The fees is subsidised so that parents can afford to pay for their children.

Performance refers to the score obtained by pupils in KCPE examinations which is graded from 0 to 500 marks. Pupils scoring below 250 (C-) marks which is the average mark are said to have scored low marks while those recording above 350 (B+) are said to have performed well.

Transformational leadership style alludes to a head instructor's initiative style that engages moves and spurs the subordinates to look past their very own enthusiasm into what best benefits the institution. The four components of transformational administration are:

Idealized Influence emerges where the head-instructor has impact over the staffs by plainly articulating a mutual vision to the individuals from the staff, speaking to their qualities, interests and dreams and engaging their feelings.

Individualized consideration alludes to the circumstance where the head-instructor gives completely support, consolation and advancement to the educators.

Inspiration motivation alludes to where the head educator places certainty into the individuals from the staff, persuades them and conveys an engaging vision. The head-instructor make and exercise's solidarity among the educators.

Intellectual stimulation alludes to the circumstance where the head instructors expand devotee attention to issues and challenges and inspire the educators to see the difficulties from another point of view.

1.11 Organization of the study

This investigation was composed into five parts. chapter one contained introduction, back ground to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definition of significant terms and organization of the study. Section two focussed on review of the related literature. The review of research was completed on autocratic leadership style, democratic leadership style, laissez faire and transformational leadership pupils' KCPE performance. Furthermore, summary of literature review, theoretical and conceptual framework. Chapter three comprised of introduction, research design, target population, sample size and sampling methods, research instruments, data collection, data analysis techniques and issues related to ethics. Chapter four comprised of interpretations and discussions of the research findings. Chapter five comprised of introduction, summary of the study, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter the researcher secured a writing survey on leadership styles and performance which comprised of; the idea of leadership styles, impact of head leadership styles on pupils performance, how laissez faire style impacts pupils' performance, how democratic style affects performance of pupils, impact of transformative leadership style on pupils performance, conceptual framework and theoretical structure of the investigation.

2.2 Concept of leadership and academic performance

In USA, Lunenburg (2013) characterizes administration as impact, control and the genuine expert obtained by a leader to have the capacity to adequately change the association through the heading of the human resources that are most basic assets of an organization, prompting the accomplishment of the ideal reason. In a school set up it's the way toward controlling and directing the instructors and students towards accomplishing the ideal objectives and targets. This could be accomplished through ensuring instructors are characterizing their forces to share the vision. Head educators of schools have extraordinary impact in relevant choices made in schools and driving path forward. In England, Mullins (2010) contends that initiative might be exhibited as a property of a position or in light of individual information or shrewdness. He

clarifies that authority may be founded on a component of identity or it tends to be viewed as a conduct class.

In Nigeria, Oluremi (2013) characterizes leadership as the way to deal with which individuals are inspired coordinated and their plans executed. This implies regardless of whether schools have all the pertinent assets and materials to influence learners to do well in their tests, still absence of compelling authority to spur and move the two instructors and students would prompt performance. Moreover, as indicated by Oluremi (2013), there are three noteworthy leadership styles: authoritative, participative and free enterprise. In Kenya, Yambo and Tuitoek (2014) point out that compelling leadership styles shoots up the capability and viability of the board and feasible performance.

2.3 Head teachers' autocratic leadership style and pupils' academic performance

Bennis (2013) asserts that an autocratic leader has all power, authority and duty vested in him inside an institution and he utilizes descending stream of correspondence where the supervisor transmits business related data to his subordinates. The director doles out the specialists explicit assignments and expects systematic and exact outcomes with no deferrals. In a study done by Eissa, Brown and Wiseman (2013) demonstrated that Kuwait schools' head educators were definitive while their partners in USA would in general be integrative. In spite of the fact that Kuwait school head educators were definitive in nature, information demonstrated that the administration style came about to a higher school performance.

Njoki, Orodho and Otieno (2014), portray extremist organization as being command or coercive. In this kind of activity style, the leader or the chief trains the action about the things to be done and reveals to the subordinates on exactly what is foreseen from them with reference to models and due dates. They execute chooses and ensure that subordinates do seek after. Kitavi (2014) elucidates that an absolutist pioneer consistently makes a standard of dread, startling and debasing his subordinates, roaring with disillusionment at the littlest issue or mistake. Subordinates get pestered and quit sharing any news or information in fear of getting hammered or censured for it and falls the certainty of the workers. Right when workers are not recognized in their work they get frustrated and consequently perform poor.

2.4 Head teachers' Democratic leadership style and pupils' academic performance

Makura (2011), states that a consultative leader is one who gets contemplations, information and feelings from individuals from the staff. Nsubuga (2011) saw that the pervasiveness based or participative sort of association was the best and most fitting in Ugandan schools. In like manner, he found that most head instructors in Uganda utilized this sort of movement so as to make proprietorship. The disclosures of the study in like way demonstrated that no express kind of movement style was utilized in schools.

Despite the manner in which that the law based style was the most bolstered, it was discovered that relying on conditions in schools, pioneers would all things considered utilize the different movement styles and now and again utilized unmistakable styles of association. It was set up that where the universality based style of action was polished; the school was likely going to accomplish inconceivable good performance.

In Kenya, a study undertaken by Aiko (2015) on appraisal of the connection between head educators administration styles and understudies' scholastic execution out in the open optional schools in Kericho County saw that the initiative style that was for the most part utilized was fair. This permitted subordinates space to talk about with their head instructors on issues relating to academics. Instructors who experienced issues in taking care of their subjects were helped by others and this hence enhanced their certainty which drove into acceptable outcomes. In any case, consultative based authority style separated from chronicle great outcomes can likewise lead into poor execution in circumstances where jobs are misty and time as an essential factor.

2.5 Head teachers' Laissez faire leadership style and pupil's academic performance

Laissez faire is the nonattendance of an extraordinary master. The head instructor provides little or zero guidance to the subordinates and gives them in any case much open entryway as could sensibly be ordinary (Rowold and Borgmann, 2013). What's sans more undertaking is utilized to depict pro that keeps up a key partition from essential activity, dismisses issues, does not

make coming about meet-ups, and diminishes to intercede. Hackman and Johnson (2009), see Laissez faire as the best style, particularly where subordinates are self-pushed and require less supervision. Further, it acknowledges into record finish open way to pleasant choice without the pioneer's assistance. In this manner, subordinates are allowed to do what they like.

In Nigeria, Adeyemi, O.T and Adu (2013) in their studies on administration styles and pupils performance saw that principals moved their position to the staff individuals. The head educator has left a great deal of activities and choices to the subordinates which displayed low execution of understudies. The head educator designates all expert and control to subordinates. There is no individual of expert in the foundation. The head instructor drives the school by implication and does not decide; rather, passes by the most well-known choices.

Ratego (2015) on her study on impact of primary's administration style on understudies' execution in Kenya Certificate of Secondary Education in Gatundu North Sub district saw that most principals stayed away from obligations and enabled instructors to settle on choices for themselves. Pioneers who show this authority are exceptionally impact by McGregor's hypothesis Y where by the pioneer has full trust with his subordinates and trusts that specialists are self-propelled and normally they cherish work.

This kind of initiative style must be viable in circumstance where by the individuals from the staff are knowledgeable, gifted, propelled and fit for taking a shot at their own. Be that as it may, it doesn't expand effectiveness in execution of obligations and picking up prompting poor performance in examinations.

2.6 Head teachers' transformative leadership style and pupils' performance

Hoy and Miskel (2010), transformational pioneers are to a great degree devoted to their work, upgrades the mindfulness dimensions of subordinates on motivational aggregate interests and help them in securing superior results. Silins (2012), in his investigation of Australian schools uncover out that transformational administration style came about to the development of schools as learning association. He further seen that higher performing schools that take part in hierarchical learning empowers their understudies to learn cooperatively and persistently and staff can put this learning into utilization in light of social needs and the requests of their condition which over the long haul results into a higher execution. Further, in a study analysed by Lahm and O'higgins on administration styles affecting insight of workers saw that transformational style of authority was the best contrasted with other initiative styles as it enlisted high scores among the representatives.

Similarly, Yunus and Ibrahim (2015), in their study also confirm transformational leadership has a positive relationship with pupils'

performance. This study has manifested transformational leadership to be a significant predictor of organizational commitment. Hoy and Miskel (2010), records four parts of transformational initiative style which are; rousing inspiration, romanticized impact, scholarly incitement and individualized thought.

Motivation inspiration applies when the head instructor who is the pioneer rouses certainty, inspiration and a feeling of direction in his subordinates. The head educator shares a dream and makes solidarity among the instructors (Bass, 2008). Subordinates grasp collaboration in their work thus recording agreeable outcomes since they feel spurred by their pioneers. Intellectual stimulation applies when the teacher's awareness of problems and challenges are viewed from a new perspective by the head teachers. For instance, when there is a problem, the head teacher engages his staff mates to contribute in a creative way hence boosting the morale of the workers and performance of the learners (Burns, 2008).

Individual consideration emerges when the head instructor comprehends singular needs and contrasts among instructors. The head teacher acknowledges the advancement of his subordinates and they go about as mentors and tutors in guaranteeing that they screen and make subsequent meet-ups to the allocated errands (Bass, 2008). This encourages educators to develop cooperatively and accomplish better results.

Idealized influence or charisma emerges where the head instructor impacts educators by unmistakably begging to their fantasies, interests and qualities

and importuning to their feelings. This helps in building trust which thus results in certainty from the educators. The leader is not afraid to take risks and encourages followers to take risks as well. This brings about a sense of belonging hence improved performance from the pupils.

In Kenya, Gitaka (2014) carried out an investigation on effect of head instructors' drive styles on instructors' movement satisfaction out in the open review schools in Kajiado North District; he saw that transformational organization styles had beneficial outcome on basic educators' components of work satisfaction. The expert's preference was the methods by which the styles of activity influenced teachers work satisfaction thus this study to address the leadership styles affecting the pupils' performance.

2.7 Summary of literature review

Bennis (2013), agrees with Al Safran (2013), that autocratic leader gives clear indications for what should be done, when it should be done, and what needs to be done hence resulting into good performance from the pupils. However, Kitavi (2014) disagrees by asserting that an autocratic leader is a reign of terror hence intimidating his subordinates and therefore resulting into poor performance.

Nsubuga (2011), observed that democratic leadership was the most appropriate in enhancing satisfactory results because it encourages employees to be part and parcel of the decision making process. Namusonge (2015), comply with Nsubuga (2011), by asserting that democratic leadership style is the best because it pars the teacher's morale hence resulting into good performance

from the pupils. Lam and O'higgins (2013), disagrees with both Namusonge(2015), and Nsubuga (2011), by suggesting that transformational leadership style is the most appropriate and suitable for boosting pupil's performance and morale because it inspires and enables pupils to creatively develop which results in students attaining their targets.

From the summary it is observed that the researchers were specifically addressing a single leadership style then coming up with findings about it. Therefore, this study sought to fill this gap by establishing how the major four leadership styles such as transformative, democratic, laissez faire and autocratic will effectively have an influence on the pupils' performance.

2.8. Theoretical framework

The study develops its framework subject to Fiedler's Contingent Theory of 1951 which profounds that a pioneer's capacity to lead is needy upon different situational factors, including the pioneer's sensible style, the limits and practices of followers what's more one of a kind other situational factors. As shown by Northouse (2007), this speculation was created by think the styles of an extensive variety of pioneers who worked in different settings, for instance, military affiliations. Along these lines, the theory was used to precisely ground theories about which style of organization was incredible and which specialist style was not suitable for a given progressive setting (Northouse, 2007). Leadership styles are assigned errand moved and relationship nudged. Errand pushed pioneers are on an extremely essential dimension worried over achieving an objective, anyway relationship initiated pioneers are worried over

growing close social affiliations. Fiedler's Contingency Model bolstered in picking a pioneer's segment of pioneer part relations, undertaking structure and position control (Northouse, 2007).

The principle quality of this theory is that it's a successful method for clarifying how great leadership can be accomplished. Furthermore, plausibility theory has extended the perception of activity from single focus to the best kind of organization for instance, trademark approach to manage underscoring the centrality of a specialist style and demand of different conditions. (Chan and Chan, 2002) However, unexpected theory fails to clear up why leaders with certain specialist styles are practical in a couple of conditions yet not others. It is like manner comes up short in elucidating adequately what should be done about a pioneers or situation befuddle in the workplace. (Nothhouse, 2007)

Silins (2012), Retego (2015), Andende (2016), and Atieno (2013) also used contingent theory in their studies on influence of leadership styles on pupils' or students' performance to validate their work. This theory is accordingly chosen to control the study since it tends to the idea of authority styles and objective accomplishment which are imperative in this investigation. Further, this theory will help with recognizing the current connection between the head educators' administration styles and pupils' performance in schools.

2.9. Conceptual framework

As indicated by Mugenda and Mugenda (2003), reasonable system is the connection between variables in an investigation and how they are inter-related. Thus, this conceptual framework demonstrates the connection

between head educators' administration style in different circumstances in non-formal primary schools and the pupils KCPE performance.

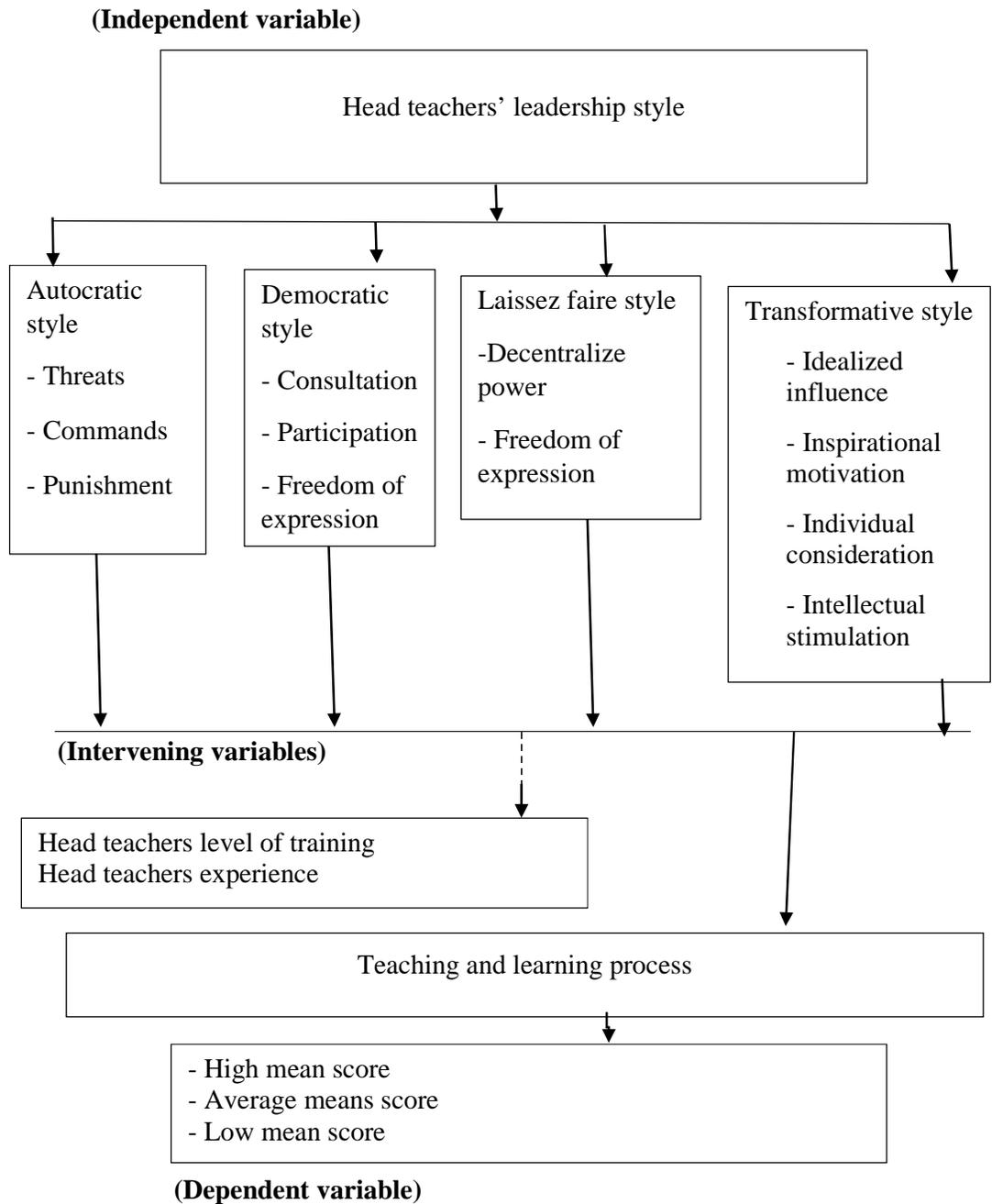


Figure 2.1 Relationship between head teachers' leadership style and pupil's performance in KCPE

The above framework shows that the head instructors' authority style which is the independent variable has an impact on the student's execution which is the dependent variable. The style exhibited by the head instructor has its very own dimensions, for example, idealized influence, inspirational motivation, intellectual stimulation and individual consideration on the transformative styles which impact student's performance. In autocratic style, indicators such as threats, punishment and command affect pupil's performance. In democratic style for instance, behaviours such as consultation of teachers, free participation in decision making boosts the performance of pupils. In laissez faire, the power has been decentralized by the head teacher where by the subordinates have the freedom to do what they want for themselves hence influencing pupil's performance. Furthermore, there are also intervening variables such as head teachers training and experience which in one way or the other has an indirect influence on performance of pupils in KCPE exams. However, the independent variables are interrelated and influence each other.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter included the research design, target population, sampling and sampling methods, instrument of research and instruments of validity, data gathering procedures and data analysis methods.

3.2 Research design

Matula, Kyalo, Mulwa and Gichuhi (2018), characterize research design as an all-inclusive strategy that connects the exploration inquiries to information. The examination configuration causes in offering input to the exploration questions. In this study ex post facto design was utilized. It is a strategy for inspiring conceivable precursors of occasions, which have occurred and can't be controlled by the researcher (Best and Khan, 2006). Consequently, is the sort of examination where information are gathered afterward that is inspecting the impact and think back so as to decide the reason. The structure was utilized in this study because leadership style and pupils performance had already occurred.

3.3 Target population

The target population is alluded to as a whole gathering of individual occasions or questions having palliative recognizable trademark (Maina, 2012). Subsequently, the objective population for this study contained 40 head teachers and 400 teachers in the 40 schools in Kibra sub-County.

3.4 Sample size and sampling procedure

Mugenda and Mugenda (2008) characterize a sample as a little gathering acquired from the open populace. The 20 percent sample size was viewed as sufficiently illustrative of the target population as affirmed by Mugenda and Mugenda (2003). The research utilized simple random sampling to choose the schools, head teachers and teachers. Small pieces of paper were numbered, folded and dropped in a box from where they were be picked at random to get 8 schools, 8 head teachers and 80 teachers. The technique ensured that the entire group in the defined population had an equal chance of being selected for the study.

For the purpose of piloting, the researcher based on Mugenda and Mugenda (2003) formula whereby 20 percent was used to get two (2) head teachers who took part in piloting. For teachers, the researcher used 10 percent to get 8 teachers who participated in the pilot study.

3.5 Research instruments

The information was gathered utilizing a questionnaire for the head teachers and teachers with both open and closed questions. As indicated by Orodho

(2004), a questionnaire is an instrument used to gather information, which gives estimation for or against an explicit perspective. This is on the grounds that they are more affordable; they save money on time and take into account the gathering of information from a colossal populace. The questionnaires were partitioned into three sections; A, B and C. Area A assembled head teachers statistic information, for example, gender, age and showing background, segment B required the head teachers to answer items on the pupils performance while segment C required the head teachers to react to things on the administration styles. There were 31 proclamations on the profiles of administration to react to in area C and were joined by a 5-point scale Likert and Likert (1967) which had the verb modifiers, always, often, occasionally, rarely and never. This deliberates the degree to which the head instructor acted with a specific leadership style.

The questionnaires for the teachers contained open and closed ended questions, it was arranged into area A, B and C. Area A gathered educators demographic information, segment B required the instructors to react performance things about their schools while segment C required the educators to react to 16 things on their head instructors profiles of authority, by ticking in a 5-point scale with modifiers always, often, occasionally, rarely or never.

3.6 Instrument validity

Validity is the meaningfulness and precision of information that is created by a given instrument (Matula, Kyalo, Mulwa & Gichuhi, 2018). The examination received build legitimacy since the instrument was to gauge what it intended to

quantify. The researcher completed a pilot consider as a pre-test to decide the clearness of the instrument's things. As per Borg and Gall (2003), legitimacy of an instrument is enhanced through master judgment. Thus, the instruments were investigated first and endorsed by lecturers in the department of educational administration and planning for their pertinence, clearness and appropriateness to the examination. The researcher' supervisor assisted to improve the instruments validity so that more meaningful and accurate data was obtained.

3.7 Reliability of instruments

(Matula, Kyalo, Mulwa and Gichuhi (2018), characterize unwavering quality as the degree to which an estimating instrument and methodology create similar outcomes after rehashed endeavours. The researcher chose a gathering of the head teachers, teachers and after that regulated the questionnaires to them. The researcher adopted test-retest strategy. The researcher directed a similar instrument to similar respondents twice and permitted an interim of about fourteen days among them and after that correlated the scores from both the tests so as to get an unwavering quality coefficient utilizing Pearson Product Moment Correlation. Given that the positive co-efficient correlation ran from 0 to 1, the dependability estimations of 0.6 for both head teachers and teachers were viewed as reliable. Correlation coefficient was calculated using Pearson product – moment correlation formula 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;

$\sum x$ = odd scores

$\sum y$ = even scores

$\sum x$ = sum of x scores

$\sum y$ = sum of y scores

$\sum x^2$ = sum of squared x scores

$\sum y^2$ = sum of squared y scores

N = number of paired scores

R = correlation co-efficient of halves

3.8 Data collection procedure

The researcher got an authoritative research permit from the National Commission for Science Technology and Innovations (NACOSTI). The investigator then formed letters to the head teachers to be allowed to go and assemble data. The recognized schools were then visited by the reaseacher who made a similarity with the respondents, uncovering to them the inspiration driving the examination and subsequently supervising the questionnaires to them. The completed overviews were then assembled around a similar time in the wake of ensuring that all of the respondents had filled them.

3.9 Data analysis techniques

As indicated by Kombo and Tromp (2006) this is analysing what has been gathered in a study or investigations and making deductions. In utilizing Likert and Likert (1976) rating scale method, frequencies for rating the authority styles of head educators doled out scale esteems. Utilizing descriptive analysis coded information was fed into the computer using SPSS where it was produced into an information base and investigated. Findings were then introduced in tables, graphs, charts and inferential statistics, for example, the regression models. This yielded both quantitative and qualitative information. Descriptive statistics, for example, mean, variance and standard deviation were utilized to examine quantitative information by utilizing mean scores, frequencies and percentages displayed in tables, graphs and charts. Phi correlation was utilized to decide whether a relationship existed between head teachers leadership styles and pupil's KCPE performance.

3.10 Ethical issues

So as to think about moral issues, the researcher pursued moral standards: which required the respondents not to be compelled to participate in the research (Hannan, 2006). Thusly, the scientist enabled the members to wilfully take part in the study. Further, the respondents were held unknown all through the investigation as a condition to ensure their protection in taking part in the research (Mauthner, Birch, Jessop, and Miller, 2008).

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter captures the data analysis in line with the research objectives. It consists of questionnaire return rate, demographic information of the respondents including, gender, age, highest academic qualification as well as their teaching experiences. It represents the responses of teachers and head teachers on leadership behaviour and KCPE performance. It contains relationships between leadership skills and students' performance as well as descriptive statistics is also provided. The researcher presents data outcomes and findings in the form of frequencies, figures, percentages, tables, graphs, charts and provides data interpretations that researcher intended to achieve. Eventually, discussions and summaries are provided on the basis of data collected from questionnaires administered to head teachers and teachers in Kibra sub-county Nairobi County.

4.2 Questionnaire return rate

Two sets of questionnaires; the head teacher's questionnaire and the teacher's questionnaire were used to collect data for this study. The questionnaires were administered by the researcher to 6 head teachers and 72 teachers of the sampled non-formal primary schools. Table 4.1 shows the questionnaire return rate.

Table 4.1 Questionnaire return rate

Respondents	Questionnaires administered	Questionnaires filled & returned	Percentage (%)
Head teachers	6	6	100.0
Teachers	72	70	97.2
Total	78	76	97.4

Table 4.1 shows that 6 head teachers' questionnaires and 72 teachers' questionnaires were distributed. Six (6) head teachers' questionnaires and 70 teachers' questionnaires were returned dully completed. This represented 100.0% and 97.4% return rates respectively. According to Mugenda and Mugenda (2003) a response rate of 70% was considered statistically acceptable hence the return rate for head teachers and teachers was reliable.

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 dropped, filled and picked immediately or picked at a later date to allow the respondents ample time to fill the questionnaires. However the return rate was not 100% for teachers because two teachers requested to be excluded from the study because they were very busy attending some seminars. However, to attain a reliable return rate percentage, the researcher tried to create awareness to the respondents about

the purpose of the study and that the information collected would be confidential and used for the study only.

4.3 Demographic information of the respondents

This section captured head teachers and teachers in providing important information that included gender, age, and highest academic professional qualification as well as their teaching experience. In achieving this, teachers and the head teachers provided their personal information. This information was also deemed important because they seemed to have direct or indirect influence on pupils' performance in KCPE. The head teachers' and teachers' demographic data are summarized as follows:

4.3.1 Distribution of teachers and head teachers by gender

Gender of head teachers and teachers was considered important in this study because it directly or indirectly enabled the researcher to establish the reason why some head teachers adopt some leadership styles in non-formal primary schools. Data was collected and results tabulated in Table 4.2.

Table 4.2: Gender for teachers and head teachers

Gender	Head teachers		Teachers	
	Frequency	%	Frequency	%
Male	4	66.7	40	57.1
Female	2	33.3	30	42.9
Total	6	100.0	70	100.0

Table 4.2 shows that male head teachers (66.7%) and teachers (57.1%) were predominant in most non-formal primary schools in Kibra Sub-County. One gender dominating in a given school can affect pupils in one way or another especially when it comes to matters of guidance and counselling that would call for a male or female teacher or both. This is likely to influence pupils' performance at KCPE. For instance in a school where the head teacher and teachers are the only males and the rest are females, leadership styles are likely to be compromised hence influencing pupils' performance. It fairly works well when gender is fairly balanced. Gender diversity in school leadership could improve pupils' performance through a number of channels. Greater representation of women could bring in heterogeneity in values, beliefs, and attitudes towards educational leadership, which would broaden the range of perspectives in the decision making process and stimulate critical thinking and creativity (OECD, 2012). Wekesa (2013) argued that the Kenya government is committed to providing sound and effective management and professional service in the administration, supervision and inspection and training programs. As such the study concluded that there was no influence of head teachers' gender, administrative experience and level of professional training on their instructional supervision within the district, but it emphasized the need for gender balance in terms of equality.

4.3. Distribution of teachers by age

Age of both teachers and head teachers was considered to be a vital factor that could affect the KCPE performance. The study aimed at finding out to what

extent age could affect learner’s performance. Data obtained was recorded in Table 4.3.

Table 4.3 Age distribution of teachers and head teachers

Age in years	Head teachers		Teachers	
	Frequency	%	Frequency	%
Below 25	-	-	22	31.4
26 – 30	1	16.7	17	24.3
31 – 35	1	16.7	11	15.7
35 – 40	3	49.9	13	18.6
Above 40	1	16.7	7	10.0
Total	6	100.0	70	100.0

Data above indicates that majority of teachers were below 25 years (31.4%). This implies that importance of age as a factor for; motivation, energy, role model and focus as this could influence KCPE results positively for learners. Young learners feel closer to young teachers unlike the aged. On the other hand, the age of head teachers between 35- 40 years is 49.9%. This implies that in order for one to occupy the position of head teacher, has to be of good age, which is mature enough to take over leadership roles. The age of teachers and head teachers indicate that they have good knowledge and understanding on the kind of the necessary leadership styles at school to enable pupils participate fully in school and to enhance smooth learning and teaching so as to realize good results at KCPE examinations.

4.3.3 Head teachers' and teachers' academic qualifications

Academic qualifications were also a factor to consider by the researcher. It influences the leadership styles of carrying out instructional supervision and other managerial tasks among others. Head teachers' and teachers' qualifications would enable the study establish how they apply or not apply the correct leadership styles at school which in turn influences pupils' performance at KCPE examinations. Head teachers' and teachers' academic qualifications are shown in Table 4.4.

Table 4.4 Head teachers' and teachers' academic and professional qualifications

Academic qualifications	Head teachers		Teachers	
	Frequency	%	Frequency	%
KCSE level	-	-	5	7.2
P1	3	50.0	15	21.4
Diploma	2	33.3	32	45.7
Bachelors	1	16.7	18	25.7
Total	6	100.0	70	100.0

Results from Table 4.4 show that majority of head teachers (50.0%) and teachers (45.7%) are P1 certificate and Diploma holders respectively. Very low percentage of head teachers had B.ED degree. This is a clear indicator that head teachers in most non-formal primary schools in Kibra Sub-County need to upgrade in their levels of education. Most of them should upgrade to possess

Bachelor of Education and Masters of Education degrees. Quality qualifications would have a gradable influence on the performance of pupils at KCPE examinations. The overall management of pupils' performance in public primary schools is vested in the hands of teachers and head teachers. It is, therefore, imperative that head teachers and teachers be persons with good education and sufficient practical knowledge in leadership in education. They should have a required academic qualification which will allow them to interpret Parliamentary Acts and other policies which relate to leadership and pupils' performance in schools.

4.3.4 Head teachers' and teachers' teaching experience

Head teachers' and teachers' teaching experience would be appropriate in determining how experienced they are in dealing with pupils' performance by maintaining appropriate leadership styles. Teaching experience would also indicate training skills they have had to enhance accountability and transparency in improving pupils' participation in some decision making and dialogue to achieve quality results. Quality performance in the school requires well trained and qualified teachers. Teachers' experience is related to teaching behaviors and interactions they have with pupils. More experienced teachers on child's education have positive relationships with their pupils, and are less likely to use punishments towards pupils as compared to their colleagues. Head teachers and teachers were therefore asked to indicate their teaching experience and the data is presented in Table 4.5.

Table 4.5 Distribution of head teachers' and teachers' teaching experience

Teaching experience	Head teachers		Teachers	
	Frequency	%	Frequency	%
0-5 years	1	16.7	30	42.9
6-10 years	3	50.0	24	34.3
10 + years	2	33.3	16	22.8
Total	6	100.0	70	100.0

Table 4.5 indicates that 50.0% of head teachers and 42.9% of teachers had served in those positions for 6-10 years and 0-5 years respectively. These teachers, most probably, had not acquired enough experience in the teaching profession. This could be one of the major factors influencing pupils' performance at KCPE in non-formal primary schools in Kibra Sub-County, Kenya. The findings in Table 4.5 are in line with Odumbe, Simatwa and Ayodo (2015) suggestions that high teacher experience is one of the factors that enhance performance in schools. Ong'ele (2007) also established that teachers with more teaching experience performed better in actual classroom teaching than those with less teaching experience. This can be explained by the fact that experienced teachers have a mastery of subject areas and its scope are well versed in examination techniques, take keen interest in revision and examination techniques (Omariba, 2003).

4.3.5 Any other aspects of management training by head teachers

Head teachers were to indicate if they had pursued any other additional education course on leadership that could enable them to be more effective and

efficient in proper management of schools as well as applying those skills towards a positive transformation of better KCPE performance in schools within Kibra Sub-County. Data captured was then recorded in Figure 4.1.

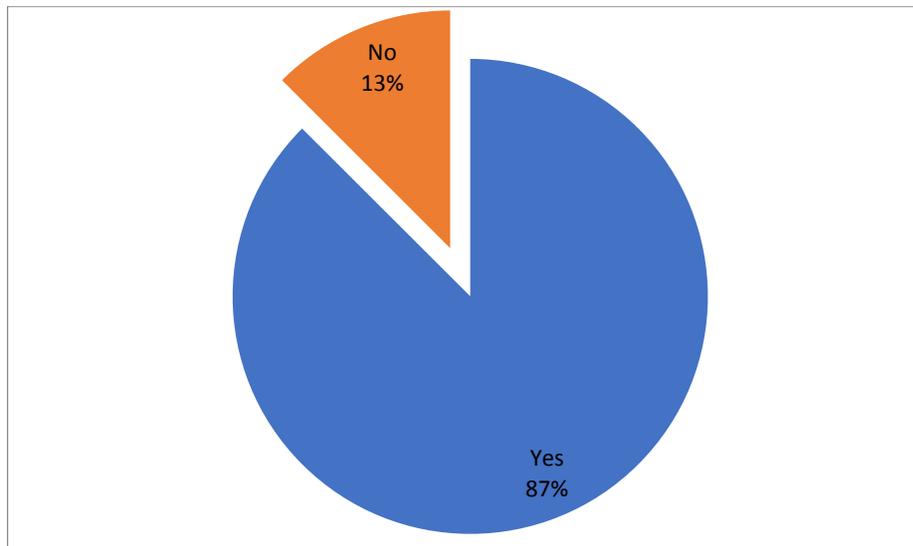


Figure 4.1: Any other aspects of management styles by head teachers

Results from Figure 4.1 indicate that there were some head teachers (13%) who did not have any other additional training on leadership skills. This implies that such head teachers do not attend in-service courses at KEMI, seminars or workshops that sensitize on leadership styles, instructional supervision, leadership theories and frameworks for best performance in schools. Nyaboga (2011), concurs with this study by asserting that in-service courses, seminars or workshops on leadership styles, leadership theories and frameworks touching on attitude can assist head teachers to change significantly to enable pupils' performance and attention in classrooms.

4.4 Pupils' performance at KCPE

Having obtained respondents' data based on demographic information, there was also need to solicit for data from head teachers and teachers on pupils' performance at KCPE examinations which goes hand in hand with head teacher's leadership style in school.

4.4.1 Head teachers' response on cases of performance

Head teachers were asked to indicate the pupils' performance in terms of grade distribution for the KCPE results basing on the kind of leadership style they exercised. Data was the tabulated as per the years given in Table 4.6.

Table 4.6: Head teachers' and teachers' response on cases of performance

Year	Styles	Head teachers N=6	Teachers N=70	KCPE Mean
2017	Democratic	33.3	37.1	324.62
	Autocratic	16.7	17.1	288.32
	Transformative	33.3	32.9	319.07
	Laissez-faire	16.7	12.9	279.52
2016	Democratic	33.3	38.6	318.19
	Autocratic	16.7	18.6	281.64
	Transformative	33.3	28.6	303.13
	Laissez-faire	16.7	14.2	277.89
2015	Democratic	33.3	34.3	282.37
	Autocratic	33.3	18.6	279.17
	Transformative	16.7	31.4	277.48
	Laissez-faire	16.7	15.7	267.76

The results from Table 4.6 indicate that for the past three years, there has been a rise in the mean score for the head teachers and teachers applying democratic

leadership style. The head teachers practicing democratic leadership are performing better than the head teachers who are practicing transformative leadership style as per the above table and this is in contrary with the study done by Waiganjo (2015) who observed that transformative leadership style was the best as it resulted in good scores from pupils. In his findings, the head teachers had undergone trainings on leadership and management which enabled most of them to use transformative leadership style. Those using transformative also raised there mean scores. This implies that those who apply laissez-faire leadership could also make pupils to become so relaxed hence affecting their performance at KCPE examinations. There is need for head teachers to sit down through conferences and evaluate themselves on the kind of leadership styles they are using in their schools to come up with strategies to improve KCPE results in the non-formal primary schools in Kibra Sub-County. In the modern times, performance is concerned with proper instructional supervision and leadership style. It has to be participatory and democratic. Pupils have to be central in educational process and both the head teacher and teachers are expected to be friends and a guide.

4.4.2 Head teachers' views on KCPE performance

The researcher was interested on views of head teachers on KCPE performance. They were to state whether the performance was below average, average, slightly above average and above average. The data was presented in a bar graph as indicated on Figure 4.2.

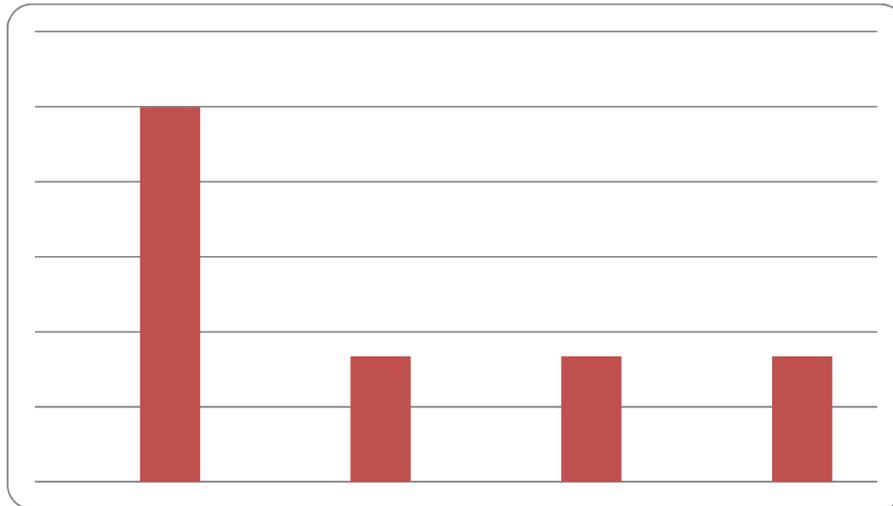


Figure 4.2: Head teachers' views on KCPE performance

Results from the figure show that the performance was not good. Head teacher's leadership styles affect pupils' academic performance (Ndifon et al, 2014).

4.4.4 Teachers' views on KCPE performance

The researcher was also interested on the views of teachers on KCPE performance. They were also to state whether the performance of pupils was below average, average, slightly above average and above average. The data was presented in a bar graph as indicated on Figure 4.3.

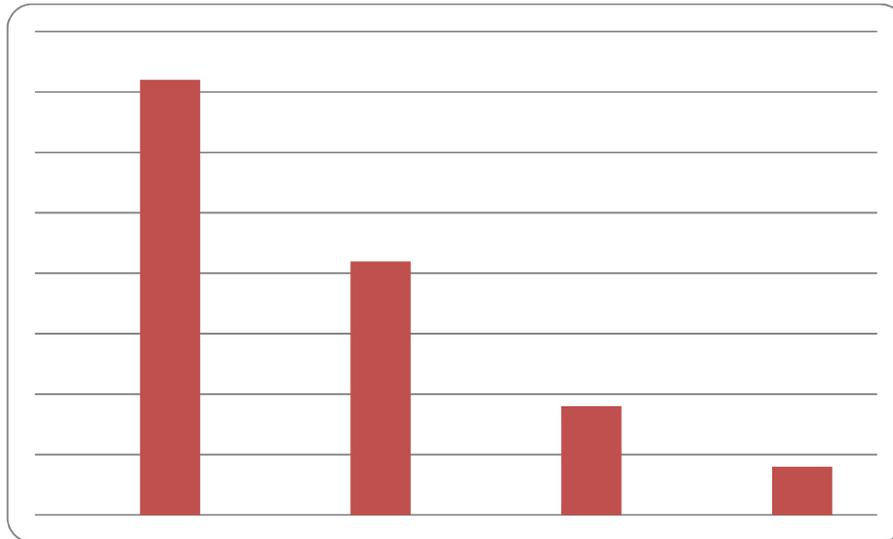


Figure 4.3: Teachers’ views on KCPE performance

From the Figure, it is clear that as per the teachers’ views, the performance was below average.

4.5 Head teachers’ autocratic leadership style on pupils’ performance

Head teachers’ autocratic leadership style has a significant impact on pupils’ performance at KCPE examinations. The study considered it necessary to collect data on autocratic leadership style exhibited by head teachers in non-formal primary schools in Kibra Sub-County.

4.5.1 Head teachers’ response on autocratic leadership style

Head teachers were to respond to questionnaire items on autocratic leadership styles to indicate if they do apply it in some situations in school. Their responses are tabulated in Table 4.7.

Table 4.7: Head teachers’ response on autocratic leadership style

Leadership style	1	%	2	%	3	%	4	%
I strictly communicate roles and duties	3	50.0	2	33.3	1	16.7	-	-
I ensure that I suspend/fire teachers who don’t perform	1	16.7	1	16.7	2	33.3	2	33.3
I am rigid and convince staff to accept my say	-	-	3	50.0	2	33.3	1	16.7
I like pushing and coercing my staff	2	33.3	3	50.0	1	16.7	-	-
I act without consulting my staff	2	33.3	4	66.7	-	-	-	-
I refuse to explain the actions I take	1	16.7	1	16.7	3	50.0	1	16.7
I rely on threats and punishments	1	16.7	1	16.7	2	33.3	2	33.3

N=6

From the Table, head teachers’ response to autocratic leadership style in school indicates that there are head teachers who often exercised autocratic leadership style which is in contrary with Aiko (2015), who indicated that democratic leadership was often practised in his study area. In schools where this style is used, the staff, pupils or subordinate lack motivation and they show less involvement in their work. Such school needs close supervision and control in order to achieve expected results. This is in agreement with Waiganjo (2015), who asserts that the schools headed by autocratic head teachers make teachers

to have no time for decision making. That is why it was considered suitable to have an insight into the leadership styles exhibited by school head teachers in non-formal primary schools and how they influence pupils' performance at KCPE examinations in Kibra Sub-County.

4.5.2 Teachers' response on head teachers' autocratic leadership style

To gather more information on head teachers' autocratic leadership style in school, teachers gave their response basing on the statements provided in the questionnaire. Data are as tabulated in table 4.8.

Table 4.8: Teachers' response on head teachers' autocratic leadership style

Leadership style	1	%	2	%	3	%	4	%
Head teacher makes all rules in school	3	20.0	2	70.0	1	-	-	-
Head teacher is final in making decisions	1	10.0	1	57.5	2		2	-

N=70

From the Table, teachers' response to autocratic leadership style in school indicates that there are head teachers who always exercised autocratic leadership style. This kind of leadership style could be demotivating teachers and pupils and hence impacting negatively on pupils' performance at KCPE.

4.6 Head teachers' democratic leadership style on pupils' performance

Head teachers and teachers were also asked to indicate how they cooperate or collaborate in school. Democratic leadership style is where the head teacher

seeks for the opinion of the others before making a decision. The head teacher is regarded to be consultative and participative. In this study, head teachers were to indicate how they cooperated and collaborated with their teachers in school. On the other hand, teachers were to state whether their head teachers sought their opinion on a tentative plan of action before making decision or by asking the others' in put in formulating plans before making a decision.

4.6.1 Head teachers' response on democratic leadership style

Head teachers were to respond to questionnaire items on democratic leadership to show whether they usually apply it in school through their daily interaction with the teachers. Their response would help the researcher compare with teachers' response on head teachers' democratic leadership style in school. Data collected are as tabulated in Table 4.9.

Table 4.9: Head teachers' response on democratic leadership style

Democratic leadership style	1	%	2	%	3	%	4	%
I come with solution for entire group	3	50.0	2	33.3	1	16.7	-	-
I guide rather than controlling the group	3	50.0	2	33.3	1	16.7	-	-
I put teachers' suggestions in action	2	33.3	2	33.3	1	16.7	1	16.7
I delegate responsibilities	3	50.0	3	50.0	-	-	-	-
I reward members for their contributions	2	33.3	2	33.3	1	16.7	1	16.7
I work to build positive relationship	4	66.7	2	33.3	-	-	-	-

N=6

The results from Table 4.10 show that head teachers often and occasionally like delegating duties (50.0%) to staff members to settle roles and also building a positive relationship (66.7%). This would ensure that teachers feel a sense of recognition and motivated at work. However, this alone is not a solution to good performance in school. Data from this table show that in most areas head teachers rarely and some never bother to apply democratic leadership style. This is in contrary with Nsubuga (2010), who observed that most schools in his study area applied democratic leadership style which resulted in good performance. Democratic leadership should be exercised always in school because it has good advantages that can bare great fruits at KCPE examinations.

4.6.2 Teachers' response on democratic leadership style

To gather more information on how principals' leadership style influences students' achievement, teachers were to respond to statements given on principals' democratic leadership style and data were recorded in Table 4.10

Table 4.10: Teachers' response on democratic leadership style

Leadership style	1	%	2	%	3	%	4	%
Defines roles for everyone	18	25.7	43	61.4	7	10.0	2	2.9
Openly shares information	17	24.3	37	52.9	9	12.9	7	9.9
Informs staff on meetings	45	64.3	25	35.7	-	-	-	-
Accepts mistakes and corrections	-	-	5	7.1	20	28.6	45	64.3
Cares about staff welfare	45	64.3	20	28.6	5	7.1	-	-
Equal treatment of all	35	50.0	19	27.1	9	12.9	7	9.9
Uses rational corrective measures	33	47.1	14	20.0	16	22.9	7	9.9

N=70

The teachers' response from Table 4.11 indicates that a good percentage of teachers agreed that the head teacher keeps the group informed on meetings (64.3%) and cares about staff welfare which is in line with (Mwaniki, 2012). However, there are still head teachers who do not like being corrected when they make mistakes (64.3%). This kind of leadership style is autocratic which could ruin good results. Democratic leadership style could motivate teachers in

teaching and learning and therefore could positively influence pupils' performance at KCSE examinations.

4.7 Head teachers' laissez-faire leadership style on pupils' performance

Laissez-faire leadership style is where head teachers let the teachers and subordinate to decide on what will be done with or without their influence. Head teachers allow others to work as they choose with minimum interference.

4.7.1 Head teachers' response on laissez-faire leadership style

To solicit for more information about leadership styles applied by head teachers in schools, head teachers were to respond to questionnaire items on laissez-faire leadership style and data was recorded as shown in Table 4.11.

Table 4.11: Head teachers' response on laissez-faire leadership style

Laissez-fair leadership style	1	%	2	%	3	%	4	%
I allow members to conduct meetings in my absentia	3	50.0	2	33.3	1	16.7	-	-
I give freedom to members to choose what they want	4	66.6	1	16.7	1	16.7	-	-
I trust and give room to members to make judgments	5	83.3	1	16.7	-	-	-	-
I permit members to solve problems on their own	3	50.0	2	33.3	1	16.7	-	-

N=6

Head teachers' response from Table 4.12 indicates that most of the head teachers had adopted laissez-faire leadership style because their responses tended to incline towards Often (1); and Occasionally (2). For instance, data says that head teachers often trusted and gave room to members to make judgments in their work (83.3%). Others gave freedom to members to choose what they want (66.6%). An institution where laissez-faire leadership style is practiced, pupils' performance is usually low as it affects the school working environment. People adopt the 'I don't care' attitude which is very dangerous in school because it also encourages indiscipline cases that waste a lot of time that could have been utilized well to achieve good results.

4.8 Transformational leadership style on pupils' performance

Transformational leadership style is also regarded as one of the head teachers' style of leadership that impacts on pupils' performance at KCSE examinations. The study was to establish whether head teachers are committed to encouraging the achievement to set goals and objectives, decision making, self-control, self-direction and motivating teachers. Thus it was considered suitable to collect data from head teachers and teachers to have insight into the leadership styles exhibited by school head teachers in non-formal primary schools and how they influence pupils' performance at KCSE examinations.

4.8.1 Head teachers' response on transformational leadership style

Head teachers were required to give their response on transformational leadership style items and data was recorded in Table 4.12.

Table 4.12: Head teachers' response on transformational leadership style

Transformational leadership style	1	%	2	%	3	%	4	%
I come up with solution for entire group	1	16.7	1	16.7	2	33.3	2	33.3
I use 'we' rather than 'I' and 'my'	2	33.3	2	33.3	1	16.7	1	16.7
I encourage achievement	4	66.6	1	16.7	1	16.7	-	-
I allow members to correct me	1	16.7	1	16.7	2	33.3	2	33.3
I have confidence with my staff	-	-	2	33.3	3	50.0	1	16.7
I allow members to set targets	2	33.3	3	50.0	1	16.7	-	-
I allow members to share dreams and visions	5	83.3	1	16.7	-	-	-	-

N=6

Results from Table 4.12 show that many of the responses from the head teachers emphasized that transformational leadership style was exercised in school but not all head teachers often applied it. There are those who rarely and even never liked it. Transformational leadership is necessary for quality results in any school. Head teachers have to exercise it often instead of applying it occasionally. It encourages achievement, self-determination, self-control and envisioning others dreams. This could spark good performance at school if well applied.

4.8.2 Teachers' response on transformational leadership style

Teachers were also asked to respond to questionnaire items having elements attributed to head teachers' transformational leadership style in school. Data collected was tabulated in Table 4.13.

Table 4.13: Teachers’ response on head teachers’ elements attributed to transformational leadership style

Transformational leadership style	1	%	2	%	3	%	4	%
Allows all to participate in a meeting	40	57.1	30	42.9	-	-	-	-
Approachable and easy to dialogue	30	42.9	34	48.6	6	8.5	-	-
Treating all teachers equal	9	12.8	20	28.6	30	42.9	11	15.7
Allows room for new ideas	8	11.5	10	14.3	40	57.1	12	17.1
Accepting mistakes and corrections	5	7.2	6	8.6	26	37.1	33	47.1
Allows teacher professional development	3	4.3	4	5.7	29	41.4	34	48.6

N=70

From Table 4.13, the results indicate that transformational leadership style was a challenge to most head teachers in non-formal primary schools in Kibra Sub-County. Head teachers who exercise transformational leadership style most probably can enhance the motivation, morale and performance of staff through a variety of mechanism. Mumbe (2012) conducted a study to investigate principal leadership styles and influence on academic achievement in secondary schools. In the study, he concluded that transformational leadership style affected students and the general school performance positively and motivated teachers to work with principals towards the achievement of school objectives. The schools headed by transformational head teachers, both the head and teachers use the term “our school” in reference to the school ensuring

that there is sense of ownership, responsibility and accountability at every stage of decision making (Odewunmi, 2008).

Individualised consideration has a positive influence on pupils' performance as the head teachers provides support, encouragement and development to teachers resulting in good performance which is in accordance with Kamola, (2016). Inspiration motivation as an element of transformative style also plays a vital role on performance of pupils as head teachers inspires confidence among the staffs and also created team work among the subordinates which produces a good environment for learning hence better performance (Njoki, 2014). Intellectual stimulation has a positive influence on pupils' performance because head teachers increases the awareness of problems and challenges to their staffs and allows the subordinates to view the challenges from a new perspective. This brings about team spirit hence good performance. Furthermore, Idealized influence also has a positive impact on pupils' performance because the head teachers influences the teachers by clearly sharing goals and visions on schools performance hence resulting to better performances from the teachers which results in good scores (Nyaboga, 2011).

4.9 Relationship between head teachers' leadership style and pupils' performance

Leadership style adopted can either have a positive or a negative influence on pupils' results at KCPE. Therefore, proper management of personnel and curriculum is a fundamental requirement at school. Head teachers' leadership style is a key factor to consider and more so when dealing with experienced

teachers. It influences the instructional supervision among others. Head teachers' leadership style influences pupils' performance at KCPE through supervision. Hence, there was need for the researcher to determine the relationship between head teachers' leadership style and pupils' performance in non-formal primary schools in Kibra Sub-County.

4.9.1 Teachers' response on the relationship between leadership style and performance

Head teachers are always accountable to improving pupils' performance. Head teachers' leadership styles affect instructional supervision. Teachers need to understand and learn their strengths and weaknesses at school. They should know whether the head teacher is infusing them with best practices. Teachers were, therefore, to indicate whether there is a relationship between head teachers' leadership style and pupils' performance in non-formal primary schools in Kibra Sub-County. Data captured was then recorded in Figure 4.4.

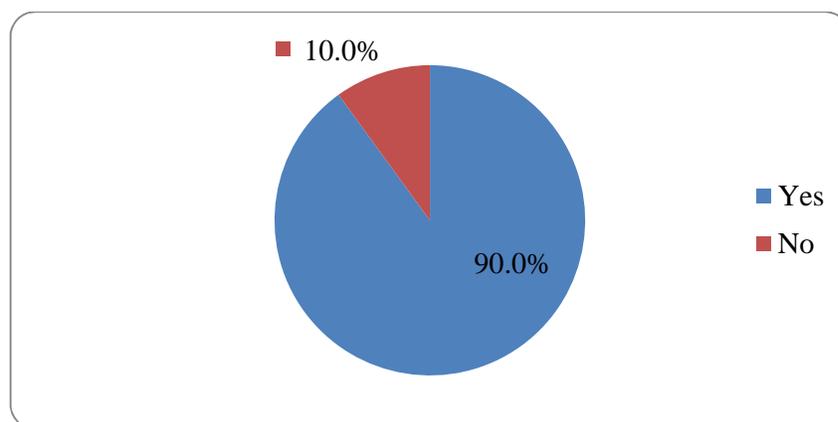


Figure 4.4: Teachers' response on the relationship between leadership style and performance

Results from Figure 4.5 show that teachers (90.0%) accepted that there was a relationship between head teachers' leadership styles and pupils' performance at KCPE examinations.

4.9.2 Phi correlation coefficient test on the relationship between head teachers' leadership style and performance at KCPE

Head teacher's leadership style was a factor to determine if it has any relationship with pupils' academic performance. This prompted the researcher to apply Phi correlation coefficient test. Data was computed and recorded in Table 4.14.

Table 4.14: Phi correlation coefficient test on the relationship between head teachers' leadership style and performance at KCPE

Teachers	Response		Total
	Yes	No	
Male	36	4	40
Female	24	6	30
Total	60	10	70
= .14			

Results from the table indicate that the Phi correlation coefficient test is = .14

Hence, there is a significant relationship between the head teachers' leadership style and pupils' performance at KCPE examinations.

Studies on influence of leadership styles on student academic achievement indicate that heads of institutions were central to successful management of educational institutions and the implementation of the curriculum in totality. Examination performance has aroused great interest among researchers who have tried to look at the factors that influence performance of students. Eshiwani (1983) on policy study on factors enhancing poor performance among Primary and Secondary Schools found out that lack of competence, dedication and commitment of heads of institutions contributed to poor performance of students in National Examination. The leadership style issued by principals in their management determines how well administrative factors influencing performance in examination are.

Most of the studies done on leadership styles on KCSE performance have different opinions either in agreement or disagreement on the various leadership styles employed by various managers. Huka, (2003) noted that the autocratic leadership style had higher mean score than democratic leadership style while Okoth, (2002) indicated that democratic leadership style had higher mean scores compared to autocratic leadership style on student KCSE performance. Manguu, (2010) noted that principals in Kitui District used both autocratic and democratic leadership styles and performance in KCSE indirectly depends on leadership styles of the principals. Another study by Obama (2009) on how leadership styles affect performance in KCSE in public Secondary Schools in Homabay District, Kenya indicated that there was a significant relationship between leadership styles and performance at KCSE. The studies done by both Okoth (2000) and Kimacia (2007) indicated that

principals' democratic leadership style had high means performance index than those who practiced autocratic leadership styles.

4.10 Teachers' suggested possible ways to improve pupils' performance

Teachers were required to state what should be done in order to promote pupils' performance in national examinations. Data obtained was recorded in Table 4.15

Table 4.15: Teachers' suggested possible ways to improve pupils' performance

Suggestions	Teachers	%
Rewarding pupils who uphold good performance	12	17.1
Regular instructional supervision courses to be offered by KEMI to head teachers	14	20.0
A holistic approach in which teachers, parents and pupils are all brought on board when making key decisions to promote performance	16	22.9
Head teachers to inspire enthusiasm for all pupils and teachers	16	22.9
In-service courses to teachers/seminars and workshops on pupils' performance	12	17.1
Total	70	100.0

Results from Table 4.15 indicate that teacher suggestions were fairly distributed meaning that they carry equal weight. These suggestions, if put into considerations, could be of great help to assist in promoting good performance in non-formal primary schools in Kibra Sub-County, Kenya.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The chapter is generally considered to have a framework which includes introduction, summary, discussion, conclusions, recommendations and suggestions for further research. The purpose of this study was to investigate influence of the head teachers' leadership styles on pupils' performance in non-formal primary schools in Kibra Sub- County, Kenya.

5.2 Summary of the study

The main purpose of the study was to investigate the influence of head teachers' leadership styles on pupils' performance at KCPE in non-formal primary schools, Kibra Sub-County, Kenya. The study focused on the stated objectives by targeting the teachers' and head teachers' demographic data. The chapter attempted to statistically establish whether the variables under study would have an influence on pupils' performance at KCPE examinations in non-formal primary schools in Kibra Sub-County, Kenya. The analysis was based on the research objectives. These were the extent to which the following leadership styles influence pupils' performance at KCPE: autocratic leadership style, democratic leadership style, Laissez faire leadership style and transformative leadership style. To achieve this, research questions were then formulated.

To generate more information and enhance knowledge of the research questions postulated, literature review was essential. The variables of this study were summarized in a conceptual framework to show how they relate or link to another. The study used descriptive survey design and simple random sampling technique to select head teachers and teachers who took part in answering items asked in research instruments. The sample size for this study was 8 head teachers and 72 teachers in Kibra Sub-county.

Data was collected using questionnaires, document analysis guide and focus group discussion guide and analyzed using mainly descriptive statistics, particularly frequencies, percentages, pie-charts, means and bar graphs. Statistical Package for Social Sciences (SPSS) was used for effective analysis of data.

5.3 Discussions of the study findings

The following are the findings of the study that were arrived at after the analysis of data. The findings were anchored on the objectives of the study.

5.3.1 Autocratic leadership style on pupils' performance

The study considered it necessary to collect data on autocratic leadership style exhibited by head teachers in non-formal primary schools in Kibra Sub-County. From Tables 4.8 and 4.9, head teachers' and teachers' responses to autocratic leadership style in school indicated that there were head teachers who often exercised autocratic leadership style. It was noted that schools where this style is used, the staff, pupils or subordinate lack motivation and they show

less involvement in their work. Such school needs close supervision and control in order to achieve expected results.

5.3.2 Head teachers' democratic leadership style on pupils' performance

Democratic leadership style is where the head teacher seeks for the opinion of the others before making a decision. The head teacher is regarded to be consultative and participative. In this study, head teachers were to indicate how they cooperated and collaborated with their teachers in school. On the other hand, teachers were to state whether their head teachers sought their opinion on a tentative plan of action before making decision or by asking the others' input in formulating plans before making a decision. The results in Table 4.10 indicated that in most areas head teachers rarely and some never bothered to apply democratic leadership style. Democratic leadership should be exercised always in school because it has good advantages that can bare great fruits at KCPE examinations. Besides, the teachers' response from Table 4.11 indicated that a good percentage of teachers agreed that the head teacher keeps the group informed on meetings (64.3%) and cares about staff welfare. But there are still head teachers who do not like being corrected when they make mistakes (64.3%). This kind of leadership style is autocratic which could ruin good results. Democratic leadership style could motivate teachers in teaching and learning and therefore could positively influence pupils' performance at KCSE examinations.

5.3.3 Head teachers' laissez-faire leadership style on pupils' performance

Laissez-faire leadership style is where head teachers let the teachers and subordinate to decide on what will be done with or without their influence. Head teachers allow others to work as they choose with minimum interference. Head teachers' response from Table 4.12 indicated that most of the head teachers had adopted laissez-faire leadership style because their responses that majority them often trusted and gave room to members to make judgments in their work (83.3%). Others gave freedom to members to choose what they want (66.6%). An institution where laissez-faire leadership style is practiced, pupils' performance is usually low.

5.3.4 Transformational leadership style on pupils' performance

The study was to establish whether head teachers are committed to encouraging the achievement to set goals and objectives, decision making, self-control, self-direction and motivating teachers. Results from Table 4.13 shows that many of the responses from the head teachers emphasized that transformational leadership style was exercised in school but not all head teachers often applied it. Responses from teachers in Table 4.14 indicated that transformational leadership style was a challenge to most head teachers in non-formal primary schools in Kibra Sub-County. There were those who rarely and even never liked it. Transformational leadership is necessary for quality results in any school. Head teachers have to exercise it often instead of applying it occasionally. It encourages achievement, self-determination, self-control and envisioning others dreams. This could spark good performance at school if well applied.

5.3.5 Relationship between head teachers' leadership style and pupils' performance

Leadership style adopted can either have a positive or a negative influence on pupils' results at KCPE. There was also need to solicit for data from teachers on pupils' performance in KCPE examinations which goes hand in hand with head teacher's leadership styles. Results from Figure 4.5 indicated that teachers (90.0%) accepted that there was a relationship between head teachers' leadership styles and pupils' performance at KCPE examinations. This prompted the researcher to apply Phi correlation coefficient test. Results from Table 4.15 indicated that the Phi correlation coefficient test was $= .14$. Hence, there was a significant relationship between the head teachers' leadership style and pupils' performance at KCPE examinations.

5.3.6 Suggested possible measures to promote performance in school

Teachers' suggestions were that of rewarding pupils who uphold good performance, regular instructional supervision courses to be offered by KEMI to head teachers, a holistic approach in which teachers, parents and pupils are all brought on board when making key decisions to promote performance, head teachers to inspire enthusiasm for all pupils and teachers, and in-service courses to teachers/seminars and workshops on pupils' performance. On the other hand, an analysis of the teachers' suggested possible ways call for democratic leadership style in school. If any other style of leadership is involved, then it must result in a very good performance. Dictatorship can affect pupils' discipline which in turn can ruin performance. Democratic and transformational leadership styles create ownership so that the teachers, pupils

and parents either sink or float together. So when everybody owns such policies, then good performance is likely to be achieved. It was noted that these suggestions if put into considerations could be of great help to assist in promoting good performance in non-formal primary schools in Kibra Sub-County, Kenya.

5.4 Conclusions of the study

From the findings of the study, several conclusions were arrived at:

- i. Autocratic leadership style had a negative influence on pupils' performance as the head teachers who practised this style of leadership recorded results that were slightly above average. This came as a result of head teachers not involving the rest of the staff in making the rules and decisions involving the performance of the school.
- ii. Democratic leadership style was highly practised and it impacted positively on pupils' performance. The head teachers who practised this kind of leadership were friendly to the members of the staff, they rewarded the teachers who improved from their previous performances, and they delegated responsibilities to the other members of the staff. This enhanced competition among the members of the staff which resulted in good performance from the pupils.
- iii. Laissez faire had a huge negative impact on pupils' performance. The head teachers who practiced this kind of leadership were very busy addressing other businesses therefore giving freedom to members of the

staff to choose what they wanted to do. They also gave room to the subordinates to make judgments on their own. This fostered poor results as there was no leader to give guidance on what should be done and on what basis.

- iv. Transformative leadership style had a positive influence on pupils' performance though it was not practised by majority of the head teachers. The head teachers who practised this type of leadership style; encouraged achievement among the staff which impacted positively on pupils' performance. Besides, they allowed members to set their own targets which helped them in reaching their goals regarding the performance of the pupils and school at large.

5.5 Recommendations of the study

Basing on the already stated findings and conclusions, the study recommended the following:

- i. Teacher professional development courses should be improved by the TSC and KEMI to be equal with that of other public civil servants so as to make head teachers confident and competent in managerial skills.
- ii. Interpersonal working relationship between the head teachers and fellow teachers should be addressed. This could enhance team work which could positively influence good performance of pupils in national examinations.

- iii. The suggestions posed by teachers to assist head teachers in carrying out instructional supervision in schools should be taken seriously by the MoE to be implemented in schools to enhance performance.

5.6 Suggestions for further research

The following are the suggested areas for further research:

- i. The role of Kenya Education management Institute (KEMI) in creating opportunity for head teachers and teachers to follow their career path. This area could be researched on to enable scholars and other stakeholders understand how KEMI plays the role of increasing teaching professionalism which could have a positive influence on teachers' job performance to improve pupils' performance in national examinations.
- ii. A similar study to this be carried out in other non-formal primary schools in other Sub-Counties across the country and findings be compared which can help educational planners and managers find concrete solutions to cases of poor performance of pupils in KCPE examinations in the country.
- iii. Factors affecting head teachers' instructional supervision in non-formal primary schools in Kenya.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

University of Nairobi,
P. O Box 30197,
Nairobi.

The Head teacher,
..... Primary School

Dear Sir/ Madam,

REF: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a post-graduate student pursuing a Master of Education (M.Ed.) degree in Educational Administration of University of Nairobi. Currently I am undertaking a research on “Influence of Head teachers’ leadership Styles on Pupils’ Performance in Kenya Certificate of Primary Education in Kibra Sub County, Nairobi County, Kenya”. Your school has been selected to participate in the research, and I am kindly requesting for your support in helping to fill in the questionnaire regarding the research topic. The information obtained will only be for academic purposes and your identity will be confidential.

Thank you for your cooperation.

Yours faithfully,

Dickson Nabwoba Onyango

APPENDIX II: QUESTIONNAIRE FOR HEADTEACHERS

The purpose of this instrument is to gather information of head teachers leadership styles on pupils' performance in non- formal primary schools in Kibra sub-county, Nairobi County. Kindly provide the required information with honesty. Ensure that you do not write your name as the information collected will be kept confidential. Please insert a tick (✓) next to the correct option.

PART A: Demographic information

- i. What is your gender? Male[]Female[]
- ii. Your age Below 25 years []26- 30 years[]31-35 years []36- 40 years[] Above 40 years []
- iii. What is your highest academic/ professional academics
Secondary certificate [] P1 certificate [] Diploma in Education []
B. Ed []
- iv. For how long have you been a head teacher? 0-5 years []
6- 10 years [] Above 10 years []

PART B: Data on performance

Have you attended any educational training on leadership and management?

Yes [] No []

If yes specify Tittle of the training () Main focus on the course ()

- v. Fill in the pupils' KCPE performance of the last three years. Show the in terms of grades.

years	2015	2016	2017
Mean grades of KCPE performance			

vi. How do you rate the performance above?

Below average [] Above average [] Slightly above average []

Above average []

PART C: leadership behaviour

Key: 1- Always, 2- often, 3- Occasionally, 4- Rarely, 5- Never

S/ No statements 1 2 3 4 5

1 I clearly and strictly communicate roles and duties to my staffs

2 I am strict, and I make firm decisions on performance

3 I ensure that I suspend/ fire those teachers that don't perform to the standard

4 I am rigid hence convince my staff to accept what I have said

5 I believe that not all staffs like work therefore they need to be pushed and coerced

6 When faced with a certain need, I come up with a

solution for the entire group

- 7 I act without consulting my staff
- 8 I refuse to elaborate and explain the actions I take
- 9 I allow staff members to conduct a meeting in my
absentia
- 10 I rely on threats and punishments to influence
employees
- 11 I consider the teachers opinions and ideas in the
meeting
- 12 I use 'we' and 'our' rather than 'I' and 'my'
- 13 I recognize and encourage achievement shown by
individual members in the staff
- 14 I guide my staff other than controlling them in
their work
- 15 I am friendly, and I allow for a room of discussion
in case something happens to a staff member
- 16 I give equal treatment to all members of the staff
irrespective of their roles
- 17 I allow my staff members to correct me in case I
go wrong

- 18 I am patient with the progress shown by my staff towards achieving the goals set
- 19 I have confidence with my staff
- 20 I develop plans to help the staff evaluate their performance
- 21 I give freedom to my staff members to choose on what they want and like
- 22 I trust my staff because they are experienced hence give them room to make judgements
- 23 I delegate my responsibilities to staff members
- 24 I expect group members to solve problems on their own because they are mature
- 25 I permit my staff members to set their own performance targets
- 26 I work to build positive relationship among the staff members
- 27 I bother about the well- being and welfare of my staff members
- 28 I encourage staff members to undertake staff development programmes

- 29 I encourage my staff to bring any new changes and knowledge
- 30 I creatively reward my teachers for their contributions towards the pupils
- 31 I appeal to staff members to share an exciting dream and vision of the school

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

The purpose of this instrument is to gather information of head teachers' leadership styles on pupils' performance in non- formal primary schools in Kibra sub-county, Nairobi County. Kindly provide the required information with honesty. Ensure that you do not write your name as the information collected will be kept confidential. Please insert a tick (✓) against the correct option.

PART A: Demographic information

- i. What is your gender? Male []Female []
- ii. Indicate your age: Below 25 years []26- 30 years []31-35 years []36- 40 years [] Above 40 years []
- iii. What is your highest academic/ professional academics KCSE []P1 certificate []Diploma in Education []B. Ed []
- iv. For how long have you been ateacher?0-5 years []6- 10 years []Above 10 years []

PART B: Data on performance

- v. What was the school's mean score of KCPE in the year
- vi. 2015?_____ 2016_____ 2017_____
- vii. How do you gauge the performance? Below average []Average []Slightly above average []Above average []
- vii. Who would you attribute this performance effort to? Head teacher []Teachers []Pupils []Parents []Team work []

viii. In terms of leadership, what do you think can be done to improve the performance? Explain briefly_____

Part C: leadership behaviour and performance

Key: 1- Always, 2- often, 3- Occasionally, 4- Rarely, 5- Never

S/ No	Leadership statement	1	2	3	4	5
1	The head teacher makes all the rules in the school					
2	The head teacher is the final man when it comes to making decisions					
3	The head teacher define roles and tasks that everyone needs to undertake					
4	The head teacher openly and frankly share the information with the staff members					
5	The head teacher ensures that he keep the staff abreast any time a meeting is scheduled					
6	The head teacher accepts the fact that he is human, and he can make mistakes hence accepts corrections from the staff members					
7	The head teacher takes care of the staff's welfare and well being					
8	The head teacher trusts his staffs and allows them					

to make decisions for themselves

- 9 He shows everyone equal treatment regardless of their responsibilities
- 10 The head teacher encourages staff members to actively participate in educational trainings and staff development programmes
- 11 The head teacher has a high expectation in his staff members in terms of performance
- 12 The head teacher uses polite and corrective measures when it comes to correcting members of the staff
- 13 The encourages and motivates members of the staff to work as a team
- 14 The head teacher ensures that at least everyone is participative during meetings
- 15 The head teacher is approachable and easy to dialogue with at any given point
- 16 The head teacher allows room for new ideas and knowledge

APPENDIX IV: RESEARCH AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No: **NACOSTI/P/18/11320/26964**

Date: **11th December, 2018**

Dickson Nabwoba Onyango
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of headteachers leadership styles on pupils KCPE performance in Non Formal Primary Schools in Kibra Sub County Nairobi Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **11th December, 2019.**

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.

APPENDIX: RESEARCH PERMIT

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

National Commission for Science, Technology and innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEARCH LICENSE

Serial No.A 22274

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MR. DICKSON NABWOBA ONYANGO
of THE UNIVERSITY OF NAIROBI,
554-517 NAIROBI, has been permitted to
conduct research in Nairobi County

on the topic: INFLUENCE OF
HEADTEACHERS LEADERSHIP STYLES ON
PUPILS KCPE PERFORMANCE IN NON
FORMAL PRIMARY SCHOOLS IN KIBRA
SUB COUNTY NAIROBI KENYA

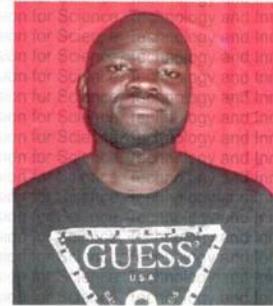
for the period ending:
11th December, 2019

.....
Applicant's
Signature

Permit No : NACOSTI/P/18/11320/26964

Date Of Issue : 11th December, 2018

Fee Received :Ksh 1000



.....
Director General
National Commission for Science,
Technology & Innovation