INFLUENCE OF HEADTEACHERS' LEADERSHIP STYLES ON PUPILS PERFORMANCE AT KENYA CERTIFICATE OF PRIMARY EDUCATION IN KATHIANI DISTRICT, KENYA

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DECLARATION

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

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DEDICATION

This research work is dedicated with a lot of love, respect and appreciation to my wife Elizabeth Mbete, our children Felix and Agnes and my dear parents Mr. George Mulwa and Mrs Mary Munyiva.

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS AND ACRONYMS

BED   Bachelor of Education

DEO   District Education Officer

EFA   Education for All

EACE   East Africa Certificate of Education

HELB   Higher Education Loans Board

KACE   Kenya Advanced Certificate of Education

KCE   Kenya Certificate of Education

KCPE   Kenya Certificate of Primary Education

KNEC   Kenya National Examination Council

MED   Master of Education

MOE   Ministry of Education

NCST   National Council for Science and Technology

SPSS   Scientific Package for Social Studies

TIVET   Technical, Industrial, Vocational and Entrepreneurship

Training

TTC   Teachers Training College

UN   United Nations

ABSTRACT

The study investigated the influence of headteachers' leadership styles on pupils performance in Kenya Certificate of Primary Education in Kathiani District, Kenya. It sought to establish the leadership styles employed by primary school head teachers, the extent to which primary school headteachers leadership styles influence performance in KCPE, the effectiveness of primary school headteachers leadership styles and the extent to which primary school headteachers involve teachers in decision making in Kathiani District. The study used descriptive survey design. The choice of this design is based on the fact that the purpose of the study is to explore the influence of headteachers administrative styles on the performance in Kenya certificate of primary education in Kathiani district. Those who participated in the study were 24 headteachers and 228 teachers. The researcher used questionnaires as the research instruments. To ascertain the validity the instruments were discussed with the supervisors. To ascertain the reliability of the instruments of the researcher employed test-retest technique. To collect the data, the researcher obtained a permit from the national council of science and technology. Quantitative data was analysed using statistical package for social science and the results were presented using frequency tables, pie charts, bar graphs and percentages. Qualitative data was analyzed by organizing data into themes, patterns and subtopics. Findings of the study were that most of the headteachers in Kathiani District used democratic leadership styles.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Headteachers of primary schools are charged with the responsibility of managing their respective primary schools on day to day basis and ensuring that educational aims are achieved. Okumbe (1998) agrees that functions of managers are primarily the same whether they are frontline managers or top executive of an organization. Newman and Warren (1997) specifically observe that managers are activating elements in an organization and they therefore plan, set goals, organize resources, mobilize required means of production, coordinate activities both within the enterprise and outside it towards a common objective.

Organization train their managers in three basic skills which are important at all administrative levels, for effective and efficient performance of management roles. These managerial skills identified by Okumbe (1998) are technical skills, human relations and conceptual skills. Education provides a foundation for alleviating poverty and improving socio – economic development. It raises the quality of life, improves health and increases productivity to the market and non-market work. It increases the individual's access to paid employment and often facilitates socio and political participation (FAWE, 1998).

Globally educating a nation remains the most vital strategy for the development of the society throughout the developing world. Many studies on

human capital development concur that it is the human resources of a nation and not its capital or natural resources that ultimately determines the pace of its economic and social development. The principal institutional mechanism for developing human capital is the formal education system of primary, secondary and tertiary training (Nsubuga, 2003). Education being an investment has a notable positive correlation with economic – social productivity.

To achieve this, the headteacher has to be effective in carrying out the following responsibilities. The responsibilities include administration of curriculum and instruction, student personnel, school facilities, school finance, staff development school community development and evaluation (Craig, 1990). The function of headteachers as administrators involves planning, organizing staffing, directing, co-ordinating and budgeting (Okumbe, 1998). The major aim is to improve educational standards and pupils academic performance. The headteacher is expected to be a role model by carrying out human resource management, school plant management, curriculum supervision and community involvement effectively. The various problems faced by the primary schools have been caused by ineffective management of institutions.

For efficiency and effectiveness to be achieved these should be new leadership approaches in education. This can be attained through management reforms raising the learner teacher ratio, increasing teachers time on task, reducing repetition and improving accountability (Nsubuga, 2003). As a result of

inefficiency must learning time is lost in many sub-Saharan Africa (SSA) Education Systems. Twenty five percent or more of school days may be lost each year in poorly managed schools (Lewi 2001). Leadership in education institutions is thus a dynamic process where an individual is not only responsible for the groups tasks, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context (Cole 2002).

Management involves the accomplishment of the task which is the organizational requirement and the satisfaction of employees which is the human resource requirement (Okumbe, 1999). Armstrong (2004) notes that management as the influence, poor and the legitimate authority acquired by a leader to be able to effectively transform the organization through the direction of the human resources that are the most important organizational asset, leading to the achievement of the desired purpose. According to Cole (2002) management is inspiring people to perform. An institution may have all the financial resources to excel but it may fail dismally if the leadership does not motivate others to accomplish their tasks effectively. The concept of management that matters is certain characteristics of the leader but not being limited to the top of the institution at the headteacher. The future of every country depends to a high percentage on the rapid and effective development of its system of education.

According to Schufelbein and Simon (1981) and Eshnani (1983) in their studies on the determinant of school achievement in the third world countries

noted that resources and process, class size, text book, school administration as some of the factors that cause poor academic performance. The first education commission in independent Kenya (Republic of Kenya 1964) noted the importance of effective school management. It further noted that a good school administration would poster good educational standards in the country.

Jones (1989) stressed that it is the role of the headteachers to assure the parents and pupils of physical safety and psychological security. The headteacher administrative behavior plays a vital role in attainment of good discipline in a school. (Moehman 1940) and (Okumbe 1998) agree that functions of managers are primarily the same whether they are front line managers or top executive of an organization. Newman and (Warren1997) specifically observe that managers are activating elements in an organization and they therefore plan, set goals, organize resources mobilize required means of production coordinate activities both within the enterprise and outside it towards a common objective.

Organizations train their managers in three basic skills which are important at all administrative level for effective and efficient performance of management roles. These skills as identified by Okumbe (1998) in a school are technical skills, human relations and conceptual skills.

The teacher's perception of the headteacher is very important since it is the determinant to which they can cooperate with him or her in meeting the schools objective (Katsz and Khan, 1966). According to the Ministry of Education Information Handbook, Education in Kenya (Republic of Kenya,

1987: 64) teachers should have the relevant knowledge, skills and attitude to subscribe to the educational objectives and make them a reality.

Oyaya (2002) stressed the headteachers must be effective and efficient managers. The District Education KCPE result analysis indicates that Kathiani District has been performing poorly in the Kenya certificate of Primary Education in the last five years. This inspite of some geographical conditions; the current research seeks to establish if the use of ineffective leadership styles contributed to the poor results in Kathiani district in the Kenya Certificate of Primary Education. The poor results in Primary schools in the Kenya Certificate of Primary Education could be as a result of using ineffective leadership styles in running the schools.

According to the Department of Quality Assurance and Standard (DQASO) examination analysis report for the last five years shows that the district has performed poorly for the last five years.

Table 1.1

KCPE analysis for Kathiani, Kangundo and Athiriver Districts 2008 – 2012

YEAR	Kathiani District Mean Score	Kangundo District Mean Score	Athiriver District Mean Score
2008	232.63	243.42	260.25
2009	235.25	247.17	267.80
2010	241.93	254.76	275.70
2011	235 .37	249.67	285.20
2012	244.06	251.48	291.77

Source DEO's Office in Kathiani, Kangundo and Athiriver Districts.

From the above data it will be observed that the KCPE mean score in Kathiani district for the years 2008 – 2012 was low as compared to the neighbouring districts Kangundo and Athiriver. It is for this reason that the researcher wants to investigate the influence of headteachers management styles on pupils performance in KCPE in Kathiani District.

1.2 Purpose of the Study

The study investigated the influence of the management styles of the headteacher on performance in public primary schools in Kathiani District.

1.3 Statement of the Problem

Good leadership styles among others tasks by the headteacher can lead to high performance. Workshops, seminars in service courses meant to improve leadership in our schools have been used nationally. This had been done with an aim of improving the academic performance (City Education, 2009).

Despite the government efforts to support education in public primary school in Kathiani District through the posting of teacher and improving the infrastructure the performance has remained dismal. The failure has been attributed to under staffing, ECD poor foundation, and child labour and incompetent heads. Kathiani district has eighty one primary schools. The performance in KCPE has been dismal for the last five years with the district scoring a mean score of less than 250. Most of the public primary school in Kathiani district have been attaining a mean score of less than 250. The community has raised concern over the poor performance in the public primary school with some parents moving children to other schools seeking for a better performance.

The headteacher is expected to make the current practices and plans to strategies, structures and systems which bring the school close to attaining the outcomes of the curriculums. Good leadership styles to a large extent contribute to high performance in school. The headteacher should find ways and means of bringing out the vision of the school community that process of teaching and learning becomes a model of how responsible people behave (Berlia, Kavanah 1988, Faith 1988, Fullan 1991). The study seeks to establish

whether the headteacher management styles have any influence on student performance in KCPE in Kathiani district .

1.4 Objectives of the Study

i) To establish the influence of headteachers' democratic leadership style on pupils performance in KCPE in Kathiani District, Kenya.

ii) To establish the influence of laissez faire headteachers' leadership style in pupils performance in KCPE in Kathiani District, Kenya.

iii) To establish the influence of headteachers' autocratic leadership style on pupils performance in KCPE in Kathiani District, Kenya.

iv) To establish the influence of headteachers' transformational leadership style on pupils performance in KCPE in Kathiani District, Kenya.

1.5 Research Questions

i) How does democratic leadership style of the headteachers' influence performance of pupils in KCPE in Kathiani District, Kenya?

ii) What is the influence of the headteachers' laissez faire leadership style in pupils performance in KCPE in Kathiani District, Kenya?

iii) How does headteachers' autocratic leadership style influence pupils performance in KCPE in Kathiani District, Kenya?

iv) What is the influence of headteachers' transformational leadership style on pupils' performance in KCPE in Kathiani District, Kenya?

1.6 Significance of the Study

The study of leadership administrative style of headteachers may be of significance to show the formal preparation of headteachers and their training needs. The ministry of education may use the findings to re-evaluate the policy of preparing administrators. KEMI may benefit from the study by realizing the areas to stress on in training efficient and effective leaders. Teachers trainers may also use the findings to train better educational administrators .The study may identify the administrative skills required by the head teachers in order to enhance a better performance in public primary schools in Kathiani district. It would serve as a means of understanding how interaction between teachers and the headteachers improves motivations .The study may create morale among teachers through the use of different leadership styles in attaining good performance in KCPE examination.

The findings may be of benefit to the primary school head teacher in order to address the problem of how to improve the performance of learners through the findings of the study the TSC could realize the factors that lead to motivation amongst the teachers in the profession and hence retain them in the profession. The finding may be of benefits to the ministry of education to empower education managers and administrators as concern their leadership styles. The community may benefit from the findings through the improvement of performance in public primary school in Kathiani district due to use of varied leadership styles by the headteachers

1.7 Limitations of the Study

The researcher ideally likes to conduct the study in all the public primary schools in Kathiani district but due to financial constrain the research will only be carried out in particular schools within the district. The time allowed within the study to be carried out is also another constraint. Another limitation of the study is the non-response from some of the respondents to filling of the questionnaires.

1.8 Delimitation of the Study

The study was carried out in public primary schools in Kathiani district, Machakos County. The research focused on one task the influence of headteachers'. Leadership styles on performance whereas there are other tasks that should be assessed. The research focused on a particular number of schools. The results should be handled with care if any generalization is to be made. Kathiani is just one district out of many districts in Kenya.

1.9 Basic Assumptions of the Study

The researcher assumed that:

1. Performance is closely associated to leadership styles of headteachers.

2. All headteachers are well trained and well acquired with proper administrative skills and that they attend in-service causes to empower them with the right leader skills to enhance performance in their primary schools.

3. The use of questionnaires provided would give accurate responses.

1.10 Definition of the Significant Terms

Leadership refers to the execution of policies and decisions which help to direct the activities of an organization towards the achievement of its specified aims.

Academic performance refers to how student deal with studies and how they cope with or accomplish different tasks given to them by their teachers.

The Headteacher refers to headmaster or school principal who is the leader and manager of a school.

Primary refers to an institution in which children receive the first eight years of compulsory education known as primary or elementary.

Leadership Styles refers to the manner and approach of providing direction implementing plans and motivating people.

Administration refers to the day to day running of schools.

Autocratic leadership style refers to a system of leadership where the principal allocates to himself /herself are managerial task and makes are decisions and assumes all responsibilities

Democratic leadership refers to a style of leadership in which the headteacher actively involves teachers, learners and other member of school community in decision making process

Laissez faire leadership style refers to leadership that gives the employees the power to act as they please.

1.11   Organization of the Study

The study is organized in five chapters. The first chapter contains introduction which contains information on the background of the study, the limitations of the study the research questions the significance of the study, the limitation of the study, the delimitations of the study, the basic assumptions and the definition of the significant terms as used in the study. The second chapter deals with literature review related to the study as well as theoretical and the conceptual frameworks for the study. The third chapter describes the research methodology that will be used in the study. The research methodology will comprise of the research design, study sample, sampling procedures, data collection instruments and data analysis methods. The fourth chapters presents the data analysis, the research findings and discussion of the findings chapter five contains the summary of the findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to the influence of headteachers leadership styles on pupils performance at KCPE in Kathiani District. The study looks at general concept of leadership, status of headteachers leadership styles from a global perspective, the status of headteachers leadership styles from a regional perspective, status of headteachers leadership styles from Kenyan perspective, leadership styles employed by head teachers, the influence of headteachers leadership styles performance in KCPE, the effectiveness of primary school headteachers leadership styles, involvement of teachers in decision making in Kathiani District. The section summarises the research gaps. The section also highlights the theoretical framework and the conceptual framework.

2.2 Concepts of leadership and leadership styles

Leadership is defined as the process of influencing and supporting others to work enthusiastically towards achieving the objectives of an organization. Leadership is the catalyst that transforms potential into reality and the ultimate act that identifies, develops channels and enriches the potential already in an organization and its people (Newstron, 2002).

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Leadership styles are characteristics or ways of making decision and relating to subordinates. To manage is to forecast and plan, organize, command, coordinate and control, Henry Fayol quoted by (Okumbe, 1998). Education management is the process of designing, developing and effecting organizational objectives and resources so as to achieve the predetermined organizational goals. The educational managers are both policy makers and policy executors. It is the role and duty of headteachers to ensure that all members of staff are treated well and equally. It is also their role to ensure that there is peaceful coexistence amongst the stakeholders. A leader should lead by example.

2.3 Status of headteachers' leadership styles

Leadership is the process of influencing and supporting others to work enthusiastically towards achieving the objectives. That leadership is the catalyst that transforms potential into reality and the ultimate act that identifies, develops channels and enriches the potential already in an organization and its people. (Newstron, 2002)

Lekander (1988) says that leadership is the process of bring forth new realities by relating and communicating with others to invent, refine and bring new ideas into reality while Schoen (1979) sees the leader as one who provides the dynamics of forces of directions that combine static resources into a functioning productive system. That it involves the leader motivating members of the group, determining the assignments, setting standards, developing subordinates, appraising their performance and distributing

rewards. This means, when a person affects another or a group of persons in a manner that causes common direction on the given goal. The leadership is present. Leadership therefore is an act not of individual but always occurs in relation to others.

As seen from the above definitions, leadership has many definitions. A working definition for the purpose of this study is that it is a process in which one person successfully asserts influence over others to reach desired objectives in an organization. This influence could be from informal relationships, expertise, hierarchical positions and organization's policies. Whatever the source of this influence, the importance of leadership cannot be underscored (Knesevich, 1962).

Leadership incorporates a number of functions for purposes of accomplishing the intended objectives. Leadership plays a vital role in guiding material and human beings into achieving the school goals. Good leadership brings about good performance in national examinations. Okumbe (1998) A good performance is associated with effective leadership of the leader (headteacher) and a conducive environment and commitment by the members of staff.

A study carried by Fatima (2006) to investigate the influence of headteachers management practices in Mian Wall District Pakistan revealed that the performance indicators of professional attitudes, interpersonal relationship, leadership qualities and managerial abilities were found to be better among headteachers.

South Africa has one of the most diverse education systems in the word. It ranges from well-endowed city schools, comparable to the best in developed countries, to very poor schools without access to the most basic facilities such as water, power, and sanitation. Given such disparities, it is unwise to prescribe one universal approach to school leadership and management. It is much better to equip principals with a 'tool kit' of skills and the wisdom to know which approaches should be applied in the particular circumstances they are required to manage.

Yukl (2002) notes that "the managerial job is too complex and unpredictable to rely on a set of standardized responses to events". Leadership requires effective diagnosis of problems, followed by adopting the most appropriate response to the issue or situation (Morgan, 1997). The reflexive approach is particularly important in periods of turbulence when leaders need to be able to assess the situation carefully and react as appropriate rather than relying on a standard leadership model.

The head teacher should set up and follow proper management and administration procedure so the all physical facilities can be properly utilized. The administration should appoint various managers to run various school facilities the (Ministry of Education 1989). For a good performance to be realized in schools then the head teacher should focus primary attention on the human aspect of the subordinate relationship and build effective work group with high performance goals .This helps in building an effective work team. (Peter Waterman etal 1982). (Myers 1968) notes that a good manger has an

ability to stimulate enthusiasm, recognize performance, be accessible and willing to listen to new ideas. He should be able to deal with mistake fairly and be sensitive to the feelings of others. A good head teacher should provide individual with the needed job information, maintain high performance expectations encourage goal setting and independent judgments recognize and reward workers equal to the achievement and promote an atmosphere of approval where failure becomes the basic of learning and growth rather than criticism and punishment (D'souza, 1994).

2.4 Leadership styles employed by headteachers

Leadership involves an inter-relationship among three elements the qualities, skills and needs of the leader, the needs and expectations of the group, the demands or requirements of the situation. Leadership seeks to meet the genuine needs and expectations of the group by performing required functions leadership depends largely on the demands of the task (D'souza 1994).

Leadership styles change from one group to another and from situation to situation. Leadership has two major parts that is task oriented and relationship-oriented. These two need to be balanced.

Leadership style entails the characteristics manner in which a person behave in attempting to influence the actions of beliefs of others (Luthans 2002). Leadership involves the interaction of leaders and underlings and not just their competencies.

(Bell 1992) notes that effective leadership will provide schools with a vision, embrace teamwork and aims at achieving good results in national examinations. Effective organizational leaders are relatively consistent in the way they attempt to influence the behaviour of group members. The leader who makes all the major decisions in one situation is not likely to share decision-making in another. Also, the leader who is considerate in one situation is not likely to be insensitive in another. The relatively consistent pattern of behaviour of most leaders is too complex to be described by a single style and some leaders modify their styles to match a situation; the concept of leadership styles is useful. (Bennis, 1998)

2.4.1 Democratic Leadership Style

The participative style of leadership involves the leader including one or more employees in the decision making (Okumbe 1998). However the leader maintains the final decision making authority. The style fosters a sign of strength that the employees will respect. (US Army Handbook 1973) in this style of leadership decisions are made through consultation. The leader has part of the information and the employees have other pasts. The employees should be knowledgeable and skillful. The employees become part of the team and allows the leader to make good decisions. It encourages group discussions about an issue then makes a decision that reflects the consensus of group members. It can be easily done by calling a group meeting to discuss an issue before making a decision. The consensus leadership styles results in long

delays in decision making. A good number of organizations today achieve good results through participative style of leadership. (D' Souza 1994).

A democratic leader is one who shares decision-making authority with the group. Democratic leader occupies enough space on the continuum to warrant dividing it into three subtypes: consultative, consensual, and democratic. A consultative leader solicits opinions from the group before making a decision, yet does not feel obliged to accept the group's thinking. A standard way to practice consultative leadership would be to call a group meeting to discuss an issue before making a decision. (Aldag, 2001)

A consensual leader also encourages group discussion about an issue and then makes a decision that reflects the consensus (general agreement) of group members. Consultative leaders thus turn out more authority to the group than do consultation leaders. The consensus leadership style results in long delays in decision making because every party involved provides input. Yet consensus often leads to commitment to the decision. A democratic leader confers final authority on the group. He or she functions as a collector of opinions and takes a vote before making a decision. Democratic leaders turn over so much authority to the group that they are sometimes classified as free-rein leaders.

2.4.2 Autocratic Leadership Style

This style is used when leaders tell their employees what they want done and how they want it done and how they want it accomplished without getting the

advice of their followers. Some of the appropriate conditions to use it are when you have all the information to solve the problem and you all the information to solve the problem and you are short of time and the employees are well motivated.

The leader issues orders and tells the groups members to do that he or she wants to be done without consulting them. (US Army Handbook 1973) the authoritarian style is generally disliked in modern organizations (Aldag, 2001). The Authoritarian style is unprofessional it can be used in a high-accident job where the workers are not aware of the potential risks. It has also been used successfully in the private sector (Aldag, 2001).

An autocratic leader maintains most of the authority by issuing orders and telling group members what to do without consulting them. To the autocrat (or authoritarian), the basis for leadership is formal authority. Autocratic leaders may have a few favourite subordinates but they usually regard close interpersonal relationships with group members as superfluous. The autocratic style of leadership is generally in disfavor in modern organizations, as expressed by the consensus of several current leadership theorists (Burns, 1978).

As with any leadership style, there are some situations in which an autocratic style is appropriate. One example is in a high-accident job, where the employees are not particularly knowledgeable about the potential risks. Many autocratic leaders have been successful as high-level leaders in the private and public sectors (Aldag, 2001).

2.4.3 Laissez faire style Leadership Style

In delegative style of leadership the leader allows the employees to make the decisions. (Okumbe 1998) the leader is still responsible for the decisions that are made. This is used when the employees are able to analyze the situation and determine what needs to be done and how to do it. The leader delegates certain tasks. The leaders should trust and have confidence in the underlings. The leader maintains a hands off policy. The leaders make few attempts to increase productivity to their employees. The leader directs the work of highly skilled copywriters, research scientists or stock analysts. The employees work out solutions or implement tasks. (D' Souza 1994) the group members may neither require technical directions or encouragement (Newstron and Keith 2002).

A laissez faire leader turns over almost all authority to group members and does as little leading as possible. Given a situation in which the work to be done by each employee is clearly defined; such leaders maintain a hands-off policy. They make few attempts to increase productivity to their employees.

At times the laissez faire leader is an abdicator who cares very little for achieving productivity goals or developing subordinates. At other times, the laissez faire style is appropriate and leads to high productivity. Such leadership situations include directing the work of highly skilled advertising copy writers, research scientists, or stock analysis. These individuals may neither require technical direction nor encouragement yet in the long run; even

self-sufficient professionals require some feedback and recognition from their manager in order to sustain high performance.

2.4.5 Transformational Leadership Style

Transformational leadership style is based on the concept of working together to put in place a mechanism that will not only reap immediate benefits but future ones too. Most decisions are taken individually or by a small group of people. The leadership styles opens the door wide for intellectual excitement, motivation through values and shared vision by participation in leadership activities.

Transformational leadership is type of leadership in which the leader identifies the needed change, creates a vision to guide the change with the commitment of the members of the group. Transformational leader enhances the motivation morale and performance of followers through a variety of mechanisms. These includes connecting the followers sense of identity and self to the project and the collective identity of the organization, being a role model for followers that inspires them and makes them interested, challenging followers to take greater ownership for their work and understanding strengths and weaknesses of followers. The leader aligns followers with tasks that enhance their performance (Burns, 1978).

According to Burns transforming leadership is a process in which leader and followers help each other to advance to a higher level of moral and motivation. It redesigns perceptions and values and changes expectations and aspirations

of employees. It is based on the leaders personality, traits and ability to make change through example, articulation of an energizing vision and challenging goals. The leaders as a morale examples of working towards the benefit of the organ/team or community. (Bernard M. Bass, 1985)

Transformational leadership can be measured in terms of his influence on the followers – trust, admiration, loyalty and respect for the leader, are willing to work harder. It provides the followers with an inspiriting mission and vision and gives them an identity not meant for self gain. The leader encourages followers to come up with new and unique ways to challenge the status quo and alter the environ to support being successful.

It predicts a wide variety of performance outcomes include individual, group and organisation level variables. It involves individualized consideration and followers needs. The leader acts as a mentor or coach and listens to followers needs and concerns. Intellectual stimulation – solicits followers ideas, encourages creativity in followers, opportunity to learn, inspirational motivation challenge followers with high standards, optimism about future goals, provide meaning for the task, provide energy to move the group forward, idealized influence, role model, high ethical behaviour, instills pride, gains respect and trust (Bass, 2008)

2.5 Influence of leadership styles on pupil's performance

Leaders find themselves in a dilemma because they are people with unique patterns of confidence and fear that come from their life influences, education,

experienced and personal needs. They may want to be themselves to be at peace with themselves and to avoid situations that make them uncomfortable. They may want to grow into their full potential while maximizing the potential of the people they lead. How leaders use their power affects both the productivity of the group and the freedom of subordinate if they use less authority and power the group members gain greater freedom in decision-making. A good leader uses all the three styles depending on what forces are involved between the followers the leader and the situation (D'Souza 1994).

A group- centered leadership requires considerable skills from both leaders and group members. People learn this skills gradually group centered leadership improve employee satisfaction and motivation. The leadership styles have been effective in a variety of groups. The group center leadership approach however, needs mature and emotionally stable members with a high degree of interpersonal skills and sensitivity. (D'Souza 1994).

A school administrator is the major determinant of the nature of the school administration. A good administrator will bring along credible results in the overall operations of the schools while poor administrator will be an abomination not only to the school but also to the entire community that the schools serves. A good administrator should e a good listener to the concerns of the staff and the learners. He or she not only influences what happens but is bounds to make things happen by initiating changes organizing how changes happens and making all the necessary structures decisions and activities meaningful (Kaivilu 2011).

2.6 Involvement of teachers in decision making

The headteacher and the teachers take pleasures in working together and this increases confidence in them and this is passed on to the learners' (Hallings and Murphy 1985). The pattern of interaction that developed among the teachers as they teach takes a major impact on the general atmosphere of the schools. The nature of leadership is largely determined by the nature of the organization and that of the society. A democratic leader realizes that even though he or she may be stronger than any one member of the organization he or she is weaker than all the members of the organization taken together. A leader who encourages participatory leadership in the organizations knows very well that many hands make light work and that two heads are better than one. The success of school administration depends lies in the degree of participatory leadership which the headteacher is able to encourage in his or her staff through delegation of responsibilities (Mbiti 1974).

2.7 Summary of literature review

Leadership style was defined as a particular behaviour applied by a leader to motivate his or her subordinates to attain the objective of the organization .The literature review seeks to find out how leadership style and performance are all dependent on the personality of the leader. The leadership styles identified I the study are democratic, free reign and authoritarian style. Headteachers apply these different leadership styles differently and in different situations. The strength and weaknesses of each of the different leadership style are discussed. The study is aimed at investigating the influence of democratic

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reign free and authoritarian headteachers' leadership style on KCPE performance in public primary schools in Kathiani District.

2.8 Theoretical framework: Macgregor's X theory and theory Y

The study was guided by Macgregor's theory X and Y Macgregor in his theory X assumes that Managers have assumptions about the underlings at work. The managers assume that underlings are lazy, dislike work and will avoid it, that they must be forced to work. The mangers use coercive power to achieve the institutional objective. Headteachers believe in the use of authoritarian style of leadership to meet the goals of the institutions they head. The members of staff and learners are exposed to a lot of force to ensure that good results are attained. This is through forced work. This avoids time wastage and enables good use of the available organizational resources.

Theory Y has a more human approach to management .the manger view the underlings as active members and not lazy, willing to work freely without being supervised, like work and exercise self direction, take responsibility over their work. Headteacher should avoid obstacles that would stop the underlings from their commitment and dedication in their work they should find all means to motivate the teacher inorder to achieve high standards in the academic performance. Headteachers should use participative and democratic style of leadership inorder to achieve the set goals of the institution.

2.9 Conceptual framework

The study seeks to establish the influence of headteachers leadership styles on student's performance in Kenya certificate of primary education in Kathiani District Kenya .The conceptual framework of the study is presented in figure 2.1.

Figure 2.1. Conceptual framework of headteachers leadership styles and their influence on KCPE performance
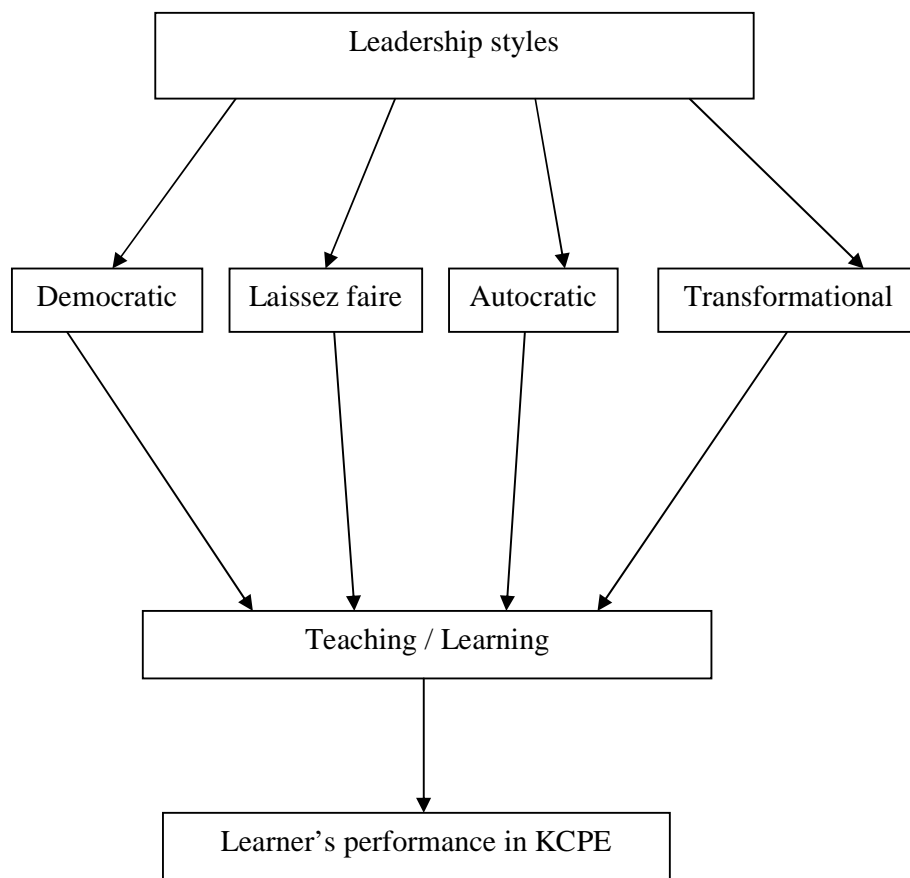
The leadership styles employed by headteachers influenced teaching and learning which affected the performance in KCPE. If the headteachers adopts

an appropriate leadership style, teaching and learning would be enhanced and

the performance in KCPE would improve.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the focus is on research methodology. This section covers the research design, the target population, sample size and sampling techniques, research instruments, validity of the research instrument, reliability of the research instrument, data collection and data analysis techniques.

3.2 Research Design

The study used descriptive survey design. The choice of this design is based on the fact that the purpose of the study is to explore the influence of headteachers administrative styles on the performance in Kenya certificate of primary education in Kathiani district. According to Fouche and De vos (1998) a research design is a detailed plan of how a research proposal will be undertaken. It provides the basis from which the data will be collected to investigate the research question.

3.3 Target Population

Mugenda and Mugenda (2003) define population as an entire group of individuals, events or objectives having common observable characteristics. Kathiani district has got 81 primary schools, there are 760 teachers.

3.4 Sample Size and Sampling Procedure

The study targeted 24 primary schools with 24 headteachers which is 30% of the headteachers. According to Mugenda and Mugenda a sample of 30% is deemed sufficient for a study. The study will target 228 teachers which is 30% of the population.

Table 3.1 Target population and sample size

	Target population	Sampling	Percentage
Primary school	81	24	30%
Headteacher	81	24	30%
Teachers	760	228	30%

3.5 Research Instruments

The researcher used two sets of questionnaires, one for headteachers and another for teachers. Questionnaires have the advantage of being used for a large number of population simultaneously and also provide the investigations with an easy accumulation of data. Each questionnaire had two parts. Part 1 contained questions aimed at obtaining general information about the respondent and the school such as name of school, zone, division, class, sex, age etc and the second part contained specific questions related to the objectives of the study which is the influence of headteachers management styles on the performance in Kenya certificate of primary education in Kathiani district.

3.6 Validity of the research instruments

Validity indicates the degree to which an instrument measures what it is purports to measure. That is the extent to which differences found in the measuring instrument reflect true differences among those who have been tested Kothari (2004). To ascertain the validity, the instruments were discussed with supervisors. They assessed the relevance of the content used in the instruments, developed and make structural changes for purpose of improvement and reinforcement of the instrument before embarking on actual data collection.

3.7 Reliability of the research instrument

Mugenda and Mugenda (2010) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. To enhance reliability of the instruments, a pilot study was conducted in five primary school in Kathiani District. In order to improve the reliability of the instrument, the researcher employed test-retest technique for the questionnaire. This involved administering the same questionnaires twice to the same respondents in the pilot sample after two weeks. To obtain the full reliability of the instrument, the Pearson's product moment correlation coefficient formula was used

$$Rxy = \frac{N(xy - (x)(y)}{(Nx^2 - (\sum x)^2 \quad (Ny^2 - (y)^2}$$

Where

Rxy   -   Correlation between two variables x and y

X y   -   Some of the products of each x deviation X y deviation

$\sum x^2$ -   The sum of squared X scores

$\sum y^2$ -   The sum of squared Y scores

N   -   Total number of items

A correlation of 0.8 was obtained indicating the 2 sets of scores are correlated and hence suitable for use in the study. A correlation coefficient of 0.7 is deemed reliable according to Mugenda and Mugenda, (2003).

3.8 Data Collection Procedures

The researcher got a letter from the department of educational administration authorizing him to carry out the research he then obtained permit from the National Council for Science and Technology (NCST) to carry out the study. He called on the DEO Kathiani district to explain his intention to carry out research. Appointments were made with schools headteachers and teachers. According to Best and Khan (1987) the person administering the instruments has an opportunity to establish rapport, explain the purpose of the study and the meaning of items that may not be clear. The interview schedule and questionnaires were then administered after assuring the respondents of strict confidentiality.

3.9 Data Analysis Techniques

This is the process of summarizing the collected data and putting it together so that the researcher can meaningfully organize, categorize and synthesize information from the data collecting tools. Data gathered was coded for analysis. This was done after editing and checking out whether all questions

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have been filled in correctly. Quantitative data was analyzed using Statistical Package for Social Sciences and the results were presented using frequency tables, pie charts, bar graphs and percentages to make meaningful conclusions. This is deemed to be easy in interpretation and is convenient in giving general overview of the problem under study. Qualitative data was analyzed by organizing data in to themes, patterns and sub-topics.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter discusses the interpretation and presentation of the findings on the influence of influence of headteachers' leadership styles on pupils performance at Kenya certificate of primary education in Kathiani district, Kenya. The researcher made use of frequency tables and percentages to present data. The findings are presented as follows: Questionnaire response rate, background information of the respondents, pupils performance in KCPE (2008-2012) of the schools that responded, teachers opinion on leadership styles, headteachers leadership styles as perceived by teachers, relationship between performance and leadership styles and finally the summary of the findings.

4.2 Response rate

The researcher administered questionnaires to 228 teachers. 220 questionnaires were duly filled and returned, this comprised 96.49 percent return rate which is considered satisfactory to make conclusions for the study. According to Mugenda and Mugenda (2003) a 50% response rate is adequate, 60% good and above 70% rated very good. This also collaborates Bailey (2000) assertion that a response rate of 50% is adequate, while a response rate greater than 70% is very good. This implies that based on this assertion; the response rate in this case of 90% is very good. This high response rate can be attributed to the data collection procedures, where the researcher pre-notified

the potential participants of the intended survey, the questionnaire was self administered to the respondents who completed them and these were picked shortly after.

4.3 Demographic information of the participants

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

4.3.1 Gender of the Teachers

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

Figure 4.1: Gender of teachers
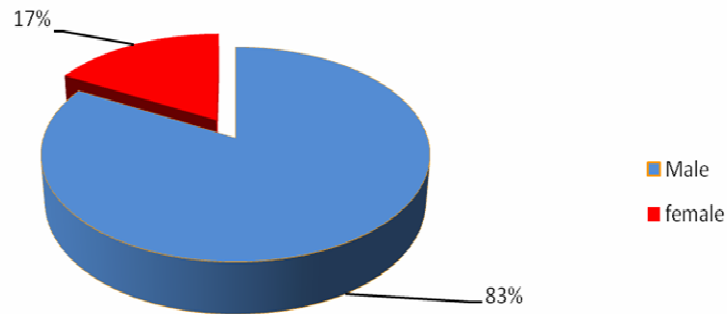
The findings in figure 4.1 revealed that majority of the head teachers were males constituting 83% while the females were only 17%. This indicated that males dominated the teaching profession Therefore, males and females were not given equal opportunities of teaching in schools.

4.3.2 Highest level of qualification of the head teachers

The study sought to establish the highest level of qualification of the headteachers inorder to establish whether their qualifications affected their leadership styles which influenced the pupils performance in KCPE. The headteachers were asked to indicate their highest level of academic qualification. The findings are shown in figure 4.2.

Figure 4.2: Highest level of qualification of the teachers
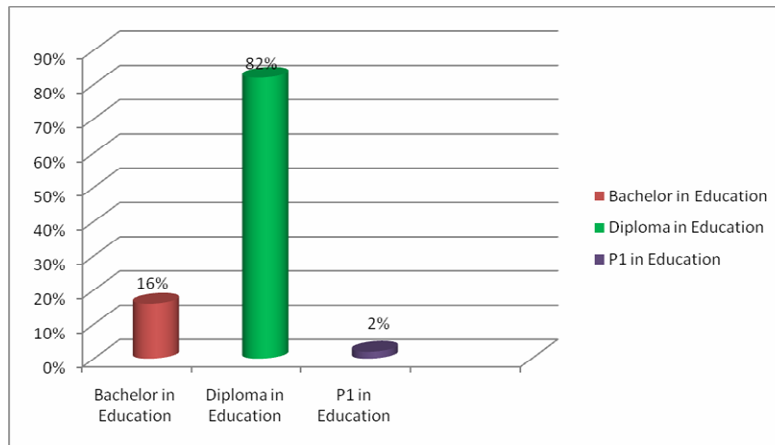
The findings indicated that majority of the teachers were diploma holders constituting 82 percent followed by bachelors in education with 16 percent, P1 2 percent and there was no other mentioned qualification. This implies that most of the head teachers in Kathiani district are diploma holders and are all professionally qualified.

4.3.3 Years the teacher have been in teaching profession

The teachers were asked to indicate the number of years they had been in the teaching profession. The results are represented in figure 4.3

Figure 4.3 Years the head teacher had been in the teaching profession.
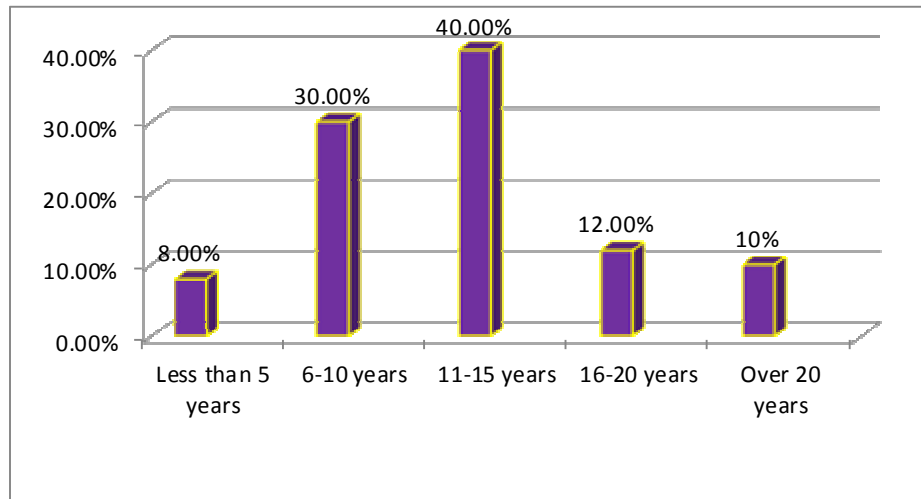
From the responses, the highest number of the head teachers had been in the teaching profession for 11-15 years which constituted 40 percent, 6-10 years had 30 percent and 16-20 years were 12 percent. Therefore the findings unveiled that most of the head teachers had been in the teaching profession for longer periods and therefore were more knowledgeable with the leadership styles. Therefore their information can be relied upon to make the study conclusions.

4.4 Pupils performance in K.C.P.E from 2008 – 2012

The researcher sought to find out the K.C.P.E performance in the different schools that took part in the study. This was important because it is a vital indicator of the performance of primary schools. The results were as shown in table 4.1

Table 4.1   Pupils Performance in K.C.P.E (2008-2012)

Centre No.	Mean Average Score (2008-2012)
1	261.2
2	233.2
3	245.2
4	240.1
5	245.7
6	233.2
7	244.0
8	223.5
9	251.8
10	247.2
11	226.1
12	235.9
13	227.5
14	224.5
15	235.7
16	235.7
17	252.1
18	226.4
19	243.1
20	223.1
21	234.5
22	227.5
23	223.8
24	255.6
Overall average mean score	234.5

From table 4.1, for the last five years only four schools managed to get an average of 250 marks and above. The average school that responded in the district was 234.5 marks. Minimum mark required for transition from primary school to secondary school is 250 marks and above. Hence it can be seen that the district performance has been below average for the last five years.

4.5 Teachers view on head teachers leadership style

The teachers were requested to indicate their views on head teachers behaviour and indicate as; friendly, supportive and confident in executing their roles as school head teachers. They were requested to measure their views on a 5 likert scale where 1=rarely, 2=Sometimes, 3=Often, 4=always and 5=well. Their responses are captured in Table 4.2

Table 4.2 Teachers view on head teachers leadership style

Statement	Mean	Std deviation
How frequently do you as a teacher view the head teachers' behaviour as friendly	3.88	0.723
How do you as a teacher view the head teachers behaviour as supportive	3.84	0.766
How much confidence does your head teacher have in you as a teacher	4.11	0.568
How frequently does the head teacher seek your views and information relating to educational issues from you	3.90	0.662
How frequently are you supportive to your head teacher	4.02	0.532

The study findings indicated that teachers frequently view the head teachers behaviour as friendly as indicated by a mean of 3.88. Further teachers also view the head teachers behaviour as supportive as indicated by a mean of 3.84. Head teachers also have confidence in teachers substantially as indicated by a strong mean of 4.11. Head teacher also often seek views and information relating to educational issues from teachers as indicated by a mean of 3.90 and

that teachers are also supportive to the head teachers as indicated by a mean of 4.02. On further interview majority also indicated that the direction of flow of information relating to educational issues is downward, upward and horizontal in their respective schools and that there is substantial cooperative team work between the head teachers and pupils in their school. This implies that head teachers leadership behaviour is viewed by the teachers in a positive way and therefore this may contribute to excellence in KCPE performance in Kathiani district.

4.6 Leadership Style

Table 4.3   Leadership style of headteachers as perceived by teachers.

1. Decision made by headteachers alone.
2. Headteachers consult with staff to make decision.
3. Headteachers does not make any decision but allows staff to make decision.
4. Decisions made outside the school set up.
5. Everyone left to do what he/she wants.

Task description	1	2	3	4	5	Mean	Std deviation
Formulation of school policies and objectives	22(17.46%)	38(30.16%)	31(24.6%)	20(15.87%)	15(11.9%)	3.33	1.23
The choice of curriculum offered in your school	14(11.11%)	16(12.69%)	31(24.6%)	37(29.36%)	28(22.22%)	2.49	1.67
Drawing up schedules and programmes for operation curriculum implementation	12(9.52%)	32(25.4%)	20(15.87%)	29(23.01%)	28(22.22%)	2.83	1.71
Supervision of teaching and setting of academic standards	31(24.60%)	42(33.33%)	24(19.04%)	18(14.29%)	11(8.73%)	3.67	1.11
Evaluation of instructional resources like textbooks,	34(26.98%)	47(37.3%)	20(15.87%)	15(11.90%)	20(15.87%)	3.83	0.96
Allocation/assigning of subjects and other duties	34(26.98%)	43(34.13%)	18(14.29%)	16(12.69%)	14(11.11%)	3.67	1.21
Determining the type of new projects to be initiated in schools	21(16.67%)	50(39.67%)	30(23.81%)	14(11.11%)	11(8.73%)	3.58	1.31
Preparation and administration of the school budget	30(23.81%)	53(42.06%)	19(15.08%)	14(11.11%)	10(7.94%)	3.82	0.99
Appraisal of teachers performance	22(17.46%)	38(30.16%)	31(24.6%)	20(15.87%)	15(11.9%)	3.33	1.23
Identification of professional development needs of staff,	14(11.11%)	16(12.69%)	31(24.6%)	37(29.36%)	28(22.22%)	2.49	1.67

planning and organizing school based in-service courses

Formulation of school rules and regulations	12(9.52%)	32(25.4%)	20(15.87%)	29(23.01%)	28(22.22%)	2.83	1.71
Maintenance of discipline in schools	31(24.60%)	42(33.33%)	24(19.04%)	18(14.29%)	11(8.73%)	3.67	1.11
Determining co-curriculum activities to be carried out in schools like clubs, sports, school publication e.t.c.	34(26.98%)	47(37.3%)	20(15.87%)	15(11.90%)	20(15.87%)	3.83	0.96
Motivating pupils in matters relating to academic performance	34(26.98%)	43(34.13%)	18(14.29%)	16(12.69%)	14(11.11%)	3.67	1.21
Selection of pupils leadership/prefects body	21(16.67%)	50(39.67%)	30(23.81%)	14(11.11%)	11(8.73%)	3.58	1.31
Utilization of school resources and facilities by the community	30(23.81%)	53(42.06%)	19(15.08%)	14(11.11%)	10(7.94%)	3.82	0.99

4.7   Democratic leadership style and pupils performance in KCPE .

The researcher sought information on how democratic leadership style influenced pupils' performance in KCPE. Various questions were asked to establish this relationship which included formulation of polices and objectives, supervision of teaching and setting of academic standards, evaluation of instructional resources like textbooks, equipments, Allocation/assigning of subjects and other duties, preparation and administration of the school budget, motivating pupils in matters relating to academic performance and utilization of school resources and facilities by the community.

4.7.1   Formulation of polices and objectives

The researcher sought information on how school policies and objectives are formulated in the school. The results were as follows as shown in table 4.4

Table 4.4 Formulation of policies and objectives

		F	%
1.	Decision made by headteachers alone.	22	17.46
2.	Headteachers consult with staff to make decision.	38	30.16
3.	Headteachers does not make any decision but allows staff to make decision.	31	24.6
4.	Decisions made outside the school set up.	20	15.87
5.	Everyone left to do what he/she wants	15	11.9
	Total	126	100

From table 4.4 formulation of school policies and objectives is done mostly by headteachers in consultation with the staff members. This concurs with a study by (Kagwiria, 2009) which implies that most headteachers in Kathiani District consult with the staff members in making decisions in formulation of policies and school objectives to a large extent.   Other leadership styles like transformational and laissez faire are used to some extent.

4.7.2   Supervision of teaching and setting of academic standards

The researcher sought information on how supervision, teaching and setting of academic standards is done. The results were as shown in figure 4.4:-

Figure 4.4 Supervision of teaching and setting of academic standards
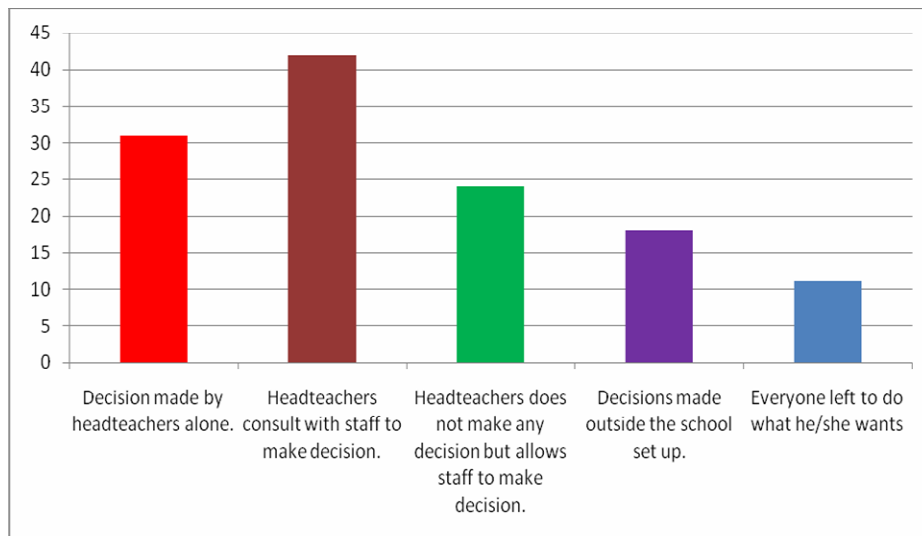
From the findings in figure 4.4 the headteachers consult with the members of staff in the supervision of teaching and setting of academic standards. This implies that they use democratic leadership style to a large extent. Other

leadership styles like autocratic, laissez faire and transformational are also used.

This concurs with the study done by (Kagwiria, 2009) but she did not propose ways of improving performance at KCSE.

4.7.3   Evaluation of instructional resources like textbooks, equipments

The researcher sought information on how decision on evaluation of instructional resources like textbooks and equipments was made. The results were as shown in figure 4.5.

Figure 4.5   Evaluation of instructional resources like textbooks, equipments.
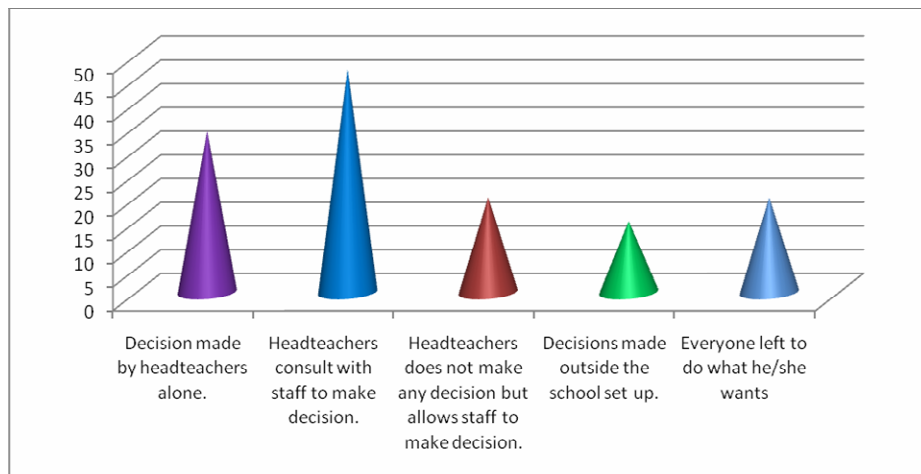
From the findings as shown in figure 4.5 decision on evaluation on valuation of instructional resources like textbooks, equipments is done by the headteacher in consultation with staff members.   This implies that the headteachers apply democratic leadership style to a large extend. Autocratic,

transformational and laissez faire leadership style are also used to a lesser extend.

4.7.4 Allocation/assigning of subjects and other duties

The researcher sought information on how allocation/assigning of subjects and other duties was done. The results were as shown in table 4.5.

Table 4.5   Allocation/assigning of subjects and other duties

		F	%
1.	Decision made by headteachers alone.	34	26.98
2.	Headteachers consult with staff to make decision.	43	34.13
3.	Headteachers does not make any decision but allows staff to make decision.	18	14.29
4.	Decisions made outside the school set up.	16	12.69
5.	Everyone left to do what he/she wants	14	11.11
	Total	125	100

From the findings as shown in table 4.5 allocation/assigning of subjects and other duties is done by the headteacher in consultation with staff members. This implies that the headteachers apply democratic leadership style. However, the study shows that majority of the decisions are made without consultations of staff members. This implies that other leadership styles like authoritative and laissez faire are applied by headteachers in primary schools in Kathiani District which could be the cause of poor performance in KCPE.

4.7.5 Preparation and administration of the school budget

The researcher sought information on preparation and administration of the school budget is made. The results were as shown in figure 4.6.

Figure 4.6 Preparation and administration of the school budget
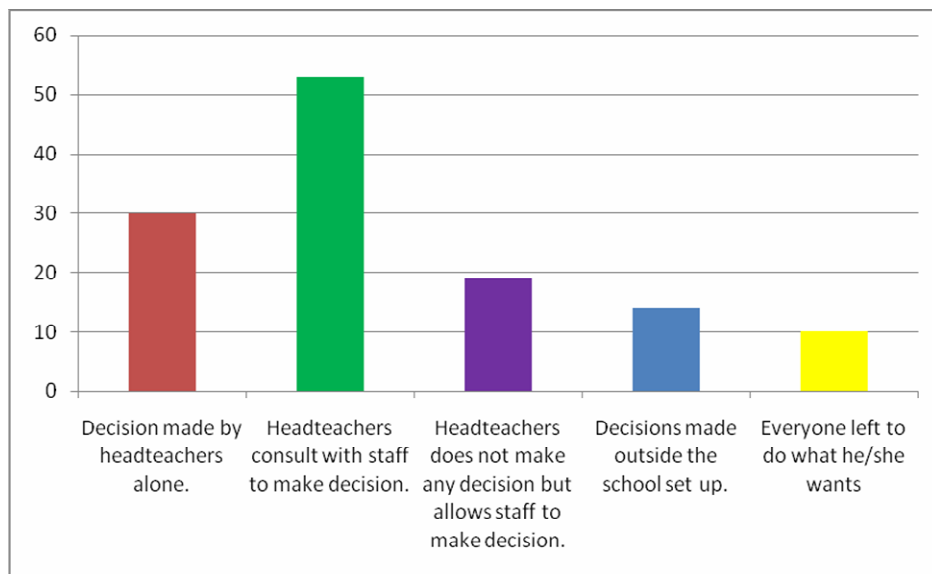
From the findings as shown in figure 4.6 preparation and administration of the school budget is done by the headteacher in consultation with staff members to a large extend. This implies that the headteachers apply democratic leadership style.

4.7.6   Motivating pupils in matters relating to academic performance

The researcher sought information on how motivation pupils in matters relating to academic performance is done. The results were as shown in figure 4.7 .

Figure 4.7   Motivating pupils in matters relating to academic performance
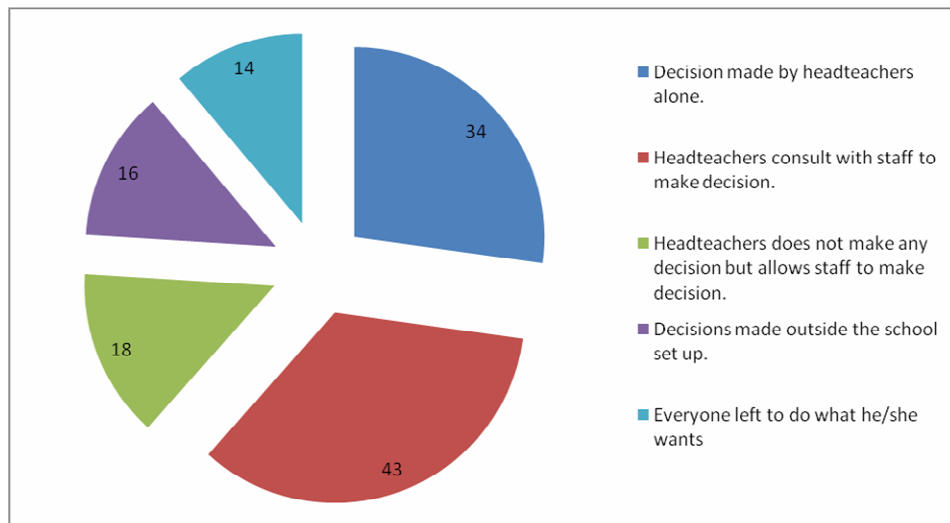
From the findings as shown in figure 4.7 motivating pupils in matters relating to academic performance is done in consultation with staff members to a large extent. This indicates that headteachers use democratic leadership style in making decision on motivating pupils in matters relating to academic performance to a large extent.

4.7.7   Utilization of school resources and facilities by the community

The researcher sought information   on how utilization of school resources and facilities by the community is done. The results were as shown in figure 4.8.

Figure 4.8   Utilization of school resources and facilities by the community
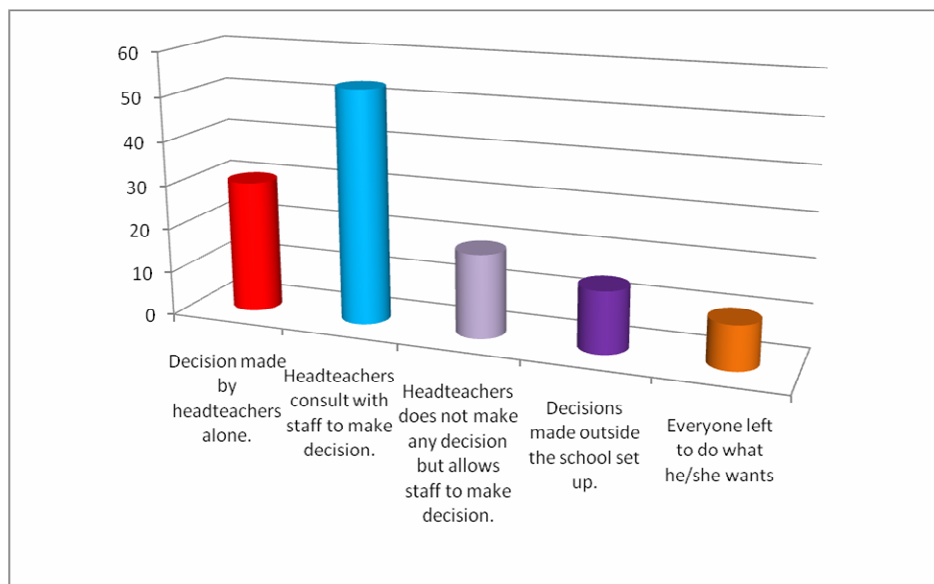
From the findings as shown in figure 4.8 utilization of school resources and facilities by the community is done in consultation with staff members to a large extent. This indicates that headteachers use democratic leadership style in making decision on motivating pupils in matters relating to utilization of school resources and facilities by the community. Laissez faire and other leadership styles like autocratic and transformational are also used to a small extent.

4.8 Headteachers laissez-faire leadership style and pupils performance in KCPE.

The researcher sought information on how laissez-faire leadership style influences pupils' performance in KCPE in Kathiani District. Various questions were asked to establish this relationship which included drawing up schedules and programmes for operation and curriculum implementation and formulation of school rules and regulations.

4.8.1 Drawing up schedules and programmes for operation and curriculum implementation

The researcher sought information on how drawing up schedules and programmes for operation and curriculum implementation is done in order to establish whether laissez-faire leadership style was employed by the headteachers which affected pupils performance in KCPE . The results were as shown in table 4.6.

Table 4.6 Drawing up schedules and programmes for operation and curriculum implementation

		F	%
1.	Decision made by headteachers alone.	12	9.52
2.	Headteachers consult with staff to make decision.	32	25.4
3.	Headteachers does not make any decision but allows staff to make decision.	20	15.8
4.	Decisions made outside the school set up.	29	23.01
5.	Everyone left to do what he/she wants	28	22.22
	Total	121	100

From the findings in table 4.6 many of the headteachers consult with the staff to make decisions on drawing up schedules and programmes for operation and curriculum implementation in Kathiani District. This implies that they apply democratic leadership style to some extent. Other leadership style mostly laissez faire, transformational and autocratic are used to a greater extent. This concurs with a study by (Muthoni, 2009). However the researcher did not indicate how the leadership styles affected performance in KCPE.

4.8.2 Formulation of school rules and regulations

The researcher sought information on how formulation of school rules and regulations courses is done. The results were as shown in table 4.7.

Table 4.7   Formulation of school rules and regulations

		F	%
1.	Decision made by headteachers alone.	12	9.52
2.	Headteachers consult with staff to make decision.	32	25.4
3.	Headteachers does not make any decision but allows staff to make decision.	20	15.87
4.	Decisions made outside the school set up.	29	23.01
5.	Everyone left to do what he/she wants	28	22.22
	Total	121	100

From the findings as shown in table 4.7 formulation of school rules and regulations in consultation with staff members to a small extend. The results indicate that laissez faire leadership style is used to some extent (22.22%) and other leadership styles like autocratic and transformational are used to a large extent. This implies that there is little democracy in making decision on formulation of school rules and regulations. This could be the reason for the low performance in KCPE in Kathiani District.

4.9   Autocratic leadership style and pupils performance in KCPE .

The researcher sought information on how autocratic leadership style influences pupils' performance in KCPE in Kathiani District. Various questions were asked to establish this relationship which included determining the type of new projects to be initiated in schools, Maintenance of discipline in

schools and identification of professional development needs of staff, planning and organizing school based in-service courses.

4.9.1 Determining the type of new projects to be initiated in schools

The researcher sought information on how decision of determining the type of new projects to be initiated in schools is made. The results were as shown in table 4.8.

Table 4.8   Determining the type of new projects to be initiated in schools

		F	%
1.	Decision made by headteachers alone.	21	16.67
2.	Headteachers consult with staff to make decision.	50	39.67
3.	Headteachers does not make any decision but allows staff to make decision.	30	23.81
4.	Decisions made outside the school set up.	14	11.11
5.	Everyone left to do what he/she wants	11	8.73
	Total	96	100

From the findings as shown in figure 4.8 determining the type of new projects to be initiated in schools is done by the headteacher in consultation with staff members (39.67%). However, decision on the new projects to be initiated in schools is done to a large extend without consultation as indicated by 61% of the respondents. This indicate that most of the decisions on the new projects to be initiated in schools employ other leadership styles and not democratic

leadership style. This could be the reason why performance in KCPE in Kathiani District is low as compared to the neighbouring district.

4.9.2 Maintenance of discipline in schools

The researcher sought information   on how maintenance of discipline in schools is done. The results were as shown in table 4.9.

Table 4.9   Maintenance of discipline in schools

		F	%
1.	Decision made by headteachers alone.	31	24.60
2.	Headteachers consult with staff to make decision.	42	33.33
3.	Headteachers does not make any decision but allows staff to make decision.	24	19.04
4.	Decisions made outside the school set up.	18	14.29
5.	Everyone left to do what he/she wants	11	8.73
	Total	126	100

From the findings as shown in table 4.9 maintenance of discipline in schools is done in consultation with staff members to some extent. The results indicate that other leadership style mostly authoritative are used to a large extent. This could be the reason for the low performance in KCPE in Kathiani District.

4.9.3 Identification of professional development needs of staff, planning and organizing school based in-service courses

The researcher sought information on identification of professional development needs of staff, planning and organizing school based in-service courses is done inorder to establish whether the headteachers applied autocratic leadership style and how it influenced pupils performance in KCPE. The results were as shown in table 4.10.

Table 4.10   Identification of professional development needs of staff, planning and organizing school based in-service courses

		F	%
1.	Decision made by headteachers alone.	14	11.11
2.	Headteachers consult with staff to make decision.	16	12.69
3.	Headteachers does not make any decision but allows staff to make decision.	31	24.6
4.	Decisions made outside the school set up.	37	29.36
5.	Everyone left to do what he/she wants	28	22.22
	Total	126	100

From the findings as shown in table 4.10 identification of professional development needs of staff, planning and organizing school based in-service is done without consultation with staff members to a large extent. The results indicate that authoritative leadership style is used to a large extent (29.36%) and other leadership styles like autocratic, laissez faire and transformational

are used to a small extent. This means that democratic leadership is not applied much in the identification of professional development needs of staff, planning and organizing school based in-service and could be reason why performance at KCPE is dismal in Kathiani District.

4.10   Transformational leadership style and pupils performance in KCPE in Kathiani District, Kenya.

The researcher sought information on how transformational leadership style influences pupils' performance in KCPE in Kathiani District. Various questions were asked to establish this relationship which included the choice of curriculum offered in the school and appraisal of teachers performance.

4.10.1 The choice of curriculum offered in your school

The researcher sought information on how the choice of curriculum offered in the school is made inorder to establish the leadership style applied and whether it affected pupils performance in KCPE. The results were as shown in table 4.11.

Figure 4.11 The choice of curriculum offered in your school

	F	%
1. Decision made by headteachers alone.	14	11.11
2. Headteachers consult with staff to make decision.	16	12.69
3. Headteachers does not make any decision but allows staff to make decision.	31	24.6
4. Decisions made outside the school set up.	37	29.36
5. Everyone left to do what he/she wants	28	22.22
Total	126	100

From the findings in table 4.11, it shows that decision on choice of curriculum is made out school set up. This implies that neither the headteacher nor the members of staff have a choice in deciding the curriculum to be offered in the school. This could be the reason for poor performance at KCPE in Kathiani District.

4.10.2 Appraisal of teachers performance

The researcher sought information on how appraisal of headteachers performance is done inorder to establish whether the headteachers applied transformational leadership style and whether it affected the pupils performance in KCPE. The results were as shown in table 4.12.

Table 4.12   Appraisal of teachers performance

		F	%
1.	Decision made by headteachers alone.	22	17.46
2.	Headteachers consult with staff to make decision.	38	30.16
3.	Headteachers does not make any decision but allows staff to make decision.	31	24.6
4.	Decisions made outside the school set up.	20	15.87
5.	Everyone left to do what he/she wants	15	11.9
	Total	126	100

From the findings as shown in table 4.12 appraisal of teachers performance is done by the headteacher in consultation with staff members to a large extent. However the results indicate that laissez faire leadership style is used to some extend (24%) and other leadership styles like autocratic and transformational are used to a small extent.

4.11   Headteachers leadership styles as perceived by teachers

To determine the perception of teachers towards Kathiani District headteachers leadership styles the mean behaviour score for response for all the items was computed. The mean score obtained gave an overall perception of the leadership behaviour for each item. The results were presented in frequencies and percentages as shown in table 4.13.

Table 4.13 Headteachers leadership styles as perceived by teachers

Leadership style	Frequency	Percentage
Democratic	4	16.66
Autocratic	10	41.66
Transformational	4	16.66
Laissezfaire	6	25
Total	24	100

From the study it was revealed that majority of the headteachers used other leadership styles and not democratic leadership style. This findings concurs with Mwaniki (2012) in a related study on influence of headteachers leadership styles on Kenya Certificate of Primary Education (KCPE) in Miharati Division, Kipipiri District, Kenya.

4.12   Relationships between performance in mean score and headteachers leadership styles

The average mean score of each participating school was calculated and compared with the exhibited leadership style used by the headteacher. Schools with similar leadership styles were grouped together and their averages mean score performance in KCPE for the last five years calculated. Table 4.14 shows the relationship between leadership styles and pupils performance.

Table 4.14 Relationships between performance in mean score and headteachers leadership styles

Leadership style	Frequency	Mean Average Marks
Democratic	4	255.12
Autocratic	10	240.58
Transformational	4	228.65
Laissezfaire	6	224.03
Total	24	500

Schools where headteachers used democratic leadership style had higher average marks as compared to schools using other leadership styles. Laissezfaire had the lowest average minimum marks. The overall mean score for Kathiani District was 234.5 out of a possible mark of 500 marks. The results show that the pupils performance in KCPE in public primary schools in Kathiani District is low because it is below the average mean score.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the study and presents conclusions, recommendations and suggestions for further research.

5.2 Summary of study

This study was to investigate the influence of headteachers' leadership styles on pupils performance at Kenya Certificate of Primary Education in Kathiani District. The research objective were to establish the influence of headteachers' democratic leadership style on pupils performance in, to establish the influence of laissez faire headteachers' leadership style in pupils performance in KCPE in Kathiani District, to establish the influence of headteachers' autocratic leadership style on pupils performance in KCPE in Kathiani District, to establish the influence of headteachers' transformational leadership style on pupils performance in KCPE in Kathiani District, Kenya.

The design adopted in this study was a descriptive survey. The target population comprised of 81 headteachers of public primary school and 760 teachers. The study targeted 24 primary schools with 24 headteachers which is 30% of the headteachers. Data was collected by use of questionnaires. To ascertain the validity, the instruments were discussed with supervisors. In order to improve the reliability of the instrument, the researcher employed

test-retest technique for the questionnaire. The findings showed that the headteachers employed a number of leadership styles with most employing democratic leadership style.

The study findings indicated that teachers frequently view the head teacher behaviour as friendly as indicated by a mean of 3.88. Further teachers also view the head teachers behaviour as supportive as indicated by a mean of 3.84. Head teachers also have confidence in teachers substantially as indicated by a strong mean of 4.11. Head teacher also often seek views and information relating to educational issues from teachers as indicated by a mean of 3.90 and that teachers are also supportive to the head teachers as indicated by a mean of 4.02. On further interview majority also indicated that the direction of flow of information relating to educational issues is downward, upward and horizontal in their respective schools and that there is substantial cooperative team work between the head teachers and pupils in their school. This implies that head teachers leadership behaviour is viewed by the teachers in a positive way and therefore this may contribute to excellence in KCPE performance in Kathiani district.

Findings further showed that majority of the principals were democratic as compared to relatively few who were autocratic. Very few principals applied the Laisez-faire type of leadership. The findings also revealed a significant relationship between principals leadership style and pupils performance. Schools that had democratic leadership were found to perform better than

schools led using other leadership styles. Schools that had laissez-faire performed poorly in the KCPE.

5.3 Conclusion

Based on the findings of the study it was concluded that majority of the headteachers employed different leadership styles. Those who employed autocratic were (41.66%) this was shown by their way of making decision alone and not consulting with staff members. Those who used laissez-faire leadership style were 25% i.e they were allowing everyone to do as they wish. Those who employed transformational leadership were 16.66% and those who employed democratic leadership style were 16.66%. In schools where democratic style was practiced performance was slightly higher than other schools where other schools were practiced. Performance was poorest in schools where laissez-faire leadership style was practiced. Performance was also low in schools where autocratic and transformational leadership style were practiced. From the study findings the researcher concludes that leadership styles influences pupils' performance in KCPE performance in Kathiani District. Democratic leadership style which results into better performance in KCPE should be encouraged. Use of other leadership styles such as autocratic, transformational and laissez-faire should be discouraged.

5.4 Recommendations of the study

Based on the study findings, the following recommendations were made:

i) There is need to involve teachers and pupils in decision making on matters affecting pupils' performance in schools.

ii) The headteachers should use the most appropriate leadership styles such as democratic and transformational to enhance KCPE performance in their schools.

iii) Training institutions like KEMI should incorporate different leadership styles such as democratic and transformational in their teacher training curriculum and how they impact on performance.

iv) The Ministry of Education should hold seminars and workshops for headteachers on leadership styles that enhance performance oftenly to capacity build the headteachers.

5.5 Suggestions for further studies

1. The researcher suggests that other research on influence of headteachers' leadership styles on pupils' performance at Kenya certificate of primary education should be conducted in other districts in Kenya inorder to generalize the results.

2. A study on other factors that influence pupils performance in KCPE should be conducted. The teachers service commission should monitor the performance of the headteacher regularly by checking the progress of pupils performance in KCPE.

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APPENDIX I:

LETTER OF INTRODUCTION

> Simon Wambua Munyaka
> University of Nairobi
> P.O. Box 41- 90104
> MITABONI
> Tel: 0726408753

The Headteacher

…………………………………

…………………………………

Dear Sir/Madam,

RE: REQUEST TO FILL QUESTIONNAIRES FOR RESEARCH

I am a post graduate student at the University of Nairobi, Department of Educational Administration and Planning and I am carrying out a research on influence of headteachers' leadership styles on pupils ' performance in Kenya Certificate of Primary Education in Kathiani district.

You are therefore kindly requested to respond to the items in the attached questionnaires to the best of your knowledge. The information that you would provide would assist in my academic research only and your name would not appear anywhere in the questionnaire.

Yours Faithfully,

Simon Wambua Munyaka

APPENDIX II

QUESTIONNAIRE FOR HEADTEACHERS

This study is an investigation into the effects of Headteachers' Leadership Styles on Kenya Certificate of Primary Education performance in public schools in Kathiani District, Kenya. You are requested to participate in the study by filling in this questionnaire. The information you provide will be for research purpose only and your identity will not be revealed. Kindly give us as honest answer as possible.

PART A: Demographic Information

Indicate the correct option by inserting a tick (√) in appropriate box provided

1. Gender: Female ( )   Male ( )

2. Age:

    Below 24 years   ( )   26 – 30 years   ( )   31 – 35 years ( )

    36 – 40 years   ( )   41 – 45 years ( )   46 – 50 years   ( )

3. Kindly indicate your highest academic/professional qualification.

    B.Ed.   ( )   B.A. with PGDE   ( )

    Diploma in Education   ( )   M.Ed.   ( )

    B.Sc. with PDGE   ( )   SI   ( )

    P1   ( )

    EACE/KCE/KCSE/KACE

    If any other specify …………………………………………..

4. Please indicate your teaching experience in years

    Below 1 year   ( )   2 – 5 years   ( )   6 – 10 years   ( )

    11 – 15 years   ( )   16-20 years   ( )   20 years and over( )

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5. Please indicate your administrative experience in years

Below 1 year ( ) 2 – 5 years ( ) 6 – 10 years ( )

11 – 15 years ( ) 16-20 years ( ) 20 years and over ( )

PART B

6. In your opinion what makes some of the teachers not take instructions from the headteacher?

_____

_____

_____

7. Identify the most common problems you experience with the teachers.

Reporting late to school ( ) Failure to attend to lessons ( )

Chronic absenteeism ( ) Frequent transfers ( )

Failure to take instructions ( )

Any other specify _____

8. Suggest ways in which these problems could be solved.

_____

_____

9. a) In your opinion is the syllabus covered early enough? Yes ( ) No ( )

b) If the answer in (a) above is no, how do you deal with the factors that hinder effective syllabus coverage?

_____

_____

_____

10. a) Indicate how frequently pupils are assessed in your school?

Monthly ( ) Midtermly ( ) Termly ( )

Any other (specify) _____

b) Are the tests internally or externally prepared? _____

c) How do you share the academic ideals of your school?

_____

_____

11. What is the mode of communication with pupils on matters about their welfare?

Written notice   (   )   Teachers (s) on duty   (   )

Prefects   (   )   Personal announcements   (   )

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to gather information on influence of headteachers leadership styles on pupils performance in KCPE in public schools in Kathiani District. You are requested to give responses to the questions. The information will be confidential and will only be used for the purpose of this study. Do not write your name or name of your school. Your responses will be absolutely anonymous and for study purposes only. Please respond to all items. Please Tick (√) where appropriate.

Part 1 Personal data

1. What is your age in years?

   20 – 29   ( )   30 – 39   ( )   40 – 49   ( )

   50 or above   (   )

2. What is your gender?

   Female   ( )   Male   (   )

3. What is your educational qualification?

   B.Ed.   ( )   B.A. with PGDE   ( )

   Diploma in Education   ( )   M.Ed.   ( )

   B.Sc. with PDGE   ( )   SI   ( )

   P1   ( )

   EACE/KCE/KCSE/KACE

   If any other specify …………………………………………..

4. How many years have you served since your first appointment as teacher?

   0 – 5 ( )   6-10( )   11-15( )   16-20( )

Over 20 years (   )

5. Please indicate your area of specialization

Science (   )   Humanities (   )   Languages (   )

Mathematics (   )   Applied and creative arts (   )

Technical (   )

Any other (specify) _____

6. How frequent do you as a teacher view the headteacher behaviour as friendly?

Rarely   (   )   Sometimes (   )   Often   (   )   Always (   )

Never   (   )

7. How do you as a teacher view the headteacher behaviour as supportive?

Rarely   (   )   Sometimes   (   )   Often   (   )

Always   (   )   Never   (   )

8. How much confidence does your headteacher have in you as teachers?

Very little   (   )   Little   (   )   Substantial   (   )

A great deal (   )   None   (   )

9. How frequent does the headteacher seek your views and information relating to educational issues from you?

Rarely   (   )   Sometimes   (   )   Often   (   )

Always   (   )   Never   (   )

10. How would you describe the direction of flow of information on academic issues in your school?

a) Downward only from headteacher to teacher to pupils (   )

b) Mostly downward (   )

c) Downward and upward (   )

d) Downward, upward and horizontal (   )

e) Not definite (   )

11. How frequent are you supportive to your headteacher?

Rarely　　( )　　Sometimes　　( )　　Often　　( )

Always　　( )　　Well　　( )

12. How would you describe the nature of interaction between the principal and teachers in your school?

Very little ( )　　　　Little ( )　　Moderate ( )　　Substantial ( )

Non existent ( )

13. What is the extent of cooperative team work between the headteachers and pupils in your school?

Very little ( )　　　　Little ( )　　　　Moderate　( )

Substantial ( )　　　　Non existent ( )

Part II: Management Styles

Please tick (√) as honestly as possible what is applicable to your school according to your opinion

<u>Key</u>

1. Decision made by head teacher alone.

2. Head teacher consults with staff to make decision.

3. Head teacher does not make any decision but allows staff to make decision.

4. Decisions made outside the school set up.

5. Everyone left to do what he/she wants.

No	Task description	1	2	3	4	5
1.	Formulation of school policies and objectives					
2.	The choice of curriculum offered in your school					
3.	Drawing up schedules and programmes for operation curriculum implementation					
4.	Supervision of teaching and setting of academic standards					
5.	Evaluation of instructional resources like textbooks, lab equipments and chemicals					
6.	Allocation/assigning of subjects and other duties.					
7.	Determining the type of new projects to be initiated in school					
8.	Preparation and administration of the school budget.					
9.	Appraisal of teacher's performance					
10.	Identification of professional development needs of staff, planning and organizing school based in-service courses.					
11.	Formulation of school rules and regulations					
12.	Maintenance of discipline in school					
13.	Determining co-curricular activities to be carried out in school like clubs, sports, school publication etc					
14.	Motivating pupils in matters relating to their academic performance.					
15.	Selection of pupils ' leadership/prefects body					
16.	Utilization of school facilities and resources by the community					

APPENDIX IV

**LIST OF PRIMARY SCHOOL TO COLLECT DATA FROM IN
KATHIANI DISTRICT JUNE, 2013**

<u>NAME OF SCHOOL</u>	CATEGORY
1. Kathiani Primary School	Public
2. Lumbwa Primary School	Public
3. Nthunguni Primary School	Public
4. Kyuluni Primary School	Public
5. Kaiani Primary School	Public
6. Ngoleni Primary School	Public
7. Mivandoni Primary School	Public
8. Isyukoni Primary School	Public
9. Kaewa Primary School	Public
10. Kwangolya Primary School	Public
11. Kathalani Primary School	Public
12. Kaviani Primary School	Public
13. Kituli Primary School	Public
14. Nzaikoni Primary School	Public
15. Kyamwee Primary School	Public
16. King'ong'oi	Public
17. Ngiini Primary School	Public
18. Mwongweni Primary School	Public
19. Maanzoni Primary School	Public
20. Mwang'a Primary School	Public
21. Miumbuni Primary School	Public
22. Kavete Primary School	Public
23. Kitulu Primary School	Public
24. Kisekini Primary School	Public

APPENDIX V

RESEARCH AUTHORIZATION

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/995**

Date: **7th June 2013**
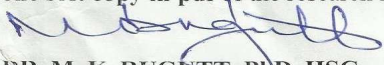
Simon Wambua Munyaka
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **4th June, 2013** for authority to carry out research on *"Influence of headteachers' leadership styles on pupils' performance in Kenya Certificate of Primary Education in Kathiani District, Kenya."* I am pleased to inform you that you have been authorized to undertake research in **Kathiani District** for a period ending **30th June, 2013.**

You are advised to report to **the District Commissioner and District Education Officer, Kathiani District** before embarking on the research project.

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

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

Copy to:
The District Commissioner
The District Education Officer
Kathiani District.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".

APPENDIX VI

RESEARCH PERMIT