

INFLUENCE OF HEADTEACHERS' LEADERSHIP STYLES ON STUDENTS' PERFORMANCE AT KENYA CERTIFICATE OF SECONDARY EDUCATION IN KOIBATEK DISTRICT, BARINGO COUNTY, KENYA

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

University of Nairobi

DECLARATION

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



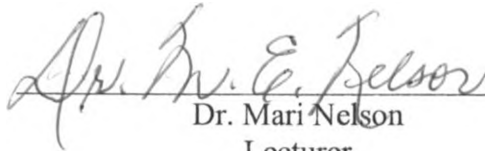
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This research project is submitted for examination with our approval as university supervisors.



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DEDICATION

The research project report is dedicated to my wife Agnes, my lovely children, Mike, Evans, Victor and Tonny.

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First and foremost, my gratitude to God Almighty for granting me good health to undertake this study. Glory to His Holy name. I wish to express my heartfelt gratitude to all the University of Nairobi lecturers for their intellectual support, guidance, understanding and encouragement especially my project supervisors Dr. Daisy Matula and Dr. Mari Nelson. I would also wish to thank all head teachers and teachers of Koibatek District Baringo County who participated in providing information for the study. I am particularly indebted to Mr. Daniel Korir for typing my work. May god bless you for your kindness and patience as you corrected the many drafts until this final project report.

To you all who made this work success, I say thank you very much.

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LIST OF ABBREVIATIONS AND ACRONYMS

BoG	Board of Governors
DC	District Commissioner
DEO	District Education Officer
EFA	Education for All
GoK	Government of Kenya
KESI	Kenya Education Staff Institute
KIE	Kenya Institute of Education
KNEC	Kenya National Examinations Council
MOE	Ministry of Education
SPSS	Statistical Package for Social Science
TSC	Teachers Service Commission
UK	United Kingdom
UNESCO	United Nations, Education Scientific and Cultural Organization
USA	United States of America

ABSTRACT

The purpose of the study was to establish the influence of head teacher leadership styles, and performance at KCSE examination in Koibatek district. The questions that guided the study were to establish whether there was a relationship between headteacher's autocratic (authoritarian) leadership styles and student's performance at KCSE, to determine the influence of headteacher's democratic leadership styles in student's performance at KCSE, to establish if headteacher's Laissez-faire leadership styles influence student's performance at KCSE and to determine headteacher's charismatic leadership styles if it as an influence on student's performance at KCSE. The study adapted descriptive research design, data were collected from 20 headteachers and 195 teachers drawn from 20 schools in the district. Findings revealed that there was a significant relationship between headteachers leadership styles and students performance (r -value = 0.33744). There was no significant relationship between teachers' gender, age, and academic qualification and their perception of their headteachers' leadership styles. There was no significant relationship across gender, age, academic qualifications, teaching experience and their experience as headteachers. Findings also revealed that there was no significant difference in headteachers leadership styles in various categories of schools.

Based on the findings, it was concluded that there was a significant relationship between headteachers leadership styles and students performance. The findings further revealed that autocratic leadership had high performance in their schools. It was also concluded that majority of teachers perceived their headteachers as being democratic. Teachers felt that their headteachers were autocratic while perceived them as laissez- faire. The study also concluded that headteachers' perceived themselves as democratic as perceived themselves as authoritarian while perceived them as laissez-faire. It was also concluded that there was no significant relationship between teachers' gender, age, and academic qualification and their perception of their headteachers' leadership style. The study concluded that there was no significant relationship across gender, age, academic qualifications, teaching experience and their experience as headteachers. Findings also revealed that there was no significant difference in headteachers' leadership styles in various categories of schools.

The study recommended that there is need for facilitating headteachers leadership styles as they had a direct relationship with students' academic performance. It was also recommended that headteachers should use the most appropriate leadership that facilitates collective responsibility and which creates a conducive teaching and learning environment in schools; and lastly that there is need to involve teachers and parents in matters of students' performance in schools.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The United Nations Universal Declaration of Human Rights (1948), points out that education shall be free (World Conference on education for all (EFA) 1990. The Jomtien (Thailand) Conference affirmed the principles that every child has a right to education. Access to compulsory basic education for all children is regarded as an urgent priority. Like any other organizations schools have activities which are programmed (Luthan, 2002).

There is a growing interest in leadership of schools as researched by others, other than the head teachers. This has led to a number of studies and publication of articles on leadership of schools (Harris & Lambert 2003). Buckener and McDowelle (2000) states that head teachers play a key role in determining performance of their schools. Copland (2003) suggest that leadership involves the sharing of tasks, responsibilities and power within the school is vested on the head teacher, that cannot be delegated and is based on experts rather than hierarchical authority.

It is the head leadership that sets the tone of the school, the climate for learning, the level of professionalism, motivation of teachers and the degree of concern for what students may and may not become. The headteacher is the main link between the school and the larger community. The way he/she performs in that capacity largely determines the confidence of students, parents and the general public about the school positively (Luthans, 2002).

In Kenya, since independence, development of education and training is based on the philosophy spelt out in sessional paper No 10 of 1965 on African Socialism and its application to planning (Republic of Kenya , 2005). The cited sessional paper spells out the need for building human capacity so that Kenyans could lead better lives (Republic of Kenya, 2005).The success of any educational organization is determined by its overall performance in National examinations. To better the performance, the headteacher who is the key player must apply leadership styles and coordinate well with the teachers, students, parents and other stakeholders¹ in keeping in mind available teaching and learning resources in the school (Fullan, 1992).

Headteachers may have a key role in the development of the shared vision of how the school will be in a given-time frame. This plan of the school's future, the headteacher has the duty of advising all the stakeholders on the agreed direction to be followed and the content of change (Senge 1990). In relation to Pedagogy, the shared vision, purpose and agreed values guide teachers choices of appropriate learning experiences for their students. The education vision of schools concerns improvement of student learning which necessitates a headteacher's approach that empowers teachers to make classroom learning appropriate for the needs of all students (Luthens, 2002).

Effective leadership in schools has been widely noted as a factor that will make a difference between achievers and non achievers in institutional objectives (Luthens, 2002). In many ways, the headteacher is the most important and influential individual in the school. It is his/her leadership style ,

communication skills and decision making that sets the tone of the school, the climate for teaching/ learning process and the morale of teachers (Dean, 1995). If a school is vibrant, innovative, child centered place, then it has the reputation for excellence in teaching. If the pupils are performing to the best of their ability, then the headteacher will be emulated and appreciated because of his/her leadership style that has yielded success. (Luthan, 2002).

The leadership styles associated with educational administration are: autocratic leadership style, the democratic leadership style, the laissez faire leadership style and charismatic leadership style. (Mbithi, 2007).

According to Mbithi (2007) the autocratic leadership centralize powers and decision making . The leader sets goals and objectives to be accomplished. He/she determines the role to be performed, specifies who to perform the task and what is needed to be done or performed. The followers follow the laid down rules and regulations without questioning. If they dare question, they are often victimized. The leader is rigid and does not accept criticisms. In this types of leadership the employees feel insecure and frustrated. They have low morale and job dissatisfaction. It has advantages in the sense that decisions are quickly made. It can also lead to high productivity though this is still a thorny issue.

The democratic leadership style, power and authority is derived from the people. The employees feelings, interest, rights and freedom are respected by the leaders. Everybody is involved in decision making process. The leader influences people without dominating them. The subordinates feel secure and

responsible. They always support and respect the decision made because of the feelings that they were involved in making those decisions.

Their morale is always high hence teamwork spirit. This style promotes good and warm human relations between the leader and the subordinates. This type of leadership makes people feel as part and parcel of the organization though minority will still feel insecure about the decision passed by the majority (Campbell, 1971).

In the Laissez-faire leadership styles allow followers to do the tasks they want to do in the manner they want to do them. There are no rules or regulations to be followed.

There is no hierarchy of leadership. In his type of leadership, the leader is more of symbolic person because he/she plays a minimal role in the organization leadership. This type of leadership is always criticized because it allows the subordinates to do what they like, hence leads to chaotic situations since people are not guided (Mbithi, 2007).

The charismatic leadership style, the followers are influenced by the personality of the leader. This type of leadership is that the head commands cannot be challenged by the entire staff because they are willing to perform the tasks without being forced. However, various leadership styles have an impact on the overall performance in the institution.

Other leadership styles have also been discussed by Getzels and Guba (1968) which include: nomothetic and idiographic styles which are known as

transactional styles combined. This study therefore sought to explore in details how headteachers' employ leadership styles in order to influence KCPE performance in their respective schools. In a school the formal leader is the head teacher who is charged with the following roles; administering the approved school curriculum . school finance, human resources, school plant and community relations. As managers, head teachers ensure efficiency in performance and proper utilization of teachers under them through effective management and implementation of curriculum and other resources. (Republic of Kenya 1999, 1993).

Leadership styles are important since they motivate individuals at higher levels and therefore have a greater impact on school standards. Within the school environment, effective leaders use a range of leadership styles according to the demands of the situation. In order to create a context for school improvement in which all (pupils, staff and teachers) are keen to secure a step change in standards of pupils achievement (Luthens, 2002).

When using this style, a leader adopts McGregor's theory Y concept which argues that people are innately motivated, naturally like work and are interested in doing leadership style, though the followers are influenced by the personality of the leader. The advantage of this type of leadership is that the head commands cannot be challenged by the entire staff as they are willing to do their tasks without being forced but at times the head can influence the entire staff negatively hence affects the overall performance. Kemp and Nathen (1989).

As can be seen the various leadership styles have an impact on the overall performance as far as the organization is concerned. As a result, the headteacher is forced to vary his/her leadership styles according to the task as well as the situation at that particular time.

As managers, headteachers' should ensure efficiency in performance and proper utilization of the performance and proper utilization of the teachers under them through effective management and implementation of curriculum and prudent use of resources. Headteachers must embrace a results oriented management to achieve the desired educational goals and targets (MOEST 2004).

The study of leadership styles in our educational institution is important because it deals with the institution and its tasks, the roles of the individuals and groups have to play in order to achieve the goals of the institution.

As can be seen the various leadership styles have an impact on the overall performance as far as the organization is concerned. As a result, the headteacher is forced to vary his/her leadership styles according to the task as well as the situation at that particular time.

Headteachers leadership styles play a significant role in student's performance in KCSE. Studies done in this area indicate that results differ, while a few are in agreement on their findings. Okoth (2000) reported that democratic headteachers produce higher mean scores compared to autocratic headteachers, whereas Huka (2003) reported that autocratic headteachers

provide higher mean scores than democratic headteachers. Due to the above contradictions, there is a need to carry out further research on headteachers leadership styles on KCSE performance.

1.2 Statement of the problem

Public secondary schools in Koibatek District have been performing not to satisfactory for the last four years as it can be observed in appendix II. The performance shows that only a few of the students who complete their form four studies get the marks to enable them join universities and colleges. However, this dismal performance in Koibatek district has been a subject of great concern to parents, local leaders, educationists as well as stakeholders who are worried that education will soon be a preserve of the rich, teachers included because they take their children to better performing secondary schools such as Kabarak High school, Kabarnet High school and Sacco high school.

In spite of the fact that Koibatek has adequate teaching and learning resources and that majority of headteachers are well qualified, performance is not satisfactory. Researches have been done by various researchers on headteacher's leadership styles and its influence on performance at KCSE examination but there is scanty information about influence of headteacher's leadership styles in student performance at KCSE in Koibatek District. The researcher therefore aims at investigating influence of head teacher's leadership styles on student performance at Kenya certificate of Secondary Education in Koibatek District.

1.3 Purpose of the study

The purpose of the study is to investigate how the headteachers' leadership style influences performance in KCSE examinations in Public Secondary school in Koibatek District, Kenya.

1.4 Objectives of the study

1. To establish whether headteacher's autocratic (authoritarian) leadership styles has an influence on student's performance at KCSE.
2. To examine whether headteacher's democratic leadership styles has an influence on students' performance at KCSE.
3. To establish if headteacher's laissez-faire leadership styles has an influence on students' performance at KCSE.
4. To determine whether headteacher's charismatic leadership styles has an influence on students' performance at KCSE.
5. To examine whether other factors has an influence on students' performance at KCSE in Koibatek District.

1.5 Research questions

In order to achieve the stated objectives, the researcher was guided by the following research questions:

1. What is the influence of headteacher's autocratic (authoritarian) leadership styles and student's performance at KCSE?
2. What is the influence of headteacher's democratic leadership styles on students performance at KCSE?
3. What is the influence of headteacher's laissez-faire leadership styles on students performance at KCSE?
4. What is the influence of headteacher's charismatic leadership styles as on students' performance at KCSE?
5. What other factors influence student's performance at KCSE performance in Koibatek District?

1.6 Significance of the study

The research findings of the study if made public will be helpful in training headteachers on leadership styles in secondary schools so that future headteachers shall be equipped with appropriate skills that will be used to manage their institution human resource and enhance good performance in KCSE. Institutions offering management training such as Kenya Education Staff Institute (KESI) can also benefit from the study in getting what to include in their training manual. The study can also be used by DEO's in promotion of headteachers. It may also simulate the interest of future researchers to undertake further investigation in the field of education.

1.7 Limitation of the study

Since headteachers were required to give their views on their performance and leadership styles, this may have been affected with their objectivity. Extensive generalization of the findings and conclusion from this study must, however be done with a caution since they are based on few schools in a rural set up.

1.8 Delimitation of the study

The study was delimited to one administrative district and only headteachers and teachers were involved in the study. Though there were many leadership styles the researcher only focused on four leadership styles.

1.9 Assumptions of the study

The study was based on the assumption that there exist different leadership styles exercised by headteachers in different public secondary schools in Koibatek District.

1.10 Operational Definition of Terms

Autocratic leadership style refers to the leadership style that tends to centralize power and decision making.

Charismatic leadership styles refers to the leadership styles where the leader influences his/her followers by his/her personality which followers might want to identify with.

Curriculum refers to all what goes around the school, the content of a particular course of study.

Democratic leadership style refers to the leadership style whereby power and authority are derived from the people.

Headteacher refers to a person in charge of administration of a school who is also the chief executive of the school.

Laissez-faire refers to a leadership styles that employs high amount of independence where the governed set their own objectives and decide how to achieve them or not.

Leadership refers to the ability to influence people to willingly follow guidance and perform group tasks. It focuses on how the headteacher of a school; plans, organizes and controls secondary school programmes.

Leadership Styles refers to patterns of behavior by a leader in influencing members of the group. The way the leader will be behaving towards the group members.

Pedagogy refers to the study and theory of the methods and principals and principles of teaching.

Performance refers to pupils marks in the Kenya Certificate of secondary education as released by the Kenya National Examination Council from the lowest grade E to the highest grade A.

Professional teacher refers to a teacher who has received training in a recognized teacher training college and has been awarded a certificate in Bachelor of Education, Diploma and Certificate.

Public school refers to schools that are managed and funded by the Public who owns the School and the teachers are employed by the TSC.

1.11 Organization of the study

The study is organized in five chapters. Chapter one contains the background of the study followed by the statement of the problem which describes why there was need to carryout the study. The purpose of the study, objectives and research questions. The basic assumptions, the limitations and delimitations of the study followed. Finally, the key terms that have been used in the study are defined.

Chapter two contains the review of relevant literature. Chapter three deals with the research design and methodology including target populations, sample and sampling procedures, the research instruments, validity and reliability of the instruments, the procedure for data collection and analysis techniques. Chapter four discuss, the research findings. Chapter five contains a summary of the whole study, the conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature review looks at what other researchers and authors have done concerning the influence of headteachers' leadership styles on pupils performance in KCSE examinations. This section will review literature under the following headings: General leadership concepts, leadership styles, headteachers' professional qualification in relation to KCSE performance, leadership styles in relation to performance, theoretical framework and conceptual framework.

2.2 General leadership concepts

Leadership styles means the patterns of behavior a leader adopts to plan, organize control and motivate. It is the extent to which he or she listens, set goals, develop action plan, direct others and give feedback (Okumbe, 1998). Leadership is a process of influencing people to achieve the desired objectives that must take place within the context of a group. Therefore there must be that ability to influence a group towards goal achievement. Leadership styles have been researched for many years and continued to be examined and redefined as a result of its significant influences on educational outcomes. Some leadership styles employed by headteachers' in public secondary school are motivating while others are demotivating to the teachers and the general

public. This influences the end results of K.C SE performance (Olembo, Wanga and Karagu, 1992).

Strong leadership will be the most important factor of an effective school management. Bell (1992) notes that effective leadership will provide schools with a vision, explicit philosophies laid on consultations and teamwork leads to success in the attainment of good results in national examinations. According to Bukusi (2002) leadership is one of the most important means of directing people. It is a process by which an executive influences the work and behavior of a subordinate in choosing and attaining specified objectives. A person is said to have an influence on others when he/she is willing to carry out his/her wishes and accept guidance from him or her.

Effective leadership makes a difference in improving learning. Leaders and leadership are important because they serve as structures, provide guidance in times of change and are responsible for the effectiveness of organizations, Hoy (2006). Leadership is something that everybody desires to have, it is a quality or trait that every individual possesses but not uses. It is something that needs to be perfected over a given period of time, which may vary from each individual. It is the process whereby one or several individuals influence other group members towards the attainment of defined group or organizational goals (Hoy, 2006).

The study of leadership behavior in any organization is important because it deals with the organizations and its tasks, the roles, the individuals and groups have to take in order to achieve the goals of the organizations. The study of

leadership is best done by looking at what makes an effective leader. Identifying the personality characteristics which leaders have and by considering their leadership behavior in the organization.

Communication is a process by which information is created, transmitted and interpreted ideas, facts, opinions and feelings are exchanged between the source (sender) and receiver (audience). Leadership cannot happen without effective communication and motivation depends greatly on a leader ability to communicate effectively. Leaders communicate to share their vision with others, inspire and motivate them to strive toward the vision and build the values and trust that enable effective working relationships and goal accomplishment. Successful leader communication includes deceptively simple components such as asking questions, paying attention to non-verbal communication and actively listening to others (Olembo, Wanga and Karagu, 1992).

A fast-paced environment does not always provide time for the listening and reflection in that good communication is the most required. Surveys of managers typically reveal that they consider communication the most important skill and one of their top responsibilities. Research shows that some senior executives are not interestingly investing time and energy to be effective communicators', which leave the entire organization floundering for direction or parent leaders for adequately responding to problems or opportunities.

Leadership means communicating with others in a way that they are influenced and motivated to perform actions that further common goals and lead towards desired outcomes, while communication is a process by which information and understanding are transferred between a sender and a receiver that is between the leader and an employee. The communication process is initiated by a sender who communicates a message through a channel in a language (sign, symbol) which is capable of being understood and interpreted by a receiver.

By establishing an open communication climate, asking questions and applying the practice of dialogue, leaders facilitate and support strategic conversations that help move the organization forward. Leader's communication is purpose directed in that it directs everyone's attention toward the vision, values and desired outcomes of group or organization and persuades people to act in a way to help achieve institutional objectives.

Perception is a process by which individuals make sense of their environment by organizing and interpreting information. Perception of reality and its meaning influence what people say and do, not some objective or factual reality. This perceptual organization arranges incoming signals into patterns that give some meaning to the data relating it to our interest in the topic, the status of the sender or benefits of attending to it. A common perceptual organization is the stereotyping (Mbiti, 2007).

Face to face discussion is the richest medium as both parties pick up many information and to the spoken words. Leaders prefer to talk than to write. Oral communication is quick, spontaneous and enriched by non-verbal signals. It takes place in one conversation through meetings of several people or when someone communicates to many people at conferences. Non-verbal: Experts claim that the actual words in a message have less impact on the sender than the accompanying non-verbal signals. These include the tone of the voice, facial expression posture and appearance that provide the impact in face communication (Mbiti, 2007).

2.3 Leadership styles

The extent to which a school headteacher succeeds in achieving the school objectives by incorporating both the physical and human aspects depends on his/her administration behaviour Okumbe (1998). There are four styles of leadership that a headteacher can adopt any, either by inclining towards one or using an integrated style according to the situation. Kemp and Nathan (1989) argued that it is prudent for the headteacher to be aware of his/her leadership style. However, there are four types of leadership styles usually associated with educational institutions. These include autocratic or authoritarian leadership, the democratic leadership style, the laissez-faire leadership style and the charismatic leadership style.

2.3.1 Autocratic or authoritarian style and academic performance

The autocratic leadership style refers to situations where a leader uses close supervision and instructions to his/her subordinates and make most of the decisions by himself or herself. The leader alone determines and decides what tasks to be done by subordinates without any consultations. The leader relies very much on rules and regulation governing the individual workers and over emphasizes institutional goals achievement. This style reduces independence among the staff members because it does not encourage development of initiative. The leader also uses force and punishment to make the subordinates to obey the rules and regulations without any question (Mbiti, 2007).

Considerable tension is usually generated with this style between the leader and his/her subordinates and also among the subordinates themselves. As a result of this same members of the organization may become passive and uninvolved in many activities of the organization. On the other hand, an autocratic leadership style may lead to high productivity especially when used in situations when quick actions are needed to achieve goals in educational organizations. Some school heads still prefer to dictate to their staff members instead of involving them in discussion and decision making on the activities of the institution (Huka, 2003).

2.3.2 Democratic styles and academic performance

In the democratic leadership style; decisions are made democratically by the group encouraged and assisted by the leader. Group participation in the decision making process is encouraged by head of the organization. The leader uses one or more employees in the decision making process. The leader always delegates authority to others thus encourages participation and decisions in the organization are made after communication, consultations and discussion with the various members of the organization. (Lewin, 1939).

In the democratic leadership styles, high cohesion and involvement in the affairs of the institution and staff members show positive attitudes towards their leader. This style uses discussion and bargaining to arrive at decisions, it generates high morale among staff members and promotes greater group productivity. Many successful school administrations practice this participating style of leadership.

2.3.3 Laissez-faire style and academic performance

The laissez-faire leadership style is a passive style characterized by little structure and a lot of freedom for staff members to do what they like. Few restrictions are placed on the staff members concerning choices and procedures for accomplishing job tasks. The leader gives freedom to groups and individuals to make decisions with the leader himself not taking any part. In this type of leadership low cohesion and involvement and little is achieved.

Teachers and students who expect efficient and strong leadership may be classified with this kind of leadership.

Cases of high indiscipline are very common and there is high level of don't care attitudes. Although communication is all channels, it's more so towards human relationships than relationship that facilitates conducive learning environment which enhances good performance.

Laissez-faire style of leadership has some implication on students performance. For instance, in a school setting where teachers have to set examinations during a particular time, this might mean delayance in evaluation and feedback since there are no measures to be taken or followed for those who do not perform. On the other hand, the students might relax in different areas since they are free to do what they want. This might lead to lack of harmony in such a school set up.

2.3.4 The charismatic style and academic performance

In this type of leadership the leader influences his/her followers might want to identify with. There is something special in his/her personality which makes him adorable. The main advantage of this style is that the leader commands an unchallengeable influence, love, respect among his/her followers. This makes it easier for the tasks to be done quickly. The disadvantage is that followers may focus on the personality of the leader only and not the tasks to be done .

Headteachers should demonstrate administrative leadership styles which should harness positive relationship, this is due to the facts that, if they are not

effective , then the school organizations is likely to have conflict due to differences in opinion regarding school activities and this may affect institutional performance especially if the headteacher does not apply the relevant leadership style possible.

2.4 Students performance in KCSE examinations

Performance refers to candidates grades in KCSE as rated by the KNEC from the highest grade A to the lowest grade E. The effectiveness of schools in educating pupils is highly dependent upon the nature of leadership within the individual schools, while headteachers are formally required to lead the schools. Most schools are characterized by a combination of formal and informal leadership as evidenced by teachers assuming responsibility for particular tasks and programmes. Although the leadership of schools is a complex phenomenon, the outcomes of successful school leadership are readily identifiable. The outcomes centre upon the quality of pedagogy provided by teachers and the engagement of students in learning, according to Neil (2000).

White and Lippit (1960) responses on children to various leadership styles, concluded that different leadership styles do indeed produce different behaviours. For instance, the pupils supervised in schools under the democratic leadership resulted in a high level of production, but was also associated with a high level of frustration and lower levels of morale, cooperation and self direction. The Laissez-faire resulted in inferior work quality, less productivity and higher degrees of dissatisfaction among

organizational members. The findings have far reaching effects on the human relations approach and the general performance of the organization.

Teachers need regular refresher course and seminars to re-energize them and keep them strong throughout their teaching career. As one nears retirement age, preoccupation with physical development dwindles as opposed to young leaders who may be enthusiastic to improve existing conditions and have the strength to perform better.

Eshiwani (1983) on policy study, of factors behind poor performance among primary and secondary schools noted that lack of competent, dedicated and committed headteachers' contribute to poor performance of students in national examinations. Motivations of teachers' and students' is also key because motivated teachers produce more results.

Ireri (2003) noted that there is a relationship between leadership styles and performance of girls in science subjects and concerns with Mwalala (2008) who noted that there is a relationship between headteachers' leadership styles and students performance in KCSE. He further noted that headteachers' are the contributing factors towards the successful management of educational institutions and the implementation of the total curriculum.

2.5 Leadership styles in relation to performance

Headteachers' go through staff development that is a planned process meant to improve his/her effectiveness and competence in response to new knowledge, new ideas and changing times. Wanjohi (2008) states that the

longer the teacher has taught, the more he/she is equipped with skills and expertise to enable him/her handle proper teaching and achieve the goal of performing well in exams. This therefore portrays experienced teachers as better performers. Eshiwani (1983) notes that lack of competent, dedicated and committed headteachers' contributes to poor performance in national examinations. Indeed, most schools are characterized by a combination of formal and informal leadership as evidenced by teachers assuming responsibility for particular tasks and programmes. Although the leadership of schools is a complex phenomenon, the outcomes of successful school leadership are identifiable.

In a study on effects of leadership styles on performance of pupils in Nairobi province, Kenya, Okoth (2000) found out that headteachers' that were rated as democratic had high performance than autocratic headteachers'. Kimicia (2001) concurred that there was a relationship between leadership styles and student performance in national examinations.

Mbithi (2007) posits that leadership is a status of dominance and prestige acquired by ability to control , initiate or set the patterns of behaviours for others. It involves getting the work done with the help of others. The main task of the primary school headteachers' is instructional leadership and curriculum development .

2.6 Theoretical Framework

The study was based on the contingency theory by Fielder. Fielder's contingency theory deal with leadership effectiveness in organizations. Contingency theory is based on the assumption that there is no single style of management relevant to any leadership situation. It all depends on the prevailing variables e.g. attendance, learners ability and attitudes, facilities, number of teachers, discipline, social and cultural factors and politics.

According to Hoy (2006) the contingency theory states that leadership effectiveness is said to be contingent on dependant upon many variable. He further argues that for effective results one need to identify a combination of a person's traits, situational variable and task structure in order to regard one as an effective or in effective leader. He further criticized the trait theory and the situational theory because both focused on one issue only and came up with the contingency theory. Fielder confirms that the theory falls into two categories: task oriented leader (nomothetic) who emphasizes the job performance at the expense of human characteristics. The other is human oriented (ideographic) this emphasizes the human elements of an organization for example welfare of individual employees. The theory therefore argues that a specific trait under a particular situation makes a particular leader effective.

According to this model the most effective leaders are those who have the best batting average in choosing the most appropriate mix between boss-centered leadership and subordinate –centered leadership (Rausch and Washbush 2000). Therefore, Tannenbaum and Schmidt (1958) suggest that various

combinations of several situational elements require different leadership styles. Effective leaders must be able to identify which style to use where and when, therefore headteachers' in Koibatek District should identify and use the most appropriate style in various situations in order to enhance KCSE performance.

2.7 Conceptual framework

In writing this proposal, the researcher conceptualized the relationship between headteachers' leadership styles and the influence on students performance in KCSE examinations.

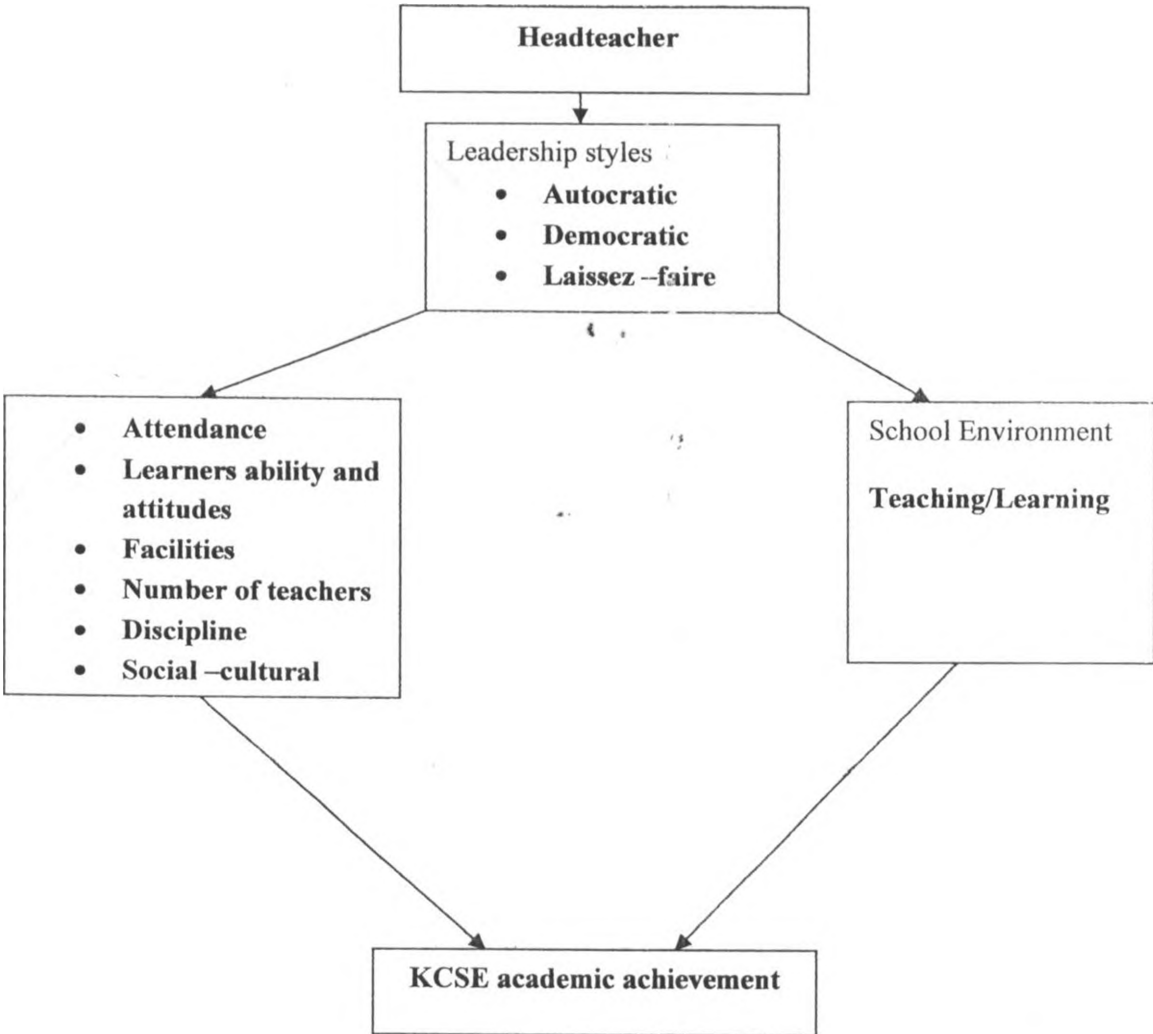
The study aims at establishing the performance of students in the KCSE examinations in relation to headteachers' independent variables namely leadership styles, autocratic democratic, laissez-faire and charismatic. The study seeks to determine whether these leadership styles have any influence on the teaching and learning process and whether this influences the achievement of learners in the KCSE examination.

There are other intervening variables which affect performance also which include; attendance, facilities, number of teachers, social-cultural factors, learners ability/attitude and politics.

In this study, students performance is conceptualized in a process perspective (input-output). Students go through schooling process at the end of which they

are examined through the KCSE examinations and the scores represent the output. The inputs here are the headteachers leadership styles.

Figure 2.1: Influence of headteachers leadership styles on KCSE performance



The study aims at establishing the performance of students at KCSE examinations in relation to headteachers' independent variables namely leadership styles, autocratic democratic, laissez-faire and charismatic. The study seeks to determine whether these leadership styles have any influence on

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There are other intervening variables which affect performance also which include; attendance, facilities, number of teachers, social-cultural factors, learners ability/attitude and politics.

In this study, student's performance is conceptualized in a process perspective (input-output). Students go through schooling process at the end of which they are examined through the KCSE examinations and the scores represent the output. The inputs here is the headteachers' leadership styles. Any of these factors will contribute to teaching/ learning (production) and the outputs is in the form of the grades obtained in the KCSE examination.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section highlights the research methodology to be used in the study. The section covers; the research design, locate of study, target population, sample and sampling procedures, research instruments, validity and reliability of instruments, data collection and data analysis procedure.

3.2 Research Design

Research design refers to the process of creating an empirical test to support or refute knowledge claims (Borg and Gall, 1989). It also refers to a framework of planning and conducting a study. The descriptive survey method was used as the research design. Descriptive survey design is a collection of quantifiable data from a population for the purpose of description. This method was considered to be the most reliable in collecting information about the aspects of education. It also captures the diverse views and opinions held by different people (Orodho, 2008). This method was chosen because it helped to achieve the stated objectives. It also determined and reports the way things are such as public opinions and attitudes (Mugenda and Mugenda ,1999).

3.3 Target Population

Target population was the larger group from which a sample population was to be selected (Orodho 2008). According to Mugenda and Mugenda (2003), population refers to an entire group of individuals, events or objects having a common observable characteristics. The target population for the study were 40 public secondary schools headteachers and 400 teachers in Koibatek District.

3.4 Sample Size and Sampling Techniques

Sampling is a process of selecting a given number of subjects from a defined population (Orodho, 2003). According to Gratton and Jones (2004), a sample was a small proportion of the target population selected using some systematic procedures for the study. The target population for this study were 40 Secondary school headteachers and their 400 teachers. For a conclusive results the researcher covered 50 percent of the total 40 head teachers. This implies that 20 schools were sampled for the study. To get the 20 schools the researcher used simple random sampling. He wrote each school on a piece of paper and randomly picked 20 schools. The headteachers of the 20 schools picked were used in the study. Selection of teachers to participate in the study were also selected using simple random sampling procedure. The researcher got the list of names of the teachers from the headteacher's office the number them female and male separately. The researchers then randomly picked 3 male teachers and 2 female teachers respectively. Therefore 5 teachers were used for the study in each of the schools picked.

3.5 Research Instruments

Data pertaining to the study was collected using questionnaires. According to Mugenda and Mugenda (2003) questionnaire is a written list of questions, the answers to each are recorded by the respondent. The questionnaires were preferred because it was assumed that all the respondents were literate and therefore were capable of responding to the items personally. Questionnaires are also cheap to administer to respondents who are in diverse large areas and convenient in collecting information from a large population.

The headteacher's questionnaire contained closed – ended questions focusing on the demographic background information which was relevant to the study, influence of head teacher's professional qualification and administrative experience on performance. The teacher's questionnaire contains three parts similar to the headteacher's questionnaires.

3.5.1 Instrument Validity

These study used content validity because it measures the degree to which the sample of test items represents the contents that the test is designed to measure. The underlying assumption of content validity is that every variable had a content population consisting of an infinite number of items , and that highly valid instruments constitutes a representative sample of the item. The primary concern

of the content validity is whether a given population of situation or behavior is adequately sampled by the measuring instrument in question (Nachima and Nachimas , 1981).

The validity was also enhanced by supervisors who are experts in educational administration, they critically examined the instruments where the researcher incorporates their suggestions.

3.5.2 Instrument reliability

The reliability of the questionnaire were determined by the use of Cronbach's reliability coefficient of 0.5. If the Cronbach's reliability coefficient is 0.5 and above then they were considered reliable. The responses from the two tests were expected to be similar or close but if not, then the instruments were presumed to be of low reliability Orodho (2008). In determining using Cronbach's reliability coefficient, the following were taken into account; the developed questionnaire will be given to a few identical subjects but not the real ones that were included in the actual study, the answered questionnaire will be scored manually, the same questionnaire were administered to the same group after a period of two weeks, the responses were scored manually and a comparison between the two were made.

3.6 Data collection procedure

The researcher obtained a permit to conduct the research from the National Council of Science and Technology. After which the District Commissioner (D.C) and the District Education Officer (DEO) Koibatek District was informed on the intended research. The respondents were informed in advance before the expected date of data collection (Appendix I). The researcher delivered the questionnaires to the respondents in the respective schools and they were collected on an agreed time.

3.7 Data Analysis Procedures

After data collection the researcher checked the questionnaires for completeness, accuracy and uniformity of information obtained. Qualitative and quantitative data were collected and the qualitative data were operationalized. The researcher coded the data by assigning numerals to answers so that responses could be put into limited number of categories or classes. The researcher arranged the data in a logical order by tabulation. Frequency distribution tables were used to represent the information from all respondents for each item of the questionnaire.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter focuses on the questionnaire return rate, demographic information of the respondents, presentations, interpretation and discussions of findings. The presentations were done based on the research questions. Items addressing the same research question were grouped and discussed together. Tables were used to present data while frequencies (f) and percentages (%) were used to discuss the findings.

4.2 Return rate of questionnaire

Completion rate is the proportion of the sample that participated as intended in all the research procedures. The total number of headteachers' who received questionnaires the questionnaire were 20 headteachers' 16 (80.0%) returned the questionnaires. Out of 200 teachers sampled 180 (90.0%) returned the questionnaires.

4.3 Demographic information of headteachers'

The demographic information of the headteachers' was based on genders, age academic performance, professional qualification, teaching experience and length of service. To establish the gender of the head teachers, the researchers sought to know the gender of the respondents as was indicated in the questionnaires so as to find out whether the Ministry

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of Education is considerate when it comes to gender equity in schools.

The headteachers' were asked to indicate their age. The findings are tabulated in Table 4.1

Table 4.1

Distribution of headteachers by age

Age	F	%
41-45years	1	5.0
46-50 years	12	60.0
51 and above	7	35.0
Total	20	100.0

The table shows that majority of the headteachers were aged between 46 and 50 years. The data indicates that majority of the headteachers were aged between 46 and 50 years which implies that they are experience. It was observed that many head teachers who were 50 years generally balanced their leadership styles. They used much of the situational leadership approach, because their rich experience has taught them that the situation around the school affects the leadership style of the head teachers. In addition to being older, they have had a chance to work in various schools and have experienced

different ways of doing things. The different challenges they have faced at the end of the day have enabled them to mature in judgment. They have come to note that the differences in values, norms and cultures of schools automatically suggest a variation in leadership styles and a proper variation in leadership styles prompts better school performance. The headteachers were also asked to indicate their highest professional qualifications. Their responses are presented in table 4.2

Table 4.2

Distribution of headteachers by highest professional qualification

Professional qualifications	F	%
B. Ed	14	70.0
B.A./BSC with PGD	5	25.0
M. Ed	1	5.0
Total	20	100.0

Table 4.2 shows that majority of the head teachers had Bachelors in education meaning that they are qualified and able to be headteachers. Which implies that all the headteachers were adequately prepared to teach in secondary schools and hence their leadership styles ought to have influenced students' academic performance. The headteachers were further asked to indicate their

experience as headteachers, to show whether there was any relationship between headteachers experiences and leadership styles applied by the headteachers.

It was found out that most of the teachers felt that the greater the experience the less the need to use autocratic leadership styles and the greater the use of democratic leadership styles. This is because many teachers who had taught for 10 years and longer detested the use of strict methods of leadership. They feel that head teachers need to involve them in decision-making, because they also possess some leadership experience. The way the teachers perceived and appreciated the head teachers' leadership styles varied on the basis of the number of years of service.

4.3 Demographic Information of the Teachers

The demographic information of the teachers was based on genders , age, academic performance, professional qualification, teaching experience, and length of service. To establish the age of the teachers, the researcher sought to know the age of the respondents as was indicated in the questionnaires so as to find out whether age and quality of teaching affects. To establish the age of the teachers, they were asked to indicate the same. Their responses are presented in Table 4.3.

Table 4.3

Teachers' responses on their age

Age	F	%
Below 25yrs	27	13.8
26 yrs -30 yrs	42	21.5
31 yrs -35 yrs	37	19.0
36 yrs - 40 yrs	41	21.0
41 yrs - 45yrs	23	14.4
46 yrs - 50 yrs	17	8.7
Above 50 years	3	1.5
Total	195	100.0

Table shows that majority of the teachers were aged above 36 years. The data implies that teachers in the sampled schools had taught for relatively longer time and hence could provide information on how their headteachers leadership styles influenced students' academic performance.

The teachers were further asked to indicate their highest professional qualifications. The data is presented in Table 4.6.

Table 4.4

Distribution of teachers by professional qualifications

Professional qualifications	F	%
EAACE/KACE/HSC/'A' level /SI/Diploma in Education	15	7.7
B.A/BSC	25	12.8
B. Ed	128	65.6
M. Ed	26	13.3
M.A/MSC	1	.5
Total	195	100.0

As presented in table 4.4 data shows that majority of the teachers had bachelor of education. This implies teachers, just as the headteachers were qualified to teach in secondary schools. Qualified teachers are able to interpret how leadership style of the headteachers may influence academic performance. The teachers were further asked to indicate teaching experience. The data is presented in table 4.5

Table 4.5

Distribution of teachers by experience

Experience	F	%
2-5yrs	7	3.6
6-10 yrs	44	22.6
11-15 yrs	92	47.2
16-21yrs	44	22.6
20 yrs and above	8	4.1
Total	195	100.0

Table 4.5 shows that majority of teachers had taught for above 11 years which is deemed a considerable amount of time for them to provide information on how headteachers leadership style influence students academic performance.

4.4 Effects of head teacher leadership styles on performance at KCSE examination in Koibatek district

To establish the effects of head teacher leadership styles, and performance in KCSE examination in Koibatek district, the respondents were required to respond to statements that sought to establish how leadership styles affected academic performance of students.

4.4.1 Headteachers and teachers perceptions on the leadership styles of the headteachers

To establish the teachers and headteachers perceptions of the headteachers leadership styles, both categories of respondents were requested to indicate what they felt that headteachers carried out their activities in the school and which depicted their leadership styles. Data is presented in Table 4.6

Table 4.6 Headteachers' responses on their leadership styles

Statement	Never		Very little		Sometimes		Considerable		Very great	
Are friendly and easy to talk to try and others.	1	5.0	1	5.0	3	15.0	8	40.0	7	35.0
Listen well to chose you lead whether you agree with them	0	00.0	5	25.0	5	25.0	6	30.0	4	20.0
Show that you understand the point of views of your staff members and state them well, even though you disagree with them.	0	00.0	1	5.0	9	45.0	4	20.0	6	30.0
Encouragement members of your staff to express their ideas fully and frankly.	0	00.0	2	10.0	2	10.0	6	30.0	10	50.0
Encourage members of staff to express their feeling frankly	1	5.0	3	15.0	2	10.0	3	15.0	11	55.0
Display confidence and trust in other whether or not you agree with them	0	00.0	5	25.0	3	15.0	8	40.0	4	20.0
Share information frankly	0	00.0			2	10.0	7	35.0	11	55.0
Expect others to do their very best	0	00.0			7	35.0	8	40.0	5	25.0
Think what you and your staff are doing are of importance.	0	00.0	6	30.0	9	45.0	5	25.0		
Expect a high quality job from yourself.	0	00.0	1	5.0	2	10.0	9	45.0	8	40.0
Encourage members of staff to bring new changes as well as creative ideas.	0	00.0			3	15.0	10	50.0	7	35.0
You are willing to take risk (by trying new ideas)	0	00.0	4	20.0	17	70.0	2	10.0		
Are not defensive when criticized	4	20.0	7	35.0	5	25.0	4	20.0		
Avoid treating others in a patronizing manner	3	15.0	7	35.0	6	30.0	4	20.0		
Accept that you are capable of making mistakes	8	40.0	9	45.0	1	5.0	2	10.0		
		0				0.				

Allows members of staff to question your views

Avoid dominating discussions.

Encourage members of the staff to work through disagreements by not suppressing them.

Show no favorite treat all members equally

Give credit and recognition where necessary

Accept more blame than may warranted for any failure or mistake

Set the goals for the group

Avoid imposing decision upon the group

Allow decision to be made by whoever is willing to do

Are less concern a bout individual interest on their work

Allow morale to be generally.

Provide complete freedom to the group

Avoid supervision of teachers

0									
0									
3	15.0	7	35.0	10	50.0				
6	30.0	8	40.0	6	30.0	0	00.0		
3	15.0	6	30.0	7	35.0	2	10.0	2	10.0
0	00.0	2	10.0	9	45.0	6	30.0	3	15.0
				5	25.0	9	45.0	6	30.0
		5	25.0	9	45.0	6	30.0	0	00
2	10.0	3	15.0	5	25.0	6	30.0	4	20.0
		3	15.0	4	20.0	7	35.0	6	30.0
1	5.0	1	5.0	3	15.0	7	35.0	8	40.0
1	5.0	3	15.0	9	45.0	4	20.0	3	15.0
4	20.0	5	25.0	5	25.0	4	20.0	2	10.0
1	5.0	4	20.0	8	40.0	6	30.0	1	5.0
0	00	3	15.0	12	60.0	5	25.0		

Data from Table 4.6 shows that head teachers indicated that they were considerable friendly and easy to talk to. The headteachers reported that they considerably listen to their teachers. They further reported that they considerably listened teachers. Also indicated that headteachers sometimes showed that they understood the point of views of the staff members and state them well, even though they disagreed with them. Majority of the headteachers said that they encouraged members of the staff to express their ideas fully and frankly at very great extent. Data indicates that majority of the head teachers encouraged members of staff to express their feeling frankly at a very great extent.

Table 4.6 shows that headteachers displayed confidence and trust in others. Majority of the head teachers shared information frankly at a very great extent. Data shows that headteachers expected others to do their very best considerably. Table shows that head teachers sometimes thought what they were doing together with their staff was important. Headteachers expected a high quality job from themselves. The head teachers encouraged members of staff to bring new changes as well as creative ideas considerably. They were sometimes willing to take risk (by trying new ideas) while they were not defensive when criticized. Table 4.6 shows that most of the headteachers sometimes avoided treating others in a patronizing manner. They sometimes accepted that they were capable of making mistakes. Data indicated that the headteachers considerably avoided dominating discussions. They also encouraged members of the staff to work through disagreements by not suppressing them. Data further indicated that headteachers

sometimes showed no favorite treat all members equally while they also considerably gave credit and recognition where necessary. While the headteachers sometimes accepted more blame than may be warranted for any failure or mistake, most of them considerably avoided imposing decision upon the group. The headteachers considerably set the goals for the group while they allowed decision to be made by whoever was willing to do so. Data further shows that head teachers were less concerned about individual interest on their work.

The teachers were also asked to indicate their perceptions of their headteachers leadership styles the data is presented in Table 4.7.

Table 4.7

Teachers responses on their perceptions of their headteachers' leadership styles

Statement	Never		Very little		Sometimes		Considerable		Very great	
	F	%	F	%	F	%	F	%	F	%
Is friendly to teachers and easy to talk to	13	6.7	38	19.5	55	28.2	61	31.3	28	14.4
Listen to teachers and students and others whether or not he/she agrees or disagrees with teachers and others	18	9.2	28	14.4	53	27.2	73	37.4	23	11.8
Shows to teachers that he/she understand their point of view, can state it well to teachers though he/she disagrees	9	4.6	21	10.8	68	34.9	54	27.7	43	22.1
Encourages teachers and others to express ideas fully and frankly.	12	6.2	18	9.3	30	15.4	67	34.4	68	34.9
Displays confidence and trust in teachers and others whether or not he/she agrees.	19	9.7	33	16.9	65	33.3	62	31.8	16	8.2
Share information frankly	30	15.4	49	25.1	52	26.7	49	25.1	15	7.7
Expect each member to do his/her very best	8	4.1	30	15.4	65	33.3	71	36.4	21	10.8
Expects a high quality job from himself/herself	25	12.8	31	15.9	51	26.2	50	25.6	38	19.5
Thinks what he/she and staff are doing is important	8	4.1	53	27.2	75	38.5	54	27.7	5	2.6
Encourages you and others, to give new changes, and creative ideas for benefit of the school.	59	30.3	38	19.5	50	25.6	34	17.4	14	7.2
Is he/she willing to take risks (by trying new ideas)	59	30.3	56	28.7	41	21.0	14	7.2	25	12.8
Does not like to be criticized	31	15.9	54	27.7	54	27.7	50	25.6	6	3.1
Avoid treating you and others in patronizing manner	12	6.2	16	8.2	53	27.2	60	30.8	54	27.7
Shows that he/she is capable of doing mistakes	16	8.2	40	20.5	57	29.2	58	29.7	24	12.3
Allows members of staff to question his/her views.	41	21.0	33	16.9	58	29.7	33	16.9	30	15.4

Avoiding being impatient with the progress being made by the group.	18
Avoid dominating the discussion.	56
Encourages you and other to work through disagreements by not suppressing them.	30
Shows no favorites', treats all members equally.	56
Avoid imposing a decision upon the group	18
Is less concern about individual's interest in their work	13
Allows productivity of the group.	9
Avoid treating you and others in patronizing manner	12
Allows members of staff to question his/her views.	32
Encourage indiscipline due to lack of direction	19
Does not allow new ideas to come.	16
Blame others for mistakes or failure.	79
Does not expect a high quality job from the group.	20
Wait for other members of the group to state their position before stating his/hers.	16
Present his/her own contribution as suggestion.	26

								4
9.2	49	25.1	69	35.4	43	22.1	16	8.2
28.7	28	14.4	48	24.6	30	15.4	33	16.9
15.4	35	17.9	38	19.5	62	31.8	30	15.4
28.7	28	14.4	48	24.6	30	15.4	33	16.9
9.2	57	29.2	51	26.2	58	29.7	11	5.6
6.7	44	22.6	51	26.2	76	39.0	11	5.6
4.6	23	11.8	76	39.0	44	22.6	43	22.1
6.2	16	8.2	68	34.9	54	27.7	45	23.1
16.4	15	7.7	52	26.7	27	13.8	69	35.4
9.7	43	22.1	44	22.6	71	36.4	18	9.2
8.2	86	44.1	66	33.8	12	6.2	15	7.7
40.5	40	20.5	47	24.1	23	11.8	6	3.1
10.3	50	25.6	91	46.7	26	13.3	8	4.1
8.2	86	44.1	66	33.8	12	6.2	15	7.7
13.3	81	41.5	50	25.6	28	14.4	10	5.1

Table 4.7 shows that most of the teachers indicated that their headteachers were considerably friendly to them and easy to talk to. Data indicates that teachers said that their headteachers considerably listened to teachers and students and others whether or not he/she agrees or disagrees with teachers and others. Findings shows that teachers said that their headteachers sometimes showed them that they understood their point of view. It was also revealed by a majority of the teachers that their headteachers encouraged them and others to express ideas fully and frankly at a very great extent.

Table 4.7 also shows that teachers said that their headteachers considerably displayed confidence and trust in teachers and others whether or not he/she agrees. Table indicates that teachers said that their headteachers sometimes shared information frankly. Table indicates that teachers said that their headteachers sometimes expected each member to do his/her very best. Data further indicated that teachers sometimes expected a high quality job from themselves. Most of the teachers said that their headteachers thought what they were doing with the staffs was important at a very little extent. Teachers said that their headteachers sometimes encouraged them and others, to give new changes, and creative ideas for benefit of the school. Teachers said that the headteachers were never willing to take risks (by trying new ideas) they also said that the headteachers sometimes did not like to be criticized.

Teachers were in agreement that their headteachers considerably avoided treating them and others in patronizing manner. Teachers said that the headteachers considerably showed that they were capable of doing mistakes.

Teachers further reported that the headteachers sometimes allowed members of staff to question his/her views. They also indicated that the headteachers sometimes avoided being impatient with the progress being made by the group. Teachers also said that the head considerably encouraged them and other to work through disagreements by not suppressing them. While teachers indicated that their head did not show favorites', treats all members equally. It was also revealed by teachers that the head teacher considerably avoided imposing a decision upon the group. Further, teachers said that the headteacher were considerably less concern about individual's interest in their work. The headteachers sometimes allowed productivity of the group while they sometimes avoided treating them and others in patronizing manner.

Teachers said that the headteacher allowed members of staff to question his/her views at a very great extent. It was also revealed that the headteachers considerably encouraged indiscipline due to lack of direction. The table also shows that the headteachers did not allow new ideas to come at a very little extent. Teachers said that the headteachers never blamed others for mistakes or failure. The head teachers waited for other members of the group to state their position before stating his/hers at very little extent. Teachers were of the opinion that the head teachers presented his/her own contribution as suggestion at very little extent.

4.4.2 Influence of headteachers' selected demographic variables on their leadership styles.

The study sought to establish the relationship between headteachers' demographic variables and their influence on their leadership styles. One way ANOVA was used to calculate for significant relationship. ANOVA is a test (1) used when calculating significance of mean differences.

To calculate significant relationship between headteachers' leadership styles across gender, one way ANOVA statistical methods was used. To establish the relationship between headteachers' leadership styles across gender Spearman Rank Correlation Coefficient (ρ or rho) was used. It is a test that reflects the degree of linear relationship between two variables. The findings are presented in Table 4.8.

Table 4.8**Relationship between headteachers' leadership styles across gender**

Leadership style	Gender	No	mean	sd	t	p
Autocratic	Male	15	79.00	2.5580	.527	.503
	Female	5	1.9580	2.000		
Democratic	Male	15	2.9329	3.3329	.870	.239
	Female	5	1.3333	6.3232		
Laissez –faire	Male	15	69.3478	3.7498	1.003	.270
	Female	5	70.333	3.63297		

According to the Table 4.8 there was no significant relationship in the autocratic The data provided substantial evidence that there was no significant relationship between headteachers' leadership styles and gender. To test for any significant relationship between headteachers' leadership styles across age, One way Anova (F) was used to test significance of mean differences. The data is presented in Table 4.9.

Table 4.9

One way Anova for relationship between headteachers' leadership styles across age

Leadership style		ss	df	ms	f	
Autocratic	Between group	4.05	2	2.123	.228	.792
	Within group	75.200	9	8.367		
	Total	79.250	11			
Democratic	Between group	91.681	2	45.745	.125	.009
	Within group	130.800	19	7.316		
	Total	222.481	21			
Laissez -faire	Between group	10.374	2	5.589	.188	.831
	Within group	343.536	12	30.196		
	Total	354.910	14			

For each style of leadership between and within group Sum of Squares (ss) were worked out, degree of freedom (df) and mean scores (ms). To establish the relationship between the leadership styles of the headteachers across age the Spearman Rank Correlation Coefficient (ρ or rho) was used. From the table the findings demonstrated that there was no significant relationship

between headteachers' leadership styles across age. The findings revealed that there was no significant relationship between headteachers' leadership styles across age.

To test for significant relationship between the leadership styles of the headteachers across academic qualifications was done through working out each leadership style between group and within group by finding out the Sum of the Squares (SS), degree of freedom(df), mean scores(Ms) and using ANOVA test (F) for testing significance of mean differences. The Spearman Rank Correlation Coefficient (ρ or rho) was then used to reflect the degree of linear relationship between headteachers' leadership styles and academic qualifications. To test for significant relationship between headteachers' leadership styles across academic qualifications, the findings are revealed as presented in Table 4.10.

Table 4.10

Significant relationship between leadership styles of the headteachers' across academic qualification

Leadership style		ss	df	ms	f	p
Autocratic	Between group	10.412	3	5.708	.746	.501
	Within group	64.813	7	7.648		
	Total	75.225	10			
Democratic	Between group	39.543	2	21.680	2.177	.141
	Within group	185.312	18	9.960		
	Total	224.855	20			
Laissez-faire	Between group	83.734	2	42.867	1.779	.211
	Within group	289.200	12	24.100		
	Total	372.934	14			

Findings from table showed that there was no significant relationship between headteachers leadership styles across academic qualifications. Data showed that headteachers' academic qualifications had no influence on their leadership style. The study also sought to find out whether there was any significant difference between headteachers leadership styles across years of experience.

To investigate significant difference in the headteachers' leadership styles across teaching experiences as a teacher for each range of years between groups and within groups Sum of Squares (SS) were worked out, degree of freedom (df), mean scores (Ms) and using ANOVA test (F) to test significance of mean differences. The Spearman Rank Correlation coefficient (ρ or rho) was then applied to establish whether there was any linear relationship between headteachers' leadership styles and years of experience as a teacher before appointment to headship. The findings are presented in Table 4.11

Table 4.11

Significant difference in the headteachers' leadership styles across teaching experience

Leadership style		SS	df	Ms	F	p
Autocratic	Between group	8.083	4	2.694	.296	.826
	Within group	68.177	7	9.021		
	Total	76.260	11			
Democratic	Between group	47.495	3	15.686	1.455	.244
	Within group	185.533	18	10.307		
	Total	233.028	21			
Laissez- faire	Between group	40.132	3	13.378	.453	.731
	Within group	362.423	12	30.436		
	Total	402.555	16			

Analysis of variance (ANOVA) and the Spearman Rank Correlation Coefficient (ρ or rho) were used. Each leadership style between group and

within group sum of Squares (SS) were worked out, degree of freedom (df) and Mean Scores (Ms). Analysis of variance (ANOVA) was then used to test significance of mean differences. The Spearman Rank Correlation Coefficient (p or rho) was then applied to reflect degree of linear relationship between headteachers' leadership styles and years of administrative experiences. The calculation of headteachers' leadership styles across administrative experience are presented in Table 4.12.

Table 4.12

Significant difference between headteachers' leadership styles across their administrative experiences

Leadership style		Ss	df	ms	f	p
Autocratic	Between group	9.312	3	4.748	.746	.501
	Within group	58.613	7	7.548		
	Total	67.925	10			
Democratic	Between group	36.643	2	22.580	2.177	.141
	Within group	178.212	18	8.960		
	Total	214.855	20			
Laissez-faire	Between group	78.754	2	39.867	1.779	.211
	Within group	289.200	12	31.100		
	Total	367.954	14			

Findings from the table showed that there was no significant relationship between headteachers leadership styles across their experience as headteachers. This showed that headteachers' experience as headteacher had no influence in their leadership styles.

4.4.3 Differences in headteachers' leadership styles in different categories of secondary schools

The study also sought to establish if there was any significant difference between the leadership styles of the headteachers across categories of schools. To establish whether there was any significant difference between headteachers' leadership styles in different categories of schools, analysis of variance using (ANOVA) and Spearman Rank Correlation Coefficient (ρ or rho) were applied. In each category of school, Sum of Squares (SS) in relation to leadership styles were worked out, degree of freedom (df) and the mean scores (Ms). Analysis of variance (ANOVA) test was then applied to test significance of mean differences with reference to category of secondary school and leadership styles of the headteachers in each case. In determining significant differences in leadership styles in various categories of schools, the Spearman Rank Correlation Coefficient (ρ or rho) was then made use of to reflect degree of linear relationship between headteachers' leadership styles in various categories of secondary schools. The findings are presented in Table 4.13.

Table 4.13

Headteachers' leadership styles across categories of schools

Category of school		Ss	df	ms	f	p
Day	Between group	6.321	1	5.212	.562	.351
	Within group	42.511	2	33.241		
	Total	48.832	3			
Boarding	Between group	6.943	4	34.234	.634	.142
	Within group	45.634	7			
	Total	52.577	11			
Day and boarding	Between group	6.513	5	3.412	1.432	.312
	Within group	36.523	4	25.132		
	Total	43.036	9			

Data on the headteachers' leadership styles differed in different categories of schools revealed that there was no significant difference in headteachers' leadership styles in various categories of schools. That was shown by the tests in different categories of schools. The findings therefore showed that there

was no significant relationship between headteachers leadership styles across the categories of schools.

4.4.4 Influence of headteachers different leadership styles on students performance

To determine the relationship between headteachers' leadership styles and students' performance, the mean scores of different schools were correlated with the means and standard deviations of different categories of schools. The relationships were checked through coefficients of skewness and kurtosis outside the normal limits. The non-parametric correlation Spearman's *rho* was used to determine the relationships. The Spearman's (*rho*) also denoted by (P) is an alpha test or Spearman's Rank Correlation Coefficient was used in calculating the degree of linear relationship between two variables. Findings revealed that there was a significant relationship between headteachers leadership styles and students performance. This was tested for significant at 0.001 level of significant.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusion, recommendations and suggestions for further research.

5.2 Summary of the study

The purpose of the study is to establish the effects of head teacher leadership styles, and performance in KCSE examination in Koibatek district. Five research questions were formulated to guide the study. Research objective one sought to establish whether there was a relationship between headteachers autocratic leadership style and students performance at KCSE. Research objective two aimed at examining the influence of headteachers' democratic leadership style of students performance in KCSE. Research objective three sought to establish if headteachers laissez.fair leadership style has an influence on students performance in KCSE. Research objective four sought to examine influence of headteachers' charismatic leadership style on student performance in KCSE while research objective five aimed at examining other factors that influence student's performance at KCSE in Koibatek District. The researcher adapted descriptive research design, data was collected from 20 headteachers and 195 teachers drawn from 20 schools in the district.

Findings revealed that there was a significant relationship between headteachers leadership styles and students performance (r -value = 0.33744). The findings further revealed that autocratic leadership had high performance in their schools. There was no significant relationship between teachers' gender, age, and academic qualification and their perception of their headteachers' leadership styles. There was no significant relationship across gender, age, academic qualifications, teaching experience and their experience as headteachers. Findings also revealed that there was no significant difference in headteachers leadership styles in various categories of schools.

5.3 Conclusions

Based on the findings, it was concluded that there was a significant relationship between headteachers leadership styles and students performance. It was also concluded that majority of teachers perceived their headteachers as being democratic. The study concluded that headteachers' perceived themselves as democratic as perceived themselves as authoritarian while perceived themselves as laissez- faire. It was also concluded that there was no significant relationship between teachers' gender, age, and academic qualification and their perception of their headteachers' leadership style. The study concluded that there was no significant relationship across gender, age, academic qualifications, teaching experience and their experience as headteachers. Findings also revealed that there was no significant difference in headteachers' leadership styles in various categories of schools.

5.4 Recommendations

The following are recommendations based on the study :-

There is need for facilitating headteachers leadership styles as they had a direct relationship with students' academic performance.

- The headteachers should use the most appropriate leadership that facilitates collective responsibility and which creates a conducive teaching and learning environment in schools in order to improve in their KCSE performance.

5.5 Suggestions for further research

In view of the limitations and delimitations of the study the following suggestions for further research were made:

- That there be a study on the relationship between teachers level of motivation and students' academic achievement;
- That a study on teachers' perception of headteachers' leadership styles and their job performance; and
- That there be a study on the effect of headteachers' related factors and students' performance.

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APPENDICES

Appendix I

Introduction Letter to Respondents

University of Nairobi

Department of Educational Administration

P.O. Box 30197-00100

NAIROBI.

The Head teacher,

_____ Secondary School,

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a post-graduate student pursuing a Masters of Education (M.Ed) degree in Educational Administration at the University of Nairobi. I am conducting a research titled "Influence of Headteachers' leadership styles on KCSE performance in Public Secondary schools in Koibatek District,

I kindly request you to spare your time to humbly fill in this questionnaire for me. Your responses will be used for the purpose of this research study only.

Thank you in advance.

Yours faithfully,

Edwin Kiptis

M.Ed Student

APPENDIX II

K.C.S.E ANALYSIS

Kenya Certificate of Secondary Education (K.C.S.E) performance showing students grades in Koibatek district for the year 2008 -2011

MEAN GRADE	STUDENTS MEAN GRADE PER YEAR			
	2008	2009	2010	2011
A	Nil	Nil	Nil	Nil
A-	8	13	11	9
B+	26	52	36	32
B	57	68	73	62
B-	11	113	119	83
C+	181	162	182	136
C	252	216	303	178
C-	279	293	350	188
D+	266	288	338	224
D	162	226	332	187
D-	46	99	11	104
E	1	5	6	1
Number of Candidates	1426	1547	1861	1210

APPENDIX III

Questionnaire for Headteachers

Dear Respondent,

I kindly request you to provide information to all items in the questionnaire by putting a tick (✓) on one of the options most appropriate. For questions that require your opinion where necessary fill in the blank space.

Part 1: Headteacher's demographic background information.

1. What is your gender? Male [] female []
2. What is your age range?
(i) below 30 years []
(ii) 30 - 40 years [] (iii) 41.- 50 years [] (iv) 51 and above []
3. What is your highest level of academic qualification?
(i) "O" level [] (ii) A level [] (iii) Diploma []
(iv) Graduate [] (v) Others, specify
4. What is your professional qualification?
i) Bed [] ii) Med []
vi) Others (specify)
5. What is your teaching experience in years?
i) Below 1 year [] ii) 2- 5 years [] iii) 6 – 10 years []
iv) 11 – 15 years [] v) 16- 20 years []
vi) 20 years and above []

6. For how long have you served in your current position?

- i) Less than 1 yr [] ii) 2-5 yr []
 ii) 6 – 10 yrs [] iv) 10 yrs and above []

To what extent do you feel that your headteacher :- Perception of behaviour

No	Leaders behaviour	1	2	3	4	5
1	Is friendly to teachers and easy to talk to					
2	Listen to teachers and students and others whether or not he/she agrees or disagrees with teachers and others					
3	Shows to teachers that he/she understand their point of view, can state it well to teachers though he/she disagrees					
4	Encourages teachers and others to express ideas fully and frankly.					
5	Displays confidence and trust in teachers and others whether or not he/she agrees.					
6	Share information frankly					
7	Expert each member to do his/her very best					
8	Expects a high quality job from himself/herself					
9	Thinks what he/she and staff are doing is important					
10	Encourages you and others, to give new changes, and creative ideas for benefit of the school.					
11	Is he/she willing to take risks (by trying new ideas)					
12	Does not like to be criticized					
13	Avoid treating you and others in patronizing manner					
14	Shows that he/she is capable of doing mistakes					
15	Allows members of staff to question his/her views.					
16	Avoiding being impatient with the progress being made by the group.					
17	Avoid dominating the discussion.					
18	Encourages you and other to work through disagreements by not suppressing them.					

19	Shows no favorites', treats all members equally.					
20	Avoid imposing a decision upon the group					
21	Is less concern a bout individual's interest in their work.					
22	Allows productivity of the group.					
23	Allows morale to be generally low.					
24	Provides complete freedom to the group.					
25	Avoid supervision of teachers.					
26	Encourage indiscipline due to lack of direction					
27	Does not allow new ideas to come.					
28	Blame others for mistakes or failure.					
29	Does not expect a high quality job from the group.					
30	Wait for other members of the group 'to state their position before stating his/hers.					
31	Present his/her own contribution as suggestion.					

Thank you for being honest and for responding.

APPENDIX IV

Questionnaire for Headteachers

Dear Respondent,

I kindly request you to provide information to all items in the questionnaire by putting a tick (✓) on one of the options most appropriate. For questions that require your opinion where necessary fill in the blank space.

PART A.

Please indicate the correct answer by ticking in the appropriate box

1. Sex:

Female

Male

2. Age below

25yrs

26-30

31-35yrs

36-40 yrs

41-45yrs

46-50 yrs

51 and above

3. Please state your highest academic/professional qualification.

EAACE/KACE/HSC/'A' level /SI/Diploma in Education

B.A/BSC

B. Ed

B.A./ BSC with PGD

M. Ed

M.A/MSC

Any other specifies.

4 Indicate your experience in years.

i) As a teacher

0-1 yrs

6-10 yrs

11-15 yrs

16-20 yrs

21 yrs and above

ii) As a health

0-1 yrs

6-10 yrs

11-15 yrs

16-20 yrs

21 yrs and above

PART B. PROFILE OF OWN BEHAVIOUR (FORM OB)

KEY:

- 1. Never
- 2. Very little
- 3. Sometimes
- 4. Considerable
- 5. Very great

Kindly place a (√) in the relevant column to show the extend which each of the statement applies to you leadership behaviour.

To what extent do you feel that you:-

Perception of behaviour

		1	2	3	4
1.	Are friendly and easy to talk to by others.				
2	Listen well to those you lead whether you agree with them or not.				

3	Show that you understand the point of views of your staff members and state them well, even though you disagree with them.				
4	Encouragement members of your staff to express their ideas fully and frankly.				
5	Encourage members of staff to express their feeling frankly				
6	Display confidence and trust in other whether or not you agree with them				
7	Share information frankly				
8	Expect others to do their very best				
9	Think what you and your staff are doing are of importance.				
10	Expect a high quality job from yourself.				
11	Encourage members of staff to bring new changes as well as creative ideas.				
12	You are willing to take risk (by trying new ideas)				
13	Are not defensive when criticized				
14	Avoid treating others in a patronizing manner				
15	Accept that you are capable of making mistakes				
16	Allows members of staff to question your views				
17	Avoid dominating discussions.				
18	Encourage members of the staff to work through disagreements by not suppressing them.				
19	Show no favorite treat all members equally				

20	Give credit and recognition where necessary				
21	Accept more blame than may warranted for any failure or mistake.				
22	Avoid imposing decision upon the group				
23	Set the goals for the group				
24	Allow decision to be made by whoever is willing to do.				
25	Are less concern a bout individual interest on their work				
26	Allow productivity of the group to be low				
27	Allow morale to be generally.				
28	Provide complete freedom to the group				
29	Avoid supervision of teachers				
30	Do not interfere with group work.				
31	Encourage indiscipline due to lack of direction				
32	Blame others for mistakes or failure				
33	Do not expect a high quality job from others, and yourself				

Thank you for being honest and for responding.

Appendix V

RESEARCH CLEARANCE PERMIT

PAGE 1 NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

THIS IS TO CERTIFY THAT **Date of Issue** 02nd July 2012

Prof. Dr. Mr./Mrs. Alice Mwangi **KS1/000**

Edwin Kiplagen Aindi

Of (Address) Ministry of Education

P.O. BOX 30187-00100

NAIROBI

Has been permitted to conduct research in

Location

Koibatek District

Rift Valley Province

On the topic: Effect of head teacher's leadership

Style on performance of Kenya Certificate of

Secondary Education in Koibatek District, Baringo

County, Kenya

For a period ending 30th August 2012



Secretary

National Council for

Science and Technology

Appendix VI

Research Authorization

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254 020 3113471, 2341349
194 020 112571, 2211121, 2219478
Fax: 254 020 315245, 143208
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www.nacst.go.ke

PO Box 8923-Nairobi
HUMAN RIGHTS
WWW.NACST.KE

Our Ref:

NCST/RC/D/14012/1057

Date:

12th June, 2012


Edwin Kiplagat Kiptis
University of Nairobi
P.O BOX 35197-00103
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Effects of headteacher's leadership style on performance of Kenya Certificate of secondary Education in Keibatek District, Baringo County, Kenya" I am pleased to inform you that you have been authorized to undertake research in Rift Valley Province for a period ending 30th August, 2012.

You are advised to report to the District Commissioner, the District Education Officer, Keibatek 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 to our office.


DR. M. K. RUGHTE, PhD, NSC
DEPUTY COUNCIL SECRETARY

Copies to:

The District Commissioner
The District Education Officer
Keibatek District

The National Council for Science and Technology is established by the President of Kenya under the authority of National Instruments.