

**INFLUENCE OF HEAD TEACHERS' LEADERSHIP BEHAVIOUR  
ON PUPILS' PERFORMANCE AT KENYA CERTIFICATE OF  
PRIMARY EDUCATION IN RARIEDA SUB-COUNTY, KENYA**

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**A Research Project Submitted in Partial Fulfilment for the Requirements  
of the Degree of Master of Education in Educational Administration**

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## **DECLARATION**

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

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E55/75297/2012

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

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## **DEDICATION**

This research project is dedicated to my wife Esther Asagi, our daughter Cheryl Vera and my beloved parents Mr Hezron Okuku and Mrs Benta Okuku.

## **ACKNOWLEDGEMENTS**

I am sincerely grateful to a number of personalities without whom the study would have not been completed. Foremost I am sincerely grateful to the Almighty God for giving me the gift of life and abundant grace throughout the process. I am greatly thankful to my two supervisors Dr. Phylisters Daisy Matula and Dr. Rose Nyaboke Obae for their guidance, encouragement and professional input that culminated to the completion of this project.

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## **ABBREVIATIONS AND ACRONYMS**

<b>DEO</b>	District Education Officer
<b>GOK</b>	Government of Kenya
<b>KCPE</b>	Certificate of Primary Education
<b>KEMI</b>	Kenya Education Management Institute
<b>KESI</b>	Kenya Education Staff Institute
<b>KNEC</b>	Kenya National Examinations Council
<b>SPSS</b>	Statistical Package for Social Sciences
<b>TSC</b>	Teachers Service Commission
<b>UNESCO</b>	United Nations Scientific and Cultural Organization

## **ABSTRACT**

The purpose of the study was to investigate the influence of head teachers' leadership behaviour on pupils' performance at Kenya Certificate of Primary Education in Rarieda sub county, Kenya. The study was guided by the four objectives; to establish the extent to which head teachers' directive leadership behaviour, supportive leadership behaviour, participative leadership behaviour and achievement-oriented leadership behaviour influence performance of pupils at KCPE. Robert House's Path- Goal theory was used to explain the study. The study adopted ex-post facto design. The study targeted 940 respondents which included 115 head teachers and 825 teachers. The sample size comprised of 36 head teachers and 288 teachers. The study used questionnaires to collect data from head teachers and teachers which had a reliability coefficient of 0.83. The questionnaires were then sorted, edited, coded hence data therein was analysed by the help of SPSS and manually. Various descriptive statistic like frequencies, percentages and tables were used to arrive at conclusions. The key findings were that the majority of head teachers believed that they always practised both directive and supportive leadership behaviour which was however contradicted by the teachers. Both head teachers and teachers were in concurrence that participative and achievement-oriented leadership behaviour skills were not always practised by the head teachers in their schools. Based on the findings the researcher concluded that head teachers' directive leadership behaviour influenced high performance of pupils at KCPE in schools where head teachers embraced it and low performance where it was not. It was concluded that head teachers' supportive leadership behaviour influenced high performance of pupils at KCPE in schools where the head teachers always practised it and low performance where it was not. The study concluded that participative leadership behaviour was not always practised by head teachers in Rarieda Sub County leading to low performance of pupils at KCPE in several schools. It was concluded that achievement-oriented leadership behaviour was not embraced by most head teachers thus influencing low performance in public primary schools in Rarieda Sub County. The study recommends that the head teachers be sensitized through seminars on the importance of embracing leadership behaviour skills in their administrative and managerial duties.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

The role played by head teachers in ensuring that schools are managed effectively thus culminating in better performance of pupils in national examinations cannot be underestimated. Globally the area of leadership behaviour and its influence on performance has been a concern of many researchers. In the United States of America, studies conducted in the Ohio States University at about 1940s revealed that there is a relationship between leadership behaviour and performance. These studies came up with two dimensions of leader behaviour; initiating structures and consideration (Robbins, 2009).

Initiating structures is task oriented while consideration is employee-centred. Okumbe (1998) indicates that Ohio State studies were the first to point out and emphasize the importance of both task and human dimensions in assessing leadership. The University of Michigan Survey Research Centre also conducted leadership studies at about the same time as the Ohio State studies (Okumbe, 1998). The Michigan studies just like the Ohio States' came up with two dimensions of leadership behaviour labelled employee-centred and production-centred which are similar to consideration and initiating structures respectively (Robbins, 2008).

It should be noted that whereas the Ohio State Studies advocated for the two approaches of leadership behaviour as important for effective leadership, the Michigan Studies were more inclined towards the employee-centred dimension. The two dimensions of leadership behaviour were found to have influence on employee productivity and performance of an organisation. The Ohio State studies later set precedence upon which other behavioural theorists would base their arguments.

House (1971) gave an elaborate approach to leadership behaviour slightly different from the Ohio studies. He highlighted four main leadership behaviours that leaders ought to have in order to achieve better performance from their subordinates. These behaviours include: directive leadership, supportive leadership, participative leadership and, achievement oriented leadership. He explains that the leader should clarify the path that the followers should follow to achieve group goals. Griffin (2005) likens the directive leadership behaviour to the Ohio State University studies' behaviour of initiating structures while the remaining three he associates with consideration behaviour. On the basis of the foregoing it can be deduced that there is a correlation between leadership behaviour and performance.

Northouse (2010) explains leadership as a process whereby an individual influences a group to achieve a common goal. This implies that it is the ability to influence subordinates or followers by the leader that constitutes the leadership behaviour. Notably, the type and quality of the leader behaviour is

almost commensurate to how much the objectives of an organization are achieved. This explains why their leadership behaviour should be evaluated. Childress (2009) likens leadership behaviour to shadows that those in leadership position cast far and wide; they are values that they cherish and wish that their subordinates ought to emulate. It can be argued therefore that the behaviour of the leader has a direct impact on performance and productivity of the entire organisation. According to Newstrom (2010), leadership is the process of influencing and supporting others to work enthusiastically towards achieving objectives. Leadership is, therefore, a key factor to improved performance in organizations such as schools.

Performance of pupils is the measure of how well he or she meets the standards set out by the government or the institution itself. The success of any educational institution can therefore be measured by academic performance. Schools are invested with the mandate of promoting good performance habits in tandem with national goals and objectives of education (Bell, 2014). Okumbe (1998) explains that when schools strive to appear among the top performers in national examinations, they are actually aiming at achieving their performance goal. This requires the influence of head teachers as leaders. United Nations Educational Scientific and Cultural Organisation (UNESCO, 2005) in their report dubbed "*Education for all: The quality imperative*" identifies that education for all (EFA) cannot be achieved without improving quality. The report under the sub title: "*Better quality education for all*", defines quality as the rate to which learners achieve cognitive competences as



well as acquiring values and attitudes that enable them become responsible citizens. Cognitive competencies may be measured by how the learners perform in examinations. The report further concludes that head teachers or principals have a strong influence on the quality of schools. Mbiti (2007) affirms that quality is a term that denotes a high standard of performance which can be demonstrated both in terms of students' performance and character. Head teachers are chief executives of their schools and therefore bear ultimate responsibility for schools' performance (Wanga, 2010).

In Malaysia it was found out that head teacher's leadership behaviour was paramount for school excellence (Shaharbi, 2010). The term school excellence here can be likened to performance at the optimum levels. To achieve this, head teachers require effective managerial skills for executing instructional tasks as well as other administrative responsibilities. This implies that skills inherent in head teachers constitute the leader behaviour which in turn influences the performance of pupils or learners in examinations. In the United Kingdom, Day, Sammons, Hopkins, Harris, Leithwood, Gu and Kington (2007) argued that head teachers are still perceived as the main source of leadership by school key staff. Their leadership practice shapes the internal processes and pedagogical practices that directly result in schools' improvement. The influence of pupils' performance is usually indirectly manifested.

The issue of head teachers' leadership behaviour and its subsequent influence to performance of learners has been an area that attracted the attention of scholars across the African continent. In Nigeria for example, Timilehin (2006) found out that there was a significant relationship between principal's leadership behaviour and secondary school effectiveness. He asserts that as head teachers sustain the tempo of their leadership behaviour, all other stakeholders should as well endeavour to uphold the performance of the school.

In Kenya the issue of leadership behaviour and its influence on performance has been of great concern to researchers. For instance, Mulwa (2010) and Kimani (2012) agree that there is a relationship between leadership behaviour and performance. Based on the Ohio state studies, both contend that there exists leadership behaviour of consideration and initiating structures. They also explain that directive leadership behaviour is part of the initiating structures and that it has influence on performance. Ogalo (2013) also asserts that in order to realise quality result in schools, head teachers should support and motivate teachers without forgetting to remain firm. Nyagaka (2010) on the other hand affirms that there exists a relationship between head teachers' participatory traits and students' academic performance.

In line with the Millennium Development Goals (MDGs), the Government of Kenya published Flagship projects dubbed the Kenya Vision 2030. Specifically, the vision for the education sector 2030 is to have globally

competitive and quality education, training and research. This is not a mere aspiration without effective leadership. This is why the Kenya Vision 2030 visualises a public service which is more citizens focused and result oriented an ambition which leans much on the Ohio States dimensions of leadership behaviour. In addition, the vision also stresses on Results-Based Management and the reward of public servants on merit thus making leaders like head teachers to be achievement-oriented. Effectiveness of head teachers enhances productivity in their schools thus contributing to the attainment of the *Kenya Vision 2030* goal in the Education sector (KEMI, 2011).

However, reports from *Sessional Paper No.14 of 2012* reveal that the transition rate from primary schools to secondary schools by 2010 was 72%. This implies that about 28% of KCPE candidates could not proceed to the next level of basic education. This may have been due to several factors that include poor performance of the pupils at KCPE. In Kenya, the KNEC conducts a summative examination process at the end of the KCPE course whereby only those who qualify pre-set cut marks proceed to various secondary schools in the country. Those who do not transit to secondary schools are therefore deemed to have poorly performed. This policy document indicates that today the main focus is to improve inter alia, quality of education in order to meet the international best practises in line with the Kenya Vision 2030.

One of the strategies through which the Government of Kenya measures quality in primary schools is through the administration of Kenya Certificate of Primary Education (KCPE) examinations. Okumbe (1998) contends that an effective educational organization provides quality education which is determined by quality input and output. This quality input and output can be determined by the performance of pupils at KCPE and eventually their transition rate. It is alarming therefore that to date not all KCPE candidates transit to secondary schools thus betraying the very essence of provision of education for all by the government. This is because education is the most important tool that humanity requires in order to survive as well as live harmoniously in the ecosystem where they live. It is a primary source of social mobility, national cohesion and socio-economic development (Republic of Kenya, 2012)

**Table 1.1 Sub-counties performance trend at KCPE in Siaya County since 2009.**

Sub county	Mean score 2013	Mean score 2012	Mean score 2011	Mean score 2010	Mean score 2009
Ugenya	267.15	269.44	259.98	262.95	258.82
Siaya	266.41	261.70	257.80	260.44	256.44
Gem	262.22	260.85	252.96	257.59	256.00
Ugunja	257.13	268.19	249.01	259.62	254.92
Bondo	251.42	254.13	237.52	243.39	242.80
Rarieda	250.19	254.19	238.1	237.35	232.29

(Source: County Education Office)

Table 1.1 indicates an analysis of KCPE results for Siaya County where Rarieda Sub-county emerged the last in terms of ranking by mean score (County Education office, 2014). It is ironical that despite the favourable socio-economic environment within the Sub-county, primary schools still register poor results at KCPE unlike their counterparts like Ugenya whose infrastructure is incomparable. This has triggered public outcry. The buck should stop at the head teachers. There was flimsy information about the causes of poor performance of pupils at KCPE in Rarieda Sub-county. It is upon this premise that the researcher carried out a study to determine the relationship between head teachers' leadership behaviour and pupils' performance at KCPE in public primary schools within Rarieda Sub County.

## **1.2 Statement of the problem**

The current trend of poor performance of pupils at KCPE in public primary schools within Rarieda Sub-county is alarming. This is despite the fact that these schools have trained teachers and experienced head teachers just like their counterparts in other parts of the County. Consequently, there has been public outcry from various stakeholders who seek to know what has occasioned the level of performance of pupils at KCPE in the Sub-county. There is however scanty information about the causes of poor performance of pupils within the Sub-county. What then could have influenced the performance of pupils at KCPE within Rarieda Sub-county? It could be head teachers' leadership behaviour. Based on this, it was therefore imperative to find out the influence of the head teachers' leadership behaviour on

performance of pupils at KCPE in public primary schools within Rarieda Sub-county.

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

The purpose of the study was to investigate the influence of head teachers' leadership behaviour on pupils' performance at Kenya Certificate of Primary Education in Rarieda sub-county, Kenya.

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

The objectives of the study were as follows:

- i. To establish the extent to which head teachers' directive leadership behaviour influenced performance of pupils at KCPE in the public primary schools within Rarieda Sub County, Kenya.
- ii. To determine the extent to which head teachers' supportive leadership behaviour influenced performance of pupils at KCPE in the public primary schools within Rarieda Sub County, Kenya.
- iii. To examine the extent to which head teachers' participative leadership behaviour influenced performance of pupils at KCPE in the public primary schools within Rarieda Sub County, Kenya.
- iv. To assess the extent to which head teachers' achievement-oriented leadership behaviour influenced performance of pupils at KCPE in the public primary schools within Rarieda Sub County, Kenya.

## **1.5 Research Questions**

The study was guided by the following research questions:

- i. To what extent did head teachers' directive leadership behaviour influence the performance of pupils at KCPE in public primary schools within Rarieda Sub County, Kenya?
- ii. To what extent did the head teachers' supportive leadership behaviour influence the performance of pupils at KCPE in public primary schools within Rarieda Sub County, Kenya?
- iii. To what extent did the head teachers' participative leadership behaviour influence the performance of pupils at KCPE in public primary schools within Rarieda Sub County, Kenya?
- iv. To what extent did the head teachers' achievement-oriented leadership behaviour influence the performance of pupils at KCPE in public primary schools within Rarieda Sub County, Kenya?

## **1.6 Significance of the study**

It is hoped that the study findings will expand head teachers' knowledge in terms of how leadership behaviour influences performances of learners. Policy makers in education may also find important input from this study that would help in improving teacher management. The Kenya Education Management Institute (KEMI) may also find vital information from this study that will enable them enrich their curriculum for education managers. The study may also provide relevant literature which will form a basis for further research.

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

It was difficult for the researcher to control the attitudes of the respondents as there is a possibility of respondents not giving correct information due to personal reasons. It was a challenge for the researcher to control the speed and time that the respondents would take to fill out the questionnaires. The researcher however treated the respondents' responses as honest and reliable.

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

The study was delimited to head teachers' leadership behaviour in public primary schools in Rarieda Sub-county and their influence on performance at KCPE. The respondents were head teachers and teachers. The study considered the leadership behaviour as propounded by Robert House but there was a deliberate attempt to link it to the Ohio state study findings. The researcher was also aware that there exist other theories of leadership but based the study on the Path- Goal theory and the four leadership behaviour as advanced by House (1971). The researcher was also alive to the fact that apart from leadership behaviour, there exist other factors that may influence performance of pupils in examinations.

### **1.9 Basic assumptions of the study**

The researcher assumed that:

- i) The respondents related leadership behaviour to what is outlined in the objectives.
- ii) The KCPE results were a valid measure of performance



- iii) The school's routine accommodated time for filling out the questionnaires.

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

**Achievement-oriented leadership** refers to setting of challenging goals for the subordinates hence seeking improvement in their performance.

**Directive leadership** refers to involving the subordinates by telling them what is expected of them, how and when it should be done.

**Head teacher** refers to any teacher appointed and deployed by the Teachers Service Commission to perform the duties of administration and supervision of activities in public primary schools

**Influence** refers to the result of an action or circumstance upon an individual

**Leadership behaviour** refers to the particular acts of being directive, supportive, participative and achievement-oriented in which the head teachers engage in while performing their duties.

**Participative leadership** refers to that which involves consulting the subordinates to get their suggestions thus allowing everyone's contribution to decision making in the organisation.

**Performance** refers to the grades that pupils attain after sitting for the KCPE examinations

**Pupil** refers to a primary school learner

**Supportive leadership** refers to that which involves being approachable and friendly to the subordinates thus creating an enjoyable working atmosphere.

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

The study is organized into five chapters. Chapter one deals with introduction that covers the background 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, definitions of significant terms and organization of the study. Chapter two comprises of related literature reviewed, which covers: Introduction, the concept of leadership, directive leadership behaviour and performance, supportive leadership behaviour and performance, participative leadership behaviour and performance, achievement-oriented leadership behaviour and performance, summary of related literature reviewed, theoretical framework, and conceptual framework. Chapter three deals with research methodology, which includes: introduction, research design, target population, sample size and sampling procedure, research instruments, validity of the instrument, reliability of the instrument, data collection procedures, analysis techniques and ethical considerations. Chapter four covers analysis, presentation and interpretation of collected data. Chapter five consists of summary of the study, conclusions, recommendations and suggestions for further research.

## **CHAPTER TWO**

### **RELATED LITERATURE REVIEWED**

#### **2.1 Introduction**

This section covers leadership as a concept, directive leadership behaviour and performance, supportive leadership behaviour and performance, participative leadership behaviour and performance, achievement-oriented leadership behaviour and performance and summary of related literature reviewed, theoretical framework, and conceptual framework.

#### **2.2 Leadership as a concept**

Stogdill (1974) affirmed that there are as many definitions of leadership as there are persons who attempted to define it. Therefore, many scholars would agree that leadership is a process where an individual influences a group of individuals to achieve a common goal or vision (Northouse, 2010; Nzuve, 2007 & Robbins, 2008). This, for the purposes of this study, may indeed be a cross-cutting definition.

Mullins (2010) argues that leadership may be exercised as an attribute of a position or because of personal knowledge or wisdom. He explains that leadership might be based on a function of personality or it can be seen as a behavioural category. In a nut shell, Mbiti (2007) asserts that no institution can function without a leader. This explains why it is important to examine the influence of head teachers' leadership behaviour to performance of learners in the school set up.

It is vital to appreciate the background of the studies on leadership behaviour. More comprehensive research studies on leadership were done in the Ohio State University about 1940s using an instrument called the Leadership Behaviour Descriptive Questionnaire (LBDQ). The studies gave a behavioural approach to leadership resulting to two dimensions of leadership behaviour namely: initiating structures and consideration respectively. Initiating structures is task oriented while consideration is employee-centred. The University of Michigan Survey Research Centre also conducted leadership studies at about the same time as the Ohio States Studies coming up with two dimensions of leader behaviour labelled production-centred and employee-centred which are similar to the Ohio States Studies' initiating structures and consideration correspondingly (Okumbe, 1998). These early studies set the basis upon which the behavioural aspects of leadership would be assessed and how this influences performance of subordinates in an organisation.

House (1971) is one such scholar who tried to expand on the Ohio State studies. In his Path-Goal Theory, House came up with four leadership behaviour namely: directive, supportive, participative and achievement-oriented (Luthans, 2011). Directive leadership behaviour is equated to the Ohio States' initiating structures while the remaining three are associated to consideration. This was a more elaborate way of relating leadership behaviour to performance since the leader clarifies the path that subordinates follow towards the achievement of goals. The researcher therefore contends that there

exists strong relationship between the Ohio States' two dimensions of leader behaviour and House's approach.

### **2.3 Directive leadership behaviour and performance**

Keys (2013) views directive leadership as that which involves telling the followers what is expected of them, how and when it is to be done. He argues that through this leadership behaviour, the leader establishes and maintains patterns of communication, explains assignments, rules and expectations to followers who have an external locus of control. He explains that in order for directive leadership to succeed, the leader ought to possess personal skills such as effective communication, expertise in the area where direction should be given and self-confidence in the decisions taken. Newstrom (2010) explains that directive leadership leads to high performance when the tasks to be done by the followers are ambiguous, unstructured and stressful. In order to improve pupils' performance at KCPE, head teachers should be able to make sound decisions which are respected and trusted. They should also lead by example and be abreast with current trends and emerging issues in the education sector. Zaleznik (1977) explains further that leadership inevitably requires using power to influence the thoughts and actions of other people. Therefore, head teachers require both authority and expert powers to give direction to followers hence realize performing schools.

Mulwa (2010) conducted a study on head teachers' leadership behaviour and its influence on pupils' performance at Kenya Certificate of Primary

Education (KCPE) in Central Division of Machakos District, Kenya. One of her findings is that directive behaviour was dominant in the initiating structures while supportive behaviour in consideration dimensions respectively. The study recommended that more research should be done in other parts of the country in order for proper generalisation to be made. Kimani (2012) also conducted a study on the influence of head teachers' leadership behaviour on pupils' performance at KCPE in Kinangop District, Kenya. From the study the researcher found out that head teachers' leadership behaviour of consideration was moderate and that of the initiating structures was rated low by the respondents. The researcher recommended that more research should be done in other parts of the country.

#### **2. 4 Supportive leadership behaviour and performance**

Griffin (2005) explains that leaders using this behaviour are approachable and friendly, treat followers as equals and create enjoyable working atmosphere. Florence (2012) says that leadership is not only a personality trait but the way the leader relates with his employees. Simmons (2010) concurs with Griffin by stating that it is more satisfying to work with someone who is friendly, cooperative, and supportive than with someone who is cold and impersonal, or worse, hostile and uncooperative. This explains why a leader, like a head teacher who wishes to optimise the performance of his or her followers must embrace supportive leadership behaviour. Robbins (2008) and Newstrom (2010) agree that supportive leadership behaviour is relevant where the work is structured. Ogalo (2013) in a study to investigate the influence of principals'

leadership styles on students' achievement in Kenya Certificate of Secondary Education (KCSE) in Awendo District, Kenya asserted that for quality results to be realised in schools in the district then principals need to support and motivate teachers but at the same time endeavouring to remain firm. Firmness in decision making is however a directive behaviour skill.

### **2.5 Participative leadership behaviour and performance**

Griffin (2005) while explaining the Path-Goal theory declares that participative leadership behaviour involves consulting with subordinates, soliciting suggestions and allowing participation of everybody in the organisation in decision making. However, the leader should be cautious to make final and prudent decisions from all the suggestions gathered. Folkman (2013) argues that "possibly the most common challenge in today's organizations is lack of collaboration between groups within an organization". He asserts that for leaders to promote high levels of cooperation between their work groups, a positive and productive atmosphere should be cultivated. This can only be achieved through participative leadership behaviour. In order for head teachers to improve pupils' performance they ought to embrace participative leadership behaviour by bringing everybody on board so that the schools can move together as one unit towards the realization of set goals. Robbins (2008) argues that participative leadership behaviour may work well where employees or subordinates have internal locus of control. Nyagaka (2011) conducted a study on leadership styles of head teachers and their impact on students' academic performance in secondary schools in Nyamaiya

Division, Nyamira District, Kenya and found out that there was a strong relationship between participatory traits of the head teachers and students' academic performance.

## **2.6 Achievement-oriented leadership behaviour and performance**

Achievement-oriented leadership behaviour is that which sets challenging goals for the subordinates and seeks improvement in their performance. This type of leadership behaviour shows confidence in subordinates' ability to perform well (Mullins, 2010). Folkman (2013) states that, one of the leadership behaviour that motivates employee commitment is driving for results. This can be equated to achievement-oriented leadership behaviour. He asserts that driving for results is a critical behaviour for success. Okumbe (1998) argues that effective head teachers are those who set high standards and develop good and clear channels of communication in order to maintain a united work force.

KEMI (2011), explains that the government of Kenya has adopted a new approach to management in the public sector organizations dubbed "Results Based Management" (RBM). This is a team-based and participatory approach to management that seeks to focus on organization's or project's effort on expected results. This approach which is widely used in many organizations today to help them achieve their strategic objectives, adopts the achievement – oriented leadership behaviour. Results here can be likened to goals achievement and eventually to performance.



Day, Sammons, Hopkins, Harris, Leithwood, and Kington (2007) in a study to investigate the impact of school leadership on pupil outcomes conducted by the University of Nottingham found out that head teachers' expectations and aspirations emanated from a view of pupil achievement which incorporated improved behaviour, academic, personal; and social and affective dimensions. In addition, the setting of high expectations for staff and students was a central strategy. It was also found out the head teachers set high achievement-focussed school cultures in which care and trust are predominant features. This was strong revelation that head achievement-oriented behaviour influences the performance of pupils.

Shaharbi (2010) in a study to determine the leadership behaviour and practices of a head teacher in an excellent school in Malaysia found out that head teachers' leadership behaviour was paramount for school excellence. However, the research design was a single case study where the school under study was the best in the zone and district. The sample size was also too small to draw conclusions. From the foregoing it is therefore apparent that for head teachers to lead performing schools, they must possess achievement-oriented leadership behaviour.

## **2.7 Summary of related literature reviewed**

The definitions of the term leadership may be numerous; however, it can be viewed as the ability that one has to influence those around him or her with an aim of achieving organizational goals. Studies conducted by Robert House on

leadership behaviour outlines four leadership behaviours: directive, supportive, participative and achievement-oriented. From the reviewed literature the researcher found out that there is scanty information concerning the topic of the study. The studies conducted by Mulwa (2010) and (Kimani 2012) for instance did not clearly bring out the specific head teachers' leadership behaviour which had great influence to pupils' performance at KCPE. The two researchers made general findings that head teachers' leadership behaviour of consideration was high and that of initiating structures low. On the other hand, studies conducted by Ogalo (2013) and Nyagaka (2011) focussed majorly on the influence of head teachers' leadership styles on students' performance and did not directly deal with leadership behaviour which this study sought to investigate. In addition, Shaharbi (2010) drew conclusions after studying only one school. To fill this gap therefore, the researcher carried out a study on the influence of head teachers' leadership behaviour on pupils' performance at KCPE in Rarieda Sub-county.

## **2.8 Theoretical framework of the study**

The study adopted the Path-Goal Leadership Theory which was initially developed by House 1971. The theory states that the leader determines the path that employees follow towards achievement of goals. It was developed from the Fiedler's contingency Theory. The Path-Goal Theory has its footing on the expectancy theory of motivation (Okumbe, 1998). Luthans (2011), Mullins (2010), Nzuve (2007) and Okumbe (1998) contend that in this theory, House identified four main types of leadership behaviour: directive leadership,

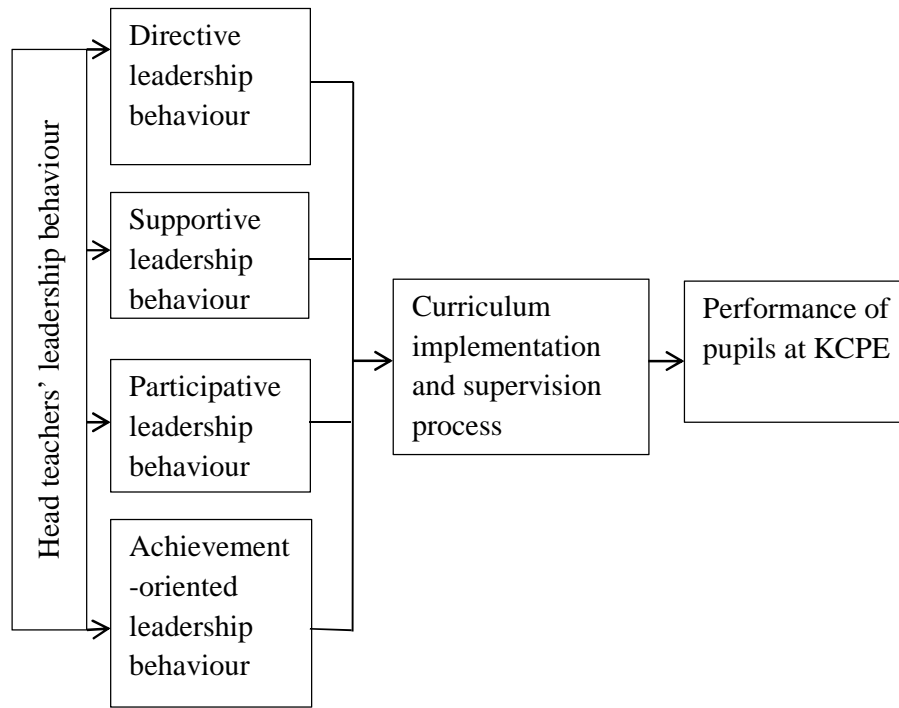
supportive leadership, participative leadership, and achievement oriented leadership. Direct leadership involves letting the subordinates know what is expected of them and giving them direction and is likened to the initiating structures of the Ohio State Leadership studies. Supportive leadership involves being friendly, approachable and showing concern for the needs of the subordinates and is similar to consideration of the Ohio state Leadership studies. Participating leadership involves consulting with subordinates and evaluating their suggestion before making decisions. Achievement-oriented leadership involves setting challenging goals for subordinates, seeking improvement in their performance and showing confidence in their ability to perform well. The Path-Goal theory suggests that the different types of leadership behaviours are determined by two main situational factors: the personal characteristics of subordinates and the nature of the task. Mullins (2010) elaborates that the personal characteristics of the subordinates determines the way they will react to the leader's behaviour and the extent to which they see the behaviour as an immediate or potential need satisfaction. Comparatively, the nature of the task relates to the extent that the leader behaviour is routine or non-routine, structured or unstructured.

The main strength of the theory is that it suggests four distinct leadership behaviours that a leader ought to display unlike the Ohio state studies which generalised the leadership behaviour into two broad areas. The fact that it is a complex theory and is yet to be proven in totality becomes an underlying

limitation (Robbins, 2008). It was then appropriate to apply the theory to the study since what it seeks to determine is behaviour oriented.

## 2.9 Conceptual framework of the study

This shows how head teachers' leadership behaviour influences academic performance at KCPE examinations.



**Figure 2.1 The relationship between head teachers' leadership behaviour and performance of pupils at KCPE.**

*Figure 2.1* shows how head teachers' leadership behaviour influences pupils' performance at KCPE. Head teachers exhibit different leadership behaviour during their supervision of the curriculum implementation processes which in turn influence pupils' performance. The diagram takes the Path-Goal approach to leadership behaviour.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

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

#### **3.2 Research design**

Orodho (2012) explains that a research design is a plan for data collection, reduction and analysis. It provides a framework for planning and carrying out a study. The study adopted ex-post facto design. This is a research design that concerns itself with a systematic inquiry in which the researcher does not have control of the variables because their manifestations have already occurred. The design allows the respondents to express their opinions and attitudes without any manipulation from the researcher (Borg and Gall, 1996). This study was aimed at examining the relationship between head teachers' leadership behaviours on pupils' performance variables which could not be easily manipulated by the researcher.

#### **3.3 Target population**

According to Maina (2012), a population is a complete set of individuals' cases or objects with some common characteristics. The target population for the study is displayed in Table 3.1

**Table 3.1 Target population**

Respondents	Target Population	Percentage
Head teachers	115	12.23%
Teachers	825	87.77%
Total	940	100%

Table 3.1 indicates that the study targeted 940 respondents. This included 115 head teachers and 825 teachers from primary schools which presented candidates for KCPE in 2013 (DEO's office, Rarieda sub-county). The researcher was nonetheless aware that there existed other primary schools within the sub county with pupils in classes below standard eight hence did not include them in the study.

### **3.4 Sample size and sampling procedures**

According to Mugenda and Mugenda (2003), sampling is selecting of individuals or objects for study in such a way that the desired characteristics of the larger group are captured. A sample is therefore a sub-set of a particular population (Maina, 2012). The sample size refers to the total number of individuals or objects selected from a bigger group. Mugenda and Mugenda (2003) argue that a sample size ranging between 10-30 per cent (for a bigger and smaller population respectively) was found to be reasonable enough for the researcher to draw conclusions.

**Table 3.2 Sampling matrix for schools**

Marks range	Targeted schools	Sample size	Percentage (%)
240 and below	43	13	30.23
241-269	48	15	31.25
270 and above	24	8	33.33
Total	115	36	31.30

Table 3.1 shows the sampling matrix for schools in Rarieda Sub County. The study sampled 36 schools in the sub county which is about 31.30% of the targeted schools. Cluster random sampling was used to select the schools based on the following three categories of performance by mean scores: above 270 marks, 240-269 marks and below 240 marks. Purposive sampling was employed to select the head teachers and teachers as respondents. All head teachers from the 36 selected schools were sampled for they were the direct target of the study. From each school of the 36 schools, 8 teachers were selected as respondents. This resulted to a total of 324 respondents which include 36 head teachers and 288 teachers translating to about 30.63% of the target population. The sample size is therefore big enough to make generalisation for the whole Sub-county.

### **3.5 Research instruments**

The researcher used questionnaires for this study. Orodho (2005), noted that questionnaires are efficient in carrying out a study since they are less expensive, consume less time to administer and can be used to collect data from a wide population. Questionnaires were suitable for this study since in

the Ohio State studies, the Leadership Behaviour Description Questionnaire proved successful in bringing out the behavioural aspects of leadership (Stogdill, 1963). For the sake of this study, the questionnaires were structured to suit the objectives. Two categories of questionnaires were used in this study, one for the head teachers and another for teachers and both adopted a similar format. Both of the two categories were self-administered questionnaires. The Questionnaires had six sections identified as part I to VI. Part I was used to gather demographic information of the respondents. Part II to V aimed at gathering information about the respondents' opinions relating to directive, supportive, participative and achievement-oriented leadership behaviour. Part VI is the final section which intended to finding out in the opinion of the respondents, other factors that may influence performance of pupils at KCPE apart from the four given in parts II to V.

### **3.6 Validity of the instrument**

Validity is the measure of how well a test measures what it is supposed to measure (Kombo & Tromp, 2006). Maina (2012) defines validity as the extent to which the collected data gives a true measurement or description of social reality. The study adopted construct validity. Mugenda (2008) explains construct validity as the extent to which a particular measure relates to other measures in a way that is consistent with theoretically derived hypotheses and the concept. Pretesting was done in one school and the results were used to assess whether the questions are clear to the respondents. The University



Supervisors also ensured the validity of all the items in the questionnaires for their readability, clarity and comprehensiveness.

### **3.7 Reliability of the instrument**

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. The researcher used the test-retest technique of assessing reliability. Mugenda and Mugenda (2003) explains that in this technique an appropriate group of respondents are selected, the test is administered and re-administered to one potential school with all initial conditions kept constant and eventually the scores will be correlated to obtain the coefficient of reliability. Pretesting was therefore done in one school where 5 respondents which included 1 head teacher and 4 teachers were selected. Orodho (2012) explains that the number in the pretesting should small, about 1% of the sample size. The sample size for this study was 324 respondents therefore the pretesting sample translates to 1.5%. The statements representing the four objectives were number 1 to 20. Pretesting was then done allowing a period of two weeks before another one was done. After the two tests were administered the Pearson's product-moment was used to determine whether the scores of the two tests correlate. Orodho (2005) explained that Pearson product moment established the extent to which contents of the instruments were consistent in eliciting the same response every time the instruments were administered. The formula for determining the co-efficient (r) is:

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

Where (x) is the score on test 1 while y is the score on test 2.

The correlation coefficient was calculated and found to be 0.83. Using the positive co-efficient reliability ranges of 0 to 1, Mugenda and Mugenda (2003) agree that a co-efficient 0.50 or more is significant enough to make an instrument reliable for data collection.

### **3.8 Data collection procedures**

The researcher presented the research proposal for approval by the University supervisors. Thereafter the department of Educational Administration and Planning issued an introductory letter to the researcher. The researcher then obtained a research permit and a letter of authorization from the National Commission for Science, Technology and Innovation (NACOSTI) to undertake the research. The permit for the study and the letter of authorization were presented to the office of the County Commissioner and the County Director of Education, Siaya for their own verification and consent. Original and copies of the documents were then presented to all head teachers in the sampled schools together with an introductory letter. There was a reconnaissance visit to the schools that were sampled in the study for introduction and establishing time for administration of the questionnaires. The researcher administered the questionnaires personally to the respondents and collected them immediately after the respondents completed filling them.

### **3.9 Data analysis techniques.**

Borg and Gall (1996), explained that data analysis includes sorting, editing, coding, cleaning and processing of data. This entails breaking down of the collected data into constituent parts to obtain answers to research questions. Due to demand of collecting qualitative data, collection and analysis of data was carried out simultaneously throughout the study. Merriam and Associates (2002) state that simultaneous data collection and analysis is beneficial because it gives the researcher opportunity to make adjustments throughout the study and to test emerging concepts, themes, and categories against subsequent data.

Data analysis was done with regards to the research questions adopted by the study. The questionnaires were collected and edited by the researcher for completeness and consistency. Data was then summarised, coded, edited and the information therein synthesized to give meaning to the data collected. Qualitative data was analysed by remarking and linking the themes after the coding and editing process. Quantitative data was eventually analysed manually and by the use of the Statistical Package for Social Sciences (SPSS) version 21. The data was then presented using tables and figures that the researcher deemed appropriate. Interpretation of data was carried out by looking at the relationships among categories and patterns that would intimate generalizations and conclusions.

### **3.10 Ethical considerations**

After the receipt of the research authorization permit, the researcher sought permission from the County Commissioner and the County Director of Education to administer the questionnaires. The respondents were head teachers and teachers who were assured that the study was meant for academic purposes only and their responses would be treated with a lot of confidentiality.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

#### 4.1 Introduction

This chapter deals questionnaire return rate upon which the analysis presentation and interpretation is based. It focusses on the demographic information of the respondents, and finally the influence of various leadership behaviours on performance of pupils at KCPE based on the four objectives of the study. Data is presented in form of tables and figures (charts).

#### 4.2 Questionnaire return rate

The questionnaires that the researcher administered to head teachers and teachers were 36 and 288 respectively. Below is a table showing the return rate:

**Table 4.1 Return rate**

Respondents	Number Expected	Number Returned	Percent %
Head teacher	36	36	100%
Teachers	288	282	97.91%

Table 4.1 indicates that all (100%) of the sampled head teachers responded to the questionnaires. On the other hand, the majority (97.91%) of the sampled teachers returned their questionnaires. Mugenda and Mugenda (2003) argue that a return rate of 50% is adequate, 60% is good and above 70% is rated very good. This implies therefore that the questionnaire return rate for both the

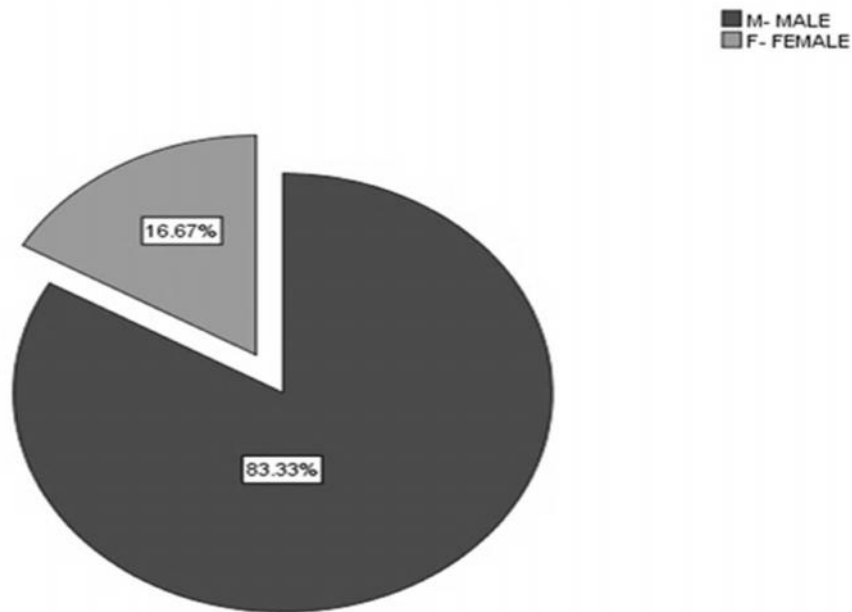
head teachers and teachers is rated as very good and would therefore give required information for the purposes of data analysis hence suitable for making generalisations.

### **4.3 Demographic information for the respondents**

The researcher saw the need to capture the general information of the respondents with specific reference to: gender, age, professional qualification, the experience of head teachers and teachers, and the length of time they had been teaching in their school, and how they rated the performance of their schools. Since there were two types of questionnaires, the researcher therefore presented the information for the two respondents separately.

#### **4.3.1 Demographic information for the head teachers**

The head teachers were first asked to indicate their gender. This was necessary information to be sought in order to ascertain whether the government gender policy in appointment to public offices is adhered to in the Sub County. The findings are shown in Figure 4.1.



**Figure 4.1 Head teachers' gender**

The data in *Figure 4.1* shows that the majority (83.33%) of the head teachers who were sampled schools were male. This presupposes that there is gender disparity among head teachers within the sub county and may have great impact on their leadership behaviour and eventually performance of pupils at KCPE. In addition, the finding suggests that the one third rule gender policy on appointments to public offices has not been realised in the sub county.

The head teachers were then asked about their age bracket. Age is an important variable since it influences directly or indirectly one's behaviour. The findings are shown in Table 4.2.

**Table 4.2 Distribution of head teachers by age**

Age bracket	Frequency	Percent	Valid Percent	Cumulative Percent
20- 30 Years	6	16.7	16.7	16.7
31- 40 Years	8	22.2	22.2	38.9
41- 50 Years	19	52.8	52.8	91.7
Over 50 Years	3	8.3	8.3	100.0
Total	36	100.0	100.0	

Table 4.2 shows that most (52.8%) of head teachers within the sampled schools were aged between 41 and 50 years. This implies that a great number of schools in the Sub County are managed by mature and energetic head teachers who could execute their mandate effectively. The information about the age orientation is vital in this study since it has influence on the leadership behaviour of a head teacher and eventually the performance of pupils at KCPE.

The head teachers were also asked to indicate their highest professional qualification. This was necessary in order to determine whether the head teachers within Rarieda Sub County had the basis qualification for appointment in their positions. The results are shown in Table 4.3.

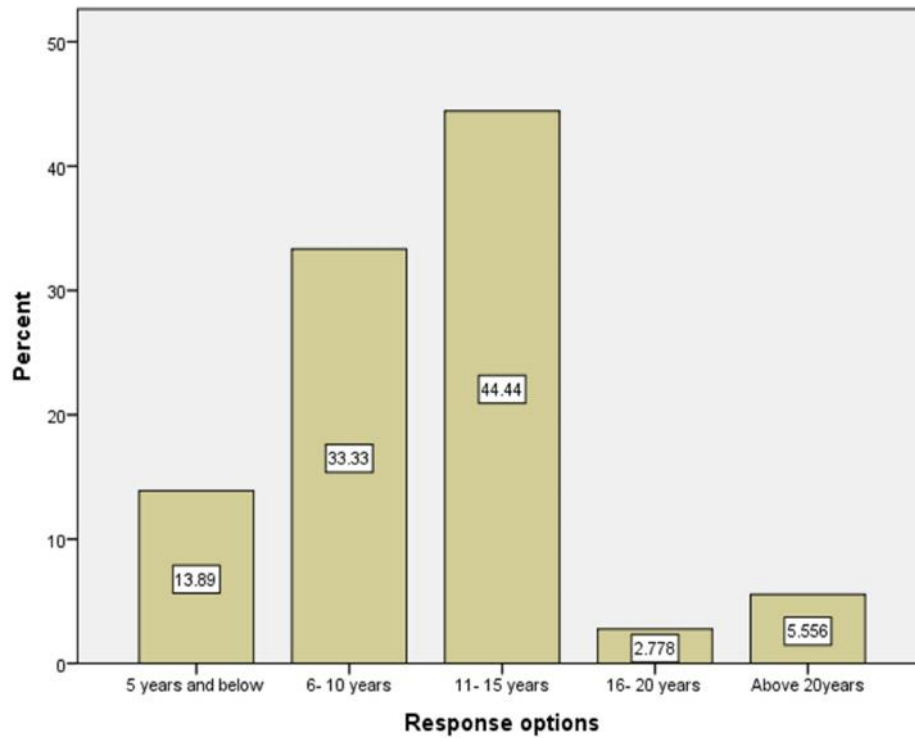


**Table 4.3 Distribution of head teachers by professional qualification**

Professional qualification	Frequency	Percent	Valid Percent	Cumulative Percent
P 1	17	47.2	47.2	47.2
ATS IV	5	13.9	13.9	61.1
ATS III/DIP	4	11.1	11.1	72.2
ATS II/BED	8	22.2	22.2	94.4
MED	2	5.6	5.6	100.0
Any other	0	0.0	0.0	100.0
Total	36	100.0	100.0	

Table 4.3 shows that the majority (100%) of the head teachers who responded to the questionnaires were professionally trained with a good number (47.2%) possessing the minimum qualification for a teacher (P1). This implies that all the head teachers had the requisite and adequate academic and professional competencies not only to execute their mandate but also to respond to the contents of the questionnaires. It is also interesting that most (52.8%) of the head teachers had acquired higher qualifications other than their basic training. Consequently, the professional orientation of the head teachers ought to have impacted positively on their leadership behaviour hence influencing pupils to high performance.

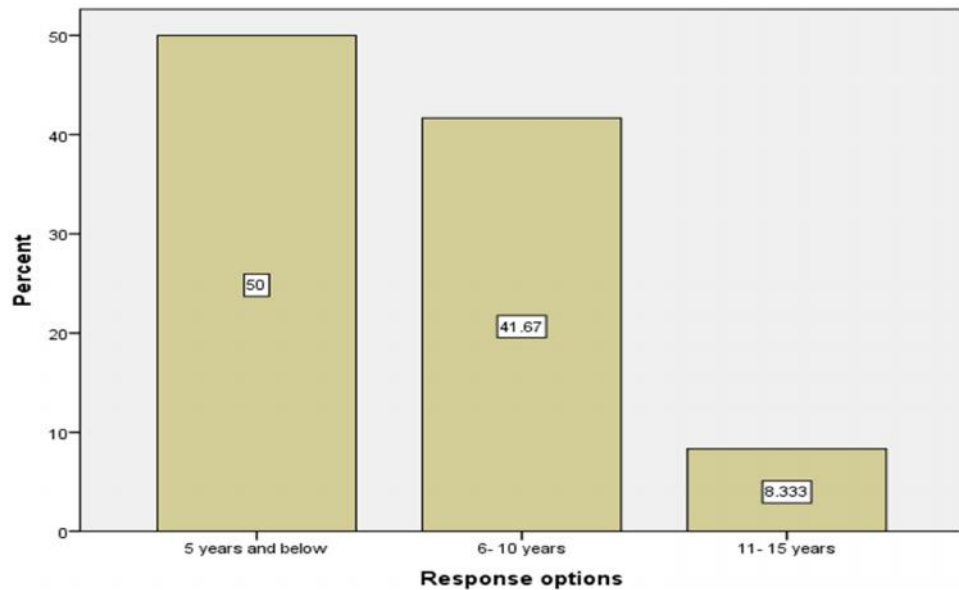
The head teachers were further asked how many years they had been head teachers. This was necessary since experience helps in linking theory and practice. The findings are indicated in the Figure 4.2.



**Figure 4.2 Distribution of head teachers by experience**

The results in *Figure 4.2* show that most (44.44%) of head teachers had served between 11-15 years. This implies that a good number of head teachers in the sampled schools had relatively good experience in their work. Subsequently given the level of experience that the head teachers had acquired; their leadership behaviour ought to have influenced better performance at KCPE.

The head teachers were subsequently required to show how long in terms of years that they had been serving in their current schools. This was essential since the length of time a person takes in a given station helps in understanding the degree to which his or her leadership behaviour influences performance. Figure 4.3 shows the findings.



**Figure 4.3 Distribution of head teachers by years of service in the current school.**

The findings in *Figure 4.3* show that most (50%) of the head teachers had served in their current stations in a period of 5 years and below while the rest had served for over 6 years. This implies that a majority of the head teachers in the sub county had been in their stations for relatively lengthy time to gauge their leadership impact. This is vital information since the length of time a head teacher serves in a school may determine their understanding of the organisational culture and ultimately greatly impact on his leadership behaviour.

The head teachers were finally asked to give their general view on the performance of the schools. This was necessary information since it helps in determining the whether or not the head teachers were at per with current

trends of performance of pupils within their schools. Table 4.4 shows the results of the findings:

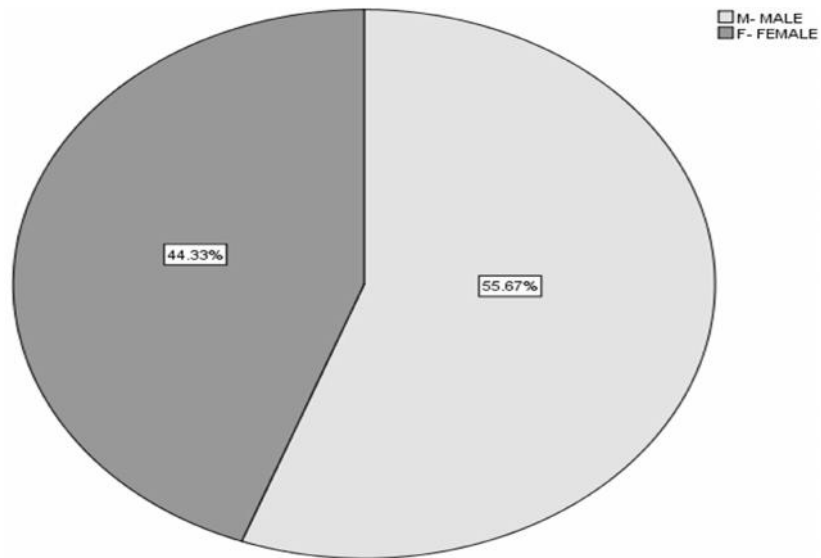
**Table 4.4 Head teachers' rating of their schools' performance at KCPE**

Performance ratings	Frequency	Percent	Valid Percent	Cumulative Percent
Below average	2	5.6	5.6	5.6
Average	3	8.3	8.3	13.9
Slightly above average	14	38.9	38.9	52.8
Above average	17	47.2	47.2	100.0
Total	36	100.0	100.0	

The findings in Table 4.4 reveal that the most (47.2 %) of the head teachers believed that the performance of their schools is above average in terms of performance of pupils at KCPE. This implies that most schools in Rarieda Sub County should have achieved mean grades of above average which is not the case. The responses by the head teachers indicate that there might be lack of leadership behavioural skills in them which made them to deviate from the reality

#### **4.3.2 Demographic responses for teachers**

The teachers were asked to indicate the gender. This was vital in order to determine whether or not there is gender balance within the teaching force in Rarieda Sub County. The results are shown in Figure 4.4.



**Figure 4.4 Teachers' gender**

The data in *Figure 4.4* shows that most (55.6%) of the teachers from the sampled schools were male. However, from the figure it can be assumed that the ratio of male teachers to female teachers in the sub county though not balanced is near parity. This is contrary to the finding of the head teachers which is highly skewed towards the male. This implies that the responses had a better representation of both sexes. This is contrary to the head teachers' ratings which are highly skewed towards the male.

Teachers were then asked about their age bracket. This was important to determine whether or not the sample size represented the interest of all the teaching population. The findings are indicated in Table 4.5.

**Table 4.5 Distribution of teachers by age**

Age bracket	Frequency	Percent	Valid Percent	Cumulative Percent
20- 30 Years	73	25.9	25.9	25.9
31- 40 Years	142	50.4	50.4	76.2
41- 50 Years	25	8.9	8.9	85.1
Over 50 Years	42	14.9	14.9	100.0
Total	282	100.0	100.0	

Table 4.5 shows that most (50.4%) of the teachers' respondents were between 31 to 40 years. This implies that the staff composition in primary schools within Rarieda Sub County is made up of teachers who are energetic enough to produce better results at KCPE given good leadership. Consequently, it is evident that staff composition of teachers within the sub county is made up of a blend of both youthful and old population bringing the input of new skills and experience.

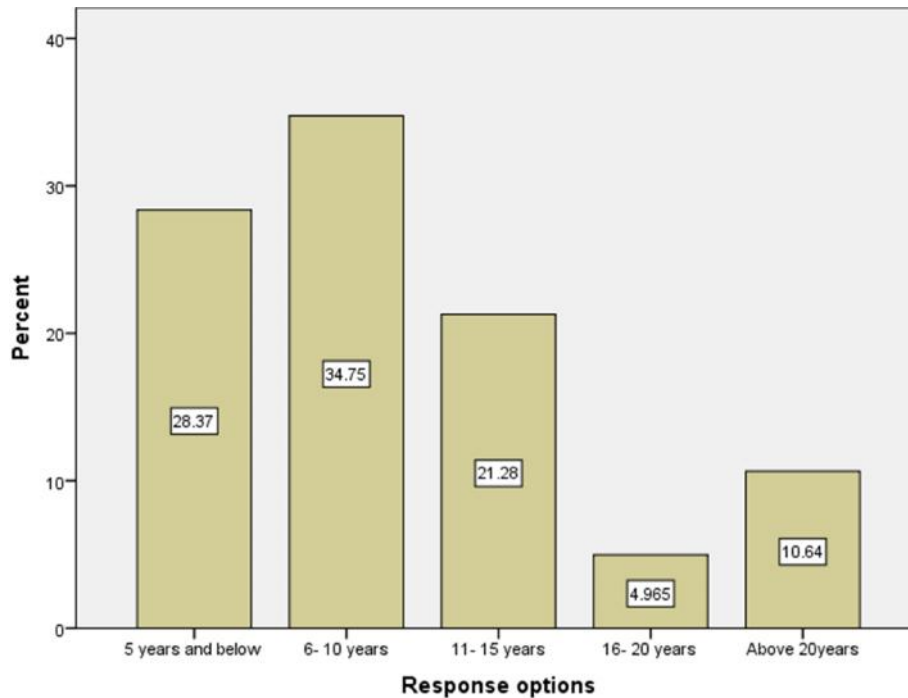
The teachers were also asked to identify their highest professional qualification. This was to determine whether or not they had acquired the prerequisite qualifications for a teacher in Kenya. Table 4.6 shows the findings.

**Table 4.6 Distribution of teachers by professional qualification**

Professional qualification	Frequency	Percent	Valid Percent	Cumulative Percent
P 1	155	55.0	55.0	55.0
ATS IV	22	7.8	7.8	62.8
ATS III/DIP	55	19.5	19.5	82.3
ATS II/BED	35	12.4	12.4	94.7
MED	15	5.3	5.3	100.0
Total	282	100.0	100.0	

Table 4.6 reveals that most (55.0%) of the teachers within the sampled schools had acquired the basic qualification for a primary school teacher while the rest had other qualifications above it. This implies that the majority of teachers in the Sub County were trained and equal hence were competent and able to guide pupils towards better performance at KCPE. This is however contradicted by the current results of primary schools. These two also scenarios reveal that the teachers may be in different levels of professional orientation which could have resulted into better performance of pupils at KCPE.

The teachers were also required to show how many years they had served as teachers. This vital in order to determine the level of experience that the teachers in Rarieda Sub County had. Figure 4.5 highlights the findings.



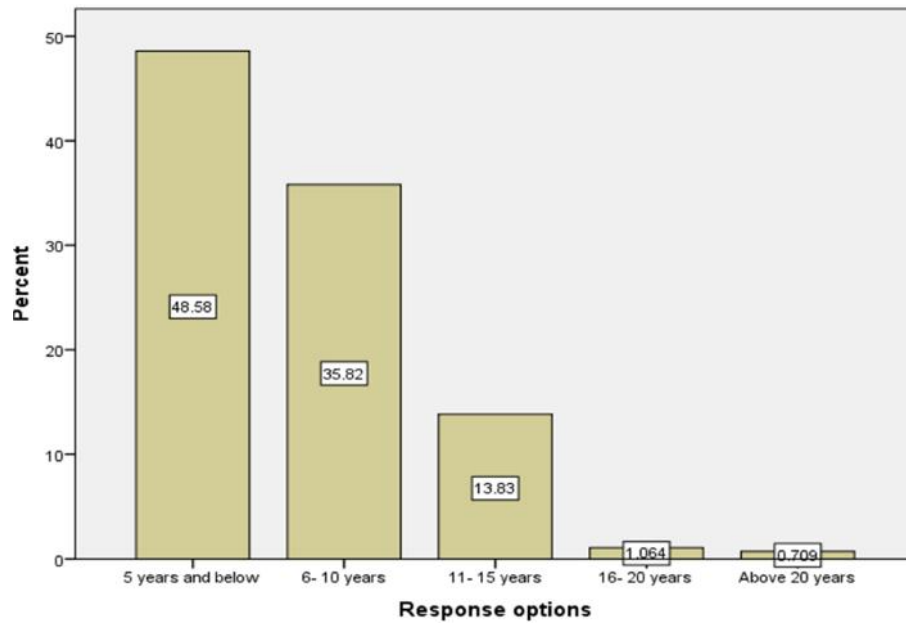
**Figure 4.5** *Distribution of teachers by experience*

The data in *Figure 4.5* reveals that most (34.75%) of the teachers had served for a period between 6-10 years. This suggests therefore that the majority of teachers within the sub county have relatively gained work experience to enable them to link theory with practice thus meeting their job expectations. The length of experience may also intimate the current scenario where the teachers Service Commission where teachers are expected to serve in one station for not less than 5 years. Even with this experience it is expected that the teachers had enough interaction with the learners thus promoting good results.

The teachers were required to indicate the length of time in terms of years that they had served in their current schools. This was to determine their



understanding of their head teachers' leadership behaviour in the particular stations. Figure 4.6 displays the findings.



**Figure 4.6 Distribution of teachers by years of service in their current schools.**

The findings in *Figure 4.6* indicate that the most (48.58%) of the teachers in the sampled schools had served in these schools for 5 years and below. This implies that most schools had freshly posted teachers who could bring new impact in their schools. This closely concurs with the findings on head teachers. It can also be suggested that a majority of the teachers may have got adequate interaction with their head teachers and hence could evaluate their leadership behaviour.

The teachers were finally asked to rate their schools' performance at KCPE. This was necessary in order to ascertain whether or not the teachers understood the level of performance of pupils at KCPE in their schools. The results are shown in Table 4.7.

**Table 4.7 Teachers ratings on the performance of their schools at KCPE**

Performance ratings	Frequency	Percent	Valid Percent	Cumulative Percent
Below average	17	6.0	6.0	6.0
Average	160	56.7	56.7	62.8
Slightly above average	78	27.7	27.7	90.4
Above average	27	9.6	9.6	100.0
Total	282	100.0	100.0	

Table 4.7 indicates that most (56.7%) of the teachers had the opinion that their schools perform averagely at KCPE. This does not exactly replicate the opinion of the head teachers who believe that the majority of their schools perform above average. This implies that teachers and their head teachers are not working together to realize the good results. It can then be argued that lack of elaborate leadership behavioural skills may have contributed to this.

#### **4.4 Influence of head teachers' leadership behaviour on pupils' performance at KCPE**

The respondents were asked to respond to statements regarding head teachers' leadership behaviour with specific reference to their schools' situation.

The head teachers were asked to respond to what extent they believe various

leadership skills were applicable to them. It is based on the same skills that the teachers were also asked separately to give their opinions and hence evaluate specific aspects of their head teachers' leadership behaviour. The responses of the head teachers and teachers are therefore presented separately.

#### 4.4.1 Head teachers' response on leadership behaviour

The head teachers were asked to indicate to what extent they believed the skills related to directive leadership behaviour were applicable to them. The findings are shown in Table 4.8.

**Table 4.8 Head teachers' responses on directive leadership behaviour**

Statement	Always	Often	Occasionally	Rarely	Never	Total
I communicate the task given to staff clearly.	28	3	1	4	0	36
I make firm decision concerning performance.	18	11	4	3	0	36
I act without prejudice	18	8	3	7	0	36
I walk the talk.	17	3	10	0	6	36
I inform staff about emerging issues and policies.	28	5	3	0	0	36
Total	109	30	21	14	6	180

Table 4.8 reveals that the majority of head teachers selected always as their option for every statement (cumulatively 109 out of the possible 180 responses) translating to 60.55%. This implies that the majority of the head teachers believed that they exhibit directive leadership behaviour hence may have influenced the performance of pupils in their schools at KCPE. The availability of directive leadership behaviour skills in head teachers within Rarieda Sub County should have propelled pupils to perform better than they did at KCPE. This concurs with the findings of Mulwa (2010) who found out that directive behaviour was dominant on initiating structures. The findings contradict the findings of Kimani (2012) who found out that initiating structures was rated as low by his respondents. This implies therefore that directive behaviour has influence on pupils' performance at KCPE.

The head teachers were then required to respond to statements relating to their supportive behaviour. Table 4.9 displays their responses.

**Table 4.9 Head teachers' responses on supportive leadership behaviour.**

Statement	Always	Often	Occasionally	Rarely	Never	Total
I treat staff as equals.	23	3	3	2	5	36
I am patient and helpful to staff.	25	5	3	2	1	36
I provide sympathy and concern to staff during tough moments.	24	6	5	0	1	36
I am approachable and friendly.	28	0	4	3	1	36
I take staff personal needs seriously.	23	2	3	7	1	36
Total	123	16	18	14	9	180

Table 4.9 indicates that a majority of head teachers believed that they always portrayed supportive leadership behaviour in their line of duty. This is confirmed by the fact that all the five statements describing supportive above 50% on always as an option. This would in turn imply that the head teachers' supportive leadership behaviour was strongly enforced and could have influenced pupils to perform better at KCPE. Nevertheless, this was not the case. The findings are more elaborate than those of Mulwa (2010) and Kimani (2012) on consideration who used the terms dominant and moderate to describe their findings.

Head teachers were then asked to respond to statements elaborating participative leadership and the findings are as indicated in Table 4.10.

**Table 4.10 Head teachers' responses on participative leadership**

**behaviour**

Statements	Always	Often	Occasionally	Rarely	Never	Total
I consult staff before making decisions.	11	13	5	4	3	36
I put suggestions made by staff in Practice.	11	12	10	0	3	36
I delegate duties.	13	12	4	6	1	36
I accept criticism from staff.	17	12	2	2	3	36
I respect decisions made by departmental heads.	20	9	4	2	1	36
<b>Total</b>	<b>72</b>	<b>58</b>	<b>25</b>	<b>14</b>	<b>11</b>	<b>180</b>

The data in Table 4.10 indicates that a majority of the head teachers did not embrace participative leadership. This is exemplified by the fact that 4 out of 5 statements attracted less than 50% responses on always as an option (i.e.11 for two statements, 13 and 17 respectively out of 36). This implies that the poor performance of pupils at KCPE within the Sub County might have been

occasioned by the lack of participative leadership skills by the head teachers. This though concurs with Nyagaka (2011), are more elaborate to indicate that the head teachers' inadequacy in participatory behavioural skills might have led to poor performance in their schools.

Subsequently, the head teachers were asked to show to what extent they display achievement- oriented leadership behaviour. The findings are display in Table 4.11

**Table 4.11 Head teachers' responses on achievement-oriented leadership behaviour.**

Statement	Always	Often	Occasionally	Rarely	Never	Total
I set challenging targets for staff.	17	7	3	5	4	36
I reward high achievers within staff.	10	14	8	4	0	36
I make sure deadlines are kept.	13	11	6	6	0	36
I show confidence in staff's ability.	19	10	3	4	0	36
I criticize shoddy work.	19	6	3	4	4	36
Total	78	48	23	23	8	180

The data in Table 4.11 indicates that a majority of the head teachers lacked confidence that they always displayed achievement-oriented leadership behavioural skills. This is demonstrated by the fact that 3 out of the 5 statements attracted less than half of the possible responses under the option always (i.e.10, 13 and 17 out of 36). This implies therefore that most of the head teachers did not always employ achievement-oriented behaviour in their course of duty thus contributing to poor performance of pupils at KCPE in their schools. This concurs with Shaharbi (2010) who found out that achievement-oriented behaviour was vital in an excellent school. It is important to note that Shaharbi only studied one excellent school.

Finally, the head teachers were asked to suggest other factors that might have influenced performance of pupils at KCPE apart from the four leadership behaviour covered in the objectives of the study. This attracted many responses which were linked and summarised hence the findings are distributed in Table 4.12



**Table 4.12 Head teachers’ response on others factors that may influence the performance of pupils at KCPE.**

Statement	Frequency	Percent	Valid Percent	Cumulative Percent
Economic background	3	8.3	8.3	8.3
Social environment	7	19.4	19.4	27.8
Involvement of stakeholders	9	25.0	25.0	52.8
Regular assessments	5	13.9	13.9	66.7
Motivation of staff	3	8.3	8.3	75.0
Rewarding of students for effort made	5	13.9	13.9	88.9
None response	4	11.1	11.1	100.0
Total	36	100.0	100.0	

Table 4.12 displays that the majority (88.9%) of head teachers agreed that there were other factors that might have influenced performance of pupils at KCPE. This implies that a part from head teachers’ leadership behaviour, there were other possible factors which might have influenced the performance of pupils at KCPE within primary schools in Rarieda Sub County. However, the researchers’ interest was to investigate the influence of head teachers’ leadership behaviour on the performance of pupils at KCPE within primary schools in Rarieda Sub County.

#### **4.4.2 Teachers’ response on head teachers’ leadership behaviour**

Teachers were asked to indicate to what extent the skills mentioned in four specific leadership behaviours were applicable to them in regards to their respective head teachers. Eventually, they were also to propose other factors

that may influence performance of pupils at KCPE apart from their head teachers' leadership behaviour as highlighted in their questionnaires. The findings are therefore analysed separately.

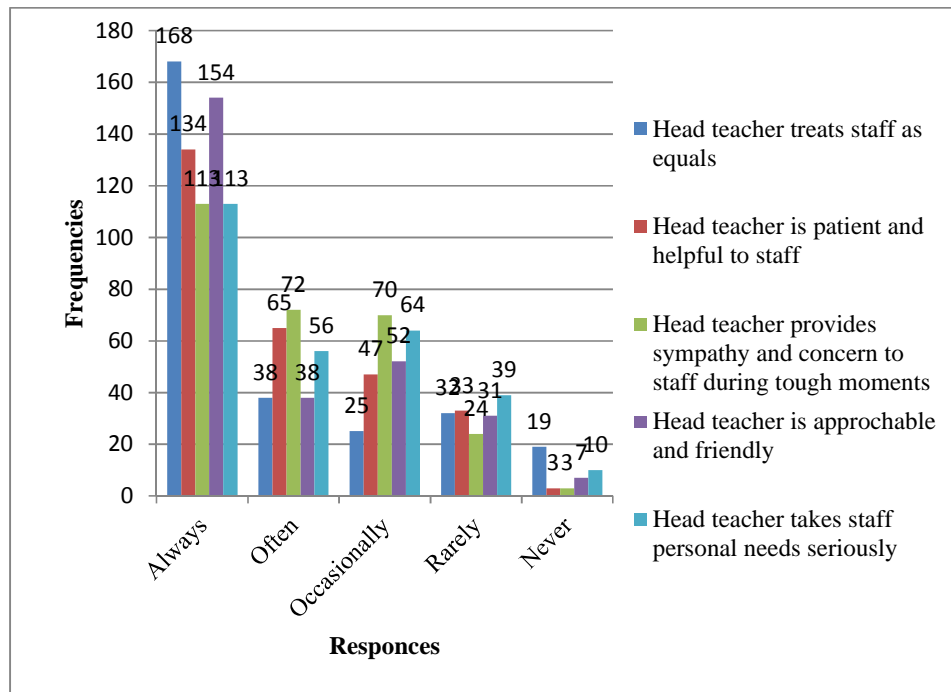
The teachers were asked to indicate the extent to which statements mentioned under directive leadership were applicable to them. The findings are shown in Table 4.13

**Table 4.13 Teachers' responses on directive leadership behaviour**

Statement	Always	Often	Occasionally	Rarely	Never	Total
Head teacher communicates the task given to staff clearly.	142	45	36	43	16	282
Head teacher makes firm decisions concerning performance.	117	89	39	26	11	282
Head teacher acts without prejudice.	89	54	58	48	33	282
Head teacher walks the talk.	65	56	52	65	44	282
Head teacher informs staff about emerging issues and policies.	134	50	44	26	28	282
<b>Total</b>	<b>547</b>	<b>294</b>	<b>229</b>	<b>208</b>	<b>132</b>	<b>1410</b>

Table 4.13 shows that the majority of teachers had little confidence that their head teachers were strong in directive leadership behaviour. This is exemplified by the fact that in (4 out of 5) statements less than half of the teachers chose always as an option. This however contradicts the findings on the head teachers who rated their directive leadership behaviour to be high. The lack of concurrence between the head teachers' and teachers' responses on directive leadership behaviour therefore implies that there is little confidence that head teachers within Rarieda Sub Country employed directive leadership behaviour skills. This might have contributed to the poor performance at KCPE. This contradicts the findings of both Mulwa (2010) and Kimani (2012) who found out that directive behaviour was dominant and moderate in initiating structures respectively.

The study also sought to find out to what extent the teachers believed that their head teachers possessed specific skills highlighting supportive leadership behaviour. The data on Figure 4.7 indicates the findings.



**Figure 4.7 Teachers' responses on supportive leadership behaviour**

The data in *Figure 4.7* above indicates that most of the teachers believed that the head teacher always practice supportive leadership behaviour. However, is only in 2 out 5 statements that attracted above 50% of responses on always as an option (i.e. 154 and 168 out of 282). This however contradicts the findings of the head teachers who by the majority chose the option always in all statements describing supportive leadership behaviour. This implies that the teachers had little confidence that their head teachers' employed supportive leadership skills. The findings could also imply that the head teachers were not objective in their responses. This is because it is the staff which ought to have felt the impact of the head teachers' leadership behaviour in order to generate better performance of pupils at KCPE. Nonetheless since there was no concurrence between the two respondents, it could be concluded that head

teachers within Rarieda Sub County did not openly display supportive leadership skills hence culminating to poor performance. This coincides with the findings of Ogalo (2013) who however argued that head teachers should endeavour to remain firm which is a directive behaviour trait.

The teachers were then required to suggest to what extent they believed that their head teachers possessed the skills indicated under participative leadership behaviour. The results are presented in Table 4.14.

**Table 4.14 Teachers’ responses on participative leadership behaviour**

Statement	Always	Often	Occasionally	Rarely	Never	Total
Head teacher consults staff before making decisions.	125	43	56	30	28	282
Head teacher puts suggestions made by staff in practice.	104	64	64	33	17	282
Head teacher delegates’ duties.	139	36	65	33	9	282
Head teacher accepts criticism from staff.	105	44	52	57	24	282
Head teacher respects decisions made by departmental heads.	113	75	48	31	15	282
Total	586	262	285	184	93	1410

Data from Table 4.14 shows that the majority of the teachers believed that their head teachers did not always employ participative leadership behaviour skills. Actually none of the statements attracted 50% responses on the option always. This concurs with the head teachers' findings. It therefore implies that the lack of participatory leadership behaviour skills in the head teachers might have contributed to the meagre performance in their schools. These findings are in agreement with Nyagaka (2011) who found out that there is a strong relationship between participatory traits and students' performance.

Teachers were also asked to what extent that they believed that their head teachers apply achievement-oriented leadership behaviour. The findings are presented on Table 4.15

**Table 4.15 Teachers' responses on achievement-oriented leadership behaviour**

Statement	Always	Often	Occasionally	Rarely	Never	Total
Head teacher sets challenging target for staff	67	46	68	44	57	282
Head teacher rewards high achievers within staff	61	62	51	58	50	282
Head teacher makes sure deadline are kept	87	64	78	34	19	282
Head teacher shows confidence in staff' ability	142	55	54	24	7	282
Head teacher criticizes shoddy work	85	81	58	39	19	282
Total	442	308	309	199	152	1410

Data in Table 4.15 indicates that a majority of teachers had had little confidence that their head teachers always employed achievement-oriented leadership behaviour. It is evident that 4 out of the 5 statements attracted below 50% of responses on always as an option. This also concurs with the head teachers' responses who rated their achievement-oriented skills as low. It could therefore imply that inadequate achievement-oriented leadership behaviour skills in the head teachers' might have contributed to poor

performance of pupils at KCPE. This is in line with the findings of Shaharbi (2010) who found out that there is a relationship between achievement-oriented behaviour and performance in an excellent school. These findings have proved in the Kenyan scenario that achievement-oriented behaviour has influence on pupils' performance at KCPE.

Finally, teachers were asked to state in their opinion other factors that might have influenced the performance of pupils at KCPE apart from the four leadership behaviour identified in the study. The findings are shown in Table 4.16

**Table 4.16 Teachers' response on other factors influencing performance of Pupils at KCPE.**

Statement	Frequency	Percent	Valid Percent	Cumulative Percent
Economic background	26	9.2	9.2	9.2
School attendance	30	10.6	10.6	19.9
Dedication at work	27	9.6	9.6	29.4
Involvement of stakeholders	25	8.9	8.9	38.3
Syllabus coverage	29	10.3	10.3	48.6
Motivation of staff	28	9.9	9.9	58.5
Rewarding of students	18	6.4	6.4	64.9
Teacher's strike	21	7.4	7.4	72.3
None response	78	27.7	27.7	100.0
Total	282	100.0	100.0	



The findings in Table 4.16 indicate that the majority (72.3%) of the teachers believed that there are other factors that might have influenced performance of pupils at KCPE apart from leadership behaviour. This concurs with the findings of the head teachers. This implies that the poor performance experienced in most of the schools might have been occasioned by a consortium of other fact apart from leadership behaviour. However, this study was mainly concerned with the influence of head teachers' leadership behaviour on pupils' performance at KCPE.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter deals with summary of the study, conclusions, recommendations and suggestions for further research.

#### **5.2 Summary of the study**

The purpose of the study was to investigate the influence of head teachers' leadership behaviour on pupils' performance at Kenya Certificate of Primary Education in Rarieda sub county, Kenya. The study was guided by the following objectives: to establish the extent to which head teachers' directive leadership behaviour influenced performance of pupils at KCPE in the public primary schools within Rarieda sub county, to determine the extent to which head teachers' supportive leadership behaviour influenced performance of pupils at KCPE in the public primary schools within Rarieda sub county, to examine the extent to which head teachers' participative leadership behaviour influenced performance of pupils at KCPE in the public primary schools within Rarieda sub county and to assess the extent to which head teachers' achievement-oriented leadership behaviour influenced performance of pupils at KCPE in the public primary schools within Rarieda sub county. The theoretical background of the study was based on the Path-Goal theory. It highlighted four leadership behaviours that may influence performance.

The study adopted ex-post facto design. The target population comprised of 115 head teachers and 825 teachers. The sample size for the study was 324 respondents. This

included 36 head teachers and 288 teachers. Questionnaires were used to collect data from head teachers and teachers. Data (both quantitative and qualitative) was analysed through the statistical package for social sciences (SPSS) and manually. Data was presented using tables and figures (charts) where the degree of responses per option was displayed as frequencies and percentages.

The demographic information of the respondents revealed that gender parity is still an issue in Rarieda Sub County as there were more male teachers than their female counterparts. The head teachers and teachers were mature people fit for their jobs. All the respondents had the prerequisite qualification for their responsibilities even though some had acquired higher qualification. Furthermore, it is also revealed that the majority of the respondents had gathered some work experience as head teachers and teachers and also in their work stations hence had the ability to evaluate leadership behaviour statement indicated in the questionnaires.

### **5.2.1 Influence of directive leadership behaviour on pupils' performance**

The findings revealed that the majority of the head teachers strongly believed that they always employed directive leadership behaviour skills in their administrative duties. However, this was contradicted by the responses of the teachers who by the majority revealed that their head teacher did not always practise directive leadership behaviour skills in their line of duty. This divergence in opinion might have been occasioned by the fact that either of the respondents was not sincere or it is true that the head teachers did not clearly portray directive leadership skills. On the other hand, it could also be a show of lack of openness on either of the respondents.

### **5.2.2 Influence of supportive leadership behaviour on pupils' performance**

The findings on supportive leadership behaviour revealed that the majority of the head teachers were in agreement that they always practised the skills as highlighted by the statements. However, the teachers by the majority did not agree that their head teachers always practise supportive leadership behaviour skills thus contradicting the findings of the head teachers. This might have been a manifestation that head teachers in Rarieda Sub County did not openly exhibit the skills that constitute supportive leadership behaviour hence lowering the teachers' confidence levels.

### **5.2.3 Influence of participative leadership behaviour on pupils' performance**

The findings also revealed that there were inadequate participative leadership behaviour skills in the head teachers within public primary schools in Rarieda Sub County. The majority of head teachers and teachers concurred that the skills represented by participative leadership behaviour were not always practiced. This could have occasioned the poor performance in schools within the Sub County.

### **5.2.4 Influence of achievement-oriented leadership behaviour on pupils' performance**

It was also revealed from the findings that head teachers in Rarieda Sub County did not adequately practise achievement-oriented leadership behaviour skills. Both the head teachers and the teachers strongly concurred that the achievement-oriented behaviour skills were not always employed in administrative and managerial duties. The findings could therefore support why there was poor performance in primary schools in Rarieda Sub County.

The findings further revealed that both head teachers and teachers were in agreement that there are other factors that influenced the performance of pupils at KCPE a part from head teachers 'leadership behaviour. It is a fact that the performance of pupils at KCPE is influenced by a myriad of factors. However, the purpose of this study was to investigate the influenced of head teachers' leadership behaviour on pupils' performance at KCPE.

### **5.3 Conclusions**

Based on the findings of the study the researcher concluded that head teachers' directive leadership behaviour influenced high performance of pupils at KCPE in public schools where head teachers always embraced it and low performance where it was not always embraced. This is due to the fact that head teachers and teachers did not concur in their responses to statements describing directive behaviour. This may also be a manifestation that the head teachers were aware of the skills but did not always put them into practise in order to boost the confidence of the teachers.

The researcher also concluded that that supportive leadership behaviour influenced high performance of pupils at KCPE in public primary schools where head teachers always embraced it and low performance where it was not. This implies that the head teachers did not clearly enforce their supportive leadership behaviour skills thus lowering the confidence levels of the teachers. Therefore, this low confidence level on might have resulted to poor performance of pupils at KCPE.

The researcher as well concluded that the inadequacy of participative leadership behaviour skills in the head teachers influenced meagre performance of pupils at

KCPE in most public primary schools in Rarieda Sub County. This is because both the head teachers and teachers concurred by the majority responses that participative leadership behaviour skills were not always employed in curriculum supervisory duties. This could have been occasioned by the fact that the head teachers were not aware of the participative leadership behaviour skills or were ignorant of enforcing them.

The researcher similarly concluded that head teachers did not always embrace achievement-oriented leadership behaviour thus influencing low pupils' performance at KCPE in public primary schools. This is because both the head teachers and teachers concurred that achievement-oriented leadership behaviour was not always practised in their schools thus contributing to poor performance of pupils at KCPE. This might have been prompted by the fact that the head teachers were not aware of achievement-oriented leadership behaviour skills or ignored their implementation.

#### **5.4 Recommendations**

In light of the findings, the study recommends the following:

- Head teachers in Rarieda Sub County should be encouraged to improve on their directive leadership behaviour skills through seminars thus uplifting the performance of pupils at KCPE.
- Head teachers in Rarieda Sub County should be sensitized through education officers on the importance of supportive leadership behaviour skills on the quality of their administrative and managerial duties in order to improve the performance of pupils at KCPE.

- Head teachers in Rarieda Sub County should be encouraged to embrace participative leadership behaviour hence raising the performance of pupils at KCPE.
- Head teachers in Rarieda Sub County should be informed about the importance of polishing their achievement -oriented behaviour skills in order to better the performance of pupils at KCPE.

### **5.5 Suggestions for further research**

The researcher suggested the following areas for further research:

- i. Influence of head teachers' leadership behaviour on pupils' performance at KCPE in private primary schools within Siaya County, Kenya.
- ii. Influence of head teachers' leadership behaviour on pupils' discipline in primary schools in Rarieda Sub County, Kenya.

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**APPENDICES**

**APPENDIX A**

**INTRODUCTORY LETTER**

University of Nairobi

P.O. Box 30197-00100,

NAIROBI.

The head teacher,

.....Primary School

Dear Sir/Madam

**RE: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL**

I am a postgraduate student pursuing a Master of Education Degree at the University of Nairobi, Department of Educational Administration and Planning. My research topic is **“Influence of head teachers’ leadership behaviour on pupils’ performance at KCPE in Rarieda Sub-county”**.

I therefore seek for permission to conduct the study in your school. The information gathered during this study will be treated with strict confidence.

Thank you.

Yours sincerely,

Meshack Ouma Okuku

## APPENDIX B

### HEAD TEACHERS' QUESTIONNAIRE

This questionnaire aims at investigating the “**Influence of head teachers’ leadership behaviour on pupils’ performance at KCPE in public primary schools within Rarieda Sub County**”. The information you provide will be used to meet the objectives of this research only and will be handled with a lot of confidentiality. Please respond to all questions and do not write your name.

#### PART I: Demographic information

Tick [ ] where appropriate

1. What is your gender?

Male [ ] Female [ ]

2. What is your age bracket?

(a) 20-30 years [ ] (b) 31-40 years [ ]

(c) 41-50 years [ ] (d) Over 50 years [ ]

3. What is your highest professional qualification?

P1 [ ] ATS IV [ ] ATS III/DIP [ ] ATS II/BED [ ] ATS I MED  
[ ]

Any other, specify-----

4. What is your work experience as a head teacher?

(a) 5 years and below [ ] (b) 6-10 years [ ] (c) 11-15 years [ ]

(d) 16-20 years [ ] (e) Above 20years [ ]

5. How many years have you been a head teacher in this school?

(a) 5 years and below [ ] (b) 6-10 years [ ] (c) 11-15 years [ ]

(d) 16-20 years [ ] (e) Above 20years [ ]

6. As a head teacher, how would you rate the performance of your school at KCPE?

a) Below average [ ] b) Average [ ] c) Slightly above average [ ]

(d) Above average [ ]

Please tick ( ) to what extent you feel the skills represented by the statements in parts B-E are applicable to you.

**PART II Directive leadership behaviour**

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

S/No	Statements	1	2	3	4	5
1	I communicate the tasks given to staff clearly					
2	I make firm decisions concerning performance					
3	I act without prejudice					
4	I walk the talk					
5	I inform staff about emerging issues and policies					

**PART III: Supportive leadership behaviour**

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

S/No	Statements	1	2	3	4	5
1	I treat staff as equals					
2	I am patient and helpful to staff					
3	I provide sympathy and concern to staff during tough moments					
4	I am approachable and friendly					
5	I take staff personal needs seriously					

**PART IV: Participative leadership behaviour**

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

S/No	Statements	1	2	3	4	5
1	I consult staff before making decisions					
2	I put suggestions made by staff in practice					
3	I delegate duties					
4	I accept criticism from staff					
5	I respect decisions made by departmental heads					

**PART V: Achievement-oriented leadership behaviour**

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

<b>S/No</b>	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	I set challenging targets for staff					
2	I reward high achievers within staff					
3	I make sure deadlines are kept					
4	I show confidence in staffs' ability					
5	I criticize shoddy work					

PART VI: In your opinion, what other factors may influence the performance of pupils at KCPE apart from the four leadership behaviour identified in part B-E?

.....

**THANK YOU**



## APPENDIX C

### TEACHERS' QUESTIONNAIRE

This questionnaire aims at investigating the “**Influence of head teachers’ leadership behaviours on pupils’ performance at KCPE in public primary schools within Rarieda Sub County**”. The information you provide will be used to meet the objectives of this research only and will be handled with a lot of confidentiality. Please respond to all questions and do not write your name.

#### PART I: Demographic information

Tick [ ] where appropriate

1. What is your gender?

Male [ ] Female [ ]

2. What is your age bracket?

(a) 20-30 years [ ] (b) 31-40 years [ ]

(c) 41-50 years [ ] (d) Over 50 years [ ]

3. What is your highest professional qualification?

P1 [ ] ATS IV [ ] ATS III/DIP [ ] ATS II/BED [ ] ATS I MED [ ]

Any other, specify-----

4. What is your work experience as a teacher?

(a) 5 years and below [ ] (b) 6-10 years [ ] (c) 11-15 years [ ]

(d) 16-20 years [ ] (e) Above 20years [ ]

5. How many years have you been teaching in this school?

(a) 5 years and below [ ] (b) 6-10 years [ ] (c) 11-15 years [ ]

(d) 16-20 years [ ] (e) Above 20years [ ]

6. As a teacher, how would you rate the performance of your school at KCPE?

(a) Below average [ ] (b) Average [ ] (c) Slightly

above average [ ] (d) Above average [ ]

Please tick ( ) to what extent you feel the skills represented by the statements in parts B-E are applicable to you.

#### PART II Directive leadership behaviour

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

S/No	Statements	1	2	3	4	5
1	Head teacher communicates the tasks given to staff clearly					
2	Head teacher makes firm decisions concerning performance					
3	Head teacher acts without prejudice					
4	Head teacher walks the talk					
5	Head teacher informs staff about emerging issues and policies					

**PART III: Supportive leadership behaviour**

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

S/No	Statements	1	2	3	4	5
1	Head teacher treats staff as equals					
2	Head teacher is patient and helpful to staff					
3	Head teacher provides sympathy and concern to staff during tough moments					
4	Head teacher is approachable and friendly					
5	Head teacher takes staff personal needs seriously					

**PART IV: Participative leadership behaviour**

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

S/No	Statements	1	2	3	4	5
1	Head teacher consults staff before making decisions					
2	Head teacher puts suggestions made by staff in practice					
3	Head teacher delegates duties					
4	Head teacher accepts criticism from staff					
5	Head teacher respects decisions made by departmental heads					

**PART V: Achievement-oriented leadership behaviour**

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

<b>S/No</b>	<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Head teacher sets challenging targets for staff					
2	Head teacher rewards high achievers within staff					
3	Head teacher makes sure deadlines are kept					
4	Head teacher shows confidence in staffs' ability					
5	Head teachers criticizes shoddy work					

PART VI: In your opinion, what other factors may influence the performance of pupils at KCPE apart from the four leadership behaviour identified in part B-E?.....

**THANK YOU**

APPENDIX D

RESEARCH CLEARANCE PERMIT

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

**CONDITIONS**

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

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

**RESEARCH CLEARANCE PERMIT**

**Serial No. A/7873**


**CONDITIONS: see back page**


NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

**THIS IS TO CERTIFY THAT:**

**MR. MESHACK OUMA OKUKU**  
**of UNIVERSITY OF NAIROBI, 0-40604**  
**ragengi, has been permitted to conduct**  
**research in Siaya County**  
**on the topic: INFLUENCE OF HEAD**  
**TEACHERS LEADERSHIP BEHAVIOUR ON**  
**PUPILS PERFORMANCE AT KENYA**  
**CERTIFICATE OF PRIMARY EDUCATION**  
**IN RARIEDA SUB COUNTY KENYA**  
**for the period ending:**  
**18th February, 2017.**

**Permit No : NACOSTI/P/16/75149/9108**  
**Date Of Issue : 19th February, 2016**  
**Fee Received : Ksh 1000**

  
**Applicant's Signature**

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

## APPENDIX E

### LETTER OF AUTHORIZATION



#### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

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

Ref. No. NACOSTI/P/16/75149/9108

Date:  
19<sup>th</sup> February, 2016

Meshack Ouma Okuku  
University of Nairobi  
P.O. Box 30197-00100  
NAIROBI.

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of head teachers leadership behaviour on pupils performance at Kenya Certificate Of Primary Education in Rarieda Sub County Kenya"* I am pleased to inform you that you have been authorized to undertake research in Siaya County for a period ending 18<sup>th</sup> February, 2017.

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

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

  
DR. S. K. LANGAT, OGW  
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner  
Siaya County.

The County Director of Education  
Siaya County.

**APPENDIX F**

**LETTER OF AUTHORIZATION FROM COUNTY COMMISSIONER**



**THE PRESIDENCY**  
MINISTRY OF INTERIOR & CO-ORDINATION OF NATIONAL GOVERNMENT

Office of the  
County Commissioner  
SIAYA COUNTY  
P O Box 83  
SIAYA

E-Mail [cc.siaya@yahoo.com](mailto:cc.siaya@yahoo.com)  
When replying please quote

CC/SC/A.31/(35)

25<sup>th</sup> February, 2016

DEPUTY COUNTY COMMISSIONER,  
**RARIEDA.**

**RE: RESEARCH AUTHORIZATION – MESHACK OUMA OKUKU**

I refer to letter Ref No. NACOSTI/P/16/75149/9108 dated 19<sup>th</sup> February, 2016 by the National Commission for Science, Technology and Innovation. The above named is a student of Nairobi University.

He has been authorized to carry out research on *“Influence of head teachers leadership behavior on pupils performance at Kenya Certificate Of Primary education in Rarieda Sub County Kenya”* for a period ending 18<sup>th</sup> February, 2017. Please accord him the necessary assistance.

FAITH NJERI NJANG'I,  
For: COUNTY COMMISSIONER.

**SIAYA.**

c.c. ✓ Meshack Ouma Okuku,  
University of Nairobi,  
P.O. Box 30197 – 00100,  
**NAIROBI.**

**APPENDIX G**

**LETTER OF AUTHORIZATION FROM COUNTY DIRECTOR OF  
EDUCATION**

