INFLUENCE OF HEAD TEACHERS' LEADERSHIP STYLES ON PUPILS' ACADEMIC PERFORMANCE IN PRIMARY SCHOOLS IN YATTA DISTRICT, MACHAKOS COUNTY, KENYA.

Stephen   Ndeti   Mutua

A Research Project Submitted in Partial Fulfillment of the Requirement for the Degree of Master of Education in Educational Administration

University of Nairobi

2013

DECLARATION

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

…………………………………

Stephen   Ndeti   Mutua

E55/61261/2010

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

………………………………

Mr.Edward N .Kanori

Lecturer

Department of Educational Administration and Planning

University of Nairobi

……………………………….

Mrs. Lucy Njagi

Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

This research work is dedicated with a lot of love, respect and appreciation to my wife Salome Ndeti, our children Peter, Cosmas, Rachael, Maingi and Rose.

ACKNOWLEDGEMENT

TABLE OF CONTENTS

Content   **Page**

CHAPTER ONE

INTRODUCTION

CHAPTER TWO

LITERATURE REVIEW

CHAPTER THREE

RESEARCH METHODOLOGY

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

APPENDICES

LIST OF TABLES

LIST OF FIGURES

Figure   **Page**

LIST OF ABBREVIATIONS AND ACRONYMS

KCPE   Kenya Certificate of Primary Education

KEMI   Kenya Education Management Institute

LPC   Least preferred co-worker

NCST   National Council for Science and Technology

SbTD   School based Teacher Development

SPSS   Statistical Package for Social Science

UNESCO   United Nations Educational and Scientific Organization

ABSTRACT

Students' academic achievement is very crucial at every level, individual, family, organization and the nation as a whole. For a school to perform well, in academic and co-curricular activities, effective leadership is needed. Cole (2002). The government of Kenya continues to provide teaching staff to all public primary schools in the country, to provide instructional materials through Free Primary Education programme, physical facilities in the schools so that all pupils perform well in national examinations. The study sought to investigate the influence of the head teacher's leadership styles on the academic performance of public primary school pupils in Yatta District. The study used expost facto research design. The researcher collected data using two sets of questionnaires with both open and closed ended items, for head teachers and teachers. Both types of questionnaires had three sections, where section A collected demographic data, section B collected performance data while section C collected data on perceptions of head teachers leadership styles. To determine reliability of instruments, test-retest technique was used and using Pearson product moment correlation formular, a correlation co-efficient of 0.8 for both instruments was obtained.This study was based on the contingency theory of leadership brought up by Fredick Fielder (1967). In this study expost facto design was employed. The target population of this study was all the public primary schools in Yatta District, Machakos County. There are 124 primary schools, three public primary school have not yet presented candidates for KCPE so was not be used in this study, therefore 121 head teachers formed part of the target population. Quantitative data analysis and descriptive statistics was used to give percentages, frequencies and means for the different leadership styles. The data presented helped to explain the relationships between the variables of the study. The findings revealed that majority of the teachers (62%) perceived their head teachers leadership styles as autocratic while majority of the head teachers themselves (60%) perceived their leadership style as democratic. In schools where democratic style was exhibited, academic performance was higher than schools where autocratic styles was used, while where laissez style was used poor results were a characteristic. The study further concludes that head teachers are friendly and easy to approach and talk to, that head teachers normally listen to each group of school community even when they hold different opinion from mine, that head teachers normally encourage staff to frankly express their view points, that head teachers always express confidence in staff even when we disagree on some issues. The researcher therefore concludes that head teachers leadership styles influence academic performance in primary schools in Yatta District. The head teachers mainly used autocratic leadership styles. The study recommends that Kenya Education Management Institute support head teachers by providing frequent training programs and appointment to headship by the Teacher Service Commission should be based on academic and professional competence. The study finally gives suggestions for further study.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Student academic achievement is very crucial at every level, individual, family, organization and the nation as a whole. For a school to perform well, in academic and co-curricular activities, effective leadership is needed, Cole (2002). Owens (2002) observed that good leaders should often be able to influence their subordinates towards achievement of organizational objectives. The head teacher is charged with the role of providing direction and exerting influence on persons and other resources in order to achieve schools goals. Luthans (2002) notes that effective leaders use a variety of leadership styles according to the demands of the situation in order to ensure that pupils improve in their performance.

Common leadership styles include autocratic, democratic and laissez faire. Campbell, Bridges and Nystrad (1993) observed autocratic (authoritarian) leadership style is used when leaders tell their employees /workers what they want done and how they want it accomplished without getting their opinions. This affects the overall attainment levels of institutions goals and objectives, democratic (participatory) leadership style where the leader involves one or more junior members in decision making process to determine what is to be done and how it will be done while the leader remains with the final decision making authority and laissez faire leadership style leaders allows the junior

workers to make decisions especially when the workers know the situation and what needs to be done. Mbithi (2007) notes that autocratic leadership style tends to centralizes power and authority .In democratic style , power and authority b are derived from the people. Followers support the decisions made because they feel they were involved in making the decisions. Harris (2004) asserts that successful leadership in schools has resulted in higher levels of both student achievement and general school achievements. In Kenya, examination performance is an important aspect in the education system. It affords individuals opportunities for further education as well as giving them a distinct advantage over those whose performance was not good in getting better paying jobs.

Eshiwani (1993) contends that pupils learning is the main purpose of schools. He underscores the importance of students achievements especially in examination where he attested that performance in National examinations is very important because it is the gate way to the many avenues either leading to higher education or employment. He recommends head teachers lacking administrative abilities to be assigned other duties. School administrators should pay attention to academic working schools. The areas that raise attention are teacher's planning and execution of their duties, supervision, and incompetence on the part of head teachers and absenteeism.

According to Luthans (2002) a head teacher is a person who is responsible for all activities that occur in and out around the school buildings. He or she is the main link between the school and the larger community. If the school if vibrant, innovative, child centred, has a reputation of excellence in teaching and if the students are performing to the best of their abilities, one can often point to the head teachers leadership as the key to that success. Owens (2002) observed that good leaders should be able to influence their subordinates towards their achievement of the organizational objectives. According to Zane and Hope (2008) leadership is a key commodity in the 21st century organizations. The study in Ghana about educational reforms revealed that although Ghana has had many education reforms aimed at improving quality of education system, there has not been a focus on leadership. They argued that head teacher had an important role in an effective school and student achievements hence suggested for attention on head teachers needs in basic schools.

Waters, Marzano and Mcnutty (2003) note that the caliber of leadership in a school could have dramatic effect on student achievement. They note that there was a strong relationship between effective leadership styles and student achievement. Iqba (2005) found that authoritarian leadership style had significant effect on school effectiveness, when compared to democratic style in public schools in Punjab. Nsubaga (2009) revealed that democratic or consultative style was the best in Ugandan schools. Most head teachers in Uganda used this style in order to create ownership. Although democratic style was preferred, it was found

that depending on the situation in schools, the leaders tended to use different leadership styles. It was established that where democratic leadership style was practiced, the schools achieved good overall performance. Previous studies have indicated that head teachers leadership styles affect academic performance of learners in national examinations. Eshiwani (1983). Kagwiria (2006) carried out a study on the influence of principals' leadership styles on student performance in KCSE in Meru district and concluded that head teachers' leadership styles had direct relationship with student performance. Ngugi (2006) observed that head teachers who used democratic styles posted high examination results than the head teachers who used autocratic styles. Onyango(2008) noted that good academic performance in KCSE was exhibited by schools whose head teachers practiced a mixture of task-oriented and relationship-oriented leadership styles.

Table 1.1

Yatta district and neighbouring district compared in KCPE performance 2007-2012

District	2007	2008	2009	2010	2011	2012
Athi-river	261.51	260.25	267.80	275.70	285.20	291.77
Yatta	251.89	258.17	253.82	249.96	257.15	256.83
Kangundo	245.32	243.42	247.17	254.76	249.67	251.48

Source: D.E.O Office Yatta

KCPE performance has been average in Yatta district in the last six years with 2012 KCPE results ranking the district in position two in the Machakos County order of merit. Although the overall Yatta district performance is average, there are some schools in the divisions that are performing poorly while others in the divisions continue to perform well. The performance in these schools has been credited to the head teachers of these schools.

Studies involving the influence of head teachers leadership on learners performance have been carried out in other areas, for example Okoth (2000) in Nairobi province, Kagwiria (2006) in Meru district, Kithia (2010) in central division, Machakos district, but none has been carried out in Yatta district. The three educational divisions Yatta, Katangi and Ikombe, whose KCPE mean scores 2007-20 12 have remained average have contributed to the district mean scores for the same years to remain average, as seen in the table below. In view of the studies above and the prevailing condition, it is the concern of this study to investigate how the head teachers' leadership styles influence pupils' academic performance in primary schools in Yatta district.

Table 1.2

 Yatta District KCPE Results 2007-2012 (Per Division)

Division	2007	2008	2009	2010	2011	2012
Ikombe	267.42	274.55	265.09	254.22	266.80	262.45
Yatta	249.63	257.47	246.44	250.41	257.04	252.31
Katangi	238.63	242.48	249.93	245.26	247.60	255.73
District KCPE M/S	**251.89**	**258.17**	**253.82**	**249.96**	**257.15**	**256.83**

Source: DEO office Yatta District (2013)

1.2 Statement of the problem

The government of Kenya continues to provide teaching staff to all public primary schools in the country, to provide instructional materials through Free Primary Education programme, physical facilities in the schools so that all pupils perform well in national examinations. The government through the Ministry of Education has also put in place in-service programmes such as School based Teacher Development (SbTD), strengthening mathematics and sciences (SMASSE primary level) and guidance and counseling courses for teachers to boost their teaching approaches and skills so that the pupils can perform well in national examinations. The Ministry of Education through KEMI, introduced a mandatory management course for the head teachers and deputy head teachers. All these efforts aimed at ensuring the pupils performed well. However from the review of the KCPE results posted by the district through the divisions and the

schools, it was not clear why some schools have continued to perform poorly while others perform well. On this basis, the study seeks to investigate how the head teachers leadership styles influence the academic performance in primary schools in Yatta district.

1.3 Purpose of the study

The study sought to investigate the influence of the head teacher's leadership styles on the academic performance of public primary school pupils in Yatta district.

1.4 Objectives of the study

The study was guided by the following objectives:

i. To determine the extent to which the head teachers use different leadership styles which influence academic performance in primary schools in Yatta district.

ii. To establish the influence of head teachers democratic leadership style on the pupils' academic performance in Yatta district.

iii. To determine the influence of the head teachers' autocratic leadership style on the pupils' academic performance in Yatta district.

iv. To evaluate how the use of laissez-faire leadership style by the head teachers influence academic performance of the pupils in Yatta district.

1.5 Research questions

The study was guided by the following research questions:

1. To what extent do the different head teachers leadership styles influence pupils' academic performance in primary schools in Yatta district?

2. How does the head teachers' democratic leadership style influence pupils' academic performance in primary school in Yatta district?

3. In what ways does the autocratic leadership style employed by the head teachers influence their pupils academic performance in primary schools in Yatta district?

4. In what ways is the pupils' academic performance influenced by the head teachers' laissez-faire leadership styles in primary schools in Yatta district?

1.6 Significance of the study

The study findings may benefit head teachers to re-examine their leadership styles and make adjustments to their styles which in turn can improve the pupils' performance, may also be used by Quality Assurance Officers to enrich their capacity building programmes for head teachers of primary schools, offered during their induction courses, thus boost the pupils academic performance and may also be used by educators in teacher training institutions to give the trainees a bearing on the efficient and effective leadership styles in various situations. The recommendations and suggestions to be given for further research may be used by

other scholars and researchers to investigate further on this area of leadership styles so as to improve leadership and performance in educational institutions.

1.7 Limitations of the study

The study experienced the following limitations:-The respondents, especially the teachers, feared giving true answers to the questionnaire items against their head teacher for fear of being victimized especially by the autocratic head teachers but the researcher assured them of confidentiality of the data they give before filling the questionnaires. The head teachers giving information about themselves could affect their objectivity so the researcher assured the head teachers and teachers that the information they give will be used for research purposes only.

1.8 Delimitations of the study

The research study was delimited to only public primary schools because they are government funded to provide education to Kenyans, leaving out private schools because they are under private management. The study is also delimited to the dependent and independent variables, that is, academic performance and leadership styles respectively. The study is also delimited to the use of expost facto design, as it is a good technique for investigating variables that have already exerted their influence on other variables.

The study is also delimited to use of questionnaires to collect information but they will be detailed enough to capture all the needed data.

1.9 Assumptions of the study

The study rested of these assumptions:

i.   That the head teachers were cooperative and provided honest, reliable responses.

ii.   That KCPE examination results was a valid and reliable measure of academic performance.

iii. That head teachers used different leadership styles and achieve different levels of KCPE performance.

1.10 Definition of significant terms

The following significant terms where explained thus:

Academic Performance refers to the student's grades given by the Kenya National Examination Council (KNEC) after examinations are taken and marked, after a prescribed course of study such as KCPE.

Autocratic leader refers to a leader who does not allow members of their institutions or groups to give their views or opinions in discussions or make decisions.

Democratic leader refers leaders who encourages members of their institution or group to give their views and opinions during discussions and making decisions

Influence refers to result of an action or circumstance.

Leadership style refers to patterns of behavior displayed by the leader in influencing members of institution.

Laissez-faire refers to leadership style where the leader leaves the power and rules to the members of their institutions or groups to make their own decisions on performance of tasks in their organization.

Pupil refers to a primary school learner

Public school refers to category of school that is owned and managed by state.

1.11 Organization of the study

The study is comprised of five chapters. Chapter one dwelt on 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, assumptions of the study and definitions of the significant terms, chapter two comprise literature review, which is divided into the following sub headings:-introduction, the concept of leadership, leadership styles in educational institutions, the relationship between leadership styles and pupils' academic performance, summary of literature review, theoretical framework and conceptual framework while chapter three comprised of research methodology, with the following subheadings:- the research design. target population, sample size and sampling procedure, research instruments, instrument validity and instrument reliability, data collection procedures and data analysis techniques. Chapter four presents data analysis and findings thereof, and chapter five discusses findings, conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covered literature review, under the following sub- headings: Introduction, the concept of leadership, leadership styles in educational institutions, the relationships between leadership styles and pupils academic performance, summary of literature review, theoretical frame work and conceptual framework.

2.2 The concept of leadership

Leadership may be described in many ways, all of which revolve around the leader influencing the followers. Northouse (2007) defines leadership as a process whereby an individual influences a group of others to achieve a common goal. Leaders carry out this process by applying their leadership knowledge and skill. Bass theory of leadership states that there are three basic ways which explain how people become leaders (Stogdil, 1989; Bass, 1990).The first theory, the trait theory is that some personality trait may lead people naturally into leadership roles. The second theory, the great events theory says that a crisis or an important event may cause a person to rise to the occasion. This brings out some extraordinary leadership qualities in an ordinary person. The third theory, the process leadership theory or the transformational theory says' that people can

choose to become leaders. Transformational theory is widely accepted today. Skills, attributes and knowledge make the leader.

Nzuve (2007) notes hat leadership gives one a means to securing voluntary compliance. He notes that a leader should have the followers emotional appeal and meet the needs of the people and further notes that leadership behavior could be affected by personal, interpersonal and organizational factors. Sergiovani (2004) says that educational leadership comprises of educational programme, curriculum and instruction, teaching and learning, supervision and evaluation. The leader has the responsibility of laying strategies to win his or her followers into achieving school's objectives. Leithwood and Riehl (2003), in review of American Educational Research Association conclude that school leadership has significant effect on student learning, second only of effects of quality of curriculum and teachers instruction. Kartz (1978) argues that leadership is that influential increment over and above the mechanical compliance with the routine directives of the organization. Armstrong (2002) defines leadership as a process of influencing and supporting others to work enthusiastically towards achieving the organizational objectives.

Leadership is a catalyst that transforms the potential into reality and the ultimate act that identifies, develops, channels and enriches the potential already in the organization and its people. As noted here, leadership has many definitions but a working definition for the purpose of the study would be, leadership is a process

in which one person successfully exerts influence over others so as to reach the desired objectives of the organizations.

2.3 Leadership styles in educational institutions

Although leadership in educational institutions is a complex phenomenon, outcomes of successful school leadership are readily identifiable. Different leadership styles are known to produce different outcomes. Harris (2004) on the basis of two studies of successful schools leadership in the link, involving parents, pupils, teachers, governors, senior managers and head teachers , asserts that successful leadership in schools has resulted in high levels of both student attainment and school achievements, emphasizing the importance of distributed leadership. Armstrong (2004) quotes Brumbach (1988) saying that performance refers to both behaviours and results and adjusting organizational behaviours and actions of work to achieve outcomes.

According to Vroom (1979), leadership style is a particular behaviour applied by a leader to motivate his or her subordinates to achieve the objectives of the organization. Lotto and Mc Carthy (1980) in Campbell, Bridges and Nystrad (1993) reviewed 97 studies of successful schools and interviewed leading researchers and writers in urban and elementary schools. School leadership emerged as the leading factor determining school success. Lewin studies established three major leadership styles, that is, autocratic (also authoritarian), democratic (also participative) and laissez-faire (also delegative).

2.4 Autocratic leadership style and pupils' academic performance

Autocratic style is based on proponence of the Scientific Management Approach advanced by Fredrick Taylor (1956) whose focus was to achieve a greater efficiency on the shop floor. It also agrees with Mc Gregor's Theory X that viewed people as naturally lazy, dislike work and avoided responsibility, thus had to be coerced to do work. It is task oriented and is characterized by the leaders undertaking all the decision making process without seeking the opinions, suggestions or the views of the other junior workers. Okumbe (1998) states that autocratic leaders are task-oriented and workers are used as machines to effect productivity. Workers are expected to carry out directions without questions.

Fielder (1967) puts it that task-oriented styles produce good results when the environmental variable is very unfavourable because procedures of performing a task are given in detail. Iqba (2005) found that autocratic styles and significant influence on school effectiveness than democratic style in public schools in Punjab. Goodworth (1988) notes autocratic leaders dominate team members and used unilateralism to achieve organizational objectives. Mbithi (2007) notes that autocratic style involve issuing detailed instructions and close supervision of subordinates work. Relationship between leaders and subordinates are highly formal and sanctions are imposed if subordinates under perform. No initiatives are

expected form the subordinates. Leaders dictate to subordinates. Muli (2005) notes that the style is best when the leader has all the information and employees are well motivated. The autocratic styles is good in that there is timely completion of work tasks requirements and interpersonal relationships arte clearly defined. This hastens decision making

Huka (2003) argues that autocratic styles limits the workers initiative and leads to demotivation and lack of morale which then results in professional burnout and low performance. It is however a good style in situations where workers are new or untrained and don't know the tasks or the procedures on the performing the tasks. This means that where autocratic style is used properly, the students performance is likely to be high.

2.5 Democratic leadership style and pupils' academic performance.

Nzuve (1999) explains a democratic leader as one who obtains ideas and opinions from the workers, gives them a chance to express their feelings about how things are done. And the leader makes the final decisions. This minimizes differences and captures the commitments of the employees. Communication is both upward and downward. Newstrong and Keith (1993) puts it that democratic style is normally used when the leader has part of the information and the subordinates have the other, thus using democratic style is of mutual benefit because it allows

the subordinates to become part of the team and the leader to make better decisions.

Goodworth (1999) describes democratic leader as one who makes decisions by consulting his team, while still maintaining the control of the group. Authority in democratic leadership is decentralized and workers participate in decision making. Kimacia (2007) also argues that there is a significant relationship between leadership style and learners academic performance and that democratic head teachers posted higher performance index than autocratic ones.

Nsubaga (2008) found that democratic head teachers had posted the best results in gandan schools. Kinyanjui (2012) notes that democratic head teachers in Dagoreti district posted higher academic performance in KCPE than autocratic head teachers. In this leadership style, the leader integrates tasks and relationship orientations. Democratic leader involves the employees (teachers) in the decision making process and thus workers do their work willingly, without having to be pushed.

Cole (2002) points out that people are committed to decisions which they participated in formulating, they will exercise self control, self direction and will be motivated to work. It has been noted that where democratic leadership is exercised in a school situation, high productivity and quality work is sustained and workers or even the teachers continuously evaluate their contribution, want to

offer more constructive suggestions so that their school grow and they grow with it . Okoth (2000) noted that democratic head teachers had higher mean scores in the students KCSE performance than the autocratic head teachers.

2.6 Laissez-faire leadership style and pupils' academic performance

Laissez-faire leadership style is a relationship-oriented leadership style which agrees with McGregor's Theory Y which postulate that people should be treated humanely as they naturally like work, capable of working without close supervision, are very creative and ready to seek and accept responsibilities. It is believed that, there should be no rules and regulations in the place of work.

Organizations that use this style are characterized by a lot of freedom for all workers. Nzuve (1999) describes laissez-faire leader as one who waives responsibility and allows the subordinates to work as they choose with minimum interference. Communication is horizontal amongst the group members. Kilian (1976) argues that the behaviour of laissez-faire leaders causes dysfunctional feelings and behaviours commonly observed in schools that perform poorly in style as academic achievements.

Goodworth (1988) describes laissez-faire style as appropriate when leading a team of highly motivated and skilled people who had produced excellent results in the past. Once a leader finds the team was confident, capable and motivated, it was often best to step back and let them get on with the task, since interfering could generate resentment and detract the team from their effectiveness. Lewin

studies note that laissez-faire leadership style offered little or no guidance to the group members and leaves decision making to the group members. He notes laissez-faire leadership style was effective in situations where group members were highly qualified in the area of expertise. Okumbe(1998) describes laissez-faire leadership style as a kind of leadership which encourages no rules in an organization. The leader is a symbol, since there is no hierarchy of authority and the primary role of the leader is to supply materials needed by the group. Advantages of this style are that decisions are easily accepted and conscientious, and that subordinates provide their own motivation, while the disadvantages are that there is no control, thus chaos and conflicts arise due to unguided freedom.

In a school situation, there will be a lot of freedom for teachers and students which is likely to create confusion, anarchy and chaos, with many cases of indiscipline, where reporting to school, taking examinations and other school activities supposed to be done by specific group(s) at specific times, will not be possible. The members of staff and students are given freedom to plan and execute what they want to do and how they want to do it. Where this style is employed, the leader is virtually non- participatory. The organization therefore has low cohesion and involvement hence very little is achieved in terms of student achievements.

2.7 Relationship between leadership styles and pupils academic performance

White and Lippit (1960) examined responses of children when different leadership styles were used, they produced different behaviours, for example, children supervised using democratic styles exhibited high moral and, unit and self direction, while those supervised using autocratic style resulted in higher levels of production but were associated with higher levels of frustrations and lower level of morale. Those supervised using laissez-faire style resulted in inferior work quality, less productivity and higher degree of dissatisfaction among the members. Killian (1976) argues that the behavior of Laissez-faire leaders causes dysfunctional feelings and behaviors commonly observed in schools that perform poorly in students' academic achievements.

In a study on the effect of leadership styles on performance of student's in KCSE in Nairobi Province, Kenya. Okoth (2000) found that democratically rated head teachers had high performance index than autocratic head teachers while Kimacia (2007) concurred that there was a significant relationship between leadership styles and pupils academic performance in national examination and noted that democratic Head teachers had higher performance index then autocratic Head teachers. However, in a contrasting note, Njuguna (1998) revealed that there was no significant relationship between Head teachers leadership style and pupils performance in national examinations while Huka (2003) noted that Head teachers had lower mean scores compared to autocratic Head teachers who had higher mean scores. Kinyanjui (2012) found that democratic head teachers posted

higher performance in KCPE than autocratic head teachers, while laissez-faire head teachers posted the worst results. Thus amid these contrasting findings, this study was necessitated to investigate the influence of head teachers leadership styles on pupils academic performance in Yatta district, Machakos County.

2.8 Summary of literature review

The literature reviewed indicates that a leader is the most important factor in the functioning and performance of organizations. It is notable that various leadership styles abound. The situations present themselves in the organizations and, it is upon the leaders of these institutions to visualize the prevailing situations and apply the most relevant leadership style for their members to perform well.

This is because studies done show strong relationship exists between leadership styles, that is autocratic, democratic and laissez faire, and performance but this will depend on the ability of the leader to match the situation with the appropriate leadership style. The relationships between leadership styles and performance have been discussed according to studies carried out in other areas but since no such a study was carried out in Yatta district, the study therefore is an investigation to determine how head teachers' leadership styles influence pupils' academic performance in national examinations in Yatta district, Machakos County.

2.9 Theoretical framework

This study was based on the contingency theory of leadership brought up by Fredick Fielder (1967). It concentrated on the relationship between leadership and organizational performance. According to Fielder, if an organization aimed at achieving group effectiveness through leadership, then there was need to asses the leadership style and the situation faced by the leader. The theory places the leaders into two categories, task oriented and relationship oriented leaders. The theory was chosen to be the base of the study because it addresses leadership styles and goal achievement. According to Fielder, two major factors are considered, one, effectiveness of a leader is determined by the degree to which leadership style matches with the situation. The dominant factor was a personality trait causing the leader to be either task-oriented or relationship-oriented leader. Leaders who described their co-workers (situation) in unfavourable terms , that is, leaders with high number on the LPC scale (relationship oriented leaders) were purported to derive major satisfaction from establishing close fellowship with workers. Head teachers who are relationship oriented believe in good interpersonal relations for good performance . The theory sees good interpersonal relations as a requirement for task accomplishment. Leaders with a low number on the LPC scale (task oriented leader), derive, their major satisfaction by successfully completing a task. Head teachers who are task oriented, aim at ensuring that the tasks are completed successfully and two, situational favourableness (or the environmental variable). Environmental variable is the

degree to which a situation enables a leader to exert influence of the group, three situational factors which determine the favourablenesss of the environment are leader-member relationships, task-structure and position power. Leader-member relations refers to degree to which the subordinates accept the leader and their willingness to follow his or her guidance.

Fieder explains that leaders will have more influence if they maintain good relationships with group members and hence attain high learners academic performance, task-structure refers to degree to which group's tasks (described as structured or unstructured) have been clearly defined and the extent to which they can be carried out by detailed instructions. Fielder explains that highly structured tasks specify how a job is to be done in detail. They provide the leader with influence over the group actions that do unstructured tasks, and finally, position power. Position power refers to amount of formal authority the leader posses by virtue of his or her position in the organizations hierarchy. Fielder explains leaders who have power to hire and fire, discipline and reward have more power than those who do not have. According to the three variables, a leader can be classified into either task-oriented or relationship-oriented leadership style. Okumbe (1998) notes that task-oriented leadership styles are more effective than relationship-oriented leadership styles under extreme situations, that is, when situations are either very favourable or very unfavourable.

2.10 Conceptual Framework

The conceptual framework shows the relationship between head teachers' leadership style in various situations in primary schools and the pupils' academic performance.

Fig 2.1

Conceptual framework of the relationship between leadership styles and academic performance.

```
┌─────────────────────────────────────┐
│ Head teachers leadership styles      │
│     • Autocratic  style              │
│                                      │
│     • Democratic style               │
│                                      │
│     • Laissez - faire  style         │
└─────────────────────────────────────┘
                    │
         ┌──────────┴──────────┐
         ▼                     ▼
┌──────────────────┐   ┌──────────────────────┐
│ Very favourable  │   │ Unfavourable/Very     │
│ /Favourable      │   │ unfavourable          │
│ • Leader-member  │   │ • Leader -member      │
│   relations      │   │   relations           │
│                  │   │                       │
│ • Task structure │   │ • Task structure      │
│                  │   │                       │
│ • Position power │   │ • Position power      │
└──────────────────┘   └──────────────────────┘
         │                     │
          \                   /
           ▼                 ▼
      ┌──────────────────────────┐
      │        Pupils'           │
      │  Academic performance    │
      └──────────────────────────┘
```
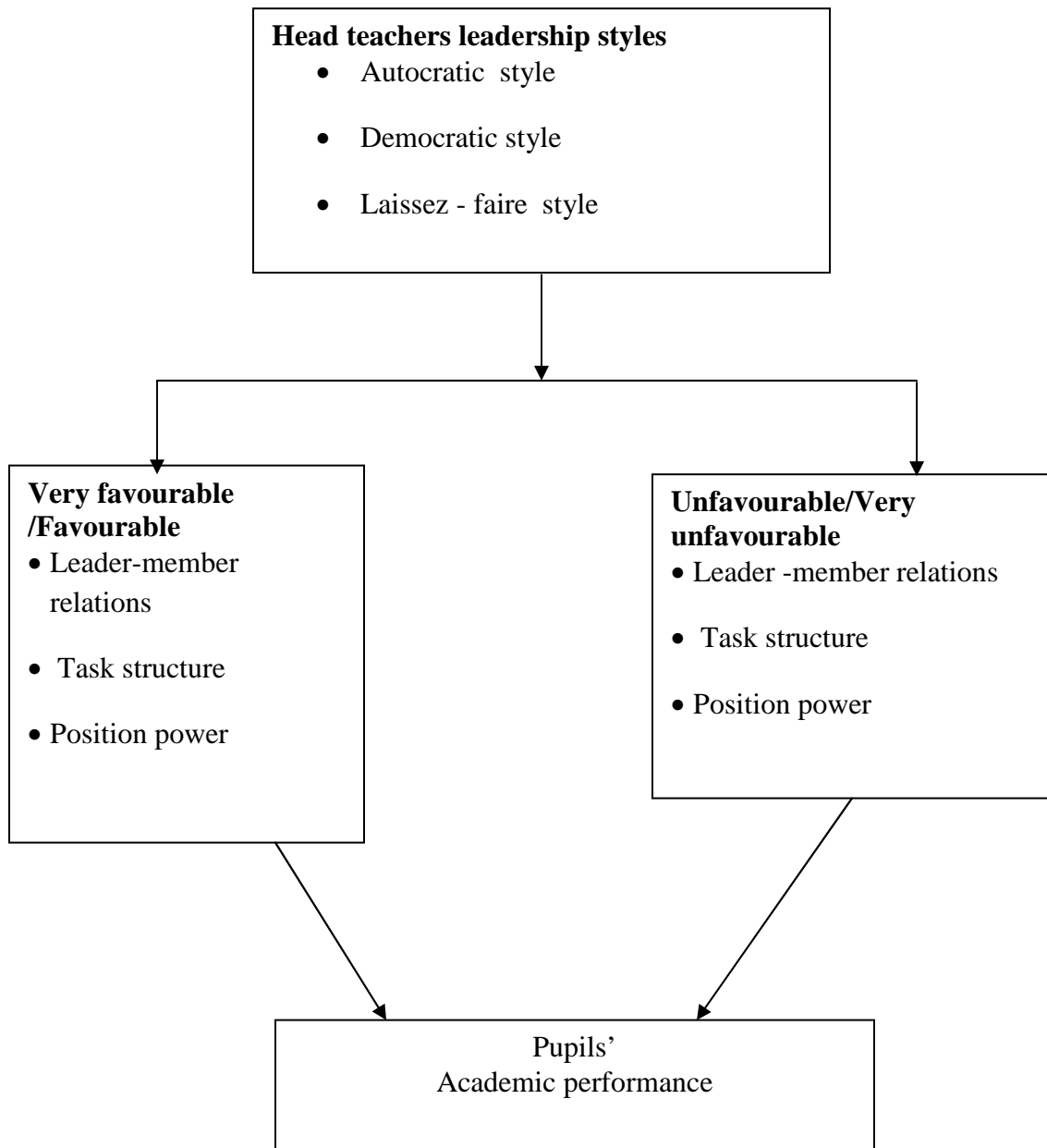
According to figure 2.1, a head teacher can use either of the three leadership styles with various outcomes. If a head teacher uses autocratic (or task-oriented) leadership style in favourable or unfavourable situations, the outcome will be different for example, is a in leader uses autocratic style in unfavourable conditions, the outcome will be good performance, while if the head teacher uses democratic (or relationship-oriented) leadership style in favourable situations, outcome is a good performance. The opposite is also true in both cases. If laissez-faire (or subordinate-oriented) leadership style is used, the outcome is a poor performance. This is because of the confusion, conflicts and chaos that may arise due to unguided freedom of the group. Only highly qualified and skilled team members can produce a good performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with research methodology. It details the following subheadings: the research design, target population, sample size and sampling procedures, research instruments, validity of instruments and reliability of research instruments, data collection and data analysis procedures.

3.2. Research design

Ngechu (2001) defines a research design as a plan showing how problems under investigations will be solved. In this study expost facto design was employed. Borg and Gall (1996) notes that expost facto research design is the type of investigation where causes are studied long after they have presumably exerted their influence on the variable(s) of interest. Since the variables under study , that is, leadership styles had been used by the head teachers and the pupils who sat and got the KCPE results, the researcher will not be able to manipulate either of them therefore expost facto design will be suitable for the study. In this study the independent variable was the head teacher leadership styles and pupils KCPE academic performance was dependent variable.

3.3 Target population

Borg and Gall (1989) define target population as all the meiribers of a real or hypothetical set of people, events or objects to which the researcher wishes to

generalize the results of the research. The target populations of this study were all the 121 public primary schools which have presented candidates for KCPE, therefore 121 head teachers will form part of the target population. The district has a teaching population of 1106 teachers, less the staff of the three schools which have not presented candidates for KCPE, of 11 teachers leaves 1095 teachers to form part of the target population. A total of 121 head teachers and 1095 teachers formed the target population of the study.

3.4 Sample size and sampling techniques

Oso and Owen (2005) define a sample as a small part of the target population that has been procedurally selected to represent it. Sampling is a research process of selecting sufficient numbers of elements from a population on characteristics that make it possible to infer such properties or characteristics to the population elements (Sekaran, 2003).To select the sample, the researcher will take 30 per cent of the target population as suggested by Gratton and Jones (2004). This implies that 36 primary schools will be sampled. To sample the teachers, the researcher used 10 per cent as suggested by Mugenda and Mugenda (2003). This will give 110 teachers, divided by the 36 sampled schools to give three teachers per each sampled school. The total number of respondents will be 36 head teachers and 110 teachers, making a sample size of 146 respondents.

The researcher used simple random sampling to select the' schools. Using a numbered list of all the primary schools in the district, small pieces of papers

were numbered, folded and dropped in a box from where they picked at random, until all the first 36 schools are selected, The technique ensures all schools are given equal chances of being selected for the study. To select the three teachers from each samples school, a list obtained from the head teachers will be used. The researcher selected three teachers randomly for the study.

3. 5 Research instruments

Orodho (2005) notes that questionnaires are more efficient in collecting data because they require less time, are less expensive and allows collection of information from a large population. Questionnaires are cheap to administer to respondents scattered over large area. Mulusa (1990), and Best (1998) adds that it is easy to quantify responses for purposes of analysis of the data, from the questionnaires. The respondents give sensitive information without fear of being victimized because they are not required to disclose their identity. The researcher developed and make use of two sets of questionnaires, one set for head teachers and another for the teachers.

The questionnaires for head teachers contained open and closed ended items. The questionnaires were divided into three sections, A, B and C. Section A collected head teachers demographic data such as gender , age and teaching experience, section B required the head teachers to answer items on the school performance while section C will require the head teachers to responds to items on the leadership styles. There are 29 statements on the profiles of leadership to respond

to in section C and are accompanied by a 5-point scale Likert and Likert (1967) having the adverbs ; always, often, occasionally, rarely, and never.

This will measure the extent to which the head teachers engaged in a particular leadership style.

The questionnaires for the teachers contained open and closed ended items, it has sections A, B and C. section A collected teachers demographic data, section B will require the teachers to respond to performance items about their school performance while section C will require teachers to respond to 29 items on their head teachers profiles of leadership, by ticking in a 5-point scale with adverbs always, often, occasionally, rarely or never.

3.6 Instrument validity

The term instrument validity indicates the degree to which an instrument measures the construct under investigation .Validity is the accuracy and meaningfulness of inferences which are based on the research results Brannen (2004). Content validity refers to the extent to which the content being examined is represented in the study instrument. Nachmias and Nachmias (1996). To ensure content validity of the questionnaires, the questionnaires will be appraised by the supervisors, the researcher will then do a pre-test using two schools in similar environment to the other schools of the target population and which will not be used in the main study. The researcher checked for clarity of the questionnaire items in eliciting information from the head teachers, modify or

discard any vague ones before the actual administration of the instrument to the sample of the study.

3.7 Instrument reliability

Instrument reliability is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. Mugenda and Mugenda (2003). To ascertain instrument reliability, the researcher administered the questionnaire to the same schools in the pre-test after an interval of two weeks and check for similarity in the results. Reliability of an instrument is expressed as a correlation coefficient which measures the strength of the association between variables. Such coefficients vary between 0.00 and 1.00 for no reliability and perfect reliability respectively. Correlation coefficient was then calculated using Pearson product – moment correlation formula below

$$r = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\Sigma \ (N\Sigma X^2 - (\Sigma X)^2)(N\Sigma Y^2 - (\Sigma X)^2)}}$$

Key:

Σx= Sum of first set of scores

ΣY = Sum of second set of   scores

ΣX^2=Sum of squared first set of scores

ΣY^2 = Sum of squared and second set of   scores

ΣYX= Sum of the product of first set of and second set of scores

N= Number of paired scores

(Best and Kahn (1998)

32

Orodho (2005) asserts that Pearson product-moment correlation co-efficient establishes the extent to which the contents of the instruments are consistent in eliciting the same responses every time the instrument is administered. According to Mugenda and Mugenda (2008) a correlation coefficient of 0.8 and above is accepted as reliable. A correlation co-efficient of the instrument was found to be 0.8 and thus the instrument was deemed to be reliable.

3.8 Data collection procedures

The researcher obtained a research permit from the National Council of Science and Technology (NCST) so as to conduct the study. The permit was presented to the sub-county Commissioner and sub-count Education Officer, formerly (DC) and (DEO) Yatta District, before visiting the sampled schools to introduce self and establish rapport with the head teacher and the three teachers selected for this study. According to Best and Khan (1987) the person administering the instruments had an opportunity to establish rapport, explain the purpose of the study and the strict confidentiality would be maintained in dealing with their identity. The researcher then distributed questionnaires and agree with them when the researcher collected the filled questionnaires, possibly after two days.

3.9 Data analysis techniques

Data analysis refers to the interpretation of the collected raw data into useful information. Kombo & Tromp, (2006). After collection of questionnaires the researcher checked for the returns, sort the questionnaires for completeness, edit and code the data in readiness for interpretation.

Frequency tables and charts were used to condense the data collected. Quantitative data analysis and descriptive statistics will be used to give percentages, frequencies and means for the different leadership styles. Computer software, statistical package for social science (SPSS) was used in the analyzing of the data. The analysed data was then be used to answer the research questions in the study.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter is a presentation of results and findings obtained from field responses and data, broken into two parts. The first section deals with the background information of the respondents, while the other sections present findings of the analysis, based on the objectives of the study where descriptive statistics have been employed The study had the following objectives: to determine the extent to which the head teachers use different leadership styles which influence academic performance in primary schools in Yatta district, to establish the influence of head teachers democratic leadership style on the pupils' academic performance in Yatta district, to determine the influence of the head teachers' autocratic leadership style on the pupils' academic performance in Yatta district, and to evaluate how the use of laissez-faire leadership style by the head teachers influence academic performance of the pupils in Yatta district

4.2 Response Rate

From the data collected, out of the 146 questionnaires administered, 133 were filled and returned. This represented a 91.10% response rate, which is considered satisfactory to make conclusions for the study.

Table 4.1

Response Rate

	Questionnaires administered	Questionnaires filled & returned	Percentage
Respondents	146	133	91.10
Head teacher	36	33	91.67
Teachers	110	100	90.91

According to Mugenda and Mugenda (2003) a 50% response rate is adequate, 60% good and above 70% rated very good. This also collab3orates Bailey (2000) assertion that a response rate of 50% is adequate, while a response rate greater than 70% is very good. This implies that based on this assertion; the response rate in this case of 96.18% is very good.

4.3 Demographic information of the respondents

4.3.1Gender Distribution of head teachers

Further the study sought to determine the gender distribution of the head teachers in order to establish if there is gender balance in teaching profession.

Figure 4.1

Head teachers Gender Distribution
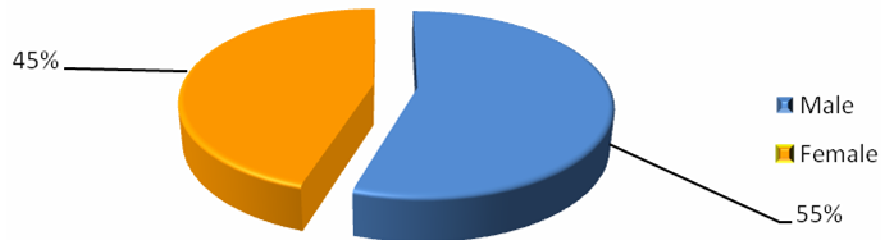
From the findings as indicated in Figure 4.1, majority (55%) were male head teachers with (45%) being females head teachers. This implies there were more males than female teachers although the difference is not much significant.

4.3.2 Age Distribution of head teachers

The study further established the head teacher's age distribution.

Figure 4.2

Head teachers age Distribution
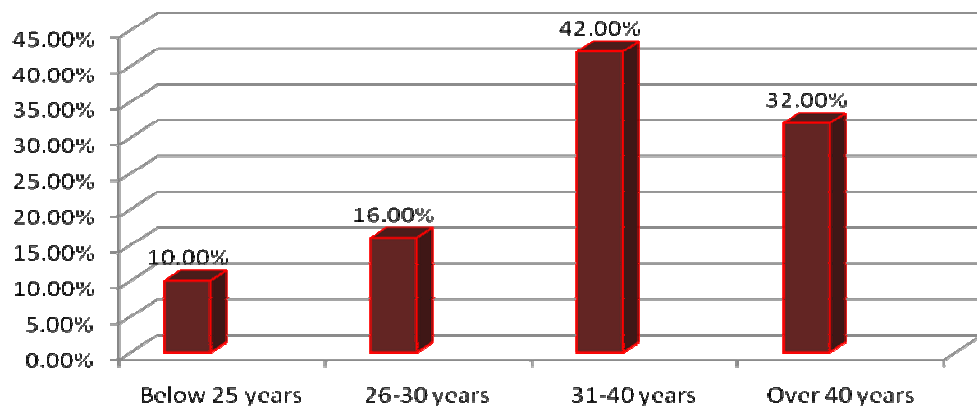
From the findings in Figure 4.2, majority (42%) indicated that they ranged between 31-40 years, followed by those who indicated that they are over 40 years with few (16%) and (10%) indicating that they were below 25 years and ranging between 26-30 years respectively. This implies that majority of the head teachers were at their maturity stage and therefore able to handle the school affairs responsibly.

4.3.3 Level of Education of head teachers

The study further found it of paramount importance to determine the head teachers level of education in order to ascertain if they were well equipped with the necessary knowledge for teaching and managing the schools.

Figure 4.3

Head teachers' level of Education
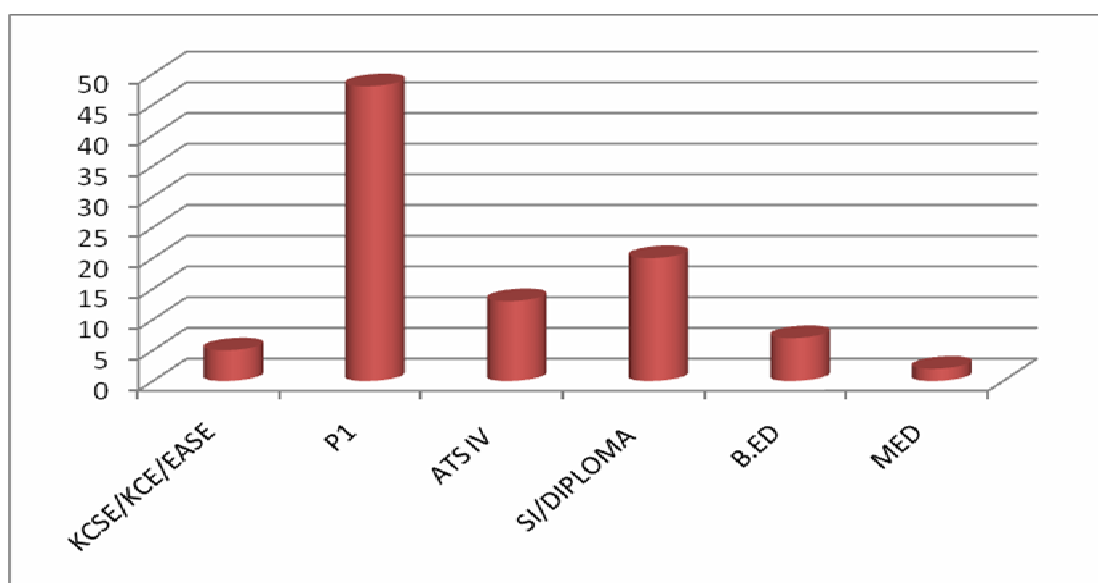
From the study findings majority (48%) indicated that they were P1, followed by those who indicated that they had S1/diploma with few (7%) indicating that they had B.Ed and M.Ed qualification respectively.

4.3.4 Teaching Experience of head teachers

The study sought to determine how long the head teachers had been in their schools, this was to ascertain to what extent their head teachers would be relied upon to make conclusions for the study based on experience.

Figure 4.4

Teaching experience of head teachers
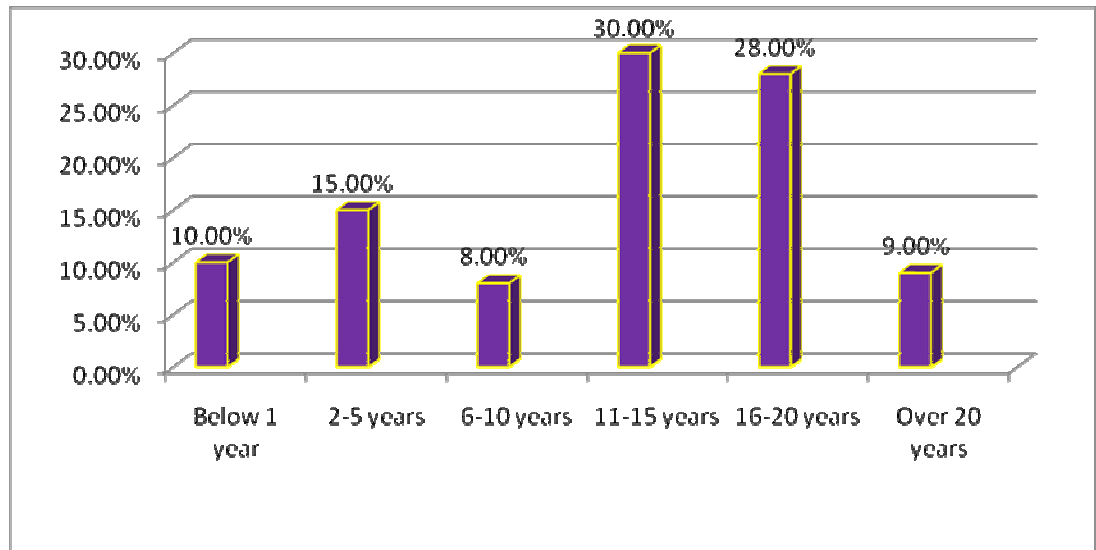
From the study findings as indicated in Figure 4.4, (30%) of the head teachers indicated that they had been teaching for a period ranging from 11-15 years followed by 28% indicated that they had been teaching for 16 - 20 years, 15% had a teaching experience, 10 % had a teaching experience of below 1 year, 9% had

teaching experience of over 20 years and 8% had a teaching experience of 6-10 years.

4.4 KCPE Mean score year 2007-2012

KCPE examination is a critical evaluation tool for education performance in primary education. The pupils performance in KCPE for the schools that respondent was as shown in table 4.2

Table 4.2

Performance in KCPE of sampled schools

Centre No.	Mean average score
1	262.5
2	238.1
3	349.2
4	232.5
5	242.5
6	231.3
7	241.5
8	223.5
9	255.8
10	246.4
11	229.1
12	235.9
13	244.5
14	221.3
15	235.7
16	231.5
17	223.9
18	226.4
19	224.0
20.	233.3
21.	235.2
22.	226.5
23.	244.5
24.	259.2
25.	270.77

26.	273.11	
27.	239.5	
28.	253.82	
29.	235.32	
30.	234.5	
31.	226.26	
32	261.21	
33.	255.7	
	244.48	

From Table 4.2 above only 7 schools out of the 33 schools which responded had a mean score of 250 marks and above. The average of the schools that responded in Yatta district was 244 marks. The minimum required marks for transition for primary school to secondary school is 250 marks. From the findings , it is clear that most schools in Yatta district performed poorly in KCPE for the last six years

4.5 Perception of head teachers leadership style

The study further sought to determine the perception of head teachers leadership style. The findings were as indicted in Table 4.2.

4.5.1 Head teachers opinion on their leadership style

The head teachers gave the following opinions to the items of their questionnaires. The items were divided into two items. Item 1-20 was used to measure democratic and autocratic leadership styles. A mean score of 1-3 showed autocratic leadership style, while a mean score of 3.1- 5 showed democratic leadership style. Items 21–29 were used to measure Laissez-faire leadership style. A mean of 5.1 and above indicated Laissez –faire. The items were analyzed 1 by

1 to measure the style.   Table 4.3 shows the mean scores and standard deviations of the head teachers self perception of leadership styles. The following key was also used:- A-Always (5), O-Often (4), OC- Occasionally (3) , R- Rarely (2),N – Never (1).

Table 4.3

Head teachers opinion on leadership styles

| No	Leadership Style Statement	Number	Mean	Standard Deviation
1	I am friendly and easy to approach and talk to	29	3.6	0.1
2	I listen to each group of school community even when they hold different opinion from mine	29	3.7	0.2
3	I encourage staff to frankly express their view points	29	2.8	0.2
4	I express confidence in staff even when we disagree on some issues	29	3.3	0.2
5	I genuinely share information with staff	29	1.9	0.2
6	I expect the best from the staff members	29	2.7	0.1
7	I encourage staff to initiate new and creative ideas to benefit the school community	29	2.4	0.2
8	I take risks in trying new adventurous ideas dealing with situations	29	4.3	0.2
9	I am open to criticisms by staff members	29	4.2	0.1
10	I accept I can make errors just like anybody else	29	2.3	0.1
11	I welcome members of staff to question matter related to school affairs	29	4.5	0.2
12	I am patient with progress made by staff towards goal attainments	29	1.8	0.2
13	I allow staff to take central position in staff meetings and informal discussions	29	3.5	0.1
14	I acknowledge all staff members efforts towards attainment of school affairs	29	3.5	0.1
15	I accept even unwarranted blame for failure or mistakes in the school	29	3.1	0.2

16	I initiate and direct goals for the staff	29	3.6	0.2
17	I give opportunity to any member to make a decision	29	3.8	0.2
18	I pay no attention to individual staff member interest in the school	29	3.5	0.1
19	I am concerned with staff welfare	29	3.6	0.3
20	I suppress new ideas from staff members	29	3.8	0.2
21	I allow staff members time to air their views before declaring my stand	29	3.4	0.1
22	I believe teachers are capable of self direction	29	3.7	0.2
23	I consult with other staffs towards improving standards and education in the school	29	3.1	0.2
24	I criticize poor work	29	5.2	0.5
25	I treat all staff members as equals	29	6.1	0.2
26	I assign staff to particular duties	29	4.5	0.1
27	I guide rather than control teachers in their work	29	1.5	0.2
28	I believe most teachers don't like work	29	2.9	0.1
29	I involve teachers in setting school goals	29	2.4	0.2

Using table 4.4 head teachers leadership style percentage was as follows:-

Democratic leadership style 60%, autocratic leadership style was 24.24% while

15.76% was Laissez-faire . The percentage of leadership styles are presented

using figure 4.5 as follows:-

Figure 4.5

Head teachers opinion on leadership styles
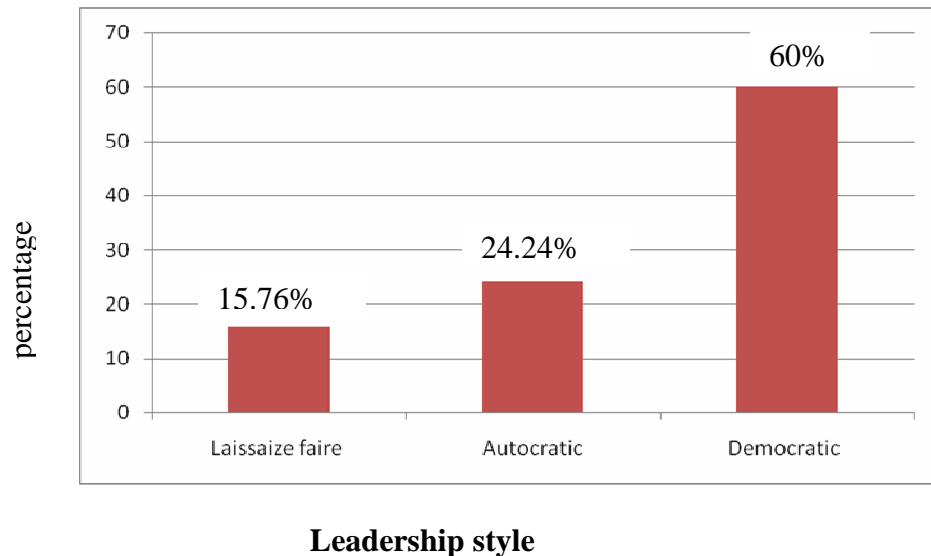
Leadership style

From figure 4.5 above most of the head teachers perceived their leadership style as democratic. They indicated that they are friendly and easy to dialogue, they are good listeners, they encourage the members of staff to express their opinions and they welcome members of the staff to question matters related to school affairs.

On Laissez-faire leadership style they responded that they never enhance indiscipline due to non-provision of direction to staff members in doing their work and do not suppress new ideas the members of the staff .

They supervise teachers in their teaching/learning assignments; they show understanding of staff review point though holding divergent view point with them; they are patient with staff members towards schools' goals attainment' they govern the group through non-intervention of what they are doing: they accept

any error like any other member of staff; they allow staff members to take centre stage , they pay attention to individual's interests in their work place and they are good listeners despite holding different opinions with members of staff in discussion.

4.5.2. Teachers opinion on head teachers leadership styles.

To determine the perception of teachers towards Yatta district head teacher's leadership styles, the mean scores obtained gave an overall perception of leadership behaviour for each item. The questionnaire was divided into three parts; part C which dealt leadership styles had 1-29 items , items 1-20 were used to measure democratic and autocratic leadership styles while items 21-29 was used to measure Laissez-faire leadership styles. A mean of 1-3 was interpreted to mean autocratic leadership style , a mean of 3.1 - 5 showed democratic leadership style while a mean of 5.1 and above showed laissez-faire leadership style. Table 4.5 shows the mean score and standard deviation of the teachers opinion on leadership styles.

Table 4.4

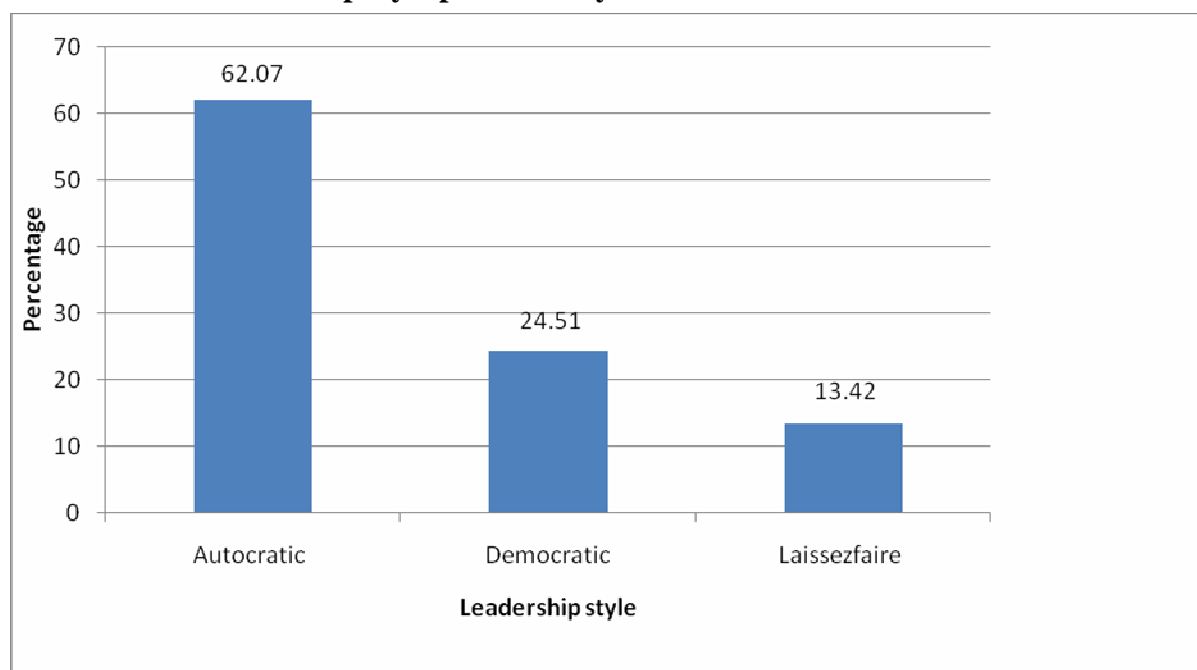**Perception On Head Teachers Leadership Style by the teachers**

	Leadership Style Statement	Numbers	Mean	Standard Deviation
1	Friendly and easy to approach and talk to	29	2.6	0.1
2	Listens to each group of school community even when they hold different opinion from them.	29	2.4	0.1
3	Encourages staff to frankly express their view points	29	2.6	0.2
4	Expresses confidence in staff even when they disagree on some issues	29	1.5	0.2
5	Genuinely share information with staff	29	2.5	0.1
6	Expect s the best from the staff members	29	2.3	0.1
7	Encourages staff to initiate new and creative ideas to benefit the school community	29	4.8	0.1
8	Takes risks in trying new adventurous ideas dealing with situations	29	3.6	0.2
9	Open to criticism by staff members	29	2.2	0.1
10	accepts they can make errors just like anybody else	29	1.6	0.1
11	welcomes members of staff to question matter related to school affairs	29	4.2	0.2
12	Patient with progress made by staffs towards goal attainments	29	2.8	0.2
13	Allows staff to take central position in staff meetings and informal discussions	29	3.6	0.1
14	Accepts even unwarranted blame for failure or mistakes in the school	29	3.1	0.2
15	Acknowledges all staff members efforts towards attainment of school affairs	29	2.7	0.1
16	Initiates and direct goals for the staff	29	2.6	0.1
17	Gives opportunity to any member to make a decision	29	2.1	0.2
18	Pays no attention to individual staff member interest in the school	29	2.7	0.1
19	Concerned with staff welfare	29	3.8	0.2
20	Suppresses new ideas from staff members	29	1.6	0.2
21	Allows staff members time to air their views before declaring my stand	29	3.8	0.1
22	Consults with other staffs towards improving standards and education in the school	29	1.8	0.2
23	Criticizes poor work	29	2.6	0.5

24	Treats all staff members as equals	29	2.5	0.2
25	Assign staff to particular duties	29	4.5	0.1
26	Guide rather than control teachers in their work	29	1.5	0.2
27	Believe most teachers don't like work	29	2.9	0.1
28	Believe teachers are capable of self direction.	29	3.7	0.2
29	Involve teachers in setting school goals	29	2.4	0.2

Using table 4.4 the percentage of head teachers leadership as perceived by head teachers were shown in figure 4.6 .

Figure 4.6

Head teachers leadership style perceived by teachers

From the above figure most teachers perceived their head teachers leadership style autocratic followed by democratic and less laissez-faire.

According to the teachers opinions the head teachers rarely allowed them to arrive at a decision as a collective whole, express confidence in them and frankly share

information. They rarely pay attention to individuals' interests in schools. They rarely encourage teachers to initiate new ideas and to frankly and fully express their view points.

4.6 Autocratic leadership style of head teachers as perceived by teachers

Most of the teachers indicated that their head teachers employed autocratic leadership style. Autocratic leadership style had a percentage of 62.07.

Table 4.6 shows the mean score and the standard deviation on autocratic leadership styles as perceived by teachers. A mean of between 1-3 indicated autocratic leadership style.

Table 4.5

Mean score and standard deviation on autocratic leadership style as perceived by teachers

	Leadership Style Statement	Numbers	Mean	Standard Deviation
1	Friendly and easy to approach and talk to	20	2.6	0.1
2	Listens to each group of school community even when they hold different opinion from them	20	2.4	0.1
3	Encourages staff to frankly express their view points	20	2.6	0.2
4	Expresses confidence in staff even when they disagree on some issues	20	1.5	0.2
5	Genuinely share information with staff	20	2.5	0.1
6	Expect s the best from the staff members	20	2.3	0.1
7	Open to criticism by staff members	20	2.2	0.1
8	Accepts they can make errors just like anybody else	20	1.6	0.1
9	Acknowledges all staff members efforts towards attainment of school affairs	20	2.7	0.1

10	Initiates and direct goals for the staff	20	2.6	0.1
11	Gives opportunity to any member to make a decision	20	2.1	0.2
12	Pays no attention to individual staff member interest in the school	20	2.7	0.1
13	Suppresses new ideas from staff members	20	1.6	0.2
14	Consults with other staffs towards improving standards and education in the school	20	1.8	0.2
15	Criticizes poor work	20	2.6	0.5
16	Treats all staff members as equals	20	2.5	0.2
17	Patient with progress made by staff towards goal attainments.	20	2.8	0.2
18	Guide rather than control teacher in their work	20	1.5	0.2
19	Believe most teachers don't like work	20	2.9	0.1
20	Involve teachers in goal setting	20	2.4	0.2

All the above items showed autocratic leadership style by giving a mean score of between 1-3

4.7 Democratic leadership style of the head teachers as perceived by teachers

A mean score of between 3-5 was used to show democratic leadership style. The teachers indicated that their head teachers employed democratic leadership style (24.51%) as shown in figure 4.6 above. The teachers indicated that their head teachers allows staff to central position in staff meeting and informal discussions . Allows staff members time to air their views before declaring their stand and believe teachers are capable of self direction. Table 4.7 shows the mean score and standard deviation for each of the items.

Table 4.6

Democratic leadership style of head teachers as perceived by teachers.

	Leadership Style Statement	Numbers	Mean	Standard Deviation
1	Encourages staff to initiate new and creative ideas to benefit the school community	8	4.8	0.1
2	Takes risks in trying new adventurous ideas dealing with situations	8	3.6	0.2
3	welcomes members of staff to question matter related to school affairs	8	4.2	0.2
4	Accepts even unwarranted blame for failure or mistakes in the school	8	3.1	0.2
5	Concerned with staff welfare	8	3.8	0.2
6	Allows staff members time to air their views before declaring my stand	8	3.8	0.1
7	Assign staff to particular duties	8	4.5	0.1
8	Believe teachers are capable of self direction.	8	3.7	0.2

Each of the above items showed democratic leadership style by scoring a mean score of between 3.1- 5

4.8 Laissez- faire leadership style of head teachers as perceived by teachers

Items 21-29 were used to measure laissez-faire leadership style and they were interpreted one by one from the teachers' questionnaire. The following key was used to interpret the items. 1-Never, 2- Rarely, 3- Occasionally, 4- Often and 5 – Always. The items that showed that the head teachers employed laissez-faire leadership style were as shown in table 4.8. A mean of 1 – 5 indicated Laissez-faire.

Table 4.7

 Laissez-faire leadership style of head teachers as perceived by teachers.

The table shows that teachers (13.34%) perceived their head teachers leadership style as laissez-faire .

	Leadership Style Statement	Numbers	Mean	Standard Deviation
1	Treats all staff members as equals	8	2.5	0.2
2	Guide rather than control teachers in their work	8	1.5	0.2
3	Believe teachers are capable of self direction.	8	3.7	0.2
4	Involve teachers in setting school goals	8	2.4	0.2
5	Gives opportunity for members to make decision	8	2.5	0.1
6	Accepts even unwarranted blame for failure or mistakes in the school	8	3.1	0.2
7	Patient with progress made by staffs towards goal attainments.	8	4.5	0.1
8	Genuinely share information with staff	8	3.5	0.1

Most teacher indicated that their head teachers treat all members of staff as equal, they believe teachers are capable of self direction, involve teachers in setting school goals and they guide rather than control teachers in their work.

4.9 Relationship between performance in mean score and the head teacher

   leadership style.

The average mean score of each of the 33 participating schools was calculated and compared with the exhibited leadership style employed. Schools with similar leadership style were grouped together and their averages mean score

performance in KCPE for the six years calculated. Table 4.9 shows the relationship between leadership styles and pupils performance.

Table 4.8 Relationship between leadership styles and the average mean score of the pupils' performance for the last six year (2007-2012).

Table 4.8

Correlation analysis between the variables

Leadership Style Statement		Academic Performance	Autocratic leadership	Democratic leadership	Laissez Leadership styles
Academic performance	Pearson's correlation	1	0.612	0.714	0.849
	Sig (2- tailed)		0.000	0.003	0.016
	N	33	33	33	33
Autocratic leadership styles	Pearson's correlation	0.612	1	0.389	0.341
	Sig (2- tailed)	0.000		0.007	0.036
	N	33	33	33	33
Democratic leadership style	Pearson's correlation	0.774	0.389	1	0.313
	Sig (2- tailed)	0.003	0.007		0.056
	N	33	33	33	33
Laissez Leadership styles	Pearson's correlation	0.849	0.341	0.313	1
	Sig (2- tailed)	0.016	0.036	0.056	
	N	33	33	33	33

With the help of statistical packages for social science, data gathered from the field was coded. Coded data on various variables, that is, academic performance, autocratic leadership styles, democratic leadership styles and laissez –faire leadership styles were quantified by SPSS and correlation analysis done using Pearson's product moment correlation. A correlation coefficient of 1 or close to 1 is regarded as a strong positive correlation relationship between the variables.

From the Table 4.8, a correlation for efficient value far from one is regarded as weak positive correlation relationship between the variables. A negative correlation coefficient is regarded as a negative correlation and indication of negative correlation between the variables. All the significant values was found to be less than 0.05 and indicate they were statistically significant. The correlation coefficient between academic performance in the sampled schools and autocratic leadership style was 0.612 indicating there was a high relationship between the academic performance in these schools and the autocratic leadership styles used by the head teachers. Academic performance and democratic leadership style had a correlation coefficient of 0.774 indicating a strong association whereas in the schools laissez –faire leadership styles was used, the correlation coefficient was 0.849, a rather high correlation coefficient, meaning the performance may have been caused the use of leadership style.

The Pearson product moment correlation coefficients indicate that there was a strong relationship between the leadership styles used by the head teachers and the schools academic performance in primary schools in Yatta District. It is apparent that the leadership style that head teacher use contributes immensely to the level of schools academic performance realized in a school. The low performance of the pupils in primary schools in Yatta District can be attributed to the fact that majority of the head teachers are using autocratic leadership style. The academic performance and leadership styles are indicated to be highly correlative as indicated by the correlation coefficient in the study. The findings concur with Okoth (2000) and Kimacia (2007) who concurred that there was a strong relationship between head teachers leadership styles and academic performance and that democratically rated head teachers had higher performance index than autocratic and laissez faire head teachers. This study contradicts Huka (2003) who noted that there was a significant relationship between head teachers leadership styles and the schools academic performance and that autocratic head teachers had a higher performance index than the democratic head teachers and laissez-faire head teachers.

Table 4.9

Relationship between academic performance and leadership styles

Leadership style	Frequency	Mean average Marks
Democratic	7	259.71
Autocratic	17	236.18
Laissez-faire	9	226.56
Out of	**33**	**500**

According to the Table 4.9, democratic leadership style had higher average marks as compared with the other leadership styles. Laissez-faire leadership style had the lowest mean average marks. The overall average mean score for Yatta district for the period of 2007-2012 was found to be 448.8 out of the possible 500 mean score. The results showed that pupils performance in KCPE in public primary schools in Yatta district was below average in the sampled schools.

4.10 Summary of the findings

The results of the findings revealed that majority of the teachers (62.07%) perceived their head teachers' leadership style as autocratic while the head teachers (60%) perceived their leadership style to be democratic. It is clear that the head teacher's leadership styles influenced pupils performance in KCPE in Yatta district.

In correlation analysis done, a high correlation coefficient using Pearson product moment correlation formula were noted between academic performance and autocratic, democratic and laissez faire leadership styles. This reaffirmed that the results posted in primary schools in Yatta district were attributed to the leadership styles used by the head teachers.

In determining KCPE mean score in 2012, the average mean score for all the schools under the sample was 244.8. This performance was attributed to head teachers effort, pupils effort and teachers efforts. The study further sought to determine the perception of head teachers leadership style. From the study findings on the perception of head teachers leadership style majority 38(30.16%) indicated that head teachers are friendly and easy to approach and talk to. " Majority 31(24.6%) also indicated that head teachers normally listen to each group of school community even when they hold different opinion from mine. Majority 32(25.4%) further indicated that head teachers normally encourage staff to frankly express their view points. Majority 42(33.33%) also indicated that head teachers always express confidence in staff even when we disagree on some Further majority 43(34.13%) also indicated that head teachers genuinely share information with staff. Majority 47(37.3%) also indicated that head teachers always expect the best from the staff members. 50(39.67%) also indicated that head teachers encourage staff to initiate new and creative ideas to benefit the school community. 5 3(42.06%) also indicated that head teachers normally take

risks in trying new adventurous ideas dealing with situations. These findings also concur with the views of head teachers themselves who agreed strongly with the same views as far as their leadership style is concerned.

The study established that autocratic head teachers dominate teachers and suppress new idea from them. They rarely allow teachers to arrive at a decision as a collective / whole and share information. The study established that democratic head teachers show understanding of the staff view points and also allow teachers to take centre stage in discussion. They involve teachers in decision making which is an important aspect for good pupils' performance.

The study concurs with the early study by Harris (2004) which asserts that successful leadership in schools have resulted in higher levels of both students attainment and achievements, emphasizing the importance of distributed leadership. Okoth, (2000) found out that head teachers' who were rated as being democratic had higher performance index than autocratic head teachers while Kagwiria, (2009) found out that head teachers' styles had a direct relationship with students' academic performance.

The finding concludes that majority were male head teachers with quite a number being females head teachers although the difference is not much significant. The study further concludes that the age bracket of the head teachers ranged between 31-40 years, followed by over 40 years with few (16%) and (10%) being below

25 years and ranging between 26-30 years respectively. The study also concluded that majority of teachers were P1, with majority of head teachers being Si/diploma with few having BED and MED qualification respectively. The study further concludes that head teachers had been in their schools for long and therefore better placed to answered the study questions.

The study further concludes that head teachers are friendly and easy to approach and talk to, that head teachers normally listen to each group of school community even when they hold different opinion from mine, that head teachers normally encourage staff to frankly express their view points, that head teachers always express confidence in staff even when we disagree on some issues, that head teachers genuinely share information with staff, that head teachers always expect the best from the staff members, that head teachers encourage staff to initiate new and creative ideas to benefit the school community and that head teachers normally take risks in trying new adventurous ideas dealing with situations. From the study results, the researcher deduces that the leadership style employed by majority of the head teacher in public primary schools of Yatta district, was mainly autocratic and less democratic leadership style. This contributed to the poor performance of the schools in the district. This concurred with the findings of Mwaniki (2012) who observed that there was a significant relationship between leadership styles and student's performance. However the study contradicts with Kithia (2010) who concluded that there was no significant relationship between leadership styles and students' performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter summarizes the study, draws the conclusions about the findings of he study and gives researchers recommendations and finally gives suggestions for further study.

5.2 Summary of the study

The purpose of the study was to investigate whether head teacher leadership style had any influence on pupils' performance in KCPE in public primary schools in Yatta district. The objectives of the study were: to determine the extent to which the head teachers use different leadership styles which influence academic performance in primary schools in Yatta district, to establish the influence of head teachers democratic leadership style on the pupils' academic performance in Yatta district, to determine the influence of the head teachers' autocratic leadership style on the pupils' academic performance in Yatta district and to evaluate how the use of laissez-faire leadership style by the head teachers influence academic performance of the pupils in Yatta district.

The study used expost facto research design and .the target of population of 36 public primary school in Yatta district and 1095 teachers. Out of sample size of 36 head teachers and 110 teachers, 30 head teacher and 100 teachers responded.

The study used test re-test technique and a correlation coefficient of 0.8 was obtained during the pilot study. Descriptive statistics were used to analyze data to give the percentages, frequencies and means. Data presented helped to explain the relationships between the variable of the study. Computer software that uses statistical package for social sciences (SPSS) version 17 was used for analysis. The study sought to determine the gender distribution of the respondents in order to establish if there is gender balance in teaching profession. From the findings majority were male respondents with quite a number being females head teachers. This implies there were more males than female teachers although the difference is not much significant. The study further established the respondent's age distribution. From the findings majority indicated that they ranged between 3 1-40 years, followed by those who indicated that they are over 40 years with few (16%) and (10%) indicating that they were below 25 years and ranging between 26-30 years respectively. This implies that majority of the respondents were at their maturity stage and therefore able to handle the school affairs responsibly.

The study further found it of paramount to determine the respondents' level of education in order to ascertain if they were well equipped with the necessary knowledge for teaching and managing the school. From the study findings majority indicated that they were P1, followed by those who indicated that they had Si/diploma with few indicating that they had B.Ed and M.Ed qualification respectively.

The study sought to determine how long the teaching experience of the head teachers. This was to ascertain to what extent their responses could be relied upon to make conclusions for the study based on experience. From the study findings, majority of the respondents indicated that they had a teaching experience ranging from 5-10 years followed by those with a teaching experience of more than 10 years with only a few (20%) indicating that they had a teaching experience of less than 5 years.

5.3 Conclusions

The study concluded that majority of teachers (6o) perceived head teachers leadership styles as autocratic. Quite a number (142o) perceived their head teachers leadership styles as Laissez-faire and a few of them (24.51%) exhibited democratic leadership styles. Autocratic leadership style influenced pupils' performance in KCPE in Yatta district whereby the average mean score for the schools that the style was practiced was 236.18 marks. This is below the average mean score mark of 250 .marks out of the possible 500 marks.

Democratic leadership style was found to have influence on pupils' performance in KCPE in the schools where the style was exhibited. The average mean score was 259.71 marks which was above 250 marks. This was found to be better than in the other school where autocratic and Laissez-faire leadership styles were practiced.

Laissez-faire leadership style had a negative influence on pupils' performance in KCPE in Yatta district. The average mean score for the schools where the style was practiced for the last six years was 226.56 marks which is far much below the average mean mark of 250 marks out of the possible 500 marks.

Laissez-faire head teachers on the other hand, enhance indiscipline due to non-provision of direction and structure to staff members in doing their work. discipline is one of the key factors for improved performance.

5.4 Recommendations

Kenya Education Management Institute (KEMI) should support head teachers by providing frequent and vigorous training in management programmes aimed at increasing efficiency and effectiveness in school management. It can also organize seminars and workshops for head teachers aimed at making them understand leadership skills better. Leadership skills are prerequisite for better academic performance.

Teacher Service Commission (T.S.C.) should appoint head teachers on the basis of their academic/professional qualification. After the appointment of a head teacher, T.S.C should continue monitoring the performance of the head teacher by checking the progress of pupils' performance in K.C.P.E and giving feedback to the head teacher. Kenya Education Management Institute (K.EM.I) should also

frequently organize in service courses on leadership for head teachers.) Head teachers should upgrade their educational qualifications to equip themselves / with sufficient skills, knowledge and good mastery of content. This will make them better teachers and therefore enhance good performance in pupils in KCPE

5.5 Suggestions for further research

Based of the finding of the study, the researcher makes the following suggestions for further research:

i.   A study should be carried out on pupils' perception of their head teacher's leadership style and its influence on their performance in KCPE.

ii.   A study should be carried out on the influence of head teachers leadership style on performance in KCPE in other district in Kenya in order to generalize the results.

iii.   A study should be carried out on other factors which influence KCPE performance in public school in Kenya.

REFERENCES

Armstrong,A.(2002). *Human resource management in international context*. Chicago:st Claire press.

Bass, B. (1990) . *From transactional to transformational leadership: Learning to share the vision.* Organizational dynamics, 18, (30) winter.

Best, J.W & Kahn, J.V (2002).*Research in Education.8ᵗʰ edition*. New Delhi: Allyn   and Bacon.

Borg, R.W. & Gall, M .D (1989): *Educational Research* New York: Longman

City Education,(2009). *Management, Development and performance improvement report, Based on Capacity Building for Teachers*. City Department of Education.

Eshiwani, G. (1983) *"Factors which influence performance among primary and secondary school pupils in western Kenya:* A policy study. Nairobi: Bureau of Education Research. Kenyatta University.

Fielder, F.E (1967).*A theory of leadership effectiveness*. New York: McGraw-Hill Company.

Fulani ,M.(2001).The meaning of educational change.(3rd ed). New York: Teachers college press.

Gay, L (1981). *Educational Research competencies for analysis and application*. L R Gay .2ⁿᵈ Edition. Columbus: Ohio Melil

Gitau, E.W (2010). "*Head teacher's leadership styles and their effect on K.C.P.E performance in public primary schools in Kandara Division, Muranga south District, Kenya*". M.Ed Thesis university of Nairobi.

Goldring, E. & Houseman,C.(2001). *Civic Capacity and school principals: The missing link in community development* in R.Crimson & B. Boyd (eds) .community development and school reform. Greenwich, CT: JAI press.

Goodworth, C.(1988). *The secrets of successful leadership and people management.* Heinman Professional Publishers.

Gratton, C & Jones, I (2004). *Research methods for sport studies.* London: Routledge.

Harris, A. (2004). *Distributed leadership and school improvement.* 9 (2), 157-199.

Huka, M.D. (2003). "*A study of head teachers leadership styles and performance in K.C.S.E examination in Mandera District*" unpublished M.E.D Thesis project. University of Nairobi.

Kagwiria, C. (2009). *Effect of principal's leadership styles on students' performance in KCSE in public secondary schools in Meru Central district, Kenya.*

Kariuki, C.W (1998). *Teachers' perceptions of the leadership behaviour of women head teachers of secondary schools in Kiambu district.* Unpublished M.Ed Thesis, University of Nairobi.

Kithia, M.A. (2010). *Head teachers leadership behaviour and its influence on pupils performance in KCPE in Central division, Machakos district.* Unpublished M.Ed thesis . University of Nairobi.

Kimacia, *P (2007) "The relationship between head teachers leadership styles and girl students. Performance in KCSE in public secondary schools in Narok District"* unpublished M.Ed thesis. University of Nairobi.

Kombo, D.K& Tromp, D.L.A (2006).*Proposal and Thesis Writing an Introduction*. Nairobi: Pauline's publications Africa.

Koontz, H & Weihrich, H. (1990).*Essentials of management* .5th Edition. New Delhi: Tata McGraw-Hill.

Leithwood, K & Riehl, C. (2003). "*What we know about successful leadership*. Retrieved from http://copagse.rutgers.edu/.

Lewin,K.(1969).*Patterns of aggressive behaviour in experimentally created social climates.* New York:McGraw-Hill.

Likert, R &Likert, J.G (1967).*New Wap of Managing* conflict, in Koontz, H. and Weihrich, H (1990) *Essentials of management.*.5th edition. New Delhi: Tata Mc. Graw- Hill .

Luthans, F (2002). *Organizational Behavior* .9th Edition. Singapore: McGraw-Hill.

Mc Gowan,L. and Miller,P.(2004). *Shared leadership: Reframing the hows and whys of leadership*: Thousand Oaks, CA, Sage.

M. Iqba.(2005). Organizational *structure, leadership style and physical facilities in public and private schools in Punjab.* A doctoral dissertation, university of Punjab, Lahore.

Makenga, J.M (2012). *Social economic factors influencing students participation in middle level colleges, Machakos District, Kenya.* Unpl M.Ed. project. University of Nairobi.

Mugenda, O.& Mugenda A, (2003). Research Methods*: Quantitative and qualitative Approaches* Acts press Kenya.

Mulusa, T. (1988). *Evaluation Research for beginners. A practical guide.* International Liberty Year (ILY).

Murphy,J. Elliot, S.N. Goldring,E. & Porter,A.C.(2006). *Learning-centered leadership: A Conceptual Foundation*. New York: The Wallace Foundation.

Mwaniki, J. W (2012). *Influence of head teachers leadership style in Kenya Certificate of Primary Education (K.C.P.E) in Miharati division , Kipipiri District, Kenya.* Unpublished M.Ed project University of Nairobi.

Northouse, G. (2007). *Leadership. Theory and practice*. New Delhi, Sage Publications, Inc.

Njuguna, E.W (1998). "*A study of Head teachers Leadership styles and students' KCSE performance in Public secondary schools in Nairob*i". Unpublished M. Ed Thesis. University of Nairobi.

Nsubaga,Y.K.(2009). *Analysis of leadership styles and schools performance of secondary schools in Uganda.* Unpublished M.Ed Thesis, Makerere University.

Okumbe, J.A. (1998). *Education Management: Theory and Practice*. Nairobi: Nairobi university press.

Nzuve, S. N . (2007). *Elements of organizational behavior*. University of Nairobi Press. Nairobi

Nzuve, S. N. (1999).*Elements of organizational behavior.* University of Nairobi Press. Nairobi.

Okumbe, J.A (2001). *Human Resource Management*: *An educational perspective*. Nairobi: educational research.

Okoth, U.A (2000). "*A study of the effects of leadership styles on performance in KCSE examination in Nairobi province"*. Unpublished M.E d Thesis. University of Nairobi.

Orodho, A.J.& Kombo, DK (2002*).Research Methods*. Nairobi: Kenyatta university institute of open learning..

Vroom,V. H. (1964). *Work and motivation*. New York: John Willey and sons.

Sergiovani, T.J.(2004). *Educational governance and administration (5th Ed).* New York: Pearlson Education Inc.

Waters, R. Marzano,J and Mcnutty, B.(2003*). Balanced leadership*. New York: Mc Graw-Hill.

APPENDIX I

Letter of Introduction

University of Nairobi
School of education
P.O Box 92
Kikuyu

Headteacher,
…………………………… Primary School,

Dear Sir/Madam,

I am a postgraduate student of the University of Nairobi, Department of Educational Administration and Planning. I am carrying out a study on **influence of headteachers' leadership styles on pupils' academic performance in primary schools in Yatta District**.

Your school has been selected to participate in the study. Please assist in completing the questionnaires as honestly as possible. The information you will give will be treated with great confidentiality and used for the research only.

Your response is highly appreciated. Please do not write your name anywhere in this questionnaire.

Thank you for your cooperation,

Yours faithfully,

Stephen N. Mutua

QUESTIONNAIRE FOR HEAD TEACHERS

Instructions

This study is an investigation of the influence of head teachers, leadership styles on the pupil's academic performance in K.C.P.E in primary schools in Yatta district, Machakos County. You are requested to participate in the study by filling the questionnaires as honestly as possible. Your independent view is required and your co-operation is highly appreciated.

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

Section A: Demographic Information

1. What is your gender

    Female ☐   Male ☐

2. What is your age?

    Bellow 25 Years ☐   26-30 Years ☐   31-35 years ☐

    36-40 years ☐   40-45 years ☐   45 and above ☐

3. What are your highest academic and professional qualifications?

    KCSE/ KCE/ EACE ☐   PI ☐   ATS IV ☐

    Diploma /S1 ☐   B.Ed ☐   M.Ed ☐

Others(Specify)……………………………………………………………

4. What is your teaching experience in years?

2-5 years ☐   6-10 years ☐   11-15 years ☐

16-20 years ☐   Above 20 years ☐

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

Below one year ☐   2-5 years ☐   6-10 years ☐

11-15 years ☐   16-20 years ☐   Above 20 years ☐

Section B: Performance data

6. Have you ever attended any training course on management or leadership?

Yes ☐   No ☐

7. If yes, specify the following

   a) Title of the course/ Training ………………………………..

   b) Duration of Training …………………………………………

   c) Organizer of training …………………………………………

8. Please fill in the pupils K.C.P.E performance in your school in the table below

Year	2007	2008	2009	2010	2011	2012
K.C.P.E performance (Mean score)						

9. How would you rate this school performance?

Below average ☐   Average ☐   Slightly above ☐

Above average ☐

10. What would you attribute this performance to? (Tick all that apply)

a) Head teachers effort ☐   (b)Pupils effort ☐   (c)Teachers effort ☐

d) Parents responsibility ☐   (e) Team Work ☐

Others (specify)…………………………………………

11. What can be done to improve this performance? Explain briefly…………………………………………………………………

Section C: Perception of head teachers leadership style

key

A-Always (5), O-Often (4), OC- Occasionally (3) , R- Rarely (2),N – Never (1)

No	Leadership Style Statement	Perception Scale				
		A_5	O_4	$0c_3$	R_2	N_1
1	I am friendly and easy to approach and talk to					
2	I listen to each group of school community even when they hold different opinion from mine					
3	I encourage staff to frankly express their view points					
4	I express confidence in staff even when we disagree on some issues					
5	I genuinely share information with staff					
6	I expect the best from the staff members					
7	I encourage staff to initiate new and creative ideas to benefit the school community					
8	I take risks in trying new adventurous ideas dealing with situations					
9	I am open to criticisms by staff members					
10	I accept I can make errors just like anybody else					
11	I welcome members of staff to question matter related to school affairs					

12	I am patient with progress made by staff towards goal attainments					
13	I allow staff to take central position in staff meetings and informal discussions					
14	I acknowledge all staff members efforts towards attainment of school affairs					
15	I accept even unwarranted blame for failure or mistakes in the school					
16	I initiate and direct goals for the staff					
17	I give opportunity to any member to make a decision					
18	I pay no attention to individual staff member interest in the school					
19	I am concerned with staff welfare					
20	I suppress new ideas from staff members					
21	I allow staff members time to air their views before declaring my stand					
22	I believe teachers are capable of self direction					
23	I consult with other staffs towards improving standards and education in the school					
24	I criticize poor work					
25	I treat all staff members as equals					

26	I assign staff to particular duties					
27	I guide rather than control teachers in their work					
28	I believe most teachers don't like work					
29	I involve teachers in setting school goals					

Thank you for responding and doing it honestly.

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

Instructions

This study is an investigation in to the influence of head teacher's leadership styles on the pupil's academic performance in K.C.P.E in Public Primary Schools in Yatta district, Machakos County. You are requested to participate in the study by filling the questionnaire as honestly as possible. Your co-operation is highly appreciated. The information collected will be kept confidential and used for research

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

Section A: Demographic Information

1. What is your gender? Female ☐   Male ☐

2. What is your age?

   Below 25 years ☐ 26-30 years ☐ 31-35 years ☐

   36-40 years ☐   40-45 years ☐ Over 45 years ☐

3. What is your highest academic and professional qualification?

   KCSE /KCE/EASE ☐   P1 ☐   B.Ed ☐

   AT IV ☐   M.Ed ☐   SI/ Diploma ☐

Others (Specify)………………………………………………

4. What is your teaching experience in years?

   Below 1 yr ☐   2-5 yrs ☐   6-10 yrs ☐

   11-15 yrs ☐   16-20 yrs ☐   Over 20 yrs ☐

Section B : Performance data

5. Write the K.C.P.E Mean score of your school in 2012?......................

6. How do you rate this performance?

   Poor ☐   Below average ☐   Average ☐

   Above average ☐   Good ☐

7. What would you attribute this performance to? Tick all that apply.

   Head teacher effort ☐   Pupil effort ☐   Teacher's effort ☐

   Parent's responsibility ☐   Team Work ☐

   Others (specify)……………………………………………………

8. What do you think can be done to improve this performance? Explain

Briefly …………………………………………………………

Section C: Perception On Head Teachers Leadership Style

key

A-Always (5), O- Often (4), Oc- Occasionally (3), R- Rarely (2), N - Never (1)

No	Leadership style		Perception				
	Leadership Style Statement		A5	O4	Oc3	R2	N1
1	Friendly and easy to approach and talk to						
2	Listens to each group of school community even when they hold different opinion from them						
3	Encourages staff to frankly express their view points						
4	Expresses confidence in staff even when they disagree on some issues						
5	Genuinely share information with staff						
6	Expect s the best from the staff members						
7	Encourages staff to initiate new and creative ideas to benefit the school community						
8	Takes risks in trying new adventurous ideas dealing with situations						
9	Open to criticism by staff members						
10	accepts they can make errors just like anybody else						
11	welcomes members of staff to question matter related to school affairs						

12	Patient with progress made by staffs towards goal attainments					
13	Allows staff to take central position in staff meetings and informal discussions					
14	Accepts even unwarranted blame for failure or mistakes in the school					
15	Acknowledges all staff members efforts towards attainment of school affairs					
16	Initiates and direct goals for the staff					
17	Gives opportunity to any member to make a decision					
18	Pays no attention to individual staff member interest in the school					
19	Concerned with staff welfare					
20	Suppresses new ideas from staff members					
21	Allows staff members time to air their views before declaring my stand					
22	Consults with other staffs towards improving standards and education in the school					
23	Criticizes poor work					
24	Treats all staff members as equals					

25	Assigns staff to particular duties					
26	Believes teachers are capable of self directions					
27	Guides rather than control teachers in their work					
28	Believes most teachers don't like work					
29	Involves teachers in setting school goals					

Thank you for responding and doing it honestly

APPENDIX IV

LETTER OF RESEARCH AUTHORIZATION

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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

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

Our Ref: **NCST/RCD/14/013/931**

Date: **3rd June 2013**
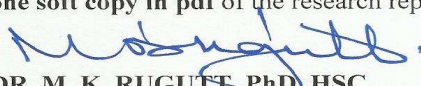
Stephen Ndeti Mutua
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **28th May 2013** for authority to carry out research on *"Influence of head teachers' leadership styles on pupils' academic performance in primary schools in Yatta District, Machakos County, Kenya."* I am pleased to inform you that you have been authorized to undertake research in **Yatta District** for a period ending **31st July, 2013.**

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

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

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

Copy to:
The District Commissioner
The District Education Officer
Yatta District

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

APPENDIX VI

RESEARCH PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Stephen Ndeti Mutua
of (Address) University of Nairobi
P.O Box 92-0902, Kikuyu.
has been permitted to conduct research in

Location
Yatta District
Eastern Province

on the topic: Influence of head teachers' leadership
styles on pupils' academic performance in primary
schools in Yatta District, Machakos County, Kenya.

for a period ending: 31st July, 2013.

PAGE 3
Research Permit No. NCST/RCD/14/013/931
Date of issue 3rd June, 2013
Fee received KSH. 1000

Applicant's Signature

For Secretary
National Council for
Science &Technology

CONDITIONS

1. You must report to the District Commissioner and the District 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 with-out 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)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

GPK6055t3m t10/2011

REPUBLIC OF KENYA

RESEARCH CLEARANCE
PERMIT

(CONDITIONS——see back page)